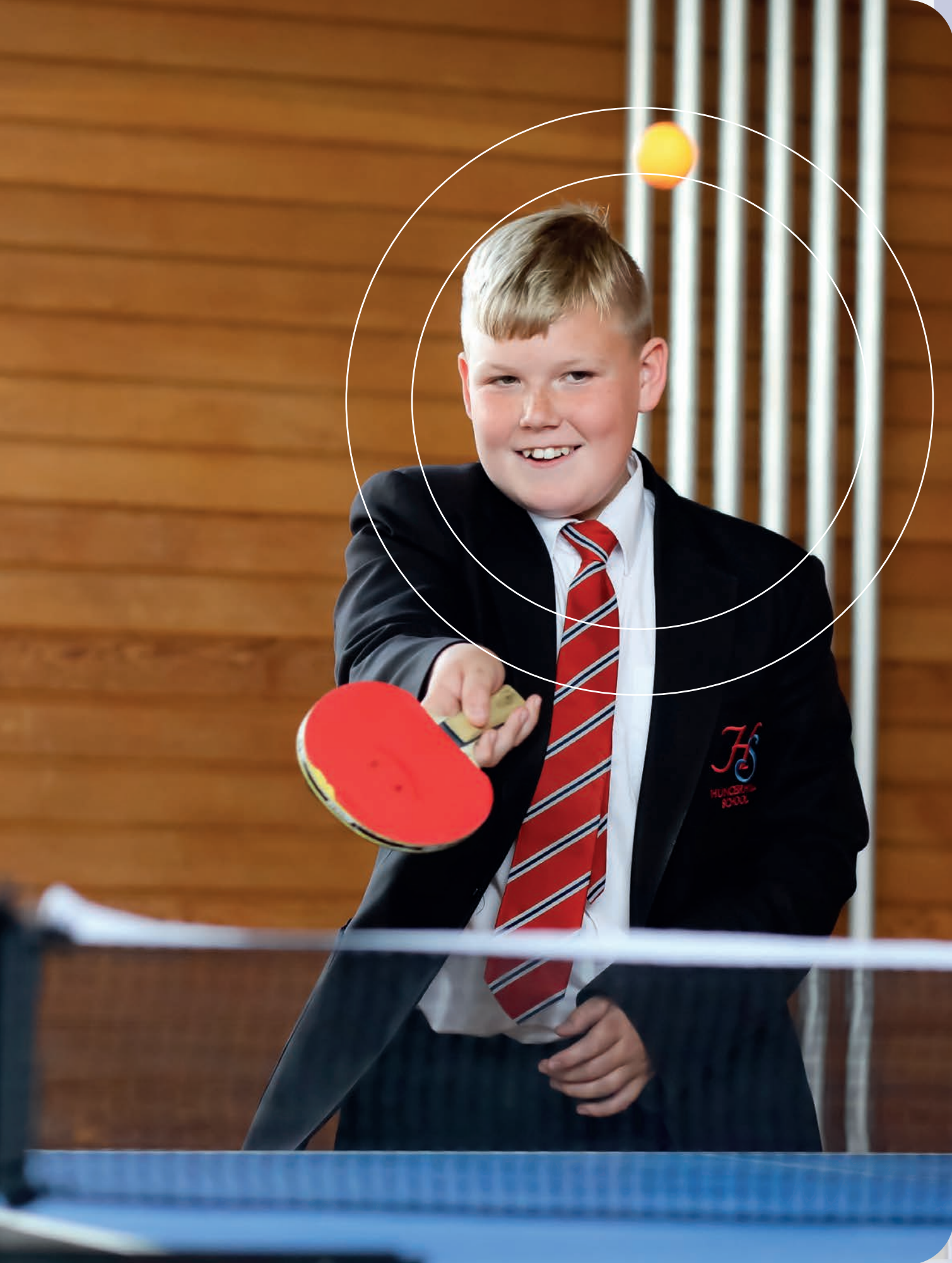


PROSPECTUS

developing tomorrow's leaders today





Messages

...from the Chair of Trustees and the CEO of Brighter Futures Learning Partnership Trust



Mrs H Redford-Hernandez
CEO - BRIGHTER FUTURES
LEARNING PARTNERSHIP TRUST

Thank you for considering joining our trust; it is a privilege to lead and work with passionate, like-minded colleagues who are all focussed on delivering the best educational provision for the children and young people of Doncaster. We are a multi-academy trust serving the local needs of our community with great passion; we have a team of highly committed staff, governors, local businesses and trustees who are committed to creating and delivering a world-class trust vision.

A big vision lies at the heart of the Brighter Futures Learning Partnership Trust; excellence is at the heart of all that we do and with this in mind, we aim to be one of the highest performing and unique trusts in the country, acknowledging that every child is different. As such, our curriculum offer will be shaped to reflect the diversity of our learners and their needs if they are to excel and develop into the next generation of highly skilled learners and innovators.



Mr Peter Duffield
CHAIR - BRIGHTER FUTURES
LEARNING PARTNERSHIP TRUST

Our vision is to create teaching and learning which is inspirational, challenging and relevant to the 21st century where every child and young person can fulfil their potential. We are also committed to developing outstanding pastoral care which we know is an essential ingredient in ensuring that every child can flourish to develop the knowledge, skills and attributes which will enable them to have the widest possible choice of career pathways.

