



Policy Statement
on
Behaviour & Attendance

Revised:	3 Yearly
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BEHAVIOUR AND ATTENDANCE POLICY

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BEHAVIOUR AND ATTENDANCE POLICY

INTRODUCTION

Hinchingbrooke School values hard work, high standards and kindness. 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. 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 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. 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 suspensions).
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 Local Governing Body.

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 parents/carers 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. 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

‘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 progress and enable children to fulfil their academic potential. In line with this, parent/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.

	<i>Student Pledge</i>	<i>Parent/Carer Pledge</i>	<i>Hinchingbrooke Pledge</i>
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.

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 special 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 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, Middle and Upper School, 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
- 'Shout Outs' on social media
- 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 expectations 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

- ‘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
- 5s are awarded in lessons to every student that has displayed a positive attitude to learning (*see Appendix 6: Lesson Monitor*)
- 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 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. 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. We also have a whole-school approach to behaviour the HAB (Hinchingsbrooke 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 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 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 Behaviour Process for students with SEND

Hinchingsbrooke 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 Tom Wheeley Helen Nichols Meg Wells Nicola Darbyshire	LS Office (Years 7 & 8) lowerschool@hbk.acesmat.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 Head of Year 11 Assistant Head of Year 11 Middle School Administrator	Femi Solano/Chloe King Nav Blick Andrew Hobley Katie Pugh Owen Styler Julie Connor	MS Office (Years 9 & 11) middleschool@hbk.acesmat.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 Carla Black Ann Stephenson	US Office (Years 12 & 13) upperschool@hbk.acesmat.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@hbk.acesmat.uk 01480 375700
Head of Faculties:		
STEM	David Pendlebury	dpendlebury@hbk.acesmat.uk
Global	Priscilla Solvar-Isida	psolvar-isida@hbk.acesmat.uk
Creativity & Performance	Matthew Pinder	mpinder@hbk.acesmat.uk
Faculty Administrators:		
STEM	Jackie Moore	jmoore@hbk.acesmat.uk 01480 375700 Ext: 5791
Global	Dani Dow	ddow@hbk.acesmat.uk 01480 375700 Ext: 5449
Creativity & Performance	Danni Smith	dsmith@hbk.acesmat.uk 01480 375700 Ext: 5819
Attendance Officer Attendance Assistant	Martine Benjafield Katy Simms	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 we promote hard work, high standards and kindness . We have one school rule at Hinchingbrooke which is 'Respect'.



Respect for **Yoursel**f
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

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

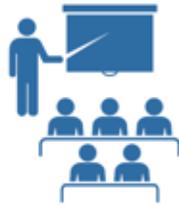
Classroom Expectations

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)



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.

Hair

Hair should look natural – not be 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 (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)

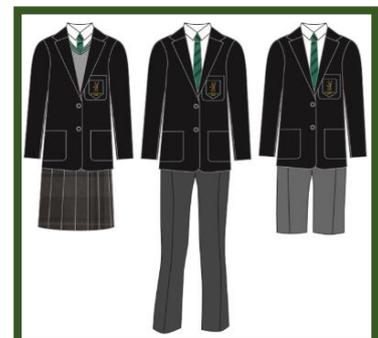
Jumper Long sleeved grey jumper with bottle green stripe or bottle green jumper with grey stripe (this is an option item)

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. 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.

PE Kit

- Reversible sports top
- Unisex sports polo
- Base layer (optional)
- Socks
- Unisex PE shorts or girls fit PE shorts or skirts
- 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
- hand sanitiser
- headphones

