

Hinchingbrooke School



Hard Work High Standards Kindness



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Hinchingbrooke School Handbook

Parents, Carers and Students



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Welcome from the Principal

Dear Parents and Carers

We are delighted that your child will be joining us at Hinchingsbrooke School. I hope they are as excited to come as we are to welcome them.

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. I want for your children exactly what I want for my own; that they be looked after and kept safe, that they be taught with enthusiasm and expertise, that they discover new skills and passions, and that they form deep, lasting friendships.

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 (KS3 Pastoral Office for Transition, Year 7 and Year 8, KS4 Pastoral Office for Year 9 to Year 11 or Sixth Form for Year 12 and 13), or the Main Reception where staff will be happy to help you.

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 make sure we keep you updated.

This is a special place where children thrive. I look forward to working with you to make your child's time at Hinchingsbrooke as enjoyable and productive as possible.

Mr A Hunter
Principal



Mr A Hunter – Principal



Hard Work

High Standards

Kindness

HBK Mission, Values and Key Focuses

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

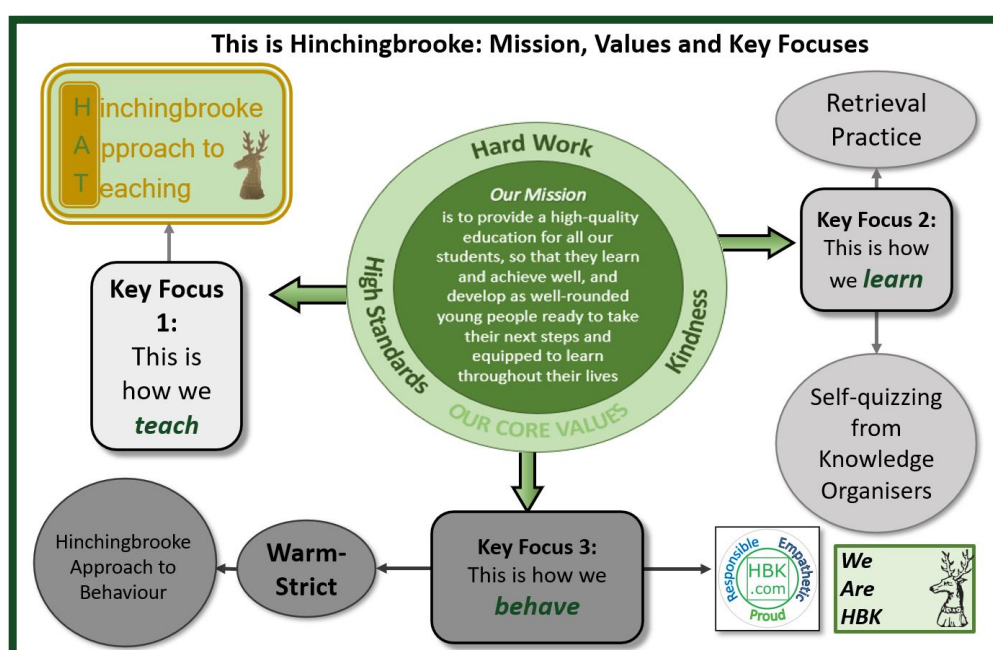
HBK 3 Key Focuses

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 School, 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:

- **KS3 Pastoral Office** (Transition, Years 7 and 8)
Each year group within Key Stage 3 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 Key Stage 3 Administrator who supports both year groups.
- **KS4 Pastoral Office** (Years 9, 10 and 11)
Each year group within Key Stage 4 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 Key Stage 4 Administrator who supports all three year groups.

Mr Pape, Assistant Principal, oversees the Key Stage 3 and 4 Pastoral teams. The Head of Year 7 is also the Transition Manager and so supports students each year with the transition from primary to secondary school. Other Heads of Year follow their cohort through from Year 8 to Year 11.

