



The Hinckley

SCHOOL

Behavior & Relationships Policy

Date of last review:	January 2026
Reviewed by:	Kate Grocock, Head of School
Approved by Governors:	February 2026
Frequency of Review:	Annually
Date of next review:	January 2027

Executive Summary

At The Hinckley School our goal is to build a positive school culture that is understood and supported by the whole school community. Student behaviour is a symptom of culture. To achieve a positive culture, we must teach the behaviour on which it relies. Students must be absolutely clear about what good behaviour looks like in each situation in which they find themselves, as they move through the school day. Good behaviour and strong, positive relationships between students, and between staff and students, are dependent on each other.

Our approach to behaviour and relationships has our three values at heart: Students first; It's about learning; No barriers.

Any behaviour which detracts from the academic or social culture of the school community, or damages the dignity of staff or students, is unwanted behaviour. This ranges from 'low level' instances which still damage student culture and staff morale when happening frequently, to serious breaches of the safe operation of the school.

The positive relationships we expect in school are captured in our PRIDE qualities: perseverance, respect, independence, discipline, and engagement. Alongside the taught curriculum, like any school, we have a system of rewards and sanctions to promote the good conduct we wish to see and deter students from poor behaviour and relationship choices. We reward students demonstrating PRIDE and there are consequences when that conduct is unacceptable. Consequences include sanctions such as detentions, time working in isolation and suspension but also supportive measures such as educating the student on the impact of their behaviour and supportive interventions to support positive change, depending on the incident and the student's particular context.

This policy sets out in more detail the types of behaviour which are encouraged and discouraged, the staged response to these, senior leaders and their particular responsibilities and important information regarding uniform, attendance and punctuality, mobile phones, banned items, searches / confiscation and bullying – from subtle but still damaging forms to more overt discriminatory language and behaviour.

Our expectations for behaviour and relationships are set out in our Home-School Agreement at the end of this policy. Here you can see at a glance the commitment the school makes to developing a positive school culture. We simply ask for a similar commitment from students and parents to work in partnership with the school to promote positive relationships between home and school. After all, we all share the same goal; for The Hinckley School students to enjoy their education, in a school where they feel seen and safe, and where they have every opportunity to thrive academically and socially.

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When behaviour in school is good:

- The school environment feels happy and safe for everyone; students, staff and visitors.
- Relationships between students, and between adults and children, are based on mutual respect.
- There are high levels of self-discipline and self-esteem in both students and staff.
- Consequently, students achieve more, academically and socially. After all, we believe in **students first**.
- School staff enjoy working at the school and continue to go ‘over and above’ for the community they serve.

This policy has been developed in compliance with the Department for Education’s guidance document, *Behaviour in Schools; Advice for headteachers and school staff*, February 2024, which can be found here:

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Keeping Children Safe in Education: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

and Special educational Needs and Disability Code of Practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

It is also compliant with the following legislation:

Section 175 of the Education Act 2002, which outlines a school’s duty to safeguard and promote the welfare of its students: <https://www.legislation.gov.uk/ukpga/2002/32/section/175>

Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate students’ behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate students’ property:

<https://www.legislation.gov.uk/ukpga/2006/40/section/88>

It’s about learning

Achieving a positive student culture is a team effort which relies on everyone playing their part: students, school staff and parents. Most students want to behave positively but young people don’t always get things right. In partnership with parents, we see it as a responsibility and a privilege to teach young people how to conduct themselves respectfully and appropriately. We must support our students to meet high expectations of excellent behaviour so that they can help promote kindness and respect in our school community, our town and further afield. When things go wrong, we must work with students and parents to put matters right as quickly as possible. Good schools encourage good behaviour by having high expectations, clear instructions and a sensible response to correcting

unwanted behaviour that protects the dignity of everyone in the school community. This provides reassurance to all in the school community that the expectations and response to behaviour are consistent, fair, predictable and proportionate.

A key challenge is to help young people to understand that some of our decisions protect their future self from the damage that could arise from their current behaviours and choices. We must also help them to appreciate that their behaviour can either have very positive or very negative effects on those around them, in order to help them to develop into kind and caring members of society.

No barriers

We recognise that some young people face additional challenges due to special educational needs, medical conditions or other social or family difficulties. Each child's own context is important, and we take steps to ensure staff have sufficient information to make reasonable adjustments, using their training, experience and professional judgement. However, we have an unconditional positive regard for all students which means we believe everyone is capable of meeting our high standards of conduct. We don't damage students' potential by lowering the standards expected of them due to additional challenges – instead we support them to overcome these hurdles with our help. Our ultimate goal is for students to improve their life chances by demonstrating PRIDE in themselves, their behaviour, their achievements and their school. This is how we demonstrate equity for all our students, with knowledge of their unique circumstances, talents or challenges.

There is more detail on supporting students with SEND in our SEND and Inclusion Policy [The Hinckley School - The Hinckley School Policies](#).