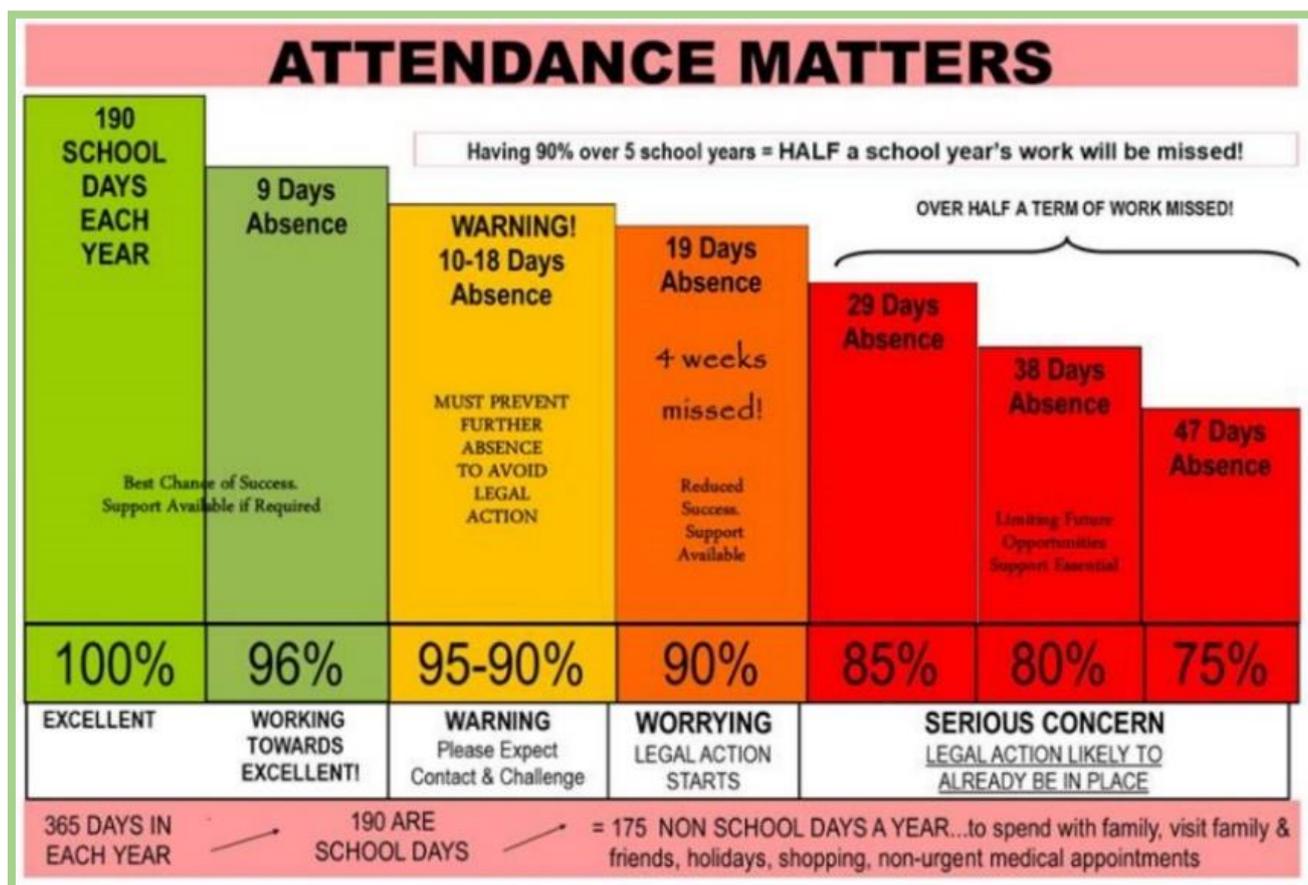
These items can be bought individually, or in a pack, from the Resources Centre. Students may also need mathematical equipment such as a protractor and a compass at certain times during the year.

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.

The Facts and Figures



Who is Responsible for Attendance?

We understand that our students will fall ill from time to time and there may be occasions where there are exceptional circumstances that prevent a student from attending. However, **all students should be striving to be above 97%** with their attendance.

All schools, in conjunction with Local Authorities, are required to be rigorous in terms of attendance monitoring and are required to take action when overall attendance drops below **95%**. Student’s whose attendance drops to **90%** are considered by the Department for Education, to be ‘persistent absentees’, and it is at this stage that fixed penalty notices and legal proceedings can be considered.

