

# HAYES SCHOOL



## PARENT HANDBOOK 2024-2025

### Information for Parents/Carers



# WELCOME

Welcome to the Hayes School community of learners, teachers, staff, parents and governors.

We are proud of our school and believe that Hayes is a very special place in which to learn, work and grow both inside and outside the classroom.

Your children are the most important people to you and to Hayes School. Like you, we are ambitious for your child and we look forward to working with you to ensure your child has every opportunity to become outstanding. Our joint venture over the next seven years is to help them develop the skills, knowledge, qualifications, character and ambition to become outstanding young people – able to access opportunities and life chances which would otherwise be closed to them. We want them to become adults of whom you and we are proud; individuals who contribute to and are learners and leaders in the world in which they live.

Our partnership with parents/carers is important to us and we work hard to ensure that our communication is open and positive. We know that to achieve the potential in our students we need to be united in our approach. In this handbook you will find a range of useful information on our policies and procedures (full policies can be found on the school website). Thank you for taking the time to read the handbook carefully. We also ask you to discuss the contents with your child prior to them joining the school. By choosing to send your child to Hayes, you are accepting the Home-School Agreement and confirming that you will work in partnership to support your child.











We will provide regular information about your child's academic progress, attendance, behaviour and achievements and will invite you to parent information evenings to provide information, advice and guidance.

We look forward to your child joining the school, to getting to know them and to them realising their potential with the help of you as parents and the teaching and guidance of our caring and supportive staff.



























































Stephen Whittle, Executive Headteacher and Claire Thompson, Head of School



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## A ADMISSION TO HAYES SCHOOL

For all admission queries, please contact:

Miss Lindsay Kendrick, Admissions Officer

Email: [admissions@hayes.bromley.sch.uk](mailto:admissions@hayes.bromley.sch.uk)

## B HAYES SCHOOL VISION & STRATEGIC AIMS

Our Vision:

*Hayes School's vision is to have uncompromising aspirations and expectations for every individual and for our school to be recognised as an exceptional and inspirational community of lifelong learners.*

Our Values:

*Trust, integrity and respect.*

Our Attributes:

*We are aspirational, creative, resilient, independent, leaders and team-players.*

Our Strategic Aims:

- ◆ Be a "world-class" school committed to continuous improvement.
- ◆ Provide unparalleled support and personal and professional opportunities for students and staff.
- ◆ Create a safe, inclusive and inspiring environment in which all students can thrive.
- ◆ Deliver an innovative and inspiring curriculum, providing all students with the skills, knowledge and qualifications to progress and achieve their aspirations.
- ◆ Work in partnership with parents/carers, other schools and the wider community for mutual benefit.
- ◆ Be in the top 10% of schools nationally for educational outcomes.

## C HOME SCHOOL PARTNERSHIP

By choosing to send your child to Hayes School, you are accepting the Home-School Agreement and confirming that you will work in partnership with the school to support your child.

The Home School Agreement sets out the aims of the School and the expectations the School has of its students and their parents/carers.

The Home School Agreement is also available to download on the school website (select 'About Us' then 'School Policies' tab).

There is a clear link between a student's achievement at school and the wholehearted commitment of students, parents/carers and the school. It is essential, therefore, that we form a strong partnership to ensure this success. Our Home-School Partnership outlines the commitments we expect all parties to undertake and we very much appreciate the support of all parents/carers.

*What can parents/carers do to support their child?*

- ◆ Show an interest – talk about the school day.
- ◆ Discuss and check homework tasks.
- ◆ Help to organise time and equipment.
- ◆ Provide a quiet place to work.
- ◆ Ensure full attendance.
- ◆ Know what's going on at school each term by reading the fortnightly newsletter and notices/letters.

<https://www.hayes.bromley.sch.uk/home/about-us/school-policies/>



## D KEY INFORMATION

**Address:** West Common Road  
Hayes  
Kent  
BR2 7DB

**Twitter:** @HayesSecondary  
**Telephone:** 020 8462 2767  
**Website:** [www.hayes.bromley.sch.uk](http://www.hayes.bromley.sch.uk)  
**Email:** [postmaster@hayes.bromley.sch.uk](mailto:postmaster@hayes.bromley.sch.uk)

**Executive Headteacher:**

Mr S Whittle

**Head of School:**

Miss C Thompson

**Year 7 Achievement Co-ordinator:**

Mr J Brett

**Chair of Local Governing Body:**

Mrs J Pigott

**CEO, Impact Multi-Academy Trust:**

Mrs S Lewis

## E SCHOOL TERM DATES 2024-2025

### AUTUMN TERM

First Half: Tuesday 3rd September 2024—Friday 18th October 2024

*Half Term: Monday 21st October 2024—Friday 1st November 2024*

Second Half: Monday 4th November 2024—Friday 20th December 2024

*Christmas Holiday: Monday 23rd December 2024— Friday 3rd January 2024*

### SPRING TERM

First Half: Tuesday 7th January 2025—Friday 14th February 2025

*Half Term: Monday 17th February 2025—Friday 21st February 2025*

Second Half: Monday 24th February 2025—Friday 4th April 2025

*Easter Holiday: Monday 7th April 2025—Monday 21st April 2025*

### SUMMER TERM

First Half: Tuesday 22nd April 2025—Friday 23rd May 2025

*Half Term: Monday 26th May 2025—Friday 30th May 2025*

Second Half: Monday 2nd June 2025— Wednesday 23rd July 2025

## F SCHOOL CLOSURES 2024-2025

Each calendar year, all Bank Holidays are observed; in addition there are three closure days for Professional Development days (inset).

These are:

**Monday 2nd September 2024**

**Friday 22nd November 2024**

**Monday 6th January 2025**

**Friday 27th June 2025**

## G THE SCHOOL DAY

We operate a timetable of 50 x 1 hour lessons over a fortnight (10 days). The first week of term will be Week A, the second week will be Week B and so on. Students will be issued with their individual timetables on the first day of term and they will copy this into their learner handbook. We strongly advise students to make an additional copy to keep at home, as well.

The school day is as follows:

|       |                                |
|-------|--------------------------------|
| 08.30 | Registration/Tutorial/Assembly |
| 08.50 | Period 1                       |
| 09.50 | Period 2                       |
| 10.50 | Break                          |
| 11.10 | Period 3                       |
| 12.10 | Period 4                       |
| 13.10 | Lunch                          |
| 13.50 | Period 5                       |
| 14.50 | Tutorial                       |
| 15.00 | End                            |

*In addition, there is a wide variety of enrichment activities which take place before school, at lunchtime and after school*



## INDUCTION EVENING FOR PARENTS/CARERS

We look forward to inviting parents/carers to our **Induction Evening on Monday 8th July**; a separate letter from our Year 7 Achievement Co-ordinator will be sent at a later date. This will be an opportunity for you to meet the Executive Headteacher, Head of School, other senior teachers and the Year 7 Form Tutors prior to the planned Bromley **Induction Day for Year 6 students on Tuesday 9th July**.

Any concerns at any other time of year should always be addressed to the Form Tutor in the first instance. We will be pleased to arrange additional meetings, if necessary, but parents/carers are reminded that they should not expect to see a teacher without an appointment.



### COMMONLY-EXPERIENCED ISSUES

|  |   |  |
|--|---|--|
| <b><i>My child is late, arriving after 8.30am.</i></b>                   | → | They should sign in at Student Reception and then go straight to their classroom.  |
| <b><i>My child has lost something.</i></b>                               | → | Speak to their Form Tutor or ask at Student Reception.   |
| <b><i>My child doesn't feel well or is hurt.</i></b>                     | → | Speak to their teacher in the first instance. The teacher will know what to do next. In no circumstances should students leave the school site without permission. Students are asked not to call home. Our Student Reception staff will make contact, if necessary, following assessment. |
| <b><i>My child has a dental or medical appointment.</i></b>              | → | Appointments should be made outside of school hours. If this is not possible, your child should bring a note from parents/carers to show at Student Reception. <b>All students must sign out before leaving school during the day.</b>   |
| <b><i>My child needs to take medicine.</i></b>                           | → | You should complete a Healthcare Plan which should be given to Student Reception along with the medication. All medicines are stored in Student Reception. Your child should go to Student Reception when it is time for them to take their medicine.                                      |
| <b><i>My child has forgotten to bring lunch.</i></b>                     | → | See their Form Tutor or Pastoral Support Manager.  |
| <b><i>My child has forgotten their homework/kit.</i></b>                 | → | Explain to their teacher before the lesson if possible.  |
| <b><i>How much homework will my child get?</i></b>                       | → | Year 7 students will receive homework in accordance with our homework and feedback policy (available on the school website). Homework is set in Satchel One (Show My Homework), an online platform. All students are expected to complete all homework tasks and hand them in on time.     |
| <b><i>My child has a personal problem they want to talk about.</i></b>   | → | Speak to their Form Tutor, Pastoral Support Manager or Achievement Co-ordinator.   |
| <b><i>My child needs to contact me during the day.</i></b>               | → | Go to Student Reception.   |
| <b><i>My child has forgotten part of their uniform or equipment.</i></b> | → | Speak to their Form Tutor.   |
| <b><i>Does my child need to bring money to school?</i></b>               | → | The School accepts online payments for trips, uniform, school meals and equipment through its cashless system, ParentPay. You can contact the Finance department if you have any queries via email: <b><a href="mailto:finance@hayes.bromley.sch.uk">finance@hayes.bromley.sch.uk</a></b>  |

## 1 ADVERSE WEATHER CONDITIONS (Snow Closure)

The school has established procedures for dealing with school closure.

- ◆ The decision to open or close the school will be made by the Head of School.
- ◆ The decision will be made by 7.00am at the latest.
- ◆ The decision will be communicated on the school website and our Twitter feed. You are advised to check this before sending your child to school.

If it has snowed, please do not assume that the school will be closed. The school will only close if it places the health and safety of staff and students at risk.

If weather conditions deteriorate whilst the school is in session, we will endeavour to contact parents/carers to inform them of the situation via the website, Twitter and e-mail. Students will be kept informed of the decision and guidance will be given as to the next steps.

Hayes School is committed to ensuring that all our students are able to maximise their potential and any decision to close the school will not be taken lightly. We will aim to remain open or partially open during inclement weather to avoid disruption to students' learning but will consider the conditions and safety of students on the school site, transport links in the area as well as levels of staffing. Hayes School has good public transport links and we rely on parents to make appropriate decisions about student safety when travelling during periods of inclement weather. Students should wear suitable clothing when travelling, including a hat, gloves and a suitable coat, as necessary. Suitable footwear to cope with the weather may be necessary.



*In the event of school closure, students should complete work set in Satchel One (Show My Homework)*

## 2 AFTER SCHOOL ENRICHMENT ACTIVITIES

A wide variety of activities are on offer throughout the year before school, at lunchtimes and after school. These include football, basketball, cricket, netball, tennis, trampolining, choir, concert band, jazz band, chess, languages, media, drama and many others. A full list of activities on offer in 2024/25 will be provided in September. All students are encouraged to take part regularly in at least one activity.

It is the student's responsibility to inform parents/carers if they are staying behind after school for a club or sports match and to inform parents/carers what time they expect to be home. We advise parents/carers to discuss a contingency plan with their child in the event of a change to their normal routine.

## 3 ASSEMBLIES

Assemblies take place twice a week and provide the opportunity to express the aims and identity of the school, explore moral questions, values and attitudes, celebrate achievement and expand further the Personal Development Curriculum. Assemblies are non-denominational in character, have a firm moral emphasis and moment for reflection.

## 4 ATTENDANCE AND PUNCTUALITY

### *Punctuality*

Morning registration will take place at the start of school at 8.30am. Any student arriving after this time will be marked as 'late'. The registers will remain open until 9.00am. If a student arrives between 8.30am and 9.00am, they must sign in at Student Reception, and will receive a 15 minute SLT late detention at lunchtime on the same day. If a student is late more than once in a week, they will be set a 60 minute Middle Leaders detention after school.

