

Hinchingbrooke School



Hard Work High Standards Kindness



CROMWELL



MONTAGU



PEPYS



VESEY



WYLTON

Hinchingbrooke School Handbook

Parents, Carers and Students



Contents Page

Page 4	Welcome from the Principal
Page 5	Our Mission, Values and Key Focuses
Page 6	School Structure, The School Day
Page 7	Contacting School, House System
Page 8	Arbor Parent App, Emergency Contact Information, Working Together, Complaints Process
Page 9	Policies, Mobile Phones, Travel to School, The Student Planner
Page 10	Uniform
Page 11	Equipment, Financial Assistance
Page 12	Pupil Premium, Lost Property at HBK
Page 13	Prohibited Items, Valuables, Catering Arrangements, Attendance
Page 15	Behaviour and Standards, Expectations, The Hinchbrook Approach to Behaviour (The HAB)
Page 17	Restorative Approaches
Page 18	Anti-Bullying Policy Commitment, Student Services - Safeguarding our Students, Counselling and Wellbeing Support Services
Page 19	Medical Room, Diversity, The Curriculum, Examinations
Page 20	Knowledge Organisers, Retrieval Practice/Self-Quizzing, Homework
Page 21	Progress Reports and Parents' Evenings, SEND, Performances, Clubs, Educational Visits
Page 22	Student Personal Development at HBK
Page 25	Classroom Posters
Page 26	Home School Agreement
Page 28	Term Dates 2023-2024

Welcome from the Principal

Dear Parents and Carers

We are delighted that your child will be joining us at Hinchingsbrooke School!

This information has been designed to help you and your child to settle into life at Hinchingsbrooke as smoothly as possible; we hope you find it useful. If you cannot find the information you need here, or if you need further information, please contact the relevant administrator for your child's School (Lower School – Transition, Years 7 and 8, Middle School – Years 9,10 and 11 or Upper School – Years 12 and 13), or the Main Reception where staff will be happy to help you.



Mr Mark Patterson – Principal

We look forward to working in partnership with our new parents and carers to ensure that every young person's learning journey at Hinchingsbrooke is both happy and successful. Our Mission is to provide every one of our students with a high-quality education and we take this Mission very seriously.

We have done our best in this booklet to provide you with the most up to date information we can; should there be any important changes to how we do things, we will do our best to keep you updated.

Welcome to our partnership in this most important task of providing the best possible education for your child.

We are Hinchingsbrooke!



Hard Work

High Standards

Kindness

HBK Mission, Values and Key Focuses 2023-24

HBK Mission

*The school's Mission statement seeks to answer the question: Why does the school exist? It is about **what** we aim to do and **why** we aim to do it.*

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

HBK Core Values

There are many important values that we could choose to emphasise as a school; too many for us to be able to focus on at once. So, we choose to emphasise these 3 core values; they sit alongside the Student Leadership qualities promoted through HBK.com: Responsible, Empathetic and Proud.

We value: Hard Work, High Standards and Kindness

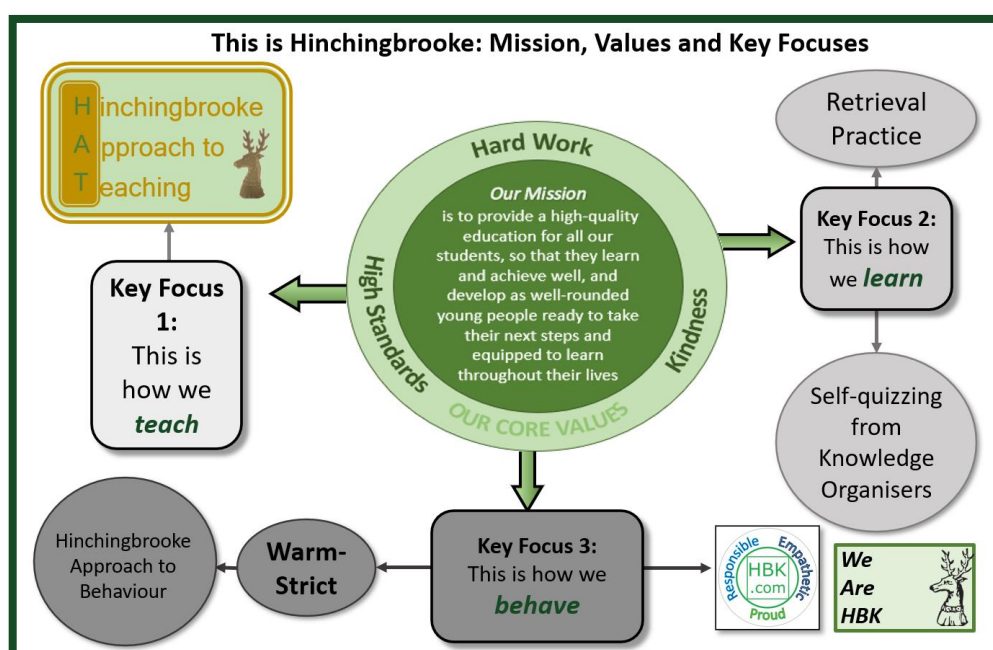
HBK 3 Key Focuses

Our key focuses describe the most important activities that we engage in at school, in order to achieve our Mission and promote our values. The key focuses are supported by The Hinchingsbrooke Approach to Teaching and The Hinchingsbrooke Approach to Behaviour.

1. This is how we learn well
2. This is how we teach
3. This is how we behave

At Hinchingsbrooke, we believe it is the quantity and the quality of what we know that largely determines how 'clever' we are. We believe in a knowledge-rich curriculum, and explicit teaching of the powerful knowledge that young people need to thrive in the world of the 21st Century. Explicit teaching helps our students to learn and achieve well, but students must also work hard every lesson, every day, and at home, too, to succeed. We take time to explain to students how memory and learning work and how we will teach them; we also explain the study/learning techniques they should use, both in school and at home, to make their learning stick.

We believe in a 'Warm-Strict' approach to behaviour. How well students behave really matters because good behaviour is an essential foundation for learning, and great behaviour is the best foundation for great learning. We take time to explain to students our high expectations for behaviour and to show them what we mean by 'great behaviour'.



School Structure

The school's pastoral structure is divided into three:

- **Lower School** (Transition, Years 7 and 8)
Each year group within Lower School is made up of 12 tutor groups, overseen by a Head of Year, Assistant Head of Year and supported by a Student Support Officer who focuses on student development and emotional well-being. We also have a Lower School Administrator who supports both year groups.
- **Middle School** (Years 9, 10 and 11)
Each year group within Middle School is made up of 12 tutor groups for Year 9, and 10 tutor groups for Years 10 and 11 overseen by a Head of Year, Assistant Head of Year and supported by a Student Support Officer who focuses on student development and emotional well-being. We also have a Middle School Administrator who supports all three year groups.

