

CORNERSTONES

CARE
PERSEVERANCE
RESPECT
RESPONSIBILITY



DRIFFIELD
SCHOOL
& SIXTH FORM

BELIEVE · ACHIEVE
ONE DRIFFIELD

AUTUMN 2025 - EDITION 2

CARE
PERSEVERANCE
RESPECT
RESPONSIBILITY

Personal Development at Driffield School & Sixth Form

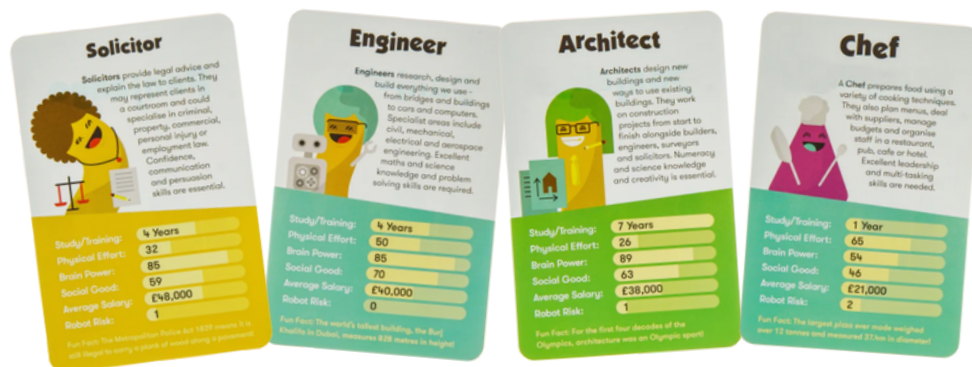
- To ensure students understand the benefits of looking after their mental and physical health
- To promote equality and diversity and respect difference
- To provide opportunities for students to access and remember for a lifetime
- To raise aspirations to achieve personal excellence.



DRIFFIELD SCHOOL AND SIXTH FORM

Students at Driffield School & Sixth Form have been broadening their horizons this term through their APEX programme, with a particular focus on Finance and Careers. The initiative aims to equip young people with essential life skills that will support them well beyond the classroom.

Alongside this, students have been exploring a wide range of potential career pathways. Using Panjango Top Trumps, an interactive game that introduces young people to roles they may not have previously considered, pupils were able to discover new opportunities and reflect on their own aspirations.



By combining practical financial education exploring potential careers, the APEX programme continues to support students in becoming confident, informed, and ambitious about the future.

Next term, students will begin the topic of Relationships and Sex Education, which will help them understand what makes healthy and respectful relationships, develop awareness of personal safety both online and offline, explore the physical and emotional changes of adolescence, and learn the importance of consent and clear communication. The unit also promotes inclusivity and equality, ensuring all students feel supported, while equipping them with the knowledge and confidence to make safe and informed decisions as they grow. To enrich student learning, we also have a fantastic opportunity to work with City Health Care Partnership, who will be delivering age-appropriate information to our Year 9 students, supporting their understanding of health, wellbeing, and positive relationships.

In addition to our APEX curriculum, we also have exciting opportunities coming up for students to work alongside the Kings Mill Sixth Form to explore our key character traits and strengthen relationships within the community, giving students valuable chances to collaborate, reflect, and learn from peers in a diverse educational setting.

CORNERSTONES UPDATE

Over the past three years, we have developed and embedded seven whole-school routines that have become a consistent part of classroom life at Driffield School & Sixth Form. These routines sit at the heart of our cornerstones curriculum, ensuring that all staff and students share a common understanding of our expectations and values in every lesson, every day.

The purpose of these routines has always been to build upon our Cornerstone values of care, respect, responsibility and perseverance, but more importantly, to recognise that students cannot simply be told how to behave. They must be taught, shown and supported in understanding what positive behaviour looks and feels like. This involves providing clear explanations, modelling real examples and maintaining consistent messages from all staff across the school.

From September 2025, we have taken the next step in this journey by refining and aligning our routines with our relational approach. This means that while our expectations remain high, our focus now extends beyond what students do to include the quality of relationships between staff and students, continuing to strengthen the culture of belonging and connection that defines our school community.

