



DRIFFIELD
SCHOOL
& SIXTH FORM

CORNERSTONES

CARE - PERSEVERANCE
RESPECT - RESPONSIBILITY

Personal Development at Driffield School

- To ensure students understand the benefits of looking after their mental and physical health
- To provide opportunities for students to access and remember for a lifetime
- To promote equality and diversity and respect difference
- To raise aspirations to achieve personal excellence



UPCOMING PERSONAL DEVELOPMENT EVENTS THIS TERM:

- 14 NOVEMBER - GREEN CAREERS WEEK
- 14 NOVEMBER - ANTI BULLYING WEEK
- 30 NOVEMBER - CAREERS FAIR
- 01 DECEMBER - REVERSE ADVENT CALENDAR DAY
- 16 DECEMBER - CHRISTMAS JUMPER DAY - SAVE THE CHILDREN

PASTORAL UPDATE

DRESS SMART – WORK SMART

It has been a pleasure to see the majority of our students taking responsibility and wearing our school uniform with pride this term. Our uniform helps students develop a sense of belonging and reinforces our feelings of community within the school. Experience shows that students who come to school dressed properly and prepared for school are more likely to focus on their work and perform better academically. It also helps students prepare for the world of work, where they may have to adhere to different dress codes depending on their chosen occupations.

Students are regularly reminded about school uniform requirements during form time and assemblies and are fully aware that if full uniform is not worn, it will be challenged by staff in school. Students who are unwilling to comply with our dress code will receive sanctions in line with the Behaviour for Learning policy.

If you require more information about our dress code, the school uniform policy can be found [here](#).

If you have any questions or concerns regarding school uniform, please contact your child's Head of Year in the first instance.



PASTORAL UPDATE

EVERY DAY COUNTS

Good school attendance is essential for a number of reasons. There is very strong evidence to show that students who attend school regularly are less likely to fall behind with work and perform better in exams. In fact, our school data shows that students who have good attendance achieve, on average, a grade better (across all of their subjects) than students with poor attendance in their GCSE exams.

It is also an essential life skill. Good school attendance shows potential future employers that a young person is reliable. Establishing good attendance patterns from an early age can help young people maintain good attendance in the workplace later in life.

Children who regularly attend school are more likely to form and maintain strong friendships and enjoy school more.

Obviously, the aim should always be to attend school every day, but it is appreciated that sometimes children are unwell or need to attend a medical appointment during term time. Attendance above 96% is regarded as good school attendance and to help our students achieve this, they have all been provided with an individual attendance target. This target is recorded in their student planner and each week students are encouraged to record their current attendance to help them keep on track. It is worth remembering that just one day's absence means five missed lessons, so every day really does count.

Students who attend all possible sessions within a week, discounting absence caused by unavoidable medical appointments, are rewarded for their efforts during form time. This includes entry into a prize draw, where one student per House can win a reward voucher each week. Students who are struggling to attend daily will be offered further support by the pastoral team.

Please be aware that students who arrive at school after the close of the am register at 9.15am will be marked absent for the morning. This also applies to students who arrive late following a medical appointment.

If you have any concerns about your child's attendance or would like to discuss additional support, please contact your child's Head of Year or Mr Johnson, our Attendance Officer, in the first instance.

SPOTLIGHT ON...

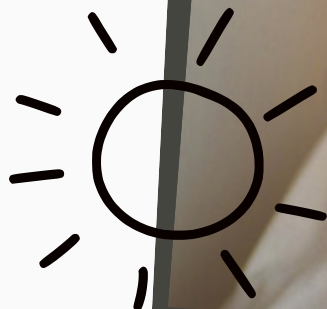
MRS POTTER

I attended Driffield School as a pupil which is one of the reasons why I was extremely excited to be working in a place that was part of my childhood. I fully understand the difficulties that my students have due to previous life experiences and struggles while growing up myself.

My working career has involved working with students with social, emotional and behavioural difficulties. Therefore, I believe that all behaviour is a way of communication and it is up to myself and the rest of our excellent pastoral team to ensure we understand what we can do to support.

