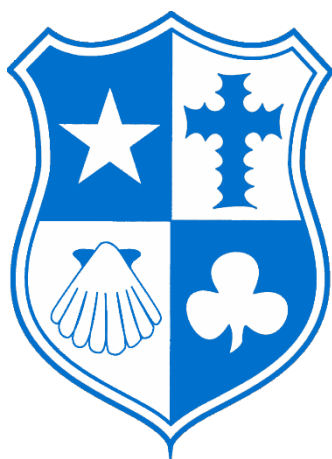


Hedingham School & Sixth Form



**Key Information
for Students
and Parents
2026-2027**

YEARS 7-11



MISSION STATEMENT

'Hedingham School seeks to create a challenging and stimulating learning environment that encourages high expectations for all learners. Students are prepared for life in the 21ST century through a safe, caring and supportive environment. We strive to foster positive relationships with students and staff, offering mutual respect for all members of the community.'

OUR SCHOOL MOTTO IS:

READY RESPECT SAFE

VISION

This vision is driven through our school curriculum. Our aim is to ensure that the curriculum delivers the following principles:

- To provide the **knowledge and skills** required to be successful learners
- To create **resilient and independent** learners who are able to meet the challenges of the 21ST century
- To prepare learners for the **next step** in their education
- To **broaden** their **horizons** through a rich and varied enrichment programme
- To encourage learners to be **active citizens** who contribute positively to the community

Dear Parent/Guardian

Enclosed within this booklet is Key Information to ensure that there is a clarity across the community in regard to our school vision, values and operational processes.

I expect students to be challenged academically and be proactive and ambitious in striving towards their goals. However, I also attach enormous importance on developing characteristics and attributes in our students that provide a foundation for them achieving personal success and contributing positively to society.

Critical, in the pursuit of these goals, is our relationship with parents; collectively working together in the students' best interests. As such, I hope that the information contained in this booklet, as well as detail from our website, gives you the information and clarity you require.

Our Vision



Our vision is driven through our curriculum as well as regular extra-curricular opportunities. Much of the strategic work we do as a school is channeled by deep consideration of how we best support our students with the priorities outlined above.

Standards and Expectations

We work hard to develop key characteristics within young people that I value being associated with students from Hedingham School. We promote, encourage and reward these characteristics routinely.

High standards of behaviour and attendance are essential foundations for an effective and inclusive learning environment, in which all members of the school community can thrive in their learning and personal development, feel respected, safe and secure. We place a high importance on our culture, promoting and protecting an environment in which high standards of uniform and conduct are expected as the corner stones of a safe and purposeful environment.

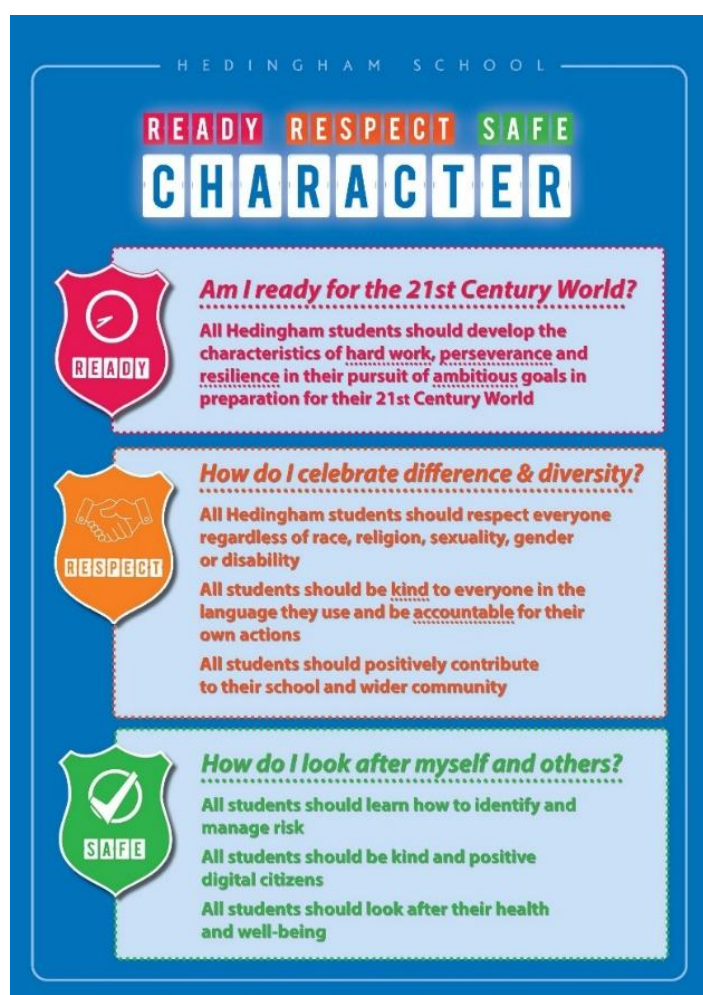


Our classroom and character expectations are framed by 'Ready, Respect, Safe'.