Attendance is everyone’s responsibility – Parents/Carers, the student themselves, Form Tutors, subject teachers, Heads of Year, the Attendance, Pastoral, Safeguarding, SEND and Senior Leadership Teams.

This is why we operate an escalating, ‘whole school approach’ to attendance, with specific interventions from Form Tutors, Heads of Year and the above teams, as appropriate.

The decision as to whether an absence is authorised rests solely with the school.

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 special 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.

Reporting Absence

Parents/Carers should report absence by 8.00am using the following:

Lower School - Years 7

Direct Dial 01480 420522

Email: lowerschool@hbk.acesmat.uk

Middle School - Years 8, 9, 10 & 11

Direct Dial 01480 420506

Email: middleschool@hbk.acesmat.uk

Alternatively, the main school switchboard number can be used, following the instructions provided - 01480 375700

Parents/Carers should not be reporting absence via direct email to teachers/Form Tutors/Heads of Year.

First Day Response

A first day response procedure operates, whereby we make contact with parents/carers on the first day (and subsequent days, where applicable) of an absence, if there is no known reason for the student to not be in school.

It is crucial that our records are as up to date as possible. Please update us with any changes to contact details/information.

Safe and Well Checks

Where school is unable to make contact with an absent student's parents/carers after 3 days, the Pastoral, Safeguarding and Attendance Team will make arrangements for a home visit. This will take place earlier, where the need arises. In certain circumstances, we will enlist the assistance of Cambridgeshire Police.

Routine Tutor Check-Ins (RTC)

Routine Tutor Check-Ins (RTCs) play a key role, both in our general pastoral care provision, and the attendance process as a whole.

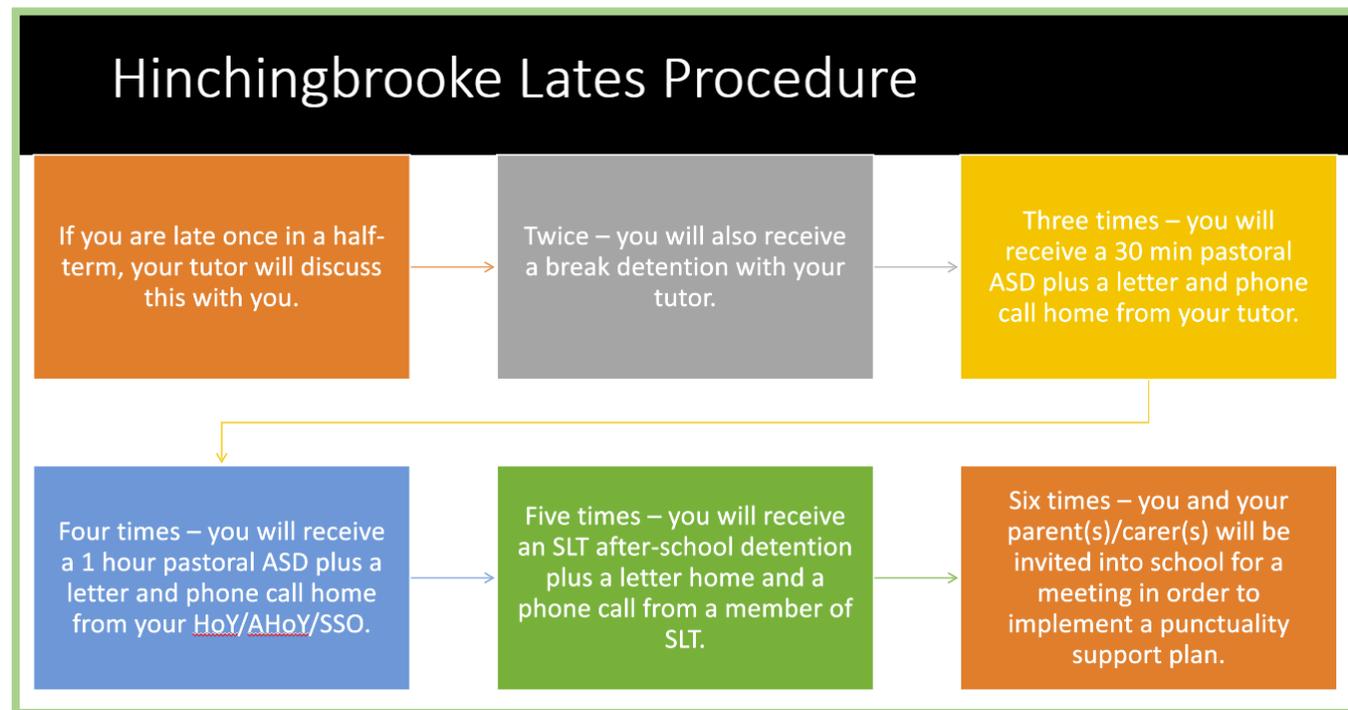
They can be used at any time to document a tutor/head of year discussion/intervention with a student and provide written evidence of such. They are also a requirement at Stage 1 of the attendance process.