- **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

KS3 Pastoral Office (Transition, Year 7 and 8)

01480 420522

KS4 Pastoral Office (Years 9, 10, and 11)

01480 420506

Sixth Form Office (Years 12 and 13)

01480 420539



Hinchingbrooke School

Brampton Road

Huntingdon

PE29 3BN



Main Reception

email: communications@hbk.acesmat.uk

KS3 Pastoral Office

email: KS3Pastoral@hbk.acesmat.uk

KS4 Pastoral Office

email: KS4Pastoral@hbk.acesmat.uk

Sixth Form

email: sixthform@hbk.acesmat.uk



School Website

www.hinchingbrookeschool.net

School X

@HBK_School

School Instagram

hinchingbrooke.school.hbk

House System

Every student will be a member of one of our five Houses. Students stay in the same House throughout their time in school.



The House system at Hinchingbrooke prepares 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 app is a convenient way for parents to keep updated with logistical information on their child.

Parents can update details regarding their child and see their daily timetable of lessons. You will also receive live updates regarding any Recognition Points that have been awarded and any behaviour incidents that may have been logged.

We also use the app as a way of making payments for any food and drink which is purchased on site and paying for any trips your child may attend.

The Arbor app is a key part of keeping up to date with your child whilst they are at school and we recommend that you download this when your child starts at Hinchingsbrook.

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 two other responsible adults 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 telephoning or emailing the relevant school office (KS3 Pastoral, KS4 Pastoral 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.

Concerns and Complaints

We hope that most concerns can be addressed quickly and informally with a member of school staff. In the first instance, issues should be raised with the staff directly involved or with their immediate line managers, as this offers the best chance for a prompt resolution. If a concern cannot be resolved through these initial discussions, a complaint should be made in writing to the Principal.

Full details of the complaints process can be found in the CAM Academy Trust Complaints Policy, which is available on our website.

Policies

Our policies and procedures can be found on the school website.

Mobile Phones

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

Please encourage your child to switch their mobile device off during the school day. If you need to get a message to your child during the school day, please contact their Student Support Officer or Main Reception.

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 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 School 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 through 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 KS3, KS4 or Sixth Form 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 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.

Catering Arrangements

A range of food and drinks are available before school, during break and at lunchtime provided by our contracted caterers 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 child'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.



Uniform and Equipment

At Hinchingsbrooke School we believe that a school uniform gives a sense of belonging and pride in the school whilst ensuring equality among 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 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. 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, including bracelets, 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

From September 2026 state funded schools in England need to limit compulsory branded uniform and PE items to a maximum of three (four if a tie is required). This new rule, introduced under the Children's Well-being and Schools Act aims to reduce uniform costs for parents and carers.

Hinchingsbrooke's compulsory uniform and PE items are indicated below with an asterisk (*). All other uniform and PE items are either optional or can be purchased from retailers other than Price & Buckland.

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

Skirt 'Granite Grey' pleated tartan skirt from Price & Buckland

Trousers Mid-Grey (not charcoal) school trousers

Shorts Mid-Grey (not charcoal) school tailored shorts

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

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

Jumper Long sleeved grey jumper with bottle green stripe or bottle green jumper with grey stripe from Price & Buckland (this should only be worn under the blazer except in the final half term in the Summer where blazers do not need to be worn)

Socks Plain, unbranded dark socks

Tights Plain black or natural colour tights

Shoes Plain black formal sensible leather shoes



Unacceptable Uniform

Skirts rolled over on the waistband

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

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

Socks no coloured/white/patterned/sports or fluffy socks

Tights no patterned or ripped tights

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

Students do not have to wear their school tie or 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, including being able to wear their top button undone on their shirt. Students may continue to wear their tie or blazer in the second half of the Summer term if they so wish. In the case of extreme temperatures students will be allowed to wear their PE kit in place of their uniform at the Principal's discretion.