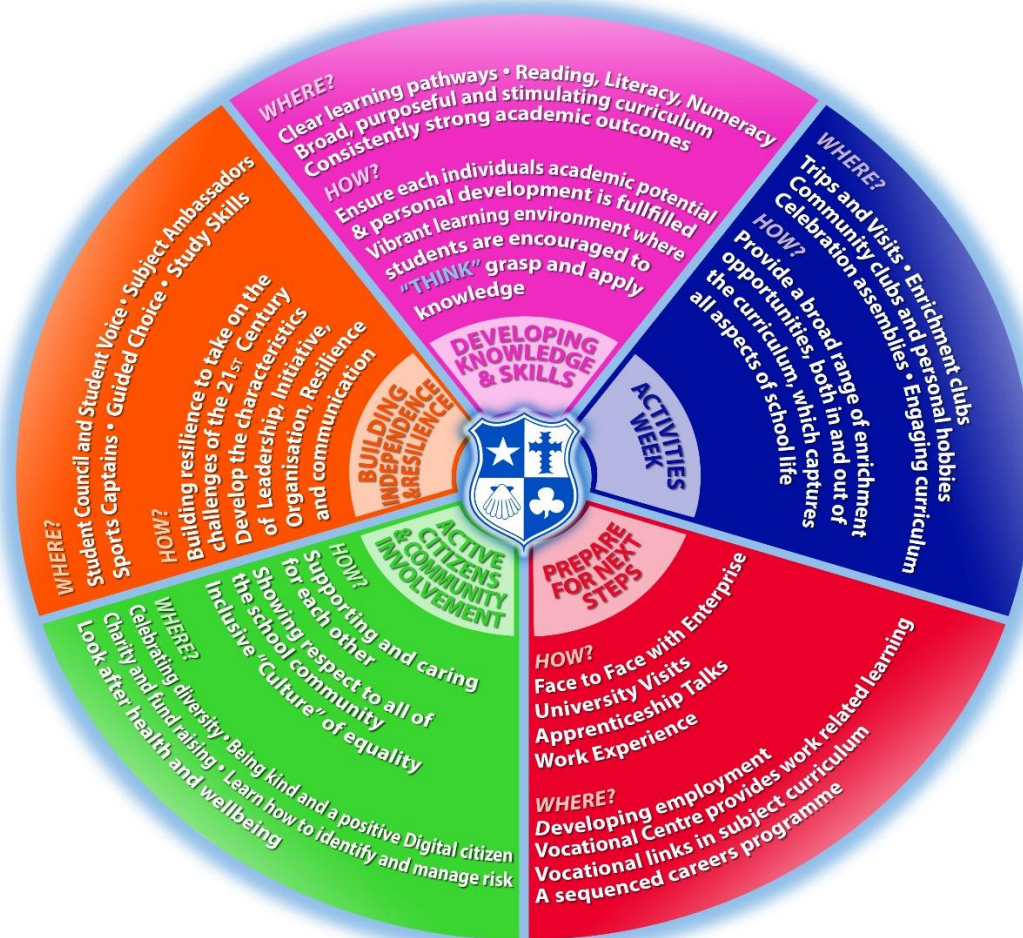


Our expectations are regularly shared with students and are outlined in our School Behaviour Policy. All parents will be asked to sign a Home-School Agreement in regard to the conduct of their son or daughter.

We start each term with a “Standards and Expectations” assembly which will be made available through our website.



THE CURRICULUM



Our aim is to provide challenges and successes for all by offering diverse opportunities in and out of the classroom. Our curriculum is structured to ensure that each individual's academic and personal development is fulfilled.

We offer a vibrant learning environment where students are encouraged to 'think' and explore strategies to grasp and apply knowledge. Our curriculum is carefully sequenced to ensure that students' understanding of key knowledge, skills and concepts are built over their time at Hedingham.

Our broad and balanced curriculum is not limited by the walls of our classrooms and is enhanced through all aspects of school life including:

- Assemblies
- Leadership opportunities
- Trips and Visits
- Clubs and enrichment
- Careers advice and guidance
- Personal development and focus days
- Activities Week

Teaching and Learning

Teaching and Learning is our core business. Teaching and Learning sits at the very heart of Hedingham School. It permeates into everything that we do and is in the very centre of all school development planning. We endeavour to ensure that we provide an environment in the classroom that allows our learners to flourish and grow, one that inspires and nurtures a lifelong thirst for learning. We strive to meet every child's individual need and value their journey and the destination. Our curriculum provides a breadth that covers traditional academic subjects but also meets the needs of the modern world.

To maximise the growth of Teaching and Learning within the school, we have structured key approaches that encourage the continued professional growth of our teaching staff. We share Professor John Hattie's belief that after students themselves, teachers have the biggest impact on learning. As such, much time and effort is directed to ongoing professional development; examples of this include:

- Continued Professional Development (CPD) for all teaching staff that is personalised to meet each individual's professional need and that draws on the very best practice from around the school.
- Regular dedicated time, ring fenced for Teaching and Learning development, for teaching staff to work collaboratively in their subject team (focusing on curriculum development, strategies to encourage deeper thinking and problem-solving strategies) to develop "knowledge" rather than "information" and becoming specialists in their subject.
- A research and development community that explores the latest and most effective pedagogy within education.
- Opportunities for leadership training, development and growth at all levels (leadership in the classroom, leadership at Middle Leader level, Pastoral leadership as well as aspiring Senior Leadership – National Professional Qualifications opportunities).
- A strong monitoring structure that schedules regular classroom observations across all departments in the school, involving all staff and providing key information for subject and whole school development planning.