We are unique in that our family of schools includes four primary schools, an infant school, an 11-16 secondary school and Doncaster UTC, offering an unrivalled breadth of provision and learning experiences. The Trust schools have a strong history of collaboration and school to school support and have led on the development of key initiatives linked to Doncaster Opportunity Area. We are very proud of the systems leaders we deploy across the Trust, ensuring learning and progress underpin everything we do. All our schools and leaders have a genuine commitment to collaborative working and sharing of best practices whilst understanding the need to retain our schools' individual ethos and strong sense of identity. We are totally committed to providing the best learning opportunities to promote the achievements of all children, young people and staff as we believe this enables them to grow as individuals and be the best they can be.

Please take the time to read this prospectus and do not hesitate to get in touch if you would like to know more about joining our family of schools.



Achieving Excellence

I am delighted to introduce you to our highly successful school. I have always felt that educating young people is a rare privilege, bringing with it huge responsibilities to provide the best all-round education possible. Having taught at Hungerhill for many years I am immensely proud to be at the forefront of the everyday running of this ambitious school.

Our students are at the heart of everything we do to ensure they have the support and guidance they need to reach their full academic and personal potential. We have high expectations and strive for our students to be successful learners and gain the knowledge, skills and attributes to flourish in the world of work. Our core values of respect, honesty, resilience, excellence and care are embedded at every level throughout the school.

The curriculum we offer is aspirational and designed to challenge, so that every child achieves their full potential. We build on learning experiences from primary school working towards the mastery of skills, knowledge and understanding that prepares students for their examination courses. We aim to foster a love of learning, stimulate curiosity, develop creativity and enthuse and engage students to be lifelong learners. We offer an extensive range of enrichment experiences to students in order to develop self-esteem, confidence, self-expression, creativity and teamwork skills.

We are fortunate to have a caring, skilled and dedicated set of teachers, support staff and governors at Hungerhill, who believe that there is no limit to learning or ceiling on achievement as we seek the best outcomes for students. Pastoral care and inclusion are of exceptional quality, as we put the needs of individual students at the centre of everything we do.

We believe that student leadership is important in unlocking students' potential. Leadership is central to everything we do at Hungerhill and our substantial leadership opportunities are a key driver in enabling students to develop important life and employability skills- we are developing tomorrow's leaders today.

By choosing Hungerhill for your child, you are committing yourself to working with us for your child's future in our caring and aspirational school.