1. Meet and Greet	<ul style="list-style-type: none">To ensure a swift start to lessons whilst building positive and purposeful relationships with all students, establishing a positive and productive climate for learning.
2. Listening to Learn	<ul style="list-style-type: none">To teach students how to value and respect each other's responses and be able to learn from them.
3. Signal, Pause, Reinforce	<ul style="list-style-type: none">To ensure all students are quiet and attentive, ready for the next instruction or to move the learning and teaching forwards.
4. Show Me Boards	<ul style="list-style-type: none">To support a high level of engagement in our lessons and to provide all students with the environment and opportunity to participateTo provide instant feedback which either celebrates success or helps the student to improve their understanding and confidenceTo identify and address misconceptions.
5. Smart Depart	<ul style="list-style-type: none">To ensure a structured end to the lesson, preparing students for a successful transition to the next part of their day.
6. Recognise and Reward	<ul style="list-style-type: none">To ensure that all students are recognised for meeting/ exceeding our shared expectations.To engage students and create a greater sense of belonging by providing frequent opportunities for positive interactions between staff and studentsTo reinforce 'how we do things here', embedding our One Driffield approach.
7. Reflect and Reset	<ul style="list-style-type: none">To let students know when their chosen behaviour is not meeting our shared expectations.To provide time for students to reflect on their choices and reset (make different choices).
8. Positive Presence	<ul style="list-style-type: none">To create a calm, safe and orderly environment where students feel seen, supported and valuedTo promote a sense of community and belonging across all social spaces, for example: entrances/exits, corridors, canteens, playgrounds and lesson changeovers.

We are committed to ensuring that every member of our school and community feels a genuine sense of being part of One Driffield. By continuing to embed and refine these routines, we will not only sustain the progress we've made but move forward together with confidence and consistency. Thank you, once again, for your continued support as we move forward together in this next phase of the Cornerstones curriculum journey.

CHARACTER DEVELOPMENT

At Driffield School & Sixth Form, we are proud that character education sits at the heart of everything we do. Through our cornerstones values, care, respect, responsibility, and perseverance, we aim to equip every student with the personal qualities, confidence, and resilience needed to thrive both in school and beyond.

Character development is not confined to a single lesson or event, it is woven throughout the daily life of our school. From form time discussions and assemblies to our curriculum projects, extracurricular clubs and community partnerships, students are constantly encouraged to reflect on who they are becoming and the impact they have on others.

A key strand of our current work involves a close collaboration with the High Performance Foundation, led by broadcaster and author Jake Humphrey, which is inspiring students to think deeply about their mindsets, employability skills and transitions between key stages.

Through this partnership, students explore a series of age-appropriate, engaging resources and videos drawn from the acclaimed High Performance Podcast, which features world-class guests from the fields of sport, music, acting, health, and beyond. Each session, delivered during Thursday morning form time, provides an opportunity for students to discuss ideas with their form tutors and consider how these lessons apply to their own lives.



CHARACTER DEVELOPMENT

Our focus on mindsets encourages students to:

1. Understand themselves and their motivations
2. View failure as a learning opportunity
3. Work collaboratively and value diversity
4. Solve problems and tackle challenges with confidence
5. Handle and manage pressure effectively
6. Take responsibility for their words and actions

The early impact has been positive, with students engaging thoughtfully in discussions and recognising the direct links between these lessons and their future employability skills. The partnership also supports our broader aim of preparing students for successful transitions through school and into adulthood, with confidence, self-awareness and purpose.

Alongside this, our Character Development Days have continued to offer immersive opportunities for teamwork, leadership and reflection, while community projects and extracurricular clubs provide real-world contexts to put these values into practice.

As the year progresses, we look forward to continuing to build a culture where every student at Driffield School & Sixth Form is empowered to be here, be themselves and be their best.

BUILDING THE SKILLS NEEDED TO THRIVE

High Performance Foundation has identified 6 key skills that young people need to succeed in life beyond the classroom:

1. Stay Positive
2. Solve Problems
3. Know Yourself
4. Handle Pressure
5. Take Responsibility
6. Be Collaborative

These skills will improve young people's mental strength which includes:

- Resilience
- Confidence
- Wellbeing

PROGRESSIVE MASCULINITY

On Wednesday 5 November, we were pleased to welcome an organisation called Progressive Masculinity, which delivered assemblies across all year groups to explore masculinity and what it means to be a man in today's world, through positive and engaging discussions. More recently, more in-depth sessions were held with a group of Year 9 students to explore topics such as what it means to be a man, masculine hierarchies, social influences, banter, emotional regulation, self-control, masculinity in the digital world, and aspirations for the future.

It is very important to us that all students engage with these conversations in order to help create a kinder, more supportive and more understanding society, where every young person feels valued and understood.

Part of the follow-up work will involve the Year 9 students continuing to work alongside younger pupils, sharing what they have learned and helping to support their personal development. Through this work, we aim to enable our students to develop stronger personal qualities, a deeper sense of identity and a genuine sense of pride and belonging at Driffield School & Sixth Form.



