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| Responsible Committee/Individual | Headteacher |
| Author | Deputy Headteacher |
| Target Audience | All Stakeholders |
| Date Policy Agreed | Summer 2023 |
| Review Date | Summer 2024 |



Rationale

The role of the school is in promoting exemplary behaviour, hence Hungerhill School's behaviour for learning ethos is based on high expectations and our core values of: Respect, Care and Consideration, Honesty, Excellence and Resilience. This ethos has been established by the Governing Body and determined in co-operation with staff, students and parents/carers. This co-operative partnership becomes the embodiment of the vision and aims of the school.

Our school believes, the following are essential for students to be able to learn:

- a calm and orderly environment in the school and the classroom. An environment in which students feel safe, and in which bullying, discrimination and peer-on-peer abuse – online or offline– are not accepted and are dealt with quickly, consistently and effectively whenever they occur.
- a teaching and learning structure, which promotes high expectations and standards within the classroom (Principles of Excellence).
- clear routines and expectations for the behaviour of students across all aspects of school life, not just in the classroom.
- a strong focus on attendance and punctuality so that disruption is minimised.
- a strong focus on student motivation, rewards and positive attitudes to learning, as these are important contributors to attainment and the development of positive attitudes can also have a longer-term impact on how students approach learning tasks in later stages of education/world of work
- a positive and respectful school culture in which staff know and care about students
- clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff.

At the Hungerhill school our teaching staff are highly trained, quality subject specialists and they impart their knowledge with evidence-based practice which ensures that students retain the knowledge they are taught. **The 'Principles of excellence' highlight pedagogical principals' which reinforce high expectations and positive relationships. The principals of new content in small steps, model, and guide, assess understanding, independent practice, challenge and scaffold and review learning ensure a productive climate for learning.**

Our expectations are extremely high for every student and we know that high expectations are a key factor in improving student aspiration and, ultimately, student achievement. We operate a warm/strict philosophy at Hungerhill. We are unapologetically strict when it comes to expectations of oneself and others; but we also value highly, our relationships between staff and students. This ensures that barriers to learning are removed and that students feel safe and have a sense of belonging.

Hence to create the school ethos and to promote the attitudes and core values necessary for individual students to contribute positively to their own personal development and to that of Hungerhill School, it is necessary to have a set of practical measures and behaviour strategies to secure a positive learning environment, showing the wider community that we are proud to be a member of Hungerhill School community is of great importance, and therefore exemplary behaviour is expected.

NB: This policy is subject to review at the point at which any of this guidance is reviewed or new guidance comes into force.



Aims of this policy:

- Ensure that all staff engage and motivate students and promote the highest standards of behaviour, by tailoring the learning experience and meeting their learning needs.
- Enable all adults to use the common language for learning, so behaviour and punctuality are consistently addressed.
- Encourage all students to demonstrate our core values and to value themselves, their efforts, their teaching group, tutor group and their school.
- Ensure that all staff, students and parents/carers have a clear understanding of the consequences of poor behaviour that affect learning.

Equality and Legislative Context

Equality

Hungerhill School is aware of its obligations under the **Equalities Act 2010** and our public sector equality duty. Hungerhill School takes all forms of prejudice seriously, and we maintain logs on the protected characteristics. These are monitored and appropriate actions and interventions put in place (refer to section 11). Hungerhill School maintains logs and analyses behaviour data by ethnicity, gender, sexual orientation, pupil premium and special educational need status to identify if students from any protected group are disproportionately affected by our **Positive Discipline for Learning policy** and action is taken to address any issues and mitigate future risks.

Legislative References

- [Equalities Act 2010](#)
- Sections 90 & 91 of the [Education and Inspections Act 2006](#) detailing the general power to discipline
- Section 94 of the [Education and Inspections Act 2006](#) detailing powers of confiscation
- [Education Act 2002](#)

Statutory Guidance Documents

- [Behaviour and discipline in schools: guidance for governing bodies](#), September 2015
- [Behaviour in Schools: Advice for Headteachers and school staff](#), September 2022
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England](#), September 2022
- [The Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities](#), May 2014
- [Searching, Screening and Confiscation: Advice for schools](#), July 2022
- [Use of reasonable force: Advice for Headteachers, staff and governing bodies](#), July 2013

NB: This policy is subject to review at the point at which any of this guidance is reviewed or new guidance comes into force.



Hungerhill School Expectations and Standards

Students are asked to:

- Arrive to school and at lessons punctually and be prepared to learn. Any student who arrives late to the school or lessons may be required to undertake a detention.
- Bring appropriate equipment to support learning.
- Wear the Hungerhill School uniform correctly and with pride.
- Comply with reasonable requests or instructions made by staff at the first time of asking. These expectations extend to their journey to and from the school.
- Have regard for their own safety and that of others.

Parents/carers are asked to support their children to make positive choices by signing the school/home agreement in planners which includes the below:

- Support and co-operate with Hungerhill School and its policies.
- Inform Hungerhill School of problems and concerns and in partnership try to seek a resolution.
- Review their child's planner on a suggested weekly basis.
- Provide a suitable environment for the completion of home learning, ensuring that it is fully completed.
- Ensure a full attendance and punctuality.
- Ensure a student is appropriately presented, dressed and equipped in accordance with Hungerhill School policy, procedures and requirements in the prospectus and student planner.
- Wherever possible, attend parent/carer evenings, interviews and any other appropriate meetings.
- Support Hungerhill School to reinforce its core values and the behaviour policy.
- Take appropriate actions or sanctions with their child to support staff at Hungerhill School. (It should be noted that typically only a small percentage of students present poor behaviour).
- Follow the complaints policy, if a parent/carer has a concern, which is available on the Trust website.
- Support their child to adopt an attitude to learning which supports learning and promotes good relationships.

Praise, Rewards and Creating a Positive Climate for Learning

Hungerhill School believes that student achievement and motivation are inextricably linked; that students' positive self-image and feelings of success influence motivation; and that positive self-esteem is actively nurtured through praise and reward. Hungerhill School therefore operates a wide-ranging policy of rewards and praise designed to acknowledge and value the full spectrum of students' efforts and achievements and thus to recognise many forms of success. Our aim is to devise a range of rewards for genuine achievement for students of different ages, and thus to promote and maintain a positive school community in which everyone feels valued for their contributions.

Range of Rewards

- The use of praise and encouragement in lessons and around Hungerhill School as much as possible. Class Charts and Conducts Cards are used to monitor and measure positive rewards.
- Supportive and constructive marking .
- Positive texts (through Class Charts) and phone call homes.
- Core value Credits.
- Positive Conduct Card Points- issued weekly.
- Strive for Five strategy for KS3 students (to reward engagement with the wider community).



- Gold stamp in the planner each week- a reward for the students who have gained the highest amount of positive points weekly- per form. This will allow them to skip the dinner queue.
- Departmental reward schemes e.g. Attitude to Learning (AtoL) postcards, letters home.
- Recognition- via assemblies and the weekly bulletin. Referrals for particularly good pieces of work to Heads of Departments, Form Tutors, Achievement Leaders, SLT, or Headteacher Commendations and certificates.
- Formal celebration occasions – Awards Mornings; Award and Reward assemblies, Core Value Award, Head of Year Award, Presentation Evenings.
- Postcards/Letters of praise to parents/carers.
- Headteacher's postcards/letters home.
- The display of students' work on the Wall of Excellence.
- 'Friday Hall of Fame' - across all year groups for attendance and positive achievement points
- Praise and Proud daily line-ups (operates at the end of lunch daily).
- Specific privileges, for example the use of Hungerhill School facilities.
- 'The Countdown to Christmas' - attendance rewards strategy.

Reasons for Rewards may include, although not limited to:

- Full and sustained engagement with learning in the classroom.
- Excellent answers and work, as displayed on the Wall of Excellence.
- Representing Hungerhill School - taking part in sports, STEM or enterprise, visits, trips, extra-curricular clubs, by being an ambassador for the school.
- High attendance/most improved attendance.
- Community and charity involvement.
- **Daily rewards:** Core value credits: rewarded for excellence in lessons and around Hungerhill School. Praise and Proud Line-Ups for attendance and achievement/ behaviour points achieved P1-P3 daily.
- **Weekly rewards:** Gold stamp awarded in the school planner for the top core value credits per form group. Hall of Fame is a short video that appears on our school website that captures special achievement moments from throughout the school week.
- **Termly:** Good attitude to learning is celebrated and rewarded. Once a term an 'Attitude to Learning event' is hosted in school to celebrate and congratulate students on their excellent attitude to learning.

'The Hungerhill Way' Core Values and Expectations:

These are displayed on the walls of all classrooms and corridors and are constantly referred to by all staff working with students at Hungerhill School. Everyone within the school community, including staff, are expected to model the core values. These are the basis of the rewards in the classroom.

Basic behavioural expectations and creating the correct climate culture at our school

We need to model that our student must buy into The Hungerhill as a 'Code of Conduct.' This should be demonstrated by all students in the academy and the local community. The Hungerhill Way is the ethos, but what will the physical behaviours look like on a day-to-day basis?

Students should do whatever it takes to help create a safe academy and local community which respects the rights of others by:

- Listening to members of staff and following their instructions politely and calmly.



- Walking sensibly and safely- not running, shouting, or blocking access, and maintaining a sense of calm and order in working corridors.
- Going straight to my lessons and holding doors open for others when the corridors are busy.
- Never damaging school property, defacing the building, dropping litter or spitting. This includes clearing away my lunch in the cafeteria, as well as keeping my classroom space tidy, so that others can learn after I have left the classroom.
- Never insulting, undermining or swearing at anyone.
- Remembering I am always an ambassador for the school. This includes when I am leaving school and making my way home in an orderly, responsible way.
- When travelling on public transport, I will respect those around me, speaking to teammates, transport staff and members of the public quietly and politely, whilst respecting the local environment, by being considerate to our local community, obeying shop rules, and never dropping litter, defacing or trespassing on private property.

These standards should be revisited, practised, and lived constantly throughout the day, and every student and member of staff needs to become familiar with them.

Care and Consideration

Show care and show kindness to their peers and teachers. Students should listen carefully and act courteously to debate and challenge. They should always help others when they need it most.

Honesty

Students should own up to mistakes and be prepared to work restoratively with peers and teachers to improve relationships. They should be able to offer honest constructive feedback and use this from others to make improvements to our work.

Excellence

Students should attend regularly and arrive to lessons on time. They should be prepared for learning with the correct equipment and take an active role in lessons, trying different ways to learn. Students should complete preparatory learning and homework and aim to complete challenge work.

Respect

Students are encouraged to have respect for them self through taking pride in their work and meeting the presentational standards. They should show respect for their peers and teachers through use of good manners, e.g. holding the door for each other, using please and thank you.

Resilience

Students are encouraged to be resilient; never give up and try again to improve (see Appendix 1).

