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**Accepted by:** Local Governing Body September 2012

**Leadership Team Lead Reviewer:** Assistant Head Teacher (Student Support)

**Review Cycle:** 1 Year

**Last reviewed:** September 2021 (in light of Local Authority VPP arrangements)

**Date for next review:** September 2022

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**This policy incorporates the Attendance Policy as Appendix 9.**

## **Trust/School Policies on Related Issues**

(To be read and followed alongside this document)

- Safeguarding Policy and Strategy
- Physical Intervention policy
- Anti-Bullying policy
- Assessment Reporting and Recording Policy
- Confidentiality Policy
- Drugs Education Policy (Swift Academies)
- Single Equality Scheme Policy (Swift Academies)
- British Values and Collective Worship Statement
- Health and Safety Policy
- Supporting Students at School with Medical Conditions Policy
- Off Site visits Policy
- PSHCE Policy
- Physical Activity policy
- Physical Intervention Policy
- Safety in the sun Policy
- SEN Policy
- Sex and Relationship Education Policy
- Transport Policy
- Acceptable User Policy and Online Safety Policies (Swift Academies)
- Well-being and Mental Health Policy
- Bereavement Policy
- Young Carers Policy
- Looked After Children Policy

**The Latest DfE guidelines for behaviour and discipline in school is: Behaviour and Discipline in Schools (January 2016)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

**The Latest DfE guidelines for exclusion are found in *Exclusion from maintained schools, Academies and pupil referral units in England (September 2017)***

This can be accessed from the link below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

## **The latest DfE guidance is Mental Health & Behaviour in Schools November 2018**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_schools\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

### **Ethos**

Hurworth School seeks to achieve excellence with care. Positive behaviour will maximise learning in all areas and enable students to reach their full potential and give them the best opportunity to fulfil a meaningful role in society once they have left school. The Local Governing Body fully endorse these principles and works closely with the Head of School to ensure this occurs. If students are to achieve and enjoy their education they need to feel safe and secure at school. Good behaviour, welfare support and discipline is fundamental to achieving these aims.

To this end, a set of rights and responsibilities of students, together with the school's expectations are set out below. A clearly defined system of rewards and sanctions reinforces those expectations.

This policy will set out the measures that the school and the Head of School will go to in the pursuit of excellence. These areas will include:

- The promotion of good behaviour, self-discipline, welfare support and respect throughout school
- How we seek to prevent issues affecting pupils and their families welfare
- Ensuring that student's complete work assigned to them
- How we will regulate the conduct of all of our students
- How we set out to care for the welfare of all pupils

### **Jurisdiction**

The school's jurisdiction for taking disciplinary action extends to offences which take place on the school site during the school day, during lunchtimes, when students are journeying to and from school, whilst students are in school uniform or wearing the school dress code, and while students are at an official school activity, or on an official school journey, visit or activity off the school site. This jurisdiction can also extend to situations where the event or actions could cause the school to be held in disrepute, pose a threat to another student or a member of the public or could affect the orderly running of the school. See also Anti-Bullying section.

### **Rights and Responsibilities**

#### **Discipline – Students' Rights**

- Students have the right to be respected, but this carries with it responsibilities to respect others and treat all members of the school community fairly, courteously and to listen to their points of view. In all their dealings with staff students must always be polite and must not be disobedient or defiant. Students must follow all reasonable instructions from members of staff. Students must not bully, intimidate, harass, harm or assault any other pupil. Students

must not discriminate against other members of the school community on the grounds of race, religion, gender, sexuality or disability. See single Equality Scheme

[www.hurworthschool.org.uk/policies](http://www.hurworthschool.org.uk/policies)

- Students have a right to learn, but this carries with it responsibility to work without disturbing others. Disruptive behaviour prevents the individual and others from learning. Students must, therefore, always allow the teacher to teach and others to learn. They must always attend school regularly, remain on the premises during the school day (apart from certain exceptions authorised by the Head of School), arrive punctually for school and for lessons and follow the school rules on dress and appearance.
- Students have a right to be safe and secure at all times but this carries with it responsibilities to always act, in a safe, responsible and sensible manner towards others.
- Students have a right to work in a clean and tidy environment but this carries with it the responsibility for all students to care for the school environment, buildings and equipment and other people's property.
- Students and their families have the right to welfare support where applicable.

### **Discipline – Teachers' Powers**

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- The power also applies to all paid staff (unless the Head of School says otherwise) with responsibility for students
- Teachers can discipline students at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline students for misbehaviour outside school
- Teachers have a specific legal power to impose detention outside school hours
- Teachers can confiscate students' property

### **Confiscation of inappropriate items**

The latest DfE guidance is 'Searching, Screening and Confiscation.' January 2018

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

### **What the Law allows:**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- Power to search without consent for 'prohibited items' including:
  - Knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vaping paraphernalia, fireworks, pornographic images
  - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
  - Any item banned by the school, which has been identified in the rules as an item, which may be searched for

Teachers have a legal power to place students (aged under 18) in detention.

- The times outside normal school hours when detention can be given (the ‘permitted day of detention’) include:
  - a) any school day where the pupil does not have permission to be absent;
  - b) weekends – except the weekend preceding or following the half term break; and
  - c) non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or non-contact days

At Hurworth School we chose only to operate b) and c) in exceptional circumstances.

- Staff have the legal power to use reasonable force to stop a student from hurting themselves or others, damaging property, committing an offence or causing serious disruption. See Physical Intervention Policy [www.hurworthschool.org.uk/policies](http://www.hurworthschool.org.uk/policies)
- Staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vaping paraphernalia, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules
- The Head of School may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip. This is at his/her discretion
- Students with a known disability will be subject to the discipline procedures outlined in this document. It is the duty of the parents / carers to make school aware of their Child’s disability and provision / reasonable adjustments will be made.

## **The promotion of good behaviour, self-discipline and respect throughout school**

### **Statement from the Local Governing Body**

We believe that positive behaviour, self-discipline and respect are essential in the daily organisation and administration of a successful educational setting. An ordered institution with clear well - defined rules and expectations of its staff and students is one that will, in our opinion, give all students the opportunity to maximise their potential in all areas of school life and support our goal of helping students fulfil a meaningful role in society once they leave us.

To this end the Head of School, with our full support, has developed systems within school that promote the above. There are effective methods of communication, support and guidance for all stakeholders. Sanctions are applied fairly, consistently, and with due respect to the individual, their need and the context of the event. We adhere fully to the measures stated clearly in our Single Equality Scheme.

The rewards systems within school are sophisticated and are reviewed regularly as to their effectiveness, appropriateness and contribution to success for all students.

We firmly believe that our mission statement of ‘excellence with care’ is aspired to in the daily interactions of our staff and students in pursuit of high standards in behaviour, self-discipline and respect in school.

### **Student Code of Conduct**

The school has a simple code of conduct; the message is clear and present in school publications and in every student planner and areas of the school.

This has been refined over time and we now have the Hurworth School Values Charter, which has been regularly updated since 2015. In 2021 this was refined further to link with the schools 4R Core Values. This is central for our policy to uphold British Values within school.

## **Staff Code of Conduct**

At Hurworth all staff also adhere to the Swift Academies code of conduct. This policy is held on the school policy document web site [www.swiftacademies.org.uk/policies/](http://www.swiftacademies.org.uk/policies/) and is explained to all staff during induction.

It is important to acknowledge that members of staff are vital role models within our school community. We therefore feel it necessary and right to publish a conduct policy and expect the highest standards of professionalism at all times.

## **Home School Agreement**

The home school agreement is issued to every student and their parents/guardian when they begin their career at Hurworth School. We place a great deal of emphasis on this document and refer to it many times during each child's time here. It is also equally important to staff as we have an obligation to provide the very best education possible to each and every child.

The home school documents also refer to 'after' school classes and lunchtime sessions that are an integral part of the school's mentoring system. (See Appendix 1)

## **Assembly**

The assembly programme is coordinated by the Head of Personal Development. It is designed to utilise the skills and expertise of different staff members to:

- Promote morality and good citizenship within a diverse and multi-cultural society
- Encourage pupils to explore and shape their own beliefs and attitudes
- Allow students to form their own opinions and overcome prejudice

See British Values and Collective Worship Statement.

## **Personal Development**

'Personal Development opportunities including the assembly programme, student leadership opportunities and the details of our PSHCE curriculum can be found in the PSHCE (including RESH) policy which can be found on the school website.'

This is an essential part of school life and is coordinated by the PSHCE Coordinator. Please see:

- PSHCE Policy
- Sex and Relationship Education Policy

## **Additional Development Opportunities**

There are a number of leadership roles within the school that pupils can apply for. These include:

- School Council

Pupil can apply for a role in the school council. The nature of the school council is currently being redeveloped.

- Peer Mentors

In Year 9 students are invited to apply for the role of 'mentor'. Students apply and are chosen based on application forms and their suitability as role models. After a training programme, approximately 20 students are selected to be 'peer mentors' and work with the Raising Achievement Co-ordinator for Year 7 to assist with the transition process.

- Prefects

Pupils in Key Stage 4 have the opportunity to apply for the role of Prefect and/or Head Prefect. Interested pupils fill out an application form and the Head of Personal Development reviews these and selection is made during the Pastoral RAG meeting. The application form also contains information about the expectations of the role, the tasks prefects will work on and the skills they should be able to demonstrate. The role of prefect is being developed to ensure that pupils can make an active contribution to the life of the school.

### **Annual Personal Safety Week (November)**

This event coincides with the National Anti-Bullying week initiative and constitutes activities during afternoon registrations tailored to reinforce the messages of positive community cohesion, equality and diversity, challenging prejudice e.g. homophobia, Online safety and Anti-Bullying as well as following bespoke activities designed after the school receives its feedback from the annual 'Social Norms' survey conducted each Summer.

### **Rewards**

We believe strongly in rewarding good progress and excellent levels of citizenship. To this end we have developed a reward framework in conjunction with the student body that is fair, consistently applied and effective.

### **Years 7 to 9 School Reward System**

Pupils are awarded achievement points

Positive clicks can be awarded to pupils by individual teachers for the following reasons:

- Good or Excellent academic work
- Good or Excellent independent learning
- Good or Excellent effort in lessons
- Any other reasonable academic or lesson-based action which deserves recognition e.g. 'ready to learn' for lessons

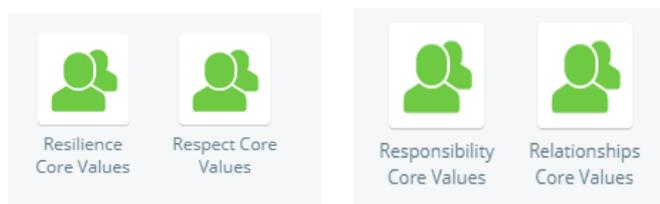
At the end of every term, pupils receive tiered rewards to recognise the achievement points which they have collected. Pupils can also purchase items from the classcharts rewards shop from the Green clicks they achieve.