ROUTINE TUTOR CHECK-IN	
Student Name	Form Tutor
Number of Staff	Year
Attendance %	
Reason for absence	Discussion/Intervention
<input type="checkbox"/> All other medical conditions not general or chronic	
<input type="checkbox"/> Attendance issues with specific support measures	
<input type="checkbox"/> Transfer to another school	
<input type="checkbox"/> Continuing absence after 10 days (to be used to support the school's attendance record)	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
Signature of Student	Signature of Staff Member

An RTC is simply a documented 5 to 10 minute conversation with a student. These are carried out in registration or tutorial time, while the rest of the tutor group are undertaking activities. They incorporate a series of areas for discussion intended to gain feedback on the student’s social, emotional and physical wellbeing, in order to help support students more effectively.

From an attendance perspective, it is the opportunity for the student to highlight and discuss any areas that may be a barrier to attending school more regularly, and for the school to put the relevant support in place to assist the individual and enable them to potentially be in school more and increase their potential.

Punctuality



Students are expected to arrive for registration, tutorial and lessons on time. When students fail to do this, the form tutor is initially responsible for taking action.

Where students arrive for school so late, that they miss the close of morning registers and one of their legal marks, it will count as an unauthorised absence on the school registers and affect their overall attendance percentage.

Medical, Dental and Hospital Appointments

Appointments should be taken out of school time, where possible. However, we understand that this can sometimes prove difficult, particularly with orthodontic treatment.

Students are expected to attend school prior to, and following their appointments, where the timing allows. **A maximum of half a day** is authorised on the registers, unless medical paperwork supports the need for an entire day. Parents/Carers should be encouraged to send in copies of appointment letters/cards, where you are notified of medical appointments.

Parent/Carers should also make a note in their child’s planner to show the relevant staff member and Reception for signing in/out purposes.

Leave of Absence During Term Time

As attendance at school is now expected to be 100%, as defined by legislation, leave of absence during term time will only be granted under the most exceptional of circumstances. Such circumstances would be rare and for a very

short period of time only. Holidays, weddings abroad etc. do not fall into the exceptional category.

Where parents/carers feel they have suitable circumstances to meet the exceptional criteria, they can apply for leave of absence on the relevant form. This is available on the school website (with associated guidelines) and in both School Offices.

Parents/Carers should complete the form and return to the Attendance Officer 10 days in advance of any leave that is required, where possible. The form should be accompanied by any supporting paperwork.

Where leave is taken after an application has not been authorised, an unauthorised absence will be recorded on the school register, and parents/carers will be served with a Penalty Notice by the Local Authority, or face legal proceedings, where the fine remains unpaid.

Again, 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.

Leaving/Arriving During School Hours

Students should not leave site without permission from a member of staff during school hours. Where they have been permitted to do so, they must sign in/out, as applicable, at Main Reception.

Students Taken Unwell at School

Where a student feels unwell during school hours, they must seek permission from the relevant staff member and attend the Medical Room.

Students should not be calling their parents/carers directly to request being picked up from school.

Such absence will not be authorised on the school register.