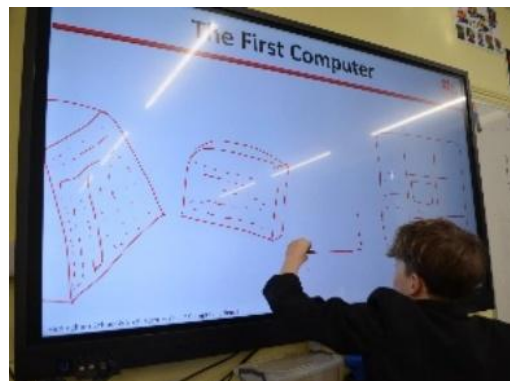
KEY FEATURES OF A HEDINGHAM SCHOOL LESSON



KEY STAGE 3 CURRICULUM

Core Subjects:

Subject	Lessons per fortnight
English	7
Mathematics	7
Science	6
Computer Science	2
Religion, Values and Ethics	2
Physical Education	4 in Year 7/8/9 5 in Year 9

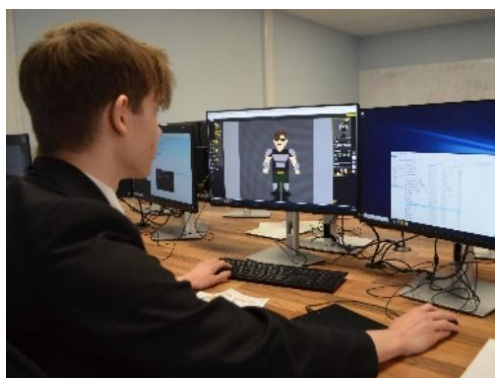


Foundation/Additional Subjects:

Subject	Lessons per fortnight
French	3
Dance*	1 in Year 7/8 5 in Year 9
Design Technology: (Resistant Materials & Graphics, Food & Textiles)	3
Geography	4
History	4
Art	3
Music	2
Drama	1
Personal Development	1



*In Year 9 students choose either PE or Dance and have 5 lessons of this subject.



Key Stage 4

Option Choices for 2026-2027

In Year 10 and 11, all option subjects will have 6 lessons per fortnight. English and Maths in both subjects are 8 lessons per fortnight. Science in Year 10 and 11 have 10 lessons per fortnight.

Art & Design
Business Studies
Child Development
Computer Science
Dance
Design Technology Graphics – (Year 11 only)
Design Technology – Textile Design
Design Technology – 3D Design
Drama
Food Preparation and Nutrition
Geography
History
Media Studies
French
Music
Physical Education
Religion, Values and Ethics
Triple Science



SIXTH FORM COURSES ON OFFER 2026

The vast majority of our students continue with us for their post-16 education. We have designed a curriculum that provides an appropriate pathway for our students. All students are set targets and are closely monitored to ensure that they achieve the highest grades in external examinations.

A Level Options:

Art and Design
Biology
Chemistry
English Literature
Further Mathematics
Geography
History
Mathematics
Photography
Physics
Government & Politics
Psychology
Sociology
Three-Dimensional Design
Film Studies

BTEC Level 1 & 2:

Multi-trade Skills
Work Skills



BTEC & Cambridge Technical (Level 3):

Business

Criminology

Children's play, Learning and

Development

Digital Media

Cyber Security

Medical Sciences

Performing Arts

Sport

T-Level Course Option:

Digital Business Services

Enrichment Programme:

Business

Community Sports Leadership Award

Criminology

Digital Media

Core Mathematics

Duke of Edinburgh Awards

Extended Project Qualification (EPQ)

Photography AS Level



GCSE Resits:

Maths

English

OUR EXTENDED CURRICULUM

We offer an enrichment programme that is rich and varied. We recognise the importance of different educational experiences and the value this brings to our students.

In the Arts:

- Instrumental lessons by peripatetic teachers
- Thriving lunchtime music clubs
- Regular workshops, exhibitions, performances and projects in the community

In Sport:

- Regular after-school team fixtures with other schools
- Flourishing sports clubs at lunchtime and after school including dance, table tennis and Dance
- Inter-House competitions
- Annual ski and water sports trip
- Community Sports Leadership Award is offered to Sixth Form students
- Sports Captains

In Leadership:

- Year Group Councils
- Prefects
- Peer Mentors
- Sports Captains
- House Captains

Supporting students' academic, personal and social development:

- Trips to theatres, field study centres and places of interest
- Many opportunities to take responsibility including representing the House group on School Council
- Helping with Primary school visits
- Acting as school monitor in Year 8
- Assisting in student inductions
- Paired reading with younger students
- Jack Petchey opportunities
- Community projects (including litter picks)
- Reward and recognition events

At Hedingham School we record information about positive and negative behaviour incidents which occur during the course of the school day/lessons. Positive incidents result in "House Points" being awarded which accrue over the course of the academic year and lead to various outcomes. Negative behaviour incidents result in "Behaviour Points" being given to a student; these then lead to certain sanctions based on the result of the incident. We encourage students to always maintain a positive currency; essentially more house points than behaviour points.

Overview of Trips and Visits

Hedingham School offers a wide range of visits and off-site activities. These differ from year to year and include activities covering careers advice and guidance, content closely related to the curriculum along with extra-curricular experiences. In the last 2 years, these have included the following:

Careers advice and Guidance focus:

Careers Fair at Chelmsford Racecourse, Apprenticeship Fair at Colchester Institute, Essex University Experience Day (Year 9), Cambridge University Experience Day (Year 12), Wellcome Campus, Cambridge, Careers in Genomics, Babraham Institute, Cambridge, Bioscience Careers, Great Tey Pre-School, Child Development experience.

Curriculum based trips:

Field Study Council, Epping, local fieldwork and coastal fieldwork (Geography), A Level Physics practical day at Cambridge University (Science), A Level Biology Fieldwork at Daws Hall (Science).

Curriculum-related trips:

Colchester Zoo (Science), Royal Festival Hall and Horniman Museum (Music), V&A Museum (DT), GCSE and KS3 Science Live, Science Museum (Science), New York (Media and Photography), European Space Centre, Belgium (Science), Performing Arts trip to London, CERN Switzerland (Science), Globe Theatre (English)

Activities Week:

The school have also reintroduced Activities Week in July 2026 and this is intended to be an annual event. This consists of a number of enrichment trips and visits. Visits in Activities Week 2026 included the following: Chessington World of Adventures, Go Ape, Nuclear Races, Southend Aquarium & Festival Park Cinema, West End matinee performances of Wicked and Six.

