



The Hinckley  
SCHOOL

# Behaviour and Relationships Policy

including our approaches to Rewards, Sanctions and Anti-Bullying

This policy should also be read in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- Exclusion Policy
- Attendance Policy
- Child Missing Education Provision Policy

Date of last Review: September 2023

Reviewed by: Michaela Thomas, Deputy Headteacher

Frequency of Review: Annually

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**At The Hinckley School our central aim is to enable all our students to Build Brighter Futures.**

Our Values are:

- Students First** – all staff, governors & parents totally focused upon the education of all our students.
- It's about Learning** – students, all staff, governors & parents totally focused upon developing and improving the learning of students underpinned by harmonious and trusting relationships.
- No Barriers** – no excuses, only support, to ensure students, all staff, governors & parents maximise the academic achievement of students whilst enabling them to develop and flourish as well-rounded individuals.

Our commitment to our students is very clear. We expect to teach our students to the highest of standards; to support them to be successful and to prepare them for a further education pathway which is aspirational and meets their individual needs. An important part of this is to keep them safe and happy when they are here with us. High standards of student behaviour and discipline, alongside recognition of achievements can provide a positive environment in which teachers can teach and students can learn. Our students want to behave appropriately, and we aim to support them and help them to do so.

In our community, everyone is expected to help by thinking about their behaviour and by trying to set a good example to others by fostering positive and respectful relationships. Students, teachers and support staff all share the school and need to live with each other by getting on together and by putting matters right when there are difficulties. Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students.

**The Aims of this policy are to:**

1. To promote positive relationships throughout The Hinckley School based on mutual respect.
2. To ensure a safe working and learning environment for staff and students.
3. To promote a positive achievement culture.
4. To promote high self-esteem, self-worth and self-discipline in all.
5. To promote a strong partnership with parents and all stakeholders in supporting positive relationships.
6. To ensure that there are strategies in place to sanction and celebrate effectively and in equal measure.

## The Hinckley School Values: 'Championing the Hinckley Way'

We believe that it is our responsibility to champion every child to achieve their potential, to stimulate aspiration and strengthen belonging within their community.

We believe in 'No Barriers': we do not allow disadvantage or other challenges to be a barrier, and we treat these barriers as hurdles that can be overcome with help. We believe in 'Students First': we make decisions based on what's best for our students, now and in the future. We believe 'It's about Learning' in a relentless focus on quality first teaching. Our ultimate goal is for all students to increase their life chances by living PRIDE.

Our students are successful because they feel that they 'belong' to our community; through this belonging comes the confidence to learn. We have high expectations of our students in everything they do. We set a tone and ethos through dialogue and principles, not through the application of a detailed list of rules. We are 'warm - strict'. In this way we build belonging.

'Strict' doesn't mean punitive or harsh, just that it is very clear where the boundaries are, and that these are consistently applied and reinforced. The 'warm' is about all of this being done to reassure pupils and is clearly about "purpose not power". All our staff take the time to explain the why as well as the what and the how. This patient and relentless approach allows time for students' metacognition of why our expectations matter, and why they make a difference to their character, learning and progress. In this way we build belonging. This shows our students that we have high expectations for them but also unconditional positive regard, and that we value them as individuals, and we want what is best for them. We don't undermine this by lowering our expectations for any student.

In every interaction we take due care to know the context of our students and the issues and challenges they come with. Many of our students have been exposed to multiple adverse childhood experiences, vulnerability can come through disadvantage, discrimination or disability. Therefore, we use our professional judgement and seek at all times to treat students with equity and equality. We challenge inequality at every opportunity and support as early as possible. We do not accept that inappropriate casual language or behaviour is 'part of growing up'.

We always seek to preserve the dignity of our students. We don't shout, it rarely makes things better, and we speak to the student as if the parent was standing next to them. Our staff are therefore role models for our students in everything they do, we model the behaviours, dress and expectations we want our students to copy... *"Our students won't remember everything we taught them, but they will remember forever the way we made them feel"*<sup>1</sup>.

In these ways we champion every child to be the best they can be.

*"We have come to the frightening conclusion that we are the decisive element in a child's learning experience. It is our personal approach that creates the climate, it is our daily mood that makes the weather. We possess tremendous power to make a child's life miserable or joyous. We can be a tool of torture or an instrument of inspiration. We can humiliate, hurt or heal. In all situations, it is our response that decides whether a situation will be escalated or de-escalated, and a child humanized or dehumanized."*<sup>2</sup>

1 Based on a Jim Henson quote

2 Based on a Haim Ginott quote

**PRIDE** articulates our values and beliefs that shape the learning, behaviour and experiences of our students. These values help to educate them and develop the kind of good character that contributes to a positive relationships and life outcomes for themselves and everyone in their community.

