CORNERSTONES

CARE
PERSEVERANCE
RESPECT
RESPONSIBILITY



DRIFFIELD
SCHOOL
& SIXTH FORM

BELIEVE · ACHIEVE
ONE DRIFFIELD

AUTUMN 2026 - EDITION 2

CARE
PERSEVERANCE
RESPECT
RESPONSIBILITY



Personal Development at Driffield School

- 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

ONE DRIFFIELD

BE YOUR BEST - SAVE THE DATE

Year 11 have recently attended an assembly to invite them to their reward event, the school Prom. This year our Year 11 Prom is on Wednesday 30 June at Lazzats hotel in Cottingham. It is always an excellent evening and a great opportunity for our Year 11 students to let their hair down after exams.

During the assembly all students were reminded that to be eligible to attend they should have good attendance throughout the school year (over 95%), a good behaviour record (including no suspensions) and should attend all mandatory intervention and revision sessions. More information about this can be found in the student planner on the Prom Passport page.

Students were reassured that we are aware that some students may struggle to attend school every day due to a medical reason and all Prom Passports will be considered individually.
We look forward to seeing our Year 11 students there.



ONE DRIFFIELD

YEAR 6 OPEN EVENING

On Thursday 1 October we invited all prospective Year 6 parents/carers and students to Driffield School for our open evening. Students from all our feeder primary schools and beyond our catchment were in attendance. The purpose of the evening was to allow parents/carers to make an informed choice about their child's secondary school.

There was a talk from the headteacher, Mrs Loftus and Pastoral Director, Mr Davison which outlined our vision for the school, the Year 6 to Year 7 transition process as well as how we can support Year 6 students moving to us in September. Parents/carers and students were able to tour the school site, meet different staff and current students. Each department had a range of activities on to demonstrate the learning and curriculum offer available. Finally, there were refreshments in our Sixth Form common room along with information stalls on attendance, uniform, buses and the extensive wellbeing support on offer.

All parents/carers must apply by the 31 October 2026 for the child's secondary place for September 2027.



ONE DRIFFIELD

BE HERE

We know that the autumn term can often bring colds and bugs, and it's not always easy deciding whether a child is well enough for school. While we encourage students to rest and recover when genuinely unwell, we also value the importance of resilience and perseverance. Developing the confidence to push through smaller challenges, such as a mild cold, a sniffle, or simply feeling a little tired, helps build positive habits, determination and a strong attitude towards learning.

Perseverance is one of our Cornerstones and closely links to our 'Be Here' value. Regular attendance gives students the best opportunity to learn, achieve and remain connected to school life. Together, we can support young people in finding the right balance between looking after their wellbeing and showing the determination to keep going when they are well enough to do so.



If your child experiences vomiting or diarrhoea, please keep them at home while symptoms are present. Unlike some schools, we do not apply a fixed time restriction following these illnesses; students may return to school as soon as symptoms have fully cleared and they feel well enough to attend.

For advice on a wide range of childhood illnesses and whether your child should attend school, we recommend the NHS guidance "Is my child too ill for school?", which provides clear and practical information to help parents and carers make informed decisions.

Flu vaccinations for students in Years 7 to 11 will take place in school on 20 November. We encourage parents and carers to look out for the consent link that will be sent directly by the School Age Immunisation Team and to complete this as soon as possible. The flu vaccine helps to protect young people against seasonal flu, reducing the likelihood of illness and time away from school. It can also help limit the spread of flu within families and the wider community, protecting those who may be more vulnerable to serious illness. By choosing vaccination, students can help support their own health and wellbeing, ensuring they are able to make the most of their learning and maintain strong attendance throughout the winter months.

ONE DRIFFIELD

Regular school attendance is one of the strongest indicators of academic success. Being in school every day allows students to build knowledge consistently, develop positive learning habits, strengthen relationships with teachers and peers, and benefit from the full range of opportunities that school life offers. Even small amounts of absence can have a significant impact over time, making it harder for students to keep up with learning and achieve their potential. Our own data highlights this clearly: 72% of students with attendance of 95% or above achieved a Grade 4 or higher in both English and Mathematics, compared with just 33% of students whose attendance was below 90%. These figures demonstrate the powerful link between attendance and achievement and reinforce the importance of our 'Be Here' value, ensuring every student gives themselves the very best chance of success.