Attitude to Learning Standards (AtoL)

The AtoL is shared, insisted upon and assessed according to a set criterion (Appendix 2). At each Learning Cycle (achievement data collection) for every year group, the matrix criteria is used to assess a student's 'can do attitude' and their commitment to learning. The scale was devised in consultation with students



and is used to generate end of term rewards, awards and engage in a purposeful dialogue with students and parents/carers about their engagement with their learning.

Student Leadership and the Core Values

Creating opportunities for students to have greater responsibility is another way in which we can foster students' positive self-image and embed our core values in everyday practice. We believe that Student Leadership is important in unlocking students' potential, our substantial leadership opportunities are a key driver in enabling students to embed a positive climate for learning throughout all facets of school life. It also provides a means by which we can recognise and reward skills, aptitudes and personal qualities; identifying, encouraging and positive student role models.

We have the following Student Leadership opportunities at Hungerhill:

Year 7: Teaching and Learning Ambassadors, Sports Leaders, Form Representatives, who are part of the School Council.

Year 8: Teaching and Learning Ambassadors, Art Ambassadors, Sports Leaders, Form Representatives Form Representatives, who are part of the School Council.

Year 9: Reading Buddies, Duke of Edinburgh, Form Representatives, who are part of the School Council.

Year 10: Peer Mentors, Sports/PE Leaders, Duke of Edinburgh, Form Representatives, who are part of the School Council.

Year 11: Duke of Edinburgh, Student Leaders and Student Senior Leadership Team.

**This list is not exhaustive and more opportunities can be seen on the Hungerhill School website*

Routine for Promoting Positive Relationships, Good Behaviour and providing disruption-free learning.

In order to provide Early intervention to promote disruption free learning at Hungerhill, we believe that:

1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.
4. Setting clear expectations can help communicate shared values that improve classroom and school culture.
5. A culture of mutual trust and respect supports effective relationships.
6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.

Therefore, we should communicate a belief in the academic potential of all pupils by:

- Using intentional and consistent language that promotes challenge and aspiration.
- Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum.
- Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.
- Seeking opportunities to engage parents and carers in the education of their children (e.g.



proactively highlighting successes).

Demonstrate consistently high behavioural expectations by:

- Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).
- Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).
- Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.
- Acknowledging and praising pupil effort and emphasising progress being made

Strategies used to de-escalate and promote disruption free learning

When using a correction or reprimand the following approaches may be applied:

- Non-verbal cues (body language).
- Anonymous correction e.g. *"just waiting for one more person...."*.
- Wherever possible reprimand in private.
- Give student take up time.
- Deliver the sanction quickly. If possible, avoid reacting to secondary behaviours.
- Sanction monitor should be clearly articulated and the student should be made aware of where they are on the disruption scale and why. Staff should remain calm and not react.
- Staff should acknowledge improvement.

Our expectations are extremely high for every student and we know that high expectations are a key factor in improving student aspiration and, ultimately, student achievement. We operate a warm/strict philosophy at Hungerhill. We are unapologetically strict when it comes to expectations of oneself and others, but we also value highly our relationships between staff and students. This ensures that barriers to learning are removed and that students feel safe and have a sense of belonging.

All staff are required to:

- Promote the growth of character and personal development of all students through our core values through instilling The Hungerhill Way.
- Be prepared to listen to students, understand them, their interests and their needs.
- Behave in a calm, dignified yet assertive manner.
- Focus on the behaviour not the person.
- Rehearse strategies for dealing with low level disruption so that all staff become skilled in de-escalating conflict.
- Constantly analyse and develop skills and attitudes when interacting with students, observing and sharing good practice; avoid stereotyped or pre-conceived judgments about students.
- Celebrate cultural diversity within the student body and wider community.
- Build strong relationships with parents/ carers by communication regularly.



Teaching staff are required to deploy Quality First Teaching and ensure they are prepared effectively to address unwanted behaviour. Strategies include:

- Non-verbal signals (e.g. 'the look').
- Move closer, use the students name.
- Use humour.
- Tell them what you want them to do (i.e. clear and simple statement of behaviour).
- Catch students behaving appropriately and praise.
- Praise appropriate behaviour of nearby student.
- Distract onto task/away from inappropriate behaviour.
- Re-explain and organise task for the student.
- Ask the student to undertake a specific task for you.
- Modify or change activity.
- Informally move or change group setting.
- Tactical ignoring to be picked up later.
- Develop a positive climate for learning and 'can do' attitude through regular praise/rewards.
- Issue rewards throughout the school day. The school is aiming for at least 3 core values on the positive interaction/intervention board, 3 positive texts home per week and positive calls and postcards half termly.

Behaviour Standards for Learning

Our Praise and Proud daily line-ups

We believe that regular praise and celebratory success is a vital necessity when helping to encourage and motivate the students at Hungerhill to make positive choices. Everyday we hold our Praise and Proud Line-ups after lunch time. Students assemble in an orderly fashion within their allocated year group areas. This is an opportunity for each Head of Year to showcase individual student talent and achievement, whilst instilling healthy competition, as well as re-set the positive behavioural expectations and boundaries for the remainder of the afternoon, so that our students can enter periods 4 and 5 focused and ready to learn. The line-ups allow key messages to be distributed, as well as celebrate achievement and attendance. As part of this initiative daily detention notifications are announced and clarified. The Line-ups allow for a calm and focused atmosphere to take our students into their afternoon learning.

Hungerhill School aims to create consistency and transparency through the behaviour policy by reinforcing the positive and implementing the appropriate actions for each intervention as summarised in this policy.

Routines for learning and conduct are embedded as part of Hungerhill School's culture, to support effective behaviour for learning. These routines include the following:

- Entering lessons and starting learning promptly (meet and greet).
- Dismissal from lessons (end and send).
- Signalling for teacher attention (including ensuring that students sit up straight and track the teacher).
- Behaviour for Listening Signal (raised hand).
- Form Time.
- Assembly expectations.
- Break and Lunch time routines.
- Fire evacuation and assembly routines.
- Start/End of the school day.
- Risk Assessments.



- Pastoral Support Plans.
- Consistent application of the behaviour policy thresholds.

Role and Responsibilities for the implementation of a Positive Climate for Learning

Tutors will:

- Work to create a sense of belonging to a tutor group and school community promoting this positive ethos.
- Monitor and celebrate positive rewards through the use of Class Charts and Conduct Cards.
- Monitor and support student wellbeing and behaviour, using the report process where necessary.
- Communicate when needed with parents/carers of all students.
- Communicate when needed with subject staff and others as appropriate.
- Monitor student attendance, following the attendance policy intervention strategies as appropriate.

Curriculum Leaders will:

- Ensure staff follow strategies for effective classroom management.
- Monitor classroom practice through regular learning walks and tracking of negative behaviour events on Class Charts.
- Support teachers in use of this policy and the following up of incidents.
- Support with the behavioural professional development needs of staff.
- Ensure elements of personal development and growth are covered within the curriculum so students are safe, responsible and respectful.
- Teach good learning habits, attitudes and discipline through their subject delivery.

Head of Year and Inclusion staff will:

- Model and implement positive discipline for learning consistently for their year group.
- Meet parents/carers to discuss concerns and provide support where needed.
- Make referrals and attend regular meetings with various agencies to discuss proactive ways to support students.
- Implement and monitor the anti-bullying procedures and take action where necessary.
- Provide required documentation for the Behaviour Committee panels and maintain accuracy of information.

SENDCo will:

- Coordinate support for all students in accordance with the SEND Code of Practice.
- Share relevant information with staff and regularly ask for feedback.
- Support staff development of Quality First Teaching in the classroom.
- Work closely with the pastoral team to discuss proactive strategies to support students.
- Monitor behaviour logs of SEND students to ensure reasonable adjustments are made where appropriate.
- Liaise with relevant external agencies and feedback to the pastoral team on outcomes including behaviour and attendance.

Senior Leaders will:

- Be active and involved in managing behaviour and role modelling our expectations as indicated through 'The Hungerhill Way' (Appendix 3a/ b).
- Take action with regard to serious incidents and persistent disruption.
- Oversee liaison with outside agencies.



- Identify and provide regular training on behaviour and de-escalation, and wellbeing for staff and students.
- Track patterns and trends in behaviour and ensure prompt action to address behaviours.
- Ensure relevant support and pathways for sanctions are in place to address behaviour and underlying issues.
- Report key data such as referrals to the Intervention Room, Isolation Centre, and suspensions etc.

The Headteacher will:

- Ensure this policy is implemented according to the aims of the policy and the needs of the student.
- Show intelligent discretion in the implementation of sanctions.
- Secure staff, student and parent/carer engagement in the culture and behaviour ethos of the school.
- Ensure the school is a place worth belonging to for all staff and students.
- Uphold the protected characteristics to ensure equity for all ensuring that Hungerhill School is a secure, safe, responsible and respectful environment for all.

Behavioural Sanctions

When the application of the strategies outlined in Standards and Expectations have been exhausted, a member of staff is expected to employ the Behaviour System. Staff will utilise a warning system in the classroom for the students to understand the expectations.

Warnings will be applied for:

- **Any form of indiscipline**
- **Passivity and not engaging**
- **Not working hard enough.**

NB: warnings and sanctions will be at the discretion of the school leaders.

This means unacceptable behaviour is dealt with through the following processes by the teacher:

| | Intervention | Description |
|--|--------------|--|
| Focus use by class teachers through using the Class Charts recording system. | Warn | Rule reminder- verbal/ eye contact by class teacher. |
| | Move | Second rule reminder. Student will be asked to move to another seat in the same classroom. Teacher logs on CC to track low level behaviours. |



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| | Remove | <p>Teacher will initiate a student to remove themselves from the classroom and visit an alternative classroom as instructed by class teacher. The student will be issued a 30 minute same-day detention. A resolution phone call to parents/carers to be carried out by class teacher.</p> <p>NB: Patrol will check that the student has followed the behavioural instruction by visiting alternative classroom and carrying out a restorative conversation.</p> |
| For use by the SLT and Designated Pastoral Leads | SLT | SLT sanction issued for failing to follow the standards expected in Hungerhill School. |
| | Iso | Internal Suspension (takes place in the school's Isolation Centre). |
| | ExIso | External Isolation (takes place at an alternative school setting). |
| | Sus | Fixed Term Suspension. |
| | | Permanent Exclusion |
| (See Appendix 3b for more detailed response) | | |

Leaders will support staff to make use of a range of behaviour management strategies and sanction. When issuing a sanction, staff will show a positive regard, focusing on teaching and modelling the expected behaviours and restoring the relationship with the student. The focus of sanctions will not purely be punitive, but will provide guidance to students so they can make positive changes so that unsatisfactory behaviour is not repeated and so that students have opportunities for both self-reflection and to repair any harm caused.

Failure to Complete Sanctions Issued

Students are expected to complete any sanction issued to them on the **same day** for which the sanction is scheduled. Any failure to comply with this expectation will likely result in an escalation to a more serious sanction. Within the Behaviour Pathway, failure to complete a 30-minute detention will likely escalate to a 60-minute detention which, if then not completed could result in a very serious escalation to the Isolation Centre for a full school day, plus a 60-minute detention.