Any student arriving after 9.00am will be marked as having an unauthorised absence, this will result in a 90 minute SLT detention on a Friday unless there is an acceptable explanation. The acceptability of this reason is determined by the school. In cases, for example, where the absence at registration was for attending an early morning medical appointment, the appropriate authorised absence code will be entered.

Where a student arrives to school late, or leaves school during the school day, but fails to sign in/out at Student Reception, then a detention will be set. If the student is marked absent at morning registration and there has been no contact from a parent/carer then the Attendance Officer will send out a message via text and/or email requesting you inform the school of your child's absence from school. The afternoon registration will also require punctual attendance.



## Reporting Absence

If your child is going to be absent from school, for any reason, it is important you let us know as soon as possible.

Our main method of reporting absence is via Studybugs, a secure online system. We request that all parents/carers download the free Studybugs app or register on the Studybugs website and use it to report all absences to us. Please ensure that you share your child's name, tutor group and the reason for their absence.

If you notify us your child is off sick one day and they do not appear the next, we will not assume they are still unwell. We kindly request you call us every day your child is going to be absent.

We run an automatic messaging system for unexplained absences on a daily basis so if your child is marked absent during morning registration it is possible you will receive one of these calls.

Errors do sometimes occur during registration when a child is marked absent by mistake so if you are contacted by the automated system and your child should be in school, please let us know and we will do a lesson check.

There are numerous activities which mean students miss registration such as assemblies, sports, educational visits or additional lessons. Unfortunately, notification of these may not always find their way to the Attendance Officer so you may receive a letter from us too.

We write to parents/carers on a monthly basis if a student has any unexplained absences on their attendance record.

We do not wish to offend any parent/carer, or indeed any student, by appearing to accuse them of playing truant. We simply wish to ensure our students are safe and their whereabouts are known by you if we find they are not in school.

A quick telephone call and a letter from you could save us all time later on and will reduce the number of unexplained absences we have to resolve.

**Lastly, holidays during term time should not be taken. All holidays, unless in very exceptional circumstances, will be unauthorised and may be liable for a Penalty Notice which, as of September 2024, is a fine of £80.00 per parent/carer per child rising to £160.00 if not paid within 21 days. Once the fine has risen to £160.00, parents/carers only have a further 7 days to pay, after which the LA will consider taking legal action through the Magistrates Court.**

**Any medical/dental appointments should be made outside of school times, wherever possible. If a student has an unavoidable absence due to a medical/dental appointment we will require evidence of this in order for it to be an authorised absence.**

If a student becomes ill during the school day, they should obtain a note from their class teacher and report to Student Reception. The office staff will then assess the situation and call home, if necessary. It is crucial, therefore, that the school holds up to date records of contact telephone numbers, including mobiles, at all times. We require **at least two** contacts for each child in case we cannot reach the first contact. Students feeling unwell should not call home themselves.

At Hayes we are committed to providing our students with high quality inclusive learning opportunities and we firmly believe that excellent attendance and punctuality plays a crucial part in helping our students to achieve their best.



Whilst missing the odd day here or there may not seem much, it very quickly adds up; this table shows how much lower attendance can add up to over the course of the year or even over five years. Students need to continue to develop good habits when it comes to attendance and make sure that they are maximising their chances to succeed.

We shall be monitoring the attendance of all of our students very closely throughout this academic year. Should we identify any concerns with your child's attendance, we may take the following action:

| If my attendance is: | I will have missed:       | If my attendance were like this every year (between Years 7-11), I would have missed: |
|----------------------|---------------------------|---|
| 95%                  | 9.5 school days (2 weeks) | 47 school days (over 9 weeks)   |
| 92%                  | 15 school days (3 weeks)  | 75 school days (15 weeks)   |
| 89%                  | 21 school days (4 weeks)  | 104 school days (20 weeks or half a year)   |

A study of students at Hayes in previous year 11 cohorts shows the following:

The 50 students who made the **MOST** PROGRESS in relation to their KS2 SATS scores had an average attendance of **96.6%**

The 50 students who made the **LEAST** PROGRESS in relation to their KS2 SATS scores had an average attendance of **90.18%**



- ◆ Request you attend a meeting with your child's Achievement Coordinator or Tutor at the school to discuss your child's attendance and/or punctuality.
- ◆ Refuse to authorise any further absences unless medical evidence or other supporting documentation is provided.
- ◆ Refer your child's attendance to the school's Education Welfare Officer.
- ◆ Request the Local Authority issue you with a Penalty Notice for your child's unauthorised absences.
- ◆ Refer your child's attendance to the Local Authority for their consideration in relation to prosecuting you for the offence of failing to secure regular school attendance.

If you are aware of any issues that may be influencing your child's ability to attend school regularly or on time, please contact your child's tutor to discuss how we may support you with this.

## 5 BEHAVIOUR, DISCIPLINE & SANCTIONS

A high standard of conduct is expected of all students at all times, including on the way to and from school. Detentions may be set when students fail to meet the school's expectations. Teachers have a legal power to use detentions. Parental consent is not required. Teachers will always try to ensure that 24 hours notice is given, however, teachers have the right to set no notice detentions. Staff must ensure that a child's safety is not compromised and that during lunch time students will be allowed to eat lunch and access the toilet.

Detentions will start at 3.00pm (unless stated otherwise). If appropriate, other sanctions may be used, such as the withdrawal of free time or other privileges.

In more serious cases, a student may be required to attend a Saturday detention, be withdrawn from lessons or may be suspended or excluded permanently from school. The Head of School has the right to suspend a student from attending school for any cause which they consider appropriate. Clearly, it is not possible to list every misdemeanour which may lead to suspension, but the following examples of unacceptable behaviour will not be tolerated:

- ◆ Verbal abuse of staff and students
- ◆ Assault, fighting and aggressive behaviour
- ◆ Bringing alcohol, cigarettes, drugs or illegal substances to school
- ◆ Wilful damage to school property
- ◆ Stealing
- ◆ Disruption of the learning of others
- ◆ Bringing an offensive weapon to school
- ◆ Persistent disregard of school rules
- ◆ Bringing the school into disrepute
- ◆ Bullying/Cyber Bullying or threatening behaviour towards another student
- ◆ Abuse of the internet or IT facilities
- ◆ Persistent refusal to follow reasonable requests from staff
- ◆ Discriminatory behaviour or abuse which is racial, sexual, physical or mental.

We strongly believe in focusing on students' positive actions as the most effective method of promoting good behaviour. However, sanctions are necessary to ensure that all students and staff can work in a well ordered, positive, safe and calm environment.

## 6 BICYCLES

Students are welcome to cycle to school with the permission of parents/carers. The bike compound is locked at 8.35am and unlocked at 2.45pm. Whilst the school will do all it can to ensure the security of the compound, it cannot take responsibility for the loss of, or damage to, bicycles.

*Bicycles should be roadworthy and students should wear a helmet.  
It is also advisable for students to have passed the cycling proficiency test.*



## 7 CAREERS PROGRAMME

Careers Education is introduced at KS3 and continues through to the Sixth Form. Careers Education follows the latest recommendations as set out by the Gatsby Foundation and is delivered through:

- ◆ Personal Development, Active and tutorial programmes
- ◆ Talks by invited speakers or Careers Advisers
- ◆ Interviews with Careers Advisers
- ◆ Work experience and work shadowing

## 8 CATERING & FREE SCHOOL MEALS

Students may bring their own refreshments for break and lunchtime and/or use the restaurant or 'Pod' facilities. They may eat outside, on Gadsden Lawn or in the restaurant by entering with their year group on a daily rota system. Students should not bring drinks in glass bottles.

The school caterers, Accent Catering, operate a "cashless system" to allow a fast service through the restaurant. The system operates with biometric registration which means not having to remember a card or a pin number. We will be enrolling students on the system prior to starting term in September. Additional information and a permission slip is provided, which will need returning to the school. Money can be credited with funds via ParentPay; for which you will be issued a login and password or by using cash, via the revaluator machines installed within the school. These financial credits are stored digitally on your child's personal account.

When the students pay for their refreshments at the checkout, the purchase will be costed, they then pay by using the biometric readers, and the cost of the purchase will be deducted from the balance of their personal account. As no cash will be changing hands at the checkout, this speeds up the queues and decreases the waiting time. The students will be shown how to load and use the biometrics system once they have been registered.

Students entitled to a free school meal will have a daily allowance encoded onto their account. Please note that this money can only be spent at break or lunchtime on the day for which it has been allocated and is cancelled if not used. It cannot be carried over to the next day. Free school meal students can add credit to their accounts with their own money as instructed above if they wish to spend over their daily free meal allowance. The account stores the free school meal allowance in a separate "purse" from students' own money. Any applications for free school meals should be made via the London Borough of Bromley (see below).



### *Free School Meals*

Free school meals are available to all eligible students attending Bromley schools. An application must be submitted to obtain Free School Meals.

For details relating to eligibility and application visit:

[Free school meals – London Borough of Bromley](#)

[www.bromley.gov.uk/benefits/free-school-meals-1](http://www.bromley.gov.uk/benefits/free-school-meals-1)

## 9 CHEWING GUM

Hayes School has a total ban on chewing gum. If a student has chewing gum, they will be set a Middle Leader Detention.

## 10 CHILD PROTECTION

The Governing Body takes seriously its responsibility to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our School to identify, assess, and support those children who are or may be suffering harm.

The Child Protection and Safeguarding Policy is available to download on the school website. (Select 'About Us' then 'School Policies' tab).

## 11 COMMUNICATION

Your **first point of contact** for pastoral/general issues is your child's form tutor.

Your **first point of contact** for academic issues are your child's subject teachers.

They can be contacted in the following ways:

- ◆ By email (staff initials) [???.bromley.sch.uk](mailto:???.bromley.sch.uk)
- ◆ By writing a note to be passed on via your child
- ◆ By writing a note in the Learner Handbook (see back pages) to be passed on by your child to the relevant member of staff

| Key Contacts  | 020 8462 2767 | Email  |
|---|---------------|--|
| <b>Year 7-11 Absence</b><br>Mrs Bridle (Attendance Officer)   | Option 1      | <a href="mailto:attendance@hayes.bromley.sch.uk">attendance@hayes.bromley.sch.uk</a>   |
| <b>Sixth Form Absence</b><br>Mrs Swindells (Sixth Form Administrator)<br>Mrs Bromby (Sixth Form Secretarial Assistant) (p/t)                      | Option 2      | <a href="mailto:6thattendance@hayes.bromley.sch.uk">6thattendance@hayes.bromley.sch.uk</a>   |
| <b>Student Reception (medical updates)</b><br>Mrs Nokes (Medical Officer)<br>Mrs Bridle (Attendance Officer)                                      | Option 3      | <a href="mailto:medicalupdates@hayes.bromley.sch.uk">medicalupdates@hayes.bromley.sch.uk</a>   |
| <b>Sixth Form Issues/Sixth Form Admissions</b><br>Mrs Swindells (Sixth Form Administrator)<br>Mrs Bromby (Sixth Form Secretarial Assistant) (p/t) | Option 4      | <a href="mailto:6thadmin@hayes.bromley.sch.uk">6thadmin@hayes.bromley.sch.uk</a><br><a href="mailto:6thadmissions@hayes.bromley.sch.uk">6thadmissions@hayes.bromley.sch.uk</a> |
| <b>Year 7-11 Admissions</b><br>Miss Kendrick (Admissions Officer)   | Option 5      | <a href="mailto:admissions@hayes.bromley.sch.uk">admissions@hayes.bromley.sch.uk</a>   |
| <b>Finance Office</b><br>Ms Warren (Finance Manager)<br>Mrs Valapinee (Finance Assistant)<br>Mrs Rajput (Finance Assistant)                       | Option 7      | <a href="mailto:finance@hayes.bromley.sch.uk">finance@hayes.bromley.sch.uk</a>   |
| <b>Exams</b><br>Mrs Harris-Pearce (Exams Officer)<br>Mrs Rooke (Exams Assistant) (p/t)  | Via Reception | <a href="mailto:examsofficer@hayes.bromley.sch.uk">examsofficer@hayes.bromley.sch.uk</a>   |
| <b>Careers</b><br>Mrs Stewart (Careers Leader)  | Via Reception | <a href="mailto:cds@hayes.bromley.sch.uk">cgs@hayes.bromley.sch.uk</a>   |
| <b>Parents' Evening</b><br>Mrs Wiggins (Data Manager)   | Via Reception | <a href="mailto:parentsevening@hayes.bromley.sch.uk">parentsevening@hayes.bromley.sch.uk</a>   |