We recognise that there are many reasons why a student may struggle to attend school regularly, whether due to illness, anxiety, family circumstances or other challenges. Whatever the reason, please remember that we are here to help. Our aim is always to work in partnership with families to provide the right support at the right time, ensuring that every student has the best possible opportunity to succeed. Further information, guidance and support can be found on the Attendance section of our school website.

As a school, we will communicate regularly with you about your child's attendance. This may include texts, emails, phone calls, meetings or, where appropriate, home visits. We believe that attendance matters and that open, supportive conversations are an important part of helping students thrive. By discussing attendance concerns early, we can identify any barriers, put support in place promptly and work together to ensure that every student is able to benefit fully from their education and live out our 'Be Here' value each day.



HOW DOES YOUR ATTENDANCE IMPACT YOUR FUTURE?

Data released by the UK Department for Education shows that the lower your attendance, the less likely you are to achieve in your GCSEs.

100%

82%
Achieved 5 GCSEs Grade 5+
(inc. Maths and English)

Over 95%

77%
Achieved 5 GCSEs Grade 5+
(inc. Maths and English)

92-93%

53%
Achieved 5 GCSEs Grade 5+
(inc. Maths and English)

Below 90%

43%
Achieved 5 GCSEs Grade 5+
(inc. Maths and English)

Research shows that for every 17 days you miss across your school career, your GCSE results go down by one whole grade!



Achieving 5 or more GCSEs at Grade 5+ has shown to increase your lifetime earnings by 41%

There are **365** DAYS in a year

175 are not spent in school!

That gives you plenty of time for holidays, TV, shopping and video games.

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips, please visit nationalcollege.com.

Top Tips for SUPPORTING CHILDREN'S RETURN TO ROUTINE

Returning to school after the holidays can be challenging for some children and young people, and both families and education settings can play an important role in helping them readjust. Consistent routines, clear expectations, and supportive communication can support children and young people's wellbeing, self-regulation, and academic success. These practical tips can help make the transition back to school feel more manageable.



1 START EARLY

Gradually reintroduce school-day sleep, meal, and wake-up routines around a week before term begins. In education settings, familiar routines and expectations can also be introduced from the start of term to help pupils settle back in. A gradual and predictable approach can make the transition feel less abrupt and give children and young people the time they need to readjust to the structure of school life.

2 REBUILD ROUTINES TOGETHER

Involve the children and young people in your care in the rebuilding of familiar routines at home and in education settings. Having a say in their daily schedule can increase predictability for them and give them a greater sense of control. This might include discussing morning routines at home or reviewing classroom timetables, expectations, and activities together at the beginning of the school day.

3 ENCOURAGE RESPONSIBILITY

Giving children and young people age-appropriate responsibilities can help foster their autonomy and engagement. For younger children at home, this might include getting dressed independently or checking their school bag. In education settings, children and young people could organise their learning materials, complete simple classroom tasks, or follow a familiar morning routine. These manageable responsibilities can help them feel more involved in the school day while developing useful skills.

4 RECONNECT WITH PEERS

Re-establishing friendships can help children and young people feel more confident and connected when they return to school. Families might arrange opportunities for their children to speak to or spend time with school friends, while educators can use group activities, 'buddy' systems, or collaborative tasks to help rebuild classroom connections.

5 SUPPORT HEALTHY NUTRITION

Regular, balanced meals, particularly at breakfast, are linked to improved concentration, behaviour, and academic outcomes. Families can gradually return to familiar school-day mealtimes, while education settings can reinforce healthy eating routines at the start of term and signpost breakfast provision where available. Consistent access to food can help support children and young people's energy levels and concentration throughout the day.

6 COMMUNICATE OPENLY

Talk to the children and young people in your care about how they feel about the return to school and give them the opportunity to share any worries or questions. Anxiety around going back to school, particularly when starting a new year group, can be common, and children and young people may benefit from your reassurance and support. Parents and educators can all help with this by listening calmly to concerns and questions, and sharing relevant information with one another where appropriate.

7 RECONNECT WITH LEARNING AND PEERS

Light educational activities before term begins can help children become familiar with learning routines again without creating any unnecessary pressure on them. In school, low-pressure recap activities and familiar tasks from the previous year group can serve a similar purpose during the first few days back. Keeping learning positive and achievable can help rebuild children's concentration, confidence, and academic motivation as they settle back into their usual routine.

8 PRIORITISE SLEEP

Ensure the children and young people in your care get age-appropriate sleep and begin returning to their usual bedtime habits before term starts. Reducing screen use before bedtime may also support better sleep quality. Educators can also be mindful that tiredness may temporarily affect children's concentration, behaviour, and emotional regulation as they readjust to school routines.