We want Hinckley students to demonstrate and champion PRIDE in all that they do:

**Perseverance** – To be resilient and courageous in my endeavours, tackling any challenges I may face in both my learning and in my life

**Respect** – To treat others as I wish to be treated. To embrace diversity and to be tolerant and thoughtful in how my behaviour and language represents me as an individual, my school and my wider community.

**Independence** – To be self-motivated in my learning, to be curious in my thinking and be able to solve problems that are presented to me.

**Discipline** - To demonstrate self-control in Hinckley School and in the community. 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 show empathy and compassion in my dealings with others at all times.

## **Encouraging positive relationships through reflection and celebration**

Rewarding our students and providing opportunity for them to reflect on their experiences is central to what we do. We aim to recognise all students' positive contributions to School life. PRIDE acknowledges achievement, application and progress. PRIDE points are awarded using Class Charts and communicated to parents/carers through the parent App. The awarding of PRIDE points is an important part of maintaining student motivation and high expectations and should be awarded with fairness and regularity. It is expected that positive to negative points will be awarded at a ratio of 5:1. PRIDE points are awarded on a R1-4 scale linked to the level of PRIDE students are able to demonstrate.

All students are encouraged to take part in enrichment activities and will be awarded positive points for attendance and participation. Positive points will be communicated to parents/carers on a daily basis electronically. We will regularly celebrate our students' achievements, effort and progress through termly reward assemblies, tutor recognition and whole school celebration events.

Students will have the opportunity to purchase rewards using PRIDE points, every week. It is important that students see a real value to PRIDE points and have regular opportunities to purchase the rewards for their PRIDE behaviours.

There are a variety of additional ways of rewarding students including:

- Praise/verbal comment
- Written comment
- Prominent Display of students' work
- Postcards and positive texts sent home
- Positive calls home
- Public commendations (in Assembly for example)
- Parents invited in (Celebration events)
- Visit to class by Faculty Lead or member of SLT

## **Sanctions used to prevent repeated negative behaviours**

Where the aforementioned positive strategies are not having the intended impact, the following processes should be applied, with the aim of restoring the relationships affected by the behaviour.

Through effective behaviour management, staff are expected to ensure lessons are conducive to effective learner behaviours. Teachers, Subject Leaders, Year Teams and SLT have different levels of responsibility when it comes to behaviour management.

### **Sanctions by class teacher**

The School's sanction system (behaviour points) is administered using Class Charts.

If a student does not conform to the School's behaviour expectations then consequences will be applied. Most misbehaviour could and should be dealt with by the subject teacher as it is vital that teachers are responsible for the good order in their own classroom (and around the School if they see anything which is inappropriate) in accordance with the School rules.

Each student should be able to recognise that there is a consistency in the consequences applied. The test for all consequences must be – is it reasonable? Is the consequence related to the behaviour? Does it keep dignity and respect intact for all involved? Does the student learn from it?

If a student fails to accept the consequences given by the classroom teacher, then they should be referred to the Subject Leader/Head of Faculty in the first instance. In some cases, the Subject Leader/Head of Faculty may feel that a departmental detention is necessary so that the student involved understands that there is consistency across all areas.

It is the responsibility of the original member of staff involved to enter the incident onto Class Charts.

A 'C' (consequence) system of escalation will operate for managing student behaviour in the classroom. This will run parallel to the 'R' (rewards) system described. To ensure consistency of application, scenarios are given to exemplify each of the stages 1-4.

Consequences	Examples of Behaviour	Intervention	Sanction	Teacher Action
C1 (0pts)	LLD first time e.g., inadequate work completion in lesson, speaking when should be silent/listening	Quiet 1-1 warning and an indication of the behaviour that is not demonstrating PRIDE	No sanction	Log in CCs. Teacher to monitor for repeat incidents.
C2 (-2pts)	Continued LLD despite warnings, inadequate work completion in lesson, speaking when should be silent / listening incomplete / poor standard homework.	Pre-emptive Action – conversation to reset behaviour outside the room	Break/lunch detention with teacher. No more than 10 mins at break. No more than 20 mins at lunch.	Log in CCs and set break/lunch detention. Record detention in student planner / give detention slip.
C3 (-5pts)	Further LLD after C2 or significant classroom disruption (e.g. refusal to work, refusal to follow instructions)	– seek support from department colleagues. Consider placement with colleague to prevent further escalation	Department PM detention (30-minutes).	Log in CCs and set after school department detention and inform student. Parental contact via phone or 'SIMs in Touch' to explain reasons for sanction.
C4 (-10pts)  Removal – only following intervention.  Lesson Truancy	If 'on call' cannot reintegrate into lesson or if student behaviour continues after 'on call' reintegration.	Contact 'On Call' via SIMS for senior staff support	Department PM detention (1hr).	Log in CCs and set after school department detention and inform student. Phone call home to explain removal and sanction.

