



BUILDING AN EFFECTIVE ENVIRONMENT WHERE PEOPLE CAN FLOURISH

- Maintain high expectations and not allow standards to slip
- Being relentless with battling the “small things” that disrupt the school environment

Students were welcomed back after hopefully enjoying a well deserved break over the Christmas holidays. We explored the importance of growing a positive and effective culture in the school, in regards to providing an environment in which students can be successful. Building an effective and positive culture takes time and effort, it doesn't happen automatically. To facilitate such a culture, staff within the school will be relentless with maintaining high expectations and continuing to battle the small things that disrupt our environment (which prevents the small things becoming bigger things over time). My commitment as a Headteacher is to ensure that we have a culture in the school that we are all proud of and provides the very best platform for students to grow and flourish.

THE BASICS

When considering the “small things” it is timely to go back to basics. The start of a new year is a good time to revisit these basic expectations so that we are all on the same page.

REWARDS AND RECOGNITION

- The school will recognise those who do the right things
- The school will celebrate those who are working with us

*House Points

*Tokens

*Subject Stars

*Celebration events

It is important to remember that the vast majority of our students consistently do the right things day in and day out and we are continually looking for ways to recognize and celebrate their efforts. We are looking towards celebration events that we will run in the summer for the Houses that have achieved the most House Points and the individuals that have accrued the most rewards. Tokens are being awarded for RESILIENCE this half term (we all need a bit of resilience in January!). One token will be awarded by teachers in each lesson to the individual who best displays this trait.

UNIFORM

- Tutors will check uniform each morning
- Checks on uniform in and out of each lesson

Areas of Focus – non negotiables

1. Must always wear a blazer in the building
2. Must tuck in shirts
3. No coats to be worn in the building at any time

Green slips

- If you have an unavoidable issue with uniform, you will receive a green slip from your tutor or Head of Year to excuse the infringement.

Consequences

- Hoodies will be confiscated on sight until the end of the day

Our uniform is part of our identity as a member of this school community. How you wear your uniform makes a clear statement about the value you attach to this community. Students were reminded that blazers must be always worn within the building unless directed to remove them by class teachers. Shirts must be tucked in. This is a clear area of improvement as many students wear shirts untucked despite multiple requests from teachers to address. Students were asked to focus on this, or we will have to investigate methods to enforce (potentially uniform cards).

The reason for not wearing coats in the building were explained to students. To safeguard the school site effectively, all that belong in the building need to be instantly recognizable. With a sizeable student population, the main factor that distinguishes them as a member of our community is their uniform. If this is covered by a coat, then this presents a risk. Coats can (and should during these months of cold weather) be worn travelling to school and when outside at lunch and break. They must not, however, be worn within the building.

Hoodies are not allowed on school site at any time. These will be confiscated on sight.

LATENESS

- If you are late for a lesson, and all other students have entered, please wait at the door
- All late marks are recorded on Arbor (including minutes late)
- If you are more than 10 minutes late for a lesson without reason, you will not be permitted to enter the classroom and you will be placed in a hotspot room and a lunchtime subject detention the same day.

Consequences

- Tutors will monitor lates. Three late marks in a week will result in a Pastoral lunchtime detention.
- Parental calls if there is a pattern of persistent lateness
- Tutors will use punctuality reports to monitor your attendance

Although we are aware that there is time required to move between classrooms in the school, significant lateness is not acceptable. Lateness to a classroom essentially disrupts your learning and the learning of others. It disrupts the flow of a lesson and the careful plans that teachers work hard to create. Repeated, or significant lateness will result in school sanctions.

If late for a lesson, there is a polite and appropriate way to conduct yourself in this situation. Students are to knock at the classroom door, wait for the teacher to come to an end of what they are doing and then explain their lateness. Teachers will help to address gaps and then permit you to enter. This helps to minimise disruption.

REMOVAL FROM LESSONS

- Teachers are expected to be able to teach, all students have a right to learn. Students will be warned using C1, C2 or C3 if they prevent this from happening
- Duty Staff may be contacted to come and address issues in a classroom
- **Warnings are your opportunity to change your behaviour**

Consequences

1. If removed from a lesson, this will result in a subject lunchtime detention
2. If taken to isolation, you will remain there for more than one lesson and lunchtime

Sometimes students make poor decisions and do the wrong things. This is part of learning and the “hidden curriculum” in schools. However, we use our warning system to flag this (C1, C2). This is the time for students to change their approach. All students in the school have the right to learn, all staff have the right to teach and there is little tolerance for those who persistently disrupt this.

