

HURWORTH — SCHOOL —



Behaviour in Schools Policy

Accepted by:

Local Governing Body

Lead Reviewer:

Assistant Head Teacher

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School Policies on Related Issues

- Safeguarding and Child Protection Policy
- Reasonable Force Policy
- Anti-Bullying policy
- Confidentiality Policy
- Health and Safety Policy
- Relationships and Sex Education and Health Education
- Young Carers Policy
- Looked After Children Policy

The Latest DfE guidelines for behaviour and discipline in school: Behaviour in Schools: advice for headteachers and school staff: [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* (September 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: [Mental Health and Behaviour in Schools](#)

Purpose and Jurisdiction

Purpose

Hurworth School seeks to achieve excellence with care. Positive behaviour will maximise learning in all areas and enable students to reach their full potential and give them the best opportunity to fulfil a meaningful role in society once they have left school. The 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 of School will go to in the pursuit of excellence. These areas will include:

- The promotion of good behaviour, self – discipline, welfare support and respect throughout school
- How we seek to prevent issues affecting 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 breaches of the school code of conduct which take place on the school site during the school day. This includes 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.

Rights and Responsibilities

Discipline – Students Rights

- Students have the right to be respected, but this carries with it responsibilities to respect others and treat all members of the school community fairly, courteously and to listen to their points of view. In all their dealings with staff, students must always be polite. 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://www.inicioacademies.org.uk/governance/>

- Students have a right to learn 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, and therefore must always act in a safe, responsible and sensible manner towards others.
- Students have a right to work in a clean and tidy environment, and therefore 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 - Staff Responsibilities

- Staff have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- The responsibility applies to all paid staff
- Staff can discipline students at any time the student is in school or elsewhere under the charge of school staff, including school visits
- Staff have a specific legal power to impose detention outside school hours
- Staff can confiscate students' property.

Confiscation of Inappropriate Items

The latest DfE guidance is Searching, Screening and Confiscation. [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 provision enables a member of staff to confiscate, retain or dispose of a student's property for safety reasons and to protect them from liability for damage to, or loss of, any confiscated items.
- The provision allows a member of staff to search without consent for "prohibited items" including:
 - Knives and weapons, alcohol, illegal drugs, stolen items, cigarettes, 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 in accordance with the school rules

Teachers have a legal authority 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

Staff have the legal authority 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. <https://www.inicioacademies.org.uk/trust-school-policies/>

Staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, cigarettes, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit cause harm.

The Head of School may limit the authority to apply particular sanctions to certain staff and/or extend the authority to discipline to adult volunteers, for example to parents / carers who have volunteered to help on a school trip. This is at their 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 when appropriate.

Staff Roles

Role of the Local Governing Body

Governing boards should be challenging and evaluating school decisions and what school data is telling them. Governing Boards should carefully consider the actions and characteristics of students who are permanently excluded to ensure the sanction is only used when necessary and as a last resort. Governing boards should review suspensions and permanent exclusions, those taken off roll and those on roll but attending off-site alternative provision. It is important to consider both the cost implications of directing children to be educated off-site 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/carers' 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 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 \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/424222/Understanding_your_data_a_guide_for_school_governors_and_academy_trustees.pdf)

Role of the Head of School and the Senior Leadership Team

- The school leadership team should be highly visible, with leaders routinely engaging with students, parents/carers 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 within the behaviour policy.

- School leaders should have a strategic overview of all factors affecting Personal Development, Behaviour and Welfare
- School leaders should support the Student Support Team
- School leaders should take into consideration the wide range of factors affecting specific students and in consultation with the Head of School, utilise this information to inform decisions regarding sanctions
- School leaders should be the arbiters in disputes about behaviour sanctions
- School Leaders should 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 includes:

- Incident Management and adherence to the Anti- Bullying Policy
- Overview and implementation of the reward and sanction systems
- Promotion of PHSCE themes via assemblies and tutor activities
- Monitoring and analysis of behaviour and attendance data
- Adherence to the Equality Policy
- Communication with staff, students and parents/carers
- Daily, Weekly and Termly Updates and Analysis
- Liaise with key designated staff and external agencies
- Support the schools Safeguarding 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 and parent/carer meetings
- To ensure that records of meetings and interventions are up to date on ClassCharts and individual student support and behaviour trackers
- To monitor overall patterns of behaviour
- To work with other members of the Support Team in developing appropriate interventions for identified students
- To liaise with SENDCo, designated Mental Health and Personal Development Lead, LAC/PLAC/DA and Trauma Informed Lead and Behaviour and Welfare Officer to reduce poor behaviour, identify and reduce barriers to learning and reengaging disaffected learners
- To oversee the rewards and behaviour systems
- To line manage the Attendance Officer, Student Support Team and Behaviour and Welfare Officer