Absence for Dance, Music Exams, Post 16 and Work Experience Interviews etc

Parents/Carers are required to complete the same Leave of Absence application form above, and return to school, in advance, with supporting paperwork to confirm the date, time and location of the exam/interview.

Rewards

We recognise and reward students who achieve outstanding attendance and write home to parents/carers. Those students who achieve over 97% attendance in a school year will be awarded with an attendance tick pin to proudly display on their lapel.



There are 5 to collect as students proceed through the year groups.

Individual year groups also reward outstanding attendance and there are 2 House Attendance Trophies for Lower and Middle School.

KEY CONTACTS

Attendance Officer – Mrs M Benjafield
01480 375700 - mbenjafield@hbk.acesmat.uk
Attendance Assistant– Mrs K Simms
01480 375700 – ksimms@hbk.acesmat.uk

Right to teach, Right to learn Right to teach, Right to learn
<h2>Be Rewarded and Earn a '5':</h2> <p>Impressive Progress</p> <p>Positive Attitude</p> <p>Impressive Contribution</p> <p>Persistent Effort</p>
<h3>Be Aware:</h3> <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>
No homework = Code 2 Lack of equipment = Code 3 Misuse of mobile phone = Code 4

Hard Work High Standards Kindness

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.

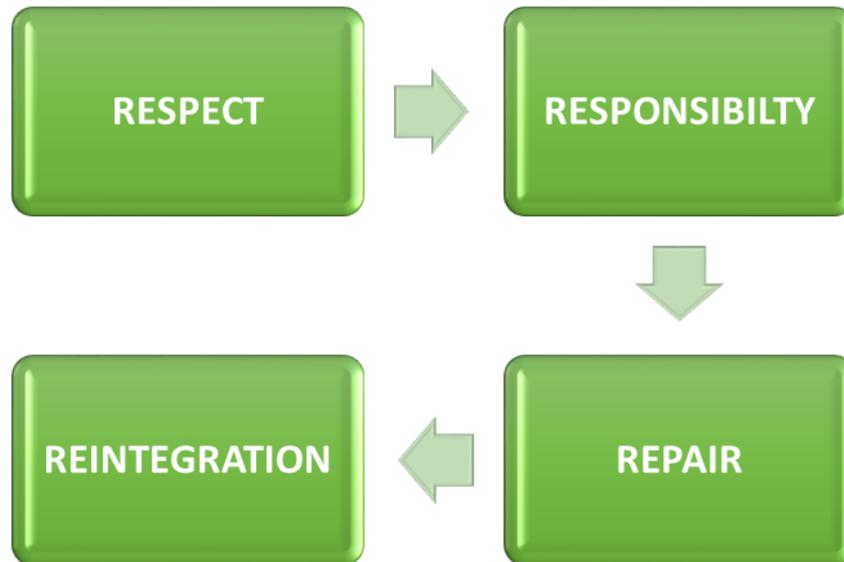
As part of our commitment to Restorative Approaches you may also be asked to contribute to a restorative meeting to support and help us move forwards.

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.

