

Student Handbook 2026 - 2027



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Our Vision and Culture

At Corfe Hills School, we are proud to be a welcoming community where every young person is valued, challenged and supported to achieve their very best. We are committed to providing a wealth of opportunities that enable every student to discover their strengths, broaden their horizons and develop the confidence to flourish, both in school and beyond.

We have the highest expectations of our students: that they will strive to learn to the maximum in every lesson, develop high aspirations for themselves and embrace the many opportunities available both inside and beyond the classroom. Through a broad, deep, engaging and knowledge-rich curriculum, alongside an extensive programme of enrichment, leadership and extracurricular experiences, we encourage every student to grow academically, socially and personally. We believe that a strong sense of belonging underpins success, and we work hard to ensure every student feels known, supported and inspired to make a positive contribution to our school community. Our aim is to prepare young people not only for academic success but also to become confident, compassionate individuals who are ready to make a positive and lasting contribution to society.

Developing character, creativity and resilience sits alongside academic excellence at the heart of everything we do. We celebrate individuality and believe that every student has unique talents and potential that deserve to be recognised and nurtured.

Our motto, High Expectations – Exceptional Individuals' reflects our unwavering belief in every young person who joins our school. Supported by an exceptionally dedicated team of talented teachers and outstanding pastoral and support staff, students are encouraged to challenge themselves, care for one another and flourish in an inclusive environment where everyone belongs.

We value the strong partnerships we build with parents and carers and believe these relationships are fundamental to helping our young people succeed. By working together, we can provide the encouragement, guidance and opportunities that enable every student to fulfil their potential.

At Corfe Hills School, every day is an open day. Whether you are a prospective, new or existing parent, we would be delighted to welcome you to see our school in action. There is no better way to experience the warmth of our community, the quality of teaching and learning, and the many opportunities available to our students. To arrange a visit, please email office@corfehills.net or telephone reception on 01202 006666.

I hope you find all the information you need on our website. If you would like to keep up to date with life at Corfe Hills School, please follow us on Facebook (Corfe Hills School), Instagram ([corfehillsschool](https://www.instagram.com/corfehillsschool)) and read the Corfe Hills Newsletter.

I look forward to welcoming you to Corfe Hills School.

Sara Jones
Headteacher

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1. What is the background to the school? What is the school aiming to achieve?

About the School

Corfe Hills School is a 13 to 18 school with outstanding standards and most of our students progress on to our excellent Sixth Form provision. We work in partnership with the pyramid of First and Middle Schools in the area of Broadstone, Corfe Mullen, Merley and Sturminster Marshall to provide an excellent, continuous, high-quality education for children aged from 5 - 18. The school has approximately 900 students with 200 of those in our excellent school Sixth Form.

The school is ambitious for the achievement of all its students in a safe, ordered environment. It aims to provide them with a memorable, engaging and challenging education as they take their next steps towards independent adult life. The school is inclusive and aims to provide opportunities for all and enable progress and attainment for all.

The school wants to be one where students are proud to attend, parents are proud their children go there, and staff are proud to work there.

2. What are the aims, values and objectives for the school in 2026/27?

High Expectations

At Corfe Hills School, learning is at the heart of all we do. We believe that every member of our community will succeed through their love of learning, collaboration, and resilience. High expectations underpin every lesson and every conversation.

Exceptional Individuals

We value every member of Corfe Hills School. As a community, we are committed to developing exceptional individuals who excel in, and beyond, the classroom. We believe that a broad, balanced and enriched curriculum leads to excellent outcomes.

It is expected that all students will follow The Corfe Hills Way:

The Corfe Hills Way

1. We try our hardest and enjoy our learning
2. We do as we are asked, the first time we are asked
3. We are in the right place, at the right time, doing the right thing
4. We take pride in the presentation of our work
5. We take responsibility for our learning and the learning of others
6. We respect others, their opinions and their personal space
7. We respect our school environment
8. We have the correct equipment at all times
9. We wear the correct uniform at all times and look smart
10. We take part in extra-curricular activities and contribute to the Corfe Hills community.

3. How are students supported?

Heads of House

With a Sixth Form of 200 students and Main School consisting of approximately 700 students, Heads of House operate like the Headteacher of a small school. Students are grouped into Houses, each with their own identity. Each House consists of students in Years 9 to 11 with the Sixth Form attached too. Heads of House are responsible for looking after the welfare of students and challenging them to achieve the best possible outcomes. Each House of House is also a Head of Year. Each year group is supported by a Student Support Manager.

Form Tutors

Your child's Form Tutor will be your first point of contact in school. It is the Form Tutor's responsibility to oversee the personal, social and academic development of each of his or her tutees from induction into the school to the time when they leave. Form Tutors will closely work with students, identifying goals and encouraging each of them to achieve aspirational targets across the curriculum.