\* LLD – Low-level disruption CCs – Class Charts

All achievement and behaviour incidents to be logged on Class Charts as soon as possible to allow for live monitoring and to be included on the daily summary report.

It is essential that subject teachers deal with problems within the classroom as far as possible by using the consequence system. However, some types of misbehaviour will have to be dealt with by Subject Leaders, and/or referred onto the Year Leader, although only where the nature of the incident is serious enough, will it merit action by them.

**For an incident leading to a Removal, it must be logged Class Charts as soon as possible (giving the reason)** – Student will be escorted to a designated space within the department. The 'removal' will be for one period only meaning that learning in other lessons is not missed. Teacher to contact home within 24hrs to discuss removal. Year Teams to monitor 'on call' requests for students. Two 'on call' requests in any given day will lead to intervention alongside the Year team.

#### Detentions

1. Break / Lunch detentions to be recorded in planner or slip given
2. Failure to attend lunchtime or breaktime detention on the same / next day will escalate to an after-school Department Detention for 30 or 60 minutes.
3. Failure to attend Dept PM detention will escalate to Year Team detention and contact home.
4. Failure to attend this will escalate to Out of Circulation (OOC) until 4.00pm.

Dependent on the severity of any incident, one or some of the above stages may be by-passed. The Hinckley School remains the sole arbitrator as to whether any of the stages need to be by-passed. If this approach proves unsuccessful, Parents/Carers must attend a reintegration to explore the reason behind the breakdown in relationships before the student can go back into general circulation. This will be led by the relevant Year Leader

The DfE gives schools the authority to give detentions as outlined in the behaviour guidance on pages 9-10 of the following document:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

In all instances, in line with our belief in building positive relationships with students, Detentions will be used as an opportunity for reflection, to correct the breakdown in relationships and to secure and foster a positive way forward, following our values in 'purpose over power'.

Any incident should be dealt with ideally on the same day by the Teacher, Head of Department or Year Leader, and if necessary, a member of SLT should be contacted to agree further action. Appropriate sanctions may include:

- Report card – monitored by YL / HOD and tutor and parent
- Parent/carer meetings in School
- Behaviour Contracts
- Same day detention
- Reduced timetable (arranged by Hub/SLT only)
- Isolation at break and lunchtime
- Withdrawal from lessons
- Out of Circulation
- Fixed Term Suspension
- Home School Agreement (a preventative measure for those students who fail to attend School or display unacceptable behaviour and underachieve. The aim is to identify precise and realistic outcomes for the student to achieve whilst highlighting the support available)
- Preventative Placement / or managed move to another school (arranged by SLT only)

### **Senior Support / On-Call System**

The main aim of on-call is to get students back into lessons and learning, although we recognize this may not always be appropriate.

Senior and Middle leaders are included on the senior support rota and this support requires the member of staff to patrol the School. Senior support call out should only be used when persistent disruption means a student has reached a C4, a serious disruption to learning is taking place or when physical misbehaviour could lead to someone being hurt. The member of staff on support will nearly always attempt to return the student to that lesson. Where this is not appropriate and it is deemed safe to do so, the student will be parked in an appropriate classroom or with a member of staff, to continue their learning. If a student cannot be returned to their original classroom, they will incur a same day, 1-hour, Senior Staff detention.

*Escalation of Actions for persistent behavioural issues can be found in Appendix A*

### **Approaches to Anti-Bullying**

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

### **Objectives of this Policy**

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All students and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## **What Is Bullying?**

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet, such as email and internet chat room misuse. -Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.

Child on Child abuse is any form of physical, sexual, abuse emotional and financial abuse and coercive control exercised between children and within children's relationships (both intimate and non-intimate), friendships and wider peer associations. Bullying can be one type of child on child abuse.

The school will work to prevent this by:

- Promoting school values through "PRIDE" and "it's about learning"
- Creating a culture of support and trust
- Responding appropriately to all reports of abuse
- Working with both internal and external support agencies and groups, including the school counsellor, the NSPCC and the Police
- Ensuring students are taught and learn about safeguarding and related topics, so they understand abuse can be perpetrated by peers, online or in person, by strangers or by someone known to them.