NEW ZEALAND ALL BLACKS TRAINING CAMP

MR TOM FISHER, ASSISTANT HEADTEACHER (PERSONAL DEVELOPMENT), DRIFFIELD SCHOOL & SIXTH FORM

PURPOSE OF VISIT

As part of my role overseeing character development and personal development across Driffield School & Sixth Form and the wider trust, I was extremely fortunate to visit the New Zealand All Blacks in London ahead of their Autumn International fixture against England at Twickenham. The purpose of the visit was to explore the cultural, psychological and performance frameworks that underpin one of the most consistently high-performing sporting environments in the world and to identify transferable insights for education.

KEY FINDINGS AND CONVERSATIONS

Mindset and Performance Under Pressure – Dr Ceri Evans

I had the privilege of speaking at length with Dr Ceri Evans, Head of Leadership and Mental Performance for the All Blacks. He provided a deep insight into the red-blue mind model, a framework used extensively within their camp to help players perform under intense pressure.

- Red Mind represents heightened emotion, intensity and instinct
- Blue Mind represents clarity, calmness and controlled decision-making.

Dr Evans emphasised that both states are essential, but elite performance hinges on recognising when you are drifting into “red” and being able to return to “blue” quickly. He drew powerful parallels with the school environment, from students navigating exam stress to staff working in high-pressure situations, and outlined several practical strategies that could support clarity, focus and emotional regulation.

His examples from within the All Blacks’ long-standing culture were particularly valuable and provided clear, adaptable lessons for schools.

Preparation and Analysis - Jamie Hamilton

I also met with Jamie Hamilton, Head Performance Analyst, who explained the extensive preparation that goes into each match week. He discussed:

- Ensuring clarity of purpose so that every player understands their role
- The importance of consistency and standards across the entire camp.

The parallels with school systems, particularly around curriculum planning, behaviour expectations and utter clarity were obvious and incredibly useful.

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Mindset and Performance Under Pressure – Dr Ceri Evans

In further discussions with Simon Barber, Performance Analyst, I gained a deeper understanding of the culture that binds the team together.

One tradition stood out particularly strongly:

- On the Wednesday of match week, players participate in a social evening where they wear the jersey of the local or representative club they grew up in
- This ritual is designed to ensure players never forget their roots, reinforcing humility, gratitude and the importance of community.

REFLECTIONS AND IMPACT FOR DRIFFIELD SCHOOL & SIXTH FORM

The visit offered a wealth of insights that can be directly applied within educational settings:

- Developing a consistent language around mindset, focus and emotional regulation
- Reinforcing the importance of identity, values and belonging, much like the All Blacks' connection to their roots
- Strengthening staff and student approaches to performing under pressure, particularly during examination periods
- Embedding consistency, alignment and collective responsibility within teams.

The All Blacks' level of cultural clarity, humility and high expectation offers a blueprint for any organisation striving for excellence.

I look forward to sharing these insights more widely and exploring how we can continue to strengthen our culture and character development offer at Driffield School & Sixth Form and across The Education Alliance.



What Parents & Educators Need to Know about TRACKING DEVICES

WHAT ARE THE RISKS?

STALKING AND HARASSMENT

Because of their tiny size and unassuming appearance, tracking devices can easily be hidden in bags or clothing. They've been used to monitor individuals without their knowledge, with a lawsuit in the US labelling AirTags "the weapon of choice of stalkers and abusers". In the UK, use of tracking devices in coercive control and stalking cases reportedly rose by 317 percent between 2018 and 2023.

TOOLS FOR BULLYING

Tracking devices could allow bullies to follow or locate their targets even outside of school. This makes it difficult for children to find refuge, potentially extending the trauma of bullying into spaces – like home – that should feel safe and secure.

FALSE ACCUSATIONS

Because tracking devices are linked to user accounts, they could be misused to 'prove' ownership of someone else's possessions. Someone could, for example, plant a tracker on another person's belongings to falsely claim them as their own.

INVASION OF PRIVACY

These devices are designed to share location data with the user via other people's phones, which can unintentionally broadcast someone's movements without their consent. This makes them vulnerable to being monitored by strangers without realising.

DIFFICULT TO DETECT

Many tracking devices are designed to be discreet, but that also means they're easy to hide. Without proactive checking or the right tech to detect them, children and young people might not realise they're being tracked.

Advice for Parents & Educators

WATCH FOR WARNING SIGNS

If a child's peers always seem to know their location – whether in person or hinted at online – it could be worth checking for tracking devices. Some, like AirTags, will eventually make a noise if separated from their owner. Listen out for a chirping sound.