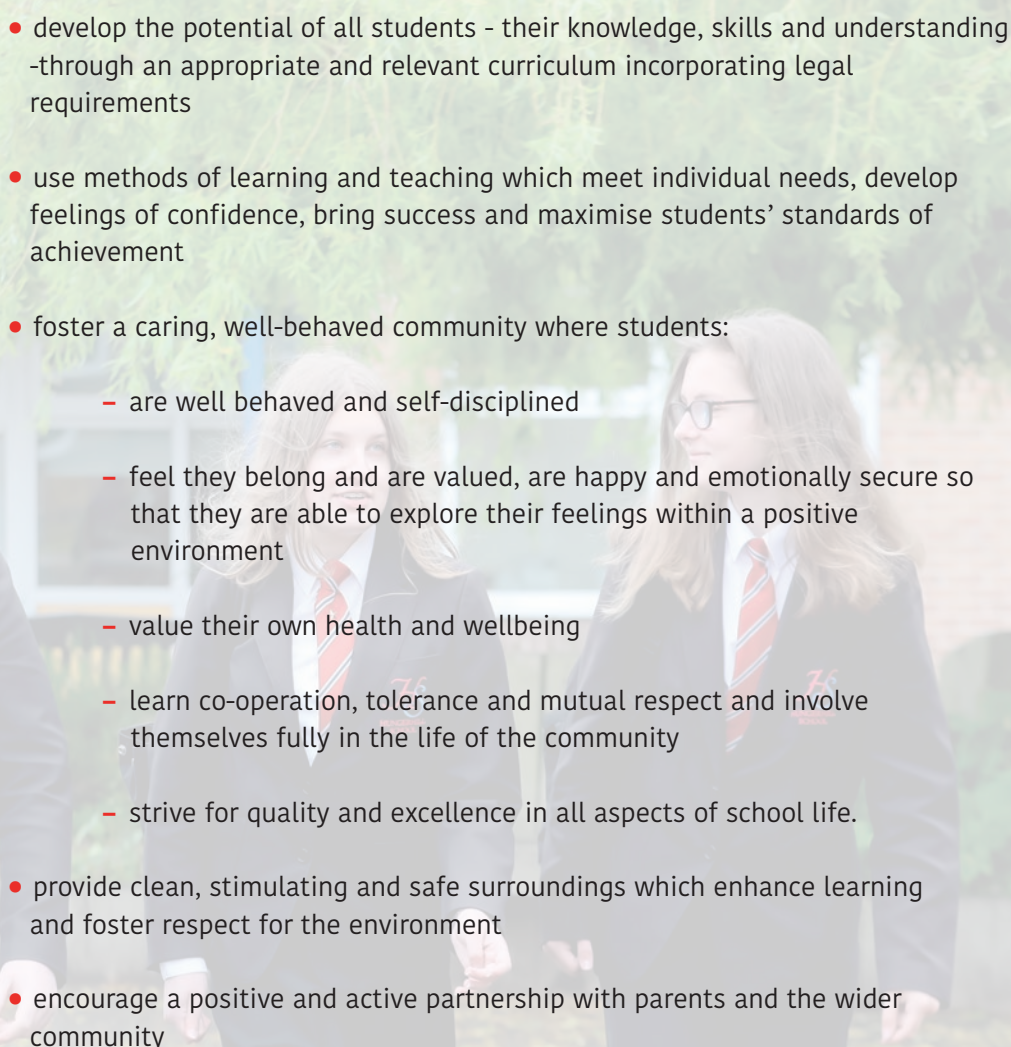
Mrs L Pond
HEADTEACHER



Aims and Values

We believe all students are unique individuals and are of equal worth; everyone can achieve and has a contribution to make. Education works best when it is a close partnership between the school, students and home. From this premise we set out to develop independent, caring, enquiring, morally responsible, adaptable and well-qualified young people prepared for life and work beyond school. We seek to ensure every young person leaves the school with an enjoyment of learning and an understanding of the importance of learning in their future lives.

The school's aims are:

- 
- develop the potential of all students - their knowledge, skills and understanding -through an appropriate and relevant curriculum incorporating legal requirements
 - use methods of learning and teaching which meet individual needs, develop feelings of confidence, bring success and maximise students' standards of achievement
 - foster a caring, well-behaved community where students:
 - are well behaved and self-disciplined
 - feel they belong and are valued, are happy and emotionally secure so that they are able to explore their feelings within a positive environment
 - value their own health and wellbeing
 - learn co-operation, tolerance and mutual respect and involve themselves fully in the life of the community
 - strive for quality and excellence in all aspects of school life.
 - provide clean, stimulating and safe surroundings which enhance learning and foster respect for the environment
 - encourage a positive and active partnership with parents and the wider community

Admissions

Parents who would like to know more about Hungerhill are most welcome to visit the school and to bring their children with them. Please contact the School Office to arrange a convenient time. A visit provides the opportunity to ask questions, tour the school, to meet staff and to see the school in session.

The school serves the communities of Edenthorpe, Kirk Sandall, Barnby Dun and Dunsville, but applications are welcome from families outside these areas. Each school year, Hungerhill School consults with the LA and, historically, has set a limit of 224, although the school has temporarily increased its PAN to accommodate increased numbers on roll from the Primary Schools. It currently stands at 252.

All admissions are dealt with by Doncaster Local Authority, not by the Headteacher or Governors of the school. The closing date for receipt of applications is 30 October 2023. Details of the admission policy statement for all secondary schools is provided separately by the LA in the 'Admission to Secondary School' booklet available from 'Admissions and Student Services' tel. 01302 737274, email: admissions@doncaster.gov.uk

Number on Roll 1171 (July 2023)

Admissions criteria

Places will be allocated using the criteria listed below, in order of priority:

- a. Children in Public Care
- b. Children who are 'ordinarily resident' in the catchment area of the school
- c. Children who attend a school which is a linked partner school
- d. Children who have attended one of the Brighter Futures Partnership Trust schools for more than one calendar year before the closing date for applications
- e. Children with an elder brother or sister in the school
- f. Other children from outside the catchment area, based on proximity

* Please see our website for full admission arrangements



Passionate about Progress

At Hungerhill School, we are tremendously proud of our students' achievements. We seek to ensure that every student leaves us with high standards of educational attainment and achievement.

We foster a culture of ambition, ensuring all our students make rapid and sustained progress. At key points in the year students will complete High Stakes assessments that allows them to demonstrate the knowledge and skills that they have developed within the subjects they study. This progress is monitored closely and shared regularly with parents through consultation, information evenings and subject reports. We encourage parents/carers to monitor their child's progress too with easy parental online access to information about their child's academic achievement through SIMS. At Hungerhill, student attainment and achievement over a number of years has been above national average. The majority of our school leavers move on to study in further education and a high proportion gain places at Russell Group Universities.

We aim to create a culture of excellence through our high expectations and passion for learning. The Hungerhill Principles of Excellence have been developed using the reputed 'Principles of Instruction' introduced by Educational Psychologist, Professor Barak Rosenshine. The Principles underpin the approach to Teaching and Learning at Hungerhill and are evident across all classrooms and learning settings. Students are encouraged to understand the role each principle plays to support their own understanding of how they learn. This approach is supplemented by a significant focus on retrieval practice which requires students to recall previously learnt knowledge, creating stronger memory connections and ensuring knowledge is learned and not just encountered. The introduction of the Hungerhill Study Skills has also ensured that learning remains an ongoing process and is not just limited to the school setting. Each student is issued their own Study Skills pack in September, the strategies within which support students with their home learning and also develop independence in relation to revision and self-directed study. A range of interventions are implemented to support students in the classroom and beyond where required.



Inspirational Learning

Hungerhill School offers a broad, balanced and vibrant curriculum that fully develops our students, and helps to create young people with the potential to access careers of their choice.

Examination Results

Students study a challenging curriculum where they strive for excellence in order to maximise their potential. The 9 - 1 specifications are now used across all our GCSE qualifications along with its associated key performance indicators. The school is very proud of the examination results achieved by its students; our 2022 results showed that they continue to make better than expected progress during their time at Hungerhill. The results also show a significant increase in the percentage of pupils being entered for the English Baccalaureate (EBacc) award, which reflects the school's move to a more ambitious curriculum.

