



Policy Statement on Behaviour

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BEHAVIOUR AND ATTENDANCE POLICY

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BEHAVIOUR POLICY

INTRODUCTION

Hinchingbrooke School values hard work, high standards and kindness. Our Mission is to provide a high-quality education for all our students, so that they learn and achieve well, and develop as well-rounded young people ready to take their next steps and equipped to learn throughout their lives.

One of our fundamental aims is for our students to develop the moral integrity to become responsible global citizens, so that they may take their place in society with confidence, and we see this process as a partnership between students, parents/carers and the school.

Part of this process is the development of self-discipline, respect for others and their possessions, and responsibility within the community. High standards of behaviour and attendance are essential foundations for an effective and inclusive learning environment in which all members of the school community can thrive in their learning and their development, and feel respected, safe and secure.

This behaviour and attendance policy is intended to further this development.

AIMS

1. Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
2. Establish a whole-school approach (the Hinchingbrooke Approach to Behaviour) to maintaining high standards that reflect the values of the school
3. Outline the expectations and consequences of behaviour
4. Ensure equality of opportunity and the fulfilment of individual potential
5. Establish high standards of student behaviour, attendance, punctuality and attitude to learning
6. Enable students to become responsible for their own behaviour and learning and develop self-esteem
7. Reduce the number of incidents of bullying, discrimination and other unacceptable behaviours and increase student confidence in reporting it

We will have achieved these aims when:

1. The whole school community is aware of, understands and accepts the self-regulating behaviour standards defined in this document, and the home-school agreement, and is pro-active in asserting them
2. Students demonstrate and act upon this understanding on a daily basis
3. Students move between lessons in a quiet, purposeful way and arrive at lessons on time
4. There are very few confrontations that lead to sanctions having to be applied
5. Behaviour around school is observed to be good or better for the vast majority of the time and students are seen to take responsibility for their own and others' behaviour
6. Annual student performance targets are met
7. Measurable data indicators, (positive and negative), indicate this (eg Arbor data, rewards, positive attitudes to learning as well as detentions, Blue Room figures and suspensions).
8. Staff and students consistently seek "Restorative Approaches" as the primary method to resolve conflicts.

WHEN THIS POLICY APPLIES

This policy applies:

1. To students whilst they are at the school, or travelling to or from the school, or in the vicinity of the school at any time.
2. To students on trips throughout the time they are the responsibility of the school and its staff.
3. To behaviour outside of school if there is a clear link between that behaviour and the maintenance of good behaviour and discipline among the school community as a whole, or where that outside behaviour affects the reputation and good name of the School.

LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

ROLES AND RESPONSIBILITIES

The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Principal

The Principal is responsible for:

- › Reviewing and approving this behaviour policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school

- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions or reflective tasks wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

IMPLEMENTATION AND MONITORING

The implementation of this policy is the responsibility of all adults employed at Hinchingsbrooke School. Staff with particular responsibilities in this area will be supported by the Senior Leadership Team and the monitoring of its effectiveness sits with the Local Governing Body.

SCHOOL RULES AND EXPECTATIONS

Hinchingsbrooke School is a learning community where everyone supports each other. It is based upon **'Respect'**.

Respect for **Yourself**
Respect for **Others**
Respect for **the School**

(See Appendix 3: School Rules and Expectations)

UNIFORM AND EQUIPMENT

All students must wear the correct uniform at all times

All students must have at least the minimum equipment required with them every day

All students must have their planner, Knowledge Organiser folder and Self Quizzing book available at all times during the school day

(See Appendix 4: School Uniform and Equipment)

ATTENDANCE

The school takes attendance very seriously

'Attendance is the single most influential factor, in respect of a student's learning outcomes and achievement'

Regular attendance at school is essential to ensure uninterrupted learning/progress and enable children to fulfil their academic potential. In line with this, parents/carers are legally responsible for making sure that their child attends school regularly and punctually, and this obligation forms part of our home school agreement.

(See Appendix 9: Home School Agreement)

The Law and Definition of Regular Attendance

All parents/carers have a legal duty to ensure that their child receives an education suitable to his/her age, ability, aptitude and any additional needs. Most parents fulfil their legal obligation by registering their child in a school. Parents/Carers are required to ensure their child's regular attendance at that school.

The definition of 'regular' school attendance, as outlined in Section 444 Education Act 1996, is defined as:
'100%, unless there are exceptional or unavoidable reasons for absence'.

Failure to ensure a child's regular attendance at school is a criminal offence. Where a child's attendance fails to improve, with support from the school and Local Authority, the following action is considered:

- Penalty Notice – Each parent/carer can be fined **£60**, which rises to **£120**, if not paid within 21 days. Failure to pay the penalty notice, may lead to prosecution, with a fine of up to **£1000** on conviction
- Prosecution in the Magistrate's Court – **Both parent/carers can receive a fine of up to £2,500, a community order or a prison sentence up to 3 months each. The court may also issue a Parenting Order**

The offence will apply to each child individually. Both parents are liable for the offence. The Education Act considers each 'responsible adult' as a 'parent'. This includes step-parents, family friends or relatives, if the child lives with them and they provide day-to-day care.

(See Attendance Policy for more information)

REWARDS AND SANCTIONS

A How good behaviour is encouraged

1. Generating a positive culture

We focus primarily on positive behaviour and achievements. These are rewarded and celebrated through the praise and reward systems, which differs in detail between Key Stage 3, Key Stage 4 and Sixth Form, but each system seeks to serve the same ends. The rewards system provides a variety of mechanisms to reinforce good behaviour, which include:

- Verbal praise
- Recognition Points
- Positive phone calls/emails home
- Postcards from departments
- Reward pins and ribbons to wear on blazer
- Letters home
- Certificates
- Recognition in assemblies, including celebration assemblies
- Year specific reward events
- 'Shout Outs' on social media
- Tutor group awards (Years 7-11)

2. Through the curriculum

The characteristics of appropriate social behaviour that will help students and groups of students to learn effectively are taught through both the formal and informal curriculum. Thus:

- All teachers have the school's classroom expectations poster and HAB poster on display. They refer to them as appropriate and bring them to the attention of students at the start of a year or when they take over a new class

- Our 'Fortnightly Focus' often explores positive learning behaviour, SMSC (Social, Moral Spiritual, Cultural) matters and reinforces the values of HBK.com: responsible, empathetic and proud. These posters are displayed on all desktops and around the site and discussed in tutor time
- Recognition Points are awarded to all students who meet or exceed our high expectations around hard work, high standards and kindness. Recognition Points are also awarded for excellent homework and for literacy. **(see Appendix 5: HAB Classroom Poster)**
- The PSHCE curriculum and its focus on citizenship teach patterns of behaviour that are appropriate in school and society. This curriculum area addresses such issues as name-calling, manners, abusive language, swearing, bullying, racism, sexism, discrimination, and individual rights
- Assemblies are often a vehicle for the teaching of moral and ethical standpoints and are used to reinforce good behaviour
- The code of conduct, expectations of behaviour and classroom rules are printed in the student planners
- There are opportunities for students to learn from each other (peer to peer mentoring) and for them to take positions of responsibility such as: Head Student, Ambassadors, Form REPs, Sports leaders, Prefects, Peer Mentors, School Council or House Captains. The school actively seeks to find new ways of encouraging leadership opportunities.