CHECK LIKELY HIDING SPOTS

Common places where trackers may be planted include jacket linings, bag seams, pockets, or under bike seats. If you find one, take a photo of the serial number before disposing of it – this could help police trace the account it's linked to.

USE DETECTION APPS

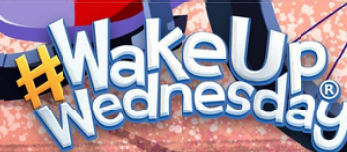
Apple devices running iOS 14.5 or later will notify users of unknown AirTags nearby. Android users can install Apple's 'Tracker Detect' or the third-party app 'AirGuard' to scan for tracking devices from various manufacturers.

HAVE THE CONVERSATION

Talk to your child about what tracking devices are, what signs to look out for, and how they might be misused. Emphasise the legal consequences of using them to prank, harass, or monitor someone.

Meet Our Expert

Alan Martin is a seasoned technology journalist with bylines in Wired, TechRadar, The Guardian, The Evening Standard, The Telegraph, and The New Statesman. He specialises in consumer tech, online safety, and emerging risks in the digital landscape.



The National College®

BE YOUR BEST

This half term we have supported The Anti-Bullying Alliance's theme, 'Power for Good'. Students engaged very positively with assemblies to launch the theme, form time activities and odd socks day. A clear message was shared with all members of our school community from the Anti-Bullying Alliance:

Our call to action:

"Every year, bullying impacts the lives of countless young people and silence helps it grow.

That's why, this anti-bullying week, we are empowering you to use your power for good to safely speak up and raise awareness when you see or hear about bullying, face to face or online.

Lasting change needs all of us working as one team, working as 'One Driffield'. From playgrounds to parliament, our homes to our phones – we all have a part to play.

Together, we can use our Power for Good to end bullying – for good."



As part of this work all staff and students at the school have once again committed to sign a pledge to "stamp out bullying."

Next steps: we are currently in the process of recruiting and training more peer support students to provide different levels of support for their friends, through mentoring or becoming ambassadors.



FLAMBOROUGH

Almost 200 Year 8 students have soaked up the sea air during a visit to the beach and cliffs at Flamborough's lighthouse in a joint English and Geography trip this October and November.

Activities carried out by students were delivered to enhance their understanding of the coastal setting for our Year 8 novel study in English. Field sketches, creative rock-writing and (the students' highlight) the rock stack competition were all completed to provide the students with some memorable learning experiences to take back into the classroom and beyond.

We were lucky enough to see seals, some glorious sunshine and smiles from our Year 8 students. Experiences like this are a valuable part of the learning experience and it has been fantastic to see the enthusiasm in our students over the two days.



ONE TEAM

UNIFORM

It has been a pleasure to see the majority of our students taking responsibility and wearing our school uniform with pride as they return to school this term. Our uniform helps students develop a sense of belonging and reinforces our feelings of community within the school. Experience shows that students that 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. This does include piercings, jewellery that is not covered in the policy, false eyelashes and false nails. Students that 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](#).

Please be mindful when purchasing new items of school clothing that clothes labelled as school wear in high street shops are not necessarily compliant with our dress code.

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

Physical Education Uniform Policy

We believe that wearing the correct kit for Physical Education is important for safety, comfort and to ensure that all pupils can participate fully in lessons. A consistent approach also helps foster a sense of belonging and pride in our school community.

To support this, please find below the expectations for PE kit. These items are part of our school uniform policy and must be worn for all PE lessons.

For health, hygiene and safety reasons students must bring a full change of sports clothing for PE lessons. This includes a change of footwear; students are not permitted to wear the same shoes for PE that they wear during the school day. Many brands will market leather or leather look trainers as shoes and these are not suitable for physical education.

Although the policy states white socks, we do encourage students to wear long, black football/rugby socks for outdoor activities and use the white socks for indoor activities. No jewellery, including retainers are permitted during PE lessons to ensure the continued safety of all our students it must be removed and cannot be taped up. Please refrain from having piercings during term time which may cause lack of participation. Our full school uniform policy can be accessed on our school website.

All items should be clearly labelled with your child's name. If there are any concerns about providing the correct uniform, please contact your child's Head of House so that we can offer support.

Thank you for your cooperation in helping us maintain high standards and ensuring that all students can enjoy PE in a safe and positive environment.

PE Kit	Green and black polo shirt with school logo. Green and black $\frac{3}{4}$ zip jumper. Black shorts, leggings or tracksuit bottoms. White socks. Indoor clean non-marking trainers. Outdoor trainers for the Astroturf, studded boots for grass. Towel for showers.
Swimming Kit	A one-piece swimsuit/costume or swimming trunks/shorts (above the knee) and towel. Goggles can be worn if required.
Hair	Must be tied back for all activities if hair may cover face.
Jewellery	No jewellery or piercings of any kind are permitted during physical activity including watches. Earrings must be removed and cannot be taped up.