KS4 Results Summer 2022	Measure
0.33	Progress 8 Score A positive score indicates students have made more progress than expected
51%	Average Attainment 8 Score This is the average grade students achieved across their Progress 8 subjects
74%	Percentage of students achieving Grade 4 or above in English and Maths A grade 4 is considered a standard pass in the 9 - 1 grading system
51%	Percentage of students achieving Grade 5 or above in English and Maths A grade 5 is considered a strong pass in the 9 - 1 grading system
48%	Percentage of students who are entered for the EBacc Students are entered automatically if they study qualifications in English, Maths, Sciences, a language and either history or geography
4.66	Average Attainment 8 Score for EBacc This is the average grade students achieved across the 5 areas of the EBacc

Outstanding Care and Support

Hungerhill School, students belong to a thriving learning community which emphasises equality and diversity. The SEND department adopts a differentiated and personalised approach; we take the time to get to know students as individuals, their strengths, difficulties and aspirations. Our committed teaching assistants and SENSO provide quality support to students within lessons, through targeted intervention and at social times in the designated SEND area; The Hub. The Hub is a safe haven for our students with Special Educational Needs where they can make friends, play games, and share concerns. This ensures that each child is supported to achieve their full potential both academically and personally.

We identify and assess the needs of individual students at the earliest opportunity and ensure that interventions are monitored and modified for effectiveness. Some interventions involve the expertise of outside professionals and the fostering of strong partnerships in multi-agency working. We ensure that all professionals involved in the learning, care and support of our students have the information they need to deliver best practice. Our teachers and teaching assistants utilise their in-depth knowledge to ensure that students are afforded quality learning opportunities on a daily basis.

We always encourage our students to actively participate in all decision-making processes and to contribute to the on-going assessment of their needs. To ensure the best possible outcomes for our students, we pride ourselves on our close professional relationships with parents and carers, equipping them to be active partners in their child's learning and progress. We endeavour to support families to ensure that our students achieve within and outside of school and to best prepare them for a happy and successful future.





World Class School

Hungerhill was proud to have received the World Class Schools Quality Mark (WCSQM) in December 2018. We are even more proud to have been re-accredited in July 2022! In order to be selected to apply, a school had to be rated as Outstanding by OFSTED and have high examination results. The award's uniqueness lies in the fact that the students are assessed with regard to whether they are World Class or not, rather than the school itself. The premise is, that if the school is truly World Class, then its students should be able to demonstrate this in whatever context they find themselves.

"We believe that Student Leadership is Important in Unlocking Students' Potential"

Developing student leadership across the school is very important to us at Hungerhill as when given the opportunity, young people can have a profound impact on school improvement from a more inclusive rewards system to working towards the Gold Anti-Bullying Charter Mark and lots in-between!

Involvement in leadership activities can improve students' learning as well as helping them to develop the skills and traits needed for success outside of the classroom. Being a student leader can provide students with a range of opportunities and help them develop key skills such as communication, both written and verbal, through involvement in activities such as presentations and leading assemblies.

Hungerhill School's Student Leadership Programme aims to increase the opportunities for student leadership across the school and to enhance the input students have with key school policies, whole school events and student well-being.

"We are developing tomorrow's leaders today"

Year 7 Art ambassadors, Design & Technology Champions, Food and Nutrition Leaders, Science Leaders, Languages Leaders

Year 8 Art ambassadors, Design & Technology Champions, Food and Nutrition Leaders, Science Leaders, Languages Leaders, Careers Ambassadors, Form Reps, Music and Performing Arts Leaders, Sports Leaders, Teaching and Learning Ambassadors

Year 9 Art ambassadors, Design & Technology Champions, Food and Nutrition Leaders, Science Leaders, Languages Leaders, Careers Ambassadors, Form Reps, Music and Performing Arts Leaders, Duke of Edinburgh, Maths Leaders International Council Leaders, Inter-form Captains, ICT Champions, Science Leaders

Year 10 Art Ambassadors, Design & Technology Champions, Food and Nutrition Leaders, Science Leaders, Languages Leaders, Careers Ambassadors, Form Reps, Music and Performing Arts Leaders, Duke of Edinburgh, ICT Champions, Peer Mentors

Year 11 Student Leaders

Developing skills; like team working, resilience, independent thinking, leadership, creativity, confidence and a positive approach

Educating Beyond the Classroom

Hungerhill Enrichment Programme is designed to support the development of the whole student: it aims to extend opportunities for students and create memorable experiences to complement our excellent academic results. We offer our students as many enrichment opportunities as possible to broaden their cultural capital, boost their academic skills and social skills and improve their well-being.

Enrichment activities provide a valuable catalyst for our students to create a sense of identity and belonging to Hungerhill, as well as developing skills like team working, resilience, independent thinking, leadership, creativity, confidence and a positive approach. It also gives students the opportunity to make new friends and get to know staff who might not teach them in the timetabled lessons, helping with relationship building and communication skills.

Part of the Enrichment Programme consists of an impressive range of creative, sporting and enterprising opportunities. Students will also take part in Curriculum Focus Days which cover a range of themes and skills such as problem-solving, preparation for work, careers events and health awareness. Year 7 will participate in an activity day in the first term to develop team building skills and support transition. Students will also have opportunities to take part in the Duke of Edinburgh Award Scheme, the UK Maths Challenge and a variety of trips and residential visits relating to language, outdoor activities, culture and sport. All students will take part in a work experience programme in Year 10 to give them direct experience of the workplace.