Mr Pape, Assistant Principal, oversees the Lower and Middle Schools. Heads of Year follow their cohort through from Year 8 to Year 11. The Head of Year 7 is also the Transition Manager and so supports students each year with the transition from primary to secondary school.

- **Sixth Form** (Years 12 and 13)
Each year group in the Sixth Form is made up of 10 tutor groups overseen by a Head of Year and supported by a Student Support Officer who focuses on student development and emotional well-being. We also have a Sixth Form Administrator who supports both year groups. There is an Assistant Head of Year who works across both Years 12 and 13.

Mrs Rix, Assistant Principal, oversees the Sixth Form. Heads of Year follow their cohort through from Year 12 to Year 13.

The School Day

The school day is made up of 5 one-hour lessons alternating on a two-week cycle (Week A and Week B)

8.35am		[Warning Bell]
8.40am to 9.00am	Tutorial/Assembly	(Bell at 8.40am)
9.00am to 10.00am	Period 1	
10.00am to 11.00am	Period 2	
11.00am to 11.20am	<i>Break</i>	
11.15am		[Warning Bell]
11.20am to 12.20am	Period 3	(Bell at 11.20am)
12.20pm to 1.20pm	Period 4	
1.20pm to 2.00pm	<i>Lunch</i>	
1.55pm		[Warning Bell]
2.00pm to 2.15pm	Registration	(Bell at 2.00pm)
2.15pm to 3.15pm	Period 5	
3.15pm		End of school day

Contacting School



Main Reception

01480 375700

Lower School Office (Transition, Year 7 and 8)

01480 420522

Middle School Office (Years 9, 10, and 11)

01480 420506

Upper School Office (Years 12 and 13)

01480 420539



Hinchingbrooke School

Brampton Road

Huntingdon

PE29 3BN



Main Reception

email: communications@hbk.acesmat.uk

Lower School

email: lowerschool@hbk.acesmat.uk

Middle School

email: middleschool@hbk.acesmat.uk

Upper School

email: upperschool@hbk.acesmat.uk



School Website

www.hinchingbrookeschool.net

School Twitter

@HBK_School

House System

Every student will be a member of one of the 5 Houses. Family traditions of Houses are not applied, unless requested in advance. Students stay in the same House throughout their time in school.



CROMWELL



MONTAGU



PEPYS



VESEY



WYLTON

The House system at Hinchingbrooke aims to prepare our students to:

Participate All students have opportunities to take part in a range of varied and diverse activities, to actively contribute to their House

Respect Our students show empathy and understanding which creates a positive and respectful ethos within their House, school and wider community

Collaborate Through working together students at Hinchingbrooke aspire to demonstrate teamwork, effort and fair play to create equality and opportunities for all

Inspire The integrity of our students creates a supportive House system to facilitate inspiring, creative, positive role models and leaders

Arbor Parent App

We ask all parents and carers to download the Arbor Parent App once their child gains a place at Hinchingsbrook School. This allows parents and carers to update details regarding their child, see their timetable, find information on any Recognition Points that have been awarded and any behaviour incidents that may have been logged. We also share all school communications via the App in order to centralise as much school information as possible in one place. Instructions of how to set up your account and how to use the app will be sent to parents and carers separately.

Emergency Contact Information

Please make sure that we have up-to-date telephone numbers for your home and work, should we need to contact you. It is also useful to have the name and number of at least one other responsible adult other than yourself in case we are unable to get hold of you. These details can be updated and amended directly through the Arbor Parent App.

Working Together

Parents and Carers are encouraged to share information with the school and the best way to do this is by ringing or emailing the relevant school office (Lower, Middle or Sixth Form). They will ensure that your information is disseminated as appropriate. Their contact details are on the previous page, and these are also published on the school website. For more general enquiries please contact Main Reception, who will be pleased to help direct your query to the relevant person. If you feel that the matter will need more than a phone call or an email, it may be more appropriate to make an appointment to speak with someone face-to-face.

Please be aware that, whilst we encourage face-to-face discussions, it may not always be possible to arrange a meeting at short notice. We therefore request that all meetings are arranged in advance of parents and carers coming into school to ensure that the relevant staff are available. All visitors must report to Main Reception to sign in.

Parents and carers may of course email members of staff directly using their school email address and we ask staff to acknowledge such emails within two working days.

Complaints Process

We aim to resolve your concern or complaint as quickly as possible, to everyone's satisfaction. Please follow these stages if you feel you need to make a complaint.

Stage 1

Please raise your concern or complaint first with the most appropriate member of staff. This may be the class teacher, the Head of Department, the Student Support Officer or the Head of Year – whoever is the person most likely to be able to respond to your complaint quickly and informally. For example, if you are concerned that your child is not getting homework in a subject, you should raise this with your child's teacher of that subject first.

Stage 2

This is the formal complaint stage. If you have raised your complaint informally at Stage 1 and you are not satisfied with the outcome (for example, the suggestions or the action taken by a member of staff at Stage 1), you can raise your complaint formally. To do this, please read the [Formal Complaints Policy](#) and complete and return the [Complaint Form](#). The Principal or Vice-Principal will allocate a member of staff to deal with your complaint – this will not be the person you have already contacted at Stage 1, so please make clear on the form who this was.

Stage 3

If you are not satisfied with the Principal's response to your complaint at Stage 2, you can complain to the school's Chair of Governors. To do this, you should contact the Clerk to the Governors, Mrs Warner, on dwarner@hbk.acesmat.uk.

Policies

The school has a large number of policies which can be accessed on the school website on the “About Us” page - www.hinchingbrookeschool.net

Mobile Phones

Students are allowed to have access to their mobile phones at Hinchbrook if they use them appropriately. Abuse of this privilege will result in their phone being confiscated. Taking photographs or videos during the school day is not allowed and the posting of words or photographs about the school which are damaging to its reputation is unacceptable. If you or your child have concerns over any aspect of school life, we are happy to listen to these and try to put it right. If, however it becomes a topic for discussion on social media, we view this as inappropriate and unconstructive.

Travel to School

A large number of students cycle to school, and we expect them to be courteous to other road users and pedestrians. As a matter of bike safety, we encourage the wearing of cycle helmets. Bicycles should be parked and locked in the designated bike compounds around the site. Students should dismount and walk their bikes to the compound for their year group once through the school gates.

Please ensure students do not lock their bikes on railings or outside the compounds where they are not safe. The school cannot be responsible for any bicycles left in the compounds overnight. Whilst we will do our best to investigate any loss or damage, bicycles are left on the site at the owner’s risk. Cycling on the school grounds is prohibited.