N.B escalation of sanction will be at the discretion of the School Leaders.



Poor behaviour outside of lessons.

- Staff award strikes for negative behaviours on the 'Conduct Card' located in the student planner. After reaching six strikes for negative conduct the form tutor allocates the negative behaviours and sanctions on class charts. Students will sit a 30 minute detention scheduled by the form tutor. Repetitive negative behaviours will be discussed with the pastoral team and parents and may be increased at the digression of the Senior Leadership Team. Examples of negative behaviours include (list is not exhaustive): inappropriate behaviour e.g. throwing food/ water, behaviour that is rude/ disrespectful, unkind, or failure to comply with uniform expectations.
- **N.B.** Students who fail to wear the correct uniform may receive a same-day 30 minute detention. Uniform standards are explicit on the school website and in the students' planner.
- Serious incidents (**Red Behaviours**) e.g. fight, discriminatory behaviour- student escorted to Pastoral for staff for further investigations.
- **All abusive and/or discriminatory behaviour, including bullying, peer on peer abuse and hate speech must also be recorded on CPOMs for monitoring.**

Detentions

Students will be issued a 30-minute detention lunch time/ after school on the day the sanction is issued. We will notify parents/carers via communication on the Class Charts app. Examples of scenarios for which students will be issued a detention include:

- Late to school
- Late to lesson
- Failure to follow the uniform policy (**appropriateness will be at the discretion of the School Leaders**)
- Being defiant during lesson time and not responding to the warnings provided
- Being removed from a lesson
- Failing to follow an instruction from staff
- Risk taking and dangerous behaviour

Failure to attend the 30 minute detention may result in an escalation sanction to 60 minutes, or a day spent in our Isolation Centre.

SLT detentions are between 1 hour and 3 hours and will be issued at the discretion of the SLT team.

Behaviour at Social Time

At social times students are expected to uphold Hungerhill School's core values, being polite, courteous and respectful to everyone. They are also expected to comply with reasonable requests or instructions made by any staff member. If a student's behaviour at social times is not in line with school conduct they will be issued a sanction that is commensurate with the breach of the policy to ensure standards around school are maintained. This is most likely repeated loss of social time and community service.

Damage of Hungerhill School Property

If a student damages Hungerhill School property, they have failed to uphold Hungerhill School's core values of, respect and care and will therefore be issued an appropriate sanction. In cases where damage has occurred, students and their families will be asked to make a full contribution to covering the cost of the damage or clean-up required. Students will complete a piece of community support work.



Conduct Outside of Hungerhill School Grounds

Showing the wider community that we are proud to be a member of our school community is of great importance, and therefore exemplary behaviour is expected. Staff have the power to discipline students, issuing appropriate sanctions, for misbehaving outside of the school premises. This can include the following list,

- Taking part in any school organised activity
- Travelling to and from Hungerhill School (where poor behaviour occurs when a student is travelling to and from Hungerhill School, the school reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents.)
- Whilst wearing Hungerhill School uniform (students are encouraged where possible) to wear their school uniform correctly when travelling to and from Hungerhill School and must not be involved in behaviour that could adversely affect the reputation of our school).
- In some other way when the student is identifiable as a member of the community.

Hungerhill School can also discipline students at any time for misbehaviour which:

- Has repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of Hungerhill School

***These instances are not exhaustive**

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a student to the police as soon as possible.

If a member of the public, Hungerhill School staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a bullying incident to a member of staff Pupil Support must be informed. In the vast majority of cases they will involve the school's Community Police Officer, who will then follow agreed police and Hungerhill School procedures, and put appropriate interventions in place to prevent further escalations. In addition, if the Headteacher considers that the misbehaviour is linked to a student suffering or being likely to suffer significant harm to Hungerhill School's safeguarding policy will be followed.

For health and safety reasons, exemplary standards of behaviour are expected on school residentials and day trips. Hungerhill School will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the school site.

Involving Parents/Carers

The involvement and support of parents/carers is key to supporting our students to become the best version of themselves. Where a student is persistently falling short of our expectations, accruing multiple sanctions and breaches of the behaviour policy, the parents/carers will be invited to meet with a senior member of staff to identify barriers and discuss possible solutions and interventions. Parents/carers have an important role to play in the positive behaviour of their child at school. We recognise it can be difficult for parents/carers when their child misbehaves at school. We encourage parents/carers to work with us and ensure as adults we do not make excuses for young people but teach them how they can do better.



Child on Child Abuse

Child on Child Abuse (Part 1 KCSIE 2022). All staff should be aware that children can abuse other children (often referred to as child on child abuse). Hungerhill School will employ the appropriate sanction from the behaviour policy to address any of the below circumstances:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Up-skirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Safe Space/Access to Student Counselling

It is recognised that when a student is deregulated in their behaviour, or feeling angry about a situation that they have encountered, they may not immediately be in a position to listen and accept what an adult has to say to them. This is balanced with the need for them to be safe and follow staff instructions. To support this, Hungerhill School has a designated “Safe Space” in the Pastoral Support area where a student will be asked to sit and will be given appropriate time to re-regulate before a further conversation takes place.

Hungerhill School invests heavily in Student Counselling services and ensure that access to student counselling is a core part of the support pathways that are offered. Demand for these services can far outweigh availability and there may be a waiting list for this level of support, but the school will look to prioritise dependent on the needs. Parents/carers should seek support from the school and from their GP if they are concerned.

Internal Suspension (Isolation)

As a part of the management of student behaviour, Hungerhill School has a separate internal suspension room. If a student is placed in internal isolation they will normally be allocated a day to complete their internal suspension. The timings of these days are 9.00am-4.00pm. Internal suspensions serve to isolate the student from the mainstream learning environment, ensuring they reflect on their actions and reduce the need to issue a fixed term suspension.

In order to maintain good order and authority in Hungerhill School, a student who disrupts the isolation room during the day, should, with their parent’s/carer’s permission, be sent off-site following a suspension as soon as possible ensuring that the parent’s/carer’s permission is recorded along with the time that the student left the site.



The Senior Leadership Team will keep an overview of this sanction and where the school is concerned that a student is subject to a repeated number of Internal Suspensions and therefore a significant number of days of face-to-face learning has been lost, they will look to ensure that a range of behaviour management strategies and other sanctions have been employed to further support the student. (See Appendix 5)

External Isolation

Hungerhill School may direct a student to complete an External Isolation at another school/academy. This sanction can be used for a maximum of 5 days at any one time.

The student should be given another pack of work before they leave Hungerhill School site to complete whilst being externally isolated. This may be completed by doing online work set over Teams/student emails. (See Appendix 5)

Senior Leaders Behaviour Panel

For students who require additional support due to repeated negative behaviours or a one-off offence it may be required to attend a Senior Leaders Panel. Students are required to attend the Senior Leaders Panel with their parents/carers. During the panel the Senior Leaders will outline the whole school system and review all stakeholders contribution (Appendix 6a/b). This meeting will then allow Leaders to discuss behaviours presented by the student, review provision and discuss possible targets. Collectively the school, parents/carers and the student will agree to specific targets which will seek to address negative behaviours. These will be presented on a behaviour contract which all parties will sign and will be reviewed with a member of the Senior Leadership Team on a 2-week cycle. A behaviour agreement is normally for two weeks in the first instance (Appendix 7a/b)

Governor Behaviour Panels

Failing to meet the expectations may result in the need for a Governor Behaviour Panel. During the panel the Governors will outline behaviours presented by the student, review provision and discuss further targets. Collectively the school, Governors, parents/carers and the student will agree to specific targets which will seek to address negative behaviours. These will be presented on a behaviour contract which all parties will sign and will be reviewed with a member of the Senior Leadership Team on a 2-week cycle. This behaviour contract is formally for four weeks in the first instance, with interim reviews.

Behavioural Interventions

Further breaches of the behaviour policy and the behaviour contract could lead to the following interventions applied at any point, if it is felt necessary by the Headteacher, in the aid to prevent further behavioural escalations and help to modify and correct negative behaviours:

- Off-site direction
- A managed move
- Alternative provision with an external agency or in school (Inclusion room/HUB)
- Permanent exclusion

(See Appendix 8)

Governor Safeguarding Panels

The role of the Governor may also be utilised as an intervention to advise and guide towards inappropriate behaviour displayed in or out of school (where the school is placed at disrepute, or a member of staff is affected.) The use of a Governor as an intervention allows the student and parent an



opportunity to meet and discuss concerns. It is an opportunity to ensure the school and parents/carers are working together to support the student effectively in addressing all concerning behaviours.

Fixed Term Suspension (See Appendix 9)

‘Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted.’ (DfE ‘Exclusion from maintained schools, academies and pupil referral units in England 2022’). All decisions to suspend are serious and only taken as a last resort or where the breach of the school rules is serious. The decision on the length of the suspension will be based on the seriousness of the issue. Parents/carers will be contacted by telephone to explain the length of and reasons for the suspension.

The following are examples of reasons for fixed term suspension, and are not an exhaustive list:

- Failure to comply with a reasonable request from a senior member of staff. Failure to wear Hungerhill School uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request. Repeated failure to comply with the uniform standards and expectations.
- Breaches of health and safety rules
- Verbal abuse of staff, other adults or students
- Incitement
- Threatening or dangerous behaviour towards staff and/or students
- Possession of drugs and/or alcohol related offences
- Wilful damage to property
- Bullying, including homophobic or racist bullying
- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Behaviour which calls into question the good name of Hungerhill School
- Bringing the school or Trust into disrepute
- Persistent defiance or disruption
- Other serious breaches of Hungerhill School rules and expectations
- Physical assault against a student or adult
- Abuse against sexual orientation, gender reassignment or relating to disability

Whilst a suspension may still be an appropriate sanction, the Headteacher should take account of any contributing factors or mitigating circumstances that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the student has suffered bereavement or mental health issues. The Headteacher may also consider other alternatives to a suspension. For both internal and fixed-term suspensions **work must be set for the student**. Hungerhill School will take reasonable steps to set and mark work for the student. Remote learning strategies may be used but Hungerhill School should ensure that the work set is accessible and achievable by the student outside school. (Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England – September 2022)

Hungerhill School recognises the need to keep fixed term suspensions short wherever possible. It is anticipated that suspensions would not exceed 5 days fixed term. However, in extreme cases the Headteacher may suspend a student for up to 45 days in a school year without being permanently excluded for persistent disruption and defiance. ‘The DfE Guidance 2022 - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil



movement Guidance for maintained schools, academies, and pupil referral units in England' states a pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year) that where a student has been suspended for 15 days or more in a term, the Governor Behaviour Panel must meet. Please note that a Headteacher also retains the right to permanently exclude a student for persistent disruption and defiance even if they have not reached 45 days. Re-integration meetings between student, parent/carers and staff are requested to take place after each suspension in order to set appropriate targets and implement strategies that will help modify further negative behaviours when a student returns into the mainstream environment of the school.