The Tutor Programme and 'We are Readers'

During tutor sessions, students participate in a variety of activities centred around their personal development. These sessions will focus on embedding the House ethos and include both House and Year group assemblies. Students can develop their leadership skills, organisation, resilience, initiative and communication skills through a variety of exciting activities.

In Year 9, work initially focuses on integrating students into the tutor group and the school community, enabling them to cope successfully with the demands of a new school, new relationships, and a different type of learning. We also develop high aspirations and begin to establish individual goals. In Year 10, study skills are further developed, and all students participate in a whole day focussing on Careers Education. Students are prepared for a variety of responsibilities including Work Experience. This continues in Year 11 with emphasis on choices at post 16. Throughout Years 9 to 11, students receive education for Citizenship and RSHE that considers national education requirements. In the Sixth Form, political, social and health education is developed. Students continue with study skills work and follow a full programme of Careers Education, Information, Advice and Guidance.

At Corfe Hills we believe that every child should read for pleasure every day and should enjoy challenging texts that stretch their imaginations and increase their vocabulary. Our tutor time programme for Years 9 and 10, "We are Readers", enables students to take part in a shared reading experience. We read books that encourage them to look beyond their own lives and experiences and to empathise with and be inspired by fictional and real-life characters. We love to hear our students discuss the books they are reading, to walk in the footsteps of someone living in a different time or place. Research suggests that around 90% of language is only really encountered through reading; this programme expands our students' vocabularies as tutors explain words and phrases that may not be familiar to them. This in turn allows them to better understand and have a more positive impact on the world around them.

Careers Education, Impartial Advice and Guidance

All students are supported, through the tutor sessions, to look at career options, the connection between learning and work and how they can take responsibility for their own learning. Students can access key information via the school website and the school's virtual learning platform. Students are also able to access one to one advice from a qualified Careers Advisor.

Other Sources of Help

The Pastoral Team works closely with a range of external agencies to ensure that each student is appropriately supported.

Accident or illness whilst at school

We have specific staff with first aid qualifications who will provide support for students and encourage them, where possible to stay in education. Parents will be contacted if necessary and the school will act in loco parentis until parents are present.

Child Protection

The school follows the procedures laid down by the Pan Dorset Safeguarding Children Partnership. The safeguarding teams consists of:

Luke Smith: Designated Safeguarding Lead (Deputy Headteacher)
Laura Vincent: Senior Deputy Designated Safeguarding Lead (Year 10)
Vicki O'Brien: Deputy Designated Safeguarding Lead (Year 11)
Steph Brister: Deputy Designated Safeguarding Lead (Year 9)
Claire Kelly/Rachel Haddrell: Pastoral Support Worker (Sixth Form)

Keeping children safe and following safeguarding routines is an essential part of the school organisation. Safeguarding is everyone's responsibility.

Home School Contact

The success of the education at Corfe Hills comes through a partnership between student, parent/carers and staff. It depends on good communication. In the modern world most communication now occurs via email and Google Classroom - this also enables parents to easily track what homework their child has and when it is due. We do like to talk to our parents too, so will often make phone calls home to keep you as informed as possible regarding your child's progress. Newsletters are published and other important communications are sent home regularly. We will send home regular progress check information and organise meetings with parents to target specific support where necessary.

We ask that parents contact us immediately if there is any matter concerning them regarding their child's welfare or academic progress.

Social Spaces

Year 9 students are expected to integrate with all other year groups around the school. We believe that the ability to mix successfully with students within different year groups is an important experience. However, Year 9 students can socialise with other Year 9 students in the main hall during breaks and lunchtimes under the direct supervision of a Head of House if they prefer.

Assemblies

Each Year Group and House meet on a regular basis for an assembly led by the Head of Year or House. It is an opportunity for reflecting on important religious and moral questions, but also for strengthening identity within the House and celebrating achievements of all types.

Student Leadership

Each House has its own student leadership structure. Leadership opportunities are available to every student in each House and enable students to develop essential skills in leadership, organisation, resilience, initiative and communication.

4. What is taught and how is the learning organised in Years 9, 10 and 11?

Year 9 follow the national curriculum and complete challenging work to prepare for the next step.

Having made choices about their future learning in February and March of Year 9, students will in Years 10 and 11, follow an increasingly personalised learning programme with a wide variety of different courses based on a system of guided choice. This includes a range of GCSEs and vocational courses. All students will remain in education or training until the age of 18.

Grouping

In Years 9 - 11, groups are 'set' by ability, capability, interest or potential whenever possible. Some students need additional classroom support and they receive it through the work of a specialist team of Teaching Assistants.

