

HURWORTH

— SCHOOL —



Behaviour in Schools Policy

Accepted by:

Governing Body

Lead Reviewer:

Assistant Head Teacher

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School Policies on Related Issues

(To be read and followed alongside this document)

- Safeguarding and Child Protection Policy
- Use of Reasonable Force Policy
- Anti-Bullying policy
- Assessment Reporting and Recording Policy
- Citizenship Policy
- Confidentiality Policy
- Single Equality Scheme (and policies)
- British Values and Collective Worship Statement
- Health and Safety policy
- Medication in school policy
- Off Site visits policy
- PHSCE (SRE)
- Physical activity policy
- Safety in the sun policy
- SEN Policy
- Sex and relationships policy
- Transport policy
- Acceptable User Policy and Online Safety policy
- Self-Injury and Related Issues policy
- Bereavement Policy
- Young Carers Policy
- Looked After Children Policy

The Latest DfE guidelines for behaviour and discipline in school is: Behaviour in Schools: advice for headteachers and school staff (July 2022):

[Behaviour in Schools](#)

The Latest DfE guidelines for suspensions and permanent exclusion are found in suspension and permanent *exclusion from maintained schools, Academies and student referral units in England including student movement* (July 2023):

[Suspension and Permanent Exclusion from Mainland Schools, Academies and pupil referral units in English, including pupil movement](#)

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

[Mental Health and Behaviour in Schools](#)

Purpose and Jurisdiction

Purpose

Hurworth Academy 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 Board of Directors 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 are 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 Teacher 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 Students 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 safeguard our Students

Jurisdiction

The school's jurisdiction for taking disciplinary action extends to offences which take place on the school site during the school day, during breaktimes and 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 – Student 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 there 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 student. Students must not discriminate against other members of the school community on the grounds of race, religion, gender, sexuality or disability. See SWIFT Academies - Equality Policy

<https://swiftacademies.org.uk/download/12/policies/1872/equality-policy.pdf>

- 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 Teacher says otherwise) with responsibility for students, such as the Welfare Team
- Teachers can discipline students at any time the student 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.' July 2022:

[Searching, Screening and Confiscation](#)

What the Law Allows:

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

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a student'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 rules 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:

- Any school day where the student does not have permission to be absent
- Weekends – except the weekend preceding or following the half term break; and
- Non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or non-contact days

At Hurworth Academy we choose 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 Use of Reasonable Force Policy. **Our academies Reasonable Force Policy can be found: [Policies | Swift Academies](#)**

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, 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 sanctions to certain staff and/or extend the power to discipline to adult volunteers, for example to parents / carers who have volunteered to help on a school trip. This is at 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.

Staff Roles

Role of the Local Governing Body

Governing boards should be challenging and evaluating what decisions we are making in school and what our data is telling them about the school and academy trust. Governing Boards should carefully consider the characteristics of students who are permanently excluded to ensure the sanction is only used when necessary as a last resort. Governing boards should review suspensions and permanent exclusions, those taken off roll and those on roll but attending education off-site. It is important to consider both the cost implications of directing children to be educated off-site in AP and whether there are any patterns to the reasons or timing of moves.

Governing boards have a key responsibility in considering whether excluded students should be reinstated. This forms part of their wider role to hold senior leaders to account for the lawful use of exclusion, in line with the duties set out in law, including equalities duties. The governing board has a duty to consider parents’ representations about a suspension or permanent exclusion. The requirements on a governing board to consider the reinstatement of a suspended or permanently excluded student depend upon a number of factors. The governing board must make reasonable endeavours to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties.

Governing boards and local authorities play an important role in ensuring that children who have been excluded from school receive a suitable education that facilitates their successful reintegration into education or meets their long-term needs.

Further information can be found here: Understanding your data: a guide for school governors and academy trustees - GOV.UK (www.gov.uk)

Role of the Headteacher and the Senior Leadership Team

- The school leadership team should be highly visible, with leaders routinely engaging with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school.
- School leaders should consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy. Schools should consider aligning this training with the new Initial Teacher Training (ITT) Core Content Framework and the Early Career Framework (ECF) together with the reformed suite of National Professional Qualifications.
- School leaders should have a strategic overview of all factors affecting Personal Development, Behaviour and Welfare
- School leaders should support the heads of year and investigation system
- School leaders should take into consideration the wide range of factors affecting specific students and in consultation with the HOS, support sanction decisions
- To be the arbiter in disputes about behaviour sanctions
- To provide regular updates to all staff about behaviour trends through the medium of staff briefing and to give guidance to all staff about specific areas to focus on in their dealings with students

Role of Student Support Team

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

- Incident Management and Anti- Bullying
- Progress Reward and Sanction
- PHSCE - Themes and Assemblies
- Monitoring and Analysis
- Strategic planning for success
- Equality and Diversity
- Ensuring positive outcomes
- Contact with staff, Students and parents / carers
- 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

Within the Support Team, the specific roles are as follow:

Role of the Assistant Head Student Support

- To oversee support strategies to ensure that the most appropriate interventions are in place to meet the individual student needs
- To oversee the implementation and monitoring of Acceptable Behaviour Contracts, Classcharts data, Early Help Assessments and to organise meetings with parents / carers to both implement and review. To ensure that records of these meetings are up to date on CPOMS and intervention trackers
- To monitor overall patterns of behaviour providing interim reports and chair the Vulnerable Student/RAG/ Safeguarding meetings each week
- To be Designated Safeguard Lead
- To work with other members of the Support Team in developing appropriate interventions for the most in need Students
- To develop bespoke programmes of therapeutic activity with a focus on reducing poor behaviour and reengaging disaffected learners
- To oversee the Rewards and behaviour systems
- To line manage the student support manager, Attendance Officer, Designated Teacher and Behaviour and Welfare Officer

Role of the Head of Year (HOY)

- Update daily Student Support Staff Update every day with the most relevant information from their year group/s. Furthermore, to highlight new and updated information in yellow * existing but still relevant information.
- Contribute to the weekly Vulnerable Student meeting/RAG meeting with all members of the (HOYs, SENCo, Attendance manager, DSL, EHWBO, Leadership Team)
- Monitor daily ClassCharts information and contact parents / carers of Students to inform of issues and sanctioning as appropriate.
- To conduct HOY detentions
- To monitor late attendance marks and sanction as appropriate
- Monitor ClassCharts information weekly to identify the student's patterns of behaviour. Liaise with other members of the Support Team to develop appropriate interventions for each student – issuing reports for monitoring, positive, and punctuality as necessary
- Conduct and support the investigation process into behaviour events as appropriate
- Attend any reintegration meetings for students in their year groups
- To implement family support as agreed
- To inform DSL and/or deputy DSLs of safeguarding concerns immediately
- Attend the implementation and review meetings of Acceptable Behaviour Contracts and Behaviour support plans as agreed in Vulnerable Student meeting
- Participate in daily briefings, live screen reviews, all Support Team CPD, meetings, Vulnerable Student/ RAG and or DSL meetings as required.