9 PREPARE AHEAD

Organising uniforms, bags, lunches, and other school essentials in advance can reduce unnecessary stress when school mornings begin again. Educators can also help by preparing pupils for any changes to classrooms, timetables, staff, or behaviour expectations. Giving children clear information about what to expect ahead of time can make the return feel more familiar and help build up their confidence and independence.

10 BE PATIENT AND FLEXIBLE

Children adjust to changes in their routines at different rates, so your patience and flexibility can be important during the first days and weeks back. Some may settle quickly, while others need longer to adapt to earlier mornings, classroom expectations, or busy schedules. Parents and educators can support children and young people's readjustment by maintaining consistent routines, all the while recognising that concentration, behaviour, or confidence may temporarily look different for them.

Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School, and a business development specialist for Minds Ahead, which works with schools to improve their mental health provision.



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See full reference list on our website

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ONE DRIFFIELD

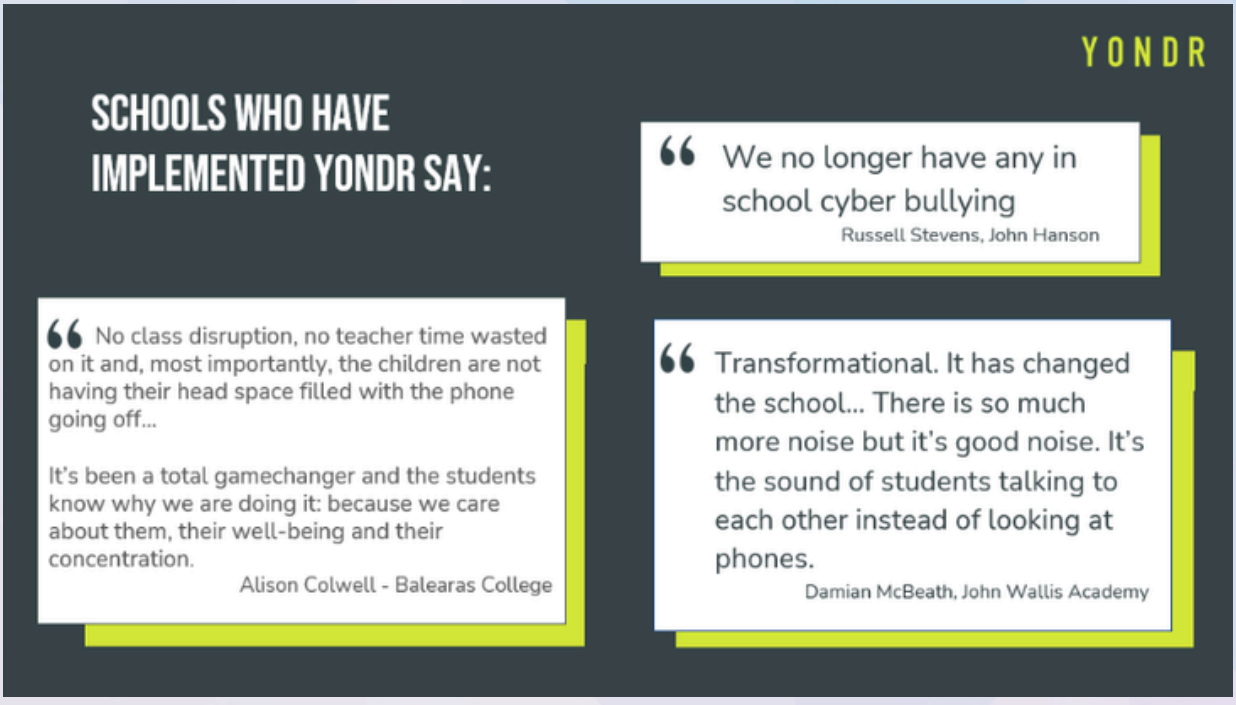
BE PRESENT

Please see the new mobile phone routine posters in this publication. All students have had an assembly to explain why the new process is necessary and what it will look like. Some frequently asked questions are also attached.

Student voice from schools that already use the system;



Some staff feedback:



DRIFFIELD SCHOOL & SIXTH FORM

MOBILE PHONE ROUTINE

ON YOUR WAY INTO SCHOOL

ENTRY
ON YOUR WAY INTO SCHOOL

1 TAKE PLANNER, PHONE AND POUCH OUT AT THE FIRST GATE

As you arrive at the gate, take your planner, phone and pouch out of your bag and have them ready.