## Staff Contacts List

<https://www.hayes.bromley.sch.uk/parents/staff-contact-list/>

To e-mail your child's teacher (regarding subject issues) please refer to our staff contact list(s)

To e-mail your child's form tutor (regarding pastoral issues) please refer to our staff contact list(s)

Should you wish to raise any concerns you should contact the following members of staff:

- ◆ The relevant Head of Department (for subject-related issues)
- ◆ Your child's Achievement Co-ordinator (for pastoral issues)



| <b>Executive Headteacher</b> | <b>Mr S Whittle</b> |
|------------------------------|---------------------|
| Head of School               | Miss C Thompson     |
| Senior Deputy Headteacher    | Miss M Toner        |
| Deputy Headteacher           | Mrs S Arney         |
| Assistant Headteacher        | Mr A Allred         |
| Assistant Headteacher        | Mr T Goodman        |
| Assistant Headteacher        | Mr D Hazlehurst     |
| Assistant Headteacher        | Mr D Loomes         |
| Assistant Headteacher        | Miss K Owen         |
| Assistant Headteacher        | Mrs P Aliwell       |

|   |                            |
|---|----------------------------|
| Year 7 Achievement Co-ordinator         | Mr J Brett                 |
| Head of Art                             | Mrs C McKenna              |
| Head of Dance                           | Mrs G Jefferies            |
| Head of Design Technology               | Mr L Fortt                 |
| Head of Drama                           | Mr C Gunning               |
| Head of English                         | Miss E Whittaker           |
| Head of French                          | Mrs K Juji                 |
| Acting Head of Geography                | Mr M Dunn                  |
| Head of History                         | Miss V Bessant             |
| Head of IT & Computer Science           | Mrs Ben-Ajjan and Mrs Rowe |
| Head of Mathematics                     | Mr M Brown                 |
| Head of Modern Foreign Languages/German | Mrs S Ridley               |
| Director of Music                       | Miss J Werry               |
| Director of Sport                       | Mr C Moore                 |
| Head of RE                              | Mrs C Larbi                |
| Head of Science                         | Mrs L Shipley              |
| Head of Spanish                         | Mrs D Bolaji               |
| Behaviour and Inclusion Manager         | Mrs K Bradley              |
| Pastoral Support Manager                | Mr C Steel                 |
| Pastoral Support Manager                | Mrs D Parish               |
| SENCO                                   | Mrs P Aliwell              |





### *General enquiries*

For general information about the school (term dates, information for parents/carers, policies and procedures) please visit our website [www.hayes.bromley.sch.uk](http://www.hayes.bromley.sch.uk).

For general email enquiries please e-mail [postmaster@hayes.bromley.sch.uk](mailto:postmaster@hayes.bromley.sch.uk).

### *Meetings with staff members*

Parents/carers are requested to make an appointment to meet with staff members by contacting them in advance.

### *Reception opening hours*

The school reception is open between 7.45am and 4.00pm.

### *Staff response to contact and communications from parents/carers*

The school endeavours to acknowledge contact<sup>1</sup> and communications from parents and carers within 72 hours. In the event of an emergency, a member of the office team and/or senior colleagues will make contact with parents/carers or will acknowledge or respond to urgent enquiries.

Your first point of contact for pastoral enquiries is your child's form tutor. The first point of contact for teaching enquiries is the subject teacher. The easiest way to get in contact with your child's form tutor is by e-mail, letter or a note in the students' learner handbook (NB. Learner handbooks are not in use by Sixth Form students)

There will be circumstances where parents/carers do not receive a response or acknowledgement within 72 hours (this may be due to staff absence). Should you not receive a response to non-urgent contact with the school within 72 hours, you are asked to send a further request to the relevant member of staff and may additionally request support and follow up from the relevant Achievement Co-ordinator (for pastoral issues following contact with a form tutor) or from the relevant Head of Department (for teaching/subject issues following contact with a subject teacher).

E-mail contact details for all teaching staff are published on the school website. Additionally general enquiries can be sent to our school email address [postmaster@hayes.bromley.sch.uk](mailto:postmaster@hayes.bromley.sch.uk) (they will be forwarded to the relevant staff member for response)

*Staff members are requested to acknowledge receipt of contact within 72 hours (3 working days) and will usually be in a position to respond fully to an enquiry within this timeframe. I would remind parents/carers that a number of our staff work part-time. It may also, at times, be necessary for staff to consult with others or to obtain additional information prior to sending a detailed response. You will be advised of this, should this be the case, when contact is acknowledged.*

### *Consideration of workload and demands on teachers' time in respect of e-mail and telephone contact with the school*

The average teacher spends 90% of their time during the school day in the classroom teaching classes with additional time allocated to planning, marking and carrying out administrative tasks. Teachers at Hayes commit additional time at lunch and at the end of the school day to providing extra-curricular activities, running detentions and supporting students with revision and study/catch up clubs. It is also recognised that a teacher's work is never done and that, alongside personal and family commitments, teachers spend time at home in the evenings, at weekends and during holidays planning lessons, preparing resources and assessing students' work.

Whilst Achievement Co-ordinators, Heads of Department and members of the Senior Leadership Team have a reduced timetable, all teach classes and undertake additional duties, with Achievement Co-ordinators (Heads of Year) teaching 70% of the time.

In light of staff members' teaching and other commitments they may not access e-mails in advance of a lesson. We would therefore encourage the use of the learner handbook or a note to be passed by your child to the class teacher/tutor should it be important that a message is read/received on the same day.

### *Courteous and considerate communication with staff*

In the interests of students' wellbeing and parents/carers, we have committed to ensuring that, as far as possible, homework assignments are not set by teachers in Satchel One (Show My Homework) after 6pm and at weekends. We therefore ask that parents/carers give consideration to the wellbeing of teachers and school staff should they be communicating by e-mail at these times. Hayes School respects the work life balance of its staff. We do not expect staff to provide an immediate response to e-mails sent and received outside normal working hours.

In accordance with our home school agreement, parents/carers are thanked for supporting the school and its rules, policies and procedures including school sanctions.

We understand that there may be instances where an incident has taken place in school or outside school concerning your child, which causes upset or frustration; parents and carers are requested to raise concerns and respond to concerns in a constructive and mutually supportive way with members of school staff. Our staff have the right to work in a safe environment without fear of intimidation, assault or verbal abuse from anyone with whom they come into contact (including e-mail, telephone and face-to-face communication).

Staff members are expected to act in accordance with school policies and procedures. They will listen, investigate and respond to concerns and queries as soon as possible alongside their teaching and other commitments. Thank you for allowing our colleagues to explain or investigate a situation before jumping to a conclusion, especially since we recognise that there are times when children and young people may have misunderstood or misrepresented a situation (unknowingly or otherwise). In cases where a staff member experiences shouting or verbally abusive behaviour, staff members may terminate meetings or telephone calls.

Our Trust's policy on Parental engagement and responding to challenging parental behavior sets out how we will respond to unacceptable behaviour.

### *Emergency Contact*

In the event of an accident or other urgent need, parents/carers may be contacted at home or work by telephone either by the teaching staff or by a member of Student Reception. Emergency numbers must be provided for contact during the school day. Parents/carers must make sure they keep the School informed of any changes to contact details.

If you should need to get a very urgent message to your child then Student Reception can convey this, but only in extreme emergencies.

In order to maintain accurate records, please inform the school immediately in writing when changing address, email address or telephone number. This will ensure that the School can contact you quickly in an emergency.

### *Newsletter*

We publish a fortnightly newsletter to students, parents/carers, staff and governors. This is published on Fridays on the school website.

If you have provided us with your email address, then you will be sent a notification email when the newsletter has been published online.

Paper copies are available by request via main reception.

### *Other Communications*

The School website, [www.hayes.bromley.sch.uk](http://www.hayes.bromley.sch.uk), provides up to date information and copies of all whole school and year group letters. There is also a calendar available on the website which is kept updated. The School also has a X (Twitter) account [@HayesSecondary](https://twitter.com/HayesSecondary), and an Instagram account [hayessecondary](https://www.instagram.com/hayessecondary)

### *Parents' Evenings*

These evenings will allow you to meet with the subject teachers and are held once during the year. Parent's evening are held either virtually or in school. You will be able to book your own appointments via our online booking system. You will receive further information in advance of the Parents' Evening.

### *Tutor Evenings*

We hold a Tutor Evening for Year 7 parents/carers to meet your child's tutor and discuss how they are settling in to secondary school.

### *Parents' Information Evenings*

These are held at key points during your child's education. Parents/carers will be invited to attend when appropriate. For example, we hold information evenings in Year 9, to explain the Key Stage 4 Options.

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## 12 CONCERNS/COMPLAINTS

We welcome feedback and the opportunity to put things right where this will impact positively on your child's learning and experience of school and will benefit all members of the school community. Most concerns can be responded to swiftly by bringing them to the attention of your child's tutor or by addressing them with the individual member of staff. This should generally enable a concern to be resolved at the earliest possible stage and avoid any need for it to escalate into a formal complaint.

Our Complaints Policy and procedure for the management of formal complaints is available via the [school website](#).

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## 13 CONFISCATIONS

Where non-permitted items of clothing or jewellery are worn in school or other items are confiscated, these will be stored at Student Reception. Confiscated items can be collected from Student Reception on Fridays only at 3.00pm (unless otherwise directed by the teacher).

The National Curriculum ensures that all schools teach towards a standard and that all students cover important subject areas. The following subjects constitute the National Curriculum at Key Stage 3. The number of lessons taught per fortnight in Year 7 is indicated in brackets. Although at the heart of our curriculum, we will often go beyond what is prescribed in the National Curriculum to allow students access to the ‘best that is thought and said’ and to experience a curriculum which is conceptual, inclusive and responsive.

|                |     |                      |     |
|----------------|-----|----------------------|-----|
| English        | (7) | Drama                | (2) |
| Mathematics    | (6) | Art                  | (2) |
| Science        | (6) | Music                | (2) |
| French         | (3) | Design Technology    | (3) |
| German/Spanish | (3) | ICT/Computer Science | (2) |
| Geography      | (3) | Physical Education   | (4) |
| History        | (3) | Religious Education  | (2) |

In addition, in Years 7 and 8, all students will have two ACTIVE (PSHE) lessons per fortnight which will cover topics including bullying, friendship, teamwork, personal safety, health, relationships and sex education, study skills and preparing for examinations.

Some students will also have timetabled Learning Support lessons to boost their literacy and numeracy skills. In this case, they will not study a second Modern Foreign Language.

### *Student Grouping Organisation*

Students will be placed into one of two balanced populations. Within each population, there are four tutor groups and each student will be placed in one of these tutor groups. The tutor groups are designed to be mixed in every way possible – gender, ability and primary school. Primary schools are consulted when composing the tutor groups so that we can try to accommodate particular combinations of students remaining together or being split apart.

The tutor group remains as a unit throughout Years 7–11, ideally with the same tutor. Tutor group members register together and have tutorial, assembly and one hour of ACTIVE together, but are regrouped for all other subjects including the second ACTIVE+ lesson.