1. What do we mean by poor and good behaviour?

Any behaviour which detracts from the academic or social culture of the school community or damages the dignity of staff or students is unwanted behaviour. It can be anti-social, selfish or self destructive - sometimes all three. Even behaviour which is sometimes labelled 'low level' or 'mild' can be damaging to student culture and staff morale when it is happening often. Excellent behaviour is that which respects everyone's right to work and learn in a calm, kind and friendly school environment. At The Hinckley School, we take a warm-strict approach to achieving excellent student behaviour. Warm means we treat students as valued individuals, even when we are challenging unwanted behaviour, and we act in a way which protects their dignity and sense of belonging, even when their behaviour requires correction. Strict does not mean harsh or excessive but firm, clear and consistent – through our personal development curriculum students are taught what is expected, where the boundaries are between acceptable and unacceptable behaviour and the consequences of repeated behaviour which falls short of the agreed standard.

This is not about power, but about purpose. Our core purpose is young people's education. Having tight rules is not harmful; allowing students to behave in a way which damages their progress academically and socially is harmful – to them and others. We care for our students by helping them to understand how their behaviour may hold them, and others, back from living a safe, happy and fulfilled life. Another way of explaining warm-strict is 'tough love' - we care for our students by being tough on unwanted behaviour, so that our efforts can go into more positive forms of supporting them academically, socially and emotionally.

A strong behaviour system is consistent with having a high regard for students' potential to do better, as well as the right of their peers to attend an orderly school. Having high standards of behaviour means that The Hinckley School and its students are held in equal esteem to other schools and their students in the local area.

Acceptable behaviour is that which demonstrates care, kindness and respect for our school community and environment through.

- Way of speaking: choice of words, tone of voice and friendliness.
- Treating others in the way you would like to be treated yourself and in the way you would like others to treat the people you care most about.
- Caring for our school building and equipment by being careful with furniture and resources.
- Allowing others to concentrate and learn.
- Putting litter in the bins and tidying up after oneself.
- Listening carefully to instructions and following them: first time, every time.
- Modelling excellent behaviour to those who are taking longer to learn it for themselves.
- Demonstrating self-control and making the right choices, when representing the school in the community and even when nobody is looking.
- Take responsibility when occasionally getting things wrong, accepting sanctions without argument, reflecting and learning from the experience.

Some examples of unacceptable behaviour are:

- Disruption in lessons, caused by shouting out, talking during quiet work or otherwise disturbing the working atmosphere of the classroom.
- Disruption in corridors or social spaces between lessons, and at break and lunchtimes such as pushing and shoving, running or excessive noise.
- Non-completion of classwork or homework or general lack of effort.
- Lack of care shown in written or practical work.
- Lack of care or willful damage to school resources, equipment, the building or outside spaces.
- Wearing incorrect uniform.
- Mobile phone being seen, heard or used without the specific permission of a staff member.

Unwanted behaviour will receive a consequence as outlined in section 4.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules or failure to accept the lower level of sanctions designed to correct unwanted behaviour and prevent it escalating.
- Any form of bullying - including discriminatory language or behaviour and hate speech of a racist, sexist or homophobic nature. See section 10.
- Sexual harassment or violence, for example sexual comments, sexual jokes or taunting, interfering with clothes, online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Use of a mobile phone during school time to

- cause upset or distress.
- meet another student, to truant or cause disruption.
- contact a parent, asking to be collected, without the permission of school staff, during the school day.
- cause conflict between other students or between parents and school staff.
- photograph, film or record other people or incidents in school, when not part of a learning activity with staff permission.
- Vandalism
- Theft
- Fighting or inciting fighting between other students
- Smoking, vaping or the use of any nicotine products on school site
- Possession of any prohibited items. These are:
 - knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Cigarettes, vapes or any smoking or tobacco products
 - Fireworks
 - Pornographic content or images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Serious behaviour will receive a robust response and is highly likely to result in either an internal exclusion, fixed term suspension, off-site direction or, in the most serious of cases, permanent exclusion. More details can be found in the Exclusions & Suspensions Policy [The Hinckley School - The Hinckley School Policies](#)

2. Behaviour Beyond the School Gates

This behaviour policy applies to all school-organised activities, trips and fixtures, including those which take place beyond normal school hours, for the duration of the entire activity and until parents resume responsibility.

Parents have responsibility for the majority of behaviour which occurs outside of the school and online. However, these behaviours can affect school culture. Therefore, schools also have the power to sanction unwanted behaviour which occurs in the community and brings the school into disrepute.

This may include behaviour which takes place:

- as students make their way to and from school
- whenever a student is wearing The Hinckley School uniform
- In the community, including online, when the student's behaviour could damage the school's reputation.

Likewise, exemplary behaviour and acts of service to the community will be recognised and celebrated as we seek to promote positive social behaviour and citizenship in all our students.