### **Years 10 and 11 School Reward System**

Discounted Prom tickets are given for effort in any of the following areas – classwork, homework, coursework, test performance, oral responses, group discussions, helpfulness and they are allocated to students via the ICT SIMS system and/or ClassCharts system.

Each Green click carries a monetary value, which will be discounted from their prom tickets.

Green clicks can also be issued in lunchtime and after-school sessions. We have made some amendments to the buttons to streamline with our schools 4R core value launch, these could be awarded in lesson or for rewarding behaviours whilst on duty/moving around the school/how students are with staff, peers, visitors etc so the following buttons are now available:



## Active Citizenship

We also recognise the many acts of kindness and/or helpfulness which are carried out by many pupils during the school day. Any staff member can award **Citizenship points** for helpful actions and any acts of good citizenship which add to the positive atmosphere of the school. Examples of this could be:

- Escorting a pupil who is ill or upset to the office/ member of staff
- Helping at an event out of normal school hours
- Helping younger children especially the Year 7 pupils to settle in and find their way around school
- Helping their tutor with the organisation of the form (e.g. collecting register folder, helping give out careers files etc.)
- Helping to organise classroom activities
- Taking part in inter-house events

These can be awarded at any point during the school day and by any member of staff including Support staff, Office staff and Canteen staff.

## Other Rewards and Achievements

Departments often reward pupils in other ways such as:

- Sending termly rewards postcards
- Awarding Departmental certificates
- Sending letters home to parents telling parents how well pupils are doing
- Weekly form prizes for 'most Green clicks' and 'most improved'
- Student of the Month
- Head teachers postcards

There are also many events going on in departments where pupils participate in extra-curricular activities. These could include activities such as:

- Departmental trips

- Extra-curricular clubs e.g. Choir
- Membership of a team e.g. Netball, Football etc.

Members of staff with whole school responsibilities should also seek to reward pupils for their active participation in ventures such as:

- Membership of the School Council
- Peer Mentoring
- Work in the Library
- Prefect
- Any other whole school venture

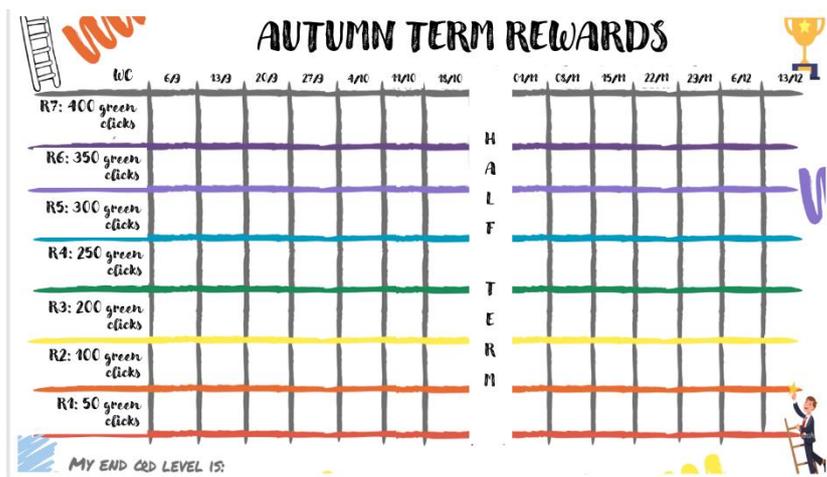
### Inter-form and End of Term celebrations

Collaboration and community are central to the ethos of the school and can be evidenced by a thriving Inter-form system which runs throughout the year and is signposted in the Student Message PowerPoint and by a displays around the school. Celebration and rewards activities are co-ordinated at the end of each term by the rewards Co-ordinator.

**All rewards transfer into Achievement Points which are calculated in order to award the pupils and for them to access the end of term activities. End of Term Celebrations ensuring that all achievements are celebrated and the most deserving pupils receive the most reward.**

All of these clicks that are awarded to students are ranked for end of term celebrations i.e. the reward ladder that form tutors will work through during the form. The ethos is that everyone has some reward. The events and rewards change to be seasonal however they generally run:

- R1** free non uniform
- R2** access to the celebrations
- R4** virtual postcard home
- R6** physical postcard home
- R7** Amazon vouchers



## **Whole School Rewards**

Students who behave consistently well will be rewarded by being invited to take part in a number of extra-curricular activities, including:

- Rewards trip
- Educational Visits
- Inter-form Competitions
- School Concerts
- Reward assemblies
- The School Prom
- End of term celebrations
- Purchasing of items from the rewards shop

## **Evenings to Celebrate Achievement**

Each year in the Autumn Term the school holds two evenings to celebrate students' performance from the previous academic year. The evenings are organised into lower (Years 7 to 10) and upper school (Year 11).

At each evening all achievement is recognised and celebrated. Awards range from sporting excellence to academic progress, levels of citizenship, and attendance. Indeed, many awards are provided to us by members of the community who enjoy being associated with such events and positive messages.

## **How we seek to Prevent Bullying**

DfE advice on this subject is expressed within *Preventing and tackling bullying July 2017* – this link will take you to this guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

Furthermore, separate documents are available for Head teachers and staff on Cyberbullying:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

and parents and carers:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444865/Advice\\_for\\_parents\\_on\\_cyberbullying.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)

Full documentation regarding this area is contained within the School Anti-Bullying Policy available on the school website

Please see also Single Equality Scheme (Swift Academies)

## **Ensure that Student's Complete Work Assigned to Them**

## Statement from the Local Governing Body

The completion of tasks set is essential to the student's progress and to the school in reaching its goal of enabling every child to reach their potential in all areas. We have always supported the school in all their efforts to ensure that students complete work. Failure to complete work set without good reason is a discipline issue and as such will be tackled following the procedures outlined in this document.

At Key Stage 3 and 4 all students are expected to complete work commensurate with their ability and their expected rate of progress towards their agreed end of Key Stage target.

Our philosophy is underpinned by the principles of sanction, reprimand and restore. Further information can be obtained from the Student Support Team.

## Whole School

All students will be subject to the following procedures and sanctions to ensure that they complete all work set.

## Classroom Practice

As classroom practitioners at Hurworth School, we have a set of expectations to ensure that students have a fair and equitable experience regardless of classroom, subject, set, year group, time of the day, teacher et al.

The **School 4Rs Values Charter** outlines our "global" expectations for our students and is the backdrop for our classroom expectations. We should expect the same for our staff, which are outlined below as the non-negotiables for classroom practice. As a teaching member of staff you should ensure that MTP and lesson resources ensures that your lessons are reaching all students and is going to allow them to be the best versions of themselves.

However, this is not a standalone document and it must be utilised in conjunction with the raft of information that staff have access to, Daily Student Support update, SEND and LAC Update and SEND register, Student Pen Portraits (where applicable), Student Support Plans (where applicable), Medical information, Risk Assessments and Access Arrangements required as normal way of working (KS4).

When all of these marry up the chances of a lesson being an unequivocal success are greatly improved. **This is the impact we want to see to allow our students to be the very best version of themselves.**

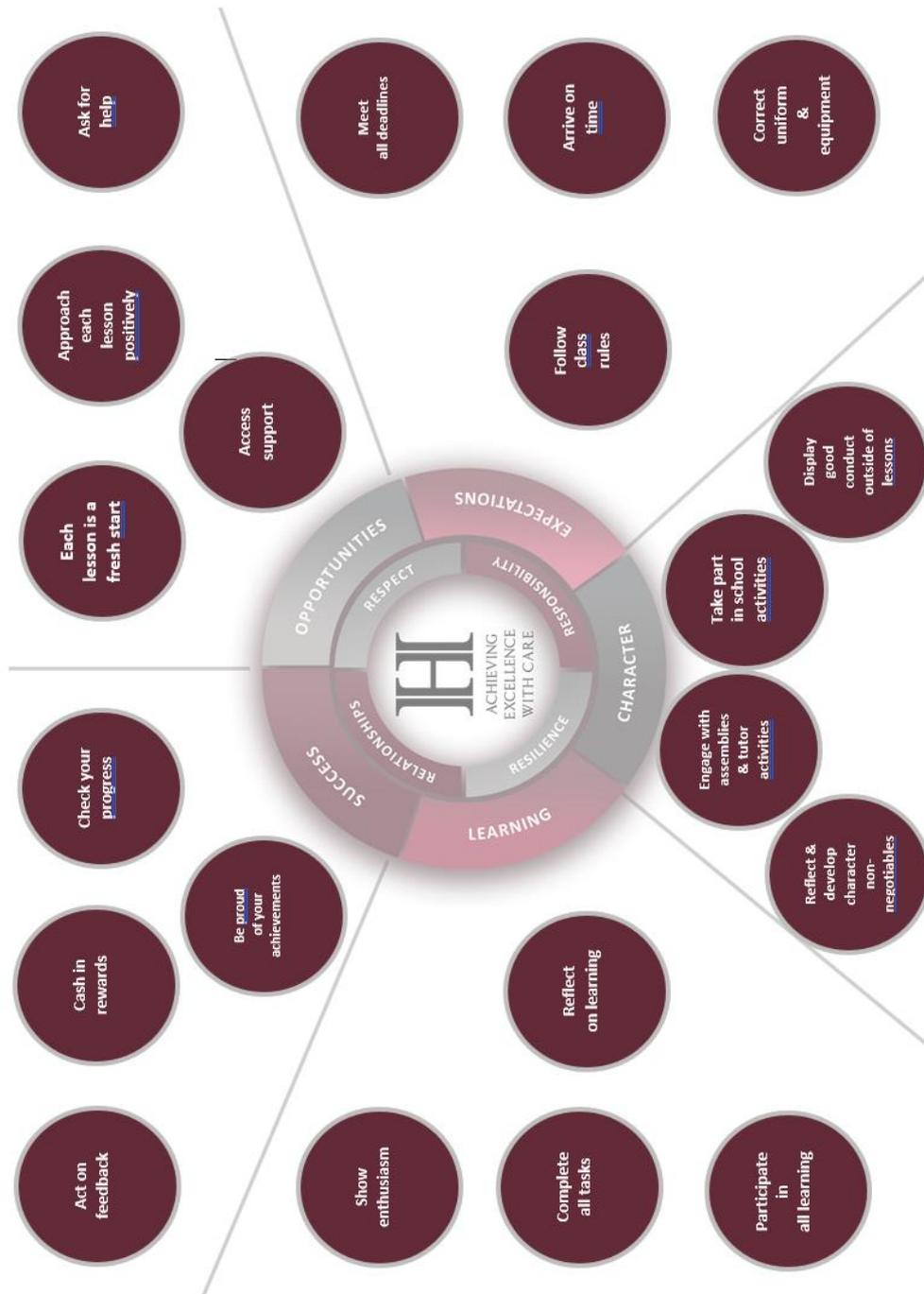
To encourage positive student teacher relationships and learning to take place, it is important whilst you are in lessons you follow the **classroom expectations** at all times:

- Students **must** always follow the instructions of any adults in charge
- Students **must** stand behind chairs in silence at the start of lessons
- Students **must** get out all equipment (including their planner and water bottle) in silence at the start of the lesson
- Students **must** write all ILT in their planners at the start of a lesson. All year groups will use the term 'ILTs'
- You will **NOT** be allowed to go to the toilet in lessons (unless you have a toilet pass)
- Students **must not** leave the room without permission Added this is as it was mentioned at LT on Monday – suggest you go back to corridor passes in September and could then add that in that you must have one

- Bags **must** be placed on the floor, and coats must be placed on the back of students chairs
- Students **must** sit in their allocated seats
- When students are completing individual work they should be working in silence; students should raise their hands and wait before asking or answering
- Students **must not** engage in any conversation that does not centre around subject content
- Students **must not** answer back e.g.  
Staff "Get on with your work", Student "I am"  
or Staff "Stop talking", student "I wasn't".
- Students **must** adhere to hygiene regulations
- Students **must** be stood behind chairs at the end of each lesson

**At the end of each lesson in addition to a uniform check all classrooms will be checked to ensure they are tidy and all equipment has been returned to the correct places.**

### **Pupil non-negotiables**



If a student is not completing work during a lesson the member of staff/s will follow their own departmental guidelines and also follow school systems outlined further in this section.