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

- | | |
|--|---|
| • Unisex sports polo shirt* | • Plain black tracksuit bottoms (optional) |
| • Reversible sports shirt* | • One-piece swimming costume/trunks |
| • Unisex PE shorts/skorts/plain black shorts | • Full length plain black sports leggings – to be worn under shorts and skorts (optional) |
| • Base layer (white or black - optional) | • Gum shield – recommended for rugby/hockey |
| • House PE socks/plain black football socks | • Football/rugby boots (Kite marked safety studs strongly recommended) |
| • Unisex training top (optional) | • Hairband (if hair is long enough to obscure vision) |
| • Trainers | |
| • Black leggings for Dance | |

Unacceptable PE Kit

Shorts no skintight/lycra shorts eg NikePro or similar

Leggings not to be worn on their own, only under shorts or skorts

Socks no crew, ankle or trainer socks, only football socks which can hold a shinpad

Jewellery not to be worn during any PE lessons or fixtures

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

Buying Uniform

Price & Buckland is the main school uniform provider. They can supply all the school uniform items. In addition, arrangements have been made so that MyClothing (Tesco online uniform provider) 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. [Hinchbrook School Uniform](#)

HBK Second-hand Uniform Marketplace - Uniformd

Uniformd is a really easy way for Parents and Carers to purchase second-hand uniform at affordable prices. On the [Uniformd](#) website simply select 'Hinchingbrooke School' to view our current stock.



For this system to work effectively we rely on donations of preloved uniform which can be dropped off at our Main Reception at any time during the school day.

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	• a pencil
• a calculator	• Maths equipment	

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

Pencil	10p	Eraser	10p	Pen	10p
Ruler	15p	Sharpener	15p	Calculator	£12
Protractor	10p	Compass	50p	Pencil Case	40p
Exam pencil case with essential items for an exam £1.20					

Lost Property at HBK

All personal items of clothing or equipment must be named/labelled so that, if lost, they can be reunited with students as quickly as possible. We have a lost property process in school whereby if a student loses an item and has checked the relevant areas themselves, they can complete a lost property form. All named items that arrive at lost property are taken to the student personally. All unnamed items are then uploaded onto the 'lost property' area of the [Uniformd](#) platform for parents and carers to view. Unclaimed lost property is disposed of or recycled every two terms.

HBK Lost - HBK Found - HBK Reunited



Financial Assistance

If you require financial support to purchase uniform, please contact the appropriate Student Support Officer to discuss.

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.

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/snus), matches, lighters, aerosol sprays, perfumes, body 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, water pistols, knives or any other dangerous weapons. If in doubt, please ask a member of staff.

Pupil Premium

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

- Children who receive free school meals (FSM)
- Children who have received free school meals within the last 6 years (FSME6)
- Children in Care (CIC or LAC)
- Children who have previously been in care (adopted) (CIC or PLAC)
- 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 (unless they are CIC or CPIC). Instead, the amount is used on a variety of interventions and resources to improve performance.

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

- The Brilliant Club (an aspirational project for Year 9)
- External tuition for Maths, English and Science
- In-class support from Teaching Assistants
- Teacher training
- Rewards (such as the attendance reward trip)
- Counselling services
- The Bridge Provision
- Academic mentors and other pupil premium staffing
- Resources such as revision materials and equipment
- For some, vouchers to pay for cooking ingredients
- Literacy work such as Guided Reading and Accelerated Reader

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 events 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, as well as ideas on how you can help your child(ren), whether this be with attendance, homework or engagement with your child about their school life. There is also a [Pupil Premium](#) area on our website.

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

Attendance

Attendance at school is expected to be 100% unless there are exceptional or unavoidable reasons for absence. 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% 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%. 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 for their morning and afternoon sessions each day. We use an electronic attendance system which enables us to register and monitor each student, each lesson. Students are expected to arrive for registration, lessons and tutor time, on time.

Reporting Absence due to Illness: If your child is staying at home unwell, please ring the school by 08:00am to notify us. This should be done on each and every day of absence.