The Hinckley School operates a home-school agreement (see section 12) to ensure students, parents and school staff are clear about the behaviours that will not be tolerated, in order to avoid students reaching the stage where serious consequences need to be imposed. Our ambition is to promote a school culture which makes these very rare.

3. Adult to student interactions and PRIDE

How the adults in school conduct themselves is a powerful vehicle for building student culture. Interactions are characterised by warmth, optimism and the knowledge that most students will choose to make positive choices the majority of the time. Adults who are cheerful, yet unwavering in their high expectations, help students learn excellent conduct within a safe atmosphere. Shouting is avoided in favour of firm expression of school expectations with clear and reasonable instructions. Students are expected to comply with instructions 'first time, every time' and staff members will follow up promptly and with consistency where this is not the case, correcting students' behaviour and following this with the school's consequence system if necessary. In this way, everyone can focus on the school's core purpose; 'it's about learning' without wasting time gaining students' compliance. Adults in school interact with students in the same way they would if the child's parents were present.

By modelling cheerful and respectful interactions, adults demonstrate to students how they should interact with each other and the manner which is likely to serve them well when they leave The Hinckley School and become fully fledged members of adult society.

We also support students to demonstrate PRIDE in all they do, by teaching them the meaning of the PRIDE qualities and encouraging them to reflect on the extent to which they have mastered them:

Perseverance - *To be resilient and courageous in tackling any difficulties I face in both my learning and my life, without giving up when things become challenging.*

Respect - *To show empathy and compassion by treating others as I would wish myself and my family members to be treated. To value others whose backgrounds, culture or preferences are different from my own, and to be thoughtful in how my behaviour and language represents me as an individual and can have a positive impact on others in my school and community. To show respect for my school by caring for the building, grounds and equipment.*

Independence - *To be self-motivated in my learning, paying back the dedication of the adults in school with my own hard work. To take responsibility for my own timekeeping, equipment, uniform and organisation, in a way which prepares me for the challenges of adult life.*

Discipline - *To take responsibility for my own choices and decisions. To demonstrate self-control in The Hinckley School and in the community, so that I act responsibly, even when nobody is looking. To always be the best that I can be.*

Engagement - *To be motivated and enthusiastic about my learning and to collaborate successfully with others to reach my goals. To be curious about my thinking, recognising that education is a gift which will enrich my whole life. and to be able to solve problems that are presented to me.*

4. Encouraging positive relationships and behaviour through rewards, celebration, consequences and sanctions

Rewarding students who consistently demonstrate PRIDE and contribute positively to the school community is central to our approach. Their efforts are recognised in a variety of ways, from simple but personalised verbal acknowledgement, to positive reward points on Class Charts, to more significant certificates and awards in our celebration assemblies and events. Rewards are communicated to parents largely through the Class Charts app, though parents are also likely to receive a positive phone call or email / letter. We have dedicated showcase events, to which parents are invited, in which outstanding student work is celebrated.

At The Hinckley School, we want students to know that their effort, kindness and embodiment of the PRIDE values are noticed and valued. Rewards are not tokenistic; they are deliberately designed to celebrate positive choices, sustain motivation, and build a culture where achievement and character are recognised equally.

Our reward system includes:

- **Daily recognition:**
 - Verbal praise and postcards home.
 - PRIDE points logged on Class Charts for perseverance, respect, independence, discipline and engagement.
- **Weekly recognition:**
 - Positive phone calls home from teachers and tutors. Positive letters or post cards home are also used.
- **Half-termly recognition:**
 - **Headteacher's Commendation:** awarded for outstanding work, significant progress or exemplary PRIDE values. Students invited to a celebration event with the Headteacher.
 - **Rewards Breakfasts / Hot Chocolate with the Head:** for students with excellent attendance, punctuality and behaviour.
 - Showcase assemblies celebrating academic achievement, kindness and contribution to school life.
- **Cumulative rewards:**
 - Students can **exchange PRIDE points** for tangible rewards (e.g. stationery, book vouchers, skip-the-queue lunch passes, Hinckley School merchandise).
 - Entry into prize draws for larger rewards (e.g. cinema vouchers, sports tickets, tech prizes) once students hit certain thresholds.
- **Annual recognition:**
 - Celebration Evening where students receive awards in front of their families for exceptional contributions across all year groups.

- PRIDE Champion award for each year group.

Principles of our rewards system:

- All students, regardless of starting point or barriers, can access rewards if they demonstrate effort, kindness, and PRIDE.
- Rewards are immediate, visible, and meaningful, but also sustainable and fair.
- Parents are kept informed of positive recognition, so achievements are celebrated at home as well as in school.

At The Hinckley School, effort is valued alongside academic achievement, as is kindness and other PRIDE characteristics, meaning rewards are inclusive; all students, regardless of any barriers to learning, are acknowledged, and celebrated, when this is deserved.