3. By developing positive relationships with students

In keeping with their roles as professionals, teachers aim to foster appropriate and positive relationships with students. They deal with misbehaviour calmly, proportionately and in a non-confrontational manner, comparable with that of a caring parent or carer. They always seek to preserve the moral high ground by leading by example.

Following a classroom incident teachers seek to restrict the damage by being proactive in repairing and rebuilding relationships with students. This can be done formally through a Restorative Meeting **(See Appendix 6: Restorative Approaches)** or informally through a Restorative Conversation that most regularly occurs during a detention either at lunchtime or after school.

4. On-going staff training

All staff are entitled to support and training to improve individual skills in behaviour management. We also have a whole-school approach to behaviour the HAB (Hinchingbrooke Approach to Behaviour) to ensure a consistent approach.

Particular attention is paid to this during the induction programme for new staff. General guidance is provided in the Staff Handbook on classroom management.

B How poor behaviour is discouraged

Poor behaviour is discouraged through

1. Consistent collective practice

We recognise that developing and maintaining good behaviour is a whole school issue and that students should be treated consistently. All members of staff are responsible for ensuring this consistency of experience for students. This includes an expectation of punctuality and correct uniform, as well as classroom routines and appropriate behaviour. We recognise that misbehaviour in social time can spill over into the classroom and disrupt learning. All staff therefore have a responsibility for supervising students during social times and maintaining a calm atmosphere around school.

2. Developing individual responsibility together, through teamwork

We strive to teach students their responsibility for the outcomes of their own actions. Good behaviour will be rewarded. Bad behaviour will have consequences. Members of staff apply these consequences uniformly and consistently, beginning with the least severe interventions (depending on the incident). Discipline should not damage the student's self-esteem; it is the behaviour and not the person that is being addressed. Students are aware of ways in which they can make amendments for poor behaviour. The school may adopt restorative approaches where they are deemed appropriate.

3. Counselling and Wellbeing Support Service

Where a student is presenting with ongoing behavioural concerns, that may be linked to current or past life events, a referral to the Wellbeing Support Service (in-school) can be arranged.

At Hinchingsbrooke we offer a range of therapeutic, counselling and wellbeing support options. We have Counsellors, Trauma Informed Practitioners and staff trained in emotional wellbeing, enabling us to offer individual support plans to students, where appropriate.

During the Wellbeing assessment, we explore home, school, self and presenting concerns, and use this information to determine whether we can offer appropriate support in school, or refer out to one of the many external agencies that we work with.

4. Partnership with parents/carers

Parents/carers are expected to accept and support this policy when accepting a place at Hinchingsbrooke School and signing up to the home-school agreement.

and

5. By reference to other existing policies

The School also has policies for dealing with racism, bullying and substance misuse. Incidents involving such issues should be treated by following the guidelines for sanctions and the recording of such

incidents as stated in these documents. All students are required to sign an agreement for the acceptable use of ICT equipment and the Internet.

(See Appendix 8: Examples of Misconduct and Associated Sanctions & Appendix 12: Managing Behaviour)

C Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

D Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in appendix 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched

- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of the Senior Leadership Team, to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in appendix 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a student’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a shirt)
- Hats, scarves, gloves, shoes or boots

Searching students’ possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student’s possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in appendix 3) and items identified in the school rules.

An authorised member of staff can search a student’s possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in appendix 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in appendix 3), including incidents where no items were found, will be recorded in the school’s safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in appendix 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything

- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

E Behaviour Process for students with SEND

Hinchingbrooke School has high expectations for all students, and we believe all students are capable of achieving to the best of their ability across the curriculum and in relation to their conduct around school. However, we recognise that some students with SEND may require reasonable adjustments to enable them to achieve our expectations. These might include students working one-to-one with a Teaching Assistant outside the classroom for a portion of a lesson, students using an out of class pass to have a brief period of time out from a lesson and accessing Basecamp at different points in the school day. When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

If there is a behaviour incident involving a student with SEND, the following steps will take place:

- The pastoral team dealing with the incident will alert the SEND team
- Where appropriate, a member of the SEND team may support a student with talking through an incident that has taken place and helping them to write their statement. Ideally this would be the student's key worker where possible
- If the incident is deemed as serious, any sanction needed will be decided through discussion between the pastoral team/SLT and the SEND team. If the student has extensive SEND needs that relate to communication and interaction, it will be ensured that a member of the SEND team is present to support the follow up actions that are taken by the pastoral team
- Someone from the SEND team will attend any parent/carer meeting that takes place
- The student may complete appropriate restorative work with the SEND team following any behaviour incidents that take place, which would be additional to any measures put in place by the pastoral team
- Through collaboration between pastoral staff and the SEND team we aim to ensure that we meet all students' needs whilst helping them to understand and accept the expectations of our school community.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned:

- Short, planned movement breaks and Out of Class Pass for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (e.g. the Calm Room and SEMH Support Room in Basecamp) where pupils can regulate their emotions during a moment of sensory overload

Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

F Behaviour Process for safeguarding concerns

On occasions behaviour issues will overlap with safeguarding concerns. There could be alleged victims and perpetrators involved from the school community. The pastoral and safeguarding teams will seek advice from outside agencies such as the Police or Social Care, and at times any school investigation will have to be paused whilst these agencies take their actions. Examples of instances where this may occur include, but are not restricted to the following:

- Child on child violence
- Child on Child sexual assault or harassment
- Drugs-related incidents
- Suspected criminal activity

Please see the school's Safeguarding and Child Protection Policy for more information.

G Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student

- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

H Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

I Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the pastoral or safeguarding teams will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

J Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care

- Report to the police

Please refer to our child protection and safeguarding policy for more information.

K Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our [child protection and safeguarding policy](#) for more information on responding to allegations of abuse against staff or other pupils.

OTHER ASSOCIATED POLICIES

This policy should be read with the following other policies, in mind:

- Home-School Agreement (***See Appendix 9: Home School Agreement***)
- Expectations and standards of dress and conduct for Sixth Form students
(***See Appendix 10: Expectations and Standards of Dress and Conduct for Sixth Form Students***)

The above are included as an appendices to this policy, whilst those below are available from the school website or on request from the school.

- Anti-Bullying & Cyber-Bullying policy
- Communication Policy
- Drugs policy
- Safeguarding and Child Protection
- Equality
- Special Educational Needs
- Use of physical intervention (based on the DFE guidance on the use of reasonable force)
- Intimate care
- Whistleblowing
- Persistent complaints and harassment

Appendix 1: Contacting the School

For most queries the best point of contact is either through the student planner to the Form Tutor or by telephone or email to the Lower, Middle or Upper School Administrator.

More general enquiries or feedback on whole school matters can be done through the community reception.

Teaching staff are happy to respond to contact by email and, if you wish to speak to a particular member of staff, messages can be left for them via the community reception. Please remember however that many staff have full teaching loads and may have limited time during the school day to respond by telephone.