Role of the Head of Year (HOY)

- To inform DSL and/or deputy DSLs of safeguarding concerns immediately and appropriate actions when necessary
- To monitor CPOMS entries and take appropriate action to safeguard students. To document actions and refer incidents to Deputy DSL/DSL as appropriate.
- To engage in daily walkabout, reflection room, break, lunchtime and after school duties
- To contribute and plan assemblies when required
- Monitor ClassCharts information and contact parent/ carers of students to inform of issues and sanctions as appropriate.
- To recognise and celebrate student successes through the rewards systems
- Monitor ClassCharts information weekly to identify key student's patterns of behaviour
- To support tutors in ensuring standards of uniform and equipment are adhered to
- To liaise with SENDCo, designated Mental Health and Personal Development Lead, LAC/PLAC/DA and Trauma Informed Lead, Behaviour and Welfare Officer and Attendance Officer to reduce poor behaviour and attendance, identify and reduce barriers to learning and reengaging disaffected learners
- To review and document impact of interventions on key students' behaviour
- To implement action plans for identified students to ensure support and intervention is appropriate for need
- Contribute to the fortnightly Student Support meeting to discuss and provide updates on key students
- To monitor late attendance marks and Liaise with Attendance Officer to plan appro support
- Conduct and support the investigation process into behaviour events as appropriate
- Attend any reintegration meetings for students in their year groups
- To participate in relevant CPD as required

Role of Behaviour and Welfare Officer

- To complete referrals to external agencies, to organise meetings with parents/carers and manage the implementation and review processes
- To liaise with HOY/Attendance Officer to ensure accurate completion of VPP passport for students recommended for managed move
- To attend VPP meetings and recommend students to be considered for the managed move process
- To oversee the managed move process
- To co-ordinate the alternative provision offer
- To deliver bespoke behaviour and intervention packages for identified students and document these on EduKey
- To monitor and evaluate the impact of packages delivered on student behaviour and engagement
- Deputy Safeguarding Officer and Prevent Lead

Role of the Form Tutor

Form Tutors are the first point of contact for any student, parent/carer.

- To build positive relationships with students to ensure a structured and encouraging start to the school day
- Taking an accurate register
- Checking standards of uniform and equipment
- Reinforce school expectations on a regular basis
- Contact parents/carers of students where concerns of standards of uniform and equipment are identified
- Informing students of their detentions including locations
- To review Classcharts data and hold supportive conversations with key students
- CPOMS any concerns you may have regarding students in your form
- Delivering form time activities
- To liaise with Heads of Year with regard to key students

Role of Head of Department

The Head of Department will be in the majority of cases a point of call alongside the Student Support 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. This should include the use of positive recognition for student achievement and ensure consistent use of ClassCharts across the department
- To provide and record subject specific interventions to support class teachers and students
- To monitor impact of subject specific interventions
- Conduct Head of Department detentions, as part of the school's behaviour framework
- Support teachers in their subject areas by offering guidance on management of student behaviour, in conjunction with the Quality of Education team
- Liaise with the Student Support Team with regard to specific student issues and work with them to ensure all barriers to learning are removed

Role Classroom Teacher

The classroom teacher is responsible for the teaching and learning in their classroom.

- To develop strong, positive relationships with students to ensure all students feel safe in the learning environment, where praise outweighs negative consequences
- Adhere to and reinforce classroom expectations
- Use appropriate classroom strategies and professional judgement to effectively manage all classes and, wherever possible, deescalate situations within their own classrooms
- Use ClassCharts consistently and fairly in accordance with published protocols. This should include positive recognition for student achievements
- Where ClassCharts is used to record behaviour breaches, details must be provided for C2 and C3 events
- Read the student support daily update e-mail and weekly briefing document to inform delivery of lessons and management of specific students
- Use the SEND information on the weekly briefing document to ensure the needs of individual students are met
- To hold restorative conversations with students when appropriate
- To engage in relevant CPD

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 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.