When students fail to meet the school expectations it is important that the unwanted behaviour is corrected, and they learn to do better. Rule-breaking is no small matter, when it affects other students' learning, people's dignity or safety or when the smooth running of the school is compromised. Therefore, breaches of the school rules lead to a consequence for the student. This will not always be a sanction, if help is what the student needs, but there should always be a response so the student can learn to do better and in the majority of circumstances, the appropriate response is a sanction.

Sanctions aim to deter, protect and improve. Some students will need support to understand the impact of their behaviour on themselves, other students and adults in school. This may be because they:

- Have misinterpreted the rules or not been present when they were taught or reinforced.
- Have formed harmful habits, e.g. under a different system or in another school.
- Haven't had good models of behaviour from which to learn.
- Find their emotions difficult to manage.

A student's context does not necessarily mean a consequence is unfair or inappropriate but the nature of it may be adjusted. The presence of SEND in itself does not mean a child cannot meet behaviour expectations, but it must form part of the decision making. However, it is important that expectations are not lowered, as this robs the student of the opportunity to practice the conduct needed to thrive in wider society, with the support of school staff. Adjustments will only be made when a student's specific medical or learning difficulties bring challenges to meeting the expected standard of behaviour, not when the unwanted behaviour stems from preferences or purposeful, negative choices.

On occasion, infrequently, it may be necessary for a student to spend a little time in seclusion whilst they re-regulate. This is not a punishment, but an intervention needed to minimise the potential for harm to themselves or others. Students requiring a period of seclusion will be supervised and parents informed of the reasons for and outcome of the time in seclusion. More guidance can be found here: [Use of reasonable force and other restrictive interventions guidance](#)

School Consequence System

Note – below is a guide, not a definitive set of fixed sanctions. Students are individuals and behaviour does not always follow a defined pattern with definite consequences.

Consequence	Example of Unwanted Behaviour	Intervention	Sanction	Follow-up Action
C1	Calling out Inadequate or poor quality work Swinging on chair Talking when shouldn't	Quiet, often non-verbal correction Reminder of appropriate behaviour	None	Log C1 on Class Charts Teacher to monitor for repeat incidents
C2	Continuation after a warning of the types of behaviour listed above	Conversation to reset the behaviour, preferably outside the classroom	(Up to) 15 minute detention with class teacher, to address the behaviour	Teacher to monitor and praise improvement / check for any repeat of poor conduct Log C2 on Class Charts Mark detention as attended or upscaled if not attended Consider parental contact
C3	Persistent disruption to learning Ongoing failure to follow instructions or school rules Leaving the room without permission	5-minutes of time out of the classroom, followed by change of seating or removal to a colleague's classroom	30-minute after school detention	Teacher to monitor and praise improvement / check for any repeat of poor conduct Log C3 on Cass Charts Contact parents
C4	Significant disruption to learning, rudeness or threat to dignity or safety of others, after corrections to behaviour have been tried	Removal by on-call senior or pastoral staff, to another classroom or to Reflection Room	Loss of social time and time in Reflection Room	Senior / pastoral staff to log C4 on Class Charts Parent phone call or meeting Year team and HoD monitor behaviour and praise / escalate as necessary

If there are continued and significant concerns with behaviour, staff will consider:

1. Calling a meeting with parents to understand and work in partnership to improve the student's behaviour.
2. A subject or general report card to monitor patterns, praise improvements and hold the student to account for their behaviour choices.
3. A change of class, temporary or permanent.
4. Academic support, if this appears to be a cause or barrier to improvement.

Most unwanted behaviour is dealt with by the class teacher or member of staff on duty at social times and is likely to include proactive methods on an escalating scale:

1. Non-verbal, subtle correction.
2. Student spoken to, discreetly if possible.
3. Change of seat in the classroom.
4. Private reminder of the impact of poor behaviour and related consequences.

5. Refocus on learning with achievable targets for work to be completed – followed by proportionate acknowledgement of any improvement.
6. Removal from the lesson to another classroom. Follow up with class teacher to ‘reset’ before next lesson.

Removal from the classroom is serious but necessary if a student’s behaviour is repeatedly affecting the learning or safety of others. It should occur only after other behaviour strategies have been tried. When a child’s poor behaviour has been severe enough to lead to a removal, parents should be informed and involved in helping the student to correct their behaviour.

Removals will be to a place of calm, with meaningful work provided. However, the classroom and the presence of the subject expert, will always be the best place for students to learn so it is in the interests of the student, school staff and parents to work together to ensure any removal is a short-term measure with a plan to reintegrate.

If the behaviour is more serious, other consequences will be appropriate to encourage the student to reflect, learn the impact of the unwanted behaviour and make better choices in the future:

7. Loss of social time or other privileges, usually through detention system.
8. School-based community service (e.g. tidying a classroom, picking up litter).
9. Behaviour-tracking report.
10. Time working in isolation.
11. Suspension.
12. Reintegration with agreed actions to minimise recurrence.