We are proud of the package of wider curriculum opportunities that we offer at Hungerhill and look forward to providing even more experiences as the programme evolves.



• Excellence • Respect • Resilience • Care • Honesty •

Our students go on to make successful transitions which are evidenced by our positive destination data

A Personal Approach

We are very proud of our pastoral care system:

At Hungerhill School we aim to nurture the whole child and ensure that students develop positive moral values which enable them to make valuable contributions to both the school and the wider society.

Students feel secure in our school:

We ensure that all students have a member of staff to whom they can talk. All students have a personal form tutor who they see on a daily basis. Many students are supported through regular mentoring and one-to-one support sessions, through a robust pastoral support programme.

We are committed to the whole child:

We teach students a wide range of skills through Social, Emotional Aspects of Learning and Personal Social Health Citizenship Education (PSHCE). Our Enrichment Programme encourages students to extend their knowledge outside of the classroom and develop the skills required for the world beyond their secondary education. All of these parts of the curriculum ensure that our students are inspired to learn and support the wider aspects of learning. This allows our students to flourish and grow as young people in the hope that they will become positive role models in the future.



Careers Events

Hungerhill School provides high quality careers advice and guidance which meets the differing needs and requirements of our students. This is developed throughout a student's time at the school and is always supportive of their aspirations, strengths and skills. The focus of the support is aimed at destinations once the students make their transition at the end of year.

Destination Routes

Routes taken by students when they leave the school.

In Year 11 every opportunity is taken to provide students and their parents with detailed information about post-16 opportunities so that well-informed and impartial decisions can be made. Visits to sixth forms, colleges and other training providers are organised and encouraged.

Leavers 2022 destinations

	Female	Male	Unknown	Total	% Female	% Male	% Total
Full time education							
Further education (Years 12-14)	17	9	0	26	6.8%	3.6%	10.4%
Sixth Form College	62	37	0	99	24.8%	14.8%	39.6%
College (Non Advanced Education)	32	75	0	107	12.8%	30.0%	42.8%
Intermediate Apprenticeship (Employed)	2	6	0	8	0.8%	2.4%	3.2%
Advanced Apprenticeship (Employed)	1	1	0	2	0.4%	0.4%	0.8%
Full Time Permanent Employment (non accredited training)	0	2	0	2	0.0%	0.8%	0.8%
Full Time Permanent Employment (with accredited training)	0	1	0	1	0.0%	0.4%	0.4%
Traineeship	2	0	0	2	0.8%	50.0%	0.8%
Study Programme	1	0	0	1	0.4%	0.0%	0.4%
Not settled (not active in the labour market)							
Medical	1	0	0	1	0.4%	0.0%	0.4%
Other							
Left England	1	0	0	1	0.4%	0.0%	0.4%
Survey TOTAL	121	131			47.6%	52.4%	100%

Inter-form Competitions



School Curriculum

Subject	Periods per fortnight	
	Year 7	Year 8
English (Reading)	7 (+AR*)	7 (+AR*)
Maths	7	7
Science	6	6
Art & Design	2	2
Citizenship	2	2
Core PE	4	4
DT - Technology	2	2
DT - Food	2	2
Geography	4	4
History	4	4
ICT	2	2
MFL (Spanish or French)	5	5
Music	1	1
Drama	1	1
Total	50	50

RE and PHSE statutory content is covered through the Citizenship Programme and is complimented through; assembly, form time and a series of bespoke Curriculum Focus Days.

School Curriculum

Subject	Lessons per fortnight		
	Year 9	Year 10	Year 11
English	8	8	8
Maths	8	8	8
Science	10	10	13
Core PE	4	4	4
History/Geography Major	6	4	5
History/Geography Minor	2	-	-
Citizenship	4	4	-
Ebacc Option	4	6	5
Option 3	4	6	5
Triple Science/Maths Intervention	-	-	2
Triple Science *Taught through Period 6	-	2	-
Total	50	50	50

In Years 9 and 10 RE and PHSE statutory content is covered through the Citizenship Programme and is complimented through; assembly, form time and a series of bespoke Curriculum Focus Days calendared throughout the year.

Character in the classroom

Attitude to
Learning (AtL)
Grade

Attitude to
Learning (AtL)
Descriptor

Excelling
(EX)

Students who always demonstrate that they are fully engaged in the lesson, actively showing passion for their learning and an eagerness to achieve their full potential. Their work is always to their best standard. They are self-motivated and exceed routine expectations in their pursuit of learning. They show characteristics of bravery and resilience and are prepared to work outside their comfort zone to develop themselves. Leadership skills may be evident, and they demonstrate maturity when communicating with others. Students are reflective, engaging with written and oral feedback to improve their work, and are also willing to provide constructive feedback to their peers.

Committed
(CM)

Students who demonstrate that they are fully engaged in the lesson and show that they are willing to learn. Students are actively listening and participating in lessons, their work is to their best standard. Students work well with their peers to solve problems before relying on their teacher, often viewing their own mistakes as an extended learning opportunity. Their determination ensures that they are solution focused and, where appropriate, support their peers. Students are able to reflect on their learning and identify opportunities for improvement.

Coasting
(CS)

Students who arrive at lessons on time and equipped for learning. They usually complete the work set but their level of achievement is below what they would be capable of and have not yet developed the determination to step outside of their comfort zone. There are times when they require more drive to succeed and may need motivation from external sources. Students are sometimes reluctant to participate in group activities or respond to teacher questioning and demonstrating lower resilience. Their appetite for learning is not always evident.