Character Trait Rewards:

At Hedingham we have devised a list of character traits which we would like all students to model every day. To encourage students to adopt these character traits we also have a "token reward system". In every lesson, the teacher will award a token for the student who has best characterised the trait that is the focus of the current half term. The student can drop put this token into the token drop-box outside the main hall. The House with the highest token drop box at the end of each half term will be awarded an

additional 200 House Points to their House total for the year. Students are also rewarded with an individual House Point every time a token is awarded.

The character traits for each half term are:

- Half Term 1 – Hard Work
- Half Term 2 - Resilience
- Half Term 3 - Perseverance
- Half Term 4 - Kindness
- Half Term 5 - Ambition
- Half Term 6 – Accountability

We also recognise student achievements through subject stars, celebration events and access to trips and visits.

REWARDS

We have high expectations of students' behaviour, effort and achievement, and recognise student's success in half-termly celebration assemblies. Students are rewarded for the following:

Evidence of high levels of effort and hard work

A single outstanding piece of work

Independent study/homework of a high standard

Care in the presentation of an assignment or a project

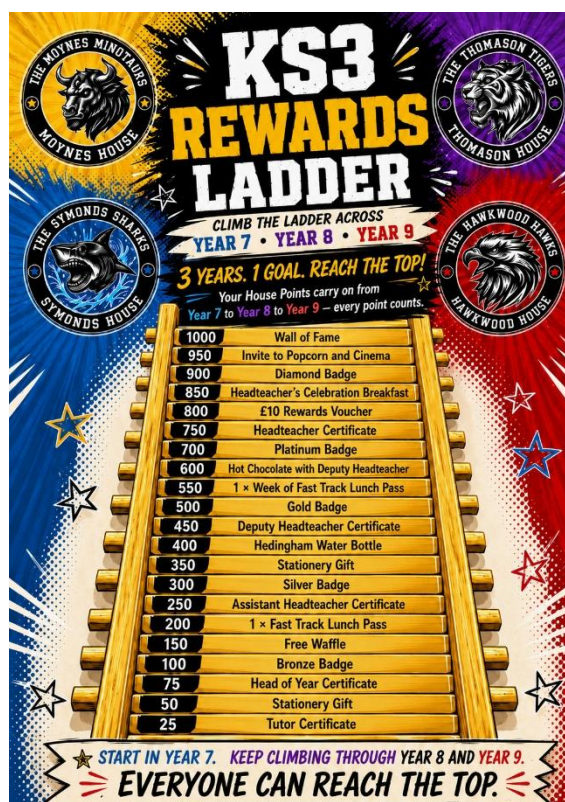
Perseverance in coping with specific learning difficulty

Acts of kindness and helping within the School Community

Extra-curricular involvement

House Points are awarded through an electronic rewards system which are displayed and updated regularly within school and promoted in assemblies.

Certificates will be generated through the system when students achieve specified levels. Individual House Points will contribute to the overall House Point totals with the opportunity for whole House rewards.



Behaviour Points:

Within the school, our Behaviour/Sanction System uses the term “consequence”. This language gives students a clear, consistent, fair and predictable indication as to what level of consequence there will likely be for specific types of behaviour that negatively impact on their learning or that of others in the school.

There are essentially 3 levels of consequence (or ward) C1, C2 or a C3.

Types of Behaviours:

C1

- Low level disruption
- Lateness to lesson
- Inadequate effort

C2

- Persistent low-level disruption
- Inappropriate language
- Repeated failure to follow instructions
- Missed detention
- Lack of sports kit (PE/Dance)

C3

- Inappropriate/dangerous behaviour
- Extremely disruptive behaviour

Pastoral

- Incidents outside of lesson time
- Repeated uniform infringements
- Lack of equipment

Likely Sanctions:

- Conversation with teacher in classroom or outside the door
- Request to comply with expectations

- Departmental lunchtime detention
- Repair and restore conversation

- Removal from Lesson and sanction
- Follow up by Subject Leader/ Head of Year
- Phone call home

- Addressed on an individual level depending on context

After School Detentions

If students repeatedly fail to attend lunchtime detentions or are repeatedly late to lessons, they will be placed in an after school 1 hour detention with the Headteacher.

Mobile Phone/Electronic Device Policy

Hedingham School has a duty to create an environment that is calm, safe, and free from distraction so that all pupils can learn and thrive. The vast majority of mobile phone use risks unnecessary distraction, disruption and diversion. In addition, a huge amount of valuable staff time and capacity is lost in dealing with issues linked to phone usage, which deflects teachers from their core purpose in the school.

As such, students are not permitted to use mobile phone (or headphones, air pods, earbuds) anywhere. Mobile phones must be switched off, and handed into their Form Tutors in morning registration. Mobile phones will be centrally stored in tutor bases and returned at the end of the day.

We operate confiscations system and central storage system for those who breach our policy. Parents will be informed if a confiscation occurs and will be required to collect the device.

We appreciate parental support with policing social media usage, ensuring that inappropriate use is dealt with promptly. Parents will be unable to directly contact their child during school time. Messages can be taken by Reception staff and relayed to your child.

COMMUNICATIONS

We believe that teachers should work with parents to ensure that students do their best at school, and therefore that there should be easy and efficient means of communication between us. We have regular parents' consultation evenings for each year group, and reports are sent home to parents twice each year in Years 7, 8, 9, 10 & 12 and three times in Year 11 and 13.

During the course of the academic year ongoing information about your child is available through our dedicated Arbor Parent Portal/App. Arbor is a cloud-based Management Information System which provides you with day-to-day access to your child's personal data, much of which can be updated through the Portal/App. This includes information about their Timetables, Attendance, Behaviour, House Points and much more. Arbor also provides a messaging function which we encourage you to use to report student absence. At the start of term, you will receive login details about how to access Arbor and get yourself setup so you can access your child information. Students also gain access to their own version of the Arbor Portal. Information about how to access this will be delivered to them during their Computer Science lessons at the start of Year 7.