In some cases, where a student’s behaviour is putting their school place in jeopardy, or where a ‘firebreak’ may prove to be a positive step in halting a severe deterioration in behaviour or relationships, the student may receive an ‘off site direction’ which is a temporary placement in another school. Alternatively, a ‘managed move’ to another school may be proposed. This will be arranged in discussion with parents and the placement school.

Sanctions need not be severe, it’s the certainty and the swift response which are important. In most cases, sanctions will be completed on the same day, or at least the following day.

Students whose behaviour is affecting the learning of others, threatening others’ dignity or safety, or compromising the safe and smooth running of the school, will be separated from other students. Their education will continue, and they will be given appropriate work to complete. In most cases, students will work in the Reflection Room. The Reflection Room is the final in-school behaviour correction method before suspension, and in the majority of cases, students complete their time in the Reflection Room and return to lessons at the agreed time. In most cases, students’ time in the Reflection Room will be kept to a minimum, with the most likely length being half or single days and, very rarely, two days or more.

There are clear and fair rules for working in the Reflection Room:

- Mobile phones to be handed in to the member of staff supervising the room.
- Bags and coats to be stored in the designated area.
- Silence at all times, unless receiving essential instructions or one-to-one support.

- All instructions to be followed first time, every time.

If a student's behaviour falls short of the rules for the Reflection Room, the student will be suspended, and parents will be expected to attend a reintegration meeting to work with the school to prevent a recurrence of the unwanted behaviour.

Reintegration meetings after time in isolation or a suspension provide clarity regarding what happened, what led to the need for the most serious sanction, how the behaviour fell short of expectations and who was affected by it and how. In the meeting, school staff, parents and the student will agree the way forward in the form of a minimum of 3 commitments: *In order to prevent the need for another suspension, the school will..., the student will... and the parent will...*

More information can be found in the Exclusions & Suspensions Policy [The Hinckley School - The Hinckley School Policies](#)

At THS, we are a supportive and patient community, but we have red lines. They are bullying; racism; threatening behaviour; insulting or obscene language; possession of a banned item; repeated defiance or refusal to comply with instructions designed to keep others safe; and extreme disruption to the smooth running of the school and therefore our ability to fulfill our educational remit. We make every effort to support all of our students, even the most challenging ones, and no student is more or less valuable than another. Therefore, suspensions will always be a last resort, when all other reasonable methods have been exhausted.

- Same-day detentions can be used as long as this has been previously communicated as a possibility to parents, with clear circumstances and information on how they will be notified. However, in the case of after-school detentions, school staff must consider:
 - Will this put the child at greater risk than usual?
 - Do they have caring responsibilities (e.g. collecting a sibling from school)
 - Can they make reasonable adjustments to their travel arrangements? **Schools do not have to consider whether the detention will inconvenience parents.**
- Lunchtime detentions must still allow for students to eat, drink and use the toilet.

Detentions – Process and Communication

Note – below is a guide, not a definitive set of fixed sanctions. Students are individuals and behaviour does not always follow a defined pattern with definite consequences.

Level	Example Behaviours	Who issues?	Length	Communication with Parents
C1	Minor disruption (calling out, swinging on chair, poor effort)	Class teacher	None	Logged on ClassCharts only
C2	Continued disruption after warning	Class teacher	Up to 15 minutes, usually same day	Logged on ClassCharts; may be mentioned in tutor or subject communication

C3	without permission	Class teacher / Head of Dept	30 minutes after school	Logged on ClassCharts; notification to parents via app ; phone call if persistent
C4	Significant disruption / rudeness / safety concern	On-call / Pastoral team	60 minutes after school or Reflection Room	Logged on ClassCharts; phone call to parents ; follow-up meeting where required
Missed detention	Failure to attend without good reason	Escalated to next level (e.g. 30 mins → 60 mins)	Senior staff	Direct parental contact (phone/email)

How parents are kept informed:

- All detentions are logged on ClassCharts, where parents/carers receive automatic notifications.
- For more serious incidents (C3/C4), staff also contact parents directly by phone to explain what happened and what support is in place.
- Repeated or escalated incidents (e.g. missed detentions) will always trigger a phone call or meeting with parents to ensure home-school partnership.

5. School Leaders – roles and responsibilities

The majority of unwanted behaviour is quickly corrected by students' form tutors, class teachers and the associate staff who perform duties during the school day. However, where student misbehaviour is more serious or persistent, it may be dealt with by the Head of Department, if it is confined to a particular subject.