## **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

## **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong

- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

For procedures and flow chart please refer to Appendix E

## **Restorative Justice Conversations**

Our approach to relationships is rooted in the merits of restorative Justice, to model, promote and develop conversations that require empathy, understanding and respect and to move forward to avoid repeated behaviours that work against our PRIDE values.

The principles (the 5 R's) of Restorative Justice are as follows:

- Relationship – there is an emphasis placed on the relationship. Empathy is to be modelled to the student in order to nurture their own empathy skills. A neutral and non-judgemental stance should be adopted when reflecting on the behaviour.
- Respect- for everyone by listening to other opinions and learning to value them.
- Reflect- the focus should be on reflecting on the past, taking responsibility for their own actions.
- Repair- repairing any harm caused,
- Reintegration - in order to move forward into the future, learning from any past errors.

The principles of Restorative Justice are applied in several ways at The Hinckley School, ranging from informal conversations in the classroom, corridors and wider school community to formal conferences ran by members of the Pastoral Teams. We are all responsible for applying the principles of Restorative Justice within our contexts.

## **Promoting positive relationships in the wider school community.**

### **Social Times (including the start and end of the day)**

Students are expected to conduct themselves as per the social times expectations, demonstrating PRIDE and following rules as given by members of staff on duty first time of asking. Students health and safety remains paramount during social and unstructured times. Students have opportunities to demonstrate exemplary conduct and be rewarded with PRIDE points.

Failure to comply and follow reasonable requests, including anti-social behaviour will be addressed by duty staff and/or Year Teams, logged on SIMs and will result in sanctions being implemented accordingly dependent upon the severity and/or nature of the incident. The Hinckley School remains the sole arbitrator regarding the sanctions implemented in accordance with the behaviour and rewards policy.

Incidents that occur beyond the school day within the community that bring the school into disrepute will also sanctioned. Likewise, all exemplary conduct will be recognised and rewarded through use of PRIDE points, contact home and through the Newsletter.

### **Mobile Phones**

Mobile phones are a part of our everyday lives and we accept that a lot of students may have their own phone. If brought onto The Hinckley School premises, they are the sole responsibility of the student and once on site all phones must be switched off all day. This includes break and lunchtimes. If a phone is seen (switched on or off) it will be confiscated, and a parent/carer will be asked to come into The Hinckley School to collect it. This policy is in place to ensure that everyone remains focused on learning and enjoys social times without distraction. It is also important that in the technologically filled lives we all now have students have a break from this.

### **Uniform**

Our uniform is important because it represents our desire for every student to feel they belong, to feel equal and to reduce discrimination. We have high standards of uniform at The Hinckley School and expect all students to be dressed correctly and smartly. All teachers across the school are responsible for challenging incorrect application of the Dress code. All students must wear School uniform. Parental co-operation is vital in maintaining



high standards and we expect all of our students to take PRIDE in their appearance. Students that do not adhere to the uniform policy will be expected to borrow uniform.

Parents will be asked to support school with those students who persistently refuse to comply.

(See Appendix B for the Uniform List and Distributors)

### **Lateness to School**

At The Hinckley School, Attendance and punctuality is an essential characteristic to demonstrate Independence and Discipline, and to therefore be able to engage positively in their learning. Therefore, it is important that lateness should have the same day consequences.

School starts at 8:30am and students are expected to arrive at 8:25am in order to be punctual for tutor time. If a student arrives after 8:50am, or is marked late by their tutor, parents/carers will receive a text message and a same day detention will be issued. Students who are persistently late to school will require a parent meeting, where the aim will always be to remove the barrier that prevents the student from attending school on time.

Tutors must also see their role in this and should support students to be punctual and use a variety of strategies to this end. For this to work, all students who incur a late detention must be picked up, on the day, for the sanction to work. The Year Leaders work with teachers to ensure that our core values are applied when deciding appropriate sanctions for lates.

P1 teachers must register students as late if they arrive at their lesson after 9.00am. The Year Team will then add these students to an after-school detention. The issue of time and work lost must be addressed by the classroom teacher. Students who persistently arrive to school late with no extenuating circumstance are at risk of a Fixed Penalty Notice (FPN). Persistent lateness or absences will not be authorised without a medical note. Please refer to our Attendance Policy for more information.

### **Internal Truancy**

Pastoral Leaders will identify truancy via the SIMS register taken in the first 10 minutes of every lesson. They will make the teacher aware of this to initiate a sanction and Truancy is recorded on Class Charts. This will lead to an immediate text home to inform parents of a same day sanction.