Character in the classroom

Attitude to
Learning (AtL)
Grade

**Requires
Improvement
(RI)**

Attitude to
Learning (AtL)
Descriptor

Students who are demonstrating an unacceptable approach to lessons and show characteristics that will lead to them underachieving with their learning. Students regularly fail to engage in their learning and seldomly respond to teacher questions and/or challenge. As a result of this approach, quality of work is not of the level required and the student is not showing the necessary character to fulfil their potential. They can produce work of a satisfactory level but do not drive themselves towards excellence; their work is regularly of a level below what they should expect of themselves.





Our Community

The School Community

As a community we stress the importance of individual responsibility, trust and respect. We encourage self-discipline, sharing, honesty and fairness. The support and guidance system in the school is based on these core values.

Being a responsible member of our community

At Hungerhill we believe that good order and discipline is essential for learning to take place. To achieve this, all students are expected to be responsible members of our community by displaying self-discipline and high standards of behaviour, showing consideration for others at all times.

When necessary, sanctions are applied fairly and appropriately. We try to involve parents sooner rather than later when behaviour does not adhere to our high standards.

Recognising success in our community

We believe in focusing on the strengths and successes of our students, rather than their failures and shortcomings and there is a wide variety of rewards and strategies for celebrating success. In this way we aim to promote and maintain a positive school community in which everyone feels valued.



Brighter Futures Learning Partnership Trust

Hungerhill is an Academy and is part of the 'Brighter Futures Learning Partnership Trust'. The partners of our Trust are Doncaster UTC; Barnby Dun Primary School; Dunsville Primary School; Hungerhill School; Kirk Sandall Infant School; Kirk Sandall Junior School. West Road Primary School.

The aims of the Trust are to:

- Provide a first-class education for all young people in our community.
- Create school partnerships that will raise attainment and in doing so increase the life chances of all young people in the area served by our school.
- Build upon the good practice that already exists amongst schools in our pyramid, address barriers that hinder young people's learning.
- Deliver improved support for families in the community.

Communication with Parents

The school actively encourages parents to become involved in the education of their children. Parents are invited to feedback to the school via a range of strategies. For example, through the website function, regular parental questionnaires, participation in the Hungerhill Parental Advisory Group (HPAG). We communicate with parents in many ways:

- Regular newsletters
- Letters
- Student planners
- Individual meetings, either at mutually convenient appointments or at Parents' Evenings
- Student reports and subject review grades
- Telephone conversations
- Twitter/School website
- Email
- Text messages
- Awards Mornings
- Information evenings and workshop sessions.
- Parenting Groups

The Hungerhill Parents' Advisory Group (HPAG)

The HPAG is a parents' group that meets regularly each year to provide their views on school issues that are important to them. For example, in the past few years they have discussed a "Health and Wellbeing" clinic (now available to students); communication; parents' evenings; anti-bullying policies; school uniform; the behaviour and rewards policy, assessment and reporting and the benefits of a single lunchtime. Any parent is entitled to be part of the group. For more information, please refer to our website, or contact the school via our 'Send us a message' form on the school website.

Attendance

The school places great importance on attendance, as good attendance is closely linked to high attainment. We ask all parents to ensure their children attend every day and strongly discourage the booking of holidays during term time. These will only be authorised under exceptional circumstances. A copy of the school's policy on leave of absence for holidays can be downloaded from the school website.

Hungerhill School is committed to maximising educational opportunities and achievement for all students. For students to gain the best from their time at Hungerhill, it is very important that they achieve excellent attendance and punctuality. Our school attendance target of 97% is the minimum that we expect from all students, many of our students have attendance above this. The school have received four FFT awards for attendance in 2022/23: Top 25% of all FFT Secondary Schools in England (Spring and Autumn Terms), top 25% of similar FFT Secondary Schools in England (Spring Term) and top 10% of similar FFT Secondary Schools (Autumn Term). To achieve this attendance level, a student should have no more than 5.5 days' absence in an entire academic year. If a student's attendance falls to 90% or below they will be classed as a Persistent Absentee: 90% is the equivalent of missing half a day every single week.

Absence Equivalence Statistics

Attendance During One School Year	Equivalent Days Absence	Equivalent Weeks Absence	Equivalent Learning Hours Lost
95%	9 Days	2 Weeks	50
90%	19 Days	4 Weeks	100
85%	29 Days	6 Weeks	150





School Uniform

The school attaches great importance to appropriate dress. It helps to establish a feeling of community and to develop the personal presentation skills of students. Uniform is therefore not an option, it is a necessity. We expect all students to wear the uniform with pride when in school or when attending school functions. Parents are asked to ensure that clothing is clearly labelled. Our main supplier is Cliffs, please see our website for details on how to order and purchase the uniform.