Contact	Name	Tel /Email
Head of Year 7 Assistant Head of Year 7 Head of Year 8 Assistant Head of Year 8 Key Stage 3 Administrator	Dan Milner Tom Wheeley Helen Nichols Asher Cater Caroline Pittock	KS3 Pastoral Office (Years 7 & 8) KS3Pastoral@hbk.acesmat.uk 01480 375700 Ext 5766 Direct Dial: 01480 420522 KS3 absence line via the switchboard or 01480 375700 Ext: 5766
Head of Year 9 Assistant Head of Year 9 Head of Year 10 Assistant Head of Year 10 Head of Year 11 Assistant Head of Year 11 Key Stage 4 Administrator	Chloe King Callum Huckle Andrew Hobley Lauren Sparrow Carla Sheldon Lizell Heather Julie Connor	KS4 Pastoral Office (Years 9, 10 & 11) KS4Pastoral@hbk.acesmat.uk 01480 375700 Ext 5825 Direct Dial: 01480 420506 KS4 absence line via the switchboard or 01480 375700 Ext: 5825
Head of Sixth Form Deputy Head of Sixth Form Sixth Form Administrator	Vicky Rix Carla Black (Year 12) Femi Solano (Year 13) Kelly Farrington	Sixth Form Office (Years 12 & 13) upperschool@hbk.acesmat.uk 01480 375700 Ext 5448 Direct Dial: 01480 420539 SF absence line via the switchboard or 01480 375700 Ext: 5741
Communications (General enquiries via Community Reception)		Community Reception communications@hbk.acesmat.uk 01480 375700
Senior Leadership Team		
Principal	Andy Hunter	ahunter@hbk.acesmat.uk
Vice Principal	Anna Nightingale	anightingale@hbk.acesmat.uk
Vice Principal	Matthew Pinder	mpinder@hbk.acesmat.uk
Vice Principal	Kate Tandy	ktandy@hbk.acesmat.uk
Assistant Principal	Tony Heath	aheath@hbk.acesmat.uk
Assistant Principal	Chris Pape	cpape@hbk.acesmat.uk
Assistant Principal	David Pendlebury	dpendlebury@hbk.acesmat.uk
Assistant Principal	Jamie Jones	jjones@hbk.acesmat.uk
Assistant Principal	Vicky Rix	vrix@hbk.acesmat.uk
Assistant Principal	Anneli Lombard	alombard@hbk.acesmat.uk
Assistant Principal	Chris Gratton	cgratton@hbk.acesmat.uk
Administrators		
Pastoral Administration Officer	Fi Lowe	flowe@hbk.acesmat.uk
Attendance Officer Attendance Assistant	Martine Benjafield Jo Reeve	mbenjafield@hbk.acesmat.uk 01480 375700 Ext:5718 Direct Dial: 01480 420512 *please note to report absence you should follow the instructions on the main switchboard or ring the absence line for the relevant School

Appendix 2: Respect Agenda

Hinchingbrooke School is a learning community where everyone supports each other based upon 'Respect'.



Respect for **Yourself**
Respect for **Others**
Respect for **the School**


Everyone will act with respect towards themselves, everyone else and the school.

This means that:

Equality	Everyone is valued equally, therefore I will not be involved in any bullying, discriminatory behaviour or anti-social behaviour
Fulfilling Potential	I will do my best to realise my potential and make the most of the opportunities offered by the school. I will also help others to fulfil their potential and be successful
Learning and Teaching	In lessons, I will allow other students to learn and the teacher to teach
Discipline	I will follow the Classroom Expectations and staff instructions
Health & Safety	I understand that I have a duty to always behave in a way that is safe, both for myself and for others
Manners	I will be ready to help however I can. I will always display good manners and politeness to others. I understand that I must not use foul and abusive language
Safe School	I will not bring into school anything which could cause harm, be a nuisance or a danger to myself or others, or against school rules
Security	I will respect my own property, that of others and that of the school
School	I will help to keep the school environment clean and tidy so that it is a welcoming place and an environment of which we can be proud
Pride	I must always remember that I should represent the school with pride. I will do nothing to bring the school's name into disrepute. I will remember that through my behaviour and my appearance I am an ambassador for the school

These common-sense expectations are fulfilled in a variety of ways and publicised to students.

Classroom Expectations



Hard Work • High Standards • Kindness

'RESPECT'
 Yourself
 Others
 Your School




1

Enter and leave the classroom in an orderly fashion (R)



2

Follow the teacher's instructions at all times (R)



3

Aim to complete all the work to the best of my ability (P)



4

Listen to whoever is talking and not talk over them (E)



5

Behave really well and focus on my learning (R)



6

Support all learners in the classroom (E)



7

Behave safely and responsibly at all times (R)



R = Responsible E = Empathetic P = Proud



Code of Conduct around school

- **Arrive at School on time and fully prepared to work**

Students should make sure they wear the correct uniform and have with them the right books and equipment

Students should ensure they are on the school site by 8.35am. Late comers will need to go via the Main Reception where they will be asked to explain why they are late and to sign in.
- **Walk bicycles on the school site**

Helmets should be worn on the journey to and from school. Students should dismount as soon as they arrive on the school site and should walk their bicycle using the footpaths (and not cutting across the car park or bus bays) to the appropriate bike shed where their bike must be locked securely. It is important that students place their bikes inside the bike shed and do not leave their bikes on the outside railings. The bike sheds are only open at the start and end of each day. If a student needs to access the bike shed during the day, they should go to Main Reception so the Site Team can be contacted to facilitate this.
- **Walk sensibly and quietly in the school grounds and buildings**

Students should be considerate of others in confined spaces and allow movement out of classrooms and buildings before entering.
- **Eat only in designated areas**

Put all rubbish in the litter bins

Leave areas tidy
- **Students should never leave the school site without permission or without signing out**

Students in Years 7 to 11 should have a note in their planner from a parent / carer if they need to leave the school site for an appointment during the school day. This should be shown to Reception staff upon signing in or out from school.

- **Do not bring banned or prohibited items onto the school site**

We have a duty to keep everybody safe and will exercise our right to search students should there be a report of banned or prohibited items being on site.

We do not tolerate the possession of, or the use of banned or prohibited items at Hinchbrook School. Anyone involved in the possession or use of banned items will receive a high-level sanction, which may include being suspended from school.

Repeated possession of, or the use of banned or prohibited items may result in permanent exclusion from the school.

Any item which the school considers may present a potential danger to others is banned. Whilst the following is not an exhaustive list, the most common banned items include: cigarettes (including e-cigarettes / vapes / snus), tobacco, matches, lighters, aerosol sprays, drugs (illegal and prescription: please see the school's medical needs policy), nitrous oxide gas, alcohol, fireworks, pornographic images, glass bottles, laser pens, imitation or real guns (including water pistols), knives or any other dangerous weapons. If in doubt, please ask a member of staff.

We operate a zero-tolerance approach to vaping: it is never acceptable to vape, or be involved in vaping activity, in our school. So, we will apply sanctions as described below if we believe, *on the balance of probability*, that a student has been involved in vaping activity. 'Being involved' includes being in possession of vaping paraphernalia and/or being in a group among which we believe vaping has taken place – for example, if there were two or three students in a toilet cubicle where we believe vaping has taken place, they will all receive a sanction. It is actually very hard to catch someone in the act of vaping, which is why we will apply sanctions on the balance of probability. Typical sanctions for vaping will include:

- First instance of vaping or involvement in vaping activity = an SLT after-school detention
- Second instance = Day in the 'Blue Room'
- Third instance = 2-day suspension

Any repeated instances of vaping after the suspension stage will result in further escalation, as decided by the Principal and Vice Principal, since repeated instances of the same behaviour represents defiance, which the school will not tolerate.

Appendix 4: School Uniform & Equipment

Uniform should be worn at all times on the school premises and on the way to and from school. It should be worn on school trips unless students are told otherwise.

