

HINCHINGBROOKE SCHOOL

Inspiring Excellence Fulfilling Potential Developing Character



Policy Statement on **BEHAVIOUR AND ATTENDANCE**



Part of the ACES Academies Trust

BEHAVIOUR AND ATTENDANCE POLICY

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BEHAVIOUR AND ATTENDANCE POLICY

INTRODUCTION

Hinchingbrooke School seeks to *inspire excellence, fulfil potential and develop character*. 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 student, parent 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. To facilitate outstanding teaching and learning within a safe, ordered and stimulating environment.
2. To ensure equality of opportunity and the fulfilment of individual potential.
3. To establish high standards of student behaviour, attendance, punctuality and attitude to learning
4. To enable students to become responsible for their own behaviour and learning and develop self-esteem.
5. To improve the behaviour for learning and conduct of students by adopting a consistent approach to behaviour management.
6. To reduce the number of incidents of bullying and other unacceptable behaviours and increase student confidence in reporting it.
7. To ensure all members of the learning community feel ready to learn, respected, safe and valued.

We will have achieved these aims when:

1. The whole 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. The quality of lessons are all good or outstanding.
6. 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.
7. Annual student performance targets are met.
8. Measurable data indicators, (positive and negative), indicate this (eg rewards, positive attitudes to learning as well as detentions and exclusions).
9. Staff and students seek "Restorative Approaches" as the primary method to resolve conflicts.

JURISDICTION

This policy will apply:

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 the school if there is a clear link between that behaviour and the maintenance of good behaviour and discipline among the student body as a whole, or where that outside behaviour affects the reputation and good name of the School.

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 will fall to the Governors' Development and Welfare committee.

COMMUNICATION BETWEEN SCHOOL AND PARENTS/CARERS

Communication falls into **the general** which is aimed at the whole community or large groups within it and **the specific**, which is about individual students or personal matters.

The website is a primary means of general communication for the school. The school website contains a wealth of information about events and opportunities throughout the school as well as reports on past events, significant achievements and administrative information such as the calendar and term dates. It will be used, for example, when there is an emergency such as the closure of the school for any reason. School policies are also available on the website, as is the Mission Statement which is also contained in the school prospectus.

The school uses Parentmail and Twitter (@HBK_School) for a variety of general matters and encourages all parents/carers to subscribe to this. The school is constantly seeking to review the effectiveness of our communications with parents/carers and to widen our use of more up-to date technologies for learning, such as social media (Facebook and similar).

Parents/carers are encouraged to share information with the school and the best way to do this is by ringing the relevant school office (Lower, Middle or Upper). For contact details **See Appendix 1: Contacting the School**) and are published on the school website. An alternative for more general enquiries is to contact the Main Reception who will be pleased to help direct your query or your information to the relevant person. Discussion between parent/carer and child about their school life is invaluable and a tangible way that parents/carers can support the school and their child. The school welcomes dialogue with parents/carers about any aspect of school life.

Parents/carers may also email members of staff using their school email address and we ask staff to acknowledge such emails within 24 hours. It should be remembered however that, especially for teachers with a full teaching load, it may sometimes take a little longer especially at particularly pressurised times of year.

The One School Rule (RESPECT – for Yourself, Others & the School) is displayed in each classroom and printed in the student planners (**See Appendix 2: Respect Agenda**).

This Behaviour & Attendance policy and a selection of other associated policies are published on the website. A copy of any policy is available from the school on request.

The School undertakes to make every effort to communicate to parents/carers instances of behaviour, good and bad.

For behaviours of their child which are contrary to the School's expectations or rules, a variety of methods will be used, including communication via the student planner, telephone, letter and e-mail or text. The more serious incidents will lead to a meeting between students, parents/carers and staff.

In the few instances where a satisfactory resolution is not found at these meetings, the matter may be referred to a Head of Department or Head of Year. If the matter remains unresolved it may be progressed to a member of SLT or, in the last instance, to the Principal.

Please note that, whilst every effort is made to communicate speedily with parents/carers, there will often need to be an investigation into the details surrounding any particular event before any meaningful conclusions can be drawn. Thus, communication of the details may not be as swift as some parents/carers would like. The school asks that parents/carers wait for the full facts to be communicated before drawing any conclusions themselves and to be mindful that the version of events given by their child may not tell the whole story.

SCHOOL RULES AND EXPECTATIONS

Hinchingbrooke School is a learning community where everyone supports each other in their aspiration to 'inspire excellence, fulfil potential'. 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 have their planner available at all times during the school day

Mobile forms of technology are encouraged in lessons to be used for learning purposes associated to the lesson, at the discretion of the teacher

(See Appendix 4: School Uniform and Equipment)

ATTENDANCE

The school takes attendance very seriously

In the home school agreement parents/carers sign to say they will ensure their children attend regularly and on time. The school has a duty to check up on absences and respond to parents/carers if their child is not in school and unaccounted for. This means, in those circumstances, you will receive a phone call asking where your child is.

Parents/carers should always let the school know, preferably in advance, if their child cannot attend at any time and has to miss school, giving the reason. Acceptable reasons include medical appointments, bereavements, genuine illness and exclusion.

The school sets targets for attendance and employs an Attendance Officer. We ask that you as parents/carers also take attendance very seriously and request that **parents/carers call school on each and every day their child is absent**

(See Appendix 5: Attendance)

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 Lower and Middle Schools, but which seeks to serve the same ends. The rewards system provides a variety of mechanisms to reinforce good behaviour which include:

- Verbal praise
- House points & House rewards
- Positive phone calls/emails home
- Postcards from departments
- 5s – excellent ‘attitude to learning’ in a lesson (*see Appendix 6: Lesson Monitor*)
- Reward badges to wear on blazer
- Letters home
- Certificates
- Recognition in assemblies, including celebration assemblies
- Year specific reward events
- Hot Choc Friday event
- Golden Antlers for winning tutor groups (Lower and Middle School)

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 rules 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.
- ‘Fortnightly Focus’ often explores positive learning behaviour, SMSC (Social, Moral Spiritual, Cultural) matters and reinforcing the values of HBK.com: responsible, empathetic and proud. These posters are displayed in classrooms and discussed in tutor time.
- 5s are awarded in lessons to every student that has displayed a positive attitude to learning (*see Appendix 6: Lesson Monitor*).
- The PSHE 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, 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 Boy/Girl, School Council Leader, Form Reps, Sports leaders, Prefects, Peer Mentors, House Leaders or Ambassadors. 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. 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 7: Restorative Approaches**) or informally through a Restorative Conversation that most regularly occurs during a detention with the appropriate teacher.

4. On-going staff training

All staff are entitled to support and training to improve individual skills in behaviour management.

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 with 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 impose these consequences uniformly and consistently, beginning with the least severe interventions. Discipline should not damage the student's self-esteem; it is the behaviour and not the child 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 it is deemed appropriate.

3. Counselling and mentoring

Students are referred to a counsellor for a variety of reasons, one of which is anger management or behaviour management where appropriate. We aim to target specific support for students with behavioural needs.

4. Partnership with parents/carers

Parents/carers are expected to accept and support this policy when accepting a place at Hinchbrook 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 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 these 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.

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 enough, or 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 parental meeting that takes place.
- The student will 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.