Truancy of a lesson is to be sanctioned by the department with an after-school detention for 1 hour to make up missed learning. Repeated truancy is to be sanctioned with Year Team after-school detentions for the total of how many hours they have truanted. Persistent issues will be followed up by senior leaders and parents called in for a meeting. **Truancy is a significant safeguarding issue and will be referred to external agencies, if required. Please see Students Missing Out on Education policy for the process that we follow for any truancy in Hinckley School.**

### **Child-on-Child Abuse**

Physical or verbal abuse between students will be fully investigated and sanctioned accordingly and will not be tolerated. This is in keeping with our Child Protection and Safeguarding Policy.

### **Sexual Harassment & Sexual Violence between Children**

The Hinckley School does not accept any kind of sexualised behaviour or abuse, committed on our premises, in the community or online. We will work with parents, students and any appropriate external agencies to prevent or respond to any such incidents – see **Appendix C**.

### **Racist and Homophobic Incidents**

Any racist or homophobic incident will be investigated fully when observed or reported. It is likely that the student will be out of circulation whilst the investigation is underway and in every circumstance parents/carers will be informed. Exclusion sanctions will be enforced dependant on the severity of the situation and in accordance to the DFE advice/ The Hinckley School Exclusion Policy. Further guidance can be found in **Appendix D**

## **Power to Search, Use of Reasonable Force and Confiscation**

There are two sets of legal provisions which enable School staff to confiscate items from pupils:

- 1) The general power to discipline which enables a member of staff to confiscate as punishment.
- 2) Power to search without consent for 'Dangerous and Prohibited Items' (See Appendix E)

The school rarely uses these provisions and only when there is a perception of risk to the student or other students or staff. On the rare occasions it does so, two adults will be present and should be agreed and overseen by a senior member of staff.

### **Use of Reasonable Force**

Please refer to the school's safeguarding policy but in basic terms: members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. Any use of reasonable force will be seen as a last resort and will be reported to SLT, recorded on CPOMS and reflected upon to see what steps could have prevented the use of force in future.

## Appendix A

### Escalation of actions for more serious behavioural concerns

#### Issue in 1 subject area

Action to be taken by the subject area. The data and report will be generated for Subject Leader by the admin team on a daily basis.

ISSUE IN ONE SUBJECT	ACTION
Removal from lesson	<ul style="list-style-type: none"><li>· After-school department detention.</li><li>· Teacher to log removal on CCs.</li><li>· Phone call home</li></ul>
Stage 1	<ul style="list-style-type: none"><li>· Restorative conversation with student and targets set.</li><li>· Contact parents/carers.</li><li>· Recorded on CCs.</li></ul>
Stage 2	<ul style="list-style-type: none"><li>· On report with Department (class teacher or Subject Leader).</li></ul>
Stage 3	<ul style="list-style-type: none"><li>· Department meeting with parents/carers (support from Year Team if appropriate).</li></ul>
Stage 4	<ul style="list-style-type: none"><li>· Respite removal from lessons and reallocate in department for 1-2 weeks.</li></ul>

ISSUE IN MORE THAN ONE SUBJECT	ACTION
Stage 1	<ul style="list-style-type: none"><li>• On report to form tutor – tutor to contact home.</li></ul>
Stage 2	<ul style="list-style-type: none"><li>• On report to Pastoral Leader/Year Leader.</li><li>• Contact home and continue on report to Pastoral Leader/Year Leader.</li></ul>
Stage 3	<ul style="list-style-type: none"><li>• Parent/Carer to attend meeting with Year Leader/Pastoral leader.</li><li>• Behaviour contract agreed.</li></ul>
Stage 4	<ul style="list-style-type: none"><li>• Senior Leadership Team report</li><li>• Parent/carers meeting with Year Leader/Pastoral Leader/SLT to discuss, with clear rewards and sanctions identified.</li><li>• Behaviour contract agreed.</li><li>• Contract to be shared with staff.</li><li>• Student will come off contract after 1 month of positive behaviour but will be fast tracked to this point if concerns are raised again.</li></ul>
Stage 5	<ul style="list-style-type: none"><li>• Headteacher Report/meeting with Governors</li><li>• Parents/Carers to attend Headteacher /Governors meeting. Review date agreed.</li></ul>

**If concerns reoccur then the student will be fast tracked to an appropriate point and Year Team and Subject Area to work collaboratively.**

Tutors should discuss with student any behaviour points generated on the daily report which Pastoral Leaders share and distribute to tutors. An overview and analysis of points accrued/deducted to be shared with students

during Year Leader assemblies. It is important that the students are aware of 'where they are at' regarding their achievements and behaviours point scores.