Role of the SENCo

- To be the primary 'port of call' for SEND students identified in the weekly Vulnerable Student meeting as needing specific additional support
- Liaison with the Support Team in reference to intervention and support programmes where there is an overlap with SEND students and behavioural issues. Further liaison and close working in regard to One Plan formulation and monitoring
- To make necessary arrangements for screening test, access arrangements, SEND support plans and ECHPs
- To add relevant information to the daily digest each day for specific students
- To provide updates to staff about specific needs and responses to situations of vulnerable SEN students through the medium of the daily digest and staff briefings where appropriate
- To provide CPD relating to meeting student need

Role of the Form Tutor

Within the management of student behaviour framework, the Form Tutor is vital. They have the following responsibilities: -

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. The 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 students 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 student 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 the correct uniform, planners, a bag and are well-equipped for school
- Informing students 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 students in your form

Respect

- Implementing the school's classroom expectations at all times
- Monitoring students on behaviour 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 students 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 Head of Department

The Head of Department will be in the majority of cases a point of call alongside the Welfare Team 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:

- Conduct regular reviews of ClassCharts data and identify patterns of behaviour for specific students, classes and teachers, including optimum clicks spreadsheet
- Conduct Head of Department detentions, as part of the schools behaviour framework
- Support teachers in their subject areas by offering guidance on management of student behaviour in line with school policy and as outlined in the national teacher standards
- Liaise with the Support Team with regard to specific student issues and work with them to ensure that all students achieve to the best of their individual abilities
- Implement agreed behaviour interventions within their subject for specific students where there are identified behaviour issues
- Ensure that the reward policy is effectively implemented by all teachers in their department

Role Classroom teacher

The classroom teacher is responsible for the teaching and learning in their classroom in conjunction with the behaviour frame work and classroom expectations, which are designed to develop an environment where each member of staff can strive to ensure that each student 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 leaders set out in this policy. Classroom teachers must therefore:

- Uphold the Classroom charter including all classroom expectations
- Use appropriate classroom strategies and professional judgement to effectively manage all classes and, wherever possible, deescalate situations within their own classrooms
- To implement a seating plan, using ClassCharts analytics if appropriate, which promotes good relationships and effective working
- Use the Behaviour framework and staff expectations consistently
- To conduct classroom teacher detentions, using the Classcharts system and in conjunction with the behaviour framework
- Reward Students appropriately and fairly using the ClassCharts system

- Read the Student Support updates daily and use this to inform delivery of lessons and management of specific students
- Use the SEND information given to ensure the needs of individual students are met

Staff Development and Support

All new staff at Hurworth receive 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 pastoral 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. There are regular staff briefings to keep staff informed, updated and trained.

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.

The Promotion of Good Behaviour, Self-Discipline and Respect Throughout School

Statement from the Board of Directors

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 believe that children choose the behaviour they display. All behaviour choices have either a negative or positive consequence. In all classrooms, we aim for praise to outweigh negative consequences.

This is outlined in our behaviour framework, the detail of which is in appendix A.

The purpose of the behaviour framework and choices system is:

- To place the focus on the learning
- To place the emphasis on the positive
- To provide a consistent whole Academy approach to behaviour
- To implement a system where negative behaviour choices, have consequences, and positive behaviour results in praise
- Students First – responsibility for behaviour lies with them ... it is their choice

It is a solution to low level disruption in lessons and places the responsibility of behaviour choices with the child.

The purpose of the behaviour framework and choices system is not:

- a focus of daily discussions - learning and achievement
- a 'get out of jail free card' for poor classroom management, weak planning or poor delivery;
- to be used to deal with serious incidents

Staff Code of Conduct

At Hurworth all staff also adhere to a code of conduct. This policy is held on the school policy document website <https://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 / carer when they begin their career at Hurworth. 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 B)

Assembly

The primary function of assemblies at Hurworth Academy is to promote messages and themes endorsing community messages, from local to national and to encourage important We are Hurworth themes. They are organised in a rota system.

Assemblies are used to transmit important messages and themes to students on a variety of subjects. They are also used to reinforce expectations, standards of behaviour and conduct in school and to highlight positive examples of student conduct. At no point does the message about rules, standards and code of conduct differ from that which is printed in this document and other publications. We are clear, concise and consistent in our message and application of rules and subsequent rewards and discipline procedures. In addition, assemblies are also used to allow external agencies to promote messages and information concerned with promoting good behaviour, personal development, self-discipline and respect.

Personal, Social, Health, Citizenship Education (PSHCE) this is delivered through the We Are Hurworth Curriculum.

This is an essential part of school life. Please see:

- PHSCE Policy
- Swift Equality Policy

Annual Personal Safety Week

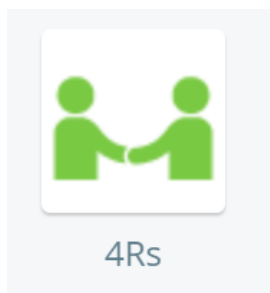
This event coincides with the National Anti-Bullying week initiative and constitutes a week of activities during afternoon registrations tailored to reinforce the messages of positive community cohesion, equality and diversity, challenging prejudice e.g. homophobia, online safety and Anti-Bullying as well as following bespoke activities designed after the school receives its feedback from the annual 'Health Lifestyles' survey conducted annually. We also run various topical 'drop down' weeks for example Summer Railway and Water Safety week. Further information is available from the Welfare Team.

Rewards System

At Hurworth we have a wide array of rewards and believe in celebrating the success of our students. We believe strongly in rewarding good progress, the use of our core 4R values and meeting our expectations. To this end we have developed a reward framework in conjunction with the student body that ensures students are rewarded and celebrated. Below are the ways in which we reward our students:

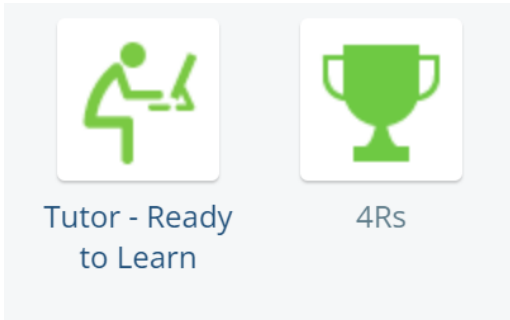
Classcharts Platform is used to award achievement points for a variety of different aspects of school life. We also recognise the many acts of kindness and/or helpfulness which are carried out by many students during the school day. Any staff member can award 4R points for demonstrating Respect/Responsibilities/Resilience/Relationships. This can be displayed through helpful actions and any acts of good citizenship which add to the positive atmosphere of the school. Examples of this could be:

- Escorting a student 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 students 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

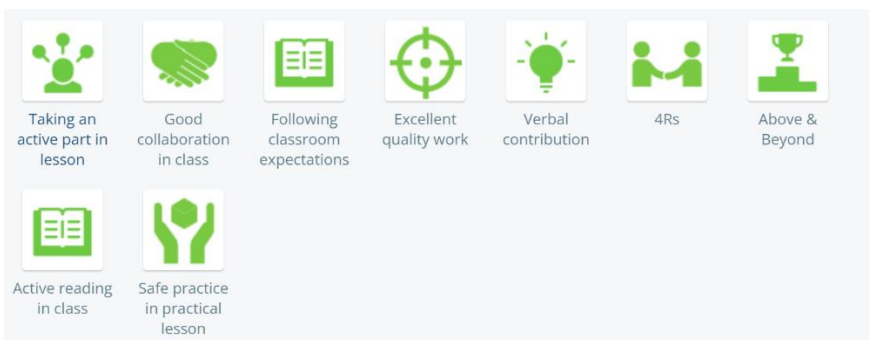


These can be awarded at any point during the school day and by any member of staff including Support staff, Office staff and Canteen staff. Students can also be given a 4R paper slip if staff are not at a computer.

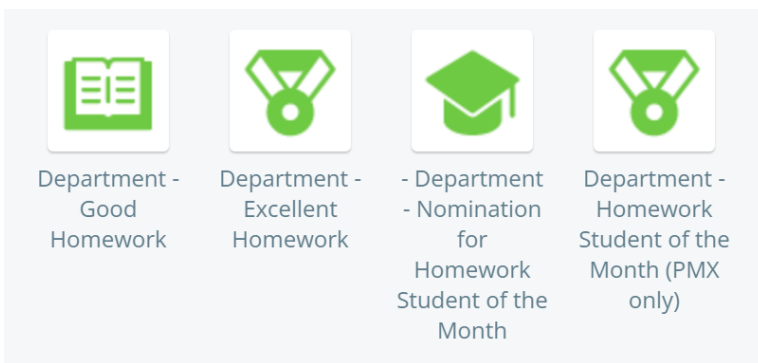
Form Tutor Green Clicks are as follows:



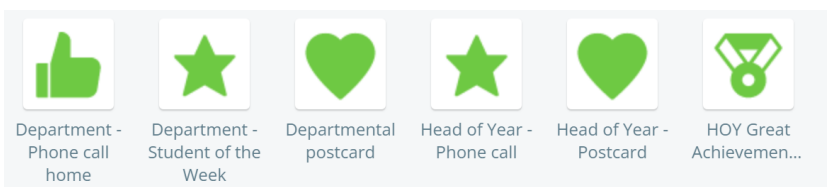
Classroom Teacher Green Clicks are as follows:



Homework Green Clicks are as follows:



Departments often reward students in other ways such as:



- Sending termly rewards postcards
- Awarding Departmental certificates
- Sending letters home to parents telling parents how well students are doing
- Weekly form prizes for 'most Green clicks' and 'most improved'
- Student of the Week
- Weekly Positive Phonecalls home

Class teachers can also give students 'whole school Golden Moments' they are given for expectational improvement/ effort/ work rate/ performance/ practical/ something inspirational. If students are working with a member of staff 1:1 they can be awarded a 'Good engagement' click.