Staff Code of Conduct

At Hurworth all staff adhere to a code of conduct. This is held on the school policy document website <https://www.inicioacademies.org.uk/trust-school-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. This document outlines the responsibilities, commitment, and support by key stakeholders whilst students are at Hurworth School. (See Appendix A)

IGNITE

IGNITE is our dedicated personal development programme designed to support the behaviour and welfare of our students. Through a comprehensive range of activities and resources, the programme aims to foster positive behaviour, build resilience, and promote the overall well-being of every student.

Overview of the Aims of School Assemblies

Assemblies form a part of our IGNITE programme and they play a vital role in fostering a sense of community, promoting shared values, and supporting the personal development of students. They serve as an essential platform for communication, celebration, and inspiration within the school environment. The aims of school assemblies can be broadly categorized into the following areas:

Fostering a Sense of Community and Belonging

Assemblies bring the school community together, helping to create a sense of unity and belonging. By gathering students and staff regularly, assemblies reinforce the idea that everyone is part of a larger community with shared goals and values.

Promoting Shared Values and Standards

Assemblies are an opportunity to emphasize the school's core values and standards. Through regular reminders and discussions, students are encouraged to uphold these values both within and outside the school environment. Head of Year assemblies often focus on maintaining high standards, discussing expectations, and reinforcing positive behaviour.

Themed Assemblies on Local and National Events

Themed assemblies provide a chance to connect students with the wider world by focusing on significant local and national events. These assemblies can help students understand important issues, celebrate cultural diversity, and foster a sense of civic responsibility. For example, assemblies might commemorate national holidays, highlight environmental awareness, or discuss local community initiatives.

Inspiration and Personal Development

Assemblies often feature inspirational themes and speakers, aimed at motivating students and encouraging personal growth. These sessions might include talks from role models, success stories, or themes related to resilience, perseverance, and ambition. The goal is to inspire students to set high aspirations and work towards achieving their full potential.

Celebrating Success and Achievements

Recognising and celebrating the achievements of students is a key aim of assemblies. Head of Year assemblies, in particular, may focus on highlighting individual and group successes, such as academic achievements, sports victories, or contributions to the school community. This not only boosts the morale of those recognized but also motivates others to strive for excellence.

Encouraging Reflection and Mindfulness

Assemblies often include moments of reflection, where students can think about their actions, behaviour, and contributions to the school community. This helps in developing self-awareness, empathy, and a mindful approach to personal growth and interactions with others.

Students attend two assemblies most weeks. One assembly is with their year group, Head of Year and their Leadership Team link and focusses on standards and celebrating student success. The second assembly that students attend is a virtual whole-school assembly which focuses on local and national events e.g. Mental Health Awareness Week.

IGNITE Weeks

IGNITE weeks run throughout the academic year and allow students to experience a range of activities and workshops to further support their personal development. We use a range of data throughout the year to inform our planning of these weeks and previous workshops include strategies to support positive mental health, reducing risk taking behaviours such as underage drinking and opportunities for volunteering in the local community.

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.

The ClassCharts Platform is used to record achievement points in all aspects of school life.

Rewards include:

- ClassCharts shop
- Friday Reward Station
- Weekly hot chocolate and ice lollies
- Student of the week
- Positive phone calls home
- Departmental postcards
- Golden Moments
- End of term celebrations and assemblies
- School prom

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://www.inicioacademies.org.uk/trust-school-policies/>

No Touch Policy

The purpose of this No Touch Policy is to create a safe and respectful environment for all students, staff, and visitors at Hurworth School. This policy aims to prevent misunderstandings, conflicts, and inappropriate behaviours, ensuring that everyone feels secure and valued within the school community.

- All members of the school community are expected to interact with each other in a respectful and professional manner.
- Physical contact of any kind should be avoided unless absolutely necessary for safety or instructional purposes.
- Any form of unwelcome physical contact, including but not limited to touching, hugging, pushing, or grabbing, is strictly prohibited.
- Inappropriate gestures and horseplay are not allowed on school property or during school-sponsored activities.
- Situations requiring physical contact for educational purposes, such as in physical education or certain instructional activities, must be conducted with the utmost care and respect for personal boundaries.
- Any incidents of unwanted physical contact should be reported immediately
- The school will investigate all reports promptly and take appropriate disciplinary action, which may include warnings, parent/guardian meetings, suspension, or expulsion, depending on the severity of the incident.
- The school will provide training and education to students and staff on the importance of personal boundaries, respectful interactions, and the specifics of this No Touch Policy.