At Key Stage 3, groups of subjects work together to form clusters. In Year 7, the following operates:

| Subjects  | Grouping Arrangements   |
|---|---|
| English<br>French<br>German/Spanish<br>Geography<br>History<br>Religious Education<br>ACTIVE+ | Mixed attainment<br>Teaching groups for the following subjects:<br>English, Geography, History, Religious Education, French, a second MFL (German or Spanish) or Learning Support |
| Mathematics<br>Science  | Mixed attainment<br>Teaching groups will be the same in Mathematics and Science   |
| Art<br>Design Technology<br>Drama<br>ICT/Computer Science<br>Music                            | Mixed attainment teaching groups in each population.  |
| Physical Education  | Mixed attainment teaching groups in each population, some teaching will be gender split, some will be mixed.  |
| ACTIVE  | 4 mixed attainment tutor groups in each population.   |

In Year 7, students will be grouped in mixed attainment classes.

### **Mixed Attainment Teaching**

Our organisation of mixed attainment classes, especially at KS3, is underpinned by research from the Education Endowment Foundation.

On average, pupils experiencing setting or streaming make slightly less progress than pupils taught in mixed attainment classes. It appears that setting or streaming is not an effective way to raise attainment for most pupils.

A key benefit of mixed attainment grouping is that our teachers can communicate the same high expectations to all students and offer the same tasks, regardless of prior attainment.

All students will come to a lesson with different levels of prior knowledge and understanding (even where streaming/setting is in place) and our teachers will assess this and differentiate through questioning, feedback and outcome.

Students will be provided with tasks that all students can access (sometimes at different levels) and will receive feedback from their teacher and peers.

We believe all students benefit from articulating their ideas and listening to the ideas of others—we encourage students to work collaboratively and support one another.

We work closely with our partner primary schools and we will receive age-related information which will support the academic transition for all students.

Due to the nature of the subject clusters that work together, students would need to be recommended for a move by more than one member of staff before that move may be considered. Teaching groups are reviewed again in light of the Year 7 examinations towards the end of the year.

Students and parents/carers are informed when such decisions have been made. It is important to realise that grouping and group changes are all relative.

It is also important to take into account that:

- ◆ a child may have been top of their class or in a top group at primary school and this may not be the case at Hayes. A significant number of students join us every year in Year 7 with high levels of prior attainment at KS2 and/or a strong academic performance across a number of subjects in the same cluster.
- ◆ we only move students when we feel there is a very strong case for movement and that they will cope well and benefit from the change.
- ◆ it is what an individual student achieves that matter, not what group they are in. Students in every group are challenged and pushed to achieve the highest standards of which they are capable, in line with our approach to mixed attainment teaching.

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## **15 DATA PROTECTION**

Impact Multi Academy Trust is the Data Controller for the purposes of the Data Protection Act 1998 and General Data Protection Regulations 2018. This means that the School is responsible for making decisions about how your personal data will be processed and how it may be used. We use your personal data to support teaching and learning, monitor student progress, provide online resources, provide appropriate pastoral care and assess how well the School is doing on the whole.

The information you provide will be treated confidentially at all times.

We do not share information about students with any third party without consent unless the law and our policies allow us to do so. Where it is legally required, or necessary (and it complies with data protection law) we may share personal information about students with third parties including but not limited to:

- ◆ Schools that the students attend after leaving us.
- ◆ The Local Authority.
- ◆ The Department for Education.
- ◆ Educators and examining bodies.
- ◆ Suppliers and service providers.
- ◆ Health authorities and the police to perform tasks in the public interest.

Privacy Notices are available from the School website. Secure safeguards apply to both physical and computerised held data, and only relevant school staff can access your information.



## 16 DETENTIONS

Teachers can set classroom level detentions (T1 15 minutes and T2 30 minutes) for lower level issues they may encounter during lesson time, including; low level disruption, lack of work etc (after school 5 days a week).

Homework support sessions (T2) will also be scheduled if students fail to submit or complete homework.

Middle Leader detention (Tuesday—Friday) 60 minutes, a Senior Leadership detention (90 minutes on Friday) and a Headteacher detention (two hours on a Saturday morning) can be set for many reasons including disruptive behaviour, fighting, smoking, truancy, not attending other detentions, persistent lateness to lessons and persistent breaching of the school rules.

## 17 EMERGENCY EVACUATION PROCEDURES & LOCKDOWN

In the event of an emergency, students should leave the school buildings and assemble in tutor groups on the basketball courts at the bottom of the school field, where they will be registered by form tutors. During lessons, students will be escorted from the classroom by their teacher to the nearest fire exit as quickly and quietly as possible. Students should not stop to pick up their bags and coats. They should then be escorted by teachers/staff to the **Assembly Point**, again quickly and in silence

We carry out regular fire drills and will ensure all students new to the school are familiar with these procedures.

### *What is a lockdown?*

A lockdown is a precautionary measure where school buildings and classrooms are secured to prevent anyone (including staff and students) from entering or exiting.

A lockdown procedure may take place where there is a potential safety risk to students, staff and visitors moving around the school site.

Possible reasons for a lockdown may include:

- ◆ an accident or incident on site.
- ◆ an incident immediately outside school in the local area.
- ◆ a weather related incident.
- ◆ an intruder on site.

### *What happens in a lockdown?*

An announcement is made over the school computer network informing staff and students of a lockdown.

Instructions will be given to students by members of staff and appropriate action will be taken.

If students are in a corridor or outside the school buildings they will be directed to go into the nearest classroom or teaching space under the supervision of a member of staff.

Students working outside with a teacher will be brought into the nearest building and classroom/teaching space.

Students should stay where they are in a classroom or workspace – nobody will be allowed to enter or leave buildings.

It is possible that normal teaching and routines may continue during a lockdown.

Staff and students will be awaiting information and communication that normal school activities can resume (these will be given by the Head of School and/or members of the Incident Management Team).

***Students are reminded to STAY CALM – STAY SAFE – FOLLOW STAFF INSTRUCTIONS***

Please note: In the event of a lockdown situation a message will be posted on the school website and communicated via SMS/ E-mail informing parents/carers and visitors that the school is in a lockdown situation. We ask that parents/carers do not make unnecessary contact with the school during this time so that we can manage communications with external agencies, if required and manage the situation. We will keep parents/carers informed and advise when the situation is concluded.

Staff have been briefed and have prepared for and practised managing a lockdown situation. We do not carry out a practice with students since this may be upsetting and worrying for some students. All students are briefed on our procedures so that they are familiar with them and are aware of the steps which we will take as a school in the event that it is necessary to implement a lockdown situation.

E-Safety is an area which we take very seriously. Keeping students safe online is something that requires both school education and support from parents/carers. We therefore provide a range of online safety educational programmes for students such as assemblies, lessons and more. We also provide information and guidance for parents/carers from time to time.

Our approach to online safety is based on addressing the following categories of risk:

- ◆ **Content**—being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- ◆ **Contact**—being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- ◆ **Conduct**—personal online behavior that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (eg. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- ◆ **Commerce**—risks such as online gambling, inappropriate advertising, phishing and/or financial scam.

**For continued updates and information related to E-Safety check the School website: E-Safety-Hayes School—Excellence Through Endeavour**

### Online Sexual Harrassment

The Children’s Commissioner, Dame Rachel de Souza DBE, has published a guidance document for parents helping to support them to understand online sexual harassment. It is a sensitive topic, and not one all parents feel comfortable discussing with their children. The commissioner’s team brought together a group of 16-21 year olds and asked them to talk about what they think parents should know, and what they should say to their children when talking about sexualised bullying and the pressures of growing up online.

Key advice from the young adults in the focus groups included:

- \* Start conversations early, before your child gets a phone or social media account. Keep the conversation going over time, adapting to your child.
- \* Young people want their parents to learn about new technology and trends, including risky behaviours and dangerous spaces online.
- \* Create a safe and trusting home environment. Young people told us the home environment is key, they want to share things with their parents but don’t always feel able.

<https://www.childrenscommissioner.gov.uk/report/talking-to-your-child-about-online-sexual-harrassment-a-guide-for-parents/>

For parents/carers we have a selection of social media guidance notes available on our website [here](#).

We remind parents/carers of the age restrictions for students having certain social media accounts and of the need for privacy settings and location services to be set appropriately.



## 19 ESSENTIAL EQUIPMENT

Students must take very good care of all books and equipment. Books should be brought to school in a sturdy bag, large enough to accommodate an A4 folder. PE kit should be carried in a second bag. Plastic bags are not suitable and should not be brought to school.

Please note that payment may be required for the loss of, or damage to, books or equipment provided by the school. Payment will be required for the **damage or non-return** of library books.

Students are expected to have the following equipment with them in **every lesson**:

- ◆ Pens and pencils (HB and 2B) – students require a **blue, black, red\*** and **green\*** pen.
- ◆ Pencil sharpener and rubber.
- ◆ Ruler, protractor and compass.
- ◆ Reading book.
- ◆ Scientific calculator (Casio fx-83 recommended if one needs purchasing).
- ◆ Pocket dictionary.
- ◆ Bilingual dictionary (French, German/Spanish).
- ◆ Colouring pencils, glue stick and scissors (optional, but useful).

\* Students use a **red pen for corrections and self-marking** and a **green pen for peer feedback/correction**.

## 20 EXPECTATIONS – THE HAYES WAY

Expectations of all our students are central to the way that the school operates as stated in the Hayes Way.



Our high expectations enable us to provide students with a safe and productive environment in which they can enjoy learning and can achieve their full potential.

## 21 FIRST AID

We have a team of trained first aiders who can be contacted via main reception during the school day. In addition, there are first aid kits located at various points around the school. First aid kits include asthma inhalers and general first aid equipment which is checked and replenished often. Students who sustain minor injuries or require first aid treatment during break and lunchtime should report to Student Reception or request the assistance of a member of staff on duty.



## 22 FRIENDS OF HAYES SCHOOL

They are always keen to hear more ideas and suggestions for fundraising projects that will help benefit every student [pta@hayes.bromley.sch.uk](mailto:pta@hayes.bromley.sch.uk).

Fundraising is clearly an important part of the Friends of Hayes School and the committee is keen to hear ideas for new and interesting ways to generate income for the school. A number of successful events have previously been organised throughout the school year including, quiz nights, a Winter Ball, a Christmas Craft Shopping Market and of course HazeFest, the outdoor summer music festival.

As well as running internal events, the Friends of Hayes School also bring in outside courses such as First Aid. They have had great success with these courses, successfully running an Emergency First Aid At Work Course, Emergency Paediatric First Aid Course, an Easter Workshop for 7-12 year olds and a Mental Health First Aid Course.

In addition to our own fundraising events, the Friends of Hayes School aims to support the school by attending various events, such as Open Morning, to provide refreshments from their quality and professional bar.

The Friends of Hayes School's aim is to help across the whole school and within the last few years they have contributed to the following:

- ◆ The school eco-garden—seating and equipment.
- ◆ The Tennis Team—new Tennis Balls.
- ◆ Basketball—A donation towards their floor renovation and the school logo for the centre of the court.
- ◆ Drama and Music—A donation towards new equipment for each department.
- ◆ DT—The Formula One machine.
- ◆ Science—New Lab Coats.
- ◆ Library—New Shelving.
- ◆ Laptops for the Wellbeing Hub.
- ◆ Re-decoration of the Main Hall.

The Friends of Hayes School also run a **Nearly New Uniform Shop** (located at the Student Reception entrance). Parents/carers will be advised of opening times via the school newsletter. *Donations may be left at Student Reception every school day until 4.00pm*

The shop stocks good quality, clean items in various sizes, such as:

- ◆ School blazers and jumpers
- ◆ School trousers and skirts
- ◆ PE Kits (shirts, shorts, skirts, jackets, socks)
- ◆ Blouses and shirts, ties
- ◆ Trainers/Football boots
- ◆ Lab coats and woodwork aprons

All parents and carers are invited to become members of the Friends of Hayes School and you will shortly receive a separate letter advising you how you can join.

## 23 GOVERNANCE & IMPACT MULTI ACADEMY TRUST

Hayes School is a member school of the Impact Multi Academy Trust. We have much in common, share the same values and culture and comprise high achieving and popular schools. We are committed to building on these foundations. And to valuing each individual school's unique identity and character.