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
- Drugs policy
- Safeguarding and Child protection
- Equality
- Special 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 Lower School Administrator	Dan Milner Tanya Shepherd Femi Walker Nav Blick Nicola Darbyshire	LS Office (Years 7 & 8) lowerschool@hinchbk.cambs.sch.uk 01480 375700 Ext 5766 Direct Dial: 01480 420522 LS 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 Middle School Administrator	Andrew Hobley Sophie Bonner Katie Daniell Hollie Brown Helen Nichols Ed Commodore-Mensah Julie Connor	MS Office (Years 9 & 11) middleschool@hinchbk.cambs.sch.uk 01480 375700 Ext 5825 Direct Dial: 01480 420506 MS absence line via the switchboard or 01480 375700 Ext: 5825
Head of Sixth Form Deputy Head of Sixth Form Upper School Administrator	Vicky Rix Kate Moyes (Mat Leave) Carla Black Samantha Moore Ann Stephenson	US Office (Years 12 & 13) upperschool@hinchbk.cambs.sch.uk 01480 375700 Ext 5448 Direct Dial: 01480 420539 US absence line via the switchboard or 01480 375700 Ext: 5741
Communications (General enquiries via Community Reception)		Community Reception communications@hinchbk.cambs.sch.uk 01480 375700
Head of Faculties:		
STEM	David Pendlebury	djp@hinchbk.cambs.sch.uk
Global	Priscilla Solvar-Isida	psi@hinchbk.cambs.sch.uk
Creativity & Performance	Matthew Pinder	mip@hinchbk.cambs.sch.uk
Faculty Administrators:		
STEM	Jackie Moore	jm@hinchbk.cambs.sch.uk 01480 375700 Ext: 5791
Global	Dani Dow	dld@hinchbk.cambs.sch.uk 01480 375700 Ext: 5449
Creativity & Performance	Danni Smith	dls@hinchbk.cambs.sch.uk 01480 375700 Ext: 5819
Attendance Officer	Martine Benjafield	myb@hinchbk.cambs.sch.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 in their aspiration to 'inspire excellence, fulfil potential and develop character'. It is 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 & 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


Appendix 3: School Rules and Expectations

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

Classroom Expectations

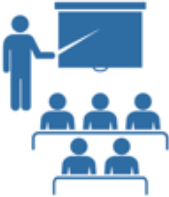


1




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)

'RESPECT'
Yourself
Others
Your School



R = Responsible E = Empathetic P = Proud



2. 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 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.

- **Use your locker**
 - All students should rent a locker to ensure their equipment is safe. This should be used at lunchtimes and at any other time where students do not need their bag or equipment with them.
- **Eat only in designated areas**
 - Put all rubbish in the litter bins
 - Leave areas tidy
- **Do not bring banned items onto the school site**
 - 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, matches, lighters, aerosol sprays, drugs, alcohol, fireworks, imitation or real guns, knives or any other dangerous weapons. If in doubt please ask a member of staff.
- **Students should never leave the school site without permission or without signing out**

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 Lower, Middle and Upper School Offices.

UNIFORM: YEARS 7 – 11

At Hinchbrook we believe that a school uniform gives a sense of belonging and pride in the school whilst ensuring equality amongst students. In addition, a smart appearance contributes positively to the students' attitude to work and study; it also significantly influences how the school is portrayed to the general public.

Students must wear full school uniform (including acceptable footwear) on all school occasions and on the way to and from school. School uniform is an important feature of Hinchbrook School and **on accepting a place for your child at the school you agree to support us in this matter**. Your child coming to and from school is a walking advertisement for the school and their uniform and behaviour should under no circumstances bring the school into disrepute. School authority over its students extends beyond the school gates and disciplinary penalties will be applied to students who let the school down.

Hair

Hair should look natural – not noticeably dyed (eg no unnatural colours used) or shaved and no hair extensions.

Make-Up

In **Lower School** you are **not** permitted to wear any make-up or nail varnish (this includes acrylics, gels and French manicures or false eyelashes).

In **Middle School** our approach reflects your increased maturity. You are allowed to wear **unobtrusive** make-up and **clear** nail varnish (eg no acrylics, gels and French manicures or false eyelashes). If your make-up is obvious to staff, you are probably wearing too much.

Jewellery

In **Lower School** you may wear a watch and one small plain stud earring in the lobe of each ear; earrings should fit close to the ear; no hoops, drops or expanders. No piercings or other jewellery is permitted.

In **Middle School** you may wear one ring, a watch and one plain stud earring in each ear. Earrings should fit close to the ear; no hoops, drops or expanders. No piercings or other jewellery is permitted.

In practical subjects (PE, Science & DT) it is essential that jewellery is removed for Health & Safety reasons.

If you need to wear an item of jewellery for medical or religious reasons, please bring in a letter from home stating that.

Facial Piercing

No facial piercings of any type are permitted. Use of a retainer is not accepted.

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.

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
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 option item)
Socks Plain dark or white socks (not patterned)
Tights Plain black or natural colour tights
Belt plain black and narrow
Shoes Plain black formal sensible leather shoes



Unacceptable Uniform

Skirts rolled over
Trousers no hipsters, jean-style, frayed, clingy, lycra decorated or casual trousers
Shorts can be worn all-year round with short or knee length socks not with tights
Jumpers only school jumpers are permitted, no hoodies or non-school jumpers. School jumpers can only be worn under the blazer
Socks no coloured/patterned socks
Tights no patterned tights
Belt no coloured, embellished or wide belts
Shoes Casual shoes/trainers of any kind are unacceptable – including sandals or sling backs. 'Converse or Vans' style shoes or boots are unacceptable whether in leather or canvas. Shoes with logos, symbols, flashes of colour or brand names are not acceptable

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.

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 for boys and girls.

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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 St 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.

PE Kit

- Reversible sports top
- Unisex sports polo
- Base layer (optional)
- Socks
- Unisex PE shorts or girls fit PE shorts or skorts
- Unisex training top (optional)
- Trainers
- Plain black tracksuit bottoms (optional)
- Plain (black if possible) swimming costume/trunks
- Full length plain black sports leggings – to be worn under shorts in KS3
- Gum shield – recommended for rugby/netball
- Football/rugby boots (Kite marked safety studs strongly recommended)

Optional

- Black leggings for dance
- Black Jogging trousers/white or black thermal /cool shirt under PE kit

Equipment

All students will be provided with a planner to assist them in the organisation of their school day and homework tasks and for communication between school and home. Students must have their planner with them every day.

Students are expected to bring basic stationery items with them on a daily basis. All students must have at least:

- a pen
- a pencil
- a ruler
- a calculator

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

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.

Every day 50,000 children of all ages miss school without permission. Don't let your child waste their potential too!

A child with a good school attendance record is setting themselves up for a better future once they leave school. Employers want staff who are reliable, and good attendance is a sign that your child can be trusted.

Did you know?



Missing five days of every term every year is the same as missing one whole school year.

"There is a clear link between poor attendance at school and lower academic achievement. Of pupils who miss more than 50 per cent of school only three per cent manage to achieve five or more GCSEs at grades A* to C including Maths and English."

73 per cent of pupils who have over 95 per cent attendance achieve five or more GCSEs at grades A* to C."

From: Improving attendance at school
© Crown copyright 2012
Charlie Taylor
(The Government's Expert Adviser on Behaviour)

Legal consequences – what could happen if your child truants from school?