The Local Authority (LA) is responsible for the school buses. Questions about buses and bus passes should be addressed to Education Transport on 0345 045 5208. If you have a different query relating to school transport please contact the relevant year team. Students are expected to behave well on the school buses and failure to do so can result in them being banned from travelling by bus by the Local Authority.

Replacement bus passes can be ordered online via Cambridgeshire County Council’s website via their transport page, or telephone School Transport on 0345 045 5208. Temporary bus passes can be arranged via the Lower, Middle or Upper School Administrator. These are only issued for lost bus passes and only when a new pass has already been reordered from Cambridgeshire County Council. Temporary passes are only valid for a one-week period.

We need to keep areas of the school clear at the start and end of the day so that buses can move on and off our premises safely. If you bring or collect your child by car, please do not drive or park in the bus bays. We have very limited parking on the school site. Therefore, we ask that parents and carers arrange to drop off and pick up children from the layby on the Brampton Road or elsewhere away from the school site.

The Student Planner

Students are provided with a planner, which is used to record notes needed during the school day and there is a page for home/school communication. Planners are given out at the start of the year. Replacement planners, should the original planner be lost, can be purchased via the relevant school office at a cost of £3. If a student needs to leave the school site during the school day for an appointment, please record this on the Home/School Communication page.

Uniform

At Hinchingsbrooke 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 Hinchingsbrooke School and on accepting a place for your child at the school you agree to support us in this matter.

Hair and Make-Up

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

Students are allowed to wear unobtrusive make-up and nail varnish (acrylics, gels or any kind of false nail are not allowed) and false eyelashes are also not permitted. As nail varnish is not permitted in Food and Nutrition lessons, students may need to wear gloves in this lesson if they are wearing nail varnish.

Jewellery

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

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

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

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

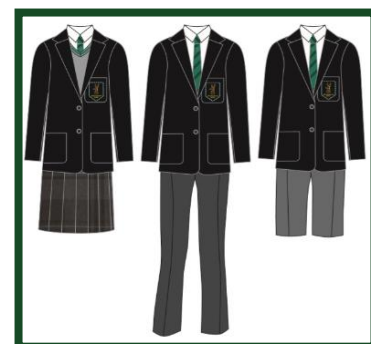
Tie Bottle green clip-on tie with coloured stripes to represent the year group (white, black, bronze, silver or gold stripe which progresses with the year group through the years at school) or Prefect tie (certain Year 11s only)

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

Shoes Plain black formal sensible leather shoes



Unacceptable Uniform

Skirts rolled over on the waistband

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

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

Socks no coloured/patterned socks

Tights no patterned or ripped tights

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

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

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

PE Kit

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

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

Buying Uniform

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

<https://www.hinchingbrookeschool.net/uniform>

Equipment

Students should come well prepared for schoolwork. They will need their exercise books, basic writing equipment, a reading book, their Knowledge Organiser folder, Self-Quizzing book and their planners every day. They may also need PE kit, ingredients and an apron for Food and Nutrition. Mathematics equipment including a calculator will also be needed. Items such as calculators, pens, rulers etc can be purchased in the Learning Resource Centre (LRC).

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

- a pen
- a ruler
- Maths equipment
- a pencil
- a calculator
- headphones

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

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

Financial Assistance

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

Pupil Premium

What is it? Students who fall into the following categories are collectively called Pupil Premium students:

- Children who receive free school meals
- Children who have received free school meals within the last 6 years
- Children in Care
- Children who have previously been in care (adopted)
- Services Children currently or within the last 6 years

Why is it important? The school gets extra funding from the government for the students who fall into this category, as research shows they do not perform as well as their peers.

What is the money spent on? Although the school gets an amount per student, that specific amount is **not** then spent on each student individually. Instead, the amount is used on a variety of interventions and resources to improve performance.

Currently, at Hinchingsbrooke School the pupil premium fund is used to support:

- ✓ Various workshops including resilience, oracy and study skills
- ✓ The Scholar's Club (an aspirational project for Year 9)
- ✓ External tuition for Maths, English and Science in Year 11
- ✓ In-class support from both TAs and Sixth Form Students
- ✓ Teacher training
- ✓ Rewards (such as the attendance reward trip to Thorpe Park)
- ✓ Counselling services
- ✓ The Nurture Provision
- ✓ An academic mentor and other pupil premium staffing
- ✓ Resources such as revision materials and equipment
- ✓ For some, vouchers to pay for cooking ingredients

There are many other initiatives which are also supported by pupil premium funding.

How do we keep in touch with you? Every year there are coffee mornings which all pupil premium parents and carers are invited to come along to. This is an opportunity to meet other parents and carers, find out information and get assistance with any issues. Additionally, we produce a termly newsletter which gives an update on the work we are doing, in addition to ideas of how you can help your child(ren), whether this be with attendance, homework or engagement with your child about their school life.

Who do I contact about anything Pupil Premium related? Miss Anna Nightingale, Vice Principal, oversees Pupil Premium in the school as a whole. Mrs Sarah Bennett is the Pupil Premium Administrator, and the person you should contact in the first instance on sbennett@hbk.acesmat.uk.

Lost Property at HBK

All personal items of clothing or equipment must be named/labelled so that, if lost, they can be returned to students as quickly as possible. We have a lost property process in school whereby if a student loses an item and has checked around the school site themselves, they can complete a lost property form or can check on the school website where categorised lost property items have been listed. If an item is identified, then you can contact lostproperty@hbk.acesmat.uk to make us aware and the item can then be reunited with your child. All unclaimed lost property is disposed of at the end of each term.

HBK Lost - HBK Found - HBK Reunited



A screenshot of a 'Lost Property Form' with fields for Student Name, Tutor Group, Date, and sections for describing the lost item, where it was found, and contact information.



Prohibited Items

Chewing gum and energy drinks are not allowed on 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; tobacco, cigarettes (including e-cigarettes/vapes), matches, lighters, aerosol sprays, drugs (illegal and prescription – please see the school's Medical Needs Policy), nitrous oxide gas, alcohol, fireworks, pornographic images, glass bottles, laser pens, imitation or real guns, knives or any other dangerous weapons. If in doubt, please ask a member of staff.

Valuables

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

Catering Arrangements

A range of food and drinks are available before school, during break and at lunchtime provided by our contracted caterers Chartwells in the Food Court and PAC. There are additional areas available for students to eat their packed lunches. The school operates a cashless catering system, and we ask parents and carers to charge up their son or daughter's account online through the Arbor Parent Portal/ App.