KS3 Pastoral Office – Years 7 and 8 – 01480 420522

KS4 Pastoral Office – 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, Heads of Year or the Attendance Officer.

First Day Response: A First Day Response policy operates whereby we endeavour to 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/other information.

Students may not leave site at any time, without prior permission. Students should ensure that they sign in and out at Reception, as applicable. Students who are taken ill during the day must report to the Medical Room for review. If there is a requirement to send the student home, you will be contacted by school. Students should not call home themselves and arrange to be collected. This will result in registers being noted with an unauthorised absence.

Safe and Well Checks: Where school is unable to make contact with an absent student's parent or carer after 3 days, the Pastoral Team will make arrangements for a home visit. This will take place earlier, where the need arises. We will also endeavour to conduct a home visit where a student has been absent for a week, or more.

Routine Tutor Check-Ins (RTC): RTCs 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 tutor 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, an RTC is an 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 be in school more and increase their potential.

Punctuality: Students are expected to arrive for form 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: Appointments should be made 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. Parents and Carers should send in copies of appointment letters/cards/texts etc to authorise absence. We only authorise the period of time for the appointment itself, and travel to and from it. 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 and out purposes.

Term-time Leave: Leave during term time will only be granted under the most exceptional circumstances. Such circumstances would be of a rare/urgent nature and for a very short period of time only. Holidays, weddings abroad, family celebrations 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 term-time leave on the relevant form. This is available on the school website (with associated guidelines) and in both the KS3 and KS4 Pastoral 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 supporting paperwork.

The same application form should be used to request leave during term-time for any other reason, apart from illness or appointments. Examples include, music and dance exams, elite sporting participation, visits, interviews with other educational establishments and funerals etc.

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

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

Sanctions

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

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

ASDs run from 3.20pm to 3.50pm on Mondays, Wednesdays and Thursdays. If students miss this due to being absent, they will be rescheduled in the next available slot. If they miss the ASD for any other reason, they will be given a second chance to attend, and parents and carers will be contacted by the Arbor Administrator about this. If students do not attend the second ASD, they will be placed in SLTD with the Senior Leadership Team, which runs every Friday from 3.15pm to 4.15pm.

Issue recorded on Arbor	Sanction issued
Littering Lack of equipment Incorrect uniform Chewing gum	If 6 instances are recorded within a two-week period (any combination) then a 30-minute ASD (after-school detention) will be issued
Inappropriate language Poor behaviour outside of lessons Misuse/unsafe use of equipment Rudeness/not following instructions Failure to attend intervention session Unauthorised lateness	If 3 instances are recorded within a two-week period (any combination) then a 30-minute ASD will be issued
Low effort Disruption to learning <i>During lessons staff will use reminders, followed by a Formal Warning, followed by a Final Warning</i>	These behaviours will be logged if a student reaches the Final Warning Stage and will be followed up as above. If a student continues these behaviours after the Final Warning Stage, they will be removed to the department safe room. A restorative conversation should happen between the student and the teacher before the next lesson. The student will be told at the end of the lesson when and who to report to for this conversation.
No homework Lesson removal – department safe room	These behaviours will be followed up by individual class teachers/departments. In most cases students will be asked to report to the department at either break or lunchtime.
Sixth Form unauthorised absence	Sixth Form students receiving a single log for unauthorised absence will be issued a 30-minute ASD
Failure to attend a follow-up conversation after being removed to the department safe room Failure to attend department homework session	The student will be issued a 30-minute ASD
Refusal to go in the department safe room Student leaves lesson without permission	Student taken to the Reset Room and a Head of Year lunchtime detention issued. A restorative conversation should happen before the next lesson
Failure to meet expectations in the Reset Room Second call-out in a day	Student moved to the Green Room where they work for the remainder of the day
Failure to attend ASD Failure to meet expectations during ASD Truancy	A 60-minute SLT detention will be issued
High-level incident	If a high-level incident occurs the Year Team will contact parents and carers as below