### **Out of Circulation**

At times a student may be withdrawn from lessons for a day and placed out of circulation. In these instances of 'Out of Circulation' parent(s)/carer(s) are informed. This will be served with the appropriate Year Team or a member of SLT. Out of Circulation is for repeated uniform issues, repeated poor behaviour, for serious misbehaviour, or as a 'holding point' whilst investigating an incident or before suspending a student.

Suspension is the strongest sanction available to The Hinckley School through the authority of the Headteacher. Suspensions are only given for serious misbehaviour and can be either fixed or permanent. Details of procedures to be followed are contained in the DfE Guidance

([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/921405/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf)) and The Hinckley School Exclusion & Suspension Policy.

## Appendix B

### School Uniform

#### Uniform Regulations Year 7 to Year 11

### Main Uniform Essential Items and Equipment

Black blazer with The Hinckley School logo	Plain collared smart white blouse/shirt (no visible vests and no polo shirts).
Formal plain black trousers made from suit material, (not denim or jersey, no jeggings or leggings)	Formal plain black stitch-down pleated knee length skirt (not denim or jersey)
Plain black ankle length socks (no colours or logos) <u>or</u> Plain black tights ( <u>no leggings, knee length socks or thigh length socks</u> )	Plain black smart leather shoes – see images on next page (no studs, no visible logos, coloured laces or branding)
The Hinckley School clip-on tie	Outdoor coats (recommended waterproof).
School bags of a suitable size (must be able to carry exercise books and equipment)	School Planner* Fully stocked pencil case (to include pens; pencils; ruler; rubber; pencil sharpener; highlighters; protractor and compass), calculator, reading book, lanyard/ID card <i>(*school planners are provided to students at the start of the school year)</i>

### Optional Items

- Plain V neck black jumper can be worn beneath the blazer. No other round neck jumpers, no other colours, no hoodies or branded logo or sweater style/material tops.
- Plain black headscarf (for religious purposes).

### PE/Games Kit

Essential Items	Optional Items
The Hinckley School logo PE T Shirt	The Hinckley School Quarter Zip Mid Layer
The Hinckley School logo PE Short	Plain sports leg 'skins' to be worn underneath school PE shorts (not on their own) (no colours or fashion panelling)
Training shoes (not pumps)	Plain sports long sleeve 'skins' to be worn underneath school PE t shirt (not on their own) (no colours or fashion panelling)
Football/Rugby boots ( <b>boys 7, 8 &amp; 9 only</b> )	Shin pads for football
Hair tie or bobble	

**OUR STUDENTS ARE EXPECTED TO WEAR THEIR UNIFORM WITH PRIDE**

**STRICTLY NO JEWELLERY TO BE WORN FOR PE/GAMES**

## WE DO NOT ALLOW

- Leather or denim jackets; jeans; leggings or jeggings; skin tight, skinny cropped trousers or hooded material jackets
- Trainers or pumps, boots, canvas shoes, high heeled shoes, open toe shoes
- More than one pair of plain studded earrings and a watch (earrings must be small studs only)
- Facial piercings, tongue piercings
- Brightly coloured scarves, headbands or belts
- White, grey or coloured socks
- T-shirts visible under shirts
- Extreme hair styles or brightly coloured hair
- Excessive or bright make up, including eyeliners, lipstick, coloured nail varnish, acrylics or artificial nails, false eyelashes or extensions. Any makeup worn must be discrete.
- Skirts that are well above the knee
- Hoodies, sporting or tracksuit tops, and baseball caps



### Examples of acceptable smart leather black shoes:



**Our uniform can be purchased from the following nominated suppliers:**

**Swifts** – Mistral House, Parsons Lane,  
off London Road, Hinckley, LE10 1XT

Tel: 01455 238398

Email: [ask@swiftsuniform.co.uk](mailto:ask@swiftsuniform.co.uk) Website: [www.swiftsuniforms.co.uk](http://www.swiftsuniforms.co.uk)

**Hole in the Wall** –  
11 Lower Bond Street, Hinckley, Leicestershire,  
LE10 1LE

Tel: 01455 637475

Website: [Hole In The Wall](http://HoleInTheWall)

## Appendix C

### Child-on-Child Abuse, Sexual Harassment & Sexual Violence between Children

The Hinckley School does not accept any kind of sexualised behaviour or abuse, committed on our premises, in the community or online. This includes self-generated sexual imagery, “sexting”, initiation or “hazing” incidents, or any kind of sexual harassment. Hinckley School recognises that young people can abuse each other, and this will still be treated as abuse. We will work with parents, students and any appropriate external agencies to educate, prevent or respond to any such incidents. Please also see the Relationships, Sex and Health Education Policy on the school website.