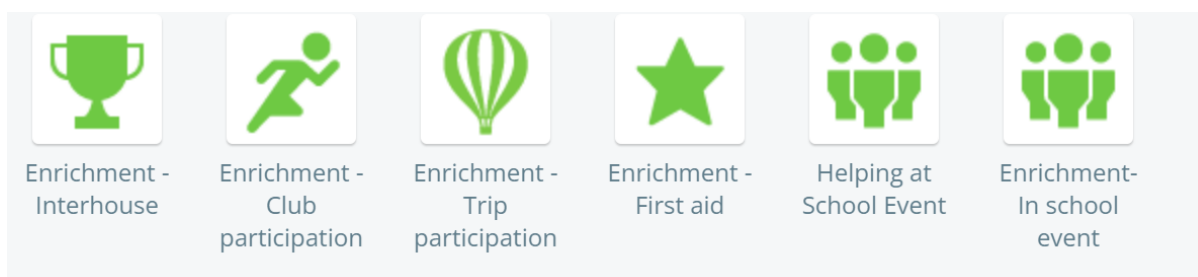


There are also many events going on in departments where students participate in extra-curricular activities. These could include activities such as:

- 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 students 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



End of Term celebrations

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 students and for them to access the end of term activities. End of Term Celebrations ensure that all achievements are celebrated and that the most deserving students receive the most reward.

The Rewards station is available every Friday for an array of different achievements from top 5/10 in the year group, to most improved, to involvement in events and activities.

End of half term and termly rewards

All of these clicks that are awarded to students correlate to a classcharts percentage. Each student requires above 95% on their classcharts wheel to be able to be part of end of term celebrations including end of term trips.

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

The school holds an evening to celebrate students' performance from the previous academic year. At each evening all achievement is recognised and celebrated. Awards range from sporting excellence to academic progress, citizenship activities, and attendance. Indeed, many awards are provided to us by members of the community who enjoy being associated with such events and positive messages.

Additional Development Opportunities - Student Leaders

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

School Council

Students can apply for a role in the school council. The nature of the school council is to allow staff to get a true and honest student voice and allow students to be involved in positive changes within the school community. The school council liaise with their peers and provide staff with feedback in key issues within the student population. The student council are also involved in the charitable work the school complete throughout the academic year.

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

Students in Key Stage 4 have the opportunity to apply for the role of Prefect and/or Head Prefect. Interested students 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 students can make an active contribution to the life of the school.

Agreement for Examination Success

In all cases we strive to communicate our intentions to Students and parents / carers. 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 / carers and issued at the start of Year 7 or on student intake whichever is first.
See Appendix C - Agreement for Examination Success

How We Seek to Look After the Welfare of All Students and Their Families

Please see also Safeguarding and Child Protection and Policy, PHSCE Policy, Equality policy, Sex and Relationships Policy.

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

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

Within school our RAG and Safeguarding system, provides the overview from which a number of specific interventions are put in place to support students. 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 heads of year or key staff
- Personalised behaviour and/or welfare support sessions including emotional; literacy session with behaviour and welfare support officer and Literacy lead
- Interventions led by Educational Psychology Service
- SEND support from the SEND team and regulation area
- Curriculum support from the teaching staff, link staff, heads of year and mentors
- 1:1 tutoring and small group work
- Non-academic support and intervention i.e. (Anger management or Risky Behaviours Programmes)
- Mental Health Strategy
- Extensive mental health package (Appendix H)
- Extensive use of multi-agency approach and Early Help, SEND support plans, behaviour support plans and Careers support plans.
- Referral to CAHMS and collective work with this service.
- Specific clubs and after school activities
- Membership of various LA advisory and strategy groups
- Use of the regulation and sensory room
- Use of the reflection time
- Zones of Regulation

The school is keen to ensure it can do everything possible to support the mental health and well-being of all Students. In light of this we are embarking on further support sessions and training whilst seeking to build on an already strong partnership with CAMHS and our Educational Psychologist services. See Appendix H for our Wellbeing Offer.

Looked After Children/Children with a social worker

“The most common reason for children becoming looked after is as a result of abuse and/or neglect”
Keeping Children Safe in Education (2023)

Our full LAC policy can be accessed via the link below:

[Policies | Hurworth School | Swift Academies](#)

Missing Children

A child missing from education is a potential indicator of abuse or neglect *Keeping Children Safe in Education (2023)*

The Attendance Manager, co-ordinates attendance monitoring and weekly trends are identified allowing a first response approach including visits from school staff, PSCO and through referrals to Team Around the School, Darlington Attendance Officer and Darlington Borough Council Area Early Help Team. Within school, attendance information is statistically shared through the RAG system and **may** be passed on to staff through staff updates if contextually relevant; always with confidentiality ensured.

How we seek to prevent Bullying

Hurworth has a Zero Tolerance to bullying and seeks to respond to all signs, reports and concerns of child on child abuse following our anti-bullying policy. Full documentation regarding this area is contained within the School Anti-Bullying Policy available on the school website:

<https://hurworth.swiftacademies.org.uk/policies/>

DfE advice on this subject is expressed within *Preventing and tackling bullying October 2014* – this link will take you to this guidance :

[Preventing and Tackling Bullying](#)

Furthermore, separate documents are available for parents/carers:

[Cyberbullying: Advice for Headteachers and School Staff](#)

Behaviour system – The Behaviour Framework/ Choices System

Ensuring Student's Complete Work Assigned to Them

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 behaviour concern 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 – and the Inclusion area is used extensively for this purpose. Further information can be obtained from the Support Team.

Whole School

All students will be subject to the following procedures and sanctions to ensure that they complete all work set. The Classroom expectations sets out clearly the expectations of every student in every lesson.

During Lessons

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

Detentions in School

A detention can be issued for a variety of reasons. The procedures for detention are as follows:

- Parental consent is not required for detentions
- Any student who is absent from school will serve their detention on return
- The school operates a policy of detentions afterschool which can be served up to 4.25pm for students. Parents / carers will be notified by ClassCharts or via telephone for after-school detentions
- A student may also be held at the end of the school day by the Senior Leadership Team or the Head of School if it is deemed unsafe for them or other users to return home by their usual means of transport. In these instances, parents / carers will be notified immediately
- As detailed above, failure to attend a detention without a valid reason will result in further sanctions being applied. The severity of the sanction will as ever be dependent on the context of the case and the individuals involved. It is a parent/carers responsibility to collect their child/ ensure their child gets home safely.

Daily Management of Student 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/Repeated 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

Subject/Form Tutor > Head of Department/Head of Year > Senior Leadership Team > Head of School

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 radio and walkabout team

The Behaviour framework

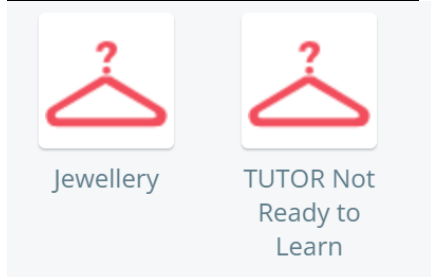
To assist in the management of student behaviour we have a framework of referral that all staff must follow. This is outlined in detail in Appendix A

In summary:

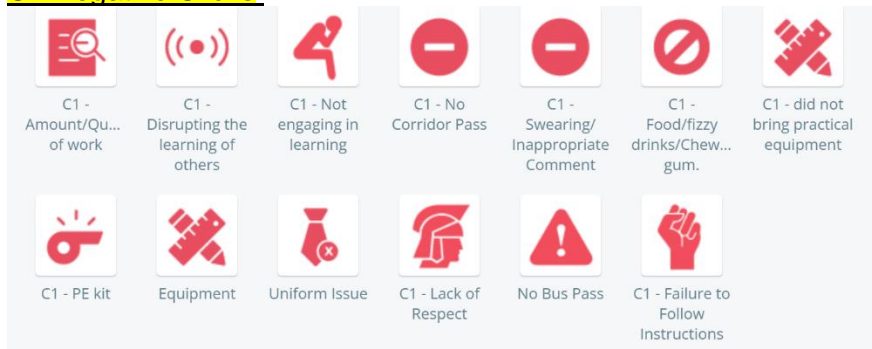
The responsibility for chosen behaviour lies with the student. If a student does something which impacts on the learning of others, a teacher will issue a C1, C2 and C3 on the Classcharts system. This serves as a reminder to the student that they have made the wrong behaviour choice and provides a child with three chances to make the right behaviour choice before a sanction is given. This is fair.