If your child is eligible for free school meals, these arrangements are likely to continue unless there have been changes to your family circumstances.

Visit www.cambridgeshire.gov.uk to apply contact the Education Welfare Benefits Service Tel: 01223 703200 or Email: ewbfsm@cambridgeshire.gov.uk.

Attendance

Who is Responsible for Attendance? We understand that students will fall ill from time to time and there may be occasions where there are exceptional circumstances that prevent a student from attending school. However, all students should be striving to be above 97% in 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%. Students whose attendance drops to 90% are considered by the Department of Education, to be 'persistent absentees', and it is at this stage that fixed penalty notices and legal proceedings can be considered.

Registration It is a legal requirement that ALL students register with their Form Tutor twice a day, at 8.40am and 2.00pm. We use an electronic attendance system which enables us to register and monitor each student, each lesson. Students are expected to arrive for registration, tutor time and lessons on time.

Reporting Absence due to Illness If your child is staying at home unwell, please ring the school first thing in the morning to notify us. This should be done on each and every day of absence.

Lower School – Years 7 and 8 – 01480 420522

Middle School – Years 9, 10 and 11 – 01480 420506

Main Switchboard – 01480 375700

Parents and carers should not be reporting absence via direct email to teachers, Form Tutors or Heads of Year.

First Day Response A First Day Response policy operates whereby we make contact with parents and carers by telephone 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 the Arbor App with any changes to contact details/information.

Students may not leave site at any time, without prior permission.

Safe and Well Checks Where school is unable to make contact with an absent student's parents and 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.

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

An RTC is simply a documented 5-to-10-minute conversation with a student. These are carried out in 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 tutor time and lessons on time. When students fail to do this, the Form Tutor or teacher will record this on Arbor. Repeated instances of unauthorised lateness will result in an after school detention being issued.

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 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 and carers are encouraged to send in copies of appointment letters/cards, where possible.

Parents and carers should also make a note in their child's planner to show the relevant staff member and Main Reception for signing in/out purposes.

Leave of Absence During Term Time Leave of absence during term time will only be granted under the most exceptional 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 and 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 all school offices.

Parents and 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.

For further guidance on Attendance please see the Behaviour and Attendance Policy which can be found on the school website.

Behaviour and Standards

Hinchingbrooke School believes in 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 student, parents and 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 feel respected, safe and secure.

Expectations

Schools work most effectively when home and school are working together. This is particularly true with regards to behaviour. Staff at the school are able to award recognition points when students meet or exceed our high expectations around hard work, high standards and kindness. Equally, instances of poor behaviour or failure to meet our expectations are also recorded and sanctions issued accordingly.

The Hinchingbrooke Approach to Behaviour (The HAB)

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

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

Sanctions

All breaches of good conduct are considered on an individual basis, taking into account the nature of the offence, it's context and the prior behaviour history of the student concerned. All behaviour incidents are recorded on the school's Management Information System, 'Arbor' and, should multiple instances of poor behaviour or failing to meet our expectations occur, sanctions which take place either at lunchtime or after school will be issued. Please note that when communication is sent home regarding an after-school detention (30 minutes after school) or SLT detention (an hour after school) that has been set, it is not a request that the child attends. We are informing parents and carers that the child will be there. Failure to attend or to comply with the expectations of these after school detentions will result in the sanction being escalated.

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

Behaviour Incident	Follow Up
<ul style="list-style-type: none"> ○ Chewing gum ○ Lack of equipment ○ Littering ○ Uniform infringement 	<ul style="list-style-type: none"> ➤ Stage 1 = learning conversation with Form Tutor ➤ Stage 2 = ASD issued after 6 logs in a single half term (30 minutes after school) ➤ Stage 3 = Monitoring Report after three ASDs have been issued
<ul style="list-style-type: none"> ○ Misuse of mobile phone ○ Inappropriate language (overheard, not directed at or about staff) ○ Incomplete homework ○ Unauthorised lateness ○ Rudeness / not following instructions ○ Poor behaviour outside of lessons ○ Misuse / unsafe use of equipment ○ Inappropriate language (not directed at staff) ○ Failure to attend intervention session 	<ul style="list-style-type: none"> ➤ Stage 1 = learning conversation with Form Tutor ➤ Stage 2 = ASD issued after 3 logs in a single half term (30 minutes after school) ➤ Stage 3 = Monitoring Report after three ASDs have been issued
<ul style="list-style-type: none"> ○ Low Effort ○ Disruption <p>Teacher will use reminders, followed by a Formal Warning, followed by a Final Warning</p>	<p>These behaviours will be logged if a student reaches the Final Warning Stage and will be followed up as above.</p> <p>If a student continues these behaviours after the Final Warning Stage, they will be removed to the department safe room.</p> <p>If safe room has been logged this will incur an ASD.</p> <p>A restorative conversation will happen between the student and the teacher before the next lesson</p>
<ul style="list-style-type: none"> ○ Sixth Form unauthorised absence 	<p>Sixth Form students receiving a single log for unauthorised absence will be issued an ASD</p>
<ul style="list-style-type: none"> ○ No homework 	<p>The student will be expected to attend a 20-minute Homework Help session on the same day as no homework is recorded (unless period 5, in which case they should attend the following day)</p>
<ul style="list-style-type: none"> ○ Refusal to go in the department safe room ○ Student leaves lesson without permission 	<ul style="list-style-type: none"> ➤ Student taken to the Green Room ➤ SLT detention issued (1 hour after school on Friday) or escalation to the Blue Room ➤ A restorative conversation needs to happen before the next lesson
<ul style="list-style-type: none"> ○ Failure to attend ASD ○ Failure to meet expectations during ASD ○ Truancy 	<ul style="list-style-type: none"> ➤ SLT detention issued
<ul style="list-style-type: none"> ○ High-level incident 	<ul style="list-style-type: none"> ○ Student is taken to the Green Room ○ Incident referred to HoY/SLT for follow up and decision on next steps

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

Examples of High-level incidents:

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

Suspensions

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

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 Hinchingsbrook 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, 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. 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. We have spoken to students in assemblies about Restorative Approaches so that they have an understanding of what this means for them. To access an information sheet for parents and carers produced by the organisation 'Restorative Justice 4 Schools' please visit www.hinchingsbrookschool.net/rj

Anti-Bullying Policy Commitment

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. Hinchingsbrook School takes bullying very seriously.

The school actively seeks to prevent bullying and promote tolerant attitudes to all, regardless of any differences of background, belief or character. We recognise the serious effect of all forms of bullying and the potential for psychological damage to victims. Though bullying itself is not a specific criminal offence, the school nevertheless takes a very strong stance against all threatening behaviour and harassment, and there are criminal laws which apply to some such behaviour. All students are actively encouraged to pass on information about any incident of bullying against either themselves or others. There will be no disciplinary action taken for any 'whistle blowing' done in good faith.