**BE HERE
BE YOURSELF
BE YOUR BEST**



**BELIEVE · ACHIEVE
ONE DRIFFIELD**

OUR UNIFORM EXPECTATIONS

**White, collared shirt with your house tie
and Driffield jumper/blazer**



**Either black school trousers or knee length
skirt**

**Plain black, leather or leather look,
polishable shoes**

HAIR

- No extreme hairstyles
- No extreme hair colours

JEWELLERY

- One pair of studs or small sleeper earrings is allowed.
- No other body piercing is allowed.
- One plain ring may be worn on either hand.
- One watch may be worn. One discreet necklace may be worn.
- One discreet bracelet on each arm, may be worn

MAKE UP

- Make up should be subtle if worn, this includes no bright colours.
- False eyelashes are not permitted.
- Nail varnish, including false nails, should not be worn.

CARE - RESPECT - RESPONSIBILITY - PERSEVERANCE

ONE DRIFFIELD

STUDENT VOICE

We are committed to listening to our students to ensure we are making our school the best place in can be. We recently invited some members of staff from The Education Alliance School Improvement Team to speak to our students and gather their views. Students were very insightful and provided some very valuable feedback about their experiences.

Some of the main areas discussed include:

- All students felt very safe and supported in school. All students could identify a range of trusted adults that they could seek support from if needed.
- All students felt that the tweaks to the Behaviour for Learning policy made this academic year have helped improve behaviour in their classrooms. They were confident that any disruptive behaviour would be dealt with quickly.
- Students described how they enjoy form time and the activities that they complete during this time. They value the information they receive from their tutors.

We continue to gather student voice through various surveys and focus groups throughout the year and gather parents' views in similar ways. If you get the opportunity please share your views as it really does help us improve further.



10 Top Tips for Parents and Educators

GUIDING YOUNG VOICES TO MAKE A DIFFERENCE

Bullying impacts the lives of many young people. In the UK, one in five pupils aged 10 to 15 report being bullied. The effects can be long lasting, affecting mental health, school attendance and self-esteem, and can impact long-term development into adult life. Adults play a key role in building young people's confidence to speak out, support one another, and stand up to unkind behaviour. This guide offers ways to help youngsters make a positive difference.

1 CELEBRATE DIFFERENCES

Help young people value diversity by showing that what makes us different is also what makes us strong. Encourage them to learn about different cultures, identities, and abilities through books, films, and conversations. By appreciating uniqueness in themselves and others, children can grow into open-minded individuals who build inclusive and welcoming environments.

2 MODEL RESPECT

Children watch and learn from how adults behave. Use respectful language, show patience in disagreements, and treat others with fairness – especially in front of children. By modelling inclusive behaviour and challenging unkindness, adults set a lasting example that respect should be part of every interaction, whether online, at school, or at home. Be the change you want to make.

3 SPOT THE SIGNS

Adults and young people should learn how to recognise signs that someone may be experiencing bullying. This might include withdrawal from friends, hobbies or interests, changes in mood, reluctance to go to school, or unusual injuries. Helping young people recognise these clues ensures that support can be offered sooner and problems do not go unnoticed.

4 VALIDATE FEELINGS

When a child shares something that worries them, it's important to listen carefully and validate how they feel. Respond with empathy – not judgement – and let them know it's okay to feel upset or confused. Offering reassurance and understanding helps young people feel safe about opening up, and builds the trust needed to talk again in future.

5 TEACH ALLYSHIP

Show children how to stand up for others in safe, respectful ways. Allyship might look like sitting next to someone who's been excluded, reporting hurtful behaviour, or speaking up when they witness bullying. By practising these responses together, you're helping children develop the courage to be kind and to take action when it really counts.

6 PROMOTE REPORTING

Ensure young people know how to report bullying and feel confident that they'll be taken seriously. Talk to them about who they can speak to and what to expect when they do, such as reporting school incidents to teachers, and out-of-school bullying to parents or teachers. Reassure them that reporting is a brave and helpful choice – not tattling – and that it plays a vital role in keeping everyone safe.

7 ENCOURAGE KINDNESS

Everyday acts of kindness can make a big difference in creating safer, happier spaces. Encourage children to look out for one another by being helpful, saying kind words, or including someone who feels left out. These small actions set a strong example that kindness matters, and that it can be a powerful response to bullying.