When a C3 negative click is issued, the child will make their way to the Choices Room to complete the remainder of the lesson and will be issued a Head of Department detention. The detention is the sanction for disrupting the learning of others several times over the course of the lesson. They are told to leave the lesson on a C3, as chances to make the right choice is more than reasonable and it is not fair on other students to accept further disruption.

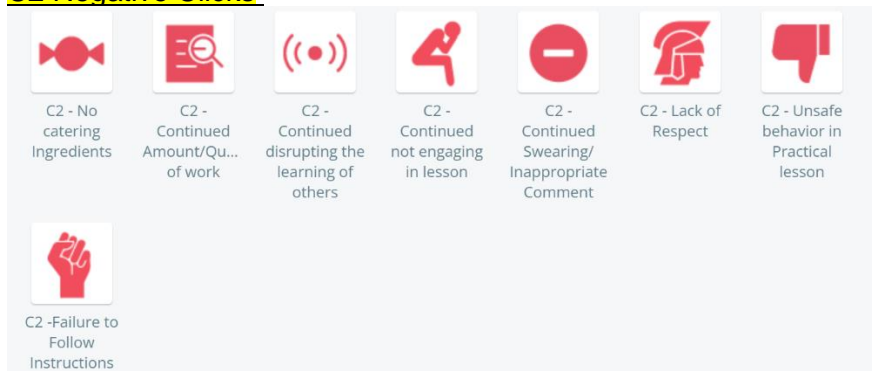
Ready to Learn Negative Clicks



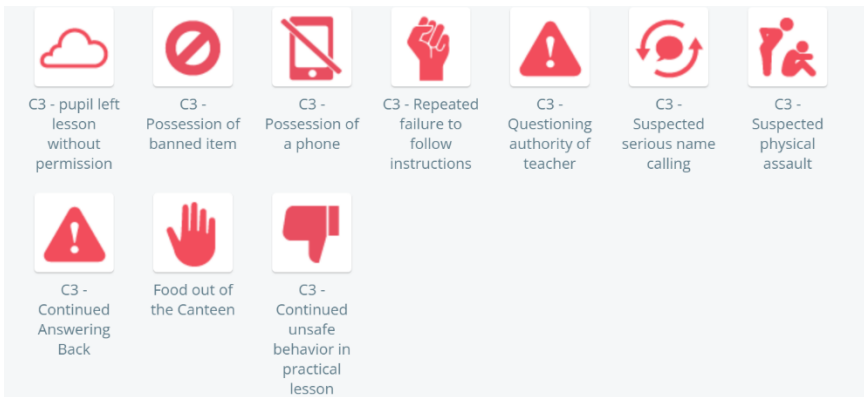
C1 Negative Clicks



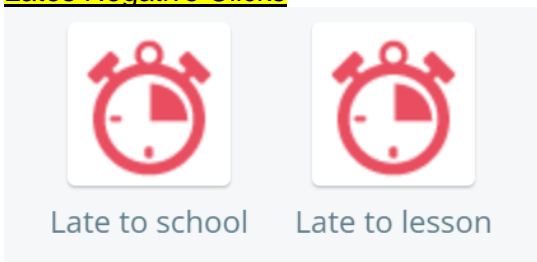
C2 Negative Clicks



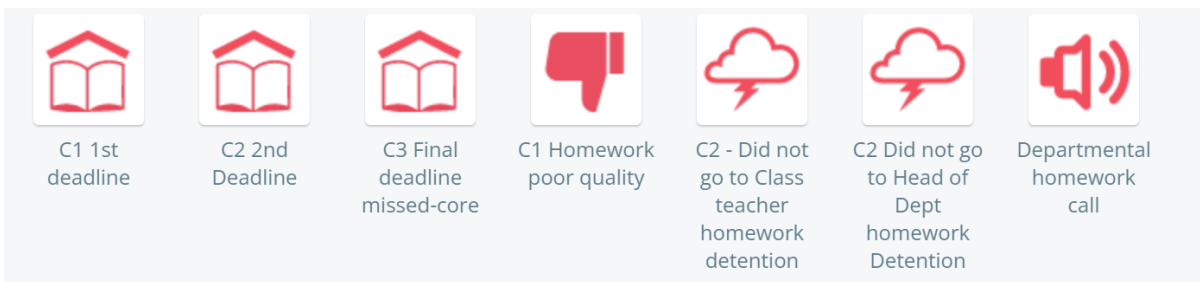
C3 Negative Clicks



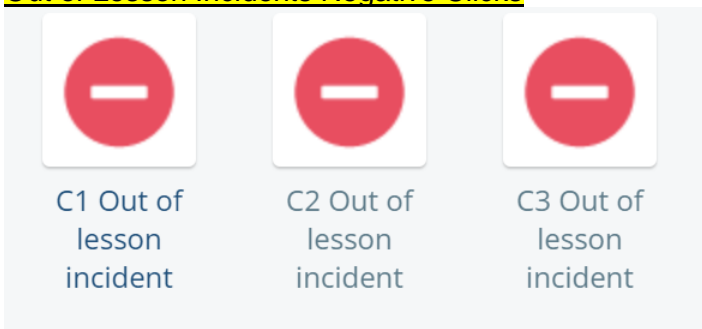
Lates Negative Clicks



Homework Negative Clicks



Out of Lesson Incidents Negative Clicks



The images above illustrates the negative consequences of a poor behaviour choice.

The Choices Room attempts to match the learning to the lesson, but the student will work in silence. Students receive a verbal warning, C1 and C2 before receiving a C3 and these negative clicks are placed on classcharts, as well as added to the behaviour boards that are in every classroom.

A student who receives more than one C3 Removal in a day, will be picked up by the student Support/SLT Team who will triage an appropriate further sanction and/or intervention. As they have now disrupted more than one lesson, it is likely that the student will also lose the privilege of spending lunch and/or break time with their friends.

This system should be applied consistently and appropriately by all staff, which ensures it is extremely fair and equitable to all. Reasonable adjustments will always be explored for students who have specific identified issues.

There is no reason for any child to fall foul of this system if they are focussing on their learning and not disrupting the learning of others.

Failure to comply to a reasonable request from any member of staff is likely to lead to extended time in the Choices Room and/or internal/ external suspensions. This is an outcome we want to avoid. However, disrespect, rudeness and acts of aggression will not be tolerated. This ensures that children can learn confidently in a safe, calm and purposeful environment.

Use of Class Charts Data

This classcharts system has an extensive '**Analytics**' section which the Support team will use. As the data loads, we view patterns and trends giving us yet further understanding of students and allowing us to inform discussion with Departments and work together on how best to serve all students. This feeds all other communications with students, parents / carers and staff.

Students Classroom Expectations:

Student Responsibilities

Responsibility
Relationships
Resilience
Respect

- Never give up.
- Be respectful.
- Be aspirational.
- Embrace challenge.
- Take a pride in my school.
- Wear my uniform with pride.
- Arrive to all my lessons on time.
- Be respectful to staff and my peers.
- Make the most of every learning opportunity.

In the classroom I should...

- Take responsibility for my actions.
- Take pride in all my work.
- Fully focus on my work.
- Engage with the learning straight away.
- Always have all my equipment.
- Respect my learning environment.