- You may be prosecuted and, if convicted, will have a criminal record
- For more serious offences, you can be fined up to £2,500 and/or sent to prison for up to three months
- You could also be given a Parenting Order, which means you have to attend a parenting class
- You may be issued with a penalty notice of £60 (rising to £120 if unpaid after 28 days). If you don't pay, you will be prosecuted.

Taken from:
Am I responsible for my child's attendance? DfE 2012

The school takes attendance very seriously. We ask that you as parents/carers also take attendance very seriously and note the following points:

- **Parents/carers are required to call school on each and every day their child is absent**

By law, parents/carers whose children are of compulsory school age and registered at school are responsible for ensuring that their children attend school regularly. If they fail to do this they are guilty of an offence and may be given a penalty notice or prosecuted under section 444 of the Education Act 1996.

- Where attendance continues to give cause for concern, the school may request medical evidence, such as appointment cards or doctor's letters, in order to authorise absences. All persistent absence cases (below 85 95% attendance) will be referred to the Educational Welfare Officer.
- The current law does not give any entitlement to parents/carers to take their child on holiday during term time. Any application for leave must be in exceptional circumstances and the Principal must be satisfied that the circumstances warrant the granting of leave. Parents/carers can be fined for taking their child on holiday during term time without consent from the school. (DfE website)

(NOTE: Amendments to the Education (Pupil Registration) (England) Regulations 2006 remove references to family holiday and extended leave as well as the statutory threshold of ten school days. The amendments make clear that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. Headteachers should determine the number of school days a child can be away from school if the leave is granted.)

Amendments have also been made to the 2007 Regulations in the Education (Penalty Notices) (England) (Amendment) Regulations 2013. These amendments, as described below, will come into force on 1 September 2013.

The 2007 regulations set out the procedures for issuing penalty notices (fines) to each parent/carers who fails to ensure their children's regular attendance at school or fails to ensure that their excluded child is not in a public place during the first five days of exclusion. Parents/carers must pay £60 if they pay within 28 days; or £120 if they pay within 42 days.

Amendments to 2007 regulations will reduce the timescales for paying a penalty notice. Parents/carers must, from 1 September 2013, pay £60 within 21 days or £120 within 28 days. This brings attendance penalty notices into line with other types of penalty notices and allows local authorities to act faster on prosecutions.

Right to teach, Right to learn	Right to teach, Right to learn
<p>Be Rewarded and Earn a '5':</p> <p>Impressive Progress</p> <p>Positive Attitude</p> <p>Impressive Contribution</p> <p>Persistent Effort</p>	
<p>Be Aware:</p> <ul style="list-style-type: none"> • Stopping others learning <ul style="list-style-type: none"> • Low effort • Poor attitude • Disruptive behaviour <p>These will get you a '1' and a consequence</p>	
<p>No homework = Code 2</p> <p>Lack of equipment = Code 3</p> <p>Misuse of mobile phone = Code 4</p>	

Inspiring excellence Fulfilling potential Developing character

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.

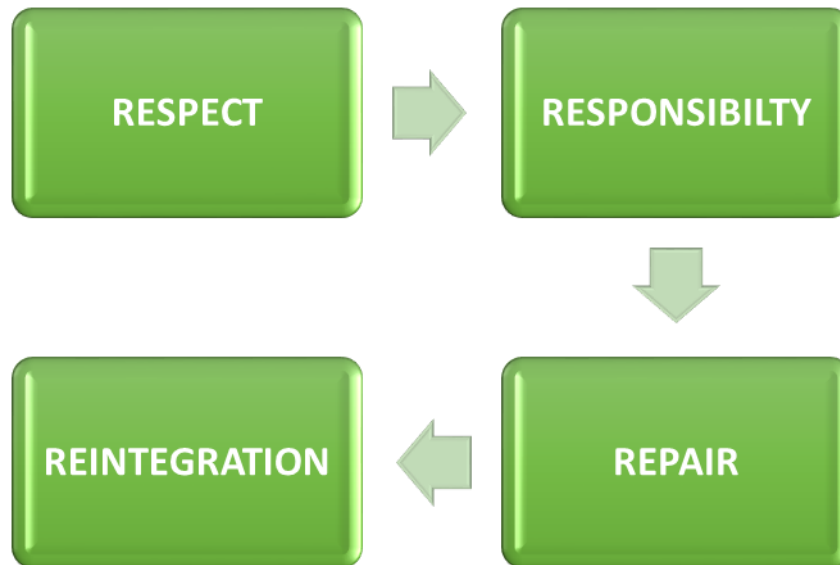
As part of our commitment to Restorative Approaches you may also be asked to contribute to a restorative meeting to support and help us move forwards.

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.

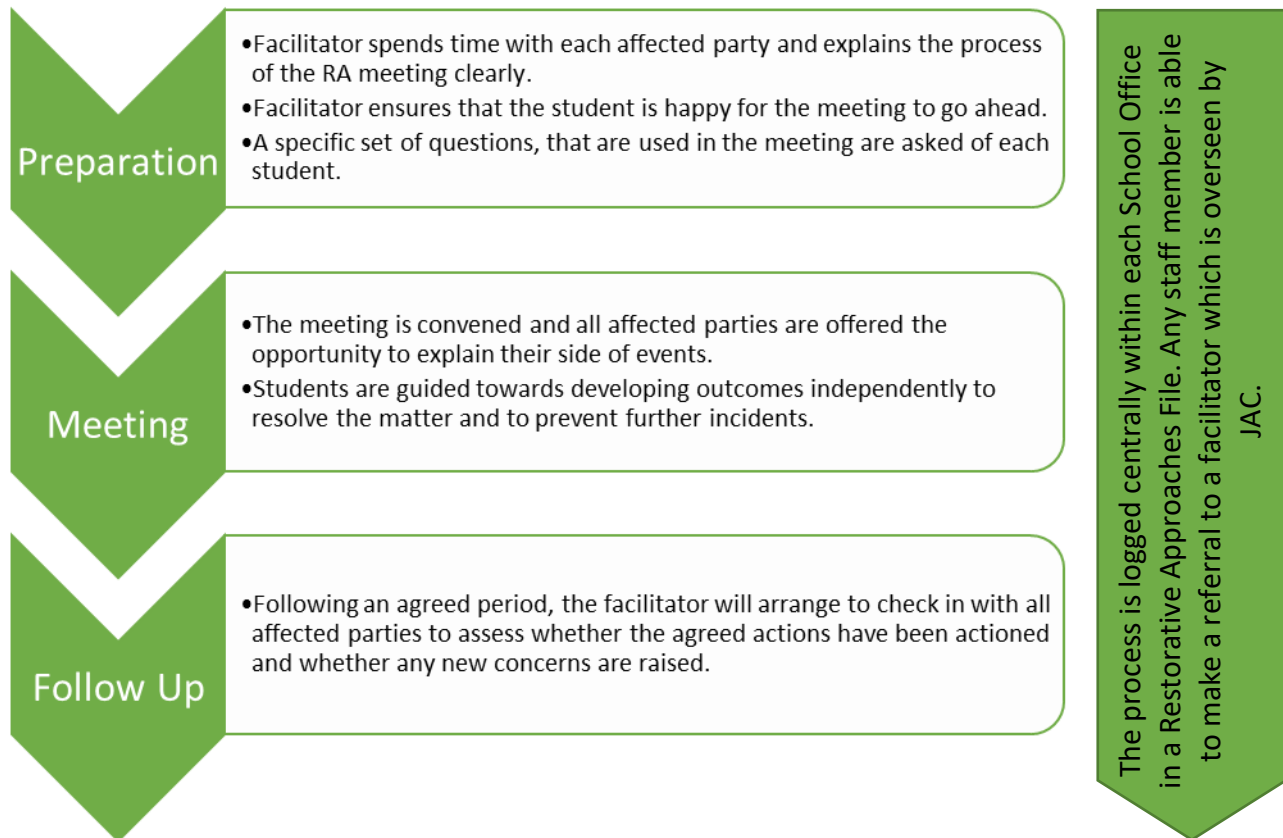
1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who was affected?
5. How were they affected?
6. What do you think you need to do to make things right?