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

Examples of high-level incidents:

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



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

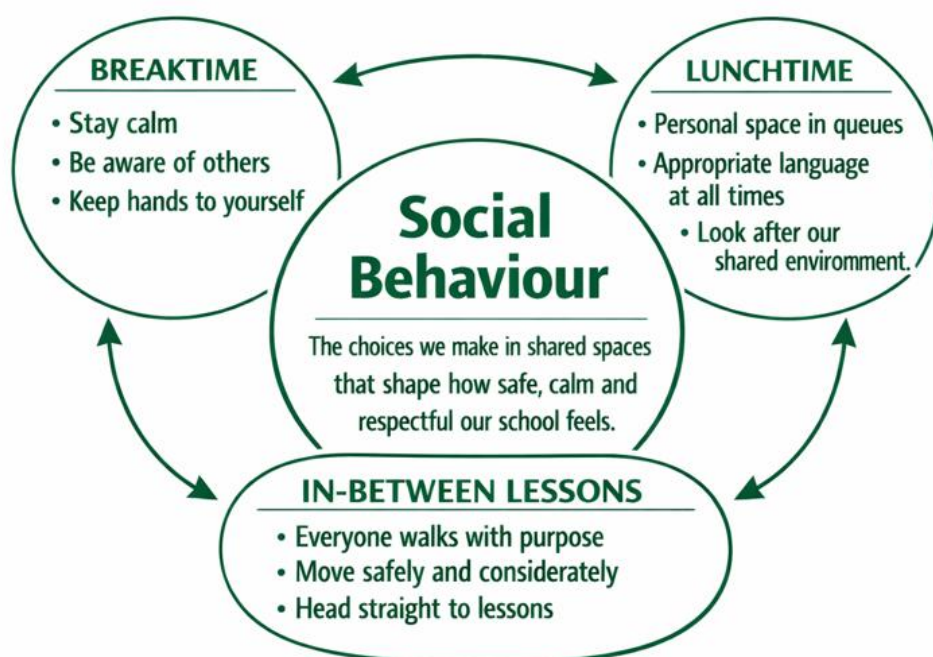
Earn recognition points; for you and your House

Challenge yourself to be the best you can be

Treat our school site with respect



Hard Work High Standards Kindness



How We Move. How We Act. How We Treat Each Other at Hinchingbrooke.



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
- 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 the [Restorative Approaches](#) page on the website.

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. Although bullying itself is not a specific criminal offence, the school 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, Sixth Form Mentor, 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 on our school safeguarding system. 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 and support the person who has experienced bullying; 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 Hinchingsbrooke School, the health, safety, and well-being of every child is our paramount concern.

We listen to our students and take what they share with us seriously. 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 is led by Mr Heath, Assistant Principal and Designated Safeguarding Lead (DSL). Nunnery Court consists of the Safeguarding Team, Welfare Team – including Trauma Informed Practitioners (led by Claire Fane, Welfare Manager), Counselling and Wellbeing Support Services, (led by Frances Barrett, Counselling Manager), the Home School Liaison Officer (HSLO) Keron Wells and Alternative Provision Team (led by Brad Panther, AP Manager).

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.

Counselling and Wellbeing Support Services

The School Counselling and Wellbeing Support Services are 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, struggling with low self-esteem or have difficulties controlling their anger.

The aim of the Counselling and Wellbeing Support Services are 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 Safeguarding and 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 feels unwell during the day and requires medical assistance they can visit the Medical Room. During lesson time, the class Teacher will need to sign the student's planner to authorise going to the Medical Room. If the student needs to go home the Medical Room Manager will call parents and carers and ask them to collect the student as soon as possible from Main Reception.