We encourage students to speak to one of more of the following individuals in school: Form Tutor, Student Anti-Bullying Ambassadors, their Year Team, Teacher, Senior Leadership Team, School Counsellor, Welfare Manager and any other member of staff.

Bullying incidents will be dealt with in a fair but firm way and a record will be kept. We aim to prevent, de-escalate and/or stop any continuation of harmful behaviour; to react to bullying incidents in a reasonable, proportionate and consistent way; to safeguard the person who has experienced bullying and to trigger support; to apply sanctions to the person causing the bullying and ensure they learn from the experience. Where appropriate we use a Restorative Approach.

Student Services - Safeguarding Our Students

At Hinchingsbrook School, the health, safety, and well-being of every child is our paramount concern. We listen to our students and take seriously what they tell us. Our aim is that children will enjoy their time as students in our school. We want to work in partnership with you to help your child to achieve their full potential and make a positive contribution.

The Student Services Team are based in Nunnery Court and includes the Safeguarding Team, Welfare Team - including Trauma Informed Practitioners, Counselling and Wellbeing Support Services, Medical Room and Alternative Provision Team. It is led by Mr Heath, Assistant Principal and Designated Safeguarding Lead.

On rare occasions, our concern about a child may mean that we have to consult other agencies even before we contact you as parents and carers. The procedures that we follow have been laid down by the Cambridgeshire and Peterborough Safeguarding Children Partnership Board – Safeguarding Inter-Agency Procedures, and the school has adopted a Safeguarding Policy and Child Protection policy in line with this for the safety of all. Please see the Safeguarding section of our website if you have concerns about a child or wish to read more about our policies and procedures <https://www.hinchingsbrookschool.net/page/?title=Safeguarding&pid=490>.

Counselling and Wellbeing Support Services

The School Counselling and Wellbeing Support Services is here to support students who are experiencing difficult times in their lives, which may cause distress and impact on their school and home life. This might be, for example, through bereavement, family break up or abuse. Students may at times feel anxious, suffer from low self-esteem or have difficulties controlling their anger.

The aim of the Counselling and Wellbeing Support Services is to provide a safe and non-judgmental space where students can explore their thoughts, experiences and behaviours in order to develop a better understanding of themselves and their relationships with others.

We offer a wide variety of support options including support packs, check-ins, sand play, drawing and talking therapy, counselling and external referrals. Following an assessment, students will be offered a tailored support plan to meet their individual needs.

The Counselling Service is confidential and works within the School's Child Protection Policy to ensure the safety of the young person. Mrs Barrett, School Counsellor, is supported in school by volunteer counsellors, who work in line with the BACP/NCS Ethical Framework. We also have strong links with other outside agencies.

Medical Room

If your child is taken ill during the day, they must seek permission to report to the Medical Room where they will be assessed by the Medical Room Officer. If you are contacted to collect your child, please report to Main Reception.

There is a procedure in place to comply with Safeguarding Requirements so therefore under no circumstances should a student absent themselves during the day from school and leave site without permission, nor is it acceptable for students to contact parents and carers directly to arrange this.

If your child needs to take medication (including Inhalers and Epi-pens) during the school day or as and when needed, you will need to email medicalroom@hbk.acesmat.uk for a 'Consent to Administer Prescription and Non-Prescription Medication' form which will stay in the Medical Room along with the medication.

If your child has a temporary condition that requires special arrangements in school, please contact the Student Support Officer to discuss. They will then ensure that the appropriate staff are made aware.

Diversity

At Hinchbrook we aim to ensure we are an inclusive school where everyone is treated well, which is why we have a School Diversity Champion – we see this role as an important one in helping us to continuously move forward with this objective. Our Diversity Champion, alongside staff and students who volunteer to be part of the Diversity Committee, work hard to promote a good understanding of, and respect for, the differences between people across our HBK Community. They aim to ensure that all members of the school community actively challenge prejudice and discrimination when they occur and they promote the regular celebration of our diverse community. This includes drop-down days, assemblies and form time activities.

In December 2022 we were awarded the Rainbow Flag Award from the Kite Trust which celebrates that Hinchbrook School is an LGBT+ inclusive environment. To achieve this, we had to submit evidence to show we have an Inclusive Curriculum, that we have done work with our Parents, Carers and Governors and that we have trained staff in how to challenge LGBT+ discriminatory language, with the aim of ensuring their classrooms are a safe space for all.

The Curriculum

Our taught curriculum is predominantly knowledge based. In Key Stage 3 students will study a range of diverse subjects which generally reflect the National Curriculum and prepare them for their Key Stage 4 studies and indeed life as a whole.

In Key Stage 4 and 5 the range of subjects on offer diversity further with subjects such as Astronomy and Criminology to name but a few. Departments seamlessly integrate spiritual, moral, social and cultural (SMSC) development into our schemes of work and through compulsory elements such as Religious Education and Sex and Relationship Education our students are able to prepare for the opportunities and responsibilities of adult life.

Examinations

Examinations are an important part of school life and a key element of retrieval practice. The exams completed by Years 7, 8 and 9 are internal exams; written and marked by teaching staff. These give students a good insight into how exams are conducted, the equipment they should bring with them, expectations on student behaviour and experience. Years 10 and 11, however, have both trial and live exams. Although trial exams are marked by teaching staff, there are occasions when they are forwarded to the awarding organisations. Trial exams cover all subjects and are used to ensure

students are entered for the correct tier in the live exams. The majority of GCSE exams are taken at the end of Year 11, following three years of study, and come under the category of Linear Exams. There are some subjects/units which are taken in the Summer of Year 10, namely RPE.

Students should make sure that they have all the correct equipment before their examinations: black pen, pencils, any mathematical instruments, rulers, calculators. Mobile telephones, electronic devices, watches, mp3 players, notes or writing on hands/arms etc are not permitted in any exam and if found will result in malpractice proceedings both for internal and external legal exams. All exams held at Hinchingsbrooke School conform to JCQ, CIE and LIBF Exam Board Regulations regardless of whether they are instigated by the Awarding Body or the school.

Knowledge Organisers

At Hinchingsbrooke we believe that 'knowing things makes us stronger'. At the start of every new topic/term all students are given a Knowledge Organiser for most of their subjects. These show the exact facts, dates, events, characters, concepts and precise definitions that we need students to remember for that topic. Retrieval practice of this key knowledge will be a significant part of the daily homework.