The government advice published in December 2017\* (updated in May 2018) sets out the context, definitions, legal obligations and guidance around responding to concerns.

The Hinckley School will operate in line with the Safeguarding and Child Protection Policy, record investigations and incidents on CPOMS, make referrals to social care and/or the police, communicate with parents and seek consent to share information (unless this may put someone at risk of harm).

The Hinckley School will support both the victim and the perpetrator, recognising that the perpetrator may also have been a victim themselves in the past. This may involve a referral for specialist support or counselling, a key worker within school, consideration around contact between the parties, working with family and friends.

Initial investigations will establish the facts through talking to both parties and any witnesses, then a decision will be taken by the relevant Year Teams and Director of Key Stage, in conjunction with the DSL as appropriate, about the next steps for example a referral to the police and/or social care.

If a criminal offence is under investigation, the school will take advice about how best to manage the education of the alleged perpetrator, support the victim and make an appropriate assessment of risk to any other students, staff or visitors.

Further information can be found in the Anti-Bullying Policy, available on the school website.

The staff will be made aware of this policy through safeguarding induction, regular training and updates.

The government guidance is available at <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

## Appendix D

### Prejudice-Related Incidents –Guidance for Staff

As a school committed to equality we will deal with any and all prejudice related concerns. Our PRIDE values make clear the need for respect, celebrating diversity and recognition of the individual. Specifically prejudice related bullying will be viewed as a distinct form of bullying that will be given specific attention. It is recognised that all forms of bullying and derogatory language can be damaging to individuals but that prejudice related bullying also stands as an attack on a community. It can therefore cause wider hurt to others who feel affiliated to or part of the same community and links to a context of historical abuse, which can amplify the impact.

The equality Act 2010 defines protected characteristics in law as

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race and ethnicity
- Religion or belief
- Sexual orientation
- Sex

As a school we will focus on recording

- Homophobic incidents
- Racist incidents
- Sexist incidents
- Other Prejudice-related incidents
- Bullying (Persistent or serious)

All incidents recorded by staff on SIMS in these categories will be fully investigated by the Year Teams, in line with the behaviour policy and anti-bullying policy, bearing in mind the need to avoid the labelling of young people and the need for an educative and restorative approach alongside any appropriate sanctions. Support for both victims and perpetrators will involve internal or external support as required. All investigations which demonstrate a significant concern around prejudicial behaviours will be recorded by the Year Teams on CPOMS so they can be tracked and monitored as a potential safeguarding concern. All bullying or prejudicial incidents are now reported daily to SLT, along with any other serious behaviour incidents, are reviewed regularly by governors, the Headteacher and the Safeguarding Lead.

Prejudice covers a wide range of issues and can be based on ignorance and stereotypes or through more serious radicalisation or intentional influencing or exploiting young people. Every staff member will work hard to promote understanding of equality and diversity in line with British values, across the curriculum, through pastoral time, special events or programmes, in unstructured time, with parents and other community stakeholders. Anti-oppressive practice is foundational to everything we do as educators.

Where there is a risk of significant harm through any form of bullying or prejudicial behaviour then these matters will be reported as a safeguarding concern and dealt with as such.

#### Related Guidance available to all staff via SharePoint:

- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding & Child Protection Policy



## Appendix E

### **Power to Search, Use of Reasonable Force and Confiscation** (*DFE advice to schools – P11-12*)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

The Hinckley School operate within the two sets of legal provisions which enable The Hinckley School staff to confiscate items from students:

A: The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

B: Power to search without consent for "prohibited items" including:

- I. Knives and weapons
- II. alcohol
- III. illegal drugs
- IV. stolen items
- V. tobacco and cigarette papers
- VI. fireworks
- VII. pornographic images
- VIII. any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- IX. any item banned by the Hinckley School rules which has been identified in the rules as an item which may be searched for.

Weapons, knives, illegal drug, alcohol and extreme or child pornography must always be handed over to the police. In other cases it is for The Hinckley School staff to decide if, and when to return a confiscated item.

### **Power to Use Reasonable Force**

In line with Department for Education guidance, members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and authorised The Hinckley School staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

### **Definition of Reasonable Force**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

Schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention. Hinckley School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student. All The Hinckley School staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and staff authorised by the Headteacher, can use such force as is reasonable when searching a student without consent for prohibited items except where the search is for an item banned by Hinckley School rules.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

A school can use reasonable force to:

- i remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- ii prevent a student behaving in a way that disrupts a school event, trip or visit;
- iii prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- iv prevent a student from attacking a member of staff or another student, to stop a fight in the playground or to restrain a student at risk of harming themselves through physical outbursts.