2 GO TO THE UNLOCKING STATION

Use the magnet at the unlocking station to unlock your pouch and take your phone out.



3 GO TO THE SECOND GATE

Show a member of staff that your phone is switched off, then lock your pouch back up and turn it upside down and shake it.

Turn upside down and shake it to make sure it's locked.



4 CHECK IN DURING FORM TIME

During form time, your tutor will ask you to demonstrate that your phone is in your pouch by holding it upside down.



WHAT IF?

If you don't have the correct items, follow the steps below.

1 DON'T HAVE PLANNER, POUCH OR PHONE?

Go to the scanning station.

You will be checked by the scanner and asked some questions.



2 NO PHONE?

You will be scanned and your name will be given.



3 GOT A PHONE BUT NO POUCH?

Hand in your phone and you will be given a card.



4 NO PLANNER?

Your name will be taken and you will be sent to the Ready Room.



DRIFFIELD SCHOOL & SIXTH FORM

MOBILE PHONE ROUTINE

ON YOUR WAY OUT OF SCHOOL

EXIT
ON YOUR WAY OUT OF SCHOOL

1 LEAVE SCHOOL GATE

Once you have finished for the day, make your way to the school gates.



2 UNLOCK YOUR PHONE

Use the magnet attached to the gate to unlock your pouch and take your phone out.



3 TAKE YOUR PHONE OUT

Once unlocked, take your phone out of your pouch and put it away in your bag or pocket.



4 LOCK YOUR POUCH BACK UP

After removing your phone, lock your pouch back up to protect the pin.



! IF YOU FORGET TO LOCK YOUR POUCH...

Magnets will be available outside the school gates for you to return and unlock your pouch.



STUDENTS GETTING BUSES

Portable magnets will be attached to the fence near the departing buses for students to unlock their phones.

! You can only use the bus unlocking station if you are getting on the bus.



DRIFFIELD SCHOOL & SIXTH FORM

MOBILE PHONE ROUTINE FAQ

ARRIVING & LEAVING

01

How quick is the unlocking process?

ANSWER

Unlocking is quick. During the first few weeks, staff will be on hand to help students learn the process and keep queues moving.

02

What if my child arrives late or needs to leave early?

ANSWER

An unlocking device is available at Ace Reception for students who arrive late or need to leave school early.

03

My child catches a bus. Will there be time to unlock the pouch?

ANSWER

Yes. Students catching a bus can use the designated, supervised bus unlocking station. Staff will make sure there is time to unlock before the bus leaves.

04

What if my child forgets to unlock the pouch before leaving?

ANSWER

Students pass the unlocking stations at the exits and are reminded to unlock their pouch. If a phone reaches home still locked, your child can return to the unlocking station outside the main school gate or leave it locked until the next school day.

05

Will my child's phone be safe during the day?

ANSWER

Students keep their phone with them in their pouch throughout the school day. We recommend storing the pouch safely in a school bag. The pouch offers some protection but is not a protective case, so phones should still be handled with care.

DRIFFIELD SCHOOL & SIXTH FORM

MOBILE PHONE ROUTINE FAQ

USING THE POUCH

01

What happens if my child forgets their pouch?

ANSWER

The phone will be placed in a Yondr pouch and securely stored in the Main Reception office until the end of the day. We will contact parents/carers to remind them of the procedure. If a pouch is forgotten regularly, it may be treated as lost and a £15 replacement fee may apply. Pouches should stay in students' school bags and remain locked when not at school.

02

What if the pouch is damaged?

ANSWER

Tampering is a serious offence and may lead to a £15 replacement fee, the phone being kept until a parent/carer collects it, and a fixed-term external suspension. Report accidental damage immediately; unreported damage found in a check may be treated as intentional. Keep the pouch locked when leaving school. Random checks take place throughout the academic year.

03

What happens if a phone is found outside a pouch on site?

ANSWER

The phone will be confiscated and returned when a parent/carer collects it. The student will receive a fixed-term suspension. Targeted and random searches, including with a hand-held detector, may check that phones are in pouches.

04

My child does not bring a phone to school. What should we do?

ANSWER

Parents/carers can opt out by agreeing that their child will not bring a phone to school. Students without a phone may be searched, including with a hand-held security detector.

DRIFFIELD SCHOOL & SIXTH FORM

MOBILE PHONE ROUTINE FAQ

CONTACT & SAFETY

01

What if my child needs a phone for medical reasons?