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: Examples of Misconduct and Associated Sanctions

Where a student is guilty of poor behaviour our response will depend upon:

- the seriousness of the offence,
- the student's response to the offence, (ie their acknowledgement of wrong-doing, remorse, honesty and cooperation) and
- their previous record.

It is difficult to be totally prescriptive about the relative seriousness of offences as the context may vary enormously.

The following is offered as a guideline:

For low level misbehaviours such as:

- failure to hand in homework
- lateness for lessons
- slapdash work not up to the expected standard
- talking in class when you should be listening
- failure to bring equipment
- incorrect uniform
- dropping litter
- chewing gum

These are dealt with at the discretion of an individual member of staff, who may consult with the Form Tutor. Depending on context parents/carers may be informed.

The range of sanctions for such misbehaviours include a reprimand, community service, keeping behind after a lesson, loss of break or part of lunchtime. None of the above would remain low level if they were constantly repeated or persistent.

In the case of more serious incidents such as:

- bullying
- fighting
- smoking
- defiance
- spitting
- graffiti
- misuse of mobile technology
- disruption
- racial harassment or
- persistent misbehaviour of the kind listed under 'Low Level'

The Student Support Officer, Head of Year, and/or a Subject Leader will become involved - parents/carers will be informed. The range of sanctions for such more serious misbehaviours include being placed on report, given a more serious detention or withdrawal from lunchtime privileges for a time. More serious detentions are conducted by the Subject Leader or Head of Year. Persistent offenders will be referred to the SLT who may then issue an SLT detention (***see Appendix 11: Behaviour Expectations***).

In the case of even more serious incidents such as:

- persistent failure to obey School rules
- persistent refusal to comply with staff instruction
- serious actual or threatened violence, bullying (including cyber bullying), racial harassment
- damage to School property
- carrying an offensive weapon (including replicas)
- bringing in banned items (see code of conduct 2.6)
- theft or burglary
- rudeness to a member of staff
- vandalism
- setting off a fire alarm without good reason
- possessing or supplying an illegal drug
- possessing or accessing pornographic material
- drug or alcohol or substance abuse
- truancy

An appropriate SLT member will be informed. Parents/Carers will also be informed.

In these cases a student may be:

- suspended from specific lessons for a period of time or
- removed from circulation and placed in the Blue Room or
- placed on a behaviour contract or
- receive a formal written warning or
- required to come to School when other students are at home (for example on an INSET day) or
- excluded (for a fixed term or permanently) or
- referred to Alternative Provision (on site this is Gateway, off site this is with an external provider) or
- referred for a managed move to another school

All exclusions 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 exclusion and their right of appeal.

Upon their return following a fixed term of exclusion 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.

The decision to exclude 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 for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. Whilst trying to avoid permanent exclusion, parents/carers are reminded that all Headteachers have the right in law to permanently exclude students, either for a one-off serious incident or as a last resort as indicated above.

Hinchingbrooke School *Inspiring excellence Fulfilling potential Developing character*

HOME SCHOOL AGREEMENT

OUR MISSION

Our mission is ***to Inspire excellence, Fulfil potential and Develop character.***

We aim for all students to be nurtured as uniquely talented individuals, finding fulfilment through their learning and the development of their intellectual, creative, physical and emotional capabilities.

We aim for our students to develop the moral integrity to become responsible global citizens, so that they may take their place in society with confidence. We are confident that anyone associated with the Hinchingbrooke learning community, student or adult, will leave the richer for their experience.

Our values

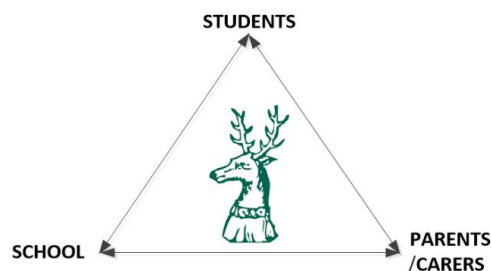
We aim to instil values in our students such as compassion, tolerance and a sense of justice. We are committed to building a learning community based on:

- mutual respect
- integrity
- freedom of expression
- a sense of ambition for ourselves and others
- tolerance and
- an appreciation of our diversity as a community

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 serves as a commitment to help facilitate the best possible conditions to allow your child to develop and grow. The link between school, students and parents/carers is pivotal to ensure that all parties can progress.



Signing up to this agreement through the attached slip shows that you trust the professionalism of the 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 Twitter accounts. Parents/Carers who are concerned about any aspect of this agreement should

Mr M Patterson
Principal



As a student at Hinchingsbrooke School I accept that everyone should be able to:

- feel and be safe, happy and healthy
- work in lessons and other areas without being disturbed
- travel to and from school safely and responsibly
- receive a challenging and appropriate education
- ask staff for help and support
- express their own opinions and ideas without fear of being teased, as long as their opinions do not cause offence to others
- be in a clean and attractive environment
- have their person property respected
- protect the rights of others



Our Expectations		Student Pledge	Parent/Carer Pledge	Hinchingsbrooke Pledge
	Attendance	I will attend school regularly and punctually.	I will ensure that my child attends school regularly and punctually, updating the school of any changes in contact information and changes in personal circumstances.	We will track attendance and punctuality offering support and informing students and parents/carers of standards which fall below expectations.
	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 expectations.	All staff will set clear expectations of uniform standards, which are checked and monitored by all staff, and sanctions given when standards are not maintained. 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 occasionally ask parents/carers to contribute towards the costs of non-essential equipment but will ensure that no student is disadvantaged in this respect.
	Homework / coursework	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 Hinchingsbrooke School rules including the Classroom Expectations, 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 Hinchingsbrooke School rules, including the Classroom Expectations. 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 the curriculum and your child's progress. We will offer a broad and balanced curriculum.
	Mobile technology	I will use mobile technology sensibly and appropriately, always following the instructions of teachers and other adults. I understand that I am responsible for the safe keeping of any mobile devices.	I support the school's policy on mobile technology and will ensure my child understands it is a device to aid learning and must not be used inappropriately.	We will encourage students to use mobile technologies for learning in an appropriate manner. Students found using them inappropriately will be sanctioned and for repeated or serious breaches we reserve the right to confiscate the device.
	Computers	When using the computer system and Internet, I will do so in a responsible way.	I will monitor my child's communication to ensure that the school ethos is not undermined by cyber-bullying 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.
	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 Hinchingsbrooke School through emulating the values of HBK.com; Responsible, Empathetic and Proud	Through taking an interest in and supporting the broader life of the school I understand it will help my child to 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 Hinchingsbrooke as well-rounded young people, who are inspired to achieve in life.