Senior staff are always pleased to see parents who wish to discuss their child's progress, although on some occasions it will be more appropriate for parents to meet the Year Leader or Subject Leader. Parents wishing to refer to documents concerning curriculum and school organisation should contact the Headteacher.

Various letters and information sheets are also used to remind families of the dates of parents' evenings and other events. Some communications will contain a reply slip for you to complete electronically online.

The school's website www.hedingham.essex.sch.uk not only celebrates students' achievements and the activities that take place but is an up-to-date source for school newsletters and school policies. We also have our school Facebook page and Instagram page for sharing news and information. A fortnightly newsletter is sent to all parents from the Headteacher.

The Year Group Calendar, information letters and all other school news can also be accessed on the school website.

Every fortnight the Headteacher sends out a newsletter that provides important information and notices.

In the event that the school needs to close, then this information will be communicated via the school's website, Facebook page and texts home to parents.

The school office is staffed between 8.20am and 4.00pm Monday – Friday. Outside of these hours an answer phone is available to receive messages.

UNIFORM

We believe that wearing the Hedingham School uniform with pride helps students to feel part of the community. It sets a standard which supports our expectations of work and behaviour. We find it helps maintain the right discipline for learning. We are therefore grateful for your support in ensuring that your son/daughter is equipped with the correct uniform, wears it appropriately and maintains a high standard of dress.

Website: www.baldwins-departmentstores.com

It is advisable to uniform order as soon as possible and not leave it to the last few days before the new school year starts as Baldwins cannot guarantee stock availability. As always, they will exchange any wrongly sized purchased 'non-worn' products for the correct size ones.

The shop address is:

Baldwins of Halstead
12 The Centre (just off the High Street)
Halstead
Essex
CO9 2AJ

(There are limited free parking spaces outside the shop)

01787 472079

Years 7-11

School Uniform

Hedingham School black blazer

Traditional white shirt

Hedingham School jumper with V-neck (plain black V-neck jumpers are acceptable)

Traditional black trousers (cords, denim jeans, jeans style, flared or skinny leg fashion trousers are not allowed)

Traditional knee-length black skirt (box pleated)

School tie

Black ankle socks

Black shoes (**Please note that shoes must be formal, smart shoes. Any form of branded trainer including Nike air force trainers, plimsoles, canvas shoes are not permitted**). These have now been phased out of the school.

PE Uniform

Hedingham School navy-blue and amber top

Hedingham School navy-blue and amber shorts/skorts (no tight gym/cycling shorts)

Hedingham School navy-blue and amber jumper (optional)

Long navy-blue socks (from Easter, they may wear short white socks)

Football boots

Trainers

*Shin pads for football and a gum shield for rugby must be used for health and safety reasons. Optional for cold weather days'- under armour/skins only for outside sport must be black or blue.

We also provide parents with the opportunity to access second-hand uniform. We have a donation centre based next to the Main Reception area. Items are free and we welcome further donations of uniform.

Students should not wear:

Fashionable alternatives to any item of regulation school uniform

White polo shirts instead of a white shirt

Branded trainers or boots

Acrylic nails

Skinny trousers

Hoodies

Cycling shorts/gym shorts

Nose ring (Only one small plain gold or silver stud is allowed in each ear are allowed)



Coloured T-shirts under shirts
Make-up, nail varnish and nail extensions
Coats within the school building
Charity wristbands
Headphones/earphones/air pods

Any non-appropriate items of uniform will be confiscated and held at front reception. We will issue students with appropriate uniform if they attend in non-regulation uniform.

Key Stage 4 PE and Dance

Students have the option to purchase BTEC Dance polo shirts.
Plain, dark coloured tracksuit bottoms (black or blue)
Long sleeve PE jumper/PE rugby shirt or school jumper and/or Blazer (Hoodies are not permitted)

Screw in studs and metal tipped blades are inappropriate for the all-weather facility. Moulded studs or blades or astro boots are acceptable.

EQUIPMENT

All students need to bring with them the following equipment to every lesson:

Mandatory

- **Two pens (black ink)**
- **A green pen**
- **Three Pencils (2H/ 2B/ 3B)**
- **Ruler (30cm)**
- **Scientific Calculator**

Recommended

- **Compass**
- **Protractor**
- **Eraser**
- **Barrel Sharpener**
- **Highlighters**
- **Glue Stick**
- **Colouring pencils**
- **Pen Case**

Apron (for Art, Design & Technology and Science – provided by school)

Safety glasses will be used in Science lessons, when appropriate. These will be provided but you may want to purchase your own safety glasses for personal use.

Students will have regular equipment checks during Personal Development time with their tutor.

THE SCHOOL DAY

Students who do not travel on school buses should arrive by 8.25am at the latest.

Personal Development	08.30 - 09.00
Period 1	09.00 - 10.00
Period 2	10.00 - 11.00
Break	11.00 – 11.20
Period 3	11.20 - 12.20
Period 4	12.20 - 13.20
Lunch	13.20 - 14.05
Period 5	14.05 - 15.05
Personal Development	15.05 – 15.15

If students are away from school for whatever reason, parents should contact the school reception explaining their absence. This note should be given to the form tutor on their return to school. Alternatively, students can bring a note explaining their absence which should be given to their Form Tutor.

Students who arrive after 8.35am must sign in at the school office on their arrival. If students arrive five minutes after the start of the lesson they are officially late, and action may be taken.