8 USE YOUR VOICE

Encourage young people to speak up for themselves and others. Whether through storytelling, school campaigns, or peer-led projects, children can learn that their voice has power. Support them to express themselves confidently and safely, helping them understand that sharing experiences can challenge injustice and inspire real change in their communities.

9 BUILD COMMUNITY AND BELONGING

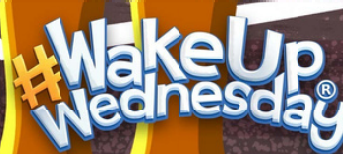
Children thrive when they feel supported. Help them build strong friendships, join clubs or teams, and connect with trusted adults who care. These networks offer comfort, encouragement, and protection – particularly during challenging times. Remind children that they don't have to face difficulties alone and that support is always within reach.

10 SUSTAIN THE CONVERSATION

Bullying awareness shouldn't be limited to one week each year. Create regular opportunities to talk about kindness, respect, and inclusion. Use books, news stories, and personal experiences as conversation starters. Embed anti-bullying initiatives into the school, and make tackling bullying a shared, ongoing commitment.

Meet Our Expert

Robert Allsop is an experienced pastoral and safeguarding practitioner, specialising in tutorials, behaviour interventions, and attendance management. A recipient of the Diana Award for Anti-Bullying, he has helped raise standards and improve Ofsted outcomes in some of the country's most challenging schools and colleges.



The National College®

See full reference list on our website.

@wake_up_weds

/www.thenationalcollege

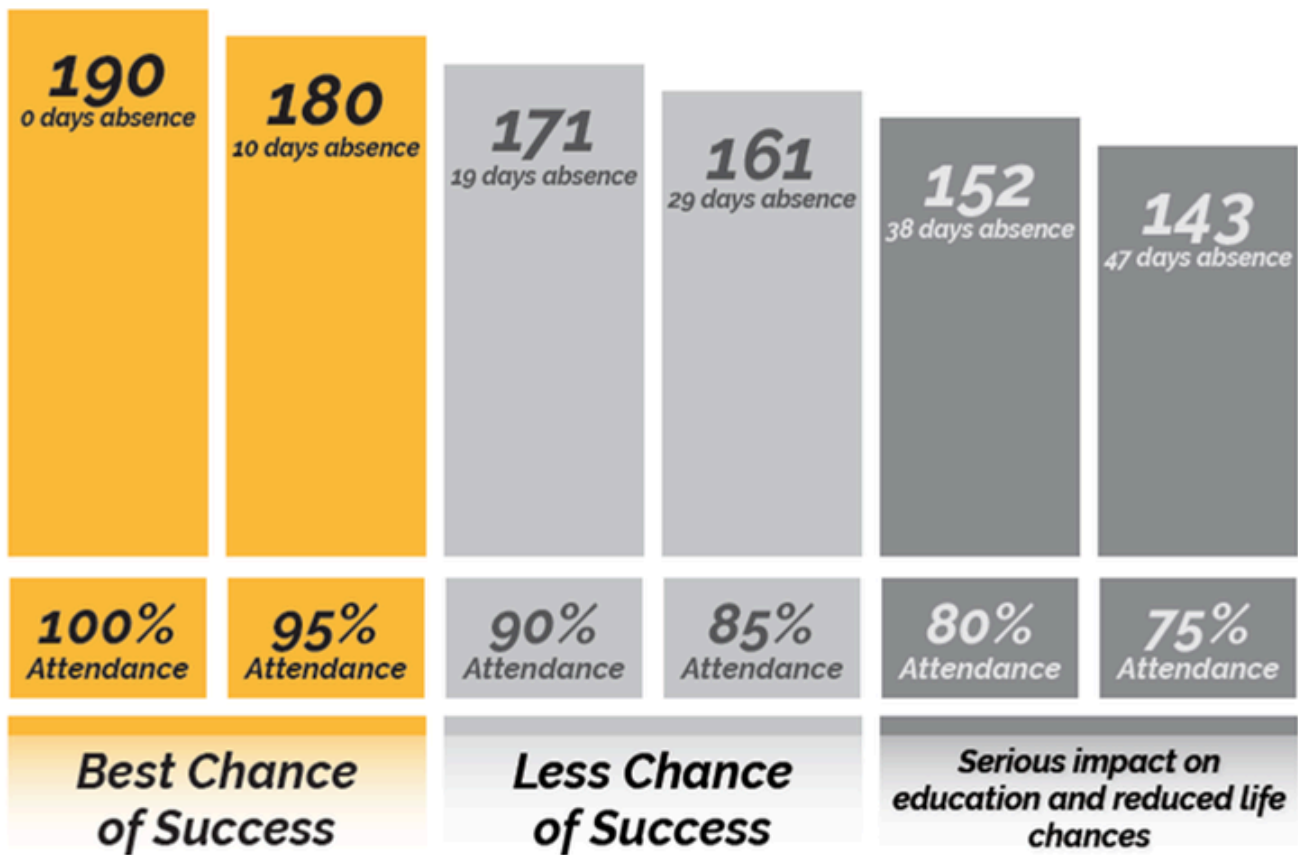
@wake.up.wednesday

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Out of a possible 190 days at school...