School blazer:	The school blazer is compulsory for all students. Purchased from our nominated supplier, Cliffs.
Trousers/skirt:	Plain black, trousers/knee length skirt of a classical style, straight cut. Please note that stretchy, skin tight skirts made mainly of lycra are not permitted.
Shirt:	Plain white shirt with traditional collar buttoned to the top (no sports shirts).
School Jumper:	May be worn under the blazer. It may not be worn in place of the blazer.
Tie:	A clip-on school tie must be worn. These are available for £5.00 from our nominated supplier. The school Admin Office also holds a small supply of these and are available to students to purchase should they misplace their tie in order that they can access a replacement quickly.
School bag:	Students will have the choice of either a black holdall, black rucksack, or a black Tote bag. These bags should not display large logos. These can be purchased from our nominated supplier, Cliffs. Bags must be zipped to prevent rain damaging books and equipment; bags must be capable of fitting all necessary school equipment and books (including two A4 folders); Handbag style bags are not permitted.
School coat:	A sensible coat is required. No hoodies, tracksuit tops, jersey tops, e.g. sweatshirts, body warmers, denim jackets, leather jackets, fur coats, cardigan style jackets are permitted. Ideally, any coat your child wears to school should be waterproof.
Socks/tights:	Girls wearing skirts must wear plain, white/black socks, or plain black tights.
Footwear:	All students are expected to wear sensible, black shoes with safe heels for movement around school. Trainer style shoes, boots, canvas shoes, sandals, pumps, or 'ballet' style shoes including Vivienne Westwoods are not allowed.
Earrings:	Students may wear one small, plain stud (not a ring) in each ear lobe. Ear 'stretchers' are not permitted and jewellery in any other part of the ear is also not permitted. No other piercings are allowed.
Jewellery/Accessories:	Jewellery should only be worn in the form of a single, plain stud in the bottom of the ear lobe and not in other parts of the ear. All other forms of jewellery, including tongue piercings, rings, necklaces, and bracelets are not allowed. Smart watches are not allowed. Standard watches are permissible. Belts should be plain and not have branded buckles.
Hair styles:	These should be appropriate for school. Heads should not be shaved. Excessive hairstyles, such as line designs, extreme shaping, styling, unnatural colouring, or combination of colours are not allowed. We do not expect hair to be shaved to less than a grade 2. Long hair will need to be tied back for some lessons. Hair accessories, such as, bobbles, hair slides and hair bands should be discrete and plain in both colour and style.

School Uniform

Make-up:	Make-up is not allowed in Years 7, 8 and 9. It should only be worn discretely in Years 10 & 11 and is seen as a privilege for the older students. False nails, eyelashes and nail polish must not be worn.
Denim:	Denim and 'jeans-type' clothing should not be worn. Denim jackets or coats are not allowed.
Uniform Sanctions:	A same day 30-minute detention will be issued for any breach of uniform and your child may be asked to wear loan uniform. If this involves items which are non-removable, e.g. false nails, eyelashes, hairstyles which need to fade. Sanctions may be increased at the discretion of the Headteacher.

Clothing for Physical Education Boys

(Please ensure that all kit is labelled)

The optional school logo PE kit can be purchased from our nominated supplier. Please note: Prices are dependent on the size of the garment. All the above clothing is available to order from our nominated supplier.

Indoor Kit

- White school polo shirt/plain white polo shirt (no team shirts permitted)
- Black school shorts/plain black shorts
- White ankle sports socks
- Trainers



Outdoor Kit

- Red or black rugby shirt/plain black/red rugby shirt (essential)
- Black school shorts/plain black shorts
- Black school football socks/black football socks
- Trainers
- Football boots
- Shin pads
- Base layer (optional)



Clothing for Physical Education

Girls

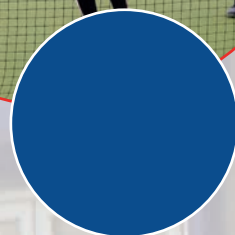
Indoor Kit

- White school polo shirt/plain white polo shirt
(no team shirts permitted)
- Black school shorts/plain black shorts/
plain black leggings
- White anklesports socks
- Trainers



Outdoor Kit

- Black school half-zip training top/
plain black training top
- Black school shorts/plain black shorts
or sports leggings
- Black school football socks/black football
socks
- Football boots
- Trainers
- Shin pads
- Base layer
(optional)



Autumn/Winter term	Spring term	Summer term
Trainers	Trainers	Trainers
Football boots	Football boots	White socks
White ankle socks	White ankle socks	Black shorts/leggings
Black football socks	Black football socks	White polo shirt
Black shorts/leggings	Black shorts/leggings	
White polo shirt	White polo shirt	
Red/black rugby shirt (boys)	Red/black rugby shirt (boys)	
Black half zip top (girls)	Black half zip top (girls)	



Our Policies



Safeguarding/Child Protection

The aim is to ensure that every child receives the best education possible by creating and maintaining a safe, secure and positive climate for learning in a calm and purposeful environment based on the premise that all pupils are safeguarded.

To achieve this we:

- Protect children from maltreatment
- Prevent impairment of children health or development
- Ensure children are educated in a learning environment which is consistent with the provision of safe and effective care
- Take action to enable all children to have the best life chances.

All staff must take responsibility and be accountable for safeguarding and promoting the welfare of all children.

We believe that:

- All children and young people have the right to be protected from harm.
- Children and young people need to be safe and to feel safe in Hungerhill School.
- Children and young people need support which matches their individual needs, including those who may have experienced abuse.
- All children and young people have the right to speak freely and voice their values and beliefs.
- All children and young people must be encouraged to respect each other's values and support each other.
- All children and young people have the right to be supported to meet their emotional and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally.
- All Staff can contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk-taking behaviours.
- All staff have an important role to play in safeguarding children and protecting them from abuse.