We believe:

- \* Our children and young people would achieve and experience even more as part of a larger family of schools.
- \* Our staff would benefit from greater opportunities for collaboration and personal and professional development within a larger Trust.



Combining our experience, expertise and resources enables an even better range of services and supports sustainability to our schools, and also maintains and advances educational excellence.

The new trust comprises of the following schools:

- Clare House Primary School
- Hawes Down Primary School
- Hayes School
- Langley Park Primary School
- Langley Park School for Boys
- Langley Park School for Girls
- Ravens Wood School

The Directors (trustees) on the Trust Board, together with governors on the Local Governing Body of Hayes School set the vision and strategic direction for the school and hold leaders to account for the standards of education, care and student outcomes.

Additionally, trustees hold the major legal and financial responsibilities and ensure that financial management is efficient and the use of resources provides value for money. All are strongly committed to fulfilling statutory safeguarding and child protection responsibilities, ensuring that Hayes School students are safe. Directors and Governors bring a wide range of experiences and professional expertise to the school.

A list of the current members of Hayes School's Local Governing Body, together with contact details, is available from the school or on the school website.

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## 24 HAYES SCHOOL FUND

Voluntary contributions subsidise many activities and purchase equipment for which funds are not available. An annual contribution (suggested donation £120) can be made via our Just Giving Page and we ask that you enable us to claim Gift Aid (an additional 25%) when making a donation. Please click here to visit our page:

<https://www.justgiving.com/campaign/hayesschool>



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## 25 HEALTH AND SAFETY INFORMATION

### *Health and Safety Rules for Workshops and Laboratories*

- ◆ Never enter a workshop/laboratory without the permission of member of staff.
- ◆ Never use machinery/apparatus until you have been shown how to and been given permission to use it.
- ◆ Wear safety goggles and appropriate safety equipment when using machinery or chemicals.
- ◆ Walk, behave sensibly and do not call out.
- ◆ Wear an apron or overall and always tie hair up.
- ◆ Only one person at a time on a machine.
- ◆ Always stand when doing practical work.
- ◆ Never eat, drink or chew in a workshop or laboratory. Never interfere with equipment or remove safety guards.
- ◆ Never put glass or solids down the sink – use the appropriate container provided.
- ◆ Make sure bags and coats are safely stored so as not to cause an accident.
- ◆ Never sit on the tables or benches.
- ◆ Always clean sinks and tables if they are wet.
- ◆ Always leave the workshop or laboratory tidy, clean and clear of rubbish and scrap materials.
- ◆



## 26 HOME SCHOOL EMAIL COMMUNICATIONS

Our School Information Management System is used to record attendance, behaviour, achievements and detentions.

Parents/carers will be informed of detentions set in the system by e-mail. Parents/carers are requested to contact the relevant teacher with any queries regarding detentions rather than replying to the e-mail message sent by our administration team.

Parents/carers will also receive letters and emails via our system.

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## 27 HOMEWORK

All students are set homework in all subjects. Parents/carers can assist by monitoring their child's homework: the amount, the quality and the time taken, as well as supporting their children with organisation and by providing a suitable, quiet place where students can work uninterrupted. Not all homework will be written; some may require research, revision, learning or reading.

Hayes School uses the Satchel One application (previously known as Show My Homework); an online tool to help you keep track of your child's homework. Satchel One will allow you to see the details of the tasks your child has been set, all their deadlines and their submission status and grades. This system helps us improve the way we communicate with parents and gives you greater visibility into the homework we set. Therefore, we ask that all parents download the Satchel One App onto their phones so that they can support their children with their homework. Log in details will be provided at the start of term.

If a student has difficulty completing a particular piece of homework, they should speak to their subject teacher. This is not an excuse for failing to do homework. If there is any other reason for homework not being completed, parents/carers are asked to inform the subject teacher by writing a note in the learner handbook.

Persistent or ongoing difficulties with completing homework may be dealt with by the Form Tutor, possibly through a monitoring report.

Students are welcome to use the library facilities before school, at lunchtimes or after school on any day. A Homework Club takes place after school from 3.00pm-4.30pm and it is supported by our Learning Mentor and Librarian.

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## 28 HOUSE SYSTEM

At Hayes, we have a house system from Year 7 to Year 13, which seeks to provide a sense of belonging for students within a smaller community of the school. Two tutor groups in each year group represent each house. There are approximately 425 students per house.

**Hayes has four houses: Mars, Venus, Earth and Neptune**

From the start of Year 7, students are soon involved in a variety of events, clubs and activities through which they can earn House Points, not only for their own benefit but for the benefit of the house as a whole. The system seeks to foster collaboration between year groups and friendly competition between houses, culminating in larger, inter-house events in the summer term. When all the results and House points are put together at the end of the academic year, one House wins the overall House cup.

## 29 ICT – Acceptable Use Policy

The school has a range of IT facilities and equipment with access to the Internet, a range of software and other resources to support students learning. Our acceptable use policy set out the conditions and rules students should follow when using IT equipment or accessing school platforms. If a student fails to meet these expectations, their user areas will be disabled and the school's behavior management policy will be followed.

The following rules will help keep everyone safe when using these resources.

1. Students will report any computer faults they find immediately to a member of staff.
2. Students will treat the ICT resources with respect, leaving them as they would expect to find them.
3. Students must ask permission from a member of staff before using ICT resources.
4. Students will use only their own log in name and will keep their password a secret. Students will not access other people's accounts or files.
5. In the event that a student moves away from the computer they are logged on to they should lock access to prevent misuse by others.
6. Students may use the school's ICT resources ONLY for school work.
7. Emails sent from school must be polite and sensible.
8. Students are expected to follow E-Safety guidance and should not disclose their personal details (such as their phone number or address), or the personal details of anyone else whilst using the internet.
9. Students should tell a teacher about anything they see on the computer, which they are unhappy about, or if they receive messages that are of concern.
10. Students may not use their ICT facilities to use/create/distribute offensive material.
11. Students must not attempt to circumvent school ICT security systems.
12. The school will monitor the contents of personal directories and keep a check on Internet sites visited by students, as part of its monitoring responsibility..

## 30 ICT—Permissions to use Microsoft Teams Live Events & Microsoft Teams

At Hayes School we use Microsoft Teams and/or Teams Live Events to enable students to participate in any necessary remote learning and in support of additional learning such as on-line revision. Please note that without permission your child may not be able to access the full range of learning and opportunities provided by the school in the event of any school closure or where on-line activities are being held.

Microsoft Teams and Microsoft Teams Live Events may be used to supplement any work set on Satchel One. Teams is a fully secure on-line app available within our school community and is accessed and downloaded through your child's Office 365 account (accessible via the school website) using their school username and password. As it is hosted within the school on-line environment the Teams app sits within our firewalls and cannot be accessed by individuals outside our community.

Student accounts will be set up with access to only the basic required features and in line with both our E-Safety and Safeguarding Policies. Student protocols for the safe and appropriate use of Teams have also been developed and you will be asked to read through and acknowledge that your child understands these protocols and that you will ensure they are followed by your child. We ask parents/carers, as part of the induction process to school, to provide/withhold consent for your child's use of Microsoft Teams and acknowledge the protocols for its use as appropriate.

## 31 JEWELLERY

Students may wear wrist watches but **should not wear any other item of jewellery, including earrings or studs, even if normally not visible.** Jewellery and non-uniform items will be confiscated.

## 32 LEADERSHIP AND RESPONSIBILITY OPPORTUNITIES

Hayes School actively encourages students to take on leadership roles and a number of these are available for Year 7 students. A number of additional leadership roles arise during the course of the school year and Form Tutors will advise students of how they can apply for these.

### *Student Leadership Groups, Year Council and School Council*

At the start of the academic year each tutor group elects two form representatives, a sports captain and a charity representative. Form representatives meet together with their Achievement Coordinator to form their Year Council with the aim of sharing and communicating ideas to support action to improve and develop their school community.

There are also a number of student leadership groups that form part of our student voice and feed into our School Council. Students can either be nominated to sit on these groups or are able to attend meetings of those groups in which they have an interest. These groups are led by a member of school staff and meet regularly to work on shared commitments with the goal of improving our school and local community.

Representatives from each of these student leadership groups then attend School Council meetings together with a sports, charity and year council representative from each of our year groups.

School Council roles are high profile as they are the spokespeople for their year group and have the opportunity to take part in discussions, vote on resolutions and follow up on action points resulting from the School Council meetings.

Year and School Council representatives are:

- ◆ Able to listen to other peoples' views and ideas sensitively.
- ◆ Respected by their peers.
- ◆ Able to communicate their own views and those of their tutor group/year group in a public forum to other students, teachers, governors and associate staff.
- ◆ Able to actively participate in meetings and disseminate information back to their respective groups
- ◆ Able to organise with the support of their Achievement Coordinator and Year prefects, Year Council meetings.
- ◆ Able to devote time to both Year Council , Student Leadership and School Council meetings on a regular basis.
- ◆ Able to lead on ideas and follow up activities making sure that agreed action is taken and issues are resolved.
- ◆ A credit to the school in all that they do in making Hayes a better place to learn.

### *Student Librarians*

There are opportunities for students to work in the School Library outside of lesson times and play an active role in the development of our Library for use by students and staff.

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## 33 LEARNER HANDBOOK

Every student will receive a learner handbook which they should bring to school every day. It will contain a lot of useful information and should be used to support learning. The learner handbook is our most simple method for communication between home and school. Students should not graffiti their handbook and should ensure it is kept in good condition. There is a charge made for the replacement of lost or damaged handbooks. Students are expected to bring these to school every day and to place them on their desk during each lesson. The handbook has pages dedicated to each subject and contains key knowledge and vocabulary to support them through each key stage.



All Hayes Students will experience enrichment opportunities that ensure they develop as ‘a well rounded individual’, in preparation for the next stage of their lives. Whether that be university, college or apprenticeships. These opportunities, as they progress through the school, include trips, leadership, academic development and extra curricular activities, to ensure they have a variety of experiences as they progress through the school.



|                         |                                       |                                    |                   |
|-------------------------|---------------------------------------|------------------------------------|-------------------|
| Music Concerts          | Culture Day                           | Student Council                    | Transition Visits |
| School Productions      | E-Safety Talks                        | End of Year Reward Trips           | Awards Events     |
| Interhouse Competitions | Enrichment Programmes                 | Parents/Carers Evenings            | Ski Trips         |
| Music Tour              | Student Exchange Trips                | Christmas Charity Collections      | Academic Tutoring |
| Careers Fair            | Sixth Form Open Evening               | World Challenge/Outlook Expedition | Theatre Trips     |
| Bromley Youth Council   | Celebration of Achievement Assemblies | Sports Day Years 7-9               | Sports Awards     |



## 35 LIBRARY

The Library is open daily from 8.15am until 4.00pm and offers the following resources:

- ◆ Teen and Sixth form fiction, as well as easy reads and dyslexia friendly books.
- ◆ Subject specific books
- ◆ Non fiction books of general interest
- ◆ Magazines
- ◆ Access to online resources for reference/research
- ◆ Online catalogue of library stock accessed via school desktop/Hayes Dashboard/School website
- ◆ Computers for student work/research plus printer
- ◆ Careers Library
- ◆ Photocopying and printing
- ◆ The Library sells a small stock of stationery items
- ◆ A collection of CPD books for staff use

### Library Loans

Students are permitted to take out a maximum of 3 books at any one time on production of their learner handbook as identification. Assistance will be provided to students to find relevant information/books etc and students are encouraged to request titles to be stocked in the library.

### Using the library breaktime/lunchtime/after school

Students can use the library for:

- ◆ Browsing the shelves and checking out or returning books;
- ◆ Silent reading—Books/magazines;
  - ◆ Participating in the reading or chess clubs;
  - ◆ Playing quiet board games/doing puzzles;
  - ◆ Homework/revision/research at the tables or at the computers.

Students are encouraged to join the Student Librarian team.