Content

Year 9 Timetable (hours per fortnight)

English	7	Technology	3	Geography	3
Mathematics	7	Art	2	Music	2
Science	7	History	3	Drama	2
PE	3	RPSE	2	Computer Science	2
French/Spanish or Literacy/Numeracy Support		6			

Total hours per fortnight: 49

Year 10 and Year 11 Timetable (hours per fortnight)

Core Curriculum	
English and English Literature	10
Mathematics	8
Core PE	2
Science (Combined or Triple)	10 or 15
Other Courses	
GCSE in Art, Business Studies, Computer Science, Drama, French, Food & Nutrition, Geography, History, Media Studies, Music, PE, Photography, Product Design:Resistant Materials, Product Design:Graphics, Religious Studies, Spanish, Textiles	5

Technical Awards in Catering and Health and Social Care	5
Cambridge National Certificate in Sport	5
Personal Growth and Wellbeing	10

Total hours per fortnight: 50

5. What is taught and how is the learning organised in Years 12 and 13?

Sixth Form Curriculum

The norm for Year 12 and Year 13 is to take three A-level (or equivalent) courses. Each subject has 7-9 hours a fortnight teaching time. In addition, there will be an opportunity for students to take the Extended Project Qualification (an investigation into a subject of particular interest) and all students choose from a range of enrichment options to help improve their wellbeing and employability profile.

All Sixth Form students have a tutor session and an assembly as well as timetabled study sessions and assessment hours in the Learning Resource Centre (LRC). During Independent Study periods, students have access to a range of work rooms, Shades and Choices Café and the LRC.

There is a choice of Level 3 (Advanced Level) options from the subjects below.

Year 12 and Year 13: Advanced Level Courses

Art	Music
Biology	Mathematics
Business (A-level and BTEC)	Photography
Chemistry	Physical Education
Computer Science	Politics
Criminology	Product Design
English Language	Psychology
English Literature	Religious Studies
French	Sociology
Geography	Spanish
Health and Social Care Extended Certificate	Sport & Physical Activity Extended Diploma
History	Textiles Design
Media Studies	

6. Attendance and Punctuality

The School Day

Most lessons are scheduled for approximately an hour, there are two breaks in the day and a great deal of extra learning takes place outside the planned lesson time.

Monday to Wednesday			
Students arrive in school at 0825 for 0835 start			
	Start	Finish	Duration
Tutor time	0835	0843	8
We are Readers	0847	0902	15
Period 1	0906	1001	55
Period 2	1005	1100	55
Break	1100	1120	20
Period 3	1120	1216	56
Period 4	1220	1315	55
Lunch	1315	1350	35
Tutor Time	1350	1406	16
Period 5	1410	1505	55
Period 6 (where allocated)	1510	1600	50

Thursday and Friday			
Students arrive in school at 0825 for 0835 start			
	Start	Finish	Duration
Tutor time	0835	0843	8
We are Readers	0847	0902	15
Period 1	0906	1001	55
Period 2	1005	1100	55
Break	1100	1120	20
Period 3	1120	1216	56
Period 4	1220	1315	55
Lunch	1315	1350	35
Period 5	1350	1445	55
Period 6 (where allocated)	1450	1540	50

Students must be in school before 8:30am when the doors will automatically lock. Students will receive an immediate sanction for late arrival to school as we insist on excellent punctuality.

The school aims to achieve good attendance and punctuality by adhering to an attendance policy which requires all students to achieve at least 96% attendance. This policy asks staff, students and parents to work together to ensure that every student's attendance is good. The school monitors attendance/punctuality and ensures quick and early intervention if a problem is identified. Staff will encourage good attendance/punctuality and liaise with home and other agencies when this is necessary.

To emphasise the value of high attendance and punctuality and the importance of education **we ask parents/carers to:**

- Contact the school daily when their child is unwell using the dedicated attendance line or email.
- Provide an appointment card or note at least 48 hours in advance if your child must sign out during the school day for unavoidable medical treatment.
- Take holidays within the official holiday dates set out in the school calendar, **not during term time.**
- Contact their child's Form Tutor or Student Support Manager as soon as possible, if they have any concerns about their child's attendance.

Every morning we will contact the parent/carer of any student in Years 9, 10 or 11 who is marked absent from registration unless we have been notified by telephone or in writing.

Attendance Partnership

The school works closely with the Local Authority, particularly in the areas of attendance and punctuality. Regular audits of attendance will take place, based on the following information:

- % attendance for each year group
- students with attendance below 96%
- students with attendance below 90%
- students with attendance below 50%

Following each audit appropriate action will be taken by the school. Interim measures will also be implemented if your child's attendance is of concern. The school follows the 'Working Together to Improve School Attendance' statutory guidance (2025) where further information can be found.