Appendix 10: Expectations and Standards of Dress and Conduct for Sixth Form Students

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.

Dress Code

Sixth Form students should dress smartly and appropriately for the school environment. However, there is no formal dress code, except that we do not accept sportswear or ripped or immodest clothing, and that students should have their hood down and caps off on site. For safeguarding reasons the wearing of the lanyards is compulsory at all times on the school site. If a student does not have their lanyard they must report straight to the Sixth Form Office to collect a temporary lanyard, which must be returned at the end of the day. Should lanyards be permanently lost, they must be replaced at a cost of £2.00.

Sixth Form students should be sensitive to our community and set a good example to our younger students.

Attendance

Hinchingbrooke Sixth Form places high importance on attendance.

Year 12 to 13 progression can be seriously affected by poor attendance.

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

- Attend all lessons
- Be punctual at all times
- Attend tutor times (including one-to-ones) and assemblies
- Telephone the Sixth Form absence line, ext 5741, before 9.00am on the day of any unexpected absence leaving a clear message to include name, form and reason for absence. **For Year 12s to call must be made by the student's parent/guardian. Year 13s** 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, dentists and optician appointments should be made outside of the school day however, 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 7 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

It is important to understand that if your attendance falls below 90% this may affect progress in examination subjects. This level of absence may trigger a meeting with parents/carers and could result in you being required to pay for examination entries. Parents/carers will be contacted if your tutor is concerned about your level of absence.

Bringing medication into School

It is not advisable for any student to carry medication into school. However, small amounts (eg 2 paracetamol) may be brought in for personal use. If larger doses of any medication are required, then students must inform a member of the Sixth Form guidance team that they have this medication on them and 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.

Diaries

- Sixth Form students are expected to have an academic diary. Hinchbrook 6th Form diaries may be purchased from our offices.

Movement around and access to the House

- Student access to the House is via the Courtyard only.
- Under no circumstances do students use the main wooden staircase.
- Hot drinks and food is not allowed on the first floor or the House Library.

Cars, car parking and permits

- On no account may a student bring a car on site without an official permit. Permits are available to Year 13 students (for a small fee) who travel more than 3 miles from the school.
- Students are obliged to adhere to the school's car parking policy.
- It is essential that students drive safely at all times otherwise permits will be withdrawn.

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.
- All Year 12 students will complete the CAS 24 programme of community work before being allowed to progress to Year 13.
- No paid employment must be undertaken during school hours, and this includes Wednesday afternoons, which is reserved for our enrichment programme.
- Students should work no more than 15 hours a week during term time.
- Year 12 students will be allocated a minimum of 3 Private Study periods per week. These will be supervised in the Montagu Room.

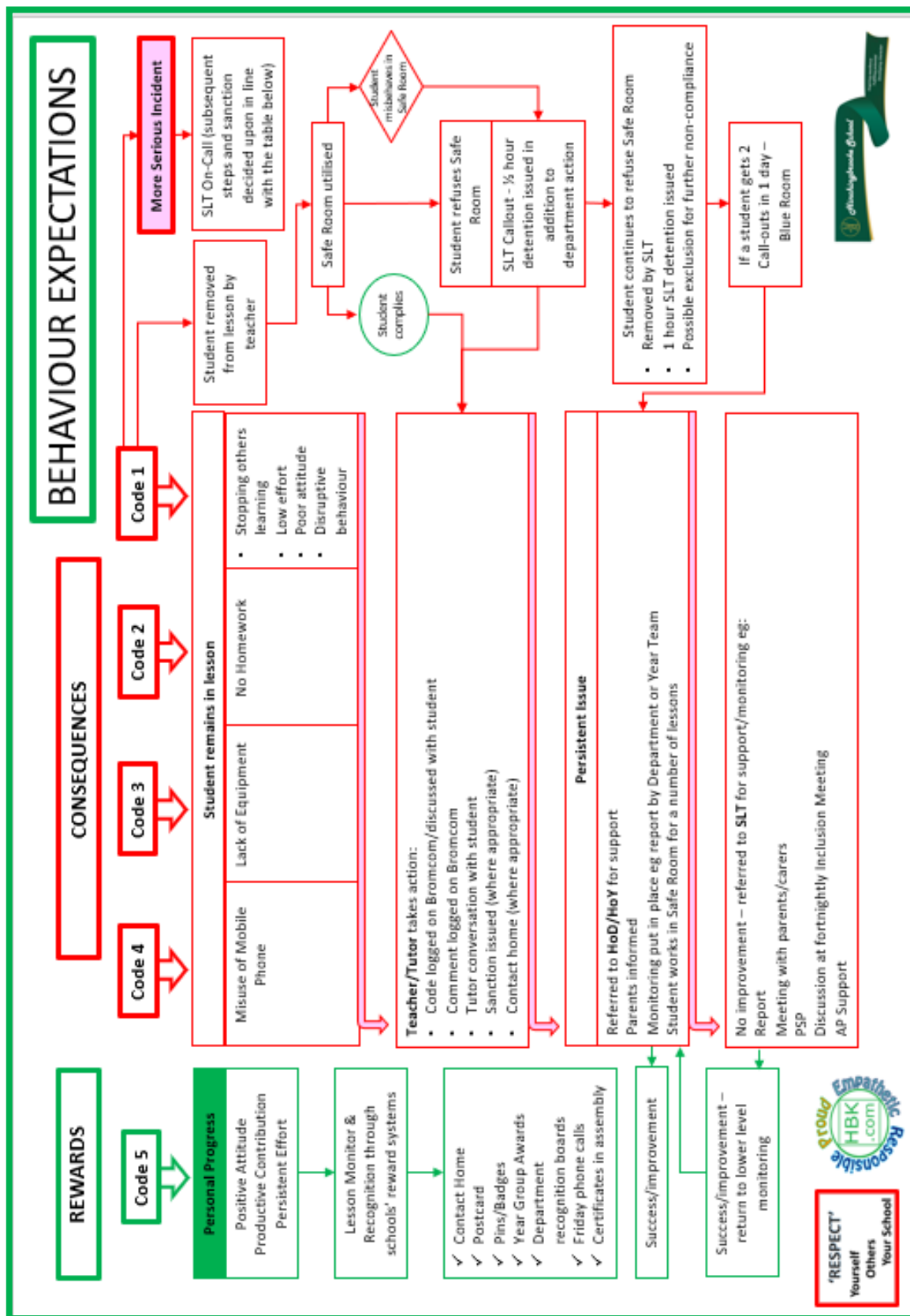
If it becomes clear that a student's academic progress is being impaired by excessive paid employment then we reserve the right to insist on a reduction.

Use of Technology

- Sixth Form students are required to check and respond to, where appropriate, their e-mails at least once every day.
- Under no circumstances must students play music in the ICT rooms without the use of earphones.
- The content of e-mail is regularly monitored. Any form of bullying, harassment, prejudicial comments and inappropriate use of language will be regarded as serious disciplinary offences.
- A number of laptops are available for student use. These must be returned by the user.
- The use of iPhones and iPads or other similar devices is subject to teacher approval during lesson time. Devices can access the school Wi Fi system after approval by our ICT technicians.
- Students are obliged to the school's social network policy.