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 ¾ trousers are not permitted. All students 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 watch (smart watches not permitted). No other jewellery or body piercing is permitted.
- 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 student
- 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 students 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

- Blue 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*)
- Black fleece (optional)
- Black waterproof top (optional)
- Trainers
- Football boots – football and rugby lessons only

Protocols for Dealing with Students Who Are Not in the 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 the aspect not meeting the necessary requirements for the school day. Failing that the child will be internally suspended and will work secretly to their class until the correct uniform is worn.

Use of Mobile Phones / Smartphone / Smartwatch 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/email 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 numbers and any message will be passed to the child via our administrative staff. Any child wishing to contact a parent / carer needs to contact their HOY and when given permission go to the Pastoral Office and request to use the telephone. The request will be granted unless the reason for contacting home is deemed unnecessary. There will be no charge to the student for the use of the telephone.

It is acceptable for students to use any smartphone related device when travelling to and from school. Students can hand their device into the school office each morning on arrival if they wish to do so. Mobile phones should not be used on school grounds including the school bus while parked on school property.

Any child caught in possession of / or using any smartphone device will have the device confiscated for the remainder of the day and returned to the student at the end of that day and an after-school will be issued. A further sanction of internal suspension will be issued if the student refused to hand the phone or device over or is a repeat offender.

Role of the Vulnerable Student Panel for Darlington

From September 2011 Hurworth Academy has been a member of the Darlington Behaviour and Attendance Partnership. This group exists to support schools in managing student behaviour, reduce the number of fixed term suspensions and permanent exclusions in Darlington and improve attendance rates.

Students who fail to respond positively to the large array of intervention strategies at our disposal will be referred to the partnership. From this referral (see appendix G) additional support and advice will be given to meet the needs of the student and allow them to remain in education and thrive.

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.

- Verbal warning
- Phone call / letter home
- Classroom teacher detention (C2 offence) These detentions are 15/20 minutes in length
- Head of Department detention (C3 offence) These detentions are 40 minutes in length
- Student Support detention (C3, accumulation and other offences) These detentions are full lunchtime (food provided and visit to toilet facilities within this time)
- HOY Behavior and monitoring reports
- HOY punctuality report
- HOY positive report
- Seating plan change
- Meetings with parent/carers
- Behavior support plan
- ABC contract
- Removal from departmental room to another classroom in the department or Choices Room
- Time in the Choices Room
- Internal Suspension - At the Assistant Head of Student Support discretion
- External Suspension - At the Assistant Head of Student Support Head of School's discretion
- Permanent Exclusion - At the Head of School's discretion

Suspensions Procedure

Once the decision to suspend a student has been made by the Head Teacher the following will happen:

- Every effort will be made to contact parents / carers about the incident, length of suspension and return procedures
- If parents / carers cannot be contacted and spoken with a voicemail or InTouch text message must be sent stating brief details including duration and reintegration dates and times, a letter must also be handed to the child/parent
- Parents / carers will be contacted to collect the student from school or permission will be provided by the parent / carer to send the child home. In this instance, a sign out slip will be issued to the student at the time of departure and the responsibility for safeguarding will be with the parent / carer.
- Before leaving the site, the student will be issued with work (paper based or online) 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 handed to, emailed or hand delivered 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. See Appendix D. For suspensions lasting longer than 5 days, our exclusion partner school will be named in the formal letter
- Hurworth operates a civil standard of proof approach when gathering information pertaining to the decision to sanction

Hurworth operates its sanctioning system using civil standard of proof for all suspension/ permanent exclusion incidents and using the following guidance:

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

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

In absence of the Head of School, and the Lead Assistant Head has responsibility for suspensions. In a maintained school, 'head teacher' includes an acting head teacher by virtue of section 579(1) of the Education Act 1996. An acting head teacher is someone appointed to carry out the functions of the head teacher in the head teacher's absence or pending the appointment of a head teacher. This will not necessarily be the lead assistant head teacher: it will depend on who is appointed to the role of acting head teacher. In an academy, 'principal' includes acting principal by virtue of regulation 21 of the School Discipline (Student Exclusions and Reviews) (England) Regulations 2012.

You will receive notification by telephone and letter if any of these events occur. If the student has an allocated social worker, they will also be informed of the decision to suspend.

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 suspend as a punishment but, it also gives us as staff, time to affect any measures of support or supervision for that student when they return.

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

- Mandatory return from suspension integration meeting
- Various reports - the most appropriate to individual circumstance will be issued by the Support Team
- Lunch and break - time supervision
- Acceptable Behaviour contract
- Behaviour support plan
- Sessions or programme of work with the behaviour and welfare officer
- Alternate timetable
- Access to mental health support
- Alternate Educational provision
- Student Support Team offer
- Referral to in-house behaviour support
- Referral to Child and Adult Mental Health Service CAMHS
- Referral to Local Authority Behaviour and Attendance partnership
- Referral to early intervention team

Permanent Exclusion Procedure

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 students or others in school. There will however be exceptional circumstances where, in the Head of School's 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 or attempting to supply illegal drugs to others
- Malicious accusations against school staff
- Persistent breaches of the school Behaviour Policy

It is important to note that any student deemed to be at risk of permanent exclusion will be referred through the Darlington Behaviour and Attendance Panel with associated protocols designed to avoid permanent exclusion where at all possible. Latest agreed protocols are available from Assistant Head Student Support.

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 – See Appendix E

There is an agreement within Darlington to have a commitment to zero Permanent Exclusions where at all possible the following will be followed.

- 1 - School incident or student **has 45 days of external suspension**
- 2 - Full investigation - All parties need to be interviewed and statements taken
- 3 - Decision to potentially permanently exclude
- 4 - Immediate referral to Darlington behaviour and attendance partnership for student 'at risk of permanent exclusion' through 'Rapid Response' system

Only if all procedures and protocols of **4)** have been exhausted and in exceptional circumstances would the following steps be taken:

- 5 - Contact parents / carers this must **BE DONE ON THE SAME DAY OF THE DECISION TO EXCLUDE**
- 6 - 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 responsibility of parents / carers 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**)
7. 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
8. Student files placed into chronological order and up to date event log included where appropriate
9. Exclusion papers completed
10. Student passport referral form for post 6-day education into partner school. **THIS MUST BE DONE BY DAY 3 POST EXCLUSION**

11. School to arrange student discipline committee meeting within **15 days of PEX decision**. Prior to this meeting official exclusion papers must be circulated to all attending parties (to include social workers and

virtual school heads). **THIS MUST BE DONE BY DAY 8 POST EXCLUSION DECISION (See Appendix F)**

12. Discipline committee meeting held. **THIS MUST BE DONE BY DAY 15 POST EXCLUSION DECISION**

13. A letter detailing the decision of the student discipline committee will be forwarded to parents / carers within 24 hours of the meeting

14. Following a decision by the Local Governing Body to uphold a permanent exclusion the parents / carers 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)

Key Responsibilities for the above procedure:

Head Teachers

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

Local Governing Body (LGB)

Local Governing Body will perform the key role of determining whether a permanently excluded student should be reinstated. This will involve reviewing the decision of the Head of school and considering the outcome of any independent review panel hearing.

Local Authorities' / Academy Trusts

- Where requested by a parent/carer, local authorities or academy trust will need to arrange an independent review panel to consider the decision of a Board of Directors 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 / carer

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 student.

In most cases, suspension / permanent 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 Teacher / Head of School

Prior to the decision being taken to suspend a student, the school will consider the following alternatives to suspension where possible and appropriate. These could be:

- Restorative justice. Mediation/counselling
- Removal of privileges
- School detentions
- Use of Choices Room
- Internal suspensions
- Acceptable Behaviour Contract
- Behaviour support plan
- A managed move to another school or time at an alternative educational establishment
- Referral to Behaviour and Attendance Partnership or other appropriate agencies such as Early Help

*Parents / carers are responsible for the supervision of their children if they are suspended 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 / carers must contact the school to arrange for the work to be collected and returned for marking. **Permanent Exclusions for longer than 5 days may result in the student/ receiving their education at a partner school from day 6 onwards. Hurworth Academy's exclusion partner is Rise Carr College or other recognised providers through school affiliation and the Darlington Vulnerable Student Panel.** For LAC Students this arrangement is made through liaison with the appointed Local Authority Body for that student. This is LAC Virtual Head Calvin Kipling. It is the parent / carers' responsibility to ensure that the child attends their post 5-day exclusion provision.*

Social Workers and Virtual School Heads

Social workers

It is likely that students with a social worker have experienced or are experiencing adversity or difficulties. Social workers can provide important information that helps the governing board understand the experiences of a student and their welfare.