Leave of Absence

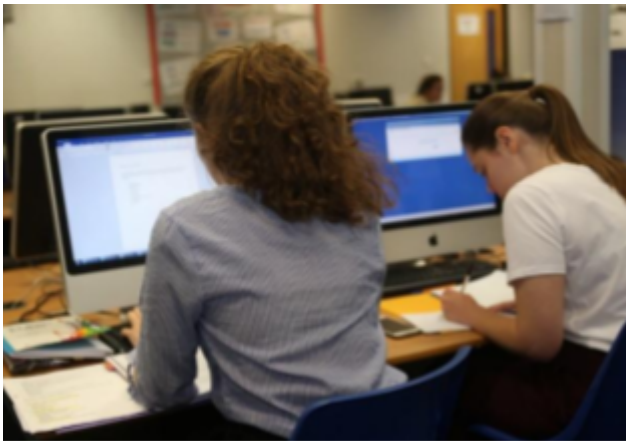
The school is not able to authorise absence from learning during term time. Please see the school website for more details.

If the leave of absence is taken without authorisation, it will be recorded as unauthorised unless the school, decides that there is an exceptional circumstance. Parents will also be subject to a fixed penalty fine by the Local Authority, in line with government direction. Examples of exceptional circumstances include: return of parent from active service (Forces); death or terminal illness of a parent, step-parent, sibling, grandparent; Young Carers; Disability or Respite Leave.

Attendance and Punctuality in the Sixth Form

It is an expectation that all students in the Sixth Form will attend all timetabled lessons and tutor sessions, along with any additional enrichment sessions that are planned through the year. In line with the rest of the school, parents or carers will need to inform the Sixth Form office if their child is unable to attend school for any reason. If the absence is planned, a leave of absence form will need to be completed. This can be found on the school's website.

Sixth Form students must remain on school site until the end of the day unless agreed otherwise by the Sixth Form team.



7. Safeguarding - Operation Encompass

Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.

Operation Encompass means that the police will share information about Domestic Abuse incidents with our school soon after they have been called to a domestic incident.

Our Key Adults are: Sara Jones, Luke Smith, Laura Vincent and Vicki O'Brien.

All Key Adults (DSL/DDSL) have attended an Operation Encompass local briefing as well as national online training.

Our parents are fully aware that we are an Operation Encompass school.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

The Key Adult has also led briefings for all school staff and the Local School Committee about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification.

The Safeguarding Local School Committee member will report on Operation Encompass in the termly report to the Local School Committee. All information is anonymised for these reports.

The Key Adult has used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.

8. What are the homework expectations?

Homework and 'Out of Hours Learning'

Students are regularly asked to complete work at home to aid learning and enable increased progress. This can take many forms including: extension tasks which build on work completed in class; questions and assignments designed to be completed as a single homework; a research project which may take place over an extended period of time.

Students can access all aspects of homework through Google Classroom..

As a school we value parental support in ensuring homework tasks are completed on time and to a high standard.

9. When do exams take place and how are they organised?

Most Examinations take place as follows:

Year 9 Internal Examinations	May
Year 10 Internal Examinations	June/July
Year 11 Mock Examinations	November/February
Year 11 GCSEs	May/June
Year 12 Internal Examinations	April
Year 13 A Levels	May/June

* Non examined Assessments in some GCSE subjects take place throughout the year.

External examination entries are funded if students complete the examination requirements for a course of study carried out at the school. Parents are only asked to pay fees where examinations are missed or coursework is not submitted (unless a medical certificate is obtained).

The school has consistently achieved examination success above local and national averages and sustaining this will always remain a very strong focus. Helping students successfully pass exams is a major part of the work of the school.

Parents can view details of school examination results and further details of the school using the school's website www.corfehills.net.

10. What opportunities are there for visits, trips and exchanges?

From the start of Year 9, there are opportunities for students to extend their learning and experience outside of the classroom.

The school is renowned for international links and partnerships which offer students the opportunity to meet with young people across the world. There are also cultural and study tours to a wide variety of places: Dubai, Barcelona, the annual ski trip to Italy and an annual surfing trip to France.

In addition to these, there are a variety of day trips to support specific areas of the curriculum. These include fieldwork, the National History Museum, the Houses of Parliament, a range of universities and conferences, and theatre performances.



11. How important are extra-curricular activities?

All students at Corfe Hills School are actively encouraged to get involved in the excellent and very wide range of extra-curricular activities. Participation in a creative arts event, such as a school musical, is an exceptional experience for a student. Sports teams and clubs are active and well supported. We have a very strong programme for the Duke of Edinburgh's Award scheme (this starts in Year 9).

Corfe Hills aims to provide the widest possible range of experiences at school, and it encourages and fosters links with local organisations and clubs to support activities which are not possible at school. The precise range of clubs, societies, teams and music groups varies from year to year, but it is broad and varied.

The Arts hold a very high-profile position within the school that is generated from both curricular and extra-curricular work. Although the three areas (Art, Drama and Music) do work independently on extra-curricular activities, the annual school productions provide an opportunity for collaborative work resulting in outstanding productions. For many students, the preparation for and participation in, the Dance Live! dance event is a highlight of their school year.