In cases where the student is unable to attend the Medical Room but requires emergency medical assistance, the Medical Room Manager or suitably trained staff will attend the student in situ. Parents and Carers will be contacted and if necessary, a 999 call made. As there is a procedure in place to comply with safeguarding requirements, 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.

We do not administer non-prescription medication. 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. 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.

The Curriculum

Our taught curriculum is both knowledge and skills based. During Key Stage 3 students will study a range of subjects which generally reflect the National Curriculum and prepare them for their Key Stage 4 studies and indeed life as a whole. Our Key Stage 3 curriculum lasts for three years. From Year 10 students will study a core curriculum and choose from some optional subjects. The course choices programme will ensure that all students continue to study a broad and balanced curriculum. At Key Stage 4 the range of subjects on offer increases with subjects such as Astronomy and Media Studies.

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.

At Key Stage 5 we offer over 30 different courses for students to consider, including Politics, Sociology, Film Studies, and Photography. All students will have fortnightly PHSCE lessons, weekly enrichment opportunities, and supported self-study sessions for 8 hours a fortnight.

Examinations

Examinations are an important part of school life. At the end of Key Stage 4 (Year 11) and Key Stage 5 (Year 13) students will take formal (live) examinations for a range of qualifications. These qualifications enable them to take their next steps. As such it is essential that we prepare students well for this which we achieve in a number of ways:

- High quality lessons in which students revisit information and are taught how to apply and retrieve this
- Modelling of answers in lessons, which are then repeatedly practised with varying levels of scaffolding
- Explicit teaching of how to revise with key tools to identify areas for improvement such as Personalised Learning Checklists (PLCs)
- Regular assessments throughout their school journey. Starting in Key Stage 3 to hone the key skills such as retrieving and applying learned information
- The school subscribes to a number of different platforms to help fill gaps, and aid development of skills and knowledge (GCSEPod, Classroom 42, Sparx). These are regularly used in homeworks and rewards are given to those going above and beyond
- Mock examinations so students can experience the formal setting for live examinations and the longer timings, as well as the key regulations

At Hinchbrook we also enter our students for a GCSE in RPE in Year 10. This enables students to experience the preparation and completion of one qualification early, motivating them for Year 11. Some vocational qualifications (Cambridge Nationals for example) also have units students sit throughout Years 10 and 11, and count towards their final grade.

Posters, videos, assemblies, form time sessions and written information are regularly shared with our students to communicate the very important expectations set by the examination boards. We firmly believe examinations are just one way for our students to demonstrate their ability, and that assessments and mocks enable staff and students to identify gaps. We then work together to close these so students are able to fulfil their potential.

Knowledge Organisers

At Hinchbrook 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, themes and precise definitions that students need to remember for that topic. Retrieval practice of this key knowledge play a part of classwork and homework.

Retrieval Practice

We also believe that retrieval practice is one of the ways students can learn knowledge over time. We use a range of strategies to support students to retrieve including retrieval practice from their Knowledge Organiser into a Retrieval Practice Book, using mini whiteboards and completing feed forward activities in lessons.

On their first day with us, students receive a free Knowledge Organiser folder and Retrieval Practice book, colour coordinated according to their year group. Students also receive a mini whiteboard, whiteboard pen and green pen. Students must bring all this equipment to school every day. If students fill their retrieval practice book or their whiteboard marker runs out, they may collect a free replacement from Mrs Mansfield in the PAC on production of their original. However, if students lose or break the supplied equipment, they will be expected to replace it themselves, this can be done via the Arbor Teaching & Learning shop.

Homework

Homework is set at Hinchbrook to either consolidate learning done in class or to prepare for new learning. Homework may consist of: Retrieval practice, self-quizzing, extended writing, reading, research, practice of skills learnt in lesson, context extension tasks or project-based work.

How is homework set?