Around this time of year, students will receive their first academic reports of the year. This report will include both their academic progress and their attendance to date. We encourage parents to review these closely, as strong attendance is one of the clearest indicators of good attainment — students who are in school regularly are far more likely to make sustained progress and achieve their potential.

Beyond academic outcomes, consistent attendance is also vital for students' social development: it helps them build friendships, feel connected to the school community, and develop the routines and confidence that support their wellbeing. Your support in ensuring your child attends school every day makes a significant difference to their learning and overall growth.

BE HERE



Did you know...

Being late after the register has closed means your child/ren will be recorded as an unauthorised absence - U code

Unauthorised absences can lead to the following:

- A meeting with an Education Welfare Officer
- A fixed penalty notice can be issued - £60 per parent per child

If you're ever unsure about whether to send your child to school, we encourage you to send them in. Attending regularly helps children build resilience, confidence, and positive habits — all closely linked to our key cornerstone of perseverance.

Of course, there are times when children are genuinely too unwell to attend. To help you make the right decision, please refer to the NHS guidance on illness and school attendance:

<https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

If in doubt, we kindly ask that you support your child in coming to school. Their learning, wellbeing, and sense of routine all benefit from being here.



Reporting Absences

Parents or carers must notify the school of the reason for the absence on the first day of an unplanned absence by 8.30am, or as soon as practically possible.

Student absence can be reported in the following ways:

Email: office@driffieldschool.org.uk

Telephone: 01377 253631

Full details can be found on the attendance page on the [school website](#)

We're in your schoool!



**We're Hull and East Yorkshire Mind, your local mental health charity.
We're here to ensure that everyone has access to the support they
need, when they need it most.**

For the past four years, we have been working directly in schools across Hull and East Yorkshire, equipping thousands of young people with the tools they need to navigate the challenges life can bring. This support is happening right now in your child's school.

How Your Child Benefits

Through our 'Mind in Education' package, we provide preventative support directly within the school environment. This bespoke mental health service is delivered by an expert staff member and includes:

- Targeted 1:1 support
- Small group sessions
- Workshops and drop-ins



This means your child has ready access to professional mental health support to help create a healthier, happier, and more supportive environment for them to learn and grow.

What does Mind in Education aim to do?

- Promote good mental health and wellbeing to everyone as a right.
- Support everyone with poor mental health to live happy lives.
- Find causes of poor mental health and find ways to keep everyone well.
- Respect diversity and promote equality.
- Build external partnerships with local community organisations to support children and young people to achieve their best, and to support parents/caregivers and school staff.

If you're a child, speak to your tutor or your Wellbeing Team, who will be able to signpost you to us to receive support. This can be offered during or after school hours.

If you're a parent/carer, you also deserve support. At Hull and East Yorkshire Mind, we offer a friendly, six-week program that gives you simple tools to improve your mental health, meet others who understand, and find support in a relaxed setting. We also offer 1-1 support (subject to assessment). To access please visit [heyhound.org.uk](https://www.heyhound.org.uk).

REWARDS

LATEST REWARDS TOTALS

At Driffield School & Sixth Form, we place great importance on recognising the effort our students show each and every day. In every lesson, students are rewarded for the effort they put into their learning through the allocation of reward stamps. These stamps not only acknowledge their commitment in the classroom but also contribute towards their individual and house achievements.

Alongside lesson-based rewards, students can also receive additional recognition for consistently demonstrating our four Cornerstones: care, respect, responsibility and perseverance. By living out these values, students gain further opportunities to be celebrated for their positive contributions to school life.

All house points earned feed into the wider house competition, where totals are revealed at the end of the year. The winning house is celebrated with special recognition, ensuring that every student's daily effort plays a part in the collective success of their house.

ACHIEVEMENT
POINTS

CORNERSTONES
POINTS



192369

21536



164480

15107



181324

19609



151264

13842

CAREERS UPDATE

Over the past term, students at Driffield School & Sixth Form have taken part in an impressive range of careers events designed to broaden their horizons, develop key skills, and give them a deeper understanding of the modern workplace. These opportunities form a central part of our commitment to preparing young people for life beyond school, ensuring they are well-informed, confident, and inspired about their future pathways.