The school aims to encourage participation in physical activity within the community because of positive experiences through curricular and extra-curricular PE and Sport. In addition to giving the students an opportunity to understand, learn and develop the relevant skills, the school endeavours to raise awareness of physical excellence. Within the curriculum, students can participate in a wide range of games, gymnastics, dance and athletics activities using outdoor and indoor facilities.

The school operates an open-access policy to sports clubs. Very high levels of performance are achieved, both by teams and individuals, and this is celebrated in the School's newsletter and the local press. In sporting activities for which the school does not have facilities (e.g. swimming), we try to participate in relevant events if the students are keen to do so as a school team. Recent years have also seen senior teams making sporting tours of countries including South Africa and the United Arab Emirates.

The sports facilities are well used by the local community and the school has benefited from the support of coaches from local clubs.



12. How do we ensure good behaviour?

Discipline is the bedrock of a good education; self-discipline is founded on motivation to succeed and behave well, motivation which is enhanced by praise, encouragement and reward for students. The majority of this will be regular and informal. Staff are encouraged to take every opportunity to accentuate the positive in feedback to students. Below are some examples of how positive behaviour is rewarded:

1. Positive ticks on First Impressions Card
2. 5 x achievement points for completed First Impressions Card
3. Prize draws per year group
4. Praise cards sent home
5. Subject area awards
6. Celebration Assemblies
7. Positive letters following progress checks
8. Summer term rewards trip
9. Attendance and punctuality certificates

10. Tea with the Headteacher

The behaviour policy derives directly from The Corfe Hills Way; it is a practical expression of the school's ethos, not just because a disciplined environment is essential for fulfilling our aims, but also because the school's disciplinary style is itself the single most important signal to students, parents and the wider community about our values. It is a central pillar in the school's policy for social and moral development.

Praise and Encouragement

At Corfe Hills, staff and students are encouraged to use every opportunity to applaud positive achievement. The greater part of this will be done informally; however, a formal system of graduated awards recognises effort and excellence. Points can be awarded by any member of staff within the school as a reward for effort, individual or group work, participation in lessons and homework. This includes points awarded for completed First Impressions Cards. In addition to this, students can be awarded Subject Awards and receive achievement points for completing extra-curricular activities such as the Duke of Edinburgh Award. As students accumulate achievement points, they will achieve Bronze, Silver and Gold Certificates.

Other forms of praise are:

Student Awards

Student Awards are awarded by faculties each half term and an email will be sent home to notify parents.

Celebration Assemblies

These are held by each Head of House to recognise the achievements of students.

Attendance and Punctuality certificates

Attendance and punctuality certificates are awarded on a termly basis.

High Expectations

A simple but effective summary of the school rules is displayed prominently in tutor rooms and social spaces and forms the basis of our school community's values and expectations.

If a student fails to follow The Corfe Hills Way, an immediate sanction will be issued with a strike on a student's First Impressions Card.

Students' attention will be drawn to the following, more detailed, list of rules at regular intervals.

1. All school rules apply on the way to and from school, on visits/representing the school and at all times off school premises while wearing school uniform.
2. Cycles: All cycles are the responsibility of their owners. This includes security and roadworthiness. They must not be ridden on school grounds, except on designated cycle tracks.
3. Possession and smoking of tobacco including vapes on the school site is not allowed. Corfe Hills School is designated a non-smoking site; a rule that applies to students, staff and visitors.
4. All mobile phones are to remain locked away in students' lockers. All phones should be in bags when students arrive before being placed in lockers and the same when they leave. If a phone is seen at all in school whilst students are on site, it will be confiscated for parents/carers to collect.
5. Mobile phones are not allowed in examination rooms.
6. Mobile phones must not be used to capture recordings or visual recordings of staff or students without their express permission. Images gained of staff or students, even those gained with permission should never be placed on a website or any other area with internet access.
7. Lockers should only be visited before school, at break time, lunchtime and after school. Bags should be stored in lockers and not carried around school (except when going to and from PE).
8. Students are asked to move around school on the left of corridors and stairways.
9. Students must not leave school premises during the school day.

Sanctions

There is a range of clearly defined and progressive sanctions beyond the informal admonition, repeated work or extra tasks. There are other systems used to support students such as Report Cards, these are not a punishment in themselves but a means of monitoring progress in areas highlighted by teachers, parents or the student themselves.

Details of our sanctions can be found in our Behaviour Policy which is on our website. An example of sanctions that may be employed for unacceptable behaviour are:

1. Strike on First Impressions Card
2. Reminder with name on the board
3. Removal to the Academic Reintegration Centre
4. After school detention
5. Off site direction
6. Suspension
7. Permanent Exclusion

Whilst parents may not withhold consent to detention or the Academic Reintegration Centre as a reasonable punishment within the terms of the School's Behaviour policy, parents will be notified in advance if their child is placed into an after-school detention and notified on the day if their child is placed in the Academic Reintegration Centre.