### *Using the library during lessons*

The Library is a silent study environment during lesson times. Some lessons may take place with teachers in the library. Any student from Years 7-11 who is sent to the Library during lesson time must have a note from their teacher in their planner giving permission to do so.

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## 36 LOCKERS

Hayes School has provision for students to have access to an allocated locker where they can securely store personal items such as their PE kit and school books. A non-refundable payment of **£10.00** will secure a locker for the duration of your child's time at Hayes (Years 7-11). They only ever need to carry books for a maximum of two lessons, and should consider carefully which books they need to take home for homework each day. It is important that perishable items are removed from lockers every day and that PE kits are regularly taken home.

Students are responsible for keeping their lockers clean and tidy and required to provide a padlock.

Hayes School lockers remain the property of Hayes School at all times. If you wish your child to be allocated a locker, please pay via ParentPay. Our Finance department will write to you with your Login and Password details for ParentPay.

Your child will receive details of their allocated locker and its location from their form tutor during the first few weeks at school. Should you experience any problems or wish to discuss this further please email, **reception@hayes.bromley.sch.uk**.

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## 37 LOST PROPERTY

It is the student's responsibility to keep their property safe, Hayes does not accept responsibility for items lost by a student, but we will do our utmost to reunite items with their owner. Lost property items are held at Student Reception in Gadsden Building. If the item is labelled with the student's name an email will be sent to the student's tutor and parent/carer asking them to come and collect. The School cannot retain items of lost property indefinitely and items will be disposed of and/or donated to charity after 6 weeks.

38 All medicines are stored at Student Reception in a locked cupboard. There is a refrigerator in Student Reception for storing Insulin and Glucogen Hypokits. Medication that needs to be stored at school for students will be kept in Student Reception.

All medicines need to be accompanied with a completed medicine form which is signed to confirm that parents/carers give consent for their child to administer the medicine and they must be supplied in the original container. The same applies for temporary medication. Hayes School cannot give any form of medication (including paracetamol) unless it has been specifically supplied for the student by their parent/carer.

STUDENTS WITH ASTHMA—A spare asthma inhaler and a spacer must be provided to be kept at Student Reception and the following paperwork must be supplied; Bromley School Asthma Card, Asthma Inhaler consent form.

STUDENTS WITH AN AUTO-INJECTOR A spare auto-injector must be provided to be kept at Student Reception and the following paperwork must be supplied; Epipen consent form, Allergy action plan (Epipen, Jext, Emerade or oral antihistamine)

Our **Supporting Students with Medical Conditions Policy** is available on the school website.

## 39 MOBILE PHONES/DEVICES AT HAYES SCHOOL

Hayes School is a place of learning, where all students and adults should feel free to carry out their business without fear of bullying, without fear of being photographed or filmed without their permission, and without fear of having their learning disrupted.

Therefore, we do not allow students to use their mobile phones/devices in our school. This includes at break times, lunch time and while on school premises at the start and end of the school day. We recognise that parents may wish for their child to carry a mobile phone, so that they can be contacted in an emergency on their journey to or from school; therefore, we expect students will have their phone on them in school, but it will need to be turned off and in their school bag, locker or pocket.

We want to encourage our students to talk face to face with their friends during break and lunchtime and believe that this policy and practice encourages such communication. We also have a responsibility towards ensuring students' behaviour and safety, reducing instances of social media being used in an 'anti-social' way, causing upset and anxiety for our young people.

### *What does the ban on mobile phones/devices in school mean for students?*

Students will **not** be permitted to use mobile phones/mobile devices and these should not be seen or heard on the school site at any time during the school day. Mobile phones and other devices should therefore be switched off and in pockets, school bags or lockers. Earphones and headphones must also not be worn around school.



At no point during

**On Site. Out of Sight.**

the school day



Sixth Form students only:

- ◆ Sixth Form students may use mobile phones in Sixth Form areas only (Silent Study and Sixth Form Café)
- ◆ May be used in lessons at teacher's discretion when supervised by a teacher to support learning.

should phones be in use or seen by students in all year groups.

### *What does the research say about mobile phone/social media use and schools where a ban has been introduced?*

A research study by the London School of Economics (Beland and Murphy, 2015) found that test scores increased by more than 6% in schools which banned mobile phones (This is equivalent to giving pupils an extra week's education over the course of an academic year.) Low-achieving and low-income students were found to have improved the most. The researchers reported that despite the benefits of new mobile technology, phones cause distractions, reduce productivity and are detrimental to learning.

A report by the Royal Society for Public Health (RSPH), "Status of Mind: Social media and young people's mental health" recognises that social media is now a part of almost everyone's life, but none more so than our young population of digital natives. It has revolutionised the way in which we communicate and share information, both as individuals and as a society. The report states that social media has become a space in which we form and build relationships, shape self-identity, express ourselves, and learn about the world around us; it is therefore intrinsically linked to mental health. With its almost universal reach and unprecedented ability to connect people from all walks of life, social media holds the potential to wield a mighty power as a positive catalyst for good mental health-social media platforms can promote a sense of community and facilitate the provision of emotional support. But there are also risk which if not addressed and countered, can and have already opened the door for social media to cause significant problems for young people's mental health and wellbeing.

Social media use is linked with increased rates of anxiety, depression and poor sleep. One in six young people will experience an anxiety disorder at some point in their lives and identified rates of anxiety and depression in young people have increased by 70% over the past 25 years. The results of the YHM survey carried out by the Royal Society for Public Health in 2017 show that young people themselves say four of the five most used social media platforms actually make their feelings of anxiety worse. Research suggests heavy users of social media (more than two hours per day) are more likely to report poor mental health, including psychological distress. Cyber bullying is also a growing problem with 7 in 10 young people saying they have experienced it.

| QUESTIONS   | ANSWERS   |
|---|---|
| <p><b>What if I need to call home urgently?</b></p>   | <p>→ For urgent communications, students may report to Student Reception at break or lunchtime. The school will, as at present, communicate with parents/carers where a child is unwell or there is a need to inform of an incident in school.</p>  |
| <p><b>What if my parents/carers need to call me?</b></p>                                    | <p>→ We would ask that in the event that parents/carers need to convey urgent information to their child this is communicated via the school reception and switchboard. We would otherwise expect that non-urgent messages about after school arrangements can be sent to students by text message and read at the end of the school day.</p> |
| <p><b>What if I want to look at my homework?</b></p>  | <p>→ Students may access Satchel (formerly Show My Homework) on one of the many PCs in school. They may additionally record homework details in their learner handbook.</p>   |
| <p><b>What if I need to know my timetable?</b></p>  | <p>→ All students will have a copy of their timetable in their learner handbook, which should be with them in school every day.</p>   |
| <p><b>What if I need to use my mobile device for learning?</b></p>                          | <p>→ We have open access computer rooms and the library available to students at break and lunch time. Teachers will book computer rooms for lessons.</p>   |
| <p><b>What if I need to know the time?</b></p>  | <p>→ We encourage students to wear a wristwatch. There are clocks in classrooms and around the school.</p>  |
| <p><b>What if I want to play a game on my phone at break or lunch time?</b></p>             | <p>→ Play a game with friends in the real and not virtual world, talk to your friends, read a book or join a lunchtime club</p>   |
| <p><b>What if I want to take a photo of some class notes/ the board?</b></p>                | <p>→ Teachers may take photos and send any resources to students/classes via e-mail or Satchel (formerly Show My Homework) or may otherwise allow you to use your mobile phone for this purpose.</p>  |
| <p><b>What if I am doing a PE lesson and want to hand my phone in for safe keeping?</b></p> | <p>→ Teachers will make arrangements for students to hand in valuable items for safe keeping during PE lessons. Students may otherwise store valuable items in their locker. We cannot take any responsibility for valuable items left in the changing rooms and <b>not</b> handed into us.</p>   |
| <p><b>What if I am caught with my mobile phone out in school?</b></p>                       | <p>→ A member of staff will request the mobile phone and it will be confiscated, taken to Student Reception and available for collection. Students are expected to comply with this instruction from staff and there will be more serious consequences for failure to cooperate with staff should this be the case.</p>                       |
| <p><b>What if I am seen wearing headphones/earphones in school?</b></p>                     | <p>→ In common with other items not allowed in school, these will be requested and confiscated by a staff member and will be available for collection on Friday from Student Reception.</p>   |

## Sanctions/Consequences:

The following sanctions/consequences apply where students breach the school rule regarding mobile phones and are found to be seen with/using a mobile phone on site during the school day.

### *First offence in term*

The mobile phone will be confiscated, handed to Student Reception, recorded in our Information Management System, yellow slip issued and phone available for collection by the student at the end of the school day.

### *Second offence in term*

The mobile phone will be confiscated, handed to Student Reception, recorded in our Information Management System, yellow slip issued and phone available for collection by the student at the end of the school day. A Senior Leadership Team Detention (90 minutes) will be issued and parents/carers will receive an email notification.

### *Third offence in term*

The mobile phone will be confiscated, handed to Student Reception, recorded in our Information Management System, yellow slip issued and phone available for collection by the student at the end of the week on Friday. A Headteacher's Detention (2 hours on Saturday) will be issued and parents/carers will be informed by telephone.

**PLEASE NOTE: Where a student refuses to co-operate with staff, additional sanctions will be applied in accordance with our Behaviour Management Policy.**

**The school accepts no responsibility for loss/damage to any electronic device. If students choose to bring electronic equipment onto the premises it is entirely at their own risk. If lost or damaged, the school will not be held liable for any replacement or repair.**

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## 40 MODERN FOREIGN LANGUAGES

In Year 7, all students will study French and either German or Spanish (except for those students following Learning Support, who will only study French). Students are advised to purchase a bilingual dictionary.

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## 41 MUSIC TUITION

Specialist visiting teachers are available to provide tuition for students who sing or play a musical instrument. Lessons take place during the school day on a rotating timetable and are not available after school or during break/lunchtime. The prices for **2024-2025** are yet to be confirmed but if you would like to find out more and/or request an application form please email our Director of Music, Miss Werry, at [jw@hayes.bromley.sch.uk](mailto:jw@hayes.bromley.sch.uk).

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## 42 PARKING AND DROPPING OFF OUTSIDE SCHOOL

Parents/carers are requested to show consideration to our neighbours when dropping off and collecting students outside school at our West Common Road and Baston Road entrances.

- **Please be mindful not to park across driveways**
  - **Please do not turn on or drop off on private property**
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## 43 PASTORAL CARE

Positive behaviour and high self-esteem promote effective learning. Pastoral care at Hayes School aims to support our students such that they are able to achieve their potential in all aspects of their school career.

We work together to ensure that all students at Hayes School are able to be safe, happy and successful.

The Tutorial Programme, assemblies and ACTIVE lessons in all years promote students' personal development, aim to raise students' confidence, and help them to develop knowledge, interpersonal skills, social skills and communication skills in preparation for adult life.

All year groups will have an Achievement Co-ordinator (Head of Year), as well as a Pastoral Support Manager, who lead and support their year group from Years 7 to 13.

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## 44 PEDESTRIAN SAFETY IN SCHOOL

Staff, students and visitors are reminded to use our safeguarding pedestrian footpath from the West Common Road entrance and not to walk through the car park for their own safety and that of others. Vehicle and pedestrian access onto the school site between 8.30am and 3.00pm is by entry phone. A 5mph speed limit, one way system and pedestrian crossings are also in use on the school site for students' safety.

## 45 PERSONAL PROPERTY

Students should not bring large sums of money, expensive clothing or valuables of any kind to school. The School cannot accept responsibility for lost, missing or stolen property of any kind. It is important that clothing, school bags, instruments, and other property should never be left unattended anywhere in the school buildings.

Music and gaming devices are not allowed in school. If students are seen with such a device it will be confiscated and they will have to collect it from Student Reception at the end of the week.

## 46 PHYSICAL EDUCATION

All students are expected to participate in Physical Education lessons. The school recognises that there may be instances where because of an injury a student is not able to take part in the physical activities/sport. We require a note from parents/carers informing us of this. Students will normally still be expected to get changed into PE kit and to join the class, since they remain under the supervision of the class teacher.