## Detentions in School

A detention can be issued for a variety of reasons. However more common and appropriate is a detention to be issued to enable students to complete work assigned to them that they have not completed or not completed to a standard commensurate with their ability. The procedures for detention are as follows:

- Parental consent is not required for break or lunchtime detentions

- Departments administer their own lunch / break time detentions in accordance with their own policy and practise. Departments are not permitted to arrange an evening detention (see evening detention section)
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet
- If a student does not attend the detention, the Head of Department should be consulted and the detention will be escalated to a HOD detention
- If the student does not attend the rescheduled detention the Head of Department this will then escalate to a lunchtime Student Support detention
- Student Support Detention is managed by the Student Support team on a daily basis from 12.30-13:10pm and after-school 3:25-4:25.
- School operates a formal policy of evening detention for behaviour related incidents, any student in breach of school conduct can be held back from 3.25 pm - 4.25 pm at the discretion of the Head of School. In such events Parents/Carers will be notified at least 24 hours in advance
- A pupil may also be held at 3.30 pm by the Assistant Head Teacher (Student Support) or the Head of School if it is deemed unsafe for them or other users to return by their usual means of transport. In these instances parents/carers will be notified immediately

Failure to attend a detention without a valid reason will result in further sanctions being applied. These will range from rearrangement of the detention to fixed term suspension. The severity of the sanction will as ever be dependent on the context of the case and the individuals involved.

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk
- Whether the pupil has known caring responsibilities which mean that the detention unreasonable
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely
- Whether suitable travel arrangements can be made by the parent for the pupil

### **Agreement for Examination Success**

In all cases we strive to communicate our intentions to students and parents. To this end we ask all stakeholders to read and sign an agreement for examination success. This is posted in the school handbook for parents and issued at the start of Year 7 or on student intake whichever is first.

### **See Appendix 2 - Agreement for Examination Success**

### **How we seek to look after the welfare of all pupils and their families**

Please see also **Safeguarding Strategy and Policy, Well-being and Mental Health Policy, PSHCE Policy, Single Equality Scheme (Swift Academies), Sex and Relationship Education Policy, British Values and Collective worship and all associated policies.**

Pupil's welfare and personal development are central to the core beliefs of Hurworth School and are signposted by all departments using a specific audit tool as well as throughout schemes of work and in lesson planning.

The Student Support Care team leads our welfare strategy within school and follows closely the key ideas laid out by latest DfE guidance. Our Safeguarding Policy outlines our multi agency approach adhering fully to local LSCB guidelines underpinned by an active team around the school.

Within school our RAG system see appendix provides the overview from which a number of specific interventions which help us to support pupils. **All interventions are individually organised and must be bespoke relating to individual need and circumstance.**

These include:

- Individual welfare sessions and daily drop ins with the Behaviour, Welfare Support and Alternative Education Officer
- Personalised behaviour and/or welfare support sessions including emotional literacy session with Behaviour, Welfare Support and Alternative Education Officer
- Interventions led by Educational Psychology Service
- SEN sessions in both 'green' and 'blue' rooms
- Mental Health Strategy and support (Appendix 10)
- Extensive use of multi-agency approach and Early Help SEN support plans and Careers support plans.
- Referral to CAHMS and collective work with this service
- Specific clubs and after school activities
- ILT support club
- Membership of various LA advisory and strategy groups

The school is keen to ensure it can do everything possible to support the mental health and well-being of all pupils. In light of this we are embarking on further support sessions and training whilst seeking to build on an already strong partnership with CAHMS and our EP services.

This includes:

- Partnership with other schools in terms of the government 'Future in mind' strategy
- Engagement in training for staff in terms of 'Mental Health First Aid' and 'Mindfulness'
- Internal staff training related to anxiety and panic attacks

### **How we regulate the conduct of all of our students**

The conduct that students exhibit whilst in school or representing school is of paramount importance to the success of all. The learning climate in school is excellent and we wish to maintain these levels so that all students can maximise their learning and all staff can utilise their ability accordingly. Therefore, we support the Head of School in developing and maintaining a simple, consistent, firm system of discipline within school. Wherever possible we support the school in communicating these principles and will support the school when individuals or groups fail to take the opportunities offered to them in school.

## **Communication within School**

To maintain an effective learning environment, communication at all levels is paramount. To this end we communicate to all stakeholders in the following ways:

### **To the School Populous/ Students**

Instant messages are displayed during the school day via our 'impero' system which allows instant messages to be displayed on all school desktops including interactive whiteboards and mobile devices. The student message powerpoint communicates key information during AM registration every Monday. Form tutors provide information during AM and PM registration through information wallets. Assemblies provide students with essential information and are themed throughout the year to specialist topics. The student council also allows students to have a voice and also helps to provide students on further information regarding school life.

### **To Staff**

All staff receive daily update information for each year group from the Student Support Team. Often more urgent information is also disseminated by further e-mails throughout the school day. There is a weekly SEN, LAC and Medical update emails. Any additional information that needs to be shared during the week is in addition to the Student Support update information and is collated by Admin staff. All information is fully available on the 4R share point.

### **To Parents / Carers**

We provide information through Parentmail, letter, telephone, school website, social media platforms, SIMS InTouch and E-mail. Most parents have now signed up to the Parentmail system and this is now the chief method of communication. Parents/carers also have classcharts logins allowing them to access to their child's behaviour wheels.

## **Use of Reasonable Force – Please see Physical Intervention Policy**

### **Daily Management of Pupil Behaviour**

In determining the way in which adults in school interact with students and other adults and deal with incidents of negative behaviour we have developed systems that:

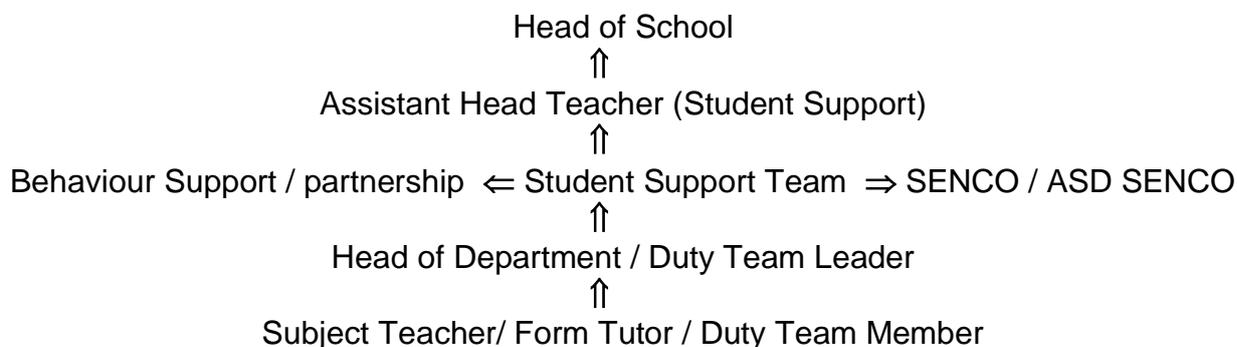
- Provide a fluid system of in-house and external support that reacts to student needs
- Maintain a climate for learning throughout the school day
- Have adequate systems for the maintaining and raising of achievement in all areas of school life

**We adhere to the principles of assertive discipline. These are that for every action there is a positive or negative consequence.**

**We also further adhere to the cognitive principles of Sanction, Reprimand and Restore.**

For staff there is a clear framework for the referral of students and the support network that exists for them, in addition students are aware of the network that exists and their role within it.

### **Framework for Referral and Support**



**Any referral / support needed goes through this system except in very serious situations where a member of Leadership Team (LT) can be called in immediately via the C3 Duty Team Alert on ClassCharts.**

### **Behavioural Referral System**

To assist in the management of student behaviour we have a framework of referral that all staff must follow. If an incident occurs it is the responsibility of the teacher in charge of the area to deal with the matter in the first instance and then seek support as deemed necessary. A teacher will do this using the C1 system on ClassCharts, the member of Staff on Active Walkabout may provide instant support to C1s, the Student Support Team will also be monitoring these instances using our low-level 'Disruptive Behaviour Framework' using the 'intelligence' system on ClassCharts.

### **Methods of Referral**

All positive and negative actions during lessons are recorded to build up a balanced picture of a pupil's school day; by clicking one of these you will automatically trigger a reward.

Those which have been deemed to be Good carry a +1 reward and Excellent carry a +2.

Negatives are divided into three sections depending upon severity. This means that all incidents are instantly taken into account and allows for a much better picture of the overall day experienced by pupils.

Again these are a bespoke set up to our school.

**A verbal warning must be given to pupils before using any of these buttons.**

Any **C1** should be dealt with by the classroom teacher at the time. Remember though by using this pupil cannot slip through the net by continually creating low level problems as this is all tracked. See Appendix 3 for Low Level Sanctioning and Consequences Framework.

Any **C2** should be referred to your HOD. It may be that a member of Leadership or Student Support visits you for a C2 as part of their 'Active Walkabout.' HODs will liaise with the Student Support Team when deciding on how to progress with these. The Student Support Team will then conclude the action on ClassCharts. A class teacher detention will follow.

A **C3** is a serious or immediate incident. These incidents will be dealt with immediately by the 'Active Walkabout' team – often the Leadership Team will pass these onto the Student Support Team to proceed. The Student Support Team will then liaise with HODs as and when necessary

as is established practise. The Student Support Team will then conclude the action on ClassCharts. At the very least the student will receive a lunchtime detention.