ANSWER

We have an alternative arrangement for the small number of students who need a phone for medical reasons, for example to manage diabetes. We will contact families who have informed us of a relevant medical condition.

02

How can I contact my child during the school day?

ANSWER

Please contact the school office on 01377 253631 or email office@driffieldschool.org.uk. The office will pass on messages when needed.

03

What if my child needs to contact me?

ANSWER

Your child can speak to any member of staff. The member of staff will arrange for them to contact you using an office phone.

04

What if my child is on a school trip or at a fixture?

ANSWER

The usual pouch procedures apply. The trip leader will have access to a mobile unlocking device if one is needed.

05

What happens if there is an emergency in school?

ANSWER

Students should follow school safety procedures and staff instructions. Phone use can delay responses, spread misinformation, increase risk and disrupt safeguarding. The school will manage emergency communication.

ONE DRIFFIELD

BE SAFE

At Driffield School and Sixth Form, we pride ourselves on putting students at the heart of everything we do. Student safety and wellbeing is our first priority, and we all work hard to ensure that students are safe and feel safe, feel cared for and receive the support they need to be the best they can be. We encourage students to talk to us and tell us how they feel, and we actively listen to their ideas, worries and concerns to make our school community a better place for all of us.

As always staff at Driffield School and Sixth form received their annual safeguarding update on the September training day to ensure they are fully up to speed with our processes, policies, local and national issues and the statutory guidance in Keeping Children Safe in Education KCSIE 2026. More information about this can be found on our website here.

Although keeping children safe is the responsibility of every member of staff in school, we do have a core team that are able to take a lead with specific child protection concerns. More information about this team can be found on the school website at the above link, along with a copy of our child protection policy.

CHILD PROTECTION & SAFEGUARDING TEAM

Who are the Safeguarding team at Driffield School and Sixth Form?



Designated Safeguarding Lead

deborah.dalton@driffieldschool.org.uk



MS J WEATHERILL
Safeguarding Officer

julie.weatherill@driffieldschool.org.uk

MR D ANDREWS
Deputy Safeguarding Lead

darren.andrews@driffieldschool.org.uk





MR T FISHER
Deputy DSL
(APEX & relational practice)

tom.fisher@driffieldschool.org.uk

MR M EVANS
Deputy DSL
(Attendance and BeWell)

michael.evans@driffieldschool.org.uk





MR J DAVISON
Deputy DSL
(Pastoral Director)

jack.davison@driffieldschool.org.uk

MRS B WILKINSON
Designated Safeguarding Governor



The NSPCC website also offers some great resources and help for parents on a wide range of issues, such as early parenting advice, managing family life, friends and relationships, supporting yourself and young people and stay safe online. This information can be accessed here.

BE SAFE

ANTI-BULLYING WEEK – WATCH THIS SPACE!

Monday 16 to Friday 20 November is Anti-Bullying week. This year's theme is "Break the Silence and the week will kick off with odd socks day on Monday 16 November. Everyone will be encouraged to wear odd socks for the day to celebrate the fact we are all unique.

A number of activities will take place in preparation for this week, including completing the Pledge for 2026, antibullying week assemblies and a re-launch of our peer support programme.

More information useful information for parents and carers can be found here: Parent and carer pack.



ONLINE SAFETY

With lots of information about AI and the use of Chat GPT this handy parent guide might be useful

https://www.commonsensemedia.org/articles/guide-to-chatgpt-for-parents-and-caregivers

Another great tool to help you keep your child safe online is our Online Safety hub, which you can access here. This hub contains lots of helpful information, advice and guidance on keeping your child safe online, including how to ensure security settings are secure and where to report concerns. There are sections for social media, smartphones, gaming and online bullying, which are all worth exploring to ensure you are able to keep your child safe online.

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about

CHARACTER.AI

Character.AI is an entertainment platform where users create and chat with AI-powered characters. These chatbots can act like existing favourite characters from movies or books, or like friends, mentors, or even romantic partners, responding in an emotional, personally engaging way. Although this can encourage creativity, it can also make a generated conversation feel like a genuine relationship, which is concerning if it takes the place of human relationships.

WHAT ARE THE RISKS?

INAPPROPRIATE CONTENT

AI replies are generated in real time rather than chosen from a fully checked script. Even with safety filters on, conversations can still move into sexual, violent, discriminatory, or self-harm material. These AI characters are often made by users, so a familiar name or child-friendly description does not guarantee that every response from the character will be suitable for a young person.