Examples of unacceptable behaviour may include but are not restricted to:

Failure to follow staff instructions	Incorrect wearing of uniform
Lateness to lessons	Littering
Inappropriate language/conduct	Persistent disruption
Verbal abuse towards students/staff	Physical abuse towards students/staff

For sustained and serious failure to comply with school standards, such as to undermine the good order of the school and other students' learning, this may result in permanent exclusion. This includes persistent disruptive behaviour and serious one-off offences such as any involvement with drugs on the school site and being in possession of a dangerous weapon in school.

13. How do we stop bullying?

Aims

- To eliminate bullying by educating all, empowering victim support and peer pressure against bullying, by early intervention and encouraging a culture in which bullying is recognised and avoided as being wrong.
- To clarify for all involved in education at Corfe Hills what bullying is, what sanctions apply against it, what action should be taken by victims, witnesses, parents and staff.

Success indicators

- Staff, student and parent vigilance about and responsiveness to bullying behaviour.
- Student/parent confidence in the structures and processes for bullying prevention and action.
- Student/parent feedback on the reduction of bullying.

Definition

Bullying is the persistent causing of distress to another person by words, looks, or actions or the consequent fear of such things. Single incidences of spiteful or harmful behaviour do not constitute bullying; it is the sustained targeting of the individual or group by another individual or group which transforms these actions into bullying. Although in most cases deliberate, it could be that the bully is unaware of the extent of distress caused, which will vary with the sensitivity and vulnerability of the victim.

Strategies for tackling bullying at Corfe Hills

The school will:

1. Train a team of Anti-Bullying Ambassadors to provide peer to peer support and advice.
2. Make prevention of and dealing with bullying a high priority with a clear commitment from the Headteacher, senior staff and Governing Body.
3. Promote a school ethos and shared values which reject bullying behaviour and promote co-operative and positive relationships.
4. Use the curriculum to raise awareness of bullying.
5. Involve the whole school community in developing and implementing a whole school policy against bullying, to include parents, students, governors, and all staff, teaching and support.
6. Ensure prompt responses to any bullying behaviour.

Bullying as a curriculum issue

Through the tutor programme, wider curriculum and assemblies students and staff will explore the following issues:

1. What is bullying?
2. What causes people to bully each other?
3. How does it feel to be bullied or to bully?
4. What are the effects of bullying behaviour on bullied students, on students who bully others and on those who witness bullying?
5. What would the school (and society) be like if bullying behaviour went unchallenged?
6. Why should we try not to bully each other?
7. What moral dilemmas are presented when we are confronted by bullying behaviour in our community?
8. At all times members of our school community will be focusing on the 5 key learning outcomes:
 - Self-awareness
 - Managing my feelings
 - Motivation
 - Empathy
 - Social Skills

Strategies beyond the curriculum

1. The School Code of Conduct will be regularly discussed with students.
2. Vigilance at break and lunchtimes and in corridors - including briefings for midday supervisors.
3. Parental involvement whenever a concern is raised.
4. Development of peer counsellors or buddies for younger students.
5. Support programmes for victims to include self-esteem, assertiveness and social skills.
6. A consistent no-blame approach to encourage a more open and honest culture.

Guidance for students

Students have the right to learn in a safe and happy environment. If bullying is not stopped it spreads. Everyone has the responsibility to play their part in preventing bullying.

If you are being bullied

1. Do not keep the matter to yourself, do not suffer in silence, do not delay.
2. Inform your Form Tutor, Student Support Manager, Head of House or any teacher you feel comfortable talking to.
3. Bullying can be reported on our website button by students.
4. Inform your parents and encourage them to contact the school.

If you see someone being bullied

1. Do not keep the matter to yourself, do not let them suffer in silence, do not delay.
2. Inform your Form Tutor, Student Support Manager, Head of House or any teacher you feel comfortable talking to.

If you think your treatment of someone else is causing distress:stop it! The persistent causing of distress to another person by words, looks, or actions or the consequent fear of such things is bullying.

What we do about bullying

Bullying needs to be stopped. As well as punishment - if the bullying demands this - we work with bullies to get them to understand and regret the suffering they cause so that they will stop. If it continues, and particularly if they or their friends cause trouble because their bullying has been reported, we will react very quickly and punish their actions very severely.

Guidance for parents/carers

Look out for warning signs: such as being less happy than normal, not wishing to talk about school or to discuss the reasons for distress, fear of walking to or from school, not wanting to go to school or a decline in the standard of schoolwork.

If you know or suspect that your child is being bullied you must let the school know - contact your child's Form Tutor, Student Support Manager or Head of House. Encourage your child to be open and honest with the teacher who deals with them. Reassure them that the school cares and that they will not come to any harm.

Together we will create a safe and happy environment for all students to learn in.