**In the Case of First Aid or Medical please follow established procedures which remain unchanged. You may also wish to click medical concern**

## **Sanctions**

### **Recommended Sanctions Available to Staff**

The following lists are suggested sanctions for use in school to deal with a number of incidents. It must be noted that these are suggestions and this is not a definitive list. All sanctions are at the teacher's discretion and we expect members of staff to use their initiative, skill and knowledge of the student and context of the event when deciding upon a sanction. The decision to exclude, however, must come from the Head of School or Assistant Head Teacher (Student Support).

- Verbal warning
- Phone call / letter home (in agreement with Student Support Team)
- Department detention
- School detention (in agreement with Student Support Team)
- After - school detention (in agreement with Student Support Team)
- Parent/Carer meetings
- Departmental monitoring report
- Departmental target report
- Departmental seating plan
- Removal from departmental room to another classroom in the department
- Sent outside room to cool off
- Internal Suspension – At the Head of School's discretion
- External Suspension - At the Head Teacher/Head of School/Assistant Head Teacher (Student Support) discretion
- Permanent Exclusion - At the Head of School's discretion

For students there is a printed code of conduct in their planners and it is made explicit in all parent handbooks. There is also clear guidance on the expectations of each student and the systems in operation within each department. These are communicated to students on a daily basis within the classroom environment but also delivered through year - group and whole school events such as assemblies. They also have a 'ClassCharts' fact sheet.

This system has an extensive '**Analytics**' section which the Student Support team is used to identity behaviour trends. As the data loads we view patterns and trends giving us yet further understanding of pupils and allowing us to inform discussion with Departments and work together on how best to serve all pupils. This feeds all other communications with pupils, parents and staff.

**The core values and principles of the school are underpinned by our 4R Values Charter which is published on the school website and communication to staff on the 4R share point and students through the SMP and planners.**

## **Uniform and Equipment**

We believe that dress and presentation help to create good personal standards among you, and parents/carers are requested to give their full support to the school in adhering to the range of clothing recommended. **Whilst the school is in a period of winter uniform, shirts must be tucked in at all times and school jumpers must be worn.**

Items and colours of clothing are as follows: -

- Trousers must be plain black, standard fit and not be made from denim, corduroy, leather, Leggings, jeggings, black jeans or  $\frac{3}{4}$  trousers are not permitted. All pupils should be in trousers as skirts have been removed from the permitted uniform.
- Plain white shirt not a T-shirt or blouse – this is only worn whilst in Winter uniform
- School tie, this must cover the top shirt button (ties other than school ties are not to be worn) – this is only worn whilst in Winter uniform
- Maroon Summer Polo Shirt – this is only worn whilst in Summer uniform
- V-necked sweater with school logo
- Black shoes with heels no higher than 4cm. Trainers and plimsoll shoes are not acceptable and neither are leisure boots such as Rockport, Doc Martins and Ugg boots. Plain black low heeled boots (Chelsea boot style) may be worn. Shoes must be plain black and not have stripes or logos of any kind visible. Shoes cannot have coloured or metal buckles or decoration on them.
- Jewellery - only one small stud per ear lobe and in no other part of the ear, and one watch. No other jewellery or body piercing is permitted.
- No jewellery is to be worn during PE lessons, this includes recently pierced ears (it is not acceptable to cover them with plasters). We advise for piercings to take place at the start of the 6 weeks' holiday to allow healing to take place.
- No coloured or fake nails are permitted. Nails should be of a reasonable length
- Make up must be kept to an absolute bare minimum and must be natural looking.
- False eyelashes are not permitted
- Coats should be an appropriate outdoor coat - no sweatshirts, hooded tops, cardigans, tracksuit tops or coats made of denim
- Hair styles /eyebrows must not have any lines, patterns or symbols showing and extreme hair dyes (hair must be of a natural colour)/multi coloured hair is not acceptable for any pupil
- A school bag large enough to carry an A4 file must be carried every day
- Students must attend school with the necessary school equipment on each and every school day – pen, pencil, rubber, calculator, practical equipment where necessary e.g. PE kit, Food Technology ingredients etc

***The decision when pupils will transfer from winter to summer uniform will be taken by the Head of School and will be communicated to Parents/Carers via letter. There will be a minimum of 2 weeks' notice given prior to uniform change.***

#### **PE kit**

- Maroon sports top with school logo
- Black shorts or black leggings with school logo (*please note that leggings other than the school ones are not acceptable*)
- Maroon socks
- Black fleece (optional)
- Black waterproof top (optional)
- Trainers
- Football boots – football and rugby lessons only

#### **Protocols for dealing with students who are not in correct uniform**

Upon arrival in school the students will be asked for the reason why they are not in correct uniform, or correctly presented for school. Every effort will then be made to help that child get in correct uniform or change their appearance for the school day. Failing that the child will move into loss of unstructured times (this is at the discretion of the Head of School) until such time as correct uniform is worn.

### **Use of Mobile Phones/Smartphones and associated devices in School**

We do not allow students to have or use any smartphone related device during school time. This includes any device with call/text/social media/internet/app/e-mail facility e.g. Apple I Watch. They have the potential to disrupt teaching and learning and they increase the potential for theft in school.

Any parent/carer wishing to contact their child during school hours needs to ring the school number and any message will be passed to the child via our administrative staff. Any child wishing to contact a parent or carer needs to go to the main office and request to use the telephone. The request will be granted unless the reason for contacting home is deemed trivial or unnecessary. There will be no charge to the student for the use of the telephone.

It is acceptable for students to any smartphone related device when travelling to and from school. In these cases students must hand their device into the office on arrival where the member of staff will label the device, sign it in and keep it in a safe place until the end of school when the phone is signed out back into the possession of the child. This must also be the case on arrival to school ahead of any examination.

Any child caught in possession of, or using any smartphone device will have the device confiscated. Parents and carers will be expected to pick this up from the main office. The student will sit an afterschool detention and for repeat offenders a three day internal exclusion will be implemented.

### **Role of the Tutor**

The role of a Form tutor is central in both caring for students and, crucially, monitoring their progress both academically and socially; encouraging involvement, commitment, and high standards of work and behaviour. To monitor and support the overall progress and development of students. Adhering to and practicing the 4Rs core values. Form tutor will offer support and guidance, with this and in doing so, help to alleviate anxieties a student may have. To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential. To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth, to help students become the best versions of themselves. Within the management of pupil behaviour framework the Form Tutor is vital. They have the following responsibilities:-

Form Tutors are the main point of contact for any student. Form Tutors should get to know all their students well through discussions with staff and students, weekly ClassCharts checks, communication with parents/ HOY and in helping students to get organised for the day ahead by:

#### Responsibilities

- Taking the register and following up absences
- Checking uniform is correct – rewarding ClassCharts clicks on a Monday and liaising with office staff when necessary

- Checking that students have planners, a bag and are well-equipped for school
- Informing pupils of their detentions including locations on a daily basis (can be found on update spreadsheet)
- Direct and inform associated TA if applicable
- CPOMS any concerns you may have regarding pupils in your form

### Respect

- Implementing the school's classroom expectations at all times
- Monitoring students on conduct report – checking this report on a daily basis

### Relationships

- Delivering form time activities (these can be found on the Form Activity Timetable)
- Completing welfare checks with pupils in your form – build positive relationships with your form group
- Promoting a positive ethos for their form and fulfilling the expectations set by the school's mission statement
- Seeking advice from HOY or Safeguarding lead if required
- Supporting, assisting and monitoring work experience in Year 10

### Resilience

- Discussing with students any rewards/sanctions they may have received in lessons as shown on ClassCharts
- Guiding and advising students on dealing with day to day issues and concerns
- Supporting students in making curriculum choices and transition
- Use positive praise and use links to rewards ladder in form time

## **Role of the Classroom Teacher**

The classroom teacher is responsible for the teaching and learning in their classroom in conjunction with the management of pupil behaviour system which is designed to develop an environment where each member of staff can strive to ensure that each pupil optimises his/her potential. In order for this to occur each teacher must be fully aware of the support and guidance available from all of their peers, managers and senior managers set out in this policy. Classroom teachers must therefore:

- Be responsible for events within their classroom
- Address any incidents of negative behaviour and record these actions on ClassCharts
- Follow the framework for managing pupil behaviour and **unless a C3 is used refer in the first instance to the Head of Department for support/guidance on further intervention strategies**
- Adopt intervention practises as detailed by Head of Department/Student Support Team
- Ensure reward system is consistently used in their lessons

## **Role of Head of Department**

The Head of Department will be in the majority of cases the first point of call for a teacher referring a student or requiring support or guidance on further intervention strategies for use with a student. Heads of Department must therefore:

- Manage the systems for managing student behaviour within their department areas
- Support the work of teachers and adults other than teachers to manage student behaviour effectively and maximise potential
- Decide (in consultation with department staff) the protocols to be used for managing behaviour within the department
- Develop systems to monitor student behaviour and evaluate intervention strategies
- Track and monitor behaviour of students within the department areas
- Initiate and administer intervention strategies for use with student/s in the department
- Ensure reward system is consistently used in their department

### **Role of Student Support Team**

The role of the Student Support Team is vast and is involved with:

- Incident Management and Anti- Bullying
- Progress, Rewards and Sanctions
- PSHCE Themes and Assemblies, morning registration activities
- Monitoring and Analysis of classcharts trends
- Strategic planning for success
- Equality and Diversity
- Ensuring positive outcomes for all students
- Contact with staff, pupils and parents
- Transition between Key Stages
- Daily, Weekly and Termly Updates and Analysis
- Celebrating success
- Liaison with internal and external agencies
- Lead all reward packages within the school for students and families
- They also constitute the schools Safeguarding and Child Protection team

### **Role of the Vulnerable Pupil Panel**

The Darlington Behaviour and Attendance Partnership began operation in 2011 and was subject to a Local Authority Review during the 2017-18 academic year. As a result, this group (which existed to support schools in managing student behaviour, reducing the number of fixed term and permanent exclusions in Darlington and improving attendance rates) was replaced by the Vulnerable Pupil Panel (VPP). The Vulnerable Pupil Panel (VPP) was established at the start of the academic year 2018-19, by combining the existing education partnerships and building on their previous work. The VPP aims to continue to take collective ownership across all schools / academies, other agencies and the local authority around issues resulting in pupils disengaging from education including fixed term and permanent exclusions and to work to identify the potential solutions to these issues.

Normal admission processes and procedures shall be used, wherever possible, to admit pupils. The Fair Access Protocol and Vulnerable Pupil Panel Protocol shall only be used when dealing with the most complex cases.

The Schools Admissions Code (September 2021) outlines guidance in relation to in-year Fair Access Protocols to ensure that education is quickly secured for pupils who have no school place and to ensure that schools in an area, irrespective of governance, admit their fair share of pupils. Schools and academies will work with the LA in the development and implementation of

a Fair Access Protocol (FAP). All admissions authorities must participate in the FAP to ensure that unplaced pupils are allocated a school place quickly. The FAP to be put in place will be for hard to place pupils. These protocols will operate alongside in-year transfers for other pupils.