If a student is getting things wrong in multiple subjects or ways, it will be necessary for a member of staff with a wider remit to intervene. Our pastoral teams are:

- The Bridge (Year 7): Laura Clarke (Bridge Director), Mandy French (Pastoral Leader)
- The Gateway (Year 8): Jake Elvidge (Head of Year), Russ Arnold, Sara McCallum (Pastoral Leaders)
- Year 9: Mark Swann (Head of Year), Sean Randle (Pastoral Leader)
- Year 10: Matt Stocks (Head of Year), Mark Tallis (Pastoral Leader)
- Year 11: Paul Barrett (Head of Year), Gemma Whittingham (Pastoral Leader)

All senior leaders in the school take responsibility for student culture. However, the following have a more defined responsibility:

- Joe Matharu – Director of Key Stage 3 (Years 7, 8 and 9)
- Paul Barrett – Director of Key Stage 4 (Years 10 and 11)
- Vicky Bull – Director of Post-16 (Years 12 and 13)
- Alfie Fawkner – Senior Assistant Headteacher for Student Culture

- Dave Wood – Deputy Headteacher
- Kate Grocock – Head of School

Depending on the severity of the incident, there may be a need to bypass stages of the consequence system in order to sanction appropriately. For further information on the expectations of schools to encourage and maintain good behaviour and also the legal protections in place for school leaders in fulfilling these responsibilities, please refer to the Department for Education document *Behaviour in Schools; Advice for headteachers and school staff, February 2024*

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

6. Uniform

Standardised uniforms remove much of the competition around appearance felt by young people and are proven to reduce anxiety. High standards of dress and conduct are important as our young people represent the school in the community. Furthermore, a school uniform is one of the most inclusive strategies a school can implement as it achieves commonality, regardless of background or finances.

Our school uniform and the related uniform rules are designed to ensure The Hinckley School students appear as smart as those from any other school in the area. When students put on our uniform this is a signal that they will be entering a place of productive learning where we promote our shared values of hard work, kindness and teamwork. In this way, our school uniform provides a sense of belonging for our students. Our uniform expectations are clearly communicated to parents, feature in the home-school agreement and are designed to be affordable, in line with government guidance [School uniform - GOV.UK](#). Parent cooperation is vital in helping us to maintain high standards of student appearance. Where families may be struggling to meet uniform expectations due to financial or other difficulties, we have some school items which may be borrowed, and we will work with parents to help achieve a more permanent solution.

All staff, across the school, are responsible for challenging incorrect uniform. Students who willfully fail to meet the uniform rules will be educated separately from their peers until the uniform has been corrected. They will still be completing purposeful work, but the best place for all students will always be in lessons, learning alongside their peers and benefitting from teaching by subject specialists. Therefore, it is the student's best interest to comply with expectations and for parents to support the school and ensure uniform infringements are corrected as soon as possible.

The school uniform policy can be found here [The Hinckley School - The Hinckley School Policies](#)

7. Attendance and Punctuality

Significant learning takes place in lessons. Student who are absent or late miss large amounts of learning and make much less progress than their peers with attendance of 95%+ and who arrive punctually for school. On average, at The Hinckley School, students who attended 95% of lessons or more achieve over a grade higher in each of their subjects than students whose attendance falls below

80%. Furthermore, good attendance and punctuality are essential skills in developing the independence and self-discipline needed for adult life and employment.

Students are expected to be in school by 8.25am and in their tutor group line-up by 8.30am. This is when uniform standards are checked, and tutors greet all students to make sure they are ready for the day. From 8.30-9am students receive important messages and are taught the personal development curriculum required by law. Students who are routinely late will receive one warning and any subsequent lateness will result in them completing their personal development work in a detention.

8. Truancy

There are three forms of truancy:

1. External truancy – students either fail to attend school at all or leave without permission before the end of the school day. See the Attendance Policy for details [The Hinckley School - The Hinckley School Policies](#). External truancy is likely to lead to involvement by the Education Welfare Officer and may result in fines.
2. Internal truancy – students are present on school site but fail, or refuse, to attend a lesson. This can be as damaging to their education as failing to attend school at all and will be dealt with robustly using the school consequence system. Where, due to a special need, disability or difficulty, a student may require an alternative way of learning to being in the usual lesson, this will be a temporary arrangement, decided and agreed by school staff with the appropriate expertise and training, in communication with parents. Student preference is not a reason for an adjustment to be made. Instead, the student will be supported to attend lessons along with all other students.
Internal truancy poses a safeguarding risk and wastes significant staff time which could be used more positively for the benefit of other students. Teachers will alert to the possibility that a student is truanting through Class Charts and the student will make up the learning time missed after school and in detention.
3. 'Desktop' truancy – students are present in lessons but refusing to demonstrate sufficient effort and complete the work to the required standard. Desktop truancy, which is unrelated to SEND, will be dealt with through the school consequence system.

9. Mobile Phones

We understand that parents often feel happier if their child has a phone with them as they make their way to and from school. However, mobile phones can also cause significant disruption in school, by distracting students from learning, being used to access inappropriate material or for online bullying. Phones are also cameras and video recorders and pose a privacy and safeguarding risk. Finally, young people need a break from screens in order to interact and develop social skills.