Ethos and Standards

- As the most senior students in the school, Sixth Form students are expected to be excellent role models for younger students.
- We expect high standards of personal conduct and a commitment to achieving your best in your academic studies.
- Any student who performs below these expectations will be interviewed by their tutor and persistent failure to meet our expectations could lead to dismissal from the Sixth Form by the Director and Deputy Director subject to final approval by the Principal.



MANAGING BEHAVIOUR

Just as every student we teach is an individual, so too the behaviours that we encounter in school don't always fall into neat categories. This table illustrates the responsibilities, sanctions and outcomes in relation to typical incidents of negative behaviour. There may of course be some incidents which need to be approached in a different way and we encourage staff to use their judgment when applying sanctions and next steps. If you are unsure whether to follow the guidance below or to take a different approach you should speak to a relevant middle leader about this

Who	What	Sanction	Positive Strategies and Follow-up
Subject Teacher /Form Tutor	<ul style="list-style-type: none"> One-off low-level disruption One-off failure to meet expectations (codes L, 1, 2, 3, 4 as appropriate) Repeated low-level disruption (code 1) Repeated failure to meet expectations (codes L, 1, 2, 3, 4 as appropriate) One-off truancy 	<ul style="list-style-type: none"> Ask – tell – consequence used Reminder of expectations Break or lunch detention Code and note on Bromcom Safe Room/time out of lessons 	<ul style="list-style-type: none"> Praise positive choices and acknowledge improvement with student Discussion of expectations/restorative meeting Referral to Form Tutor/HoD/HoY Contact home Where appropriate, liaise with SEND Team
Head of Department (or relevant TLR holder)	<ul style="list-style-type: none"> Referral from subject teacher Student sent to safe room Repeated truancy from a subject 	<ul style="list-style-type: none"> Department detention/ASD (after school detention) Student temporarily removed from lessons Subject report Loss of privilege(s) (eg representing the school in a sport/music/drama/extra-curricular event) 	<ul style="list-style-type: none"> Contact home from HoD/TLR holder – meeting arranged where appropriate Discussion of behaviour/restorative meeting Referral to HoY/Pastoral Team Praise positive choices and acknowledge improvement with student and parents/carers Class/set change Where appropriate, liaise with SEND Team
Head of Year /Pastoral Team	<ul style="list-style-type: none"> Referral from Form Tutor or HoD Non-academic incident: <ul style="list-style-type: none"> Smoking Truancy across an extended period Fighting Swearing Vandalism Bullying Theft Discriminatory comments Serious misuse of IT/mobile technology 	<ul style="list-style-type: none"> Year Team/HoY detention Loss of social time/privileges/trips Tutor/HoY/Punctuality/Positive Praise report 	<ul style="list-style-type: none"> Contact home – meeting arranged where appropriate Discussion of behaviour/restorative meeting Where appropriate, log recorded on MyConcern Some non-academic incidents may be immediately escalated to SLT level Praise positive choices and acknowledge improvement with student and parent Where appropriate, liaise with SEND Team Timetable adjustments Referral to CEP/KMT (Blue Room/FTE/advice) AP referral/discussion at Inclusion Meeting
SLT	<ul style="list-style-type: none"> Referral from HoY/Pastoral Team SLT call-out Serious non-academic incident (see list above) 	<ul style="list-style-type: none"> SLT detention SLT/PSP report Blue Room (authorised by KMT/CEPI) Fixed Term Exclusion (authorised by MJP/KMT) 	<ul style="list-style-type: none"> AP referral/discussion at Inclusion Meeting Contact home – meeting arranged Discussion of behaviour/restorative meeting Praise positive choices and acknowledge improvement with student and parents/carers Referral to outside agencies (eg Police, Social Care etc)

Appendix 13: Additional COVID-19 Guidelines

Following the closure of schools due to the COVID-19 pandemic, the announcement that schools will partially reopen has necessitated new guidelines being put in place both for staff and students coming back into school and for staff and students working remotely from home.

Minimising risks:

The guidelines produced have been informed by the guidance published in May 2020 about minimising risks whereby health and safety is paramount:

We are asking all schools to adopt a range of approaches and actions which can be seen as a hierarchy of controls that, when implemented, create an inherently safer environment, where the risk of transmission of infection is substantially reduced. This includes:

- minimising contact with individuals who are unwell by ensuring that students or staff who have coronavirus symptoms, or who have someone in their household who does, do not attend school
- cleaning hands more often than usual - students and staff should be encouraged to regularly wash their hands thoroughly for 20 seconds with running water and soap and dry them thoroughly, or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
- ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- minimising contact and mixing, as far as possible, by keeping students in small groups for face-to-face support and keeping those groups as consistent as possible whilst in school (e.g. for arrival, lunchtime, breaks and departure) and altering the school environment (e.g. changing classroom layouts so desks are further apart or dividing groups into different classrooms)

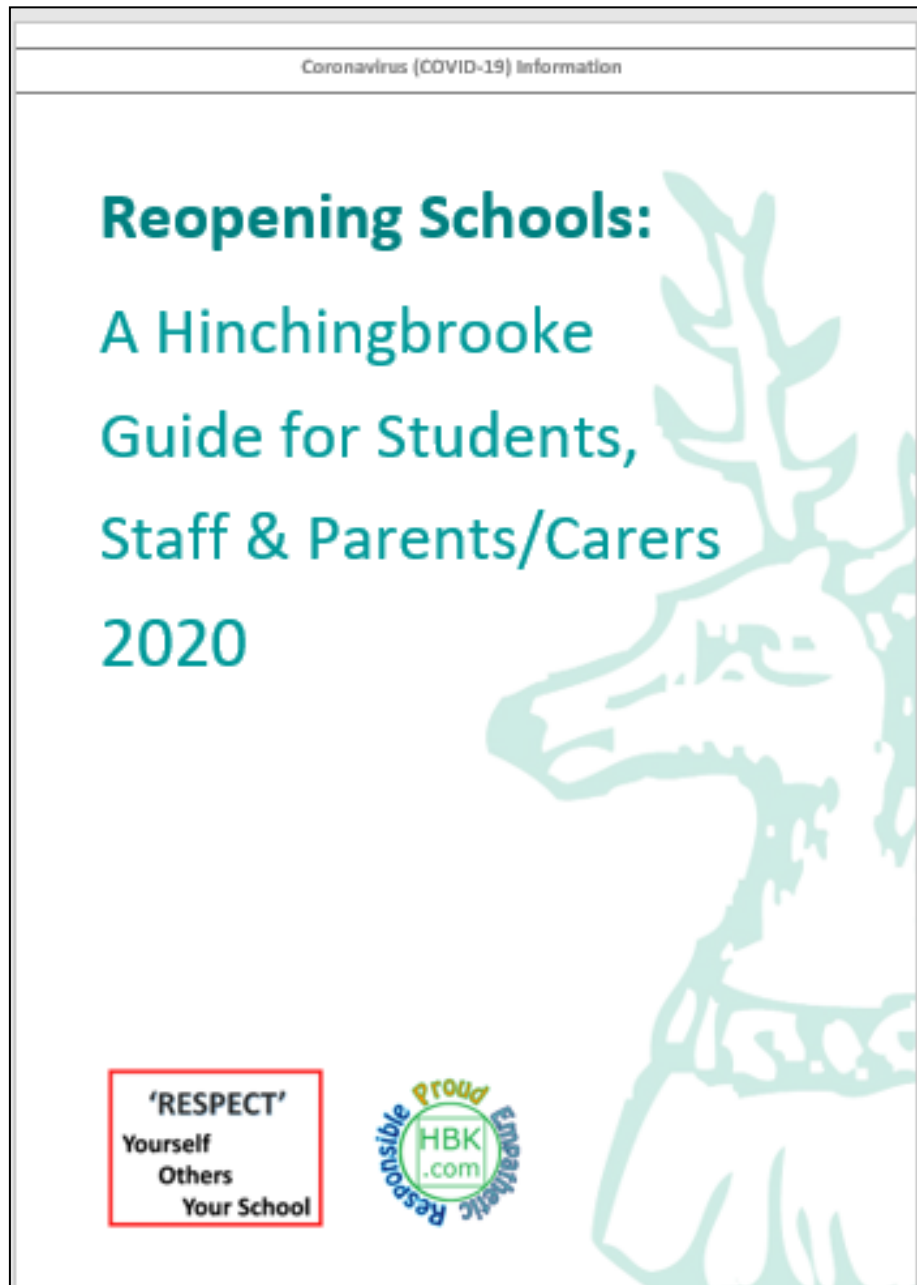
Online tutor meetings and class discussions