I thoroughly enjoy working with the students as well as their families to build an honest, trustworthy relationship. I am fully committed to ensuring the students that I work with have the best possible opportunities as they progress through our school, onto further education and into adult life.

Many families that I have already worked with are extremely grateful for the help and support that I have given to them and their child. This is what keeps me thriving; knowing that I am making a difference.



BEHAVIOUR FOR LEARNING YOUR VOICE

In the last Cornerstones publication, we shared with you the changes that were made to our Behaviour for Learning Policy following feedback we had received. The main changes included:

- Clearly linking our expectations to our four cornerstones: care, respect, perseverance and responsibility to help students understand why they are important.
- Explicit teaching of key routines in the classroom and around school to ensure students understand what is expected of them.
- Ensuring that students who continuously work hard to do the right thing are consistently recognised and rewarded for their hard work, effort and achievement.
- Separating written warnings into two categories: behaviour and be ready. Written warnings in the behaviour category will result in removal from lessons if the triggers are met (see the planner).



Student and staff feedback has been very positive, describing how consistently the policy is being used across the school and how any disruption to lessons is dealt with swiftly, enabling students to enjoy learning in a calm environment. Students have told us that they like the use of clear routines within the classroom, as this supports them to make the right choices.

We are now keen to gather some feedback from parents and carers and hope you will help us by taking part in the short survey via this link: [Parent/Carer Survey](#). We would be grateful if you were able to complete it by Friday 9 December.

More information about the Behaviour for Learning Policy can be found in the student planner or [here](#).

WELLBEING

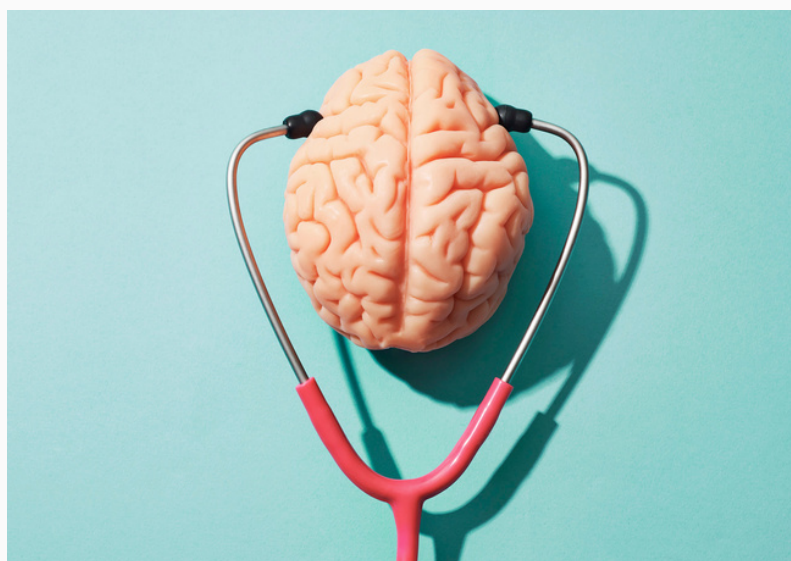
BE WELL

Our young people are fortunate to benefit from the expertise of a number of external agencies for additional support.



As part of The Education Alliance we have access to the Be Well Programme. This provides funding to enable us to have a dedicated member of staff from Hull and East Yorkshire [Mind](#) based in school for two days per week. They are able to provide a listening service for students who require additional well-being support, as well as pro-active programmes including pupil resilience for students in year 7 to 9, coping with exam pressure for students in years 10 and 11 and an intervention called the Big Umbrella for students needing a more intensive support programme. Through this provision, we have also trained a number of young people to become Mental Health Well-Being Ambassadors, helping them feel confident in supporting their peers. Mind are also able to provide advice, guidance or support for parents and can be accessed during parents' progress evenings or via the email wholeschoolapproach@heymind.org.uk.

The Be Well Programme also funds a SMASH (social mediation and self-help) practitioner for two days per week, to support individual young people with resilience, social skills, anxiety or low mood.



We also offer a weekly drop in service with the School Nurse to enable students to seek advice and support around medical issues.