Therefore, as recommended by the government, The Hinckley School is a no-phone school. This means that from the moment students pass through the outer school gate, their phone should not be used, seen or heard. Inappropriate use of phones to contact other students or home also causes disruption to learning and the smooth running of the school.

If parents need to get a message to their child, they should contact the school via the main telephone number: 01455 632183. If a student needs to speak to a parent, a member of staff will support them to do so using the school phone line. The school asks all parents to support the school by following this rule and reminding their child not to use their phone at all, anywhere on school grounds.

If a child breaks the mobile phone rules, their phone is confiscated. The first time this happens, they are permitted to collect it themselves at the end of the school day. However, in the case of any further misuse, the phone will have to be collected by a parent after confiscation, and the student will be placed on a complete phone ban. This means they will be expected to leave their phone at home or hand it in on their arrival every day.

For further information on how schools are protected by law to prohibit phone use in schools, please refer to the Department for Education document *Mobile Phones in Schools, February 2024*. Page 9 provides valuable information for parents.

<https://www.gov.uk/government/publications/mobile-phones-in-schools>

10. Bullying and child-on-child abuse

Child-on-child abuse is when a child or young person harms another child or young person through verbal, physical, sexual, or emotional abuse, exploitation, or harassment, either in person, through technological devices or online. It includes discriminatory language or behaviour such as sexism, racism and homophobia.

Bullying is any form of child-on-child abuse which is deliberate, repeated and persistent over time. It may take the form of:

- Excluding from friendship groups or activities
- Hiding or interfering with possessions
- Unkind gestures
- Name-calling, sarcasm, spreading rumours or teasing
- Targeted graffiti
- Unkind or threatening messages sent to or about someone
- Pushing, hitting, kicking or any form of violent physical behavior

Any forms of abuse or bullying, even those young people believe to be subtle, will not be tolerated at The Hinckley School and will lead to serious sanctions. All students deserve to feel safe and secure in school, free from any form of unkindness and abuse. Students are encouraged to tell an adult in school if they, or someone they know, is a victim of abuse or bullying. We will work with any student found to be abusing or bullying another student to educate them on the impact of their behaviour. Where students who have engaged in abuse and bullying are unwilling to accept responsibility, their place at the school will be in danger.

Response to reports of bullying or child-on-child abuse

1. Gather as much information as possible, from the victim, their parents, witnesses, close friends.
2. Ensure the victim has ample opportunity to outline their experience and feel properly heard. Put in place any immediate measures to ensure they feel safe.
3. As soon as appropriate, remove the alleged perpetrator(s) from circulation, talk to them about the report of bullying and take their statement(s).
4. Keep parents of both victim and perpetrator(s) informed at all stages.
5. Decide on appropriate disciplinary action. This is likely to be a blend of sanctions with educational support to minimise the chance of repeated bullying. In severe cases, this may involve suspension or exclusion.
6. Consider the need for any ongoing risk assessment
7. Consider the appropriateness of an apology, either face to face or written.
8. Refer victim or perpetrator to external agencies or sources of support if necessary.
9. Monitor interactions and be alert to any future risk or recurrences.
10. Ensure students know how to report bullying and that it will be dealt with fairly and robustly.

11. Searches, confiscation and the use of reasonable force

Schools are encouraged and protected by law to maintain a safe environment for all members of their communities.

The links on page 1 of this policy contain more detail, but in short, school staff members have the power to search students, confiscate property and use reasonable force to prevent students from committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline.

If a staff member believes a student may be in possession of a banned or dangerous item, a search will take place. By law, searches can take place for anything on the list on page 4 and anything additional, if the student agrees.

The following process will be followed for searches:

1. Explain to the student why they are being searched and how and where it will take place. Seek their cooperation.
2. If the child resists, consider the circumstances to determine if this is because they have a prohibited item, don't understand what the search will involve, have had a previously distressing experience.
3. If they continue to refuse, this may lead to a sanction, in line with the school behaviour policy.
4. In rare cases, reasonable force may be used, but only for items on the DfE list.
5. Use a private or semi-private location, a same-sex searcher with another staff member present. Only if a search is gravely urgent can any of these steps be missed. If no witness can be present, immediately report the search to another staff member.

6. Searches can include outer clothing, pockets, possessions, desks, lockers. Outer clothing includes hats, boots, shoes, scarves. Searches cannot include any items of clothing worn next to the skin, nor can a child be asked to remove any item of clothing worn next to the skin.
7. The pupil must be present for a search of their possessions.
8. A search may include a metal detector or similar scanning device.
9. Record all searches on CPOMS and/or Class Charts including details of what was found / nothing found: date, time, student, searcher and witness staff member, what looking for and why, what found if anything, follow up action.
10. Confiscate anything found which poses a risk to staff or students. Controlled drugs and weapons must be reported to and collected by the police. Alcohol, fireworks, smoking items must be retained and disposed of, NOT returned to the pupil. Pornographic material must be disposed of unless it is illegal then it must be reported to the police. Stolen items must be returned to the police or to their owner.
11. Never intentionally view an indecent image of a child. 'Experimental' creation or sharing of nudes/semi-nudes may not require the police but can be dealt with by the school, depending on the circumstances.