Students in Years 7-11 are not allowed to leave the school site during lunchtime without special permission. Students who eat lunch at home every day should give their form tutor written permission from a parent. Students wishing to leave the premises for any important reason will also require the written permission of a parent and need to be signed out by their Year Leader. This should be a rare event.

If your child is unwell, they should tell the teacher, who will give them a note to attend the Medical Office. Should your child contact you direct, please remind them to follow the above procedure. We of course will contact you if we feel you need you to collect your child or to discuss their medical needs.

TERM DATES: 2026 – 2027

AUTUMN

Starts: Tuesday 1 September 2026

Ends: Friday 18 December 2026

Half-term holiday 19 October – 30 October

SPRING

Starts: Monday 4 January 2027

Ends: Thursday 25 March 2027

Half-term holiday 15 - 19 February

SUMMER

Starts: Monday 12 April 2027

Ends: Wednesday 21 July 2027

Half-term holiday 31 May – 4 June, and May Bank Holiday – 3 May

Inset Days

1 September 2026

2 October 2026

27 November 2026

4 January 2027

25 March 2027

HOMework

The Homework Booklets for Years 7, 8 and 9 will give you an overview of the homework that students should expect to complete during the academic year. The intention of homework at Hedingham School is to consolidate classroom learning and provide students the opportunity to revisit previous topic areas. The homework structure includes a three-strand approach:

- Weekly – set once per week
- Topic – set twice per topic
- Project - one topic set per half-term

The three-strand approach allows subject areas to set meaningful and quality homework which is designed around the curriculum to support student learning. Students are expected to record homework and deadlines in planners. Through Arbor, teachers will also communicate homework information to both students and parents.

Maths and English will be set on a separate platform from Arbor called Sparx. The online platform will provide regular communication in relation to your son/daughter's Maths and English homework.

The homework is not an exhaustive list – teachers and subject leaders may choose to set some extra homework (for example, research or to revisit a certain topic) and students should also be prepared to revise for tests and assessments at home. Students can also decide to do further work on a particular topic that they are especially interested in and revisit topic areas and teachers will be more than pleased to support and provide ideas for extension work.

Studies show that one of the most powerful elements to improving children's learning is to engage them in discussion about what they learnt in lessons that day. This is included as part of our Personal Development time in the afternoon. If you can make time in the evenings to do this and assist in homework, learning tasks or revision set as appropriate, you will be playing an important part in making sure that your son/daughter is making good progress.

Students are also expected to revise fully for internal assessments, particularly end of year exams or Mock examinations.

Supporting your child with a structured and regular revision programme will help to build the independent learning skills required for exam success.

For Year Group specific Homework information, please visit the school website.

EXTRA-CURRICULAR CLUBS

At Hedingham School students are provided with a number of enrichment opportunities outside of the classroom. There is an extensive extra-curricular programme which is updated on a termly basis, available on the school website and advertised to students at school.

The programme provides students with the opportunity to attend lunch and/or after school clubs which vary from a variety of sports clubs, performing arts, book clubs, Science and many more across the school. Students are encouraged to engage with as many as they can. Attendance at the clubs allow students to feel part of a team, whilst engaging in activities which are of interest to them. Attendance at clubs is celebrated through the use of enrichment loyalty cards, students are entered for a prize draw each time a card is completed.

iPAY

Parents will be emailed a link and an activation code during the summer holidays for new students. The email address used will be taken from parent information stored on Arbor. Second accounts can be set up on request for another family member. (Please avoid the 'one click' option).

LOCKERS

A payment of £10 can be made to secure a locker. When a student leaves school, they return the key making sure the locker is in good order, only then will a £5 refund be refunded via iPay. This amount may be refunded under a different payment option if a student is Year 9 or above and has kept the locker from Year 7.

Replacement keys are available on request at a cost of £3. (Fees are under review).

TRAVEL

Essex County Council manage the contract for school transport, currently Konnect Buses service the routes.

For more information about applying for school transport please contact Essex County Council via their website [School transport: Overview | Essex County Council](#)

For information on current routes please see the Konnect Buses website ([Hedingham School - KonectBuses](#))

EARLS COLNE & HALSTEAD EDUCATIONAL CHARITY

Earls Colne and Halstead Charitable Charity is a registered educational charity which offers support to young people engaged in any type of educational activity.

See Appendix 2

GOVERNOR NOMINATION FORM

Governors play an important role in the school. Hedingham School converted to an Academy Trust (a charitable company limited by guarantee) in January 2013. Therefore, all Governors are registered as Directors of the Academy Trust with the Registrar of Companies and act within the powers of the Articles of Association.

There are vacancies on the Governing Body with effect from October 2026. Nomination forms can be found on the website.

See Appendix 3- Governor Nomination Form

POLICIES

Admissions

The published admission number for students in September 2025 is 196. There is no guarantee of a place for students living within the priority admission area. In the event of over-subscription, places will be allocated using the following criteria in the following order:

1. Looked After Children
2. Children living in the priority admission area with a sibling attending the school
3. Other children living in the priority admission area
4. Children of staff members where the member of staff has been employed at the school
5. Children living outside the priority admission area with a sibling attending the school
6. Remaining applications

In the event of oversubscription priority will be determined by straight line distance from home to school, those living closest being given highest priority.

Attendance

All educational studies show that pupils who attend school regularly achieve higher GCSE grades. Regular attendance also helps young people forge stronger friendships and positive relationships with staff, boosting their confidence and wellbeing. Parents and carers therefore have a legal duty to see that their child attends every day and arrives on time; the Local Authority can still take action if this duty is not met. Please telephone the school on the first morning of any absence and on each subsequent day so that we can record the reason accurately.