BLURRED BOUNDARIES

Characters on Character.AI can use the language of friendship, love, and empathy without ever feeling anything. Vulnerable young people may struggle to separate this simulation from genuine understanding. Romantic role-play or a character that demands attention, loyalty, or secrecy could also risk distorting young people's expectations around consent, disagreement, and the give-and-take involved in healthy human relationships.

UNRELIABLE ADVICE

Characters, like other chatbot platforms, are at risk of inventing facts or giving inappropriate advice while sounding completely confident. Characters may also echo a young person's assumptions instead of questioning them. This can become particularly risky when users rely on a character for guidance about health, mental wellbeing, relationships, money, or personal safety instead of checking with a credible source or trusted adult.

EMOTIONAL DEPENDENCY

Character.AI chatbots can appear endlessly attentive, supportive, and affectionate, which is one of the hallmarks of the generative AI models that such companions are built on. A young person may start turning to a character chatbot whenever they feel lonely or upset and believe that it understands them better than the humans in their life. This can become more concerning when chatting starts to replace sleep, schoolwork, hobbies and friendships.

PRIVACY CONCERNS

Character.AI chats may feel private, especially when a bot sounds personal and caring, but they take place on a company's online systems. Users could intentionally or unintentionally reveal their name, school, location, routines, images, or intimate concerns. Character.AI says some data may be retained to improve its services and AI models, so young people should never treat a chatbot like a confidential diary.

UNHEALTHY ENGAGEMENT

Be aware of warning signs such as secret accounts, bypassing age restrictions, hiding phone use from adults, chatting late at night, distress when access to the platform or character stops, withdrawal from other people, falling interest in school, or believing the character is conscious. Increased use may also signal that the young person is already lonely, anxious, or seeking help.

Advice for Parents & Educators

KEEP CONVERSATIONS OPEN

Ask what the young person enjoys about Character.AI and invite them to show you how the platform and their favourite characters work. Useful questions include, "Has it ever said something that felt wrong?" and "How can you tell it doesn't have feelings?" Avoid shaming them for using platforms like Character.AI or making them feel there is something wrong with them for doing so.

PAUSE, CHECK AND ASK

Teach young people to pause before accepting an answer from characters on Character.AI. Encourage them to check important claims against a trustworthy source and ask a safe adult when the issue matters. Never use a character as the sole source of medical, mental health, legal, financial, or safeguarding advice. Remind them not to share passwords, contact details, school information, live locations, or private images.

CHECK AGE, SETTINGS & LIMITS

Character.AI's minimum age is 16 in the UK, but open-ended companion chat is restricted to adults aged 18 or over. Users aged 16 to 17 receive a different experience built around guided 'Stories' and other creative or social features. Check their current settings, never help or encourage a young person to give a false age, and apply the same safety rules to other chatbot apps.

NOTICE AND RESPOND

Take action if chats involve sexual content, threats, coercion, abuse, self-harm or danger. Save relevant evidence, report the character and follow the setting's safeguarding process; educators should involve the designated safeguarding lead. If anyone is in immediate danger, contact emergency services. Childline is available on 0800 1111 and the NSPCC Helpline on 0808 800 5000.

Meet Our Expert

Darren Coxon is an educator with almost 30 years' experience across teaching, school leadership, and governance. He works internationally, supporting schools and colleges with AI leadership and governance, as well as teaching the key fundamentals of AI use and safety to educators at The National College.



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See full reference list on our website

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ONE DRIFFIELD

BEHAVE AND BE READY

This school year we continue to build on our commitment to ensure that students in our school are able to enjoy high quality lessons in an environment free from disruption. We continue to listen carefully to feedback from students, parents/carers and staff and strive to improve. Our current Behaviour for Learning Policy reflects this collaboration between all parties and ensures that everyone fully understands what is required of them. Further information about the policy can be found in the student planner or here.

A summary of some of the key points of our policy are as follows:

- We have explicitly linked our expectations to the 4 cornerstones (care, respect, perseverance and responsibility) to help students understand why our expectations are relevant and important.
- We explicitly teach key routines in the classroom and around school to ensure students understand what is expected of them.
- We ensure that students who continuously work hard to do the right thing are consistently recognised and rewarded for their hard work, effort and achievement.
- We have renamed written warnings to resets. This better describes what we would like to happen at this stage.

Students are regularly reminded about our expectations and key routines through tutor time, assemblies, lessons and visual reminders around the school site.