Please note that we do hold some good quality second-hand uniform. Please contact school on 01480 375700 for more information. For financial assistance with uniform, contact the KS3 Pastoral, KS4 Pastoral and Sixth Form Offices.

Hair and Make-Up

Hair should look natural and religious headwear is permitted – please bring in a letter from home to state this. In practical subjects (PE, Science & DT) it is essential that hair is tied up for Health & Safety reasons.

Students are allowed to wear unobtrusive make-up and nail varnish (no acrylics, gels or any kind of false nail are allowed) and false eyelashes are permitted).

Jewellery

Students may wear one ring, a watch and two plain stud earrings in each ear. Earrings should fit close to the ear; no hoops, drops or expanders. No facial piercings or other jewellery are permitted.

Students who wish to have additional piercings should do so at the beginning of the 6-week summer holiday to avoid any potential conflict over the removal of piercings during the school day during term time.

In practical subjects (PE, Science & DT) it is essential that jewellery is removed for Health & Safety reasons. If students need to wear an item of jewellery for medical or religious reasons, they should bring in a letter from home stating that.

School Uniform

Blazer Black with school badge (in house colour on breast pocket)

Skirt 'Granite Grey' pleated tartan skirt

Trousers Mid-Grey (not charcoal) school trousers

Shorts Mid-Grey (not charcoal) school tailored shorts

Shirt Traditional white blouse/shirt with collar to take a tie. These must be tucked in to the trousers or skirt

Tie Bottle green clip-on tie with coloured stripes to represent the year group (white, black, bronze, silver or gold stripe which progresses with the year group through the years at school) or Prefect tie (certain Year 11s only)

Jumper Long sleeved grey jumper with bottle green stripe or bottle green jumper with grey stripe (this is an optional item and should only be worn under the blazer except in the final half term in the Summer where blazers do not need to be worn)

Socks Plain dark or white socks – these may NOT be worn over tights

Tights Plain black or natural colour tights

Shoes Plain black formal sensible leather shoes



Unacceptable Uniform

Skirts rolled over on the waistband

Trousers no hipsters, jean-style, frayed, clingy, lycra decorated or casual trousers

Jumpers only school jumpers are permitted, no hoodies or non-school jumpers. School jumpers can only be worn under the blazer, not instead of the blazer

Socks no coloured/white/patterned/sports or fluffy socks. Socks may not be worn over the top of tights

Tights no patterned or ripped tights

Shoes Casual shoes/trainers of any kind are unacceptable – including sandals or sling backs. Boots, shoes with logos, symbols, flashes of colour or brand names are not acceptable

Students do not have to wear their school blazer or tie in the second half of the Summer term each academic year, meaning their top button can be undone. However, they are not allowed to wear a replacement garment as the idea is to help students to stay cool in the warmer weather. Students may continue to wear their blazer and tie in the second half of the Summer term if they so wish.

Students whose uniform does not match requirements may not be allowed to access normal lessons or free time. No variations from, or adaptations or additions to this dress list are allowed. Persistent, open defiance of the uniform regulations will be deemed a serious breach of school discipline.

PE Kit

- Reversible sports top
- Unisex sports polo
- Base layer (white or black - optional)
- House PE Socks
- Unisex PE shorts or girls fit PE shorts or skorts
- Unisex training top (optional)
- Trainers
- Black leggings for Dance
- Plain black tracksuit bottoms (optional)
- One-piece swimming costume/trunks
- Full length plain black sports leggings – to be worn under shorts and skorts (optional)
- Gum shield – recommended for rugby/hockey
- Football/rugby boots (Kite marked safety studs strongly recommended)

Students who have PE or Dance Period 5 do not have to change back into their uniform for the journey home if they so wish

Buying Uniform

Price & Buckland is the main school uniform provider. They can supply all the school uniform items.

In addition, arrangements have been made so that Tesco online can supply a number of approved uniform items such as blazers, school shirts and mid-grey school trousers. Uniform can also be purchased from other High Street providers so long as it complies with the specifications above. Please be aware that the PE kit can **ONLY** be purchased through Price & Buckland. Links to the Price & Buckland and Tesco websites can be found on the school's website.

Equipment

Students should come well prepared for schoolwork. They will need their exercise books, basic writing equipment, a reading book, their Knowledge Organiser folder, Self-Quizzing book and their planners every day. They may also need PE kit, ingredients and an apron for Food and Nutrition. Mathematics equipment including a calculator will also be needed. Items such as calculators, pens, rulers etc can be purchased in the Learning Resource Centre (LRC). Students are expected to bring basic stationery items with them on a daily basis. All students must have at least:

- a pen (blue or black ink plus a green pen)
- a pencil
- a ruler
- a calculator
- Maths Equipment

These items can be bought individually, or in a pack, from the Learning Resource Centre (LRC). Students may also need mathematical equipment such as a protractor and a compass at certain times during the year.

Pencil	10p	Eraser	10p	Pen	10p
Ruler	15p	Sharpener	15p	Calculator	£2 or £10
Protractor	10p	Compass	50p	Pencil Case	40p
Exam pencil case with essential items for an exam £1.20					