In this event, students will be asked to support with non-physical leadership/feedback activities which will help their continued learning and progress. A doctor's note may be requested for long-term non-participation in PE.

## 47 PRESENTATION OF STUDENT WORK

*Students are expected to take pride in the presentation of their written work and are asked to present work in a consistent and clear way in accordance with our prescribed*



## 48 PREVIOUSLY LOOKED AFTER CHILDREN

If you are the parent of a previously looked after child, we would like you to get in contact with us. By previously looked after, we mean:

- ◆ a child who was adopted from 'state care' in England and Wales.
- ◆ a child who is the subject of adoption, special guardianship or child arrangements order in England and Wales.

Please email [postmaster@hayes.bromley.sch.uk](mailto:postmaster@hayes.bromley.sch.uk) in confidence, if you meet the above criteria.

## 49 RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE)

RSHE arises as an integral part of the curriculum across several areas: science, religious education, ACTIVE and ACTIVE+.

It is an important element in preparing students for adult life and complements the parental role. The religious, moral and social aspects of personal relationships and sexual behaviour are considered within a framework that encourages responsibility, awareness and respect for self and others.

Parents/carers may withdraw their child from sex education delivered as part of RSHE, if they so wish. Such requests should be made in writing to the Head of School. There is no right to withdraw from Relationships Education as the content is important for all children to be taught.

**Personal Development**—Our Personal Development Curriculum is delivered through:

- ACTIVE Lessons
- Assemblies/Tutor Time
- Through other curriculum (e.g Science and RE)
- Extra curricular activities
- Endeavour Award (Sixth Form)
- Tutor Cup (Sixth Form)

The statutory Relationships, Sex and Health education requirements are delivered predominantly through the Personal Development curriculum. Alongside the statutory requirements, we use the following to help make decisions about content that should be delivered:

- Staff Surveys
- Student feedback
- SHEU survey
- Local Issues
- Nation and International issues

The personal development curriculum includes the new statutory Relationships, Sex and Health Education.



**AUTUMN TERM 2024**

|                | <b>Autumn 1: Being Me in my World</b>   | <b>Autumn 2: Celebrating Difference</b>   |
|----------------|---|---|
| <b>Year 7</b>  | Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation   | Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes  |
| <b>Year 8</b>  | Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening   | Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, race and religion, prejudice, LGBT+ bullying   |
| <b>Year 9</b>  | Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative selfidentity, abuse and coercion, coercive control                                  | Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping  |
| <b>Year 10</b> | Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk | Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control  |
| <b>Year 11</b> | Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality     | Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong. |

**SPRING TERM 2025**

|                | <b>Spring 1: Dreams and Goals</b>   | <b>Spring 2: Healthy Me</b>   |
|----------------|---|---|
| <b>Year 7</b>  | Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid   | Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices  |
| <b>Year 8</b>  | Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues   | Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation. Blood donation  |
| <b>Year 9</b>  | Personal strengths, health goals, SMART planning, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression.                                       | Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support  |
| <b>Year 10</b> | Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals  | Improving health, sexual health, blood-borne infections, selfexamination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells  |
| <b>Year 11</b> | Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, selfexamination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, identifying a range of health risks and strategies for staying safe | Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honourbased violence, FGM and other abuses, hate crime, sources of suppo |

**SUMMER TERM 2025**

**SUMMER TERM 2025**

|                | <b>Summer 1: Relationships</b>  | <b>Summer 2: Changing Me</b>  |
|----------------|---|---|
| <b>Year 7</b>  | Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting  | Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support   |
| <b>Year 8</b>  | Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support  | Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour  |
| <b>Year 9</b>  | Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services  | Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes   |
| <b>Year 10</b> | Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumour-mongering, abuse in teenage relationships. Legislation, support and advice | Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support. |

## 50 RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

The school will follow the guidelines on both these matters as set out by the Education Reform Act and acts of worship will be non-denominational in character. They will be Christian based with a firm moral emphasis. Parents/carers may withdraw their child from the arrangements for Religious Education and Worship, if they so wish. Such requests should be made in writing to the Head of School.

## 51 REWARDS

We encourage, praise and reward the efforts and achievements of our students across a wide range of activities. Students are awarded House Points for displaying positive learning behaviours, positive behaviour around school or for taking part in leadership opportunities. They are also awarded within lessons through the Hayes Learner attributes that students will display through their learning. Students are also awarded certificates in the end of term Celebration of Achievement assemblies for their number of House Points as well as rewards for individuals and tutor groups. Hayes School Awards Evening is held for nominated students and their parents and carers in the summer term to celebrate the achievements of those who have excelled in different ways across the school. In addition, we reward through Good News Postcards sent to students and by publicising their achievements in the weekly newsletter.

## 52 SAFEGUARDING, EMOTIONAL HEALTH & WELLBEING

At Hayes, we recognise that there are times when it is possible that your child may need some extra support and help to manage unfamiliar situations and feelings. The Hayes Pastoral Team is well experienced and able to provide some support in school.

If you wish to discuss further, please contact a member of the pastoral team, your child's tutor, Pastoral Support Manager or Achievement Co-ordinator. Your child can send a message to **wellbeing@hayes.bromley.sch.uk** if they have any concerns.

### *Our Safeguarding Team*

|  |                                 |
|--|---------------------------------|
| Designated Safeguarding Lead – Mrs S Arney, Deputy Headteacher | <b>sla@hayes.bromley.sch.uk</b> |
| Mrs K Bradley, Inclusion Manager                               | <b>kjb@hayes.bromley.sch.uk</b> |
| Mr D Loomes, Assistant Headteacher                             | <b>djl@hayes.bromley.sch.uk</b> |
| Mrs D Parish, Pastoral Support Manager                         | <b>dip@hayes.bromley.sch.uk</b> |
| Mr C Steel, Pastoral Support Manager                           | <b>cas@hayes.bromley.sch.uk</b> |
| Mr A Allred, Assistant Headteacher                             | <b>aka@hayes.bromley.sch.uk</b> |

A number of websites and sources for external support are signposted to students, parents and carers on the following pages of our website:

<https://www.hayes.bromley.sch.uk/home/information/emotional-health-and-wellbeing/>  
<https://www.hayes.bromley.sch.uk/home/parents/safeguarding/>  
<https://www.hayes.bromley.sch.uk/home/parents/e-safety/>

In support of those students who have acute or prolonged difficulties with managing their emotional wellbeing, we are able to offer those students access to the Wellbeing Hub (H2). The Wellbeing Hub is a calm, nurturing space within school to support young people to re-engage with their education and gain an understanding of the barriers they are experiencing in the school environment. It is a short-term early intervention and is not a form of therapeutic support. In order to ensure that the support offered by the Hub is sustainable and able to meet demand, access to the Hub is only via agreement by either Mrs Arney or Mrs Bradley and only when other options have been explored.

In common with all Bromley Secondary Schools, we have a dedicated Safer Schools Police Officer—our officer is PC Heasman

## 53 SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

Students with identified special educational needs and disabilities are placed on the SEND register at Hayes to ensure that teachers are aware of barriers to learning and we can use appropriate strategies to support. Parents/Carers are informed and involved in the placing of students on the SEND register, which may be for monitoring purposes.

Hayes follows the graduated approach to SEND provision, as detailed in the SEND Code of Practice (2015). We believe that 'every teacher is a teacher of SEN' and for the majority of students, additional needs will meet through Quality First Teaching strategies in the classroom, together with any appropriate reasonable adjustments. Where a student is not making expected progress, due to underlying barriers to learning, our aim is to provide targeted and intervention that will enable to maximise their skills and independence in the classroom. Some students have an Education Health and Care Plan (EHCP), where an official statement of need and provision is issued.

The SEN department, working closely with teachers and form tutors throughout the school, seeks to work in partnership with parents/carers to support children's progress. We have a team of Teaching Assistants who provide one to one and small group support where it is required. The type of support offered will vary according to the needs of the individual student.

The school works with external agency input where this is appropriate, including the Independent Support Advisory Service (ISAT), the complex Needs Team, Visual Impairment Team, Hearing Team, Child and Adolescent Mental Health Services (CAHMS), and the Educational Psychology Service. In addition to the provision described above, students may use the Student Support room before school to get themselves organised for the day. There is also a daily lunch club, and a homework club every day after school.

## 54 SUBSTANCE MISUSE

### Smoking

Smoking is not permitted on site. Students who smoke or vape in school, in the immediate vicinity of the School or in school uniform outside of school or on school activities (e.g. trips/visits) will receive a Headteacher's Detention (two hours on a Saturday morning), or for persistent offenders, they may be suspended or excluded from school. Students must not bring cigarettes,

e-cigarettes, vapes, tobacco, lighters or other equipment associated with smoking into school. Any such items will be confiscated and disposed of and parents/carers will be informed. The school will not tolerate the selling of illegal substances in school and this may result in permanent exclusion.

### Alcohol and High Caffeine Drinks

The drinking of alcohol is not permitted nor should students be in possession of alcohol or be under the influence of alcohol whilst engaging in school activities. Alcohol found in the possession of students who are in the care of the School will be confiscated and disposed of and any student who consumes alcohol on school premises or on school activities or who gives or sells it to others will be either internally or externally excluded from school. High caffeine drinks must not be brought to school and should not be consumed before attending any school activities. They will be confiscated and disposed of.

## 55 TEACHING, LEARNING AND ASSESSMENT

We aim to provide a curriculum for all students of ambition, integrity and academic rigour that:

- ◆ provides inspiration and opportunity
- ◆ builds core knowledge and conceptual understanding
- ◆ develops skills and personal attributes

and supports all students to succeed and thrive.

### The Hayes Learner

We recognise that to deliver our school vision and build a community of lifelong learners we need to equip our students with the skills and attributes to learn independently of us as teachers, develop the skills demanded by employers and necessary to live and leave fulfilling personal and professional lives.

The Hayes Learner encompasses what we value in our students and the opportunities we provide for them inside and outside lessons to acquire, practices and develop these important qualities.

At the heart of the Hayes Learner, our students are:

**Kind**  
**Empathetic**  
**Accepting**  
**Respectful**  
**Responsible**



[www.hayestl.com](http://www.hayestl.com)

Our students, specifically in preparation for terminal examinations and assessments, need to develop effective routines and strategies for learning and revision.

Our Lead Teacher Team has produced a number of short videos for use by students, drawing on educational research. These focus on memory and metacognition and can be found within the student section of our teaching and learning microsite

[www.hayestl.com](http://www.hayestl.com).

## Hayes Habits

Our 'Hayes Habits' are the routines we expect students to follow in lessons and ensure all can learn, progress and achieve.



Our behaviour curriculum promotes 'habits of excellence' and ensures students are ready, responsible and respectful.

We have created our own assessment framework for all students to track their progress from their starting point in Year 7 until Year 11. All students will be placed on a 'flight path' indicating the likely progress that we would expect them, based on their KS2 performance, to make within those five years. This does not place a cap on student achievement; indeed all students are encouraged to work towards beating their expected levels of progress.

Students are assessed regularly in all subjects through informal and formal class assessment, homework, extended projects as well as regular tests and end of year exams. They are encouraged to discuss their work and the results of such assessments with their parents/carers regularly.

In Year 7 the first review of student progress will be published in the Autumn term. This will indicate whether or not students are on track to meet or exceed their expected levels of progress. A full report will be published once per year and will additionally include comments and action points from each subject area. A final review will be published at the end of Year 7. Parents/carers are asked to acknowledge receipt of each report and are invited to comment on their child's progress each time.

There is a Tutor Evening in the Autumn term to ensure students have settled well and there is a Parents' Evening in the Spring Term.