Social workers should, as far as possible, attend the governing board meeting to share information. This should include helping to identify how the student's circumstances may have influenced the circumstances of the student's suspension or permanent exclusion and ensuring that safeguarding needs and risks and the child's welfare are taken into account.

Virtual School Heads

The VSH should, as far as possible, attend the governing board meeting to share information where the student is a looked-after child. This should include helping the governing board to understand the student's background and circumstances. They should also be able to advise the board on the possible contribution that the student's circumstances could have made to the suspension or permanent exclusion.

Excluding Students with Special Educational Needs

Just because a child has special educational needs does not mean they cannot be suspended or permanently excluded from school.

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

Appeals against Suspension/exclusion decisions

Governing boards will consider reinstating of suspensions and permanently excluded students. This should be brought to the governing board in writing. When this is considered the parents or the student if they are 18 years or over, the head teacher, and where relevant, the student's social worker and/or the VSH of its decision, and the reasons for it, must be notified in writing and without delay. When establishing the facts in relation to a suspension or permanent exclusion the governing board must apply the civil standard of proof, i.e., 'on the balance of probabilities' (it is more likely than not that a fact is true) rather than the criminal standard of 'beyond reasonable doubt'.

The governing board must convene a meeting to consider reinstatement within 50 school days of receiving notice of the suspension, if parents/ carers have requested this or through the school's complaint procedure. The governing board is not required to consider the suspension if a parent has not requested but does have the power to consider the reinstatement of the student if they wish to do so.

In the case of a permanent exclusion where the governing board decides not to reinstate the student, the governing board's notification must state that the exclusion is permanent and provide notice of parents' right to ask for the decision to be reviewed by an IRP.

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

An appeal panel must meet to consider an appeal no later than the 15th 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 / carers (or, if aged over 18, the student)
- The Head Teacher
- The Local Governing Body; and the Local Authority (LA)

Where requested by a parent / carer, a 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 student; 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 student 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 / carer alleges discrimination (under the Equality Act 2010) in relation to a suspension 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).

Monitoring, Review and Consultation Around the Discipline Policy

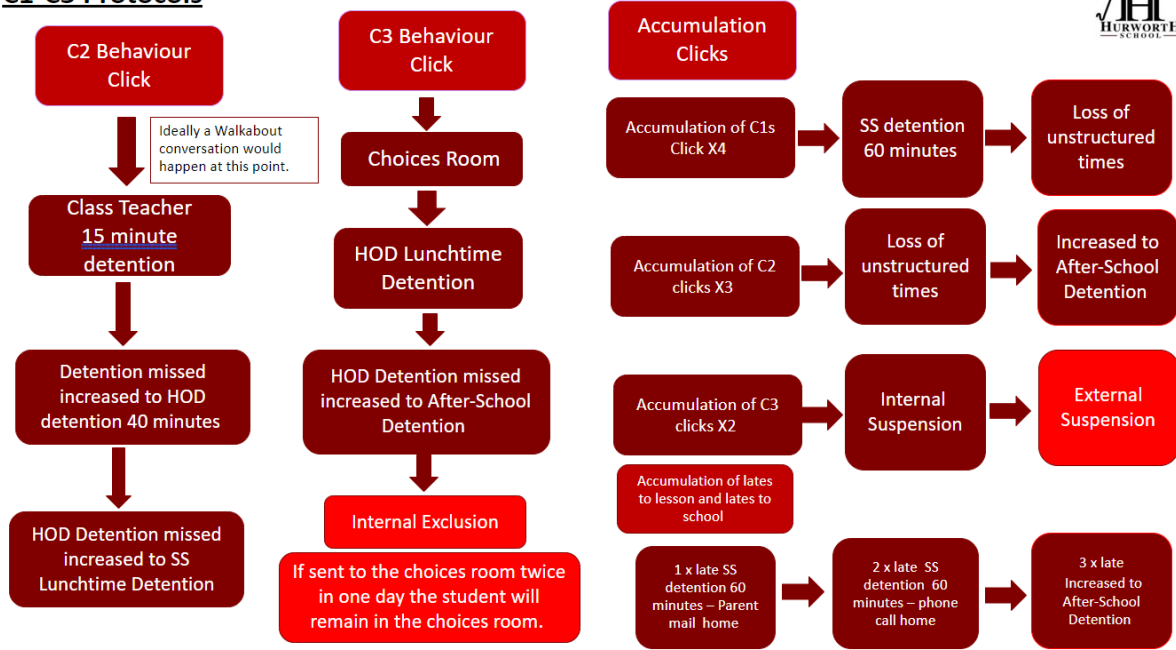
The Discipline Policy was developed with the assistance of directors, staff and Students. If any other stakeholder would like to comment on the policy, this can be done by contacting the school enquiries@longfield.swiftacademies.org.uk.

The Discipline (Personal development, behaviour and welfare) Policy will be reviewed at least annually although is often updated due to DfE guidance updates etc. It is at this time when any contributions made by stakeholders will be analysed and implemented if deemed appropriate to do so.

Appendix A – Behaviour Framework

Detention Protocol

C1-C3 Protocols



C4 Protocols

Step	Offence
C4 – Internal Suspension this will take place in our choices room	Continued C3 behaviour or accumulation of C2s, damage to school/ other’s property, refusal to follow instructions, graffiti, continued possession or use of mobile phone during the school day, possession of smoking/vaping equipment, internal truancy, abuse of social media, inappropriate behaviour towards a member of staff or student behaviour that compromises the safety of others, behaviour outside school that brings the school name into disrepute. Inciting others to fight/ attending a prearranged fight, fighting/ bullying. Behaviour that seriously compromises the safety of others.
	3 x Internal Suspension = External Suspension

C5 Protocols

Step	Offence
C5 – External Suspension	<p>Continued C4 behaviour, failure to comply with the conditions of an internal suspension, swearing at or about a member of staff, intimidation of a member of staff or student, theft, possession and/or consumption of alcohol/ weapon/ banned item, persistent bullying, involved in a prearranged fight; behaviour that seriously disrupts the school day.</p> <p>3 x Internal Suspension = External Suspension</p> <p>4 x External Suspension = ABC</p>

Reintegration Process

Stage 1 - following suspension 1	Led by HOY
Stage 2 - following suspension 2	Led by HOY & SLT Link
Stage 3 - following suspension 3	HOY and Specialist member of staff
Stage 4 - following suspension 4	HOY and Assistant Head and placed on ABC Contract.

C6 Protocols

Step	Offence
C6 – ABC contract	<p>Continued C5 & C6 behaviour, failure to comply with the rules and regulations of the school where internal and external suspensions have no or little bearing on the improvement in behaviour of an individual.</p> <p>4 x External Suspension = being placed on ABC contract. This could also lead to manage move, placement at a different location, alternative education, amended timetables or Permanent Exclusion.</p>

Appendix B

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 Academy Values Charter

Hurworth Academy 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 their parents / carers regarding progress, and put into place strategies to improve the student's chances of academic success
- Provide a series of additional 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 Academy Values Charter
- Attend all additional 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 Academy 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 C - Agreement for Examination Success

The School hereby promises to:

- Provide a high standard of education for the student in all core subjects, thus enabling Students to achieve their optimum GCSE grades.
- Provide support for the student in the completion of all necessary classwork, coursework and Independent Learning as appropriate. This may include the support of the SEN department
- Provide a comfortable, safe environment in which to work
- Liaise regularly with the student and their parents / carers regarding progress, and put into place strategies to improve the student's chances of success
- Provide a series of additional afterschool / revision classes **deemed necessary by the school** to assist the student in the improvement of grades. NB "Afterschool" is defined as outside normal school hours and during school holidays.