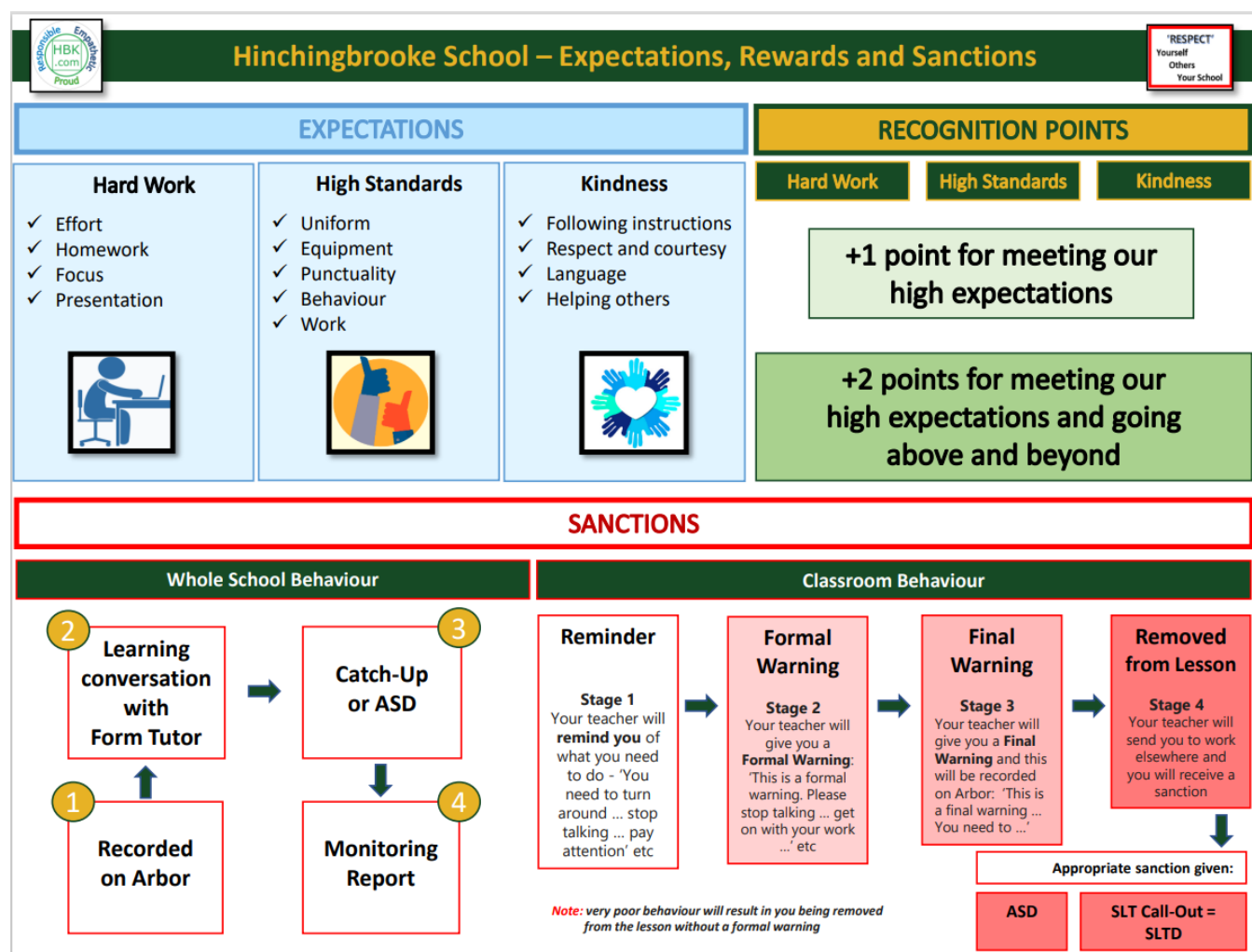
Financial Assistance

If you need financial support to purchase uniform, applications can be made to access the Financial Assistance Fund. Please contact the appropriate Student Support Officer to apply.

Valuables

Students should not bring personal or valuables items, including large sums of money, to school. The safety of all property and valuables remains the student's responsibility. The school does not accept liability for the loss of any personal property including confiscated items. Parents/carers should make their own insurance arrangements for items such as bicycles and mobile phones.

Appendix 6: Hinchingsbrooke Approach to Behaviour Classroom Poster



AN INTRODUCTION TO RESTORATIVE APPROACHES

The quality of relationships between students as well as between staff and students contributes significantly to the success of any school.

All of Hinchingsbrooke School's rules can be summarised in one school rule: **Respect for yourself, others, and the school.** Our aim is to enhance and build a culture of mutual respect and understanding at Hinchingsbrooke School, by developing our use of Restorative Approaches. This will help to develop a tolerant and supportive community, to manage conflict and tension by repairing any harm, as well as helping to build better relationships.

For effective teaching and learning to take place, good relationships must be at the heart of all that happens at Hinchingsbrooke School.

Restorative Approaches involves a process that puts repairing the harm done to relationships and people, over and above blaming and punishing. The focus moves from managing behaviour to building and repairing relationships.

Evidence shows that a whole school restorative approach will contribute to:

- A happier and safer school
- More mutually respectful relationships through listening to others' views
- More effective teaching and learning and
- A positive alternative to sanctions in certain cases

As part of the process students and staff could be involved in meetings, circles and conferences to improve or resolve situations. Restorative Approaches are about a process that is fair, offers high levels of support, as well as being about challenging poor behaviour through accepting responsibility and the setting of clear boundaries.

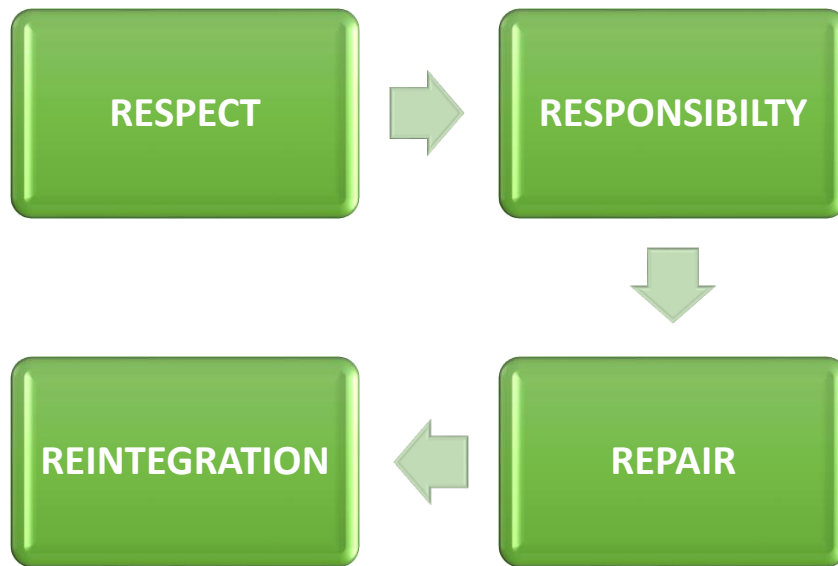
As part of our commitment to Restorative Approaches you may also be asked to contribute to a restorative meeting to support and help us move forwards.

We have spoken to students in assemblies about Restorative Approaches so that they have an understanding of what this means for them. In addition, please click link <http://www.hinchingsbrookeschool.net/rj> to access an information sheet for parents & carers produced by the organisation 'Restorative Justice 4 Schools'.

RESTORATIVE APPROACHES OVERVIEW

Restorative meetings are facilitated to enable everyone involved in an incident to express their view of a particular incident within the support structure offered by a trained facilitator. The process (outlined below) is designed to develop empathy and self-regulation of students within a supportive pastoral method.

Restorative Approaches are based around the guiding principles of the 4Rs:



The principle of Restorative Approaches is to enable an open dialogue that is based around the below six questions. This dialogue is identified to be more developmental and open when compared with the traditional approach, which seeks to lay blame.

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who was affected?
5. How were they affected?
6. What do you think you need to do to make things right?

For students, where bullying is occurring, this approach has been seen to enable the bully to empathise with the victim and allow for a productive and positive outcome that is structured and guided. The facilitator for Restorative Approaches has the role of a guide within this process and has a key focus to maintaining a safe and open environment for these discussions to take place.

RESTORATIVE APPROACHES MEETING FORMAT

The Purpose of Restorative Meetings:

- A process for resolving conflict
- A common language to resolve conflict
- Focuses on the needs of the victim
- Allows the wrongdoer(s) to understand the impact of their actions
- Encourages wrongdoer(s) to take responsibility for their actions
- Therefore creates accountability
- Likely to change behaviour and build character



Appendix 8: The Hinchingsbrooke Approach to Behaviour

At Hinchingsbrooke we believe in a warm/strict approach, which centres around our One School Rule of Respect. We explicitly teach our students what great behaviour looks like and use restorative approaches to encourage empathy and taking responsibility. We believe in prioritising praise, ensuring we actively acknowledge students 'getting it right' and award recognition points when students meet or exceed our high expectations around hard work, high standards and kindness.

Recognition Points		
Hard Work	High Standards	Kindness
+1 point for meeting our high expectations		
+2 points for meeting our high expectations, and going above and beyond		

Sanctions

All breaches of good conduct are considered on an individual basis, taking into account the nature of the offence, it's context and the prior behaviour history of the student concerned. All behaviour incidents are recorded on the school's Management Information System, Arbor and, should multiple instances of poor behaviour or failing to meet our expectations occur, sanctions which take place either at lunchtime or after school will be issued. Please note that when communication is sent home regarding an after-school detention (ASD) or Senior Leadership Team detention (SLTD) that has been set, it is not a request for parental permission for the child to attend. Rather, we are informing parents and carers that the child will be there. Failure to attend or to comply with the expectations of these after school detentions will result in the sanction being escalated.