Retrieval Practice/Self-Quizzing

We also believe that retrieval practice, using the look-say-cover-write-check-repeat technique, when done in regular small chunks, is one of the best ways students can learn knowledge over time. Students are expected to record their retrieval practice from their Knowledge Organiser into their Self-Quizzing book.

On their first day with us, students receive a free Knowledge Organiser folder as well as a Self-Quizzing book, colour coordinated according to their year group. Students must bring both Self-Quizzing book and Knowledge Organiser folder to school every day and may be charged if they lose these.

Homework

Homework is mainly set at Hinchingsbrooke to consolidate learning done in class. Knowledge Organiser self-quizzing will be an essential part of the homework expectations and students' self-quizzes will be tested in the lessons when the homework is due. Since self-quizzing should only last around 20 minutes, departments will typically set additional work as part of students' homework in the subject.

How is homework set?

All homework is set on Teams or Google Classrooms (in Computer Science) as assignments. All students have logins for Teams as part of their Office 365 account and parents can sign up to receive an assignment summary via email which details the assignments which have been set. It is the responsibility of the class teacher to record:

- Details of the task
- Date it is due in
- Upload any relevant materials

How long should students spend on homework tasks each week?

This may vary between subjects, but, as a guide, approximately 20-30 minutes per subject set in Year 7, up to 45 minutes per subject in Year 8 and up to 1 hour in Years 9, 10 and 11.

How frequently is homework set?

Homework will be set weekly in most subjects. Some subjects in Years 7 and 8 only have one lesson each week so homework will be set less frequently in these subjects; when they set it, teachers will make clear to students when it is due. These subjects are Computer Science, Art, DT, Music, Drama and Catering.

What happens if homework is not completed?

If a student does not complete their homework this will be recorded on Arbor unless there are mitigating circumstances as to why the homework could not be completed. Students will be expected to attend a 20 minute Homework Help session on the same day during lunchtime to complete the outstanding work. If a student has only partially completed their homework this will be recorded on Arbor.

Progress Reports and Parents' Evenings

Over the course of the year you will receive a number of reports which will keep you informed of your child's progress in all subject areas, in addition to information about their attitude to learning. There will also be the opportunity to meet and speak to your child's form tutor during the course of the year as well as being able to speak to their subject teachers. If there are any issues, you should always feel free to contact your child's Form Tutor, or if subject related, the relevant subject teacher. All staff email addresses and contact details are on the school website

[Staff Email Addresses and Contact Details](#)

SEND

The Special Educational Needs and Disabilities (SEND) department liaises with primary schools to identify those who may find the transfer to secondary school demanding or who have particular needs. Some students may need intensive individual support, while others may need to be provided with special equipment to aid their learning. The information gathered is circulated to the members of teaching staff so that they can meet students' needs in their lessons. If you have any new concerns about your child's needs, please contact the SEND team on extension 5763.

Performances

We are very lucky at Hinchingsbrooke to have active and inspiring Drama, Music and Dance departments. We have several productions through the year offering opportunities for all students to experience the hard work and commitment needed to perform on stage as well as the emotions felt when performing in front of their peers, family and friends. We have fantastic facilities including a Dance Studio and the Performing Arts Centre, giving students a truly professional experience.

Clubs

Each week we have a variety of clubs on offer, covering areas as varied as model making, History and Creative Writing, as well as the more traditional sport and music clubs. We know that extra-curricular participation is great for our students; it can improve their behaviour and academic performance, boost their confidence and provide them with opportunities to develop interests and friendships.

At the start of each term, we distribute the timetable of clubs which are available to all students. Club Leaders also promote their clubs in their lessons and are usually available at break and lunch times to answer any queries or students can just call in and see the Progress & Clubs Administrator, Mrs Jackson.

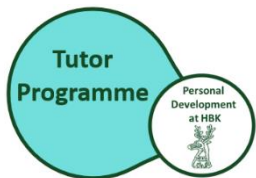
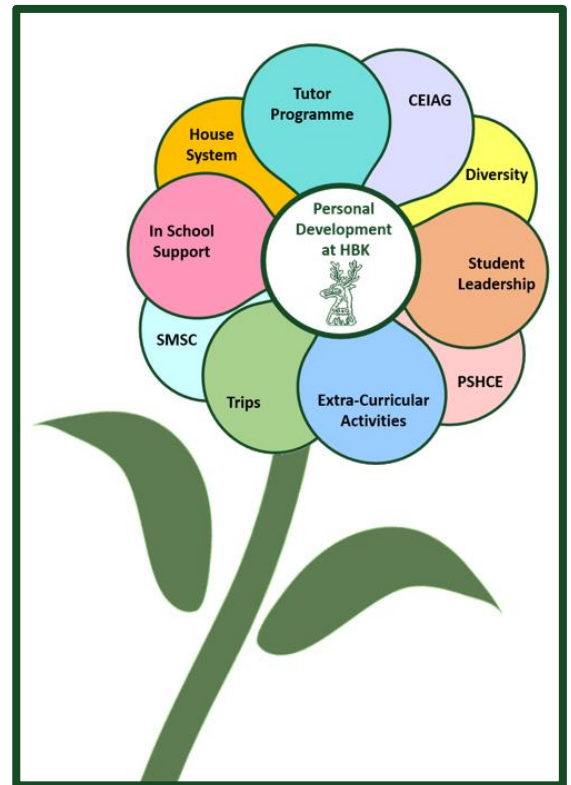
Educational Visits

We offer a wide variety of educational trips and visits throughout the year. These range from local trips to Huntingdon, to overseas trips to countries such as Iceland, Malaysia and the USA. Most trips are linked to a particular curriculum subject and age group, and these will be promoted to the students via the subject teacher. Parents and carers will also be informed of the opportunities available to their child as they arise through email and/or Arbor. A trip calendar is produced at the start of the academic year, and this is placed on the website. However, due to the nature of trip planning, this calendar is subject to change.

Educational trips and visits are a wonderful learning experience for students, and we are very proud of the opportunities we make available to them. They allow the subject to come alive and strengthen the relationship between both peers and the staff. They also open up opportunities and experiences that students may not normally be exposed to.

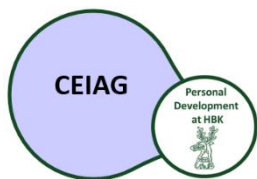
Student Personal Development at HBK

As students move through Hinchingsbrooke School we are committed to developing not only their academic standards and levels of attainment, but also their personal development, developing the whole person. Below is an outline of the opportunities and activities which students can engage in to enrich their personal development, delivered through the extended curriculum.



Form tutors play a central role in both caring for the students and, crucially, monitoring their academic and social development, encouraging involvement, commitment and high standards of work and behaviour.