The Hinckley School staff have the power to confiscate property, including mobile phones as a disciplinary penalty, and staff are not liable for any loss or damage to confiscated items. Headteachers are backed by the DfE to confiscate mobile phones for the length of time they deem proportionate. If a repeated offence means a parent is required to collect the mobile phone from school, this must be done within the school's normal working hours, regardless of any inconvenience this may cause to the parent.

Reasonable force must be as minimal as possible to achieve the necessary outcome. It will only be used as a last resort and must be immediately reported to a senior leader, recorded on CPOMS the school's safeguarding recording system, explained to parents and reflected upon to inform future potentially similar incidents. National guidance on reasonable force has been updated and can be found in this document: [Use of reasonable force and other restrictive interventions guidance](#)

12. Home-School Agreement

At The Hinckley School our goal is to build a positive school culture which is understood and supported by the whole school community, enabling students to achieve and develop beyond what they thought possible. We believe that young people perform at their best when the expectations around their conduct are understood by everyone and applied consistently. This is best achieved when school staff work in partnership with students and parents and everyone is clear on their responsibilities and what they can expect from each other.

These responsibilities are set out in this home-school agreement. We ask that parents and students sign the agreement and return it to school. The act of signing this document seals the agreement to follow the expectations which result in a respectful and safe learning and working environment for everyone in our school community.

The Home-School Agreement is introduced to students through the personal development curriculum, early in the new school year. They are asked to sign it, take it home for parents to sign with an accompanying letter and return the signed agreement to school for safe storage. If parents have any queries, they are contacted by the year team or a senior leader so their concerns can be understood. The agreement sets out the following commitments:

The Hinckley School agrees to

- Provide a curriculum and approach to teaching which enables students to build essential knowledge and skills over time in a way which makes sense and is engaging, whatever students' particular talents or difficulties.
- Provide a safe and secure learning environment, characterised by positive relationships and a consistent and ambitious approach to student conduct.
- Prepare lessons and adapt teaching to facilitate student progress and provide feedback to students which boosts their achievement.
- Keep parents informed about the progress their child is making and anything they can do to help with this.
- Contact parents if there are concerns with a child's attendance, punctuality, welfare, progress, behaviour or homework.
- Provide a range of enrichment activities, such as sports, clubs, trips and other opportunities to enhance students' learning experience and personal development.
- Teach students how to become a respectful and community-minded citizen, through our personal development programme and behaviour curriculum.
- Value and celebrate every child, for their unique talents and individual contribution to our school community.

The student agrees to

- Attend school regularly and on time by 8.25am, ready for an 8.30am start.
- Bring the correct books and equipment to school and keep them in good order
- Wear the correct uniform at all times, including to and from school.
- Comply with the behaviour expectations at the school, by being calm, mature and respectful in classrooms, corridors and outside in the school grounds.
- Look after the school building, furniture and equipment, so that it is available and nice for everyone else in the school community.
- Follow adults' instructions first time, every time, without argument.
- Work hard in lessons and on homework, even when the work is challenging.
- Treat others in school with respect and kindness, in the way I would want to be treated myself and how I would want my loved ones to be treated.

- Tell an adult about any issues or concerns I have, so they can be quickly resolved by the school, especially any unkind behaviour or bullying that I am aware of.
- Behave well on the way to and from school and whenever I am wearing the school uniform or representing the school on a trip or activity.
- Observe the code of practice when using all forms of IT.
- Take advantage of the many opportunities on offer by participating fully in the life of the school.

Parents / carers agree to

- Ensure that my son / daughter attends school each day, informing the school promptly if my child will be unavoidably absent.
- Ensure my son / daughter gets sufficient sleep and arrives by 8.25am ready for an 8.30am start, in full uniform and with the correct equipment and kit for the day.
- Avoid taking holidays in term time and do my best to make medical appointments out of school hours.
- Support the school's high standards on uniform and behaviour, so that the focus of school staff is on supporting students' education and personal development.
- Provide a suitable time and space for my child to complete homework and encourage good independent study habits.
- Directly make the school aware of any concerns that might affect my child's welfare so that we can work in partnership to resolve any issues.
- Provide at least two contact numbers to help school staff communicate with me.
- Stay up to date by reading school communications, primarily through Class Charts, taking/returning phone calls and attending parents' evenings and other events that provide important information for parents and that celebrate students' work and achievements.
- Be aware, through regular checking, of my child's conduct online and social media use, ensuring this is healthy and kind.
- Support the school's ambition to provide the very best education and school environment for my child, by encouraging them and others to have a positive attitude about the school.