The Parent(s) / carer(s) hereby promise to:

- Support your child through their crucial last year of compulsory education, assisting where possible with study and providing a quiet place for the student to work at home where possible
- Ensure the student's attendance at those additional after-school / revision classes deemed necessary by the school
- Liaise regularly with the student's mentor about progress and assist the student and the school with remedial work should there be a need.

The Student hereby promises to:

- Attend all additional after-school and revision classes deemed necessary by the school
- Complete all necessary classwork, coursework and Independent Learning by the given deadlines
- Adhere to the classroom expectations, break and lunchtime, and transport guidelines of Hurworth Academy
- Meet regularly with their mentor to discuss progress and undertake to make improvements where necessary

For General Data Protection Regulation (GDPR) information, please visit the policy section of the SWIFT Academies website <http://www.swiftacademies.org.uk/policies/>

Alternatively, please contact Mrs S Reilly, Assistant Headteacher on (01325) 720424 or by emailing: sry@hurworth.swiftacademies.org.uk.

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

The parents / carers, 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 after school each week 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 intervention or revision purposes and are voluntary. We inform parents / carers 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 / carers will ensure their attendance.

What are the After-school Classes? Who are they for?

ALL Year 11 Students make themselves available to attend a one hour after school class as deemed necessary by their teachers. 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.

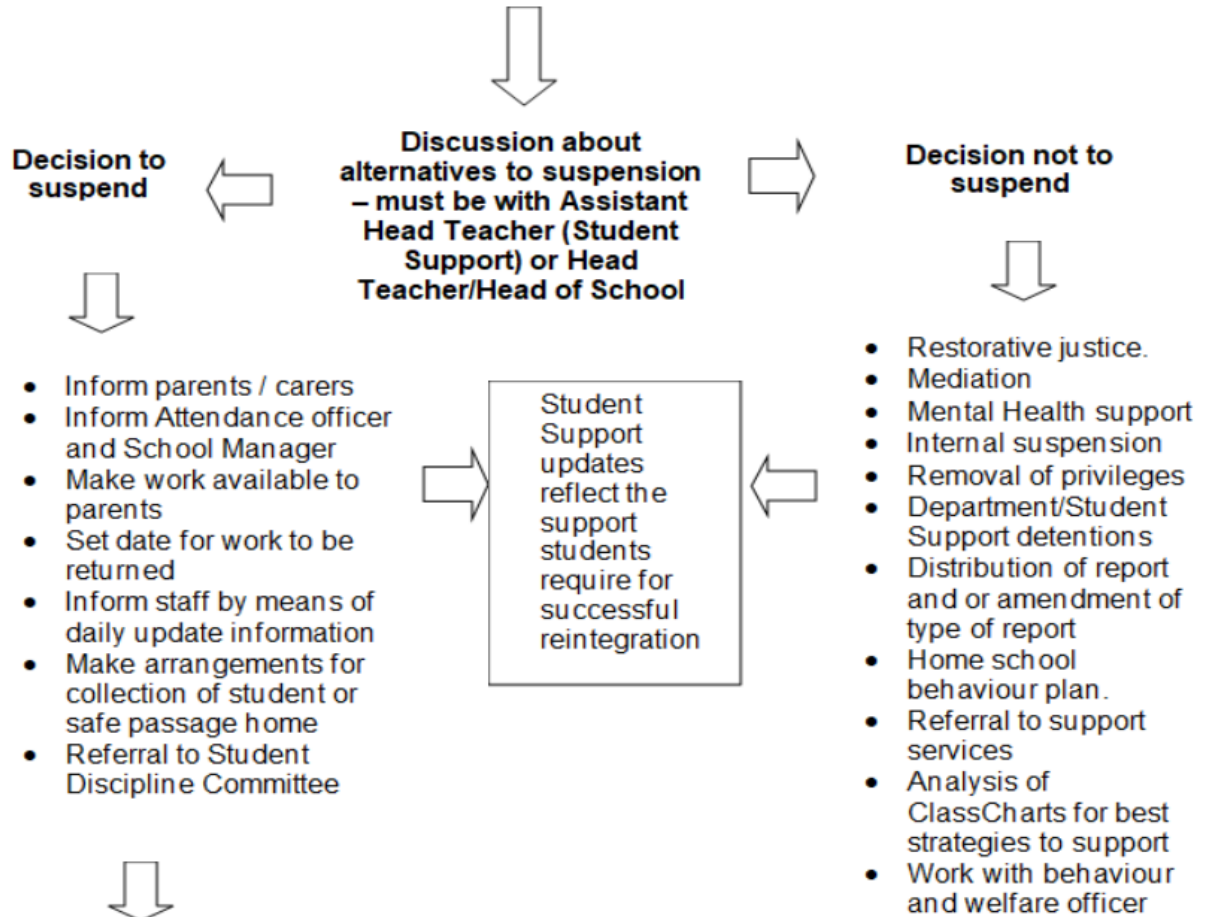
What Happens When a Student Fails to Attend an Extra Class When Required?

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.

- Detentions
- Removal of privileges at lunch and break time

Appendix D Flowchart for Suspension Decision

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



Return from exclusion

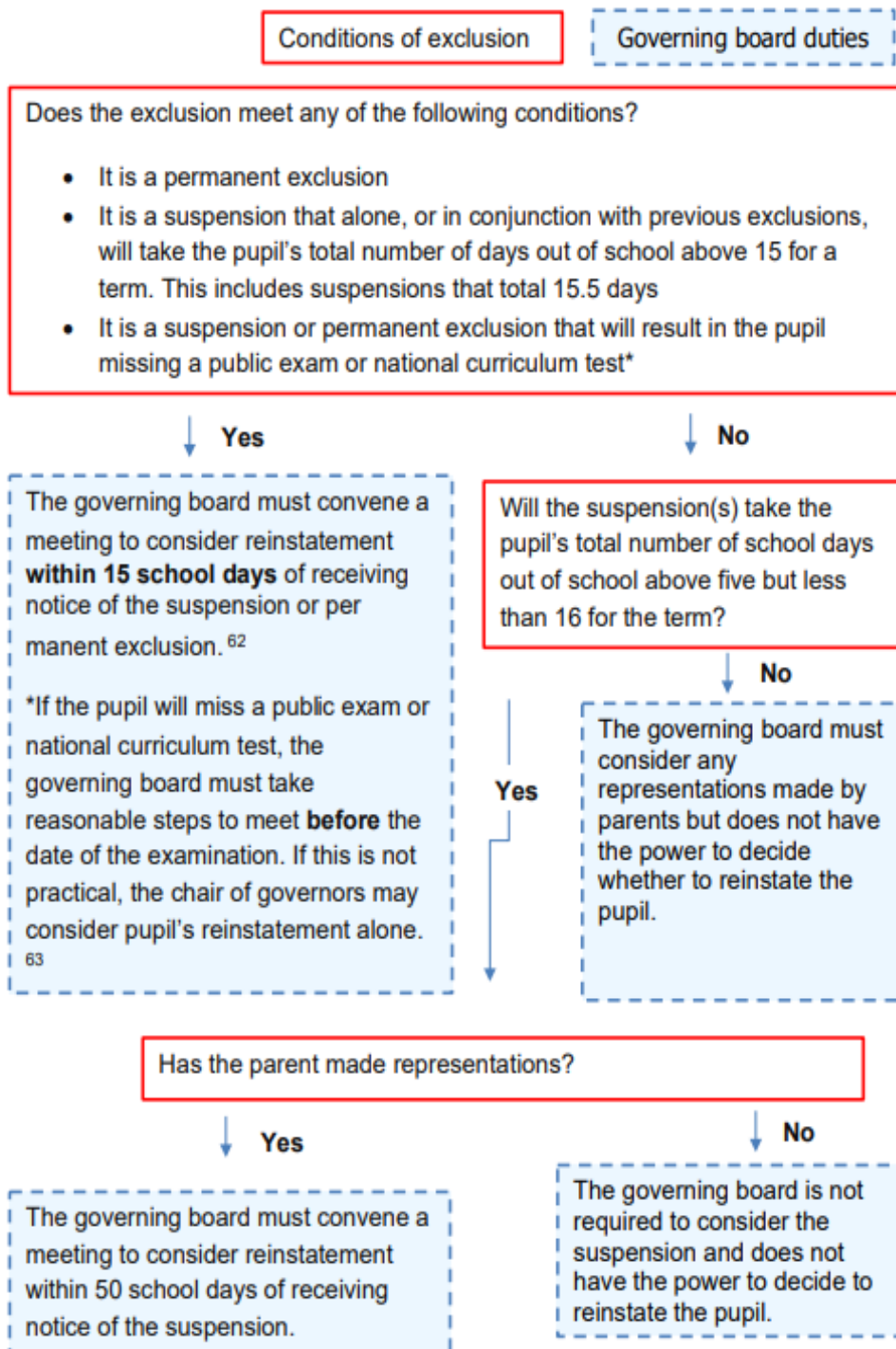
- **Mandatory Reintegration meeting and agreed strategies (green form)**
- Analysis of ClassCharts to seek best strategies to support student
- Issue report to student – the one best fitting the criteria of need
- Closely monitor and review after agreed period with parents / carers and student.
- Ensure RAG, CPOMS and student support updates reflect the support students require for successful reintegration.
- Behaviour Support plan in place
- Session/ programme of work with behaviour and welfare officer
- Possible ABC meeting