A range of strategies are used to avoid fixed term suspensions wherever possible. Alternative strategies to fixed term suspensions are:

- Internal/ External Suspension
- Restorative work within the community of Hungerhill School
- Restorative day at Hungerhill School, either on a weekend/training day or during school holidays with Senior Leaders.

The Senior Leadership Team will maintain an overview of this sanction and where the school is concerned that a student is subject to a large number of fixed term suspensions and therefore a significant number of days of face-to-face learning has been lost, they will look to ensure that a range of behaviour management strategies and other sanctions have been employed to further support the student.

However, where the Headteacher recognises that the school is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by this student and recognises that the individual concerned will have lost so many days of learning it would be unlikely that the school could offer any other reasonable support. The Headteacher, at this point would be likely to look at a permanent exclusion.

NB: a student may receive a suspension after the morning registration but before the PM registration and be suspended for the afternoon (PM) and the following morning (AM) – the two half-days totalling one full day's suspension. This is at the Headteacher's discretion.

Provision of Education for Students Suspended for a Period Exceeding Five Days

Hungerhill School recognises the need to keep the length of suspension short wherever possible. It is therefore anticipated that suspensions would not exceed 5 days.

Reintegration Meetings

Where a student is suspended or is directed to be educated off-site, upon return to Hungerhill School, both the student and parents/carers will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

- Offer the student a fresh start
- Help them understand the impact of their behaviour on themselves and others
- Teach them how to meet the high expectations of behaviour in line with Hungerhill School culture
- Foster a renewed sense of belonging within the Hungerhill School community
- Build engagement with learning
- Reinforce how Hungerhill School and home, work together
- Allow parents/carers the opportunity to share how they intend to support the school in addressing their child's behaviour and conduct.
- Where applicable, the student will receive support upon their return to school to catch up on any lost progress.



Direction to Off-Site to another Academy or an Alternative Provision Placement (AP)

Where there has been repeated and persistent disruption and defiant behaviour, a student may require to be directed off-site to another Academy or at an Alternative Provision for a specified period of time.

The Headteacher reserves the right to direct students off-site for education to help improve their behaviour and meet need and to commission an alternative school placement or an AP placement for students if appropriate. Off-site Directives will differ from student to student but our guiding principles are that students:

- Realise good academic attainment on par with the mainstream school (particularly in Maths and English), with appropriate accreditation and qualifications
- Achieve improved student motivation and self-confidence, attendance and engagement. Have clearly defined objectives for the next steps in education, including reintegration to mainstream education, progression to further education or training or employment
- Receive high quality personal, social and academic support
- Are in full time provision (but may be a blended combination of different placements or involve a combination of mainstream alternative provision).
- Attend a provision that is appropriately registered and meets the relevant safeguarding
- Have a placement which is time bound and subject to regular review

Once a student has been directed off-site, the placement will be reviewed by SLT each half-term and students attendance will be checked daily with regular visits made to the provision to check on the student. Parents/carers will be consulted in the decision to direct a student off-site, and information about reviews will be provided to the parents/carers (and to the local authority for students with statements of special educational need or education and health care plans (EHCP)). Where the student has an educational health care plan, the local authority, may request in writing that the school reviews the placement to ensure the provision achieves the 6 aims listed above. The school will comply with this request unless there has been a formal review within the previous 10 weeks.

At the end of any placement the school will seek an end of placement report from the alternative academy/provision provider and will seek the student's views.

Hungerhill School works with different Academies across the local area and a range of alternative provision providers as appropriate and dependent on their locality. (See Appendix 10 and 11)

Managed Moves

For a managed move to take place there needs to be agreement between Hungerhill School, the parents/carers and the new school that a managed move should occur. A managed move is a permanent move to a new school. Before a managed move is agreed to, the student may be directed off-site (refer to previous section) to attend the new school for a period to ensure that the new school would be suitable for them. At the end of this off-site directed period, the relevant parties (including the parents/carers) will review the placement before a decision is taken about whether the move becomes a permanent managed move. (See Appendix 12)

“Reasonable Steps” as Directed by the SEN Code of Practice

The Special Educational Needs and Disability Code of Practice: 0 to 25 years, Jan 2015 states that:



“6.33 Academies and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other students” and that a school or Academy must ensure that “Reasonable steps are taken to ensure that the inclusion of a child.”

Where a student has an Education Health Care Plan (EHCP), it is recognised that a student MAY need some reasonable steps to be put into place to further support the student with meeting the high expectations set out in the behaviour policy. It may also be necessary to put such reasonable steps in place during the interim period when the school is currently supporting an application for an EHCP (up to 20 week timescale). “Reasonable adjustments” might include:

- Split detentions
- Split internal suspensions into half days
- Complete internal suspension in a safe space with a member of the SEND Team
- Student given regular five minutes time-out slots whilst participating in lengthy sanctions – administered and supervised by the SEND Team

In this instance, it is imperative that reasonable adjustments which are being taken are noted. Where there is no impact on improving behaviour over time, an Emergency Annual Review should be called by the Headteacher as advised in the above code of practice.

Short-term Reintegration Timetable

“All pupils of compulsory school age are entitled to a full-time education”.

“A part-time timetable should not be used to manage a pupil’s behaviour and must only be in place for the shortest time necessary.” (Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England – September 2022)

In very exceptional circumstances there may be a need for a temporary part-time timetable for a maximum period of 8 weeks in total to meet the individual student’s needs. For example, where a medical condition prevents a student from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the students is expected to attend full-time or be provided with alternative provision.

Permanent Exclusion

“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 pupil or others such as staff or pupils in the school.” (Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, September 2022)

In exceptional circumstances, where it is appropriate, the Headteacher will permanently exclude a student for a serious breach of Hungerhill School’s behaviour policy. The Headteacher will first liaise with the CEO of the Trust to ensure the criteria for a permanent exclusion have been fully met. The Chair of Governors will also be informed of this decision.

Permanent exclusion offences might include:

- Serious actual or threatened physical assault against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Possession of an illegal drug with intent to supply



- Carrying an offensive weapon (see below)
- Making a malicious serious false allegation against a member of staff
- Placing students, staff and members of the public in significant danger or at risk of significant harm These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of Hungerhill School community
- Persistent disruption and defiance including bullying (which would include racist, sexist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on Hungerhill School premises
- Engaging in the furtive recording of staff and fellow students on mobile or other devices without their consent
- Distribution on social media of any such furtive recordings
- An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of Hungerhill School community

Further legislative information with respect to the carrying of offensive weapons can be found here: <https://www.gov.uk/government/publications/the-offensive-weapons-act-2019> The school has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the school. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher to be carried with the intention to inflict injury on another individual.

In addition, the following would be considered to be serious incidents resulting in the permanent exclusion of a student:

- Deliberate activation of the fire alarm without good intent
- Repeated or serious misuse of Hungerhill School computers by hacking or other activities that compromise the integrity of the computer network
- Repeated verbal abuse of staff
- Persistent disruption and defiance that may or may not be directly linked to the Consequences system When a student is permanently excluded, the responsibility for their provision from the 6th day of the permanent exclusion rests with the Local Authority in which the school is located. The Clerk to the School Council will liaise with parents/carers and convene a Behaviour Committee to review the permanent exclusion on or before the 15th day of the exclusion

(See Appendix 13)

The Governing Body Behaviour Committee

A meeting of The Governing Body Behaviour Committee will be convened when:

- A student has received over 15 days' suspension in one term
- Recommendation of permanent exclusion is made by the Headteacher

The Behaviour Committee will comprise of three members of the Governing Body who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the permanent exclusion, which could affect his or her ability to act impartially, he or she should step down.

The Behaviour Committee can uphold the decision or direct the student's reinstatement, either immediately or on a particular date.



The meeting must be convened between the 6th and 15th school day after the date of receipt of notice to consider the exclusion. Where convening this meeting is difficult because of availability of Governors, other members from other Trust schools or members of the Trust Board may substitute.

The Clerk will circulate the paperwork for the Behaviour Committee meeting to all parties invited to attend at least 5 school days in advance of the meeting.

The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.

The Headteacher, a member of the Senior Leadership Team and in addition a suitable member of staff from the Pastoral Team may also be invited to attend the meeting. Parents/carers may request that the local authority and/or the home local authority attend a meeting of a school's Governing Board as an observer; that representative may only make representations with the Governing Board's consent

Within one school day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel convened by the Local Authority or other independent panel. The parent/carer has 15 school days after the day on which notice in writing was given of the Behaviour Committee's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

Independent Review Panel

The Governing Body will have in place an Independent Review Panel and a parent/carers right to appeal to this Independent Panel will be outlined in the letter following a permanent exclusion being upheld by the school. The legal time frame for an application to appeal to the independent panel is set out in the DfE guidance.

Drug and Substance Use and Misuse

Hungerhill School is committed to the health and safety of students and staff and therefore condones neither the misuse of drugs and alcohol by members of the school, nor the illegal supply of these substances. Hungerhill School will take action to safeguard the wellbeing of our school and the wider community, therefore possession, use or supply of illegal and other unauthorised drugs within our school community is unacceptable and any breach of this rule may lead to a permanent exclusion.

The definition of drugs and substance misuse adopted by Hungerhill School is "anything taken that can change the way a person feels or thinks or behaves".

Hungerhill School acknowledges the importance of its pastoral role in the welfare of students and through the general ethos of the school will encourage students in need of support to seek appropriate advice.

As part of its care for the welfare of its students, Hungerhill School believes it has a duty to inform and educate students on the consequences of drug use and misuse. Hungerhill School takes a pro-active stance on this matter, believing that health education is a vital part of the education of every student.

Dangerous Weapons

The purpose of this policy is to ensure a safe school environment for students, staff and visitors to Hungerhill School.



No student, adult or visitor shall possess, use or distribute a weapon when in the school. This does not apply to police or military personnel who are participating in training events. However, these groups will be requested to ensure that live ammunition is not brought onto the school premises.

The definition of “Possession” adopted by the school means having a weapon on one’s person in a school location. This includes areas adjacent to Hungerhill School such as bus stops and the surrounding area.

A definition of “weapon” means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury. This includes objects that have been modified to serve as a weapon. Articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, lighters etc.), but used to inflict bodily harm and/or intimidate will be treated as possession and use of a weapon. (See Appendix 14)

A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to a member of staff shall not be considered to possess a weapon.

Consequences for students of possessing a dangerous weapon

The minimum consequence for students possessing, using or distributing weapons shall include:

- Immediate removal from lessons/social time pending investigation
- Confiscation of the weapon
- Parent/carer notification
- Possible notification of the police, usually through the school Community Police Officer

Further consequences of possessing, using or distributing a dangerous weapon may include:

- Detention
- Period in the Intervention Room (Isolation)
- Fixed term suspension
- Permanent exclusion (see DfE “The School Discipline (Student Exclusions and Reviews) (England) Regulations 2022)

Depending on the circumstances of the incident, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

Screening, Searching and Confiscation

Please refer to DfE guidance: Searching, screening and confiscation: Advice for Headteachers, school staff and governing bodies, July 2022.

Confiscated Items

Hungerhill School has the right to confiscate, retain or dispose of a students’ property as a punishment if reasonable in the circumstances.