From 19 August 2024, the School Attendance (Pupil Registration) (England) Regulations 2024 confirm that there is no automatic entitlement to term-time leave. Headteachers may approve leave only in truly exceptional circumstances, and requests must be made in advance. A holiday is not deemed exceptional. Where a child records ten or more unauthorised sessions (five school days) in any ten-week period, the Local Authority must consider issuing a penalty notice.

Unauthorised absences will be followed up by the Attendance Officer and, where necessary, referred to the Local Authority, which can apply further sanctions. At Hedingham School we prefer to celebrate success: certificates, house points and other rewards recognise excellent attendance, and every student is encouraged to aim for 100 % attendance each year.

Students' regular attendance is critical to success and happiness in school and we value parental support in ensuring all children attend regularly.

See Appendix 4 - Attendance

Bullying

We pride ourselves in being a caring school in which students are keen to work, and bullying is rare. Nevertheless, we acknowledge that incidents of bullying can occur. The Anti-Bullying Policy was devised by students and staff. It lays out how we attempt to build an ethos which is positive about individual differences between people, and which deters bullying. It makes it clear that bullying is unacceptable, and finds ways of supporting the victim, and guiding the bully into more socially acceptable ways. In addition, older students offer active listening to support any younger student who needs to talk.

Charging

The school may make charges for certain activities in accordance with its Charging and Remissions Policy and relevant legislation. These may include:

- Board and lodging on residential visits
- Transport associated with work experience placements
- Materials or finished products in Design and Technology where students wish to retain the completed item
- Individual instrumental or vocal music tuition

Further details are available in the school's Charging and Remissions Policy.

Child Protection and Safeguarding

All staff at Hedingham School are committed to protect and safeguard the welfare of all students within the school. Our aim is to create an environment where all students feel safe, accepted and trusted.

Students will know that there are adults within the school who they can approach if they are worried or in difficulty. There are activities and opportunities included in the curriculum which equip students with the skills they need to stay safe from abuse.

All actions follow the Keeping Children Safe in Education (2026/27) and Essex Safeguarding Children Board Guidelines and recommended Essex Child Protection procedures. The nominated teacher responsible for all Child Protection matters is **Mr Nash**, Assistant Headteacher. The photographs of the Safeguarding Team are posted around the school.

Students can report any concerns about themselves or others to their Form Tutor, the Student Support Centre or email safe@hedingham.essex.sch.uk.

eSafety

The school is passionate about the use of appropriate and purposeful technology. However, with every technological advance new risks are presented as well as opportunities. The aim is to maintain an environment that harnesses technology but also ensures students remain safe by detailing the acceptable use of the internet, recording devices and mobile phones. The policy identifies what is an eSafety incident and the procedures the school will follow.

See Appendix 5 - eSafety Advice for Parents 2026-2027

Special Education Needs

All staff have a responsibility to meet students' special educational needs. The SENDCo leads and co-ordinates support for students. She is supported by an Assistant Sendco and two HLTAs. Students with SEND are fully integrated into normal classes. They are withdrawn when their individual education plan highlights a need for small group or individual teaching. Many of these use ICT to support student learning. Learning Support staff are sometimes timetabled to support students in targeted lessons, but most have a subject specialism. Some Year 10 and 11 students follow a vocational course in addition to examined GCSE courses. All learning areas review their offered courses to ensure suitability for all ability ranges.

Policies and Complaints

Parents wishing to see or acquire relevant curriculum or policy documents, or to discuss concerns in respect of the curriculum, are welcome to contact the Headteacher. It is hoped that any other difficulties that arise may be resolved by contacting the school office who would arrange for an appropriate person to respond as soon as possible. In exceptional cases a parent may wish to make a formal complaint. In this case, they should follow the Complaints Policy on the school website.

Race Equality

As a school, we are committed to the promotion of equal opportunity for all, including people from different racial, ethnic, cultural and religious backgrounds. In relation to race equality, the curriculum addresses two dimensions, the development of intercultural awareness and education against racism. This is a key area in school life and is driven through all subject areas. Additionally, the school's Personal Development and RVE programmes explore the two dimensions with students.

We consider that all manifestations of racism are wholly unacceptable and will act positively to eliminate racial discrimination where it occurs. We will take prompt, effective and systematic action to deal with the racist incidents and to identify and address racial, ethnic, cultural and religious inequalities.

Religious Education and Collective Worship

Religious Education and Citizenship are provided in both Key Stages 3 and 4. World religions, and local and global citizenship are studied at Key Stage 3. At Key Stage 4 students have events which address a range of social and moral issues. Hedingham School is not affiliated to any religion. Students attend a weekly assembly with their Year Group and meet daily with their tutor group to cover our Personal Development curriculum which encourages consideration of a range of themes.

Sex and Relationships Education

Hedingham School has a Sex and Relationships Education Policy which provides students with information related to all aspects of development. This is shaped by legal requirements as well as educating students on key areas.

The Programme is delivered through Year group appropriate sessions (outside speakers are used on topics where particular expertise and knowledge is considered beneficial).

The contents of the programme are available on the school website. Parents will receive a letter to indicate when the sessions will take place.

Personal Development

Students are provided with a programme of Personal Development which focuses on the skills to address 21st century life. This incorporates Careers Education, eSafety, Healthy Relationships and educating students on how to identify and manage risk as well as safeguard themselves and each other.

Students have 2 Personal Development sessions with their tutor each week for 30 minutes. They have a discrete curriculum lesson every 2 weeks, in Personal Development in Year 7, 8 and 9. The context of the Personal Development lesson links with discussion-based tasks with Tutors and the theme of the assembly. Details of each session along with our Relationships and Sex Education programme are available on our website.

Parents have the right to withdraw their children from the elements of the sex and relationships education programme that are not part of the national curriculum.

APPENDIX 1



We're using Arbor's free Parent Portal and Arbor App

We've chosen Arbor to help us manage our school.