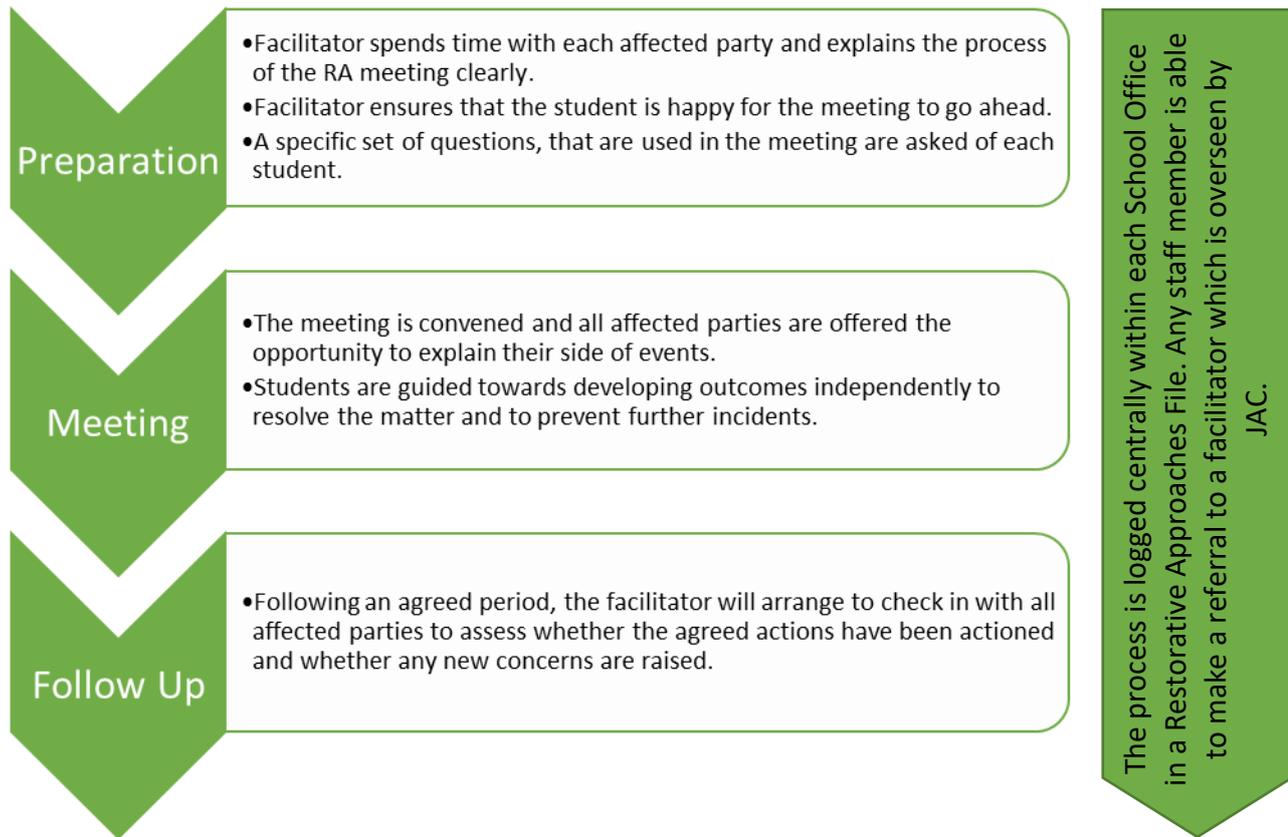
1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who was affected?
5. How were they affected?
6. What do you think you need to do to make things right?

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, discrimination or
- persistent misbehaviour of the kind listed under 'Low Level'

The Student Support Officer, Head of Year, Assistant 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 or discrimination
- 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
- suspended (for a fixed term or expulsion) 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 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 of appeal.

Upon their return following a fixed term 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.

The decision to suspend 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 expulsion, 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

Hard Work High Standards Kindness

HOME SCHOOL AGREEMENT

OUR MISSION

Our mission is: **Hard Work High Standards Kindness**

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

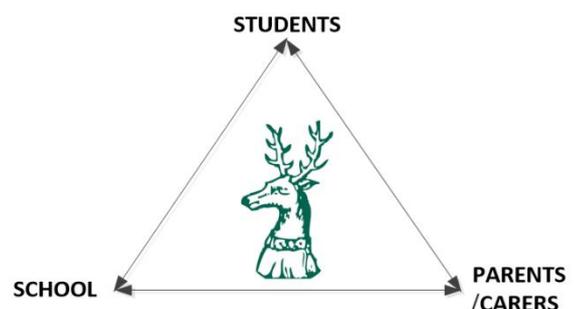
We aim to instil values in our students such as compassion, tolerance and a sense of justice. We are committed to building a learning community based on:

- 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 contact School via the

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



	Student Pledge	Parent/Carer Pledge	Hinchingsbrooke Pledge	
Our Expectations	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. Hinchingsbrooke 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.