In instances where staff are arranging online sessions, either pastorally or for academic purposes, the following guidelines should be adhered to. This is in addition to the guidance set out in the Safeguarding Policy.

- Online sessions should be conducted using either Microsoft Teams or Zoom
- Students and parents need to be given notice of when these meetings take place, their purpose, and that non-attendance will be followed up. This communication might be along the lines of "Dear Parents and Carers, we will have a weekly catchup session for tutors and students on Mondays from 2 to 2.30..."
- Heads of Year or Heads of Department should be aware of when these meetings are taking place and invited to attend some or all of the meeting for QA/safeguarding purposes
- Students should use their real name to be admitted into the meeting and each session should begin with a reminder about expectations, how the session will run and the objective of the session
- Staff have the ability to set their own procedures, for example how they will manage students wishing to contribute and these should be made clear at the beginning of the session
- If during the session a student's behaviour is causing concern or disruption, staff should follow an adapted version of the normal behaviour policy:
 - Issue the student with a clear warning, identifying the behaviour, reinforcing the expectation, and highlighting what will happen if this behaviour persists
 - Further or more serious disruption can be dealt with by either 'muting' the student concerned or putting that student in the 'waiting room' (akin to time out)
 - If a student still persists in disrupting the session they can be 'ejected' from the meeting. This sanction should also be used in cases where the behaviour would normally warrant removal by SLT/safe room
 - If a student is 'ejected' from a meeting or session, this should be followed up by the member of staff, by informing parents, copying in the student's Head of Year and where relevant, the Head of Department
- One particular challenge of delivering online sessions is the possibility that students might record some or all of the meeting. This behaviour will not be tolerated and should result in the student being 'ejected' from the meeting, as described above. Such instances will be dealt with in accordance with the misuse of mobile technology guidelines and in line with legal guidelines on unauthorised recording of students or staff

- In order to protect staff and students, tutor sessions may be recorded by the lead member of staff and stored securely online, in accordance with data protection guidelines. The member of staff would need to let everyone in the group know that the meeting was being recorded

Reopening Schools Guidelines to follow:



MINIMISING RISKS

These guidelines have been informed by the guidance published in May 2020 about minimising risks whereby health and safety is paramount.

“We are asking all schools to adopt a range of approaches and actions which can be seen as a hierarchy of controls that, when implemented, create an inherently safer environment, where the risk of transmission of infection is substantially reduced.



This includes:

- minimising contact with individuals who are unwell by ensuring that students or staff who have coronavirus symptoms, or who have someone in their household who does, do not attend school
- cleaning hands more often than usual - students and staff should be encouraged to regularly wash their hands thoroughly for 20 seconds with running water and soap and dry them thoroughly, or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
- ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
- cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- minimising contact and mixing, as far as possible, by keeping students in small groups for face-to-face support and keeping those groups as consistent as possible whilst in school (eg for arrival, lunchtime, breaks and departure) and altering the school environment (eg changing classroom layouts so desks are further apart or dividing groups into different classrooms)”



While the reopening of schools is a welcome return to some sort of normality for us all, as with the lockdown, this is taking place with a number of regulations and guidelines in place in order to protect the health of everyone in the school and wider community.

In more normal times our school rules serve to ensure that everyone in school is able to learn and work in a safe and productive environment. In order to deal with the unique situation we are currently experiencing, it is vital that these basic school rules are adhered to and in addition that we are all following the revised guidelines detailed below.

Our school rules include a range of sanctions commensurate with the severity of the incident. However, in light of the potential dangers associated with COVID-19, any student who commits a serious or persistent breach of the new protection rules or who causes continuous disruption, will be sent home, as rooming and staffing constraints mean that it will not be possible to operate a safe room. Dependent on the seriousness of the breach, further sanctions may be applied, up to and including permanent exclusion.

We are sure that students and staff will welcome the opportunity of returning to Hinchbrook and that there should be little, if any, need to employ any of these sanctions for poor or unacceptable behaviour, but as the school environment will be considerably different for the foreseeable future, it is important that we are all aware of these expectations and follow the Minimising Risks guidance above.

Expectations

- Students are expected to engage positively with sessions and lessons at all times
- Students and staff will be expected to comply with Public Health England rules and regulations, which include higher standards of respiratory and tactile hygiene
- Everyone will be expected to clean their hands more often than usual, using either soap and water or the hand sanitiser provided. This includes when arriving at school and each time they enter and leave the school building, and enter and leave the classroom
- Use the 'catch it, bin it, kill it' approach



CATCH IT.



BIN IT.



KILL IT.

- In addition to the above, students will be expected to adhere to the school rules already in place before schools closed and to follow the One School Rule of Respect. Incidences of poor behaviour will be challenged. Obviously, the constraints that we are currently working under mean that some of the sanctions which would normally be used in these cases will not be possible, such as using a department safe room or lunchtime detention. As a result of this persistent disruption will result in the student being asked to work from home, either for the remainder of that day, or in more extreme cases, the remainder of the term
- Unhygienic behaviour will not be tolerated and any malicious deliberate acts of transmission, such as spitting or coughing in such a way as to risk infecting others will be taken very seriously. This may also, in the most serious cases, be referred to the police as this behaviour is now classed as assault, as evidenced by several high-profile examples in the media recently

‘RESPECT’
Youself
Others
Your School

The school will send students home for serious or repeated breaches of our expectations and depending on the circumstances, they may not be allowed back into school until further notice

What You Need to Know Before Coming to School

- Students will be expected to wear their uniform, (Year 12 students will be expected to wear lanyards) as a sign that they are returning to school as a learning environment. Students do not have to wear their blazer due to the weather being warmer (although they may continue to do so if they wish), however they should not wear any other form of jacket, hoody or sweatshirt over the top of their shirt and tie. We do not want uniform to be a barrier to a student returning to school so if this is going to be an issue, for example if a student has outgrown their uniform and the parent/carers has not yet replaced it, please contact the school ahead of reopening to discuss. In accordance with Public Health England clean uniform should be worn each day a student is in school
- If students or staff wish to use face masks, these should be used and maintained in line with the most up to date guidance from Public Health England. At this point in time the use of face masks is permitted, but not compulsory in schools and the school is unable to provide these