All behaviour incidents will be logged as below, some after verbal warnings have been given to encourage the student to make a different choice and to correct their behaviour.

ASDs run from 15.20pm to 15.50pm on Mondays, Wednesdays, and Thursdays. If students miss this due to being absent, they will be rescheduled in the next available slot. If they miss the ASD for any other reason, they will be given a second chance to attend, and parents and carers will be contacted by the Arbor Administrator about this. If students do not attend the second ASD, they will be placed in SLTD with the Senior Leadership Team, which runs every Friday from 3.15-4.15pm.

All behaviour incidents will be logged as below, some after verbal warnings have been given to encourage the student to make a different choice and to correct their behaviour (*See classroom poster in appendix 6*).

Issue recorded on Arbor	Sanction issued
Littering Lack of equipment Incorrect uniform Chewing gum	If 6 instances are recorded within a three-week period (any combination) then a 30-minute ASD (after-school detention) will be issued
Inappropriate language Poor behaviour outside of lessons Misuse/unsafe use of equipment Misuse of smartwatch Rudeness/not following instructions Failure to attend intervention session Unauthorised lateness Mobile Phone confiscation	If 3 instances are recorded within a three-week period (any combination) then a 30-minute ASD will be issued

Low effort Disruption to learning <i>During lessons staff will use reminders, followed by a Formal Warning, followed by a Final Warning</i>	These behaviours will be logged if a student reaches the Final Warning Stage and will be followed up as above. If a student continues these behaviours after the Final Warning Stage, they will be removed to the department safe room. A restorative conversation should happen between the student and the teacher before the next lesson. The student will need to be told at the end of the lesson when and who to report to for this conversation.
No homework Lesson removal – department safe room	These behaviours will be followed up by individual class teachers/departments. In most cases students will be asked to report to the department at either break or lunchtime.
Sixth Form unauthorised absence	Sixth Form students receiving a single log for unauthorised absence will be issued a 30-minute ASD
Failure to attend a follow-up conversation after being removed to the department safe room Failure to attend department homework session	The student will be issued a 30-minute ASD
Refusal to go in the department safe room Student leaves lesson without permission	Student taken to the Reset Green Room and a 60-minute SLT detention issued or escalation to the Green or Blue Room. A restorative conversation will happen before the next lesson
Failure to meet expectations in the Reset Room Second call-out in a day	Student moved to the Green Room where they work for the remainder of the day
Failure to attend ASD Failure to meet expectations during ASD Truancy	A 60-minute SLT detention will be issued
High-level incident	If a high-level incident occurs the Year team will contact parents and carers as below

High-level incidents are dealt with at the discretion of pastoral and senior staff. The range of sanctions for high level incidents will include SLT detention, year team sanction, Blue Room or Suspension. Parents and carers will be informed of any high-level incident that has taken place and may be asked to attend a meeting in school to discuss the incident and next steps.

Examples of High-level incidents:

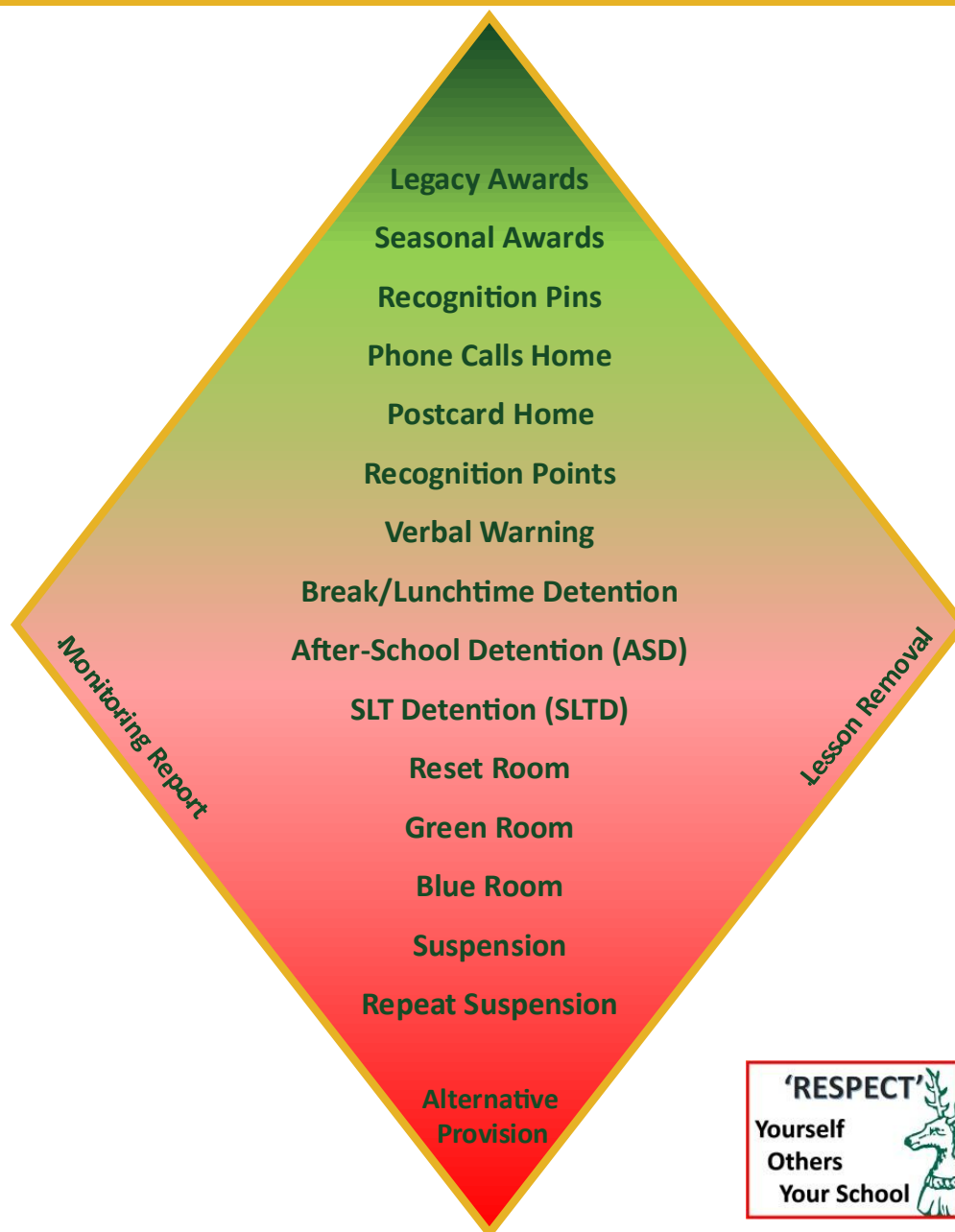
- Arson
- Bullying
- Defiance/ignoring instructions
- Discrimination
- Drug/alcohol related incident
- Giving a false name
- Inciting/recording a fight
- Intimidation
- Malicious accusations against staff
- Physical abuse towards staff
- Possession/use of prohibited items
- Rudeness to staff
- Serious ICT misuse
- Setting off the Fire Alarm
- Sexual misconduct
- Swearing at staff/verbal abuse
- Theft
- Threatening/confrontational behaviour
- Threat to health and safety
- Truancy
- Vandalism/damage to property
- Violent behaviour/assault/fighting

Suspensions

All suspensions need to be sanctioned by the Principal (or a Vice Principal delegated with this authority). Parents/carers will receive a formal letter explaining the reasons for the suspension and their right to appeal. Upon their return following a fixed period of suspension a student will usually be required to attend a reintegration meeting with their parents/carers at the school to agree the conditions of the student's readmission. For more serious cases, this reintegration meeting may involve external agency support for the student or family.