- Hungerhill School staff can seize any prohibited item found as a result of a search and can also seize any item considered harmful or detrimental to school discipline



- Hungerhill School and its staff are not liable for any loss of, or damage to, any item they have confiscated in accordance with our policies and procedure
- Hungerhill School will inform parents/carers where alcohol, illegal drugs or potentially harmful substances are found
- Hungerhill School will dispose of items in the following ways:
 - Weapons, child pornography, or items which are evidence of an offence will be handed to a police officer
 - Alcohol, tobacco, cigarettes and papers, e-cigarettes, fireworks will be disposed of by the school. They will not be returned to the student
 - Contraband in the form of crisps, sweets, chewing gum and fizzy or energy drinks will be disposed of
 - Controlled substances will usually be passed to the police but may be disposed of by Hungerhill School staff if there is good reason to do so. Pastoral staff will take into account the relevant circumstances to determine whether they can safely dispose of the seized article. Where school staff suspect that a substance is controlled it will be treated as a controlled substance
 - Items which have been or could be used to commit an offence, or to cause personal injury or to damage property can be handed to the police or disposed of
 - Items banned under Hungerhill School rules will either be returned to parents/carers or disposed of. Jewellery can be collected by students at the end of the day. For repeat offenders, parents/carers may be asked to collect these items
 - Stolen items may be handed to the police or returned to the owner. They may also be retained or disposed of if returning them to their owner is not practicable. The police will not be involved for low value items

**Staff should not search a student's bag or other possessions without another adult present*

CCTV

Hungerhill School may use CCTV for the purpose of internal investigation and as a further tool for managing behaviour and safety in school. When requested, CCTV footage will be handed to the police/other relevant bodies.

Mobile Phones and Smart Watches

Mobile phones and smart watches have no place in school. Students in Years 7 to 11 are not permitted to use mobile phones and smart watches on the school site. Phones should be turned off before the blue line and placed in the student's bag. Should a student be seen with a mobile phone, then they will be asked to turn off the phone and hand it over. The phone will be secured until the end of the school day and where this is a repeat offence, parent/carers will be asked to collect it from the school. Any refusal to comply with this reasonable request will result in an escalation of sanctions. Any instances where a student is found actively using a mobile device, without permission, in a learning environment will receive an enhanced sanction of time in Isolation. Reasonable adjustments are made for students who require their mobile phone for medical reasons such as hearing impairment, diabetes. These arrangements are agreed with individuals as appropriate.

Anti-Bullying (For further information refer to our Anti-Bullying Safe to Learn Policy)

Hungerhill recognises the negative impact bullying behaviour has on the achievement, educational experiences and wider development of students. We therefore will not tolerate any form of bullying behaviour.

The definition of bullying adopted by the Hungerhill School is any action or behaviour, repeated over time, designed to intentionally hurt another person or group of people either physically or emotionally. For students the acronym is phrased as STOP is used – i.e. Several Times On Purpose.



Hungerhill School considers that bullying occurs where there is a pattern of:

- Name calling
- Making fun of others in a nasty way
- Stealing or damaging others' belongings
- Frightening or forcing others to act against their will
- Hitting or other acts of violence or the threatening of violence
- Making students feel isolated

N.B please note that this list is not exhaustive.

We always encourage students to let us know if there are problems and ask for the support of parents/carers in this. Older students i.e. Student Leaders and Peer Mentors support staff by working closely with younger students. It is important to remember that the evidence clearly shows that adult intervention can reduce or eliminate bullying. All determined cases of bullying are logged stating actions and interventions as appropriate.

Parents/carers are asked to contact the school immediately via the contact us form on the Hungerhill School website if they are aware their child is being bullied or intimidated.

Please refer to Appendix 15 for the categories of bullying and the sanctions attached to each.

Appropriate Use of Force

Please refer to DfE guidance: Use of reasonable force: [Use of reasonable force: Advice for Headteachers, staff and Governing Bodies](#) July 2013

In some situations, it may be necessary for staff to use reasonable ("no more than is needed") force in order to control or hold students so that they do not cause harm to themselves or others. This could range from a staff member forcibly guiding a student to safety by the arm in an emergency through to breaking up a fight or where a student needs to be restrained in order to prevent injury or violence. Hungerhill School recognises that all members of school staff have a legal power to use reasonable force. In addition, all members of school staff act under a professional duty of care towards our students to protect them from harm. Reasonable force will only be used by school staff to prevent students from hurting themselves or others. A decision to intervene is solely down to the professional judgement of the individual staff member and will always depend on the unique circumstances. Reasonable force could be used in the school or elsewhere at a time where a member of staff has lawful control or charge of a student. Examples of cases when reasonable force may need to be used include:

- When the safety of a student is threatened
- When self-injury is being or is likely to be caused
- When a student is exposing him/herself to potential danger by seeking to leave the premises or a vehicle
- When the safety of a member of staff, parent/carer or visitor is threatened

During the use of any reasonable force staff must:

- Issue clear verbal instructions
- Warn the student wherever possible of the consequences of failing to comply with instructions
- Keep talking throughout to the student to try to calm the situation
- Use only the minimum force necessary and for the minimum period necessary
- Seek to avoid any injury to the student
- Cease the use of restraint as soon as safety is re-established



Hungerhill School has provided training for all staff to ensure they know and understand the legal boundaries on the appropriate use of force. The school sources more detailed and specialist training for key pastoral staff and members of the senior leadership team. These key staff who support behaviour are trained in the use of de-escalation and appropriate use of force through the Team Teach Training Programme. The school does not require parental consent to use reasonable force. The school maintains a log of 'uses of reasonable force' in the 'Bound and Numbered' book, which is located with the Headteacher's PA. This log is maintained by the Designated Safeguarding Lead and will be reviewed termly. Following a use of force against a student, school staff will inform the student's parents/carers. Complaints about the use of force by staff members will be investigated in line with the school's complaints and safeguarding policies. The information above refers only to the use of force to restrain or control, there are other occasions when physical contact other than reasonable force may be proper and necessary. These may include:

- Demonstrating how to play a musical instrument
- Demonstrating coaching techniques in PE
- Comforting a distressed student
- Providing first aid
- Congratulating or praising a student

Any aspects of this type of physical contact must be conducted with the student's consent and will always recognise the inherent power imbalance between staff and students.

Police

As a mechanism for support in the management of situations that include violence, threatening behaviour or abuse the school works closely with the Police, their main contact being the SCPO (School Community Police Officer). Where appropriate the SCPO will support the school with problems and issues that need police attention or advice and as necessary provide a direct link to specialised police departments.

A student and his/her family have the right to contact the Police if they wish to do so. Hungerhill School will support Police with any of their investigations and, as appropriate, make our own external records available to them.



APPENDICES

APPENDIX 1: Living together in our school community – Our core values explained

Hungerhill School is a community in which we must care for each other and show consideration for others. We should all respect and show courtesy to others i.e. students, staff and visitors. Our school is also part of a wider community and we would show the same respect and courtesy to those with whom we come into contact out of school.

When moving around school everyone must take care not to inconvenience others and not to damage each other or our property. This means we should walk quietly and purposefully on the left, without running. We have to be aware of others by keeping noise to a minimum and by waiting patiently when passing others in doorways.

We must treat the school's and other people's property with respect and care.

Classrooms, corridors and the field are maintained by staff. We should all take pride in our school and its surroundings, use litter bins and avoid any behaviour liable to deface or damage the school's fabric. Furniture and equipment should always be returned to its proper place after use.

Everybody must be aware that certain things and actions bring damage or danger. Chewing gum, smoking and activities liable to annoy or injure others cannot be allowed.

We must arrive in good time to all lessons, appropriately dressed and with correct equipment.

We should always be kind, fair and honest. We need to remember that things are not easy and we must not be too quick to give up.



APPENDIX 2: Attitude to Learning

Character in the classroom

Fully engaged learners striving for excellence every lesson – The following attributes must be actively demonstrated every lesson. This grade should be reserved for those students who are at the pinnacle of their group in terms of showing the character to excel. These are the students who strive for excellence every single day.

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. Behaviour is impeccable, they actively show respect towards the teacher, their peers and themselves. Their work is always to their best standard. Their participation is highly active, and they take opportunities to learn independently, showing a proactive approach to drive themselves forward towards their goals. 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.

Fully engaged Learners performing well – This grade should be used for students who are performing very well in lessons but don't quite reach the standards set by those at the pinnacle of the group. These are students who are motivated to succeed and are consistent with their positive approach and effort.

Students who usually demonstrate that they are fully engaged in the lesson and show that they are keen to do their best the majority of the time. Behaviour is always at least 'good' and they demonstrate respect towards the teacher, their peers and themselves at all times. Their work is usually to their best standard without having to be prompted by the teacher; there may be times when they require further encouragement to really push for excellence. They generally expect high standards from themselves and can drive themselves, but at times they may require prompting.

Passive learners that are coasting – This grade should be used for those students who do not cause disruption to lessons but are perhaps more passive in their learning. They may be described as 'coasting' and require prompting/pushing and extrinsic motivation. They may be compliant and respectful but don't necessarily stretch themselves of their own accord.

Students who arrive at lessons on time and equipped for learning. They complete the work set but some of their learning is more passive than active. They usually produce work of a satisfactory level but do not always drive themselves towards excellence. Behaviour is not an issue; they never actively disrupt the learning of others or the flow of the lesson, but they are happy to be a more passive members of the class unless directed by the teacher. There are times when they require more drive to succeed and may need motivation from external sources at times.

Learners who disrupt others - This grade should be used for students who fail to meet the basic expectations in the classroom and should include those who require IN2/IN3 events during lessons. Their approach may at times be good but a lack of consistency is negatively affecting them achieving their full potential.

Students who are demonstrating an unacceptable approach to lessons and show characteristics that will lead to them underachieving with their learning.

The behaviour they show can lead directly to the loss of learning for themselves and/or others in the class; IN1 and/or IN2 behaviour events are common and there may have been cause for the student to be removed from the lesson (IN3). As a result of this approach, quality of work is not of the levels 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 always drive themselves towards excellence; at times, their work may be of a level below what they should expect of themselves.