If you would like more information about the support available in school, please contact Mrs Dalton (Deputy Headteacher) or Mrs Jude (Emotional Well-Being Coordinator).

If you would like to discuss support for your child, please contact your child's Head of Year in the first instance.

WELLBEING

VAPING

In September 2022, Action for Smoking and Health (ASH) released new guidance for schools around the use of vapes in response to concerns expressed following the latest data. The proportion of children using vapes has increased from 4% in 2020 to 7% in 2022. The number of children who admit to ever trying a vape has risen from 14% in 2020 to 16% in 2022.

There are number of health risks associated with vaping including addiction to nicotine, anxiety and depression, sleep problems, chronic bronchitis and lung damage. It is likely there are other long term health effects that are not yet known.

It is illegal to buy vapes if you are under 18 or sell vapes to anyone under 18.

The possession and/or use of vaping equipment is not permitted in school and students found in possession or seen using a vape will be sanctioned in line with the Behaviour for Learning Policy. The vaping equipment will be confiscated and we will ask parents to collect the items from school.



STUDENT LEADERSHIP

Our new Student Leadership Team was relaunched in September led by two House Captains in each house in Year 10 and two vice captains in Year 9. Our House Captains are identified by new ties and welcome their house at the doors to each assembly. House Captains are also present at our progress evenings and welcome parents on arrival.

Our streamlined student leadership groups meet regularly to discuss areas for improvement and are led by a member of staff. This year, we have student committees in the following areas and they will be responsible for setting up projects designed to support the wider school community. Below is an overview of their first assignments.

- Sports: Student leaders will record a DriffTalk to promote local club links and where to find more information.
- Environment: Student leaders will circulate around the buildings at the end of Period 5 and turn off lights and projectors.
- Charity Group: Student leaders will invite local care homes in for Christmas carols or Christmas visits and will research local charities to support for 2023.
- EDI: Student leaders will review the APEX curriculum and support with curriculum design for September 2023. They will design resources for LGBTQIA+ History month in February 2023.






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Believe - Achieve

APEX CURRICULUM

APEX is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school. Students will explore how they can keep themselves safe and make considered choices about their personal development and wellbeing.

In Key Stage 3 lessons this term, students will be exploring units of careers and finance and how this plays such an important role in the modern world. Students will get to explore what career pathways are available to them and how they can use their START profiles to support them with this. In Key Stage 4 lessons this term, students will be exploring units linked to health and wellbeing. Topics include sexting, fake news, social media validation and sexual health.

To ensure all our lessons are delivered safely and effectively, our Head of APEX liaises very closely with the pastoral team. If you have any concerns about the content delivered, please do contact your child's Head of Year.



RESTART A HEART



On 14 October 2022, we welcomed volunteers from the Yorkshire Ambulance Service into Driffield School. They delivered vital training to our Year 7 students as part of a national event that aims to improve the awareness of these essential lifesaving skills.

On this one day, approximately 30,000 school students were taught how to do CPR and to this day, over 180,000 students have been involved in the annual Restart a Heart Day. As part of our APEX curriculum here at Driffield School, we teach the students the importance of basic first aid and this training helped students to feel more confident in delivering CPR training to people in need.

The students took part in a 30-minute session where they learnt the skills and necessary actions they should undertake when someone collapses. The specialist team delivered this through demonstrations with CPR mannequins, videos and quizzes.



The training was really well received by the students and many acknowledged the importance of learning these life saving techniques. These skills are invaluable, and it is great that the students have the opportunity to learn these at such a young age. We are extremely thankful to Yorkshire Ambulance Service for taking the time to deliver this session and supporting our APEX programme here at Driffield School.

REMEMBRANCE



On Friday 11 November, the school came together to observe a two minutes silence.

A trumpeter marked the beginning and end of the silence with The Last Post and Reveille.

Sixth Form students invited in guests from The Limes care home to join them for an afternoon tea, with musical memories and a light spot of bingo.

AT THE GOING DOWN OF THE SUN
AND IN THE MORNING

*WE WILL
REMEMBER THEM*