In addition to this, in Darlington we will agree actions for other pupils who will be considered by the VPP. These are not pupils who meet the Fair Access criteria as laid down in the Schools Admissions Code, but pupils who are deemed vulnerable for a range of other reasons.

The VPP (incorporating the FAP) will meet three weekly during term time. The Chair will be reviewed annually.

The partnership will work closely with the LA with regard the admissions arrangements to Rise Carr College (RCC) and Home and Hospital Teaching Services (HHTS).

The partnership will examine service delivery and options for provisions and promote multi-agency and multi-disciplinary working where appropriate. As part of this the LA carries out annual safeguarding and health and safety visits and arranges twice yearly quality assurance visits that comprise lessons observations and pupil voice feedback.

The partnership will monitor and evaluate individual and collected arrangements that can be used to develop more coherent, holistic and effective delivery of services and strategies.

## **Aims**

The VPP aims to:

- 1) make the best possible organisational arrangements for all forms of support for behaviour and attendance in the schools / academies, including alternative provision, therapeutic and other interventions, and all forms of relevant advice and support by analysing and using data and previous case information to inform future approaches and decisions
- 2) ensure that all pupils in Darlington are treated as the collective responsibility of all the schools / academies and partners by having good attendance by relevant decision makers
- 3) establish conditions for sustainable continuous improvement in pupil behaviour and attendance in Darlington's schools / academies by ensuring open communication is in place and by providing professional advice and guidance
- 4) to establish a culture to develop teaching, learning and assessment processes that will support excellent pupil achievement as a foundation for the improvements in behaviour and attendance by ensuring an equitable distribution of the relevant resources and expertise
- 5) provide a mutually supportive environment for all pupils and staff by adopting a solution focussed approach to case resolution and by identifying and sharing good and best practice amongst the education community and partner agencies
- 6) work hard to fulfil pupil, parental and governor expectations for young people, schools and academies – by providing leadership of the highest quality to support and inspire pupils and staff in the partnership

## **Outcomes**

The partnership expects that this collaborative initiative will:

- minimise the amount of time that vulnerable pupils spend out of education
- ensure that schools admit pupils with challenging educational needs on a fair and equitable basis, through objective and transparent processes
- improve opportunities for young people whose behaviour is challenging

- significantly reduce exclusions in schools / academies
- reduce persistent absence
- significantly improve the behaviour and attendance in all schools / academies
- ensure that education is delivered for day 6 to excluded pupils (and on the first day for Children Looked After)
- significantly improve Ofsted judgements on behaviour and attitudes across all settings

## **Support and Provision for Pupils**

The partnership intends to ensure a better alignment of young people's needs in respect of behaviour with the provision available. It will continue the processes of:

- pooling information about available resources
- implementing FAP for relevant groups
- ensuring that schools have the main responsibility for their pupil placements at other providers on their role and to keep the VPP informed by updating the paperwork distributed at the start of the meeting
- considering opportunities for additional provision for pupils at risk of exclusion and / or disaffection
- using centrally held resources to support young people's behaviour and attendance in improving and maintaining the Alternative Provision list

## **School Exclusions/Suspension**

At times, it is necessary to exclude students from school for a fixed period of time or permanently, although the latter are rare and used as a last resort. When deciding upon exclusion or the length of exclusion no precedents are set and each offence will carry its own sanction that will be determined by the Head of School/Assistant Head Teacher (Student Support) in light of all information available at the time.

In absence of the Head Teacher/Head of School the Assistant Head Teacher (Student Support) or other members of the Leadership Team has the responsibility to exclude.

You will receive notification by telephone and letter if any of these events occur.

### **System**

***The Student Support Team will make every effort to contact parents or carers about the event and subsequent sanction. In addition, a formal letter will be posted to Parents/Carers informing them of the sanction, the reason and the length of exclusion.***

### **Internal Suspension**

Internal suspension is to be used wherever possible and appropriate as an alternative to fixed term external suspension.

### **System**

A student who has carried out a breach of school discipline that warrants an internal exclusion will be subject to the following:

- The student will remain with the Student Support Team member or nominated member of staff classroom or work space throughout the school day
- The member of staff will supervise them throughout the day or a system of supervision will be established
- Whilst in internal suspension the student will be given appropriate work to do and this will follow the student's timetable. Upper school students will continue to work on specific Key Stage 4 classwork and subject matter set by their actual subject teacher. This is usually completed by them having their lessons in a different order
- The student will receive a shortened supervised morning break and supervised lunch break these may also be at different times of the day to the remaining cohort
- At lunchtime the student will remain supervised from 12.25 pm –1.10 pm by the Member of the Student Support Team on duty for that lunchtime. At 12.55 pm they will then be escorted to the dining hall via an appropriate toilet break to have lunch again under supervision from the on-duty member of staff
- At 1.25 pm the student will be returned to the appropriate Head Of Year/Member of staff where they will continue to work in isolation throughout the afternoon
- At 3.30 pm the student will leave school as normal

***The Student Support Team will make every effort to contact parents or carers about the event and subsequent sanction. In addition, a formal letter will be posted to Parents / Carers informing them of the sanction, the reason and the length of exclusion.***

## **External exclusions of Students**

### **Overview**

The current system of appeal is for independent review panels.

Where requested by a parent, an SEN expert will need to be appointed by the local authority or academy trust to advise the independent review panel.

The independent review panel will be able to uphold the decision to permanently exclude a pupil; recommend that the Local Governing Body reconsider its decision; or direct the Local Governing Body to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally, irrationally or in a procedurally flawed manner.

Where a Local Governing Body decides not to reinstate a pupil following a direction from a panel to reconsider its decision, the panel will be expected to require an adjustment to a school's budget/payment towards the cost of alternative provision.

Where a parent alleges discrimination (under the Equality Act 2010/updated 2015) in relation to a fixed - period or permanent exclusion, they will also be able to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

## **Key responsibilities**

### **Head of School**

- Head of School's powers to exclude remain unchanged but there will be new statutory guidance on the use of these powers.

## **Local Governing Body**

- LGBs will perform the key role of determining whether an excluded pupil should be reinstated. This will involve reviewing the decision of the Head Teacher/Head of School and considering the outcome of any independent review panel hearing

## **Local Authorities / Academy Trusts**

- Where requested by a parent, local authorities or academy trusts will need to arrange an independent review panel to consider the decision of a Local Governing Body to uphold a permanent exclusion
- Panel members will need to be trained in how to perform their role
- Local authorities or academy trusts will also need to appoint a special educational needs expert to advise the panel, where requested by a parent

## **Local Authorities**

Local authorities will need to oversee adjustments to a school's budget or payments by a school, where a school does not offer reinstatement following a direction by a panel to reconsider its decision to permanently exclude a pupil.

In most cases exclusion is a last resort and is a reaction to one or more of the following: -

- Serious breach of behaviour policy
- Persistent breach of behaviour policy
- The student by being in school is seriously harming the education of others.
- The student is threatening the welfare of others in school
- Other circumstances deemed appropriate by the Head of School

Prior to the decision being taken to exclude the school will consider the following alternatives to exclusion where possible and appropriate.

These could be:-

- Restorative justice - can the student perform some act/ follow a programme that in effect pays the school back for his/her misdemeanour? A form of community service/a letter of apology. This is part of the student support restorative framework.
- Mediation/counselling and access to the wellbeing support.
- Internal suspension
- Out of school behaviour plan - can home place sanctions on the individual for their negative behaviour in school?
- Removal of privileges
- School detentions
- Acceptable Behaviour Contract (ABC)
- Alternative Educational Provision
- Support & guidance from a virtual school (for LAC/PLAC students)
- Referral to VPP or other appropriate agencies

## **See Appendix 4 Flow chart for suspension decision**

If it is still necessary to suspend a student then thought must be given to the successful reintegration of the student upon their return. Suspension is a powerful punishment in its own right, but what can be done when the student returns to prevent another similar incident

occurring? Once a student has been punished then unless it is a one - off offence they will require support after their suspension to modify their behaviour. We suspension as a punishment but it also gives us, as staff, time to effect any measures of support or supervision for that student when they return.

*Parents are responsible for the supervision of their children if they are suspension for a fixed term from school, on any single occasion, for between 1–5 days. The school will always provide work in such circumstances to be completed at home. Parents must contact the school to arrange for the work to be collected and returned for marking. **Suspensions longer than 5 days may result in the pupil/s receiving their education at a partner school from day 6 onwards. Hurworth School's exclusion partner is Rise Carr College or other recognised providers through school affiliation and the Darlington Behaviour and Attendance Partnership.** For LAC pupils this arrangement is made through liaison with the appointment Local Authority Body for that pupil; this is LAC Virtual Head. It is the parents' responsibility to ensure that the child attends their post 5 day exclusion provision.*

### **Strategies that can be used in school to support students returning from suspension**

- **Mandatory return from exclusion reintegration meeting (green form)**
- Various reports - the most appropriate to individual circumstance will be issued by the Student Support Team (see Student Support Handbooks)
- Lunch and break - time supervision
- Acceptable Behaviour contract (ABC)
- Access to school counsellor
- Alternate Educational provision
- Referral to in-house behaviour support
- Referral to Child and Adult Mental Health Service CAMHS
- Referral to Local Authority Vulnerable Pupil Panel
- Referral to early intervention team
- Appointment with behaviour and welfare support officer

### **Fixed Term Suspension Procedure**

Once the decision to suspension a student has been made by the Head of School the following will happen:

- Every effort will be made to contact parents/carers about the incident, length of suspension and return procedures
- If parents or carers cannot be contacted, then the student must be sent home with an official suspension letter addressed to parents/carers clearly marked 'by hand' on the envelope and/or an suspension slip which highlights the length of the external suspension/the reason for the suspension and the return date to school; in addition, a letter must also be sent via the Royal Mail to the parent/carer
- The student needs to be collected from school or have safe passage home. In the event where the student needs to remain on site until the end of that school day the protocols for supervision with an internal exclusion will be followed
- Before leaving the site the student will be issued with work or parents/carers will be informed of when and how work is to be delivered home
- A formal letter detailing the suspension, its duration and reason will be sent in the post to parents/carers. This letter will also include a date and time for a reintegration meeting for the student. This date and time can be altered through dialogue with both parties. For

suspensions lasting longer than 5 days our exclusion partner school will be named in the formal letter.

## Permanent Exclusion

The decision to permanently exclude a student is a serious one. This decision will only be taken in light of **SERIOUS AND/OR PERSISTENT** breaches of the school discipline policy and if allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in school. There will however be exceptional circumstances where, in the Head of Schools judgement, it is appropriate to permanently exclude for a first or one - off offence. These might include:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Use or threatened use of an offensive weapon
- Supplying illegal drugs to others
- Malicious accusations against school staff

It is important to note that any pupil deemed to be at risk of permanent exclusion will be referred through the Vulnerable Pupil Panel with associated protocols designed to avoid permanent exclusion where at all possible.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect discipline and the well being of the school community.