APPENDIX 3a: The Hungerhill Way



Hungerhill



APPENDIX 3b: The Behaviour Pathway

| Event | Consequence |
|--|---|
| <u>'Warn' issued</u> <ul style="list-style-type: none"> Not meeting the basic classroom expectations. Lack of equipment (after support provided - liaise with form tutor). | <p>Verbal/ non-verbal reminder given by class teacher.</p> |
| <u>'Move' issued</u> <ul style="list-style-type: none"> Second reminder issued for failure to meet classroom expectations/ interruption 'disruption-free learning'. Inadequate work produced in lessons. Persistent insufficient equipment brought to school resulting in inability to access learning (inform form tutor). Uniform standards not being met. | <p>Logged on Class Charts and monitored by pastoral team (inc. form tutor) Parental access to behaviour record</p> |
| <u>'Remove' issued</u> <ul style="list-style-type: none"> Removal from classroom due to a failure to meet expectations despite clear guidance and warnings provided by working through Warn and Move. One off serious event Non-compliance whilst on report Non compliance of isolation Bullying *see anti bullying policy | <p>Logged on Class Charts and monitored by pastoral team (inc form tutor). Parental access to behaviour record.</p> <p>30 minutes 'same-day' after school detention issued escorted from period 5 lesson by class teacher.</p> <p>Persistent issues may result in a Punctuality Report being issued and monitored by form tutor/pastoral team.</p> |



| | |
|---|---|
| | <p>Restorative conversations completed between staff members and student.</p> <p>Teaching staff to make contact with home to discuss the 'removal'.</p> <p>*For repeated 'Removals' and interruptions to learning for similar behaviour, it is recommended the staff member would phone home and seek support for a meeting with pastoral team.</p> <p>**Students can receive up to 2 x '30 minute same-day' detentions on any one day.</p> <p>*** students that receive multiple 'Removals' in any given day may be placed in isolation for the remainder of day, and or the full day following.</p> |
| <p>SLT</p> <ul style="list-style-type: none"> • Failure to attend a detention or removed from detention due to behaviour. Failure to follow the behaviour sanction pathway issued by class teacher. • Repeated failure to meet the expectations of school. • Bullying *see anti bullying policy • One off serious incident. | <p>Logged on Class Charts monitored by pastoral team (inc form tutor)</p> <p>Parental access to behaviour record.</p> <p>Sanctions may include:</p> <ul style="list-style-type: none"> • Upscaled detentions for missing detentions. • Internal exclusions. • External exclusions. • External Suspensions. • Managed Move placements. |
| <p>Isolation</p> <p>Isolation issued for:</p> <ul style="list-style-type: none"> • Persistent refusal to follow the behaviour sanction pathway. | <p>Logged on Class Charts monitored by pastoral team (inc form tutor)</p> <p>Parental access to behaviour record.</p> |



| | |
|---|--|
| <ul style="list-style-type: none"> • Verbal abuse towards staff • Direct defiance shown to staff • Physical/verbal aggression • Inappropriate language including racist, sexualised, and homophobic/biphobia/transphobic comments. • Intimidating or threatening behaviour towards a student. • Bullying another student *see anti bullying policy • Putting others at risk (Health and safety). • Smoking/vaping. • Placing yourself and others at significant risk (stipulated by named persons). • Repeatedly failing to attend detentions. <p>* This is not an exhaustive list and will be determined by Leaders in the behaviour team/ Deputy Headteacher/Headteacher (Serious breaches may result in escalation of consequence)</p> | <p>Isolation rules apply within school and supported through the behaviour team *work is essential from class teachers</p> <p>*All isolations accrue a minimum of 60 minute detentions after school.</p> <p>** Isolation Centre hours are: 09:00-16:00.</p> <p>*** Parents will be notified via: email, text, phone call, or Class Charts if their child is placed into the Isolation Centre.</p> |
| <p>External Isolation</p> <p>External isolation issued for:</p> <ul style="list-style-type: none"> • Failure to comply with a reasonable request from the Headteacher and Senior Leadership Team. • Sustained and continuing to show a disregard for the school expectations and core values. • Bullying *see anti bullying policy <p>* This is not an exhaustive list and will be determined by Leaders in the behaviour team/ Deputy Headteacher/Headteacher (Serious breaches may result in escalation of consequence)</p> | <p>Logged on Class Charts monitored by pastoral team (inc form tutor)</p> <p>Parental access to behaviour record.</p> <p>Parents informed prior to external isolation being issued.</p> |



| | |
|---|---|
| <p style="text-align: center;">Suspension</p> <ul style="list-style-type: none"> • Persistent disruption and failure to follow the behaviour sanction pathway system. • Breaches of health and safety rules (Fire alarm) • Verbal abuse (swearing directly or indirectly at teachers or other adults) • Incitement (inciting a fight or any other incident which could cause harm to others). • Threatening or dangerous behaviour Possession of drugs and/or alcohol related offences Bullying (investigated by staff to determine scale) | <p>Logged on Class Charts monitored by pastoral team (inc form tutor) Parental access to behaviour record.</p> <p>As a result of the suspension a consequential meeting with parents/carers is required to discuss behaviours. Parents are strongly encouraged to attend this meeting in school to work in partnership with the school.</p> |
| <p style="text-align: center;">Permanent Exclusion issued <i>Major one off incident</i> <i>A catalogue of negative behaviours showing a complete disregard for the behaviour policy of the school</i> <i>A failure to improve behaviour</i></p> | |



APPENDIX 4: Behaviour Conduct Card

| POOR CONDUCT | | | | | | | |
|----------------|---|---|---|---|---|---|-------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | Detention Details |
| Staff Initials | | | | | | | |
| Code | | | | | | | |
| Staff Initials | | | | | | | |
| Code | | | | | | | |
| Staff Initials | | | | | | | |
| Code | | | | | | | |
| Staff Initials | | | | | | | |
| Code | | | | | | | |
| Staff Initials | | | | | | | |
| Code | | | | | | | |

6 strikes for any of the codes = 30 Minutes Detention

| POOR CONDUCT | | | | | | | |
|----------------|---|---|---|---|---|---|-------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | Detention Details |
| Staff Initials | | | | | | | |
| Code | | | | | | | |
| Staff Initials | | | | | | | |
| Code | | | | | | | |
| Staff Initials | | | | | | | |
| Code | | | | | | | |
| Staff Initials | | | | | | | |
| Code | | | | | | | |
| Staff Initials | | | | | | | |
| Code | | | | | | | |

6 strikes for any of the codes = 30 Minutes Detention

LATE TO SCHOOL – You must arrive at school no later than 8.35am, so you are in Form Room for 8.40am.

| | | | | | | | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| Date/Time/ Staff Initials | Date/Time/ Staff Initials | Date/Time/ Staff Initials | Date/Time/ Staff Initials | Date/Time/ Staff Initials | Date/Time/ Staff Initials | Date/Time/ Staff Initials | Date/Time/ Staff Initials | Date/Time/ Staff Initials | Date/Time/ Staff Initials |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|

KEY

1. Manners and Language
2. Eating and Drinking
3. No Toilet Pass
4. Uniform
5. Headphones
6. Litter
7. Conduct in communal areas
8. Conduct during lesson change over
9. Chewing gum
10. Coats/Jumpers/Blazer Issues



APPENDIX 5: Internal Suspension Letter

[Date]

Dear [Parent/Carer name]

Fixed Period Internal Suspension

We regret to inform you that we have taken the decision to internally suspend [student's name] for a period of [number of days]. This means that [child's name] will work in the school's Isolation Room on the main school site from 09:00am – 16:00pm on [dates]. [child's name] **must not arrive before 9.00am**. They will be collected from main reception at this time and escorted to the Isolation Room.

[Child's name] will return to timetabled lessons on [date]

[Student's name] will return to timetabled lessons on [date]

The decision to internally suspend [student's name] has not been taken lightly. During this period of time, [student's name] will be supervised by staff in the Isolation room and complete work set by supervising staff.

The reason for our decision is as follows:

[Reason for internal suspension]

It should be noted that a student will only be readmitted to timetabled lessons upon the satisfactory completion of the period of internal suspension. Should a student fail to attend school for the period of internal suspension, the internal exclusion will roll on to the next school day until the set period has been satisfactorily completed by the student.

Where a student's behaviour or attitude does not meet with expectations during their time in isolation, parents/carers will be contacted to collect their son or daughter and the period of internal suspension will recommence the next school day. Your son's/daughter's return to their normal timetable is dependent upon the successful completion of this period of internal exclusion.

Yours sincerely

[Staff Name and Role]



APPENDIX 5: External Isolation Letter

[Address Block]

[Date]

Dear [Parent/Carer name]

Fixed Period External Isolation

We regret to inform you that we have taken the decision to externally isolate [student's name] for a period of [number of days]. This means that [student's name] will work in a host school's Intervention Room on the main school site from 8.55am – 3.40pm on [dates].

[Student's name] will return to timetabled lessons on [date]

The decision to externally isolate [students's name] has not been taken lightly. During this period of time, [students's name] will be supervised by staff in the Isolation Room or equivalent at the host school and complete either written work (from their pack) or access electronic work via Teams or email. This is dependent on the capacity at the host school.

The reason for our decision is as follows:

[Reason for external isolation]

It should be noted that a student will only be readmitted to timetabled lessons upon the satisfactory completion of the period of external isolation. Should a student fail to attend school for the period of internal suspension, the internal exclusion will roll on to the next school day until the set period has been satisfactorily completed by the student.

Where a student's behaviour or attitude does not meet with expectations during their time in isolation, parents/carers will be contacted to collect their son or daughter, and this will then be treated as a fixed term suspension and the period of internal suspension will recommence the next school day. Your son's/daughter's return to their normal timetable is dependent upon the successful completion of this period of internal exclusion.

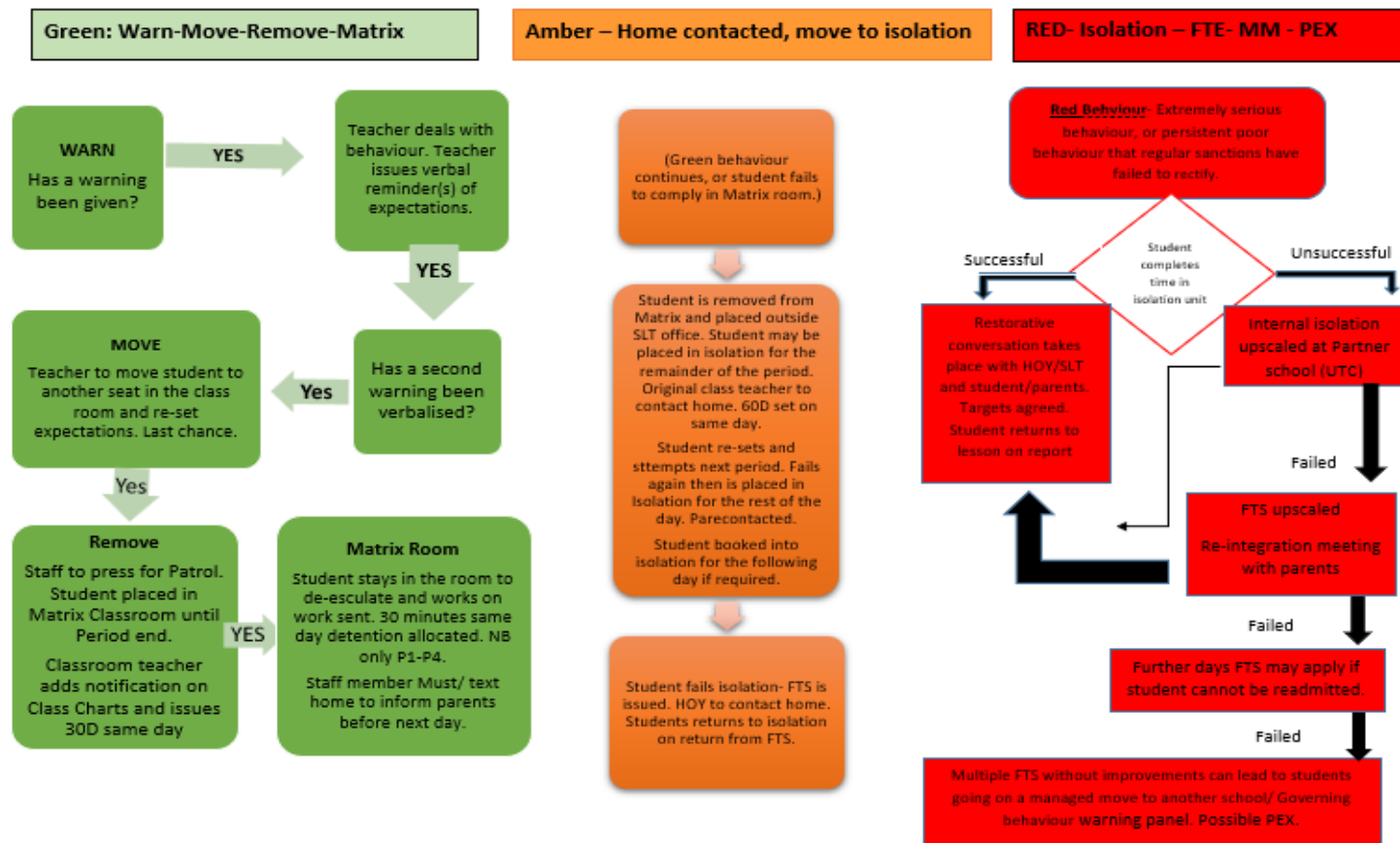
In order to maintain good order and authority in the school, a student who disrupts the Intervention Room during the day should, with their parent/carer's permission, be sent off-site following a fixed-term suspension as soon as possible ensuring that the parent/carer's permission is recorded along with the time that the student left site. They will be expected to complete their time in the reflection room after their reintegration into school.