14. School Uniform

The school requires students in Years 9, 10 and 11 to wear formal uniform. Real importance is attached to this aspect of school life, since the wearing of a uniform is an outward sign of the student's commitment to the school. Students must wear the correct school uniform and be consistently smart in their appearance. The school uniform can accommodate faith requirements.

Blazers, ties, jumpers and PE kit must be purchased from our official school uniform suppliers, but other items of uniform are available more widely.

Uniform Suppliers

Bartlett's Schoolwear (school uniform) 52 King Street Wimborne BH21 1EB 01202 856205 bartletts.schoolwear@hotmail.co.uk	PMG Schoolwear (school uniform) 85 High Street Poole BH15 1AH 01202 686688 poole@pmgretail.co.uk www.pmgschoolwear.co.uk
STARS Schoolwear (PE kit only) Unit 5, Yeomans Ind Park, Yeomans Way, Bournemouth BH8 0BJ 01202 522519 www.starsportswear.co.uk	

Main School Dress Code from September 2026

1. Trousers and skirts must be plain black. Trousers must be full length and tailored at the waist, no cargo pockets, and not excessively long, flared, low waisted, baggy or skintight. Skirts are to be the approved style and box pleated.
2. Blouses and shirts must be white. All shirts must be tucked in and worn smartly. If a T-shirt is to be worn under a school shirt in cold weather then it must be white, with no visible logos and not visible at the neck.
3. Alternatively, an optional fitted blue jumper with school logo and purchased from our suppliers will be available to wear under the compulsory blazer should individuals prefer this for warmth. Jumpers will be permitted to be worn under blazers as part of the winter uniform. There is no obligation to purchase this item.
4. The school blazer is a compulsory piece of uniform which must be always worn and is purchased from our uniform suppliers.
5. School tie (uniform B only) - blue with the school logo, worn in a "business" style and not as part of an open neck shirt. Ties should be properly done up with the visible part of the tie approximately 30cms in length.
6. Shoes should be black. Fashion boots, trainers, skate/leisure shoes, mules or flip flops are not allowed. Any uncertainties should be clarified by contacting the school before the end of term. Socks should be black or white. Tights should be black; footless tights of any length are not allowed. Socks should not be worn with tights.
7. Headwear, other than faith requirements, is not permitted inside the school buildings.
8. Outer wear should be smart. This aspect of the school uniform is especially important, since it is the outsider's view of Corfe Hills School.
9. A student's general appearance should be suitable for school: no "extremes of fashion" in makeup or hairstyles, including colour, are allowed. The only jewellery that should be worn is a watch and a pair of studs (plastic nose retainers and smart watches are not allowed). We do not allow any false nails or coloured nail polish.

PE Kit

PE Kit is also supplied via our uniform suppliers. They are:

STARS Sportswear www.starsportswear.co.uk
Unit 5, Yeoman's Industrial Park
Yeoman's Way

The list of compulsory items is below.

1. All students should have a pair of training shoes suitable for use in the sports hall & plastic studded football boots for the astroturf and the playing field. Skate leisure shoes are not acceptable.
2. All long hair is expected to be tied back in lessons. All jewellery is to be removed for safety reasons. Failure to do so will result in a sanction.
3. Rugby - the wearing of gum shields is recommended by the RFU for any student involved in contact rugby.
4. All items of clothing must be named. Any named lost property will be returned to the student but unnamed items will be kept in Reception for a period of time.

Uniform A Compulsory Items:

Corfe Hills embroidered shorts, Corfe Hills embroidered short sleeved polo shirt, Corfe Hills navy socks, sports trainers/studded boots for playing field.

Uniform B Compulsory Items:

Corfe Hills embroidered shorts, Corfe Hills embroidered sports t-shirt, Corfe Hills navy socks, sports trainers/studded boots for playing field, gum shield.

Optional Items:

Corfe Hills embroidered leggings, tech top and tracksuit trousers are available
Please note: Non CHS leggings can only be worn if under CHS branded shorts
Non CHS base layers can only be worn if under CHS branded polo/sports t-shirt

Sixth Form Dress Code

Retail of the Sixth Form dress code can be found on the school website. Like any working, professional environment we expect students to adopt a mature approach towards how they present themselves. Lanyards must be worn at all times.

15. What else do I need to know?**Emergency School Closure**

In the event of situations such as very severe weather the school will do all that it can to remain open. The school will continue to operate, if staff and students are not exposed to unacceptable conditions of any kind at school or on their way to or from school.

In the event of the school being unable to open in the morning, details will be placed on the school website, social media and sent to parents via email. Information will also be shared via Heart FM.

Employment of Students

Please contact the Head of Year before your child commences part time work to obtain guidelines and the work permit form. Any such employment must not interfere with school responsibilities or homework.