## Permanent Exclusion Procedure

**There is an agreement within Darlington to have a commitment to zero Permanent Exclusions where at all possible.**

- 1) School incident
- 2) Full investigation. All parties need to be interviewed and statements taken
- 3) Decision to potentially permanently exclude – through the student support incident panel.
- 4) Contact parents/carers this must **BE DONE ON THE SAME DAY OF THE DECISION TO EXCLUDE**
- 5) School letter sent to parent/carers and LA and arrangements for work made with parents/carers. (School must make work available to parents/carers but they are not obliged to send work home. It is the parent's/carers responsibility to collect work and return it for marking, **however school must set a date for the return of the work) THIS MUST BE DONE BY DAY 1 POST EXCLUSION DECISION**
- 6) Permanent Exclusion response must be completed and emailed with a copy to the Local Authority Inclusion Officer within 24 hours of the decision to permanently exclude
- 7) Student file placed into chronological order and up to date event log included where appropriate
- 8) Exclusion papers completed
- 9) Student passport referral form for post 6 day education into partner school. **THIS MUST BE DONE BY DAY 3 POST EXCLUSION**
- 10) School to arrange pupil discipline committee meeting. Prior to this meeting official exclusion papers must be circulated to all attending parties. **THIS MUST BE DONE BY DAY 8 POST EXCLUSION DECISION**
- 11) Discipline committee meeting held. **THIS MUST BE DONE BY DAY 15 POST EXCLUSION DECISION**

- 12) A letter detailing the decision of the pupil discipline committee will be forwarded to parents / carers within 24 hours of the meeting
- 13) Following a decision by the Local Governing Body to uphold a permanent exclusion the parents have the right to lodge an appeal against the decision. This must be done within 15 school days of the decision. The appeal will be heard by an independent appeals panel. (see below)

### **Excluding/Suspensions Students with Special Educational Needs**

Just because a child has special educational needs does not mean they cannot be suspended from school both permanently and on a fixed-term suspensions basis.

Hurworth School recognises its duty not to discriminate against a student/s because of their disability. Prior to deciding upon exclusion the Head Teacher/Head of School will ensure that all appropriate reasonable adjustments have been made and that the suspension is justified in accordance with our Single Equality Scheme and discipline policy.

### **Appeals against Exclusion Decisions**

Following the decision to permanently exclude a pupil and the Local Governing Body decision to uphold the exclusion, parents have the right to appeal against the decision to an Independent Appeal Panel.

- Independent Appeal Panels have either 3 or 5 members and 1 (or 2) member/s must be, or have been within the previous five years a Head Teacher/Head of School of a maintained school;
- 1 (or 2) members must be, or have been, a governor of a maintained school, provided that they have served as a governor for at least twelve consecutive months within the last six years, and they have not been teachers or Head Teacher/Head of School in the last five years.
- 1 member must be a lay person, that is, someone without personal experience in the management of any school or the provision of education in any school (disregarding any such experience as a school governor or in any other voluntary capacity).

An appeal panel must meet to consider an appeal no later than the 15<sup>th</sup> school day after the day on which the appeal was lodged.

The following are entitled to make written representations, appear and make oral representations, and be represented (including legally)

- The parents (or, if aged over 18, the pupil)
- The Head of School
- The Local Governing Body; and the Local Authority (LA)

The appeal panel will decide how to conduct the proceedings which should be reasonably informal.

The chair of the panel will open the appeal hearing and outline the procedure to be followed and explain that the panel is independent of the school and the LA. The chair will explain that the panel needs to have regard to legislation and DFE guidance in its conduct and in reaching its decision.

The appeal panel may uphold the decision to exclude; direct immediate reinstatement or reinstatement at a future date; or it may decide that because of exceptional circumstances or other reasons it is not practical to give a direction requiring reinstatement, but that it would otherwise have been appropriate to give such a direction.

The panel is independent; its decision is binding on the parent, the Local Governing Body, the Head Teacher/Head of School and the LA. The panel cannot revisit its decision once made.

The panel must let all parties know its decision by the end of the second working day after the hearing.

### **Looked After Children**

'The most common reason for children becoming looked after is as a result of abuse and/or neglect' - *Keeping Children Safe in Education (2020)*

**Our full LAC Policy can be accessed at [www.hurworthschool.org.uk/polices](http://www.hurworthschool.org.uk/polices)**

### **Children Missing from Education**

'Children missing education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation' - *Keeping Children Safe in Education (2020)*

The School Manager co-ordinates attendance monitoring through the Attendance Officer, and weekly trends are identified allowing a first response approach including visits from school staff, PSCO and through referrals to Team around the School and Darlington Borough Council Family Intervention Team. Within school, attendance information is statistically shared through the RAG system and **may** be passed on to staff through the Student Support Bulletin if contextually relevant always with confidentiality ensured. The Student Support Team/Attendance Officer will make a referral to the CIAT (Children's Initial Advice Team) (formerly the CAP/MASH) if a child is deemed missing in education.

### **Staff Development and Support**

All new staff at Hurworth School receives a comprehensive in depth induction programme. One area of the programme is dedicated to developing knowledge and awareness of the school discipline policy and procedures and the whole school Student Support system and more importantly where the member of staff fits into that system and can contribute to it. In addition, teaching staff and teaching assistants receive awareness training on the systems and procedures annually.

The Leadership Team also provide support and guidance to all staff within this area through their daily interactions. This area is of paramount importance to the success of the school and its students. If a teacher or group of teachers require further support, guidance and development in this area the coordinator of Continued Professional Development will instigate a supportive plan for this individual or group.

### **Monitoring, Review and Consultation around the Discipline Policy**

The Discipline Policy was developed with the assistance of directors, staff and students. If any other stakeholder would like to comment on the policy, this can be done by contacting the school [enquiries@hurworthschool.org.uk](mailto:enquiries@hurworthschool.org.uk)

The Discipline (Personal development, behaviour and welfare) Policy will be reviewed annually by the Local Governing Body and Assistant Head Teacher (Student Support Support). It is at this time when any contributions made by stakeholders will be analysed and implemented if deemed appropriate to do so.

### **Further sources of information associated to this policy**

Code of Conduct for School Staff  
Safeguarding Children Policy  
Assessment Reporting and Recording  
Tracking and Mentoring Policy  
Well-being and Mental Health Policy  
Safeguarding Policy  
Physical Intervention Policy  
ICT Policy for Staff and Students (Swift Academies)  
Independent Learning Policy  
Drug Education Policy (Swift Academies)  
Single Equality Scheme (Swift Academies)  
Anti Bullying Policy  
ClassCharts – Hurworth School Staff User Guide  
CPOMS – Hurworth School Staff User Guide  
Student Support Officer Handbook  
Raising Achievement Co-ordinator Year 7 Handbook  
British Values and Collective Worship Statement

## **Appendix 1 Home School Agreement**

### **The parents/guardian - I/we shall:**

- See that my child goes to school regularly, on - time and properly dressed and equipped.
- Notify the school if I know about any concerns or problems that might affect my child's work or behaviour.
- Support the school's policies and guidelines for behaviour.
- Support my child in homework and other opportunities for home-learning.
- Attend parents' evenings and discussions about my child's progress.
- Find out about my child's life at school.
- Ensure my child adheres to the classroom expectations, break and lunch time and transport guidelines in the Hurworth School Values Charter.

### **Hurworth School - The school will:**

- Care for your child's safety and happiness.
- Provide a comfortable, safe environment in which to work.
- Ensure that your child achieves his/her full potential as a valued member of the school community.
- Provide a balanced curriculum and meet the individual needs of your child.
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Keep you informed about general school matters and about your child's progress in particular.
- Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school.
- Provide a high standard of education for the student in all subjects, thus enabling him/her to achieve his/her optimum potential.
- Provide support for the student in the completion of all necessary classwork, coursework and Independent Learning tasks. This may include support from the SEN department.
- Liaise regularly with the student and his/her parents regarding progress, and put into place strategies to improve the student's chances of academic success.
- Provide a series of additional lunch time, after - school and revision classes deemed necessary by the school to ensure each student achieves the highest possible performance in public examinations
- The school will provide students with Academic Mentors in Year 11 to support them in optimising their potential

### **The student - I shall:**

- Attend school regularly and on time.
- Adhere to the classroom expectations, break and lunch time and transport guidelines in the Hurworth School Values Charter .
- Attend all additional lunchtime, after school and revision classes deemed necessary by the school.
- Complete all necessary classwork, coursework and Independent Learning tasks by the given deadlines and to the prescribed standard

### **Hurworth School Home/School Agreement**

I/We have read the home/school agreement and undertake to support the arrangements set out.

**Signed (parent/carer)** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signed (student)** \_\_\_\_\_ **Date** \_\_\_\_\_

## **Appendix 2 - Agreement for Examination Success**

### **Agreement**

The parents, directors and staff of Hurworth are rightly proud of our school and our children. The focus of our pride, as our school motto says clearly, is in delivering '**excellence with care**' and our Values Charter. In this regard, the school's Agreement for Examination Success has just one purpose, to ensure that each child achieves his/her maximum potential in **ALL** aspects of his/her education.

To work most effectively, it requires a commitment from all parties. And that is the purpose of this contract. It should be noted that the commitment includes support for our approach to attendance at “**additional**” classes.

### **When do these occur?**

The school runs “additional” classes most lunchtimes; 3 nights a week after school and on a few days during the February and May half terms and Easter holiday period.

### **Why run holiday classes and who attends?**

These are for “catch up” or revision purposes and are voluntary. We inform parents in advance of those students whose work is, in the judgement of the school, not of the required standard. For those students, the expectation is that parents will ensure their attendance.

### **What are the lunchtime and after-school classes? Who are they for?**

**ALL Year 11** students **make themselves available** to attend a one hour after - school class three days a week and at lunchtimes. They are **required to attend** if, in the judgement of the school, their work has fallen below their potential, even on a single occasion. Other students are invited to attend to further improve their work.

Clearly, our approach provides students with the incentive they need to get their work up to their optimum level of performance at the first time of asking.