Yours sincerely

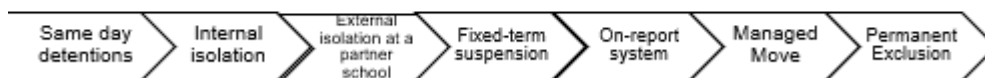
[Staff Name and Role]



APPENDIX 6a: Behaviour Hierarchy



Sanction Hierarchy



APPENDIX 6b: The Intervention-Support System



| Parental Involvement | School Offer | External Agency Support |
|--|---|-------------------------------------|
| Parental communication increased to work in partnership with the school in managing challenging behaviours | Report to be issued by Head of Year Form Tutor report | |
| Parental communication increased to weekly meetings/calls | Head of Year report Inclusion, Engagement and Welfare Lead (IEW Lead) involvement *if appropriate: SEN Assessments Safeguarding Team Involvement Attendance Team Involvement | Early Help to be offered |
| Parental communication maintained at weekly meetings/calls Parent/carers attendance at panel required | SLT Report IEW Lead meeting with parents/carers for concerning behaviour not improving. *if appropriate: SEN assessments Safeguarding team involvement Attendance team involvement | MAST Referral for BOSS Involvement |
| Parent attendance at panel required | Senior Leader Behaviour Panels introduced due to behaviour not improving and standards not in line with school expectations | Inclusion Panel request for support |
| A placement allocated for student to have respite. Parent to ensure attendance at the allocated site | Direction Off Site considered | |
| A placement offered at another site due to repeated disregard for the behaviour policy of the school. | Governor Panels utilised | Managed Move to be considered |
| Permanent Exclusion | | |



APPENDIX 7a: Behaviour Agreement Example

Behaviour Agreement for [student's name]

This agreement is between Hungerhill School and [student's name] based on repeated behavioural incidents that have resulted in failing to meet the behaviour standards of Hungerhill School and have thus repeatedly not followed the behaviour expectations outline in the behaviour policy of the school. The aim of the agreement is to support [student's name] to engage with Hungerhill school in providing an education.

Date of meeting: [meeting date]

Success Criteria

1. Full engagement with school by arriving promptly at 8.30am, with equipment and applying yourself to the best of your ability
2. To be present in the allocated social area [student year group] during all social times adhering to the expectations of the school and being respectful to all peers and staff
3. To ensure that you do not communicate with peers in any derogatory manner – using nicknames to cause offence, sending inappropriate messages or images, using sexualised language of any form
4. Ensure your mobile phone is always turned off and, in your bag

Offer from Hungerhill

1. To be provided with the intervention required to share knowledge and awareness of the incident you were involved in
2. To ensure that you are supported by the pastoral team – these can be accessed prior to school, after school or during social times
3. To support you in achieving your full potential
4. Regular contact with home to discuss progress
5. Sanctions are relevant and parents notified
6. Appropriate timetable and curriculum delivered

Agreement signed

Date:

Head of Year Name:

Student:

Parent:

Other agencies involved (Name and agency stated):



APPENDIX 7b: Invite to Senior Leadership or Governor Behaviour Panel

[Address Block]

[Date]

Dear Parent/Carer of [student's name],

I write to invite you to attend a **[Senior Leadership Behaviour Panel or Governor Behaviour Panel]** to review the behaviour of [student's name] on [date and time]. We would request [student's name] is present in the meeting, this is to ensure the meeting can be a reflective opportunity to inform future behaviours and support a positive transition. Can we please request that you report to the main reception 10 minutes prior to this allocated time to allow for a prompt start.

This invitation is in response to the behaviour thresholds being met. The number of behaviour points issued to [student's name] illustrate a consistent disregard for the Behaviour Policy in school. All students at Hungerhill School are entitled to a safe, secure environment which is conducive to effective learning. Good behaviour underpins the success of a school, and we expect all students to demonstrate high standards of behaviour at all times.

We request that parents make every attempt to make the meeting and support the school in working with your child to ensure that they fulfil their potential. The panel will be presented with a chronology of behaviour incidents, providing [student's name] with an opportunity to reflect.

Thank you for your continued support.

Yours sincerely

Mrs L Pond
Headteacher



APPENDIX 8: Graduated response interventions to behaviour

| Wave 1 | | | |
|--|--|---|--|
| Behaviour | Sanctions | Intervention | External Referral |
| Students who know how to behave well and require only occasional or gentle reminders. | None Occasional reprimand reflection room. | Academy behaviour policy <i>Every interaction is an intervention.</i> | |
| Wave 2 | | | |
| Students who need some support to learn how to behave well. | Multiple detentions / lesson removals for disruption to learning / HOY/ HODs interventions. | Pastoral Leader/Subject Leader intervention Restorative conversations Home contact. | |
| Wave 3 | | | |
| Students who need more targeted support to learn to behave well. | Repeated internal isolations | Pastoral Leader Wave 1 Behaviour Plan including HH interventions. Liaison with subject lead if appropriate. Restorative conversations. Home contact. | L2 EHAF Registered with family service. Public Health Practitioners. |
| Wave 4 | | | |
| Students with significant barriers to self- regulation and needing extensive support to behave well. | Regular detentions Repeat Internal isolation Internal exclusion at another Academy Possible FTS from HH. | Pastoral Leader Wave 2. Behaviour Plan and Risk Assessment including school's consideration of any potential unmet needs. Restorative conversations. Home contact. | L3 EHAF Consideration of the 'Concerning Behaviour Pathway'. Inclusion panel. Other external support e.g. CAMHs Managed Moves to partner school. |
| Wave 5 | | | |
| Students at high risk of PEX. | Regular internal isolation. Regular FTS from HH. Behaviour that is deemed as dangerous to self and others at HH. | Managed Move. Alternative Provision. Hybrid package of learning. Restorative conversations. | L3 EHAF. Concerning Behaviour Pathway. AFN/HLN application I-FAP |



| | | | |
|--|--|--|--|
| | | Home contact. | |
| Hungerhill Interventions | | | |
| Behaviour Mentor Counselling TA Keyworker Staff Mentor Emotion Coaching Draw and Talk Gardening Community Workshop Sensory Room Nurture Inclusion Hub Emotional Literacy. | | | |
| Indicators of Unmet Needs | | | |
| ADHD Some key signs: Being constantly restless/fidgety. Not able to sit still in their seat. Tapping hand or shaking foot Talking a lot, interrupting, not able to be quiet. Easily distracted by others. Short concentration span. Hypervigilant - easily picks up on what is around them. Saying or doing things without thinking. Cannot seem to help themselves. | | ASD some key signs: Struggles with any change to routine. May result in angry or avoidance behaviour. Obsessive behaviour /fixated on a particular topic. Unusual behaviours e.g. spinning, flapping Struggles to give eye contact Over the top/angry outbursts. May seemingly go from 0-10 very quickly. Takes things very literal e.g. pull up your socks. Strong sense of justice. Very black and white. May struggle with noises and crowds. Doesn't understand social cues | |

Hungerhill School



APPENDIX 9: Fixed Term Suspension Letter

[Address Block]

[Date]

Dear [Parent/Carer Name]

[Student's Name] – «[Student's Form]

I am writing to inform you that [Student's Name] has been suspended from school for [number of days] on [dates]. The reason for this suspension is [suspension reason].

An appointment is in the process of being made for you to come into school. At this meeting, the details of the incidents will be discussed, along with the conditions upon which [student's name] will be accepted back into school.

It is your responsibility as parent/carers to ensure that [student's name] is not present in a public place during this suspension without reasonable justification. I must advise you that you may receive a penalty notice from the local authority leading to a fine if your child is present in a public place during school hours on the specified suspension dates. Under no circumstances should [student's name] be allowed to come anywhere near to the school site.

During the period of suspension, arrangements will be made to send work home and to mark any work completed. If the suspension is for more than five days, alternative full-time provision will be made from the sixth day onwards.

You have the right to make representations about this decision to the governing body. If you wish to do so, please contact Mr N Purvis, the Chair of Hungerhill School Local Governing Board, c/o Hungerhill School, as soon as possible.

Further information about the legal responsibilities related to suspensions can be found in the publication "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" which is available from the Department for Education website at www.education.gov.uk. Another useful source of information is the Coram Children's Legal Centre at www.childrenslegalcentre.com.

Yours sincerely

Mrs L Pond
Headteacher



APPENDIX 10: Direction Off-Site Letter

[Address Block]

[Date]

Dear [Parent/Carer Name]

The decision has been made by the headteacher to place [student name] on a direction off-site for the improvement of behaviour. The decision is not made lightly and is in response to the continued persistent breaches of the behaviour policy.

Section 29A Education Act 2002 is the relevant legislation in this area and states the following:

“The governing body of a maintained school in England may require any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision which is intended to improve the behaviour of the pupil.”

Direction off-site is when a governing board of a Local Authority maintained school requires a pupil to attend another education setting to improve their behaviour, or another mainstream school. During the direction off-site to another school pupils will be dual registered. Attendance will be monitored daily at the school in which you have been directed to.