Behaviour system – The Behaviour Framework/ Reflection System

Daily Management of Student Behaviour

In determining the way in which staff in school interact with students and other staff 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
- Maintains a climate for learning throughout the school day
- Maintain and raise achievement in all areas of school life

For staff there is a clear framework for the referral of students and the support network that exists for them. Behaviours are recorded on ClassCharts.

Framework for Referral and Support

Any referral/support needed goes through the following process:

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

Exceptions would be a serious event which may need to be picked up by Walkabout/SLT Team.

The Behaviour Framework

To assist in the management of student behaviour we have a framework of referral that all staff must follow.

This system should be applied consistently and fairly by all staff. Reasonable adjustments will always be explored for students who have specific identified issues.

Walkabout

Walkabout staff are deployed during each lesson, providing significant support to both class teachers and students in several ways. This strategy involves staff members (often teaching assistants or other support staff) moving around the school, visiting different classrooms to assist with various needs. Some key benefits are:

- Walkabout staff can offer instant assistance to class teachers who may need help with classroom management or addressing individual student needs.
- Walkabout staff can help manage students who need regulation, offering calming techniques or a change of environment or change of face
- Walkabout staff can provide supervised timeouts for students who need a break from the classroom to avoid escalation of disruptive behaviour.
- Walkabout staff can deliver targeted support to students with specific learning or behavioural needs.

Reflection Room

The Reflection Room is a designated space in school where students who are not following classroom expectations are sent for support. The primary purpose of this room is to help students reflect on their behaviour, understand the consequences of their actions, and develop strategies for better behaviour in the future. This room provides:

- **Temporary Removal:** Students who are disruptive or not adhering to classroom rules are temporarily removed from the regular classroom setting to prevent further disruptions.
- **Reflection and Accountability:** In the Reflection Room, students are given the opportunity to reflect on their behaviour. This might involve completing reflection sheets, discussing the incident with a staff member, and identifying the reasons behind their actions.
- **Restorative Practices:** in the Reflection Room restorative practices may be employed where appropriate. Students may engage in activities that help repair any harm caused by their actions. This can include writing apologies and/or participating in restorative conversations with members of staff
- **Parental Involvement:** Parent/carers are sometimes involved in the process, either through communication with the school or by participating in meetings to discuss their child's behaviour and strategies for support.

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 after-school which can be served up to 4.55pm 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.**

Internal Suspension

If a student does not meet behaviour expectations, they may be required to complete an internal suspension. During an internal suspension, the student is removed from their regular lessons and activities for a designated period of time. Instead of being sent home, the student remains on school premises but is isolated from their peers and normal classroom environment. They complete their schoolwork in a separate location under supervision.

Intervention and Support

For some students, additional intervention and support may be required to allow students to remove any barriers and return to the classroom to continue their learning. Support could include:

- **Skill Building:** Students might participate in activities or lessons designed to build social-emotional skills, such as anger management, conflict resolution, and communication skills.
- **Reintegration Plan:** Before returning to the classroom, students often develop a reintegration plan that outlines how they will demonstrate improved behaviour. This plan is sometimes shared with their classroom teacher and may involve follow-up meetings to monitor progress.

The goal of the Reflection Room is to provide students with the tools and support they need to succeed in the classroom environment and make positive behaviour choices in the future.

Off Site Direction

If a student's persistent behaviour issues continue despite interventions like internal suspension, the school may escalate the disciplinary measures to include directing the student to complete their education off-site at a partner school.

Role of the Vulnerable Student Panel for Darlington

From September 2011 Hurworth School 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 could be referred to the partnership. From this referral additional support and advice will be given to meet the needs of the student and allow them to remain in education and thrive.

Uniform and Equipment

We believe that dress and presentation help to create good personal standards. Parents/carers are requested to give their full support to the school in adhering to the range of clothing recommended.