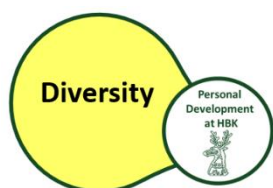
All of our students from Years 7-11 get two opportunities to meet with their form tutor each day. Tutor groups follow a programme of activities, including Guided Reading, and have a weekly assembly as a year group. Assemblies provide the opportunity to praise students on a wider scale, foster a sense of year group identity and deliver key messages. Sixth Form students also have tutor time sessions and assemblies with additional one-to-one tutorials with their form tutor to provide more in-depth support and guidance.



Our ambitious careers and pathways education programme runs through all years at Hinchingsbrooke and is in line with the eight Gatsby benchmarks of good careers guidance. Our students are engaged in a programme of careers education, employability skills development, advice and guidance, and workplace and enterprise engagement from Year 7 right up to Year 13. They have access to a range of resources and opportunities, as well as dedicated staff who are available to support them at each point on their journey. In September 2021

Hinchingsbrooke was awarded the Quality in Careers Standard, which is the single national quality award for careers education, information, advice and guidance (CEIAG) in secondary schools, colleges and work-based learning.

You can find out more about CEIAG here: [Hinchingsbrooke School - CEIAG - Careers](#)



At Hinchingsbrooke we aim to ensure we are an inclusive school where everyone is treated well, which is why we have a School Diversity Champion – we see this role as an important one in helping us to continuously move forward with this objective. Our Diversity Champion, alongside staff and students who volunteer to be part of the Diversity Committee, work hard to promote a good understanding of, and respect for, the differences between people across our HBK Community. They aim to ensure that all members of the school community actively

challenge prejudice and discrimination when they occur and they promote the regular celebration of our diverse community. This includes drop-down days, assemblies and form time activities.

In December 2022 we were awarded the Rainbow Flag Award from the Kite Trust which celebrates that Hinchingsbrooke School is an LGBT+ inclusive environment. To achieve this, we had to submit evidence to show we have an Inclusive Curriculum, that we have done work with our Parents, Carers and Governors and that we have trained staff in how to challenge LGBT+ discriminatory language, with the aim of ensuring their classrooms are a safe space for all.

You can read our Equality Policy here: [Hinchingsbrooke School](#)



At Hinchingsbrooke we value the impact that developing leadership skills can have for our students. We have sought to implement student roles that allow a wide range of students to practise and perfect their communication, cooperation, teamwork and leadership skills. Form reps, House reps, Anti-Bullying Mentors and Prefects are all roles available to students between Year 7 and Year 11. These roles facilitate near-peer mentoring, discussion and implementation of ideas, dissemination of messages to the wider community and play a key role in the recognition and celebration culture which is embraced at Hinchingsbrooke.

Sixth form students are invited to apply for one of the Senior Student roles which include Head Students, House Captains, House Ambassadors and Student Co-ordinator. All of these roles have a key responsibility within the Sixth Form but also provide support, advice and guidance to the younger students across the whole school.

Any staff interviews that take place involve a student panel, as we value student involvement and feedback in our recruitment process.



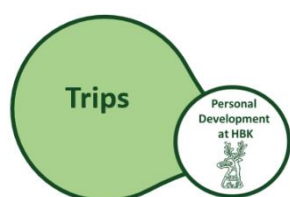
At Hinchingsbrooke we intend our learners to be self-reflective and to develop an intrinsic sense of worth alongside an ambition for both their own future and that of the planet. In their journey to becoming responsible global citizens, they must be taught to be self-aware, to respect themselves, each other and the wider community. Issues such as relationships, mental and physical health, addiction, personal safety both online and in real life, gang culture and prejudice, are all discussed as part of their preparation for adult life. This is why Personal, Social, Health and Citizenship Education (PSHCE) is a key part of our curriculum from Year 7 right through to Year 13 with students having timetabled lessons in all years.

Social, Health and Citizenship Education (PSHCE) is a key part of our curriculum from Year 7 right through to Year 13 with students having timetabled lessons in all years.



We believe it is crucial that students can identify their interests and hobbies and continue to work on them passionately. Our basic pattern of daily lessons is enhanced by a whole range of exciting opportunities for students to extend their learning in other ways. We offer a wide range of extra-curricular opportunities from the Duke of Edinburgh scheme to the Eco-Committee, Music, Sport, Dance and creative groups as well as History Club, Science Club, and more!

You can learn more about extra-curricular activities here: [Hinchingsbrooke School - Trips & Extra-Curricular](#)



We have a very full and varied calendar of educational visits across all year groups, ranging from local to national and international destinations. We believe that school trips are an important part of the school experience for students, providing practical experiences and memories that enrich their education.

You can learn more about trips here: [Hinchingsbrooke School - Trips & Extra-Curricular](#)



Our rich curriculum and guided reading programme offer opportunities for developing students' spiritual, moral, social and cultural awareness, which allows Hinchingsbrooke students to form their own strong identity, a sense of place and purpose, and gives them the confidence to question and discover who they are in the world. It also prepares them to face the exciting challenges that lie ahead in their life. Below explores how SMSC education is offered at Hinchingsbrooke:

Spiritual

- We give students the opportunity to explore values and beliefs, including religious beliefs and the way in which they affect peoples' lives
 - We give students the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful
-

- We encourage students to relate their learning to a wider frame of reference, for example: asking ‘why?’ ‘how?’ and ‘where?’ as well as ‘what?’

Moral

- We provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- We promote measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria
- We encourage students to take responsibility for their actions, for example: respect for property, care of the environment and developing codes of behaviour
- We provide models of moral virtue through literature, humanities, sciences, arts and assemblies

Social

- We foster a strong sense of community with common, inclusive values which ensure that everyone irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish
- We help students develop personal qualities which are valued in a society for example: thoughtfulness, kindness, honesty, respect for difference, moral principles, independence, interdependence and self-respect
- We provide a conceptual and linguistic framework within which to understand and debate social issues
- We encourage students to work together co-operatively as part of a community

Cultural

- We provide opportunities for students to explore their own cultural assumptions and values
- We present authentic accounts of the attitudes, values and traditions of diverse cultures
- We extend students’ knowledge and use of cultural imagery and language, recognising and nurturing particular gifts and talents
- We provide opportunities for students to participate in literature, drama, music, art and crafts-based activities

You can learn more about our curriculum here: [Hinchingsbrook School - Curriculum](#)



The pastoral support and guidance offered by Form Tutors is essential to ensure the welfare of every student at Hinchingsbrook school. Through coordinated work between SSOs (Student Support Officers), Heads of Year, Assistant Heads of Year and Student Services, we provide for the varied and often complex needs of all students.