- The school chosen for this direction is: [school name] Telephone number: [school telephone number]
- The key worker whilst on placement is: [staff member name]
- This direction off-site has been imposed for the time period of: 6 weeks
- The direction off-site has been imposed to see changes in the following areas:

i. Increased engagement in the learning within lessons

ii. Increased attendance in school to engage in learning

iii. Improvements in behaviour conduct, showing respect to the behaviour policy and the learning environment in school.

- The school day for the school allocated is: [school day times]

Parental consent is not required in order for a school to direct a pupil off-site under this provision. However, Hungerhill School aim to make the process as a collaborative process so far as is reasonably practicable. The school will aim to direct to a school that is accessible to parents and supportive of their work commitments. Unfortunately, this may not always be possible and as such parents need to appreciate the decision has been made to improve their child's attainment in school.



Yours sincerely

[Staff Name and Role]

APPENDIX 11: Direction Off-Site Contract

Agreement in Principle

The decision has been made by the Headteacher to place your child on a direction off-site for the improvement of behaviour. The decision is not made lightly and is in response to the continued persistent breaches of the behaviour policy.

Section 29A Education Act 2002 is the relevant legislation in this area and states the following:

“The Governing Body of a maintained school in England may require any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision which is intended to improve the behaviour of the pupil.”

Direction off site is when a Governing Board of a Local Authority maintained school requires a pupil to attend another education setting to improve their behaviour. or another mainstream school. During the direction off-site to another school pupils will be dual registered. Attendance will be monitored daily at the school in which you have been directed to.

- **The school chosen for this direction is:**
- **The key worker whilst on placement is:**
- **This direction off-site has been imposed for the time period of:**
- **The direction off-site has been imposed to see changes in the following areas:**
 - i. Increased engagement in the learning within lessons
 - ii. Increased attendance in school to engage in learning
 - iii. Improvements in behaviour conduct, showing respect to the behaviour policy and the learning environment in school.
- **The school day for the school allocated is: [school day timings]**

Date Direction to Start: _____

School Staff Member: _____

Parental Signature: _____

Student Signature: _____



APPENDIX 12: Managed Move Contract

Completed contracts should be sent to the LA at bits@doncaster.gov.uk

By agreeing to sign this agreement we are confirming that all safeguarding will be the responsibility of the host school. This is confirmation that all staff in the host school are fully DBS checked. Any safeguarding disclosures will be managed and supported by the host school, informing the main school as a priority.

| Managed Move Contract Admissions and Monitoring Form | | | | | |
|---|--|--|--|---|--|
| Name of Pupil: | | Current Mainstream Setting : Click here to enter text. | | New Mainstream Setting: Click here to enter text. | |
| Parent/carers Name: | | Key Contact: | | Key Contact: | |
| Email/Phone: | | Email/Phone: | | Email/Phone: | |
| Pupil DOB | Click here to enter text. | Pupil Year Group | Year 10 | SEN support / EHCP? | No |
| Is the pupil eligible for PP? | <input type="checkbox"/> Yes <input type="checkbox"/> No | Is the pupil eligible for FSM? | <input type="checkbox"/> Yes <input type="checkbox"/> No | Is the pupil a young carer? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Is the child subject to CIN/ CP plan? | <input type="checkbox"/> Yes <input type="checkbox"/> No | | Is the child LAC? | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Local Authority Case Worker Name: (if allocated) | | | Local Authority Case Worker Email/Phone: | | |
| Rationale for Managed Move (Include relevant school history): | | | | | |
| Tier of Managed Move: | | | | | |



| | | | | | |
|--|---|-----------------------------------|---|----------------------------------|---|
| Admission meeting date: | Click here to enter a date. | First review meeting date: | Click here to enter a date. | End date of managed move: | Click here to enter a date. |
| Agreed Managed Move start date: | Click here to enter a date. | | | | |
| Agreed Timetable: | Monday | Tuesday | Wednesday | Thursday | Friday |
| Start time/End Time of school day: | | | | | |
| | | | | | |
| Procedure for reporting daily placement attendance: <i>e.g. email/telephone call to mainstream school including timescales. Local Authority attendance monitoring</i> | | | | | |
| Procedure for reporting key safeguarding concerns: <i>e.g. mainstream setting and AP setting communicating key safeguarding or CP concerns/information/updates</i> | | | | | |
| Criteria required for the managed move to be deemed successful What does success look like for this child? (e.g. specified/quantified reduction in sanctions, increase in good conduct points, pre-determined attendance expectations, define increased engagement in lessons, progress in specific subjects, reduction in lateness) | | | | | |



| | | | |
|---|----------------------------|------------------------|-------------------------------|
| Specific and reasonable targets for the pupil to achieve during managed move (based on individual need) | | | |
| Agreed Actions to be completed by First review Meeting (date above) | | | |
| Signed by Parents and Pupil: | Current Mainstream School: | New Mainstream School: | Local Authority Case Manager: |
| | | | |



| | | | |
|---|---|-------------------------------|--------------------------------------|
| 1st Review meeting | | | |
| Review Meeting date: | | | |
| Attendees: | | | |
| Review of Actions set at last meeting (including progress against key actions) | <p>What is going well? Click here to enter text.</p> <p>What are we concerned about? Click here to enter text.</p> <p>What do we want things to look like? (used to inform next steps/actions) Click here to enter text.</p> | | |
| Agreed Next Steps/Actions: | Click here to enter text. | | |
| Next Review Meeting date: | | | |
| Signed by Parents and Pupil: | Mainstream School: | New Mainstream School: | Local Authority Case Manager: |
| | | | |



| | | | |
|---|---|-------------------------------|--------------------------------------|
| 2nd Review meeting | | | |
| Review Meeting date: | | | |
| Attendees: | | | |
| Review of Actions set at last meeting (including progress against key actions) | <p>What is going well? Click here to enter text.</p> <p>What are we concerned about? Click here to enter text.</p> <p>What do we want things to look like? (used to inform next steps/actions) Click here to enter text.</p> | | |
| Agreed Next Steps/Actions: | Click here to enter text. | | |
| Next Review Meeting date: | | | |
| Signed by Parents and Pupil: | Mainstream School: | New Mainstream School: | Local Authority Case Manager: |
| | | | |



| | | | |
|---|---|--------------------------------------|--------------------------------------|
| 3rd Review meeting | | | |
| Review Meeting date: | | | |
| Attendees: | | | |
| Review of Actions set at last meeting (including progress against key actions) | <p>What is going well? Click here to enter text.</p> <p>What are we concerned about? Click here to enter text.</p> <p>What do we want things to look like? (used to inform next steps/actions) Click here to enter text.</p> | | |
| Agreed Next Steps/Actions: | Click here to enter text. | | |
| Managed move successful? Yes or No | | Date of school roll transfer: | |
| Signed by Parents and Pupil: | Mainstream School: | New Mainstream School: | Local Authority Case Manager: |
| | | | |



APPENDIX 13: Permanent Exclusion Letter

Dear **[Parent's Name]**

I regret to inform you of my decision to permanently exclude **[Student's Name]** with effect from **[date]**. This means that **[Student's Name]** will not be allowed in this school unless he/she is reinstated by the Governing Body/the discipline committee or via a review panel.

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude **[Student's Name]** has not been taken lightly. **[Student's Name]** has been excluded because **[reasons for the exclusion — include any other relevant previous history]**.

[For students of compulsory School age]

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion, i.e. on **[specify the precise dates]** unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

[For students of compulsory School age]

Alternative arrangements for **[Student's Name]**'s education to continue will be made. For the first five school days of the exclusion we will set work for **[Student's Name]** and would ask you to ensure this work is completed and returned promptly to school for marking **[this may be different if supervised education is being provided earlier than the sixth day]**. From the sixth school day of the exclusion onwards — i.e. from **[specify the date]** the local authority **[give the name of the authority]** will provide suitable full-time education. **[set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter]**

[For students of compulsory School age]

[Where pupil lives in a local authority other than the excluding School's local authority] I have also today informed **[name of officer]** at **[name of local authority]** of your child's exclusion and they will be in touch with you about arrangements for **[his/her]** education from the sixth school day of exclusion. You can contact them at **[give contact details]**.

[School but not PRU] As this is a permanent exclusion the Governing Body must meet to consider it. At the review meeting you may make representations to the Governing Body if you wish and ask them to reinstate your child in school. The Governing Body have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may request a review of their decision to an Independent Review Panel. The latest date by which the Governing Body must meet is **[specify the date — the 15th School day after the date on which the Governing Body was notified of the exclusion]**. If you wish to make representations to the Governing Body and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the Governing Body of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.



If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the Governing Body **[for a PRU - the Independent Appeal Panel]**

You have the right to see a copy of **[Name of Student]**'s school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of **[Name of Student]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact **[Name] at [LA name]** LA on/at [contact details — address, phone number, email], who can provide advice. You may also find it useful to contact the **[insert reference to local sources of independent advice if known]**. You may also find it useful to contact the students' Legal Centre www.childlawadvice.org.uk/information-pages/School-exclusion/ Tel: 0300 3305485 or Advisory Centre for Education (ACE) www.ace-ed.org.uk Tel: 0300 0115142

You can also download the Department for Education "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" guidance September 2022 at <https://www.gov.uk/government/publications/school-exclusion>

Yours sincerely

[Name]
Headteacher

The logo features a stylized 'HS' monogram in blue and red, surrounded by a cluster of orange and red circles.
Hungerhill
School



APPENDIX 14: Examples of weapons

Please be aware that this is not an exhaustive list and professional judgement will be used in determining if the offending article is a weapon.

- any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns;
- all knives; blades; clubs; metal knuckles; nunchucks; throwing stars;
- explosives; fireworks ; bangers or firecrackers
- mace and other propellants;
- stunguns; ammunition;
- poisons;
- chains;
- arrows;
- look-alike guns; toy guns; and any object that is a facsimile of a real weapon or any object that is used as a weapon



APPENDIX 15: Categories of bullying:

BULLYING CATEGORIES: Sanctions will be decided and actioned by School Leaders

| Types of Bullying | Examples |
|----------------------------|--|
| Physical Bullying | Hitting / Kicking |
| | Pinching |
| | Tripping / Pushing |
| | Taking or breaking others property |
| | Inappropriate hand gestures / facial expression |
| Verbal Bullying | Name Calling |
| | Insults |
| | Intimidation |
| | Homophobic or racist Remarks |
| | Inappropriate sexual comments |
| | Taunting |
| Social/Relational Bullying | Threatening to cause harm |
| | Lying and rumour spreading |
| | Leaving someone out |
| | Excluding from friendship groups |
| | Embarrassing someone in public |
| | Damaging social reputation or relationship |
| Cyber Bullying | Covert Bullying – making faces in lessons, ‘eye-balling’, writing ‘secret notes’, any threatening gesture which would intimidate |
| | Posting /sending nudes / images / photos |
| | Making online threats |
| | Imitating others or using their log ins |
| | Deliberately excluding others online |
| | Spreading hurting gossip or rumours. |