Appendix E Head Teacher's Checklist

The circumstances of the case	Yes	No
Has there been a serious breach or breaches of the school behaviour policy?		
Does the student's presence seriously harm or threaten to harm the education / welfare of Students / others?		
Is exclusion a last resort following a wide range of other strategies that have been unsuccessful? or Is this a serious 'one off' offence?		
Is exclusion the appropriate response? Factors to consider: <ul style="list-style-type: none"> • Has a thorough investigation been carried out? • Has the student's version of events been sought / encouraged / recorded? • Has the evidence been considered in the light of school policies and possible discrimination? Are there any mitigating circumstances or any provocation that may be relevant (bullying, harassment etc.)?		
Has a pastoral support programme been used?		
Does the student have additional support needs, and if so, has the possibility of additional support from the local authority been explored?		
Have alternatives to exclusion been considered (e.g. restorative approach, mediation, ICS)		
Standard of proof – "on the balance of probabilities" did the student do what he/she is alleged to have done?		
Special Considerations	Yes	No
SEN Have issues of SEN or disability been taken into account and reasonable adjustments put in place? Does this student have a Education, Health and Care plan or a statement of special educational needs? Has the SEN team been contacted? Has an emergency review been arranged?		
LAC Is this student looked after? Has the social worker and virtual head for looked after children been contacted?		
SAFEGUARDING Is this student subject to a child protection or a child in need plan?		
Is there a CAF for this student? What other agencies/services are involved?		

Appendix F Flowchart for Governing Bodies Review of PEX decision

A summary of the governing board's duties to consider reinstatement⁶¹



⁶¹ Parents on diagram refer to parent if the pupil is under 18 or the excluded pupil, aged 18 or over.

⁶² The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.

⁶³ The ability for a chair to review in the case of public exams refers only to maintained schools.

Appendix G Darlington VPP Passport

Darlington Vulnerable Student Panel Passport Form

STUDENT DETAILS			
Name of Young Person:		Current School:	
DOB:		Year Group:	
FSM Yes / No	Student Premium Yes / No	Ethnicity:	
UPN:		ULN:	
Address:			
Parent / Guardian Name:			
Parent / Guardian Contact No:			
School Contact:		Title:	
Is the student LAC: No	Is the student PLAC: No	CPP:	CIN: EHA:
*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	

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

SUPPORT SERVICES INVOLVEMENT.		
Please 'x' the box and give the contact name and dates of intervention(s)		
	<input checked="" type="checkbox"/>	Comments:
Educational Psychologist	<input type="checkbox"/>	
Social Care	<input type="checkbox"/>	
CAMHS	<input type="checkbox"/>	
School SENCO	<input type="checkbox"/>	
EHA	<input type="checkbox"/>	
EWO	<input type="checkbox"/>	
Youth Offending Service	<input type="checkbox"/>	
Police / Anti-Social Behaviour Team	<input type="checkbox"/>	
GP	<input type="checkbox"/>	

EXAM ACCESS ARRANGEMENTS	
Specific Need	Date Assessed

**Please attach Assessment Reports / Form 8*

ASPIRATIONS
What does the student want from the referral?
What does the school want from this referral?
What does the parent / carer want from this referral?
Length of support required?

LEARNING PROFILE of THE STUDENT
Attitude towards learning
What are the student's strengths / aptitudes / skills?

--

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

How is inappropriate behaviour displayed?
--

--

Concerns regarding behaviour and who is concerned
--

--

Emotional / Social Profile (such as avoidance, self-regulation, self-awareness, self-esteem etc)

--

Ability to reflect on own behaviour
--

--

Communication / Co-operation skills
--

--

Relationships with staff

--

Relationships with peers

--

ATTENDANCE PATTERN (including last day student attended in school)

--

RISK ASSESSMENT

This must be completed before a student can access any requested service. Please provide a value for all boxes. See Appendix 1 of the VPP Protocol for examples of known triggers.

Frequency

<p>Value Description of Frequency</p> <p>0 Never</p> <p>1 Only One Occurrence</p> <p>2 Infrequent (<1 per month)</p> <p>3 Frequent (≥1 per month)</p> <p>4 Often (≥1 per week)</p> <p>5 Daily (≥1 per day)</p> <p>Severity</p> <p>Value Description of Severity (best Fit)</p> <p>0 No Disruption</p> <p>1 Low Level Disruption</p> <p>2 Disruption of whole class</p> <p>3 Minor injury to self/damage to property/Disruption of more than one class of learners</p> <p>4 Injury self or to others/significant damage to property//disruption of whole school</p> <p>5 Life threatening to self/Multiple Injuries/Major Incident/Arson/Use of Weapon/Drug Dealing/Sexual Assault</p>			
Hazards	Known triggers and preventative strategies to be in place	Frequency	Severity
PHYSICAL AND VERBAL ABUSE			
Violent behaviour towards female staff			
Violent behaviour towards male staff			
Violent behaviour towards female peers			
Violent behaviour towards male peers			
Verbal aggression towards female staff			
Verbal aggression towards male staff			
Verbal aggression towards female peers			
Verbal aggression towards male peers			
Impulsive/dangerous behaviour			
Made allegation of physical abuse by staff			

Racial tension/ comments/ bullying			
Homophobic tension/ comments/ bullying			
Verbal bullying			
Inappropriate comments			
Misrepresents comments or actions			
Staff intimidation			
Threats			
SUBSTANCE ABUSE			
Hazards	Known triggers and preventative strategies to be in place	Frequency	Severity
Possession of lighters/ matches			
Possession of drug paraphernalia			
Supplying drugs			
Self abuse – drugs			
Substance abuse including smoking / vaping			
SEXUAL BEHAVIOUR			
Hazards	Known triggers and preventative strategies to be in place	Frequency	Severity
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			

Hazards	Known triggers and preventative strategies to be in place	Frequency	Severity
Leaving centre without permission			
Inappropriate behaviour in car/ vehicle			
Escapes from staff on trips			
Truancy			
Self-harm			
Suicide ideation			
Panic attacks/ severe anxiety			
Suicide attempts			

OTHER HAZARDS

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

ANY OTHER COMMENTS

behaviour Management Strategies Employed by School	
Please indicate any professional advice given and how this has been implemented	
	Action/Advice/Outcome/Evidence
Time Out	
Involvement of parents	
Change of teaching sets	
Curriculum alternatives (KS4)	
SU 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,	
Referral to specific support service:	
•	
•	
•	
Pastoral Support Programme (including involvement agencies)	
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

The Vulnerable Student Panel is convened by Darlington Borough Council to consider the following:

- Young people who are vulnerable and without a school place
- Young people without a school place who have a complex school history
- Young people who have been permanently excluded or who are at risk of disengaging with education
- Young people who have a school place but the school feel that the young person would benefit from a placement in another mainstream school

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.

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).

Parent / Carer views:

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:

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 Student Panel.

Signed: _____

Name _____ (print):

Name _____ of _____ student:

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 student 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.

Appendix H Welfare Offer