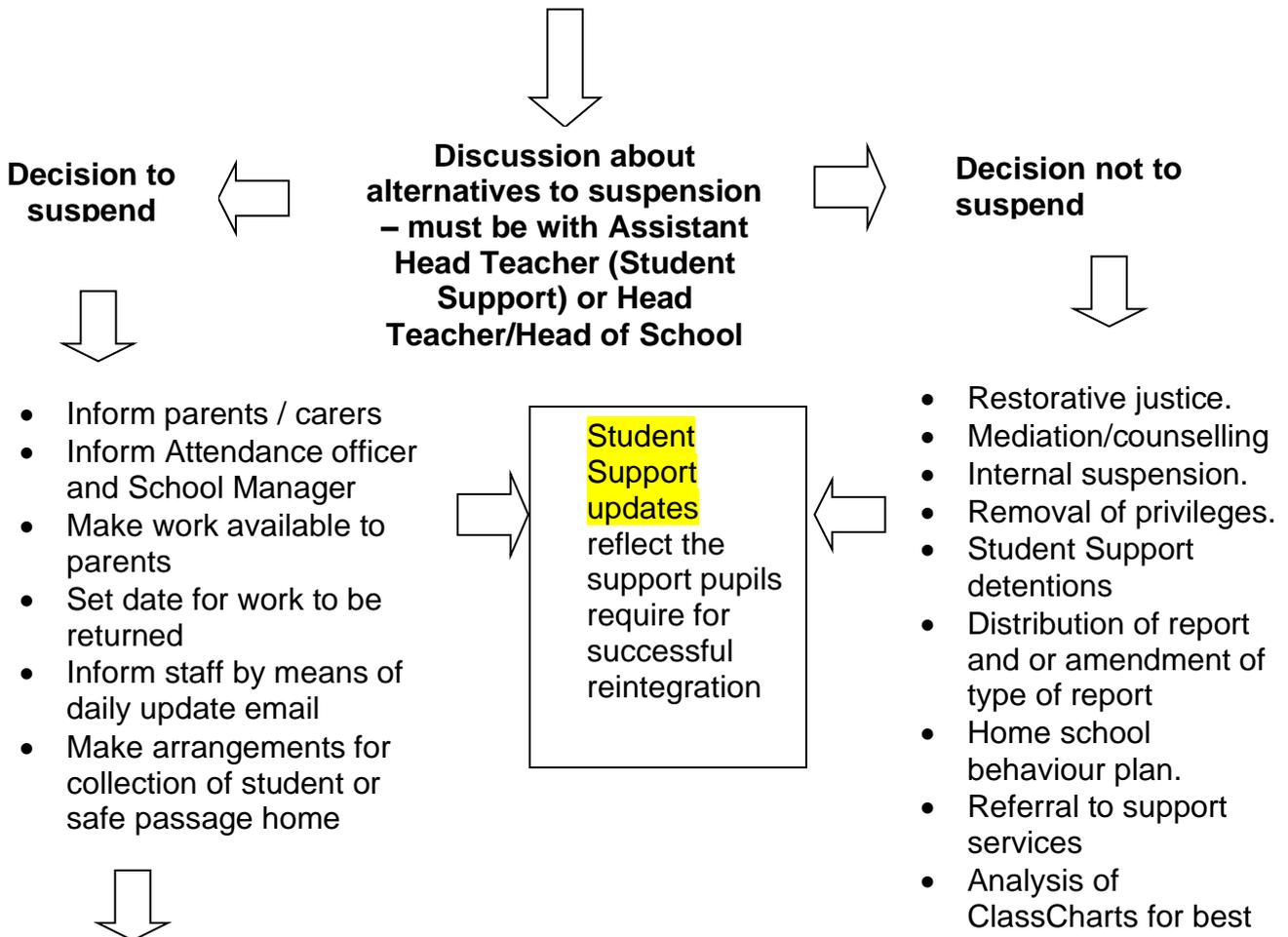
### **What happens when a student fails to attend an extra class when required?**

This is treated in the same way as a student refusing to attend a school detention i.e. a breach of school discipline. In such instances, sanctions are imposed, including removing access to some or all of our extra-curricular activities.

- Recommendation for suspensions
- Removal of privileges at lunch and break time
- Referral to multi - agency intervention team

## Appendix 4 Flow chart for exclusion decision

**INCIDENT – Investigation by member(s) of Student Support Team completed and a ‘recommendation’ strategy is proposed**



### Return from suspension

- **Mandatory Reintegration meeting and agreed strategies (green form)**
- Analysis of ClassCharts to seek best strategies to support pupil
- Issue report to student – the one best fitting the criteria of need
- Closely monitor and review after agreed period with parents / carers and student.
- Ensure RAG, CPOMS, student support updates and bulletin reflect the support pupils require for successful reintegration.

## Appendix 5 – Communication cycle with external support agencies (See also Appendix 6)

To create a truly fluid, inclusive system of managing behaviour in school that is responsive to individual needs we have a comprehensive communication system that begins with simple referral forms to tutors and culminates in multi agency meetings to support individuals and groups. The lines of communication are as follows:

- **Referral form sent to** tutor / Head of Department / HOY / SENCO – Possible Round Robin or discussion via update email



- **RAG System of Student Support Care** – All Student Support Issues are discussed reviewed and actioned through RAG system which encompasses all Student Support meetings and involve input from Head Teacher/Head of School, Assistant Head Teacher (Student Support), School Manager, SENCO, Assistant SENCO, Raising Achievement Co-ordinators and Behaviour Support. This system then creates Student Support Team actions and the Student Support Bulletin – See Appendix 6



- **Daily update information, SEN/LAC/MEDICAL weekly updates.** All relevant Student Support information is passed to all staff. This is led by the Assistant Head Teacher (Student Support). Also relevant student information is posted on the staff learning desktop for them to access via their email log in. This can and is updated as events / issues occur

**Additional meetings with support agencies through the RAG System occur weekly – timetable of meetings is available from the school on request**

- **Safeguarding Meeting** – a weekly meeting involving the safeguarding lead for the school supported by the deputy safeguarding leads
- **Looked After Children Meeting** LAC coordinator is involved in safeguarding and RAG meetings.
- **Behaviour and Welfare Support and Alternative Provision Meeting** – Assistant Head Teacher (Student Support Support) and Behaviour and Welfare Support officer meet to discuss plans moving forward and agree client list and interventions
- **SEN RAG Meeting.** SENCo/ provision lead and Assistant Head Teacher (Student Support) meet to discuss the progress and provision of all students currently on the Special Educational Needs Register. Future support / interventions strategies are discussed and implemented and information is passed to staff using in house communication network
- **Independent Careers Adviser** meets with the School Manager and SLT curriculum lead to discuss caseload and agree future appointments
- **Attendance RAG** - The School Manager, Assistant Head Teacher (Student Support Support) and Attendance Officer meet to discuss attendance and medical information
- **School Counsellor/ PWP/ Listening Post/ Purple Maters** meets with Mental health lead to discuss caseload, referrals and future interventions and actions

- The **Central RAG meeting** brings the Student Support together to discuss the needs and strategies for all highlighted students from the different year groups
- The **Disadvantaged meeting** brings the students support team, carers lead, SENCO, attendance officer and disadvantaged lead together to discuss the needs and intervention strategies for the disadvantaged students.



***All referral forms and information is logged centrally and held on the SIMS/CPOMS system.***

## The Principles of RAG (RED, AMBER & GREEN)

RAG is a user friendly mechanism by which all of the key Student Support care work within the school can be regularly reviewed, thus allowing for commonality of approach and sufficient flexibility to allow the expertise within the building to be fully utilised. It works on the principles of Traffic Lights. The advantages of using the RAG system are:

- It allows us to conduct a full review of every pupil identified to be in need
- It provides a platform from which interventions can be co-ordinated
- It allows the reviewers to set clear objectives
- It allows reviewers to set clear time frames
- It allows the reviewers to deploy the expertise at their disposal to find the correct staff member(s) to complete an action
- It uses common terminology which is easily accessible
- It allows for central tracking and storage as a live narrative towards a pupils school journey
- **The RAG system is to be used within the Student Support Care team only and is not designed to be used in the wider school populous.**
- **It does not contravene the excellent daily practice of any individual working within the Student Support Care structure**

1. Pupils initial needs are outlined
2. Student Support Staff decide whether situation the severity is urgent and or serious. If this is the case this pupil is deemed to be in **Red**. If the intervention is still necessary although not quite as urgent or serious a pupil might be placed on **Amber** status
3. From this the members of the meeting will firstly decide which staff member(s) are going to be asked to complete an initial intervention(s). **This could be any member of the Student Support Team, the SEN team or the Head Teacher/Head of School.** In some circumstances it may be a member of staff from outside the Student Support Team. If it is an external agency, the School Manager will coordinate this intervention. It is vital to utilise all of the expertise at our disposal
4. A timeframe is set which is workable around the commitments of staff. The School Manager coordinates appointments for some members of staff
5. The Assistant Head Teacher (Student Support) is the ultimate arbiter of the nature and timeframe of any intervention although of course consensus will be desirable wherever possible
6. It is very important that this information is collated by Year Leaders in their existing **electronic logging systems** on CPOMS
7. The meeting will then move onto pupils who are receiving **Review Two** procedure. These are pupils who have received interventions in previous weeks.
8. If a pupil's needs have not eased in severity then these pupils remain on **Red** status. This means that the interventions need to change and a new review take place as indicated above. **Review Two** procedure can be repeated week on week until it is deemed that the pupils needs have been fully met
9. If a pupil still requires the same intervention to continue they will be placed on **Amber** status. It is possible that a pupil on either **Red or Amber** status from **Review One** procedure may then be placed onto **Amber** status in **Review Two**
10. Hopefully many pupils' interventions will have been successful. These pupils will be given **Green** status and will continue their learning in the school system as usual
11. The Assistant Head Teacher (Student Support) is the ultimate arbiter of the nature and timeframe of any intervention although of course consensus will be desirable wherever possible

- The Assistant Head Teacher (Student Support) will then utilise his scheduled meetings with Student Support Team members as indicated earlier in this document to monitor progress of all Student Support interventions thus completing the cycle

### **How will we communicate to staff?**

- Issues with pupils and individual teachers may arise on a daily basis. **We must meet these incidents with a cohesive response co-ordinated by** The Assistant Head Teacher (Student Support) **and directed through him/her.** Daily Staff Update information are essential
- The SENCO/Assistant SENCO will coordinate interventions from the **SEN team**, they will decide what terminology to use with them in collaboration with the Assistant Head Teacher (Student Support)
- Weekly SEN/Medical/LAC update information.