From engineering and healthcare to law, construction, and the motor trade, students have engaged with leading employers, industry experts, and hands-on activities that bring learning to life.

BAE SYSTEMS APPRENTICESHIP EVENT

Students attended an exciting apprenticeship showcase led by BAE Systems, gaining insight into one of the UK's most respected engineering employers. They explored the wide range of apprenticeship routes available, heard from current apprentices and discovered how cutting-edge defence engineering links to their own classroom learning. The event gave students a clearer understanding of the high-value pathways into engineering and technology.



HULL & EAST RIDING APPRENTICESHIP FAIR

At the regional apprenticeship fair, students met dozens of employers and training providers, allowing them to compare opportunities across sectors such as business, hospitality, engineering, digital careers and public services. Many commented on how useful it was to speak directly with employers about entry requirements, career progression and the skills most valued in the workplace.



CAREERS UPDATE

EXPERIENCE CAREERS IN HEALTH – CASTLE HILL HOSPITAL

A group of students visited Castle Hill Hospital for an immersive insight into careers within the NHS. They explored the wide range of careers in the NHS (350 different job roles) and took part in hands-on 'messy ward' activity that demonstrated the realities of healthcare work. They also visited the Endoscopy training centre where surgeons develop and practise their endoscopy skills. Members of the Clinical Engineering team also explained their job roles and demonstrated some of the technical equipment that they use. This powerful experience helped students understand the breadth of opportunities available within one of the region's largest employers.



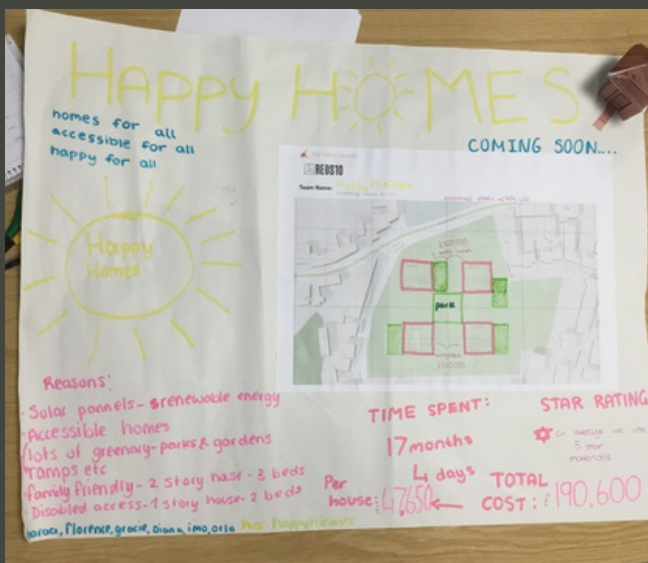
BAE SYSTEMS 3D PRINTING PROJECT – GOLD AND BRONZE AWARDS

As part of an exciting STEM initiative, Driffield students participated in the BAE Systems 3D Printing Project, working collaboratively to design innovative solutions using modern manufacturing techniques. Their exceptional creativity and problem-solving skills were recognised at the awards ceremony, where teams proudly achieved Gold and Bronze prizes. This achievement reflects the high level of talent, commitment, and teamwork shown by our students.

CAREERS UPDATE

T LEVEL SESSIONS WITH REDS10 & THE TALENT FOUNDRY – YEAR 9 AND 10

Year 9 and 10 students took part in interactive T Level sessions delivered by Reds10 and The Talent Foundry. These sessions introduced students to one of the most exciting qualifications emerging nationally, giving them hands-on experience of project-based learning and industry-linked tasks. Students gained a clearer understanding of T Levels in construction, engineering and allied sectors, helping them make well-informed decisions about their post-16 pathways.



MEET A SOLICITOR – INSIGHT INTO LAW AND PROFESSIONAL SERVICES

As part of our lunchtime meet and greet sessions, students were given a valuable opportunity to meet property solicitor Enisha and find out about the qualifications and personal attributes required for a career in law. Through a question-and-answer discussion, they learned about different legal specialisms, real-life case experiences, and routes into the profession.

CAREERS UPDATE

FOUNDATIONS LIVE – CONSTRUCTION CAREERS FAIR

At Foundations Live—the largest construction careers event in the region—students explored roles within architecture, engineering, surveying, civil engineering, trades, project management and more. They enjoyed interactive exhibits, machinery demonstrations, and conversations with industry specialists, which helped demystify the construction sector and highlight the huge variety of careers available.