If you make a mistake, please address it (rather than continuing to make the same mistake again and again). We centrally monitor repeated breaches of our behaviour policy and will act if individuals disrupt the learning of others.

TOILETS

- Please use the toilets during break and lunch – not during lessons
- You are not permitted to leave lessons to go to the toilet unless you have a medical need to do so (those with an agreed need will have a toilet card)
- In an emergency situation, Duty teachers will come to escort from class

Repeated requests to use toilets during the lessons are a disruption to lessons so wherever possible, please avoid this by using the facilities at appropriate times.

Some students are abusing the system by using toilets to get out of lessons. If there are large volumes of people walking corridors during lessons, this disrupts the calm and purposeful environment of which we are proud.



If you don't like where you are, then change it. You are not a tree.

If you want things to change, You have to change. If you want things to be better, You have to be better.

Progress is not achieved by luck or accident, but by working on yourself daily.

Without deviation from the norm, progress is not possible.

Frank Zappa

New Year is a time for many of self reflection and change. To grow as an individual, we must look to deviate from the norm; perhaps do things differently or better than we have done before. I encouraged all students to strive to be the best version of themselves this term. This is especially important to support our Year 11 and 13 students who have a vital term of teaching ahead before their final examinations. I hope that we can work together to support all the students in these year groups.



HEDINGHAM SCHOOL AND SIXTH FORM



READY RESPECT SAFE

Mr Abrey used the story of the dog that wanted to be a dragon to highlight the importance of resilience.



READY RESPECT SAFE

After seeing a dragon, this set the dogs ambition; he decided that life as a dog was not sufficient, he wanted to be a dragon!



READY RESPECT SAFE

The first task was to look like a dragon. He attempted to gain his shiny coat through rolling in seeds in the farmyard. The other animals laughed at him and told him he was being ridiculous with his desire to be a dragon, that it would never happen and that he should get used to being a dog.



READY RESPECT SAFE

Undeterred and resilient, the dog ignored the other animals and decided that to be a dragon , he had to learn to talk as a human. He set about spending time with the young child on the farm, trying to learn how to talk and communicate as a human being. Once again, the other animals laughed at him and told him he was being ridiculous with his desire to be a dragon, that it would never happen and that he should get used to being a dog.



READY RESPECT SAFE

Finally, the dog decided that to become a dragon he had to learn to fly. He managed to use a barn pulley to swing him through the air and he felt as though he was flying. The other dogs laughed and told him that he was not flying, rather just swinging on a rope and that he was never going to be a dragon and that he should stick to being a dog.

The dog now felt deflated, and his resilience had started to subside. He found a quiet spot to reflect that he had failed to become a dragon.

After a short while he heard a commotion outside. The farmers young child had fallen down the well and they were unable to reach them. The dog ran to the well to try and save the day...just as a dragon would.



READY RESPECT SAFE

The dog knew exactly what to do immediately. He bit the water bucket off the rope, wrote in the sand “lower me” and was tied to the rope and descended into the darkness of the well. He located the young child and gripped onto their clothing with his teeth whilst being lifted back up, thereby saving the child.



READY RESPECT SAFE

The farmer and family were so grateful that the dog lived a life of comfort alongside the comfortable surrounds of their home (unlike all the other dogs that lived in the barn).



READY RESPECT SAFE

He ate well, cuddled by the fire and thought that he was living a life even better than a dragon could dream of.



Resilience

- What advice would you give to the dog? Is the dog really a failure?
- Would you take this advice yourself?
- Thanks to its resilience the dog achieved something amazing
- Be kind to yourself, focus on the positives and the progress you are making
- You may not achieve your initial goal, but being resilient will help you achieve great things

READY RESPECT SAFE

Through his resilience and being undeterred by the other dogs for taking a different approach, things worked out very nicely for the dog. Perhaps not in a way expected or hoped for (he never became a dragon) but in his persistent pursuit of his goal, he had shown huge character and reaped the benefits.

Mr Abrey highlighted how this story links to students' journey through school.