All homework is set on MS Teams or Google Classrooms (in Computer Science) as assignments. All students have logins for Teams as part of their Office 365 account and parents/carers 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. Departments will follow-up with students to ensure the missing homework is completed. 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 speak to their subject Teachers at Parents' Evenings. The dates for the Parents' Evening can be found on the schools website. 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

[Hinchbrook School - Staff 2026/2027](#)



SEND

Everyone within the Hinchingsbrooke community plays a role in supporting students with additional needs, and all teachers are teachers of students with SEND. Our quality first teaching, and adaptive strategies ensure that the needs of all students are met at all stages in their educational journey. When students transfer to secondary school, the Hinchingsbrooke Special Educational Needs and Disabilities (SEND) department will liaise with the primary school to ensure we are in possession of all appropriate primary SEND information. The information gathered is shared with teaching staff, often via a Pen Portrait, so that they can meet students' needs in their lessons. Also, additional support may be offered to individual students. If you have any new concerns about your child's needs, please contact the SEND team on Extension 5005.

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, music and drama 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. Every time a student participates in an extra-curricular activity, then will be awarded an Engagement Recognition Arbor point.

Launched in September 2025 is the student bulletin called The Stag. Within its pages are details of what's on at The Lantern, information about our student leaders and their actions, House competitions, all the clubs available to the students and much more... Students can access each issue online from our school's website or wait for the pdf version set on Teams. [The Stag](#)



Students can also call in and see the Progress & Clubs Administrator, Mrs Jackson, if they have any questions about any clubs. Her office is in Lower School building near the English Base.

THE LANTERN	
Monday	Extra-Curricular & Inter-House
Tuesday	Connect Club
Wednesday	CEIAG
Thursday	Diversity
Friday	Connect Club

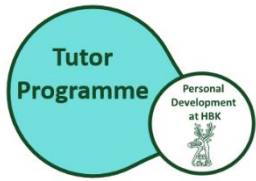
Educational Visits

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, France, Italy, 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.

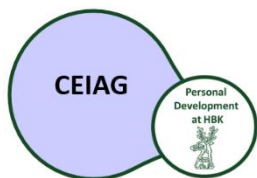
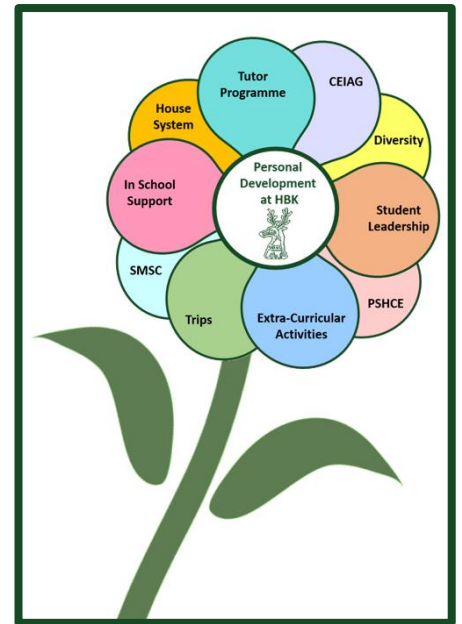
Student Personal Development at HBK

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.

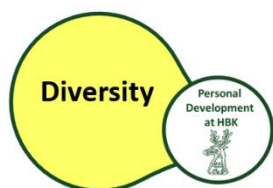
All of our students from Years 7-11 get two opportunities to meet with their Form Tutor each day. Tutor groups follow a programme of activities, including Guided Reading, and have a weekly assembly as a year group. Assemblies provide the opportunity to praise students on a wider scale, foster a sense 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, such as Unifrog, 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. We were reaccredited with this award in March 2025.

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 themed days, assemblies, events 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.

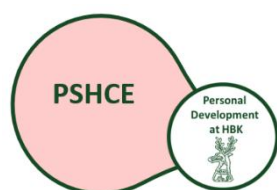
You can read our Equality Policy here: [Hinchingsbrooke School](#)



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, Peer Mentors and Prefects are all roles available to students between Year 7 and Year 12. These roles facilitate near-peer mentoring, discussion and implementation of a huge number of ideas to benefit the school and wider community, dissemination of messages to the wider community and a 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 and House Ambassadors. 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 interview panel, as we value student involvement and feedback in our recruitment process.