The Trust safeguarding policy can be found on our website. We follow the statutory guidance from Keeping Children Safe in Education.



Our Policies

Special Educational Needs & Disabilities

The school's policy on Special Educational Needs is in line with the requirements of the SEND Code of Practice. Central to the policy is the philosophy that all students have the right to a broad and balanced curriculum and it is the collective responsibility of all staff to provide the best educational opportunities for all children.

The school has an excellent reputation for its provision in this area and there are clear criteria and procedures in place for the identification and assessment of students with special educational needs. Arrangements for the admission of students with disabilities follow the procedures contained in the 'Admission to Secondary School Booklet' published by the Local Authority.

The SEND Co-ordinator works with a team of SEND support staff who are able to provide additional support to ensure students' needs are met in the most appropriate way. The school ensures that disabled students are not disadvantaged in any way. Support is provided within lessons from a skilled team of teaching assistants, and through targeted interventions where necessary. Children are given individual help with basic skills, where appropriate. As a consequence, students with special needs make outstanding progress at the school. Our SEND Information Report, which includes a description of our SEND provision is available on our website.

Disability Equality

As a school we are committed to ensuring equality of education and opportunity for disabled students, staff and all those who receive services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in the life of the school. At Hungerhill we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach, work and visit here.

Our Policies

Home Learning

The Hungerhill home learning policy is built around the importance of retrieval to embed the knowledge and skills students learn in lessons. “Retrieval practice is where we focus on getting the information out.” Through the act of retrieval, students’ memory for information is strengthened and forgetting is less likely to occur.

Home learning is set by teachers every 2-5 lessons and are predominantly set through ‘Assignments’ on Microsoft Teams. Most home learning tasks will be retrieval tasks on Microsoft Forms, for example a multiple-choice quiz or an exam question. Staff will also set extended writing activities and exam practice to support students in further application of the knowledge that they are studying in the classroom. Additionally, Sparx Maths is an online programme used within Mathematics to set homework and recently we have subscribed to GCSEPod to support home learning at Key Stage 4. Students are expected to record brief details of the task in their planner, along with the completion deadline: we ask for the support of parents/carers in checking your child’s planner and assignments on Teams to encourage them to keep on top of the home learning tasks they have been set.

Core Value credits, rewards and positive texts to parents/carers for achievement and sustained effort will be regularly awarded for good home learning. Students who go above and beyond with their home learning will be recognised through ‘Home Learning Hero’ postcards each month and also in their Attitude to Learning grades reported at each data capture. Students with the most home learning points each half term will be recognised by SLT and rewarded further. Home learning effort will be reflected in attitude to learning grades. Ongoing concerns about repeated non-completion will be followed up by teachers with a phone call to parents/carers. Students who repeatedly do not complete home learning can be referred to the home learning support sessions as detailed below.

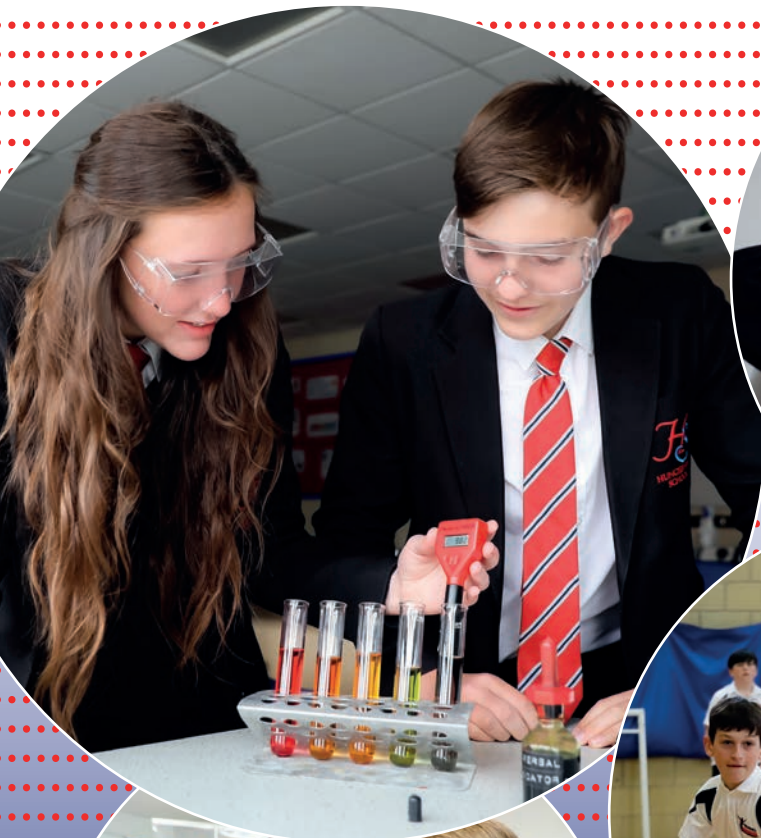
Careers Education and Guidance

Careers education is offered to students in all years through the personal, social and health education programme. The careers programme seeks to make students aware of their talents and aptitudes and the range of post-16 opportunities available to them.

All students have access to one-to-one support from an external, impartial careers advisor. The school’s Careers Lead is available for consultation by students and parents at any time through the year.

There is a well-stocked, up-to-date careers/guidance library where students have access at lunchtimes, breaks and after school. There is also current information available in the Careers tab of the school’s website.





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