The decision to expel a student permanently is recognised as a serious one and is not taken lightly. It will usually, though not always, be the final step in a process of dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. Whilst trying to avoid permanent expulsion, parents/carers are reminded that all Headteachers have the right in law to permanently expel students, either for a one-off serious incident or as a last resort as indicated above.

Hinchingbrooke Approach to Behaviour



Hinchingbrooke School

Hard Work High Standards Kindness



HOME SCHOOL AGREEMENT

OUR MISSION

Our Mission is to provide a high-quality education for all our students, so that they learn and achieve well, and develop as well-rounded young people ready to take their next steps and equipped to learn throughout their lives.

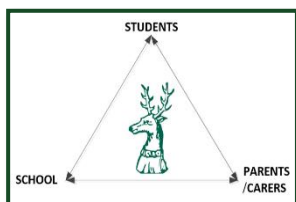
Our Values

Our three core values are **Hard Work, High Standards, Kindness**

Through our core values, we seek to focus our students and ourselves on those things that matter most in order to thrive both in school and in life beyond school. We also aim to build a learning community that is based on: mutual respect, integrity, freedom of expression, a sense of ambition for ourselves and others, compassion and tolerance and an appreciation of our diversity.

We are committed to:

- building a strong and effective partnership with parents/carers
- forging links with other educational providers to enrich opportunities for our students and to support others in their educational endeavours
- working with local businesses to provide work-related learning and to develop pathways to employment
- encouraging our students to make a contribution to the local and wider communities



This agreement supports our shared commitment to the best possible experience of school and outcomes for all young people – a strong link between school, students and parents/carers is essential to ensuring this.



Signing up to this agreement by giving your consent on the Arbor Parent App indicates that you accept the school's rules, policies and procedures and that you trust the professionalism of our staff to act in the best interests of the young people in their care. In addition, it also allows for any photographs to be used for publicity purposes by the school, including the school website and social media accounts.

Parents/Carers who are concerned about any aspect of this agreement should contact School via their child's Year Team.

As a member of the Hinchingbrooke School community I/we accept that everyone should be able to:

- feel and be safe, happy and healthy
- respect themselves, others and the school
- work in lessons and other areas without being disturbed
- express their own opinions and ideas as long as these opinions do not cause offence to others
- receive a challenging and appropriate education
- be in a clean and attractive environment
- ask staff for help and support
- travel to and from school safely and responsibly
- enjoy success through hard work, high standards and kindness



Appendix 10: Sixth Form Learner Agreement

	Student Pledge	Parent/Carer Pledge	Hinchingbrooke Pledge
Attendance	I will attend school regularly and be on time to all lessons and tutor times	I will ensure that my child attends school regularly and on time, updating the school of any changes in contact information and changes in personal circumstances	We will track attendance and punctuality, offering support where needed and informing students and parents/carers of any concerns
Uniform	I will dress smartly in the correct uniform and be prepared to learn	I will ensure that my child wears the correct uniform, in line with school policy and expectations	All staff will set clear expectations of uniform standards, which will be regularly checked and monitored. Support and assistance will be offered to those who are unable to obtain items of uniform
Teaching and Learning	I will take responsibility for my own learning, engaging in lessons appropriately and asking questions when I am not sure about something. I will not stop other students from learning	I will support my child's learning, for example by taking an interest in what they have studied in school	We will provide differentiated, exciting, engaging and appropriate lessons and learning resources to assist all students in achieving their potential
Equipment	I will bring all books and basic equipment to lessons. I will not bring uninsured valuables or banned items into school	I will ensure that my child has the necessary books and equipment for all lessons and does not bring uninsured valuables or banned items into school	We will provide basic equipment and resources that students need. We will loan equipment to any student who has forgotten any items needed in lessons
Homework	I will ensure that all homework is completed and handed in on time	I agree to help ensure homework is submitted on time and to the best possible standard	All students will be set appropriate homework, with achievable and appropriate deadlines
Effort and Behaviour	I will follow the Hinchingbrooke One School Rule of Respect , work to the best of my ability and behave in a respectful manner which enhances my learning and the learning of others. I will try my best, every lesson, every day	I will strive to ensure that my child adheres to the Hinchingbrooke One School Rule of Respect . I will support the school when they feel that my child has not met these standards	We will keep you regularly informed and consulted about school matters including behaviour, the curriculum and your child's progress
Mobile technology	I will follow the school's mobile technology policy. I will switch off my mobile phone and place it and any headphones/earbuds in my bag before I walk through the gate and will not use them until the end of the school day at the earliest. I will not take any photos or videos on the school site or whilst in uniform unless directed to do so by a member of staff. I understand that I am responsible for the safe keeping of any mobile device brought into school	I support the school's policy on mobile technology and will ensure my child adheres to the policy	We will ensure students adhere to the mobile technology policy and will confiscate a phone and earbuds/headphones if seen or heard.
Computers and Social Media	I will use the school's computer system and Internet appropriately and responsibly. I will not post negative comments about the school or images of students/staff online. I will not send unkind or anti-social messages to other students	I will monitor my child's online activity to ensure that the school ethos is not undermined by cyber-bullying, negative or anti-social behaviour	We will offer modern, ICT equipment to assist our students' learning. We will offer students a safe protected environment in which to use equipment. We will teach students about being safe and responsible online
Respect and Consideration	I will show respect, courtesy and consideration to all members of the HBK Community and when travelling to and from school. I will contribute to the positive ethos of Hinchingbrooke School through emulating the values of HBK.com; Responsible, Empathetic and Proud	I will take an interest in and support the broader life of the school to help my child achieve their potential. I will encourage their participation in clubs and extracurricular activities. I will support the school when they feel that my child has not demonstrated respect, courtesy and consideration	We will deliver a variety of enrichment and extracurricular activities, providing all students with the opportunity to leave Hinchingbrooke as well-rounded young people, who are inspired to achieve in life

We are delighted that you have chosen to study at Hinchbrook Sixth Form. We expect the very best from our Sixth Formers- summed up in our strapline 'Excellence in Everything'. Your conduct has a huge impact on the rest of the pupil community at Hinchbrook; furthermore the habits you form at this stage of your life could have a big impact on your chances of success in adulthood.

Dress Code

At Hinchbrook Sixth Form we pride ourselves on our students aiming for the highest possible standards, including in their dress. Whilst we have no uniform, we do expect students to dress appropriately for a place of study for 11 to 18 year olds and set the standard for younger students around the school site.

Lanyards must be worn 'everywhere, all the time' by Sixth Form students when on the school site. If a student does not have their lanyard they must report straight to their Student Support Officer (SSO) to collect a temporary lanyard, which must be returned at the end of the school day. You will be asked will be asked to leave something in exchange for a temporary lanyard such as a mobile phone or key.