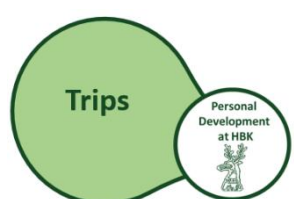
At Hinchingsbrooke we intend our learners to be self-reflective and to develop an intrinsic sense of worth alongside an ambition for both their own future and that of the planet. In their journey to becoming responsible global citizens, they must be taught to be self-aware, to respect themselves, each 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.



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! There is more information in The Lantern and The Stag.

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



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 variety of inter-house competitions grows each year and currently includes 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](#)



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.

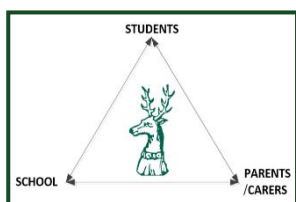
Our Values

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 follow the school's mobile technology policy. I will switch off my mobile phone and place it and any headphones/earbuds in my bag before I walk through the gate and will not use them until the end of the school day at the earliest. I will not take any photos or videos on the school site or whilst in uniform unless directed to do so by a member of staff. I understand that I am responsible for the safe keeping of any mobile device brought into school	I support the school's policy on mobile technology and will ensure my child adheres to the policy	We will ensure students adhere to the mobile technology policy and will confiscate a phone and earbuds/headphones if seen or heard.
Computers and Social Media	I will use the school's computer system and Internet appropriately and responsibly. I will not post negative comments about the school or images of students/staff online. I will not send unkind or anti-social messages to other students	I will monitor my child's online activity to ensure that the school ethos is not undermined by cyber-bullying, negative or anti-social behaviour	We will offer modern, ICT equipment to assist our students' learning. We will offer students a safe protected environment in which to use equipment. We will teach students about being safe and responsible online
Respect and Consideration	I will show respect, courtesy and consideration to all members of the HBK Community and when travelling to and from school. I will contribute to the positive ethos of Hinchingbrooke School through emulating the values of HBK.com; Responsible, Empathetic and Proud	I will take an interest in and support the broader life of the school to help my child achieve their potential. I will encourage their participation in clubs and extracurricular activities. I will support the school when they feel that my child has not demonstrated respect, courtesy and consideration	We will deliver a variety of enrichment and extracurricular activities, providing all students with the opportunity to leave Hinchingbrooke as well-rounded young people, who are inspired to achieve in life

Term Dates 2026-2027

Term 1 - Autumn

Staff Training Day 1: Tuesday 1 September 2026 (school closed to students)

Staff Training Day 2: Wednesday 2 September 2026 (school closed to students)

Open: Thursday 3 September 2026 (Years 7 & 12 only)

Open for all students: Friday 4 September to Thursday 22 October 2026

Staff Training Day 3: Friday 23 October 2026 (school closed to students)

Half Term: Monday 26 October to Friday 30 October 2026

Opens: Monday 2 November to Friday 18 December 2026

Christmas break: Monday 21 December 2026 to Friday 1 January 2027

Term 2 - Spring

Staff Training Day 4: Monday 4 January 2027 (school closed to students)

Open: Tuesday 5 January to Friday 12 February 2027

Half Term: Monday 15 February to Friday 19 February 2027

Open: Monday 22 February to Thursday 25 March 2027

Easter break: Friday 26 March to Friday 9 April 2027

Term 3 - Summer

Staff Training Day 5: Monday 12 April 2027 (school closed to students)

Open: Tuesday 13 April to Friday 28 May 2027

Early May Bank Holiday: Monday 4 May 2027

Half Term: Monday 31 May to Friday 4 June 2027

Open: Monday 7 June to Wednesday 21 July 2027