You can learn more about support and inclusion here: [Hinchingsbrook School - Support and Inclusion](#)



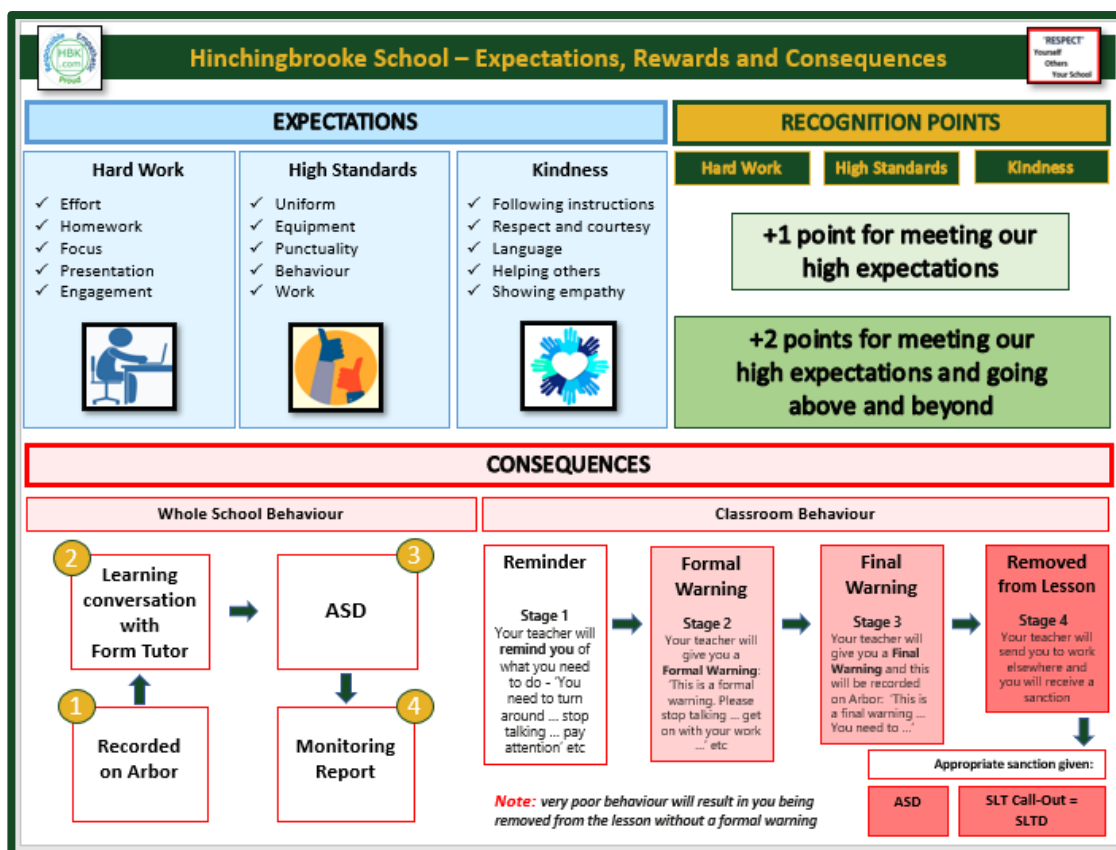
At Hinchingsbrook we operate a school House system which aims to embed the School and House values throughout the community on a day-to-day basis. Each House is named after an historical figure with strong connections to the local area, Hinchingsbrook House or School. All students and staff are encouraged to develop a strong ‘House spirit’ and to represent their team with pride as part of the school’s core values of demonstrating hard work, high standards and kindness. All students and staff are assigned to a house except for the Principal.

House assemblies take place twice every half term through a ‘House Heads-up’ assembly in the second week of each half term and a traditional House assembly during the last week of half-term.

Students take pride in representing their House teams through a variety of Inter-house events. The inter-house competitions cover Sport, Music, Art, History, Cooking, English, Maths, Dance and STEM.

Each House also endeavours to raise money towards their chosen House charity, chosen by the students and House Leader of each House. Charity events include tutor group fund-raisers, non-uniform days, fetes, and performances for charity.

You can learn more about our House system here: [Hinchingsbrook School - House System](#)



Hinchingbrooke School

Hard Work High Standards Kindness

We have One School Rule of RESPECT @ HBK

Ready for learning: Homework, uniform, equipment

Enter and leave the classroom sensibly

Speak considerately and kindly to everyone

Prioritise punctuality; make every minute matter

Earn recognition points; for you and your House

Challenge yourself to be the best you can be

Treat our school site with respect

Hard Work High Standards Kindness

Hinchingbrooke School

Hard Work High Standards Kindness

HOME SCHOOL AGREEMENT



OUR MISSION

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

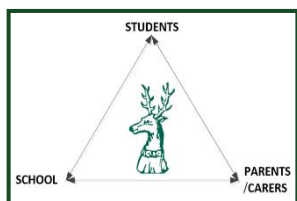
Our Values

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

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

We are committed to:

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



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



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

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

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

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



Our Expectations

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

Mr M Patterson - Principal



Term Dates 2023-2024

Term 1 - Autumn
Staff Training Day 1: Friday 1 September 2023 (<i>school closed to students</i>)
Staff Training Day 2: Monday 4 September 2023 (<i>school closed to students</i>)
Opens (<i>Years 7 & 12 only</i>): Tuesday 5 September 2023
Opens (<i>All students</i>): Wednesday 6 September 2023 – Friday 20 October 2023
Half Term: Monday 23 October 2023 to Friday 27 October 2023
Opens: Monday 30 October 2023
Closes: Wednesday 20 December 2023
Christmas break: Thursday 21 December 2023 to Thursday 4 January 2024
Term 2 - Spring
Staff Training Day 3: Wednesday 3 January 2024 (<i>school closed to students</i>)
Opens: Thursday 4 January 2024
Half Term: Monday 19 February 2024 to Friday 23 February 2024
Opens: Monday 26 February 2024
Closes: Thursday 28 March 2024
Easter break: Friday 29 March 2024 to Friday 12 April 2024
Term 3 - Summer
Staff Training Day 4: Monday 15 April 2024 (<i>school closed to students</i>)
Opens: Tuesday 16 April 2024
Early May Bank Holiday: Monday 6 May 2024
Closes: Friday 24 May 2024
Half term: Monday 27 May 2024 to Friday 31 May 2024
Opens: Monday 3 June 2024
Staff Training Day 5: Friday 28 June 2024 (<i>school closed to students</i>)
Closes: Friday 19 July 2024
Summer break: Monday 22 July 2024 onwards

**We are
Hinchingsbrooke**

**Hard Work
High Standards
Kindness**