Winter Uniform <i>After October Half Term until Easter</i>	Summer Uniform <i>After Easter until October Half Term</i>
<p>White Shirt Students must wear a plain white shirt, which can either be long or short sleeve.</p>	<p>Polo Shirt The Hurworth School maroon polo shirt must be worn.</p>
<p>Tie The School tie must be worn at all times with winter uniform and a plain white shirt.</p>	
<p>Trousers Trousers must be plain black, standard fit and not be made from denim, corduroy, leather, leggings, jeggings, black jeans. $\frac{3}{4}$ trousers are not permitted. All students should wear trousers as skirts have been removed from the permitted uniform.</p>	
<p>V-Neck Hurworth School Jumper The Hurworth School jumper must be worn at all times.</p>	
<p>Coats Coats should be an appropriate outdoor coat – no sweatshirts, hooded tops, cardigans, tracksuit tops or coats made of denim.</p>	
<p>Shoes Black shoes with heels no higher than 4cm. Trainers, crocs and plimsoll style 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.</p>	
<p>Bags A school bag large enough to carry an A4 file must be carried every day containing full equipment needed: pencil, ruler, pen, calculator, eraser and reading book. It is advisable to carry a water bottle which can be topped up at break and lunch time at water fountains throughout the school.</p>	

PE Kit

Compulsory Items

- Hurworth T-shirt
- Hurworth Shorts, Tech Pants or leggings

Extras

- Tech Hoodie
- Quarter Zip Jacket
- Tech Pants/Joggers
- Socks

Initials can be added at an extra cost.

Not Permitted

- No jewellery to be worn at any time in school.
- 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.
- 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).
- PE Kit – no logos apart from Hurworth signage. No tight cycling shorts or micro shorts.

Second hand uniform can be purchased from The Uniform Shop (Feetham's carpark ground floor Monday- Friday 10.00am-1.00pm)

Students not in the Correct Uniform

Students will seek support from their tutor if they do not have the correct uniform. The school office does have a range of uniform items which can be borrowed until the student is able to wear the correct uniform. If a student refuses to borrow uniform where possible, they may be placed in the Reflection Room until the uniform issue is resolved.

Medical evidence will be required for any long-term issue which may result in a student being unable to wear the correct uniform. If a medical issue arises, this must be discussed with the Head of Year. If trainers need to be worn for medical reasons, they should be plain black.

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 or on school grounds. This includes any device with call/text/social-media/internet/app/email facility e.g. Apple I Watch.

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.

Any parent /carer wishing to contact their child during school hours needs to ring the school number and any message will be passed to the child via our administrative staff. Any child wishing to contact a parent/carers needs to contact their HOY.

Suspensions Procedure

Once the decision to suspend a student for a fixed period of time by the Head Teacher:

- Every effort will be made to contact parents/carers about the incident, length of suspension and return procedures
- Parents/carers will be contacted to collect the student from school or permission will be provided by the parent/carers 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/carers
- 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. The student's parent/ carer must attend the reintegration meeting.
- If parents/carers cannot be contacted a letter will be e-mailed out on the day of the suspension

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 \(www.gov.uk\)](http://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 the absence of the Head of School, an 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 necessary to suspend a student, a reintegration meeting will be scheduled to take place on the student's return to school. This will involve the student, parent/carers and a named member of staff.

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 behaviour policy and if allowing the student to remain in school would seriously harm the education or welfare of the students or others in school.

DFE Guidance:

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- ***in response to a serious breach or persistent breaches of the school's behaviour policy; and***
- ***where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school.***

There will however be exceptional circumstances where, in the Head of Teachers judgement, it is appropriate to permanently exclude for a first or one - off incident. 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

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. It is the responsibility of the Local Governing Body to make the final decision regarding a permanent exclusion.

Refer to Appendix B for the process.

Appeals

Parents/ carers have the right to appeal against any suspension or permanent exclusion. Further details regarding challenging a suspension or permanent exclusion can be found at the following link:

[A guide for parents on school behaviour and exclusion - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Excluding Students with Special Educational Needs

Hurworth School 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 behaviour policy.

Appendix A

Home School Agreement

The Parents/Carer – I / we shall:

- See that my child attends school regularly, is punctual and has the correct uniform and equipment
- Notify the school if I have concerns or am aware of circumstances 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, providing a quiet space for study at home if possible
- Attend Progress Evenings
- To ensure all communication with staff at the school are constructive and positive
- Support the school in ensuring your child attends lunchtime, after school and holiday revision classes offered in Key Stage 4

Hurworth School will:

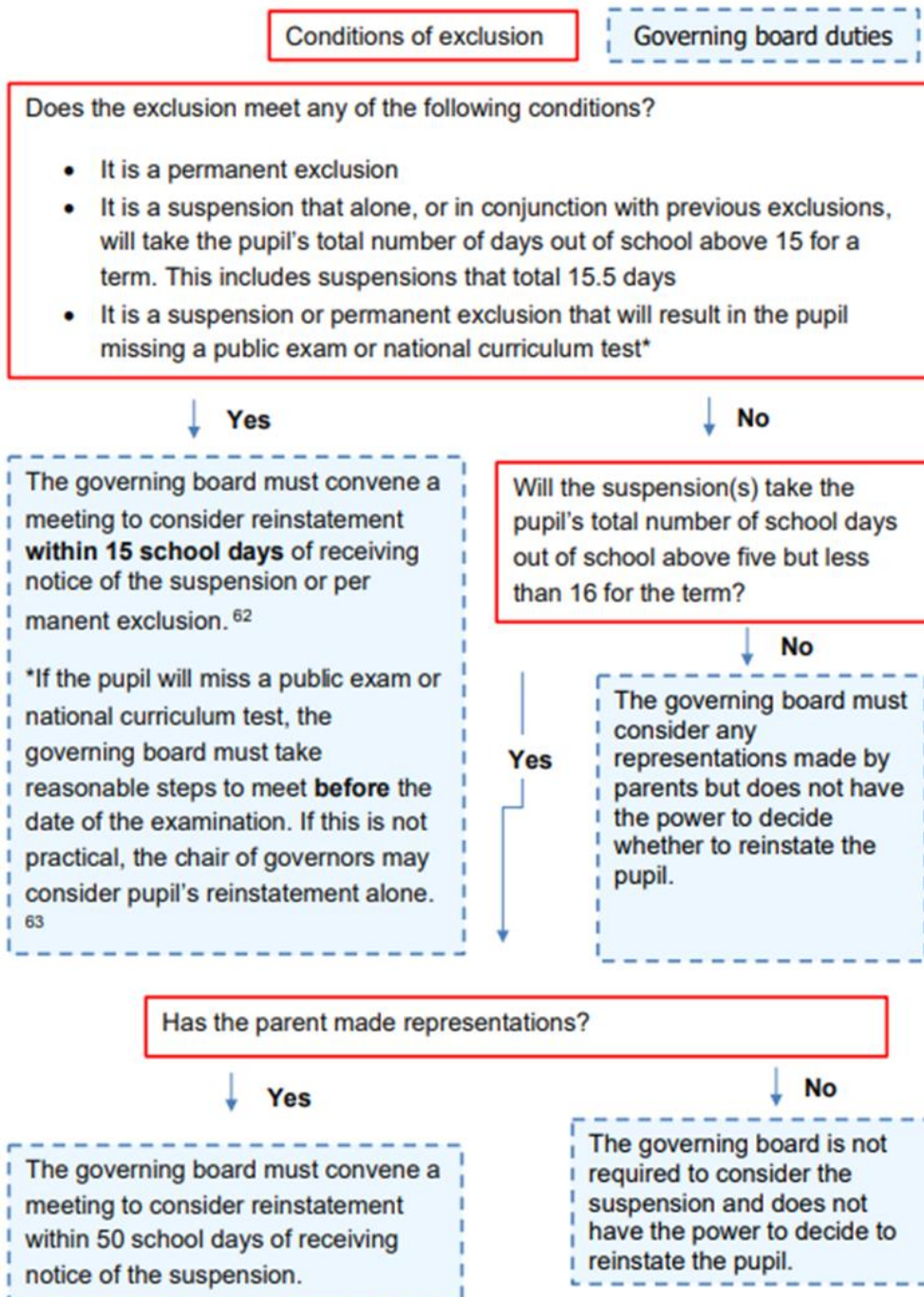
- Provide a safe environment in which your child can work and progress
- Ensure that your child achieves their full potential as a valued member of the school community
- Provide a balanced curriculum and meet the individual needs of your child
- Keep you informed about general school matters and about your child's welfare and progress
- Be open and welcoming at all times and offer opportunities for you to become involved in the life of the school
- Provide a high standard of education for your child in all subjects, thus enabling them to achieve their potential
- Provide support for your child in the completion of all necessary classwork, coursework and homework
- Provide your child with a range of enrichment opportunities throughout the school year
- 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 Student - I shall:

- Attend school and lessons on time
- Adhere to the behaviour expectations
- Complete all necessary classwork and homework to the highest standard possible
- Attend all additional lunch, after school and holiday classes deemed necessary by the school

Appendix B

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.