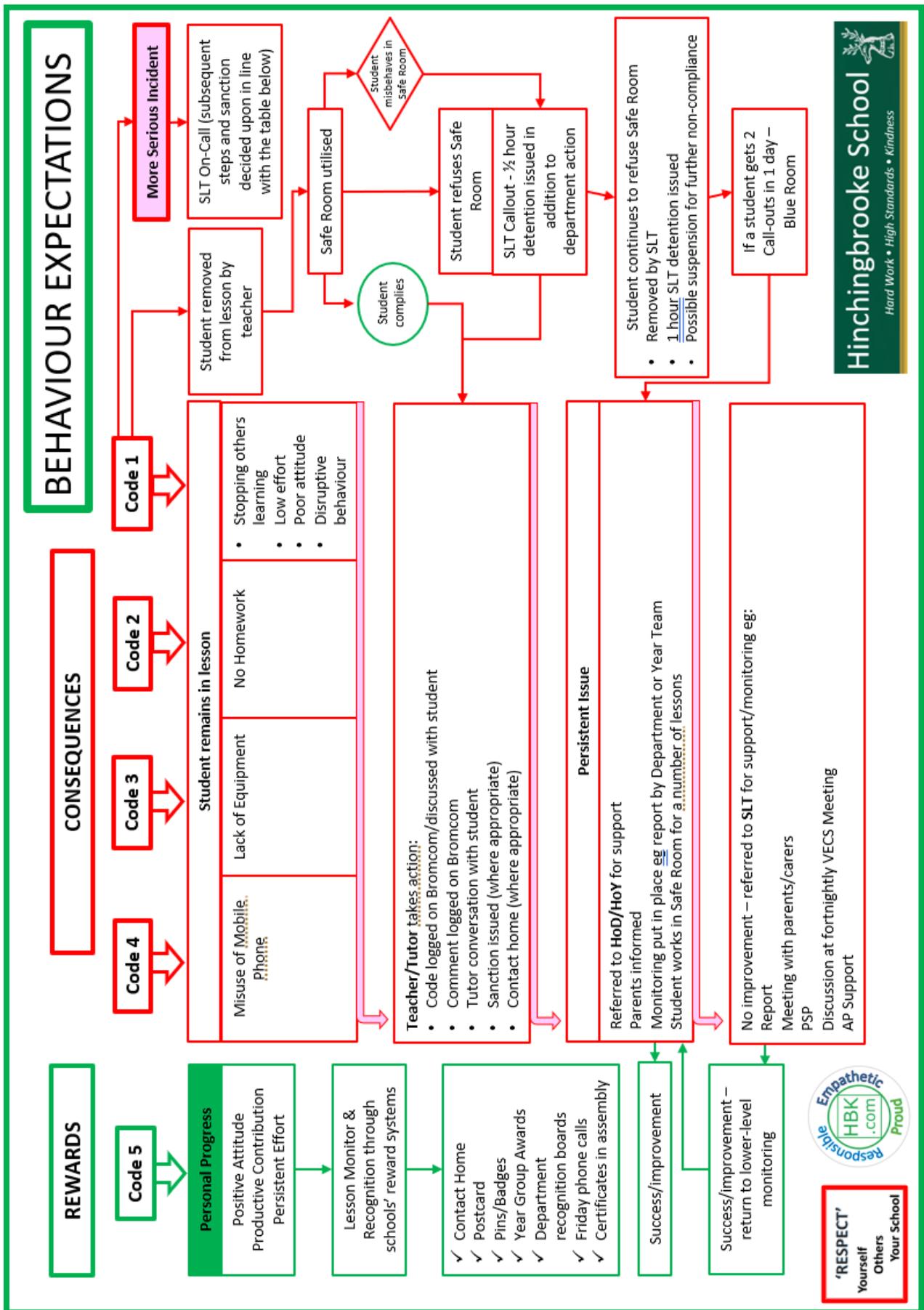
If it becomes clear that a student's academic progress is being impaired by excessive paid employment then we reserve the right to insist on a reduction.

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 VECS 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/CEP) * Suspension (authorised by MJP/KMT) 	<ul style="list-style-type: none"> * AP referral/discussion at VECS 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)