We also do not expect to see

- clothes that reveal underwear
- tops which reveal large amounts of flesh, including the midriff
- hats or hoods to be worn inside
- ripped clothing
- joggers
- football shirts
- sports leggings
- items of clothing linked to illegal acts, drugs or inappropriate artwork or slogans

We reserve the right to send any student home to change if they are dressed in a way which does not conform with this policy.

Attendance

Hinchbrook Sixth Form places high importance on attendance.

As a student of Hinchbrook Sixth Form you will be expected to:

- Attend and be punctual to all lessons, tutor times (including one-to-ones), assemblies, timetabled Private Study Sessions and Enrichment (Year 12)
- Telephone the Sixth Form absence line, ext 5741, before 8.30am on the day of any unexpected absence leaving a clear message to include name, tutor group and reason for absence. Parents / Year 13 students can also email sixthform@hbk.acesmat.uk to inform us of an absence. Year 13 students should copy their parent into this email. **For Year 12 students the call must be made by the student's parent/carer.** Year 13 students are able to self-certify but must follow the same procedure. All students are expected to also email their tutor and teachers of the classes they are missing to obtain the work
- Routine medical, dentist and optician appointments should be made outside of the school day, where possible. Planned absences (for hospital appointments, Open Days etc) must be authorised prior to the day of absence using the appropriate form and work collected from teachers
- Provide a Medical Certificate for absences of more than 5 consecutive school days
- Paid employment should not take place during the school day and over the course of the week should not exceed 12 hours in total

All students should be striving for 97% attendance. It is important to understand that if a student's attendance falls below this level their progress will be adversely affected. A pattern of absence over time which is cause for concern (below 85%) may trigger a meeting with parents/carers and will result in a series of interventions from the Sixth Form team.

- **If a student is absent for more than 20 consecutive school days without a reasonable explanation or communication with the Sixth Form team, we have to take them off roll**
- We reserve the right not to pay exam entry for any student whose attendance remains below 85% without a reasonable explanation
- If your attendance falls below 85% without reasonable explanation we reserve the right to remove your place in Sixth Form
- **We reserve the right to revoke your place in the Sixth Form if, despite our interventions and support, you display a pattern of low attendance and/or frequent breaches of the Code of Conduct and/or ongoing concerns about your commitment to your subjects (eg not handing in homework, poor attitude to learning). This can happen at any time during your time with us**

Bringing medication into School

It is not advisable for any student to carry medication in school. However, small amounts of over-the-counter medication (eg 2 paracetamol) may be brought in for personal use. If larger doses of any medication are required, prescribed by a GP or any other medical professional, then students may choose to inform a member of the Sixth Form Team that they have this medication on them. It is the responsibility of the student to make sure that they keep the medication safe. Medicines can also be handed into the Medical Room for safe keeping if a student would rather do this.

Movement around and access to the House

- Student access to the House is via the Courtyard only
- Students should not use the wooden staircase near the Chapter House Room and Library
- Hot drinks and food are not allowed on the first floor of the House or in the House Library

Cars, car parking and permits

- Due to parking capacity we are not able to offer parking for our Sixth Form students except in a very limited number of cases. Parking permits are granted on a case by case basis and will not be issued to any student who can walk, bike or get to school by public transport. Permits are also subject to availability
- On no account may a student bring a car on site without an official permit
- Students are obliged to adhere to the school's car parking policy
- Any student who qualifies for a permit, subject to the limitations above, must drive safely at all times otherwise permits will be withdrawn
- Applications for parking permits can be made to Mrs Rix, Head of Sixth Form

Sixth Form Work/Life Balance

We recognise that many Sixth Form students choose to take part-time paid employment whilst pursuing their academic studies. However, in our professional capacity and based on our experience we feel it is appropriate and necessary to issue the following guidelines:

- The demands of academic work must take priority at all times
- No paid employment must be undertaken during school hours
- Students should work no more than 12 hours a week during term time
- **If it becomes clear that a student's academic progress is being impaired by excessive paid employment, then we reserve the right to insist on a reduction**

Use of Technology

- Sixth Form students are required to check and respond to, where appropriate, their school emails at least once every day
- The content of emails is regularly monitored. Any form of bullying, harassment, discriminatory comments and/or inappropriate use of language will be regarded as serious disciplinary offences
- Students should not wear earbuds in lessons, tutor times, around the school site (apart from in Hinchbrook House or the lawned area) or assemblies

- Mobile phones are only permitted for use by the Sixth Form in Hinchingsbrooke House and lawned area. Students must switch off mobile phones and put in their bags with ear buds before they arrive at school and when they leave the House/lawns at any time of the day. Students must not take any photos or videos on the school site unless directed to do so by a member of staff. Students are responsible for the safe keeping of any mobile device brought into school
- Students are obliged to follow the school's Social Network policy

Our Environment

We are justifiably proud to be based in a grade 1 Listed Building. Collectively we are all responsible for keeping the House and grounds in perfect condition. It is not acceptable to drop litter and it is also not acceptable to walk past litter.

We are constantly striving to improve student study and social facilities. If we have high standards of environmental care then we will have high standards in all other aspects of our work together.

Any accidental damage should be reported to the Sixth Form Team immediately.

Ethos and Standards

- As the most senior students in the school, Sixth Form students are expected to be excellent role models for younger students, modelling 'Excellence in Everything'
- We expect high standards of personal conduct and a commitment to achieving the best in all academic studies
- Any student who performs below these expectations will be put on a support programme with their Tutor and Head of Year. Ultimately, persistent failure to meet our expectations could lead to dismissal from the Sixth Form by the Assistant Principal and Head of Year, subject to final approval by the Principal

Sanctions for breaching the Code of Conduct

The Sixth Form uses ARBOR to keep a record of student conduct, punctuality, homework submission and dress. There are staged sanctions applicable to the whole school, including the Sixth Form, to uphold our standards. Your tutor will provide more information.

Appendix 11: Mobile Phone and Mobile Technology

Students are not allowed to have access to their mobile phones at Hinchingsbrooke unless they have a medical pass for doing so (for example if they are diabetic or wear a hearing aid). Any other phones (and headphones / ear buds) seen or heard after the student has entered the school site, and before the end of the school day, will be confiscated. Confiscated phones and headphones / earbuds can be picked up at the end of the school day from the pastoral office, however repeated instances of the phone needing to be confiscated will result in further measures being put in place.

Taking photographs or videos during the school day is not allowed and the posting of words or photographs about the school which are damaging to its reputation is unacceptable. If students or parents/carers have concerns over any aspect of school life, the school are happy to listen to these and try to put it right. If, however it becomes a topic for discussion on social media, the school views this as inappropriate and unconstructive.

Mobile phones are only permitted for use by the Sixth Form in Hinchingsbrooke House and lawned Sixth Form area. Students must switch off mobile phones and put these in their bags with ear buds before they arrive at school and when they leave the House/lawns at any time of the day. Students are responsible for the safe keeping of any mobile device brought into school.

Mobile Phone / Headphones / Earbuds are confiscated by a member of staff

The item is placed in a named envelope and passed to the Pastoral Office



The Mobile Confiscation is recorded on Arbor

3x logs in a half term will mean the student having to hand their phone in at the office at the start of the day and parental contact from the year team to discuss further



Student collects their item from the Pastoral Office at 3:15pm