### **Feedback: Teach-Check-Respond**

At Hayes, we believe in giving timely feedback that is focused on improving the learner, enabling them to understand their gaps in knowledge and skills to ensure they have high aspirations for their own development and are ambitious in pursuing it. Our feedback policy is informed by the EEF (Education Endowment Foundation) guidance 'Teacher Feedback to Improve Pupil Learning' and therefore, effective feedback at Hayes is underpinned by the following principles:

- **We lay the foundations for effective feedback through high quality instruction.**
- **We deliver appropriately timed feedback which is focused on moving the learner forward.**
- **We plan for how students will receive and use feedback.**

This evidence informed approach to feedback places the learner at the heart—how they respond to feedback to improve their knowledge, skill and understanding is central to their progression. Therefore, during a sequence of approximately six lessons, students will be expected to engage in Directed Improvement and Reflection Time (DIRT) in which they are responding to feedback provided by their teacher. However, the method of feedback is at the professional discretion of the teacher as our staff know their learners best and will make an informed decision as to the best method to move the learner forward.

There is a lot more to feedback in lessons than ticks and comments to students' work. The range of different ways that feedback happens in lessons might even be surprising! Over the course of a few lessons in each subject, students might encounter most, or even all, of these types of feedback:

- **Lots of in-class responsive feedback through questioning**
- **Lots of whole-class feedback**
- **Lots of self-assessed micro-quizzing**
- **Peer or self-assessed critique and redrafting**
- **Deeper marking of one or two selected pieces of work or tests—still requiring student response**
- **Presentation and organization check**

It's important to think about what feedback is for, too—as well as letting students know how they are doing, and telling them what they need to do to make progress, feedback also gives teachers vital information about their teaching. Teachers need to know how well students have learned what they have been taught; where the misconceptions are, and which bits need to be tackled in a different way or covered again.



## 56 TRIPS & EDUCATIONAL VISITS

Day visits and residential trips are an extremely important part of education and development. At Hayes School, all students will have the opportunity to take part in visits and trips both of an educational and of a recreational nature.

Some trips will be specifically to do with a subject the students are studying and where possible all students should go on these.

**Please note the school reserves the right not to accept students whose behaviour has given cause for concern. A student may also be withdrawn from the visit if attendance deteriorates or where there are behaviour concerns.**

For day visits within school time or for sporting events after school we will not normally request parental permission:

- (a) if there is no cost involved, and
- (b) parents/carers have authorised 'in school visits'.

It is therefore essential that the Parental Permission Form in the data collection pack is completed. This is much easier for us and ensures that students will not miss out on opportunities. Please see the school's Charging Policy statement for further information.

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## 57 UNIFORM

The school has a uniform policy. All students are expected to wear the correct school uniform when travelling to and from school, during the school day and on journeys, events and visits arranged by the School unless otherwise specified. School uniform must be worn tidily and correctly. The School reserves the right to send students home to change if they are not in the correct clothes and to confiscate items of inappropriate clothing.

We recognise the value of having a uniform in encouraging identity with, and support for, the school's ethos, overcoming social difficulties which could otherwise separate students. Other advantages include:

- ◆ Safeguarding students (a clearly recognisable uniform makes it possible to identify strangers and affords a degree of safety as the students are part of an identifiable large body of people who will look out for each other on the way to and from school)
- ◆ Preparing students for the future (many jobs require staff to wear a uniform or to follow a dress code) Providing a prescribed standard and helping students understand the difference between formal and informal dress
- ◆ Eliminating potential stress on young people to purchase and wear expensive, fashionable items of clothing
- ◆ Establishing and reinforcing high expectations
- ◆ Instilling a sense of belonging and identity (uniform and team kits nurture cohesion and help our students to demonstrate pride in their school)
- ◆ Supporting positive behaviour and discipline

We believe that if our students look 'smart' they will take pride in their appearance, understand the importance of presentation and approach their learning with the right attitude.

Whilst we recognise young people's desire for self-expression, the inevitable interest of some to rebel against any imposed uniform, and the time taken by school staff and parents/carers to reinforce expectations, we consider the many benefits to outweigh any disadvantages.

Following a consultation on uniform with key stakeholders in May 2021, we made changes to our school uniform policy to ensure our school uniform for both boys and girls is inclusive, including for those who are transgender or non-binary.

In the event of an unavoidable and temporary emergency resulting in a student being without the correct uniform, parents/carers are asked to ensure that their child has a suitable note of explanation and that the matter is resolved as a matter of urgency. All items of clothing should be clearly marked with the student's name.

Please note that **outdoor garments** worn by students to school should be **plain navy, dark blue or black** in colour (without slogans, design features etc.) and that it is important for the overall appearance of our students that this requirement is adhered to. Properly fitting sensibly styled shoes are essential for students who spend much of the day on their feet. Such shoes provide for safety and comfort. Trainers, shoes above the ankle, boots and other non-regulation footwear may not be worn to, from or around the school. We have a supply of spare school shoes that students will be expected to change into, should they be wearing inappropriate footwear, unless there is a medical condition (with evidence) that states they cannot do so. We expect students to take pride in their personal appearance and in wearing the school uniform. Their clothes should be clean and smart and shoes should be polished. Any clothing worn underneath shirts or blouses for warmth should not be visible.

**ALL ARTICLES OF CLOTHING SHOULD BE CLEARLY MARKED WITH THE STUDENT'S NAME.**

|                                     |  |
|-------------------------------------|--|
| <b>School blazer</b>                | Navy with light blue braid and school badge, year coloured braid sewn onto blazer lapel and house colour bar/braid under pocket.<br>Current year and house braids are outlined in the Parents Handbook.  |
| <b>Shirt or Blouse</b>              | Plain traditional white shirt—long or short sleeved (not casual or sports shirt).<br>Hayes School blue and white striped blouse, long or short sleeved.  |
| <b>School tie (worn with shirt)</b> | Navy and light blue striped tie with Hayes Logo.<br>(Year 11—Navy, red and light blue striped tie).  |
| <b>Pullover</b>                     | Plain navy blue “V” neck with Hayes Logo. (No round necks, sweatshirts, chunky knits, cardigans or hooded tops).   |
| <b>Trousers or Skirt</b>            | Plain <b>dark</b> grey or black, traditional style and cut. (Not corded, denim or skinny fit.)<br>Skirt with school logo. Skirt length on or just above the knee. Not to be shortened.   |
| <b>Socks/Tights</b>                 | Plain white, navy blue or black worn below the knee.<br>Tights should be plain brown, navy or black (not patterned).<br>Leggings are not permitted.  |
| <b>Shoes</b>                        | <b>Plain black</b> , “leather” lace or slip on formal shoes.<br>Low-heeled shoes (max 1”)<br>Trainers, casual or canvas shoes (including sports brands) <b>must not be worn</b> . No platform, peep-toe, sling back, boots (i.e. shoes above the ankle bone) or high, unstable heels are permitted.        |
| <b>Outdoor coat</b>                 | Plain <b>dark colour</b> without slogans.  |
| <b>Scarf</b>                        | Navy blue or black.  |
| <b>Bag</b>                          | Dark colour. Must be able to close when holding A4 folders. Must be waterproof. Supermarket plastic bags are <b>not</b> suitable and should not be brought to school.  |
| <b>Head/Hair adornments</b>         | Plain blue/black and in keeping with the uniform as a whole.<br>Religious headscarves (e.g. hijabs) should be blue/black.  |
| <b>Jewellery</b>                    | Students may wear wrist watches but should <b>not</b> wear any other item of jewellery, even if normally not visible. This includes rings, necklaces, bracelets, studs, ear stretchers and other piercings.  |
| <b>Make-up</b>                      | No make-up may be worn by students in Years 7-10.<br>Year 11-13 students are permitted to wear light subtle make-up.<br>Nail varnish is not permitted in Years 7-11.<br>For health and safety reasons false acrylic nails should not be worn in school.<br>Fake tan and false eyelashes are not permitted. |

**Any clothing worn underneath shirts/blouses for warmth should NOT be visible.**

**Items of clothing must not bear slogans, badges, etc. unless specifically authorised by the school.**

## For Physical Education

All students need the following from the beginning of their first year:

|                                  |   |
|----------------------------------|---|
| <b>T-Shirt</b>                   | Navy blue PE Fuse polo shirt with collar and Hayes logo   |
| <b>Long-sleeved sports shirt</b> | Long-sleeved top (for use during winter)  |
| <b>Shorts or leggings</b>        | Navy PE Fuse shorts with Hayes logo<br>Navy blue and light blue leggings with Hayes logo          |
| <b>Socks</b>                     | Navy blue Hayes Sports socks (with Hayes writing evident)<br>and white sports socks (summer only) |
| <b>Footwear</b>                  | Football or rugby boots and shin pads<br>Non-marking trainers                                     |

The following items are optional but recommended in winter months:

|                          |  |
|--------------------------|--|
| <b>Tracksuit top</b>     | Navy blue Fuse performance top with Hayes logo |
| <b>Tracksuit bottoms</b> | Navy PE Tek pants with Hayes logo              |

The school's uniform regulations have the authority of the Governing Body and in accepting a place at Hayes School for their children, parents/carers are, therefore, accepting the regulations of the school.

Repeated uniform infringements will result in a uniform detention.

Mobile Phones, personal music players and headphones should not be seen or in use inside school buildings.

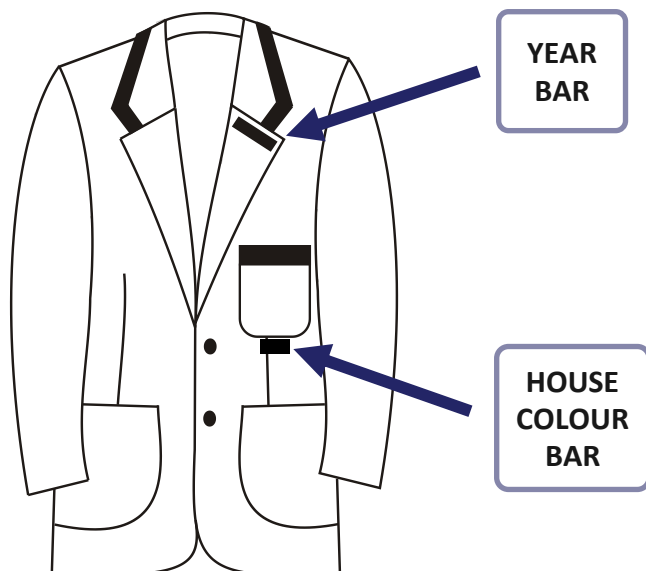
Energy drinks are also not allowed in school and will be confiscated.

The school's uniform may be purchased from:

Bromley Schoolwear, 51 High Street, Bromley—[www.bromleyschoolwear.co.uk](http://www.bromleyschoolwear.co.uk)

121 Uniforms—[www.ollequip.co.uk](http://www.ollequip.co.uk)

PTA Nearly new uniform shop (at Hayes School) [pta@hayes.bromley.sch.uk](mailto:pta@hayes.bromley.sch.uk)



Instructions for application of Year Bar:

- ◆ Peel off backing and position on to left lapel of blazer as worn by the student.
- ◆ Cover bar with cloth (kitchen towel is ideal).
- ◆ Use a hot iron with pressure.
- ◆ Ensure edges are sealed and leave to cool.

**SEPTEMBER 2024**

- Year 7 **Yellow**
- Year 8 **Blue**
- Year 9 **Purple**
- Year 10 **Orange**
- Year 11 **Green**

58 **YELLOW SLIPS**

We expect students to take pride in their appearance, to wear the correct uniform and to wear it correctly. Students are asked to respond positively to requests from staff to address any uniform issues.

Yellow slips (behaviour points) are issued to students for the following infringements:

- ◆ **Tie/Shirt/Blouse/Skirt/Trouser/Jumper/Top button/Blazer**
- ◆ **No Learner Handbook**
- ◆ **Make up/Nail varnish**
- ◆ **Mobile phone/Music device**
- ◆ **Jewellery**
- ◆ **Lack of equipment**
- ◆ **No Lanyard (6<sup>th</sup> form only)**

All yellow slips issued are recorded. If a student receives two or more yellow slips in a 24 hour period, the student receives a Middle Leader detention which is held Tuesday-Friday, 3.00pm-4.00pm.