- Students will need to bring their own equipment into school (as we will not be able to loan items for hygiene reasons) and they should also bring their planner and any core exercise books

Year 10 have been divided into 3 cohorts of 100 students, each cohort consisting of 12 teaching groups

Year 10 students will therefore come in for one day a week, either a Wednesday, Thursday, or Friday from 9:00 to 13:20

Year 12 students will be in school on a Monday or Tuesday. **Year 12** lessons will take place between the hours of 9:00 and 14:00, but students should only arrive at school in time for their first timetabled lesson, which may not be until period 2 or 3



- A classroom will never be used more than once in a day and surfaces will be thoroughly cleaned before the next day. **Year 10** students will remain in the same classroom all morning. **Year 12** students will move between classrooms, but each room will only be used for that one particular lesson and will be cleaned at the end of the day
- Year 10** reintegration will start with 1 week of pastoral work, followed by 3 weeks of core lessons (English, Maths and Science). Students will also get one period of exercise but will not need PE kit for this. Any students not coming into school will have remote learning set for them
- Additional work will be set for **Year 10** and **Year 12** students and any student not coming into school will have access to the work completed in school

Arriving and Departing the School Site

- Where possible we would like students to walk or cycle to school, maintaining the 2-metre social distancing rule. If this is not possible then being brought in by car and dropped off would be equally preferable. Where possible please can students be dropped off away from the school site and walk the final part of their journey. School buses will be running for those who have no other option for getting to school
- There are 2-metre markers on the ground along all access routes to the main school gates, which will be used to minimise congestion and maintain social distancing. Students will need to queue, using these markers, to enter the school site in line with the Minimising Risks guidance above
- When arriving at the main gate, students will be asked to use the hand sanitiser provided at the gate
- All bikes should be placed in the Middle School bike sheds on Well Green, once the student has passed through the Check-Point on the Main School Gate
- Students should go straight to their designated classroom, which they will be notified of in advance, paying particular attention to signage indicating which entrances are

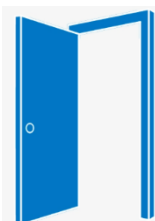


in use and the one-way system marked on the floor. Students will be shown which desk to sit at and will sit at this same desk in the same classroom each week. They do not need to queue outside the classroom. Students must use the provided hand sanitiser when entering buildings AND when entering the classroom

- **Year 10** students will leave the site promptly at the start of lunchtime (13:20)

Lessons and Activities

- There will be a one-way system in all school buildings, designated by posters and red arrows on the walls and floor. This is to minimise contact between students as they make their way to their classroom
- Classrooms have been reconfigured to conform with social distancing guidelines (2 metres between desks) in line with the Minimising Risks guidance above
- The teacher will need to remain at the front of the classroom so the style of teaching will be different to normal. Similarly, students will remain seated at their designated desk throughout the lesson in line with the Minimising Risks guidance above



The teacher will open the windows in the classroom to maximise air flow and the door will remain open at all times. The only time when doors will be closed will be in the event of a fire drill, in which case the member of staff will close the door after everyone has exited the room. Fans and air-conditioning may not be used as they have the potential to increase the spread of airborne particles

- A reminder of key expectations will be displayed at the start of every lesson/activity
- If a student needs the toilet during a lesson, only one may go at a time. All toilets will be open apart from in the Pepys building. Students should go to the toilet nearest their designated classroom and do not need to follow the one-way system to do this as the majority of students and staff will be in classrooms. Students must wash their hands after using the toilet and will need to use hand sanitiser when re-entering the classroom in line with the Minimising Risks guidance above



- If a Year 12 student has a free period, they either stay in the classroom of their previous lesson, until their next lesson, or go outside and maintain social distancing. Year 12s should not sit in the social spaces in the House during any point of the day; they should arrive in time for their first lesson, and go directly to it
- Senior members of staff will be patrolling on-hand to provide support wherever needed. If a student needs to be removed for any of the reasons stated previously, the teacher will ask them to stand outside the classroom where they will be picked up by SLT. If the teacher is concerned that the student may not remain outside the



First Aid provision will be available for anyone who needs it and can be accessed via Main Reception



School counsellors will be on site at all times and 'Period 5' appointments can be made through the pastoral team

room, they should email Reception - Receptionist@hinchbk.cambs.sch.uk who will ensure that SLT are alerted immediately

Teaching Assistants Support in Lessons

- Teaching assistants will continue to support in lessons, where needed, to ensure provision for EHCP or SEND students is available. This will be support with social distancing in place and will mean that teaching assistants are unable to sit directly beside students and support in the traditional way that students are used to. Teaching assistants will endeavour to continue supporting individual needs, via other methods of communication, such as note writing or white board use whilst being mindful of not disrupting the teacher at the front of the class
- Group work with teaching assistants will continue, where appropriate, but groups will need to follow social distancing at all times and as a result of this the number of students within a group may be reduced. Where this is the case, groups selection will be on a needs basis and made by the teaching assistants and teaching staff, in conjunction with the wider SEND team where appropriate

Break-Time

Staff and students will need to bring in their own food for break-time as the Food Court will not be open **due to it being used for the keyworker and vulnerable student group**. Students will also need to bring their own pre-filled drinks bottle. Water dispensers will be available and will be cleaned regularly



- If a student is eligible for Free School Meals, the vouchers provided by the school will need to be used to purchase food for students to bring in as the Food Court will not be open
- Each group of students in a classroom will have their own designated outside space to use for break-time in line with the Minimising Risks guidance above and this will be supervised by staff. In the case of wet weather, students will remain in their designated classroom supervised by their Period 2 teacher
- It is more important than ever that all litter goes in the nearest bin and is not left lying around



Fire Drill

In the case of the fire bell going off, students and staff will follow the normal procedure in place but maintaining a 2m distance whilst heading to the designated assembly point and whilst lining up, also 2 metres apart. Once at the designated assembly point, students should line up in their classroom group, **NOT** their tutor group.



Attendance and Communication

- Students will be told which day to come in and which classroom they will be in and both of these will be the same each week
- **Year 10** students will need to arrive before 8:55 and the format will be:
Period 1 will start at 9:00
Period 2 will start at 10:00
Break-time 11:00 to 11:20
Period 3 will start at 11:20
Period 4 will start at 12:20
- There will be no break or lunch for **Year 12** students. Their lessons will start at 9:00 and then every hour until Period 5 starts at 13:00, thus ending the school day at 14:00. **Year 12** should bring any snacks or drinks they need for when they have free periods
- **Year 10** students will be dismissed at 13:20 and will be expected to leave the site straight away and make their way home observing social distancing guidelines
- All communication regarding student attendance and absence should be directed to COVID-19@hinchbk.cambs.sch.uk (the school will still be contactable by phone but we ask you to only use this in case of an emergency owing to staffing constraints)
- If your child is unable to attend school on their designated day you should inform the school by 9am at the latest. If your child is displaying COVID-19 symptoms you should not send them in, follow Public Health England guidelines, and inform the school immediately
- We would like to remind parents that they should not come on to the school site unless they have a pre-arranged appointment