OUR CORNERSTONES

CARE
RESPECT
RESPONSIBILITY
PERSEVERANCE

OUR REWARDS

PRAISE & ENCOURAGEMENT
STAMPS
SUPER SIX AWARD
POSTCARDS HOME
CERTIFICATES
ATTENDANCE DRAWS
CELEBRATION ASSEMBLIES
AWARD CEREMONIES
END OF YEAR ACTIVITIES

BEHAVIOUR IN LESSON

1. **VERBAL REMINDER** — Student asked to place planner on teacher's desk
2. **RESET CODE 1** — Member of staff writes in planner
3. **RESET CODE 2** — Member of staff writes in planner and lunchtime detention issued
4. **RESET CODE 3** — On call used and student escorted to Subject Remove Reset Room next day

WHO CAN I TALK TO?

FORM TUTOR
TEACHER
TEACHING ASSISTANT
HEAD OF YEAR
HEAD OF HOUSE
SLT
ANTI-BULLYING COORDINATOR
ATTENDANCE OFFICER
SAFEGUARDING OFFICER
MIND
SCHOOL NURSE
PEER MENTORS

ONE DRIFFIELD

ONE TEAM - ONE 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 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. This does include extreme hair colours/styles, 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 consequences 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.

REWARDS

LATEST REWARDS TOTALS

At Driffield School, 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.

BRONTË 10248

HOLTBY 10433

JOHNSON 11056

MORTIMER 8868



SPOTLIGHT ON...