**Appendix 7 — Information VPP passport Initial Referral**

## Darlington Vulnerable Pupil Panel Passport Form

PUPIL DETAILS			
Name of Young Person:		Current School:	
DOB:		Year Group:	
FSM Yes / No	Pupil Premium Yes / No	Ethnicity:	
UPN:		ULN:	
Address:			
Parent / Guardian Name:			
Parent / Guardian Contact No:			
School Contact:		Title:	
Is the pupil LAC: No	CPP:	CIN:	EHA:
Is the pupil PLAC: No			
*Attendance:	Current Yr	Previous Yr	

*\*Please attach Attendance Certificates*

REASON FOR REFERRAL, INCLUDING FAIR ACCESS

TYPE OF REFERRAL	
Mainstream	
Rise Carr College	
Clifton House	
Managed Move (specify school)	
Home & Hospital Teaching Service	
Alternative Provider	
Other – please specify	

<b>SEN AND MEDICAL INFORMATION (Highlight which is relevant)</b>					
<b>If the pupil has a One Plan / support Plan this MUST be attached to the Referral Form</b>					
<b>SEN status:</b>	No SEN	SEN Support	One Plan / Support Plan Started	EHCP statutory assessment in progress	EHCP final issued
<b>Date of last SEN meeting:</b>			<b>Date of last review:</b>		
<b>Are you aware of any additional needs in the following areas?</b>					
	<input checked="" type="checkbox"/>	<b>Comments:</b>			
<b>Hearing</b>	<input type="checkbox"/>				
<b>Vision</b>	<input type="checkbox"/>				
<b>Speech and Language</b>	<input type="checkbox"/>				
<b>Specific Learning Difficulties</b>	<input type="checkbox"/>				
<b>Autism Spectrum Disorder</b>	<input type="checkbox"/>				
<b>ADHD</b>	<input type="checkbox"/>				
<b>Medical conditions (please specify if physical or mental health)</b>	<input type="checkbox"/>				
<b>Other (please specify)</b>	<input type="checkbox"/>				

<b>SUPPORT SERVICES INVOLVEMENT.</b> Please 'x' the box and give the contact name and dates of intervention(s)		
	<b>X</b>	<b>Comments:</b>
<b>Educational Psychologist</b>		
<b>Social Care</b>		
<b>CAMHS</b>		
<b>School SENCO</b>		
<b>EHA</b>		
<b>EWO</b>		
<b>Youth Offending Service</b>		
<b>Police / Anti-Social Behaviour Team</b>		
<b>GP</b>		
<b>Other (e.g. Consultant/ Post Adoption Support)</b>		

<b>ACADEMIC ATTAINMENT – PRIMARY SCHOOL (please attached latest school report to parents)</b>		
<b>Age related expectations</b>	<b>KS1 (actual or projected)</b>	<b>KS2 projected</b>
<b>Reading</b>		
<b>Writing</b>		
<b>Maths</b>		

<b>ACADEMIC ATTAINMENT - SECONDARY SCHOOL (please attached latest school report to parents)</b>		
<b>KS2 Data</b>	<b>TA Score</b>	<b>SAT Score</b>



*\*Please attach Assessment Reports / Form 8*

<b>ASPIRATIONS</b>
<b>What does the pupil want from the referral?</b>
<b>What does the school want from this referral?</b>
<b>What does the parent / carer want from this referral?</b>
<b>Length of support required?</b>

<b>LEARNING PROFILE of THE PUPIL</b>
<b>Attitude towards learning</b>
<b>What are the pupil's strengths / aptitudes / skills?</b>

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<b>BEHAVIOUR PROFILE (including anxiety, depression etc for HHTS referrals) (please include details of the frequency, intensity duration and on-set)</b>
--

<b>How is inappropriate behaviour displayed?</b>
--

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<b>Concerns regarding behaviour and who is concerned</b>
--

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<b>Emotional / Social Profile (such as avoidance, self-regulation, self-awareness, self-esteem etc)</b>
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<b>Ability to reflect on own behaviour</b>
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<b>Communication / Co-operation skills</b>
--

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<b>Relationships with staff</b>
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<b>Relationships with peers</b>
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<b>ATTENDANCE PATTERN (including last day pupil attended in school)</b>

<b>RISK ASSESSMENT</b>	
This must be completed before a pupil can access any requested service. Please provide a value for all boxes. See Appendix 1 of the VPP Protocol for examples of known triggers.	
<b>Frequency</b>	
<b>Value</b>	<b>Description of Frequency</b>
0	Never
1	Only One Occurrence
2	Infrequent ( <1 per month)
3	Frequent (≥1 per month)
4	Often (≥1 per week)
5	Daily (≥1 per day)
<b>Severity</b>	
<b>Value</b>	<b>Description of Severity (best Fit)</b>
0	No Disruption
1	Low Level Disruption
2	Disruption of whole class
3	Minor injury to self/damage to property/Disruption of more than one class of learners
4	Injury self or to others/significant damage to property//disruption of whole school
5	Life threatening to self/Multiple Injuries/Major Incident/Arson/Use of Weapon/Drug Dealing/Sexual Assault

Hazards	Known triggers and preventative strategies to be in place	Frequency	Severity
<b>PHYSICAL AND VERBAL ABUSE</b>			
<b>Violent behaviour towards female staff</b>			
<b>Violent behaviour</b>			

<b>towards male staff</b>			
<b>Violent behaviour towards female peers</b>			
<b>Violent behaviour towards male peers</b>			
<b>Verbal aggression towards female staff</b>			
<b>Verbal aggression towards male staff</b>			
<b>Verbal aggression towards female peers</b>			
<b>Verbal aggression towards male peers</b>			
<b>Impulsive/dangerous behaviour</b>			
<b>Made allegation of physical abuse by staff</b>			
<b>Racial tension/ comments/ bullying</b>			
<b>Homophobic tension/ comments/ bullying</b>			
<b>Verbal bullying</b>			
<b>Inappropriate comments</b>			
<b>Misrepresents comments or actions</b>			
<b>Staff intimidation</b>			
<b>Threats</b>			
<b>SUBSTANCE ABUSE</b>			
<b>Hazards</b>	<b>Known triggers and preventative strategies to be in place</b>	<b>Frequency</b>	<b>Severity</b>
<b>Possession of lighters/ matches</b>			
<b>Possession of drug</b>			

paraphernalia			
Supplying drugs			
Self abuse – drugs			
Substance abuse including smoking / vaping			
<b>SEXUAL BEHAVIOUR</b>			
<b>Hazards</b>	<b>Known triggers and preventative strategies to be in place</b>	<b>Frequency</b>	<b>Severity</b>
Inappropriate sexual behaviour towards female staff			
Inappropriate sexual behaviour towards male staff			
Inappropriate sexual behaviour towards female peers			
Inappropriate sexual behaviour towards male peers			
Made allegations of inappropriate sexual contact			
<b>Hazards</b>	<b>Known triggers and preventative strategies to be in place</b>	<b>Frequency</b>	<b>Severity</b>
Leaving centre without permission			
Inappropriate behaviour in car/ vehicle			
Escapes from staff on			

<b>trips</b>			
<b>Truancy</b>			
<b>Self-harm</b>			
<b>Suicide ideation</b>			
<b>Panic attacks/ severe anxiety</b>			
<b>Suicide attempts</b>			

**OTHER HAZARDS**

<b>Hazards</b>	<b>Known triggers and preventative strategies to be in place</b>	<b>Frequency</b>	<b>Severity</b>
<b>Parent/carer/family member has been verbally aggressive</b>			
<b>Parent/carer/family member has been physically aggressive</b>			
<b>Parent/carer/family member has been known to make allegations of misconduct</b>			
<b>Parent/carer/family member has been known to misinterpret comments</b>			
<b>Other (please specify)</b>			

**ANY OTHER COMMENTS**

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<b>Behaviour Management Strategies Employed by School</b>		
<b>Please indicate any professional advice given and how this has been implemented</b>		
	<b>X</b>	<b>Action/Advice/Outcome/Evidence</b>
Time Out		
Involvement of parents		
Change of teaching sets		
Curriculum alternatives (KS4)		
LSU support		
Allocation of key worker/learning mentor		
Individual Behaviour Plan		
Assessment of SEN		
Advice from Education Psychologist		
Internal exclusion		
Support from teaching assistant (group/1:1, sessions, duration)		
Referral to specific support service:		
•		
•		
•		
Pastoral Support Programme (including involvement of parents and other		
Parenting Contract / Order		
Consideration of Managed Move		
Reduced timetable / part-time timetable		
Other (specify)		

FIXED TERM EXCLUSIONS		
Date	Duration	Reason

INTERNAL EXCLUSIONS		
Date	Duration	Reason

PARENT / CARER CONSENT FORM
<p>The Vulnerable Pupil Panel is convened by Darlington Borough Council to consider the following:</p> <ul style="list-style-type: none"> <li>• Young people who are vulnerable and without a school place</li> <li>• Young people without a school place who have a complex school history</li> <li>• Young people who have been permanently excluded or who are at risk of disengaging with education</li> <li>• Young people who have a school place but the school feel that the young person would benefit from a placement in another mainstream school</li> </ul> <p>The Panel consists of representation from schools/academies in Darlington and representatives from Local Authority and external agencies such as Health and Police. The Panel meets on a regular basis approximately every 3 weeks during term time.</p> <p>The Panel considers cases referred by schools / academies and the Local Authority and can offer a young person a place at a mainstream school. Your view of your child's issues in their current school and how a move of schools might resolve them can be shared below. (This information will be shared at the panel along with the school's view of the issues).</p> <p><b>Parent / Carer views:</b></p>

If you accept the offer of a school place from the panel, arrangements will be made for your child to be admitted to their new school or other education provision.

In the case of a Managed Move your child will be a guest on the roll of the new school until such time as the Managed Move is a success, in which case they will go on the roll of the new school.

If the Managed Move fails then your child will return to their original school.

As a parent you can express a view to which school you would like your child to attend but by engaging with the fair access process the panel reserves the right to decide on the most appropriate school for your child, which might not be one of your choosing.

School preferences are:

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You are however not obliged to accept the Panel's offer. You still have the right to an independent school appeal for a place in your chosen school, should you so wish to. Your consent is required for your son/daughter to be referred to the panel.

I / we have read and understood the completed referral form and agree that my child's school can refer my son / daughter for discussion at the Vulnerable Pupil Panel.

Signed: \_\_\_\_\_

Name (print): \_\_\_\_\_

Name of pupil: \_\_\_\_\_

Date: \_\_\_\_\_

Head Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

*N.B. Information provided here will be used by the Panel to make a decision as well as inform the setting up an Individual Programme Plan. Please be aware if there is insufficient evidence there may be a delay in order for sufficient material to be gathered.*

*The Local Authority will only use the information you provide for the purposes of the school admissions processes. We will pass the information you give on this form to schools inside or outside of Darlington or to other local education authorities as part of the admissions procedure. We will pass the information to the school the child is offered a place at, where it will form part of the pupil database that the school keeps. We will deal with any personal information you provide in line with the General Data Protection Regulations and the Data Protection Act 2018.*

## Exclusion/Suspension Guidance for Darlington Schools

Please use the link below to access up-to-date information on exclusions in Darlington school -

<https://www.darlington.gov.uk/education-and-learning/school-years/support-for-parents-and-pupils/exclusions/>

## Appendix 9

# Hurworth School Attendance Policy

The school adheres to the latest DfE guidance School Attendance (July 2019) which can be accessed via this link

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/818204/School\\_attendance\\_July\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818204/School_attendance_July_2019.pdf)

Please refer to the Hurworth School Attendance Procedure (which can be accessed through the school website).

**Tier 3 – Specialist Support**

**Tier 2 – Targeted Support**

**Tier 1 – Universal Offer**

# Wellbeing Offer

If you are finding things difficult then there is always someone you can speak to. Members of staff wearing Green Lanyards are members of our Student Support Team and can offer you support and advice about life in and out of school. Our Wellbeing Support Plan shows the different type of support available to you in school.