**A school cannot use force as a punishment; it is always unlawful to use force as a punishment.**

## **Appendix F**

### **Procedural protocols for dealing with incidents of (alleged) Bullying.**

1. Bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
2. If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses
3. Cases of bullying will be recorded by staff and appropriate action will be taken to resolve the issue both for the benefit of the victim, the perpetrator and the school community as a whole
4. Help, support and counselling will be given as is appropriate to both the victims and the bullies
5. Pastoral teams will be responsible for following up all incidents of recorded bullying and ensuring that action is taken and reviewed to the satisfaction of the victim. All Bullying incidents are to be recorded on CPOMS
6. An attempt will be made to help the bully (bullies) change their behaviour
7. In serious cases parents should be informed and will be asked to come into a meeting to discuss the problem
8. If necessary and appropriate, police will be consulted

#### **We support the victims in the following ways:**

1. By offering them an immediate opportunity to talk about the experience with their class teacher, or another adult if they choose, and to engage as necessary in a support programme to offer continuing support when they feel they need it
2. By taking disciplinary steps to prevent more bullying
3. Informing the victims' parents/carers
4. By reviewing that the measures we put in place are effective

#### **We also discipline, yet try to help the bullies in the following ways:**

1. By talking about what happened, to discover why they became involved and to engage in a programme to address their behaviour
2. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place
3. Informing the bullies' parents/carers
4. In serious cases, suspension or even exclusion will be considered
5. By continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible

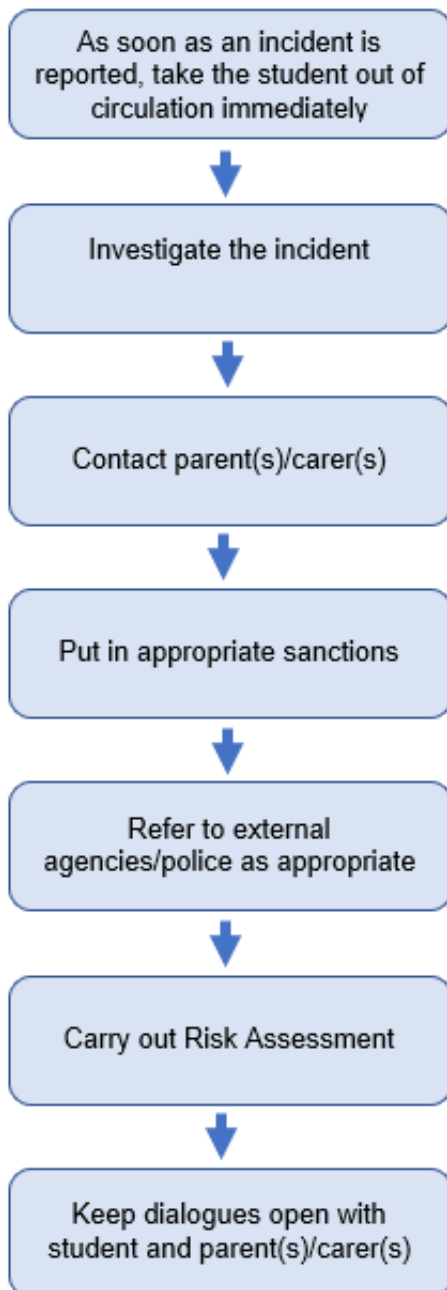
#### **Outcomes**

1. If possible, the students will be reconciled
2. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place
3. Instances of bullying will be tracked and reviewed by the school to help plan preventative measures

#### **Prevention**

1. The Hinckley School methods for helping children to prevent bullying through our ethos around the word PRIDE
2. Through this we encourage students to treat everyone with respect
3. Encourage students to discuss how they get on with other people and to form positive attitudes towards other people
4. Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at problem times
5. Use the learning opportunities to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. during tutor time and within the Bridge and PHSE curriculum
6. Deal quickly, firmly and fairly with any complaints, involving parents where necessary
7. The school staff will continue to have a firm but fair discipline structure. The rules should be few, simple and easy to understand
8. Not use teaching materials or equipment which gives a bad or negative view of any group because of their ethnic origin, sex, etc
9. We will treat bullying as a serious offence and take every possible action to eradicate it from our school.
10. Review the School Policy and its degree of success.

### ALLEGED PERPETRATOR



### VICTIM