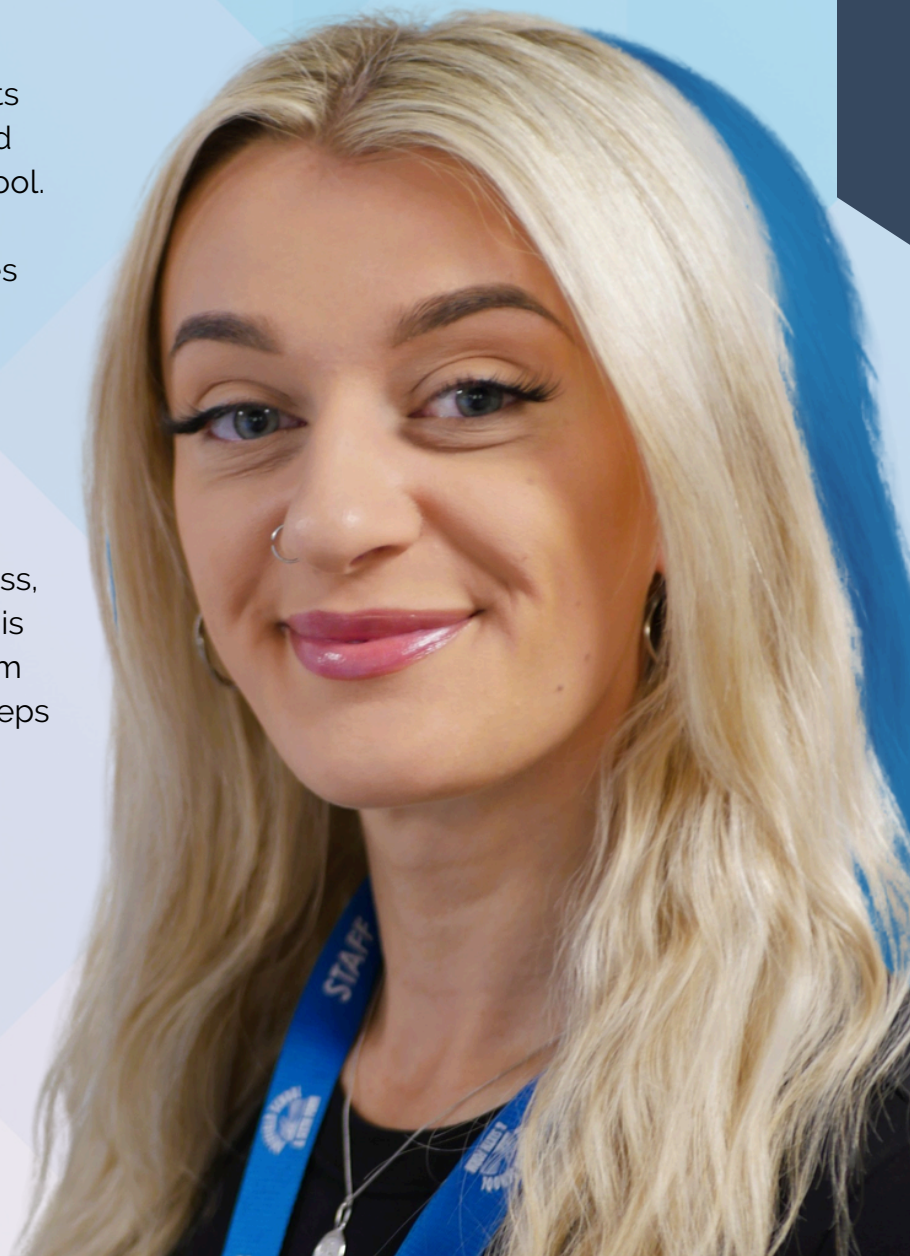
MISS WHATLING

In my role as Head of Year, I currently work with Year 11. I work closely with students to support them through one of the most important and challenging years of their school journey. Although Year 11 brings the pressure of exams, revision and decision making around their future, I actively encourage our students to look forward to the excitement of the new opportunities ahead.

A key part of my role is to ensure that every student feels supported, valued and encouraged to achieve their best potential. I work closely with the students, their families, tutors and teachers to monitor progress, celebrate successes and provide support when challenges arise.

I am passionate about helping students develop the confidence, resilience and independence they need beyond school. Whether this is exam preparation, relationship difficulties, general worries or overcoming a challenging week, I want every student to know that they have someone who they feel comfortable speaking to.

Although Year 11 is a difficult year with high emotions, pressure and exam stress, I am grateful and proud to be part of this journey with my students to watch them flourish, succeed and take their next steps with confidence.



DRIFFIELD SCHOOL AND SIXTH FORM

NEWSLETTER

HALF TERM 1

What will pupils be studying in APEX this half term?

KS3 classes have started the year looking at Identity and Diversity, centering on specific questions in each year group:

Year 7:

How do I apply the British Values in my day-to-day life? It has been great to see Year 7 views on what they think is typically British, and reflecting on what life would be like if we did not live in a multicultural society.

Year 8:

How do I challenge discrimination in my life? Students have studied the Equality Act and how hate crimes are treated severely. They are currently developing campaigns to challenge hate crimes. Some fantastic, creative, and persuasive language is being used!

Year 9:

What character traits are important to me, whilst considering terms such as misogyny and misandry (new additions to KCSiE policies nationwide). It's been brilliant to hear students so vocal about the detrimental effects of these and the importance of not being a bystander. Wonderful to hear they take on how to challenge this when exploring scenarios in class.

KS4 classes, although only meeting once a fortnight, have already delved into some rigorous debates as part of their RS content:

Year 10:

How do we make moral decisions? Students are showing incredible insight into novel scenarios about whose lives would be prioritised and why.

Year 11:

Does religion cause conflict? Lots of discussion about the central message of biblical texts being of love and compassion: a power for peace.



CAREERS UPDATE

GARROWBY ESTATES DISCOVERY DAY

Fifteen students visited the beautiful Garrowby Estate to explore the wide range of careers connected to the countryside. They learned about opportunities in agriculture, fisheries, conservation, plumbing, electrical installation and much more.

EAST RIDING AND HULL APPRENTICESHIP FAIR

Students discovered local apprenticeship opportunities across a range of sectors. They picked up useful advice on successful applications and interview preparation, and explored apprenticeships at every level, including degree apprenticeships.

FUTURE DENTIST DAY

Year 8 students spent the day working with Leeds Dental School. They practised filling a tooth, taking impressions and carrying out extractions on models with real dental forceps. They also learned alongside dental students, dentists, hygienists and technicians.





CAREERS UPDATE

YEAR 11 ONE-TO-ONE CAREERS INTERVIEWS

Every Year 11 student will have an individual careers interview to help explore their strengths, interests and future destination.

YEAR 11: PLAN YOUR NEXT STEP

All Year 11 students should apply for a post-16 destination, whether that is Driffield Sixth Form, another sixth form, college or an apprenticeship. Visit logonmove.co.uk to find provider open events and follow the links to book.

DRIFFIELD SCHOOL AND SIXTH FORM CAREERS FAIR — 26 NOVEMBER

All students, parents and carers are warmly invited to this informative event. Year 10 and Year 12 students are encouraged to meet employers and providers, gather ideas and make useful contacts for work experience. Key Stage 4 students can also learn about the new Design and Manufacturing Engineering T Level launching at Driffield in September 2027, in partnership with Reds10.