Equipment

Students are expected to come to school with a 30 cm clear, plastic pencil case (containing a 30cm ruler, 2 black pens, 1 purple pen, 1 green pen, a pencil, an eraser, a pencil sharpener, a scientific calculator and a white board pen) and a mini whiteboard. These stationery items are available for students to purchase from the Corfe Hills Learning Resource Centre at cost price. Corfe Hills will provide all new students with a mini whiteboard.

The materials used in Technology, Food and Textiles are normally brought in by the students or purchased from our stock as students usually wish to retain the finished products. Students are requested to add an A3 portfolio case to their basic equipment list.

The Friends of Corfe Hills (PTA) maintains a small fund to assist with the purchase of necessary equipment where this might otherwise prove difficult. In such cases parents should contact the Head of Year who will, in confidence, arrange to help.

Learning to the Max Check-Ins

Every morning students will have their uniform and equipment checked at the Learning to the Max check-ins.

Health Matters

Please can the parents of children with health difficulties, including allergies and dietary problems provide details to the school on admission. If the student must take medication, on a permanent or temporary basis, please contact the relevant Student Support Manager to discuss matters. Suitable arrangements will be made to ensure full participation in school life.

Lockers

Every student has a locker and they therefore should not carry coats and bags around the school. A one-off non-refundable charge of £25 is made upon joining Corfe Hills for the use of the locker to help the school sustain this facility.

Lunches

Hot or cold lunches are available, but students may bring a packed lunch if desired. The school operates a cashless catering system whereby parents 'top-up' accounts for students to purchase food using biometric identification. Free meals are available in certain cases. Parents are asked to contact the Student Support Worker if they feel they qualify for such assistance. Students are not allowed to leave the site at lunchtime to visit local shops.

Personal Information

A parent with parental responsibility and living with a student can submit data changes (e.g. changes to home address or emergency telephone numbers) securely via Arbor as this is the preferred method for checking the data we hold and submitting any changes. Parents can contact the Data Manager (datateam@corfehills.net) to obtain a log in for Arbor or can email changes direct. Contacts who do not live with a student can submit changes to their own details by email to data@corfehills.net

Personal Possessions

Valuable items should not be brought to school since there is no school insurance which covers items of personal property. Lost property will be kept at Reception, and if not claimed, within a reasonable timescale, disposed of. Although we endeavour to safeguard students' belongings by provision of lockers, and supervising or locking changing rooms, responsibility cannot be accepted by the School for students' property.

Transport

The school rules apply when students are on their way to and from Corfe Hills. Students who cycle must lock their bike in the racks. All cyclists should wear suitable clothing, including a cycle helmet.

Buses are provided by Dorset County Council for students living in Sturminster Marshall and by BCP Council for those in Merley and Canford Magna. Year 9 students will be contacted directly by the relevant authority once places at the school have been allocated. Students who do not qualify for free transport can normally be accommodated on school buses as fare payers.

Sixth Form students who wish to drive a car or motorcycle to school must seek permission from their Head of House before bringing a vehicle on site and will be asked to provide appropriate paperwork.

Other Issues

Skateboards and chewing gum are not allowed in school.

New Mobile Phone Guidance from 29 June 2026

The UK Government introduced stricter mobile phone rules across all schools. All mobile phones are to remain locked away in students' lockers. We now need to ensure that this applies to all students in Year 9 to 11 as soon as they arrive on site and until they leave site. This means that all phones should be in bags when students arrive before being placed in lockers and the same when they leave. If a phone is seen at all in school whilst students are on site, it will be confiscated for parents/carers to collect.

16. Contacts

Headteacher	Sara Jones
Deputy Headteacher and Designated Safeguarding Lead	Luke Smith
Main School Telephone Number	01202 006666
Main School Email Address	office@corfehills.net
Website	www.corfehills.net
Address	Higher Blandford Road Broadstone Dorset BH18 9BG
Social Media	Facebook: CorfeHillsSchool Instagram: corfehillschool

Sandbanks Head of House / Head of Year 11	Aaron Lindon
Sandbanks Year 11 Student Support Manager	Vicky O'Brien
Lulworth Head of House / Head of Year 10	Laura Paterson
Lulworth Year 10 Student Support Manager	Laura Vincent
Kimmeridge Head of House / Head of Year 9	James Harris
Kimmeridge Year 9 Student Support Manager	Steph Brister

Further contact details can be found on the Corfe Hills Website on the Contact Us tab.

Our Houses



Lulworth



Sandbanks



Kimmeridge





Corfe Hills School

STUDENT HANDBOOK

High Expectations, Exceptional Individuals





Integrity

We do the right thing, even when no one is watching.



Compassion

We care for and respect others in our community.



Perseverance

We keep going, learning from challenges and achieving our best.

www.corfehills.net

Tel: 01202 006666

Email: office@corfehills.net

Higher Blandford Road,
Broadstone, Poole,
Dorset, BH18 9BG