Arbor is a simple, smart and cloud-based MIS (Management Information System), which helps us work faster, smarter and more collaboratively as a school. The Arbor App and Parent Portal mean we can keep you informed about your child's life at school in a much more accessible way. Log into Arbor to see and update your child's information, get live updates and make payments or bookings on the go!

The Parent Portal works on Google Chrome (computer or laptop) and you can download the Arbor App from the App Store or Google Play Store on your phone (Android 5.0; iOS 10.0 and upwards).

How to get started

1. Wait for your welcome email from us telling you Arbor is ready - you won't be able to log in before
2. Click the link in your welcome email to set up your password
3. Go to the App or Google Play Store on your phone and search 'Arbor'
4. Click 'Install' on Android or 'Get' on iPhone then open the App
5. Enter your email, select the school, then enter your password
6. Accept the Terms & Conditions and enter your child's birthday

The Sunnyville School of Magic
W10 5BN, London, GBR

Enter your password

Log in

Forgotten password?

Need help using Arbor?

Contact the school office if you have questions about Arbor, the App or Parent Portal. Tell us the type and model of your phone, e.g. an iPhone SE, and include screenshots or screen recordings.

To safeguard student data in line with General Data Protection Regulations (GDPR), Arbor only works directly with schools.

Some tips to try:

1. Ensure your username is the email address you use for Arbor. Ask us to **check the email address** linked to your account.
2. **Reset your password** from the login page, or ask us to do this.
3. If the login email was sent to you more than 96 hours ago, the **password link will have expired**. Ask us to send it again.
4. Ask the school office to check that your email address has not been used twice - e.g. on another guardian or child's profile.
5. **Enter the birthday** of one of your children to log in.
6. Only relatives who are **Primary Guardians** of a child can access the Arbor App. Ask us to check you can access Arbor.



APPENDIX 2



Formed in 1975, the Charity is an Educational Trust that administers funds from investments, in the form of grants to local young people.

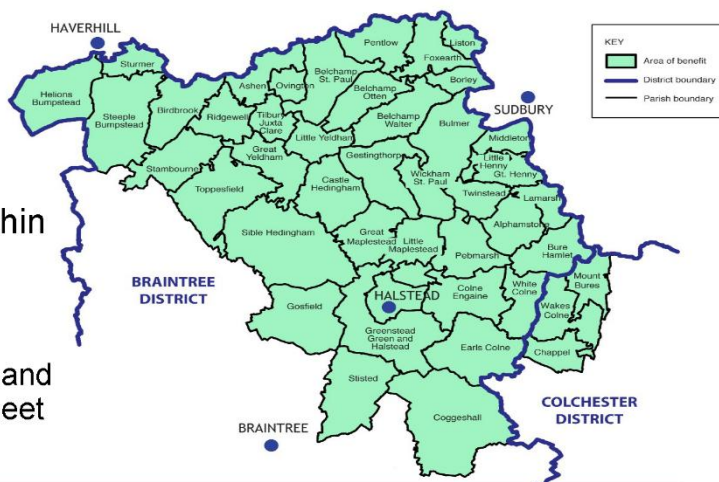
Are you studying for a degree or about to start a degree course?

The Earls Colne and Halstead Educational Charity offers
Resource Grants to young people studying
undergraduate and postgraduate degree courses
(excluding one or two year Foundation courses and including recognised
level 4 courses).

To qualify, applicants must:

- be aged between 18 and 25
- have attended school or have lived, for at least one year, within the Charity's area of benefit (catchment area).

Note: Grants are not means-tested and anyone can apply as long as you meet the above criteria.



Find out more:

More information about the Charity and application forms can be found on our website – www.echec.org.uk.

Alternatively email - earlscolnehalstead.edcharity@yahoo.co.uk.

APPENDIX 3

Governor Application Form

Please complete the following:

Name: _____

Address: _____

Telephone: _____

Mobile: _____

Email: _____

I CONFIRM: I wish to submit my nomination for the election of Parent Governor:

- i. that I am willing to stand as a candidate for election as a Governor
- ii. that I am not disqualified from holding office for any of the reasons under the School Government Regulations

Signature: _____

Date: _____

The nominee may set out information
about him/herself on a separate sheet

(Please make sure only one side of A4 is used for this section)

Qualifications to Serve as a Governor

A GOVERNOR MUST:

- be aged 18 or over at the time of his/her election or appointment
- not hold more than one governorship at the same school

A person is disqualified from holding or continuing to hold office as a Governor or associate member if he or she:

- is detained under the Mental Health Act 1983 during his or her period of office
- is subject to a bankruptcy restriction or an interim order
- has had his/her estate sequestrated and the sequestration has not been discharged, annulled or reduced

is subject to:

- a disqualification order or disqualification undertaking under the Company Directors Act 1986 or under Part 2 of the Companies (Northern Ireland) Order 1989; or a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002 an order made under Section 429(2)(b) of the Insolvency Act 1986 (failure to pay under a County Court administration order)
- has been removed from the office of charity trustee or trustee for a charity by the Charity Commissioners or high Court on grounds of any misconduct or mismanagement
- or under Section 34 of the Charities and Trustees investment (Scotland) Act 2005 from participating in the management or control of anybody
- is included in the list of people considered by the Secretary of State as unsuitable to work with children
- is disqualified from working with children or subject to a direction under Section 142 of the Education Act 2002
- is disqualified from registration for child-minding or providing day care is disqualified from registration under Part 3 of the Childcare Act 2006
- has received a sentence of imprisonment (whether suspended or not) for a period of not less than 3 months (without the option of a fine) in the 5 years before or since becoming a Governor
- has received a prison sentence of 2½ year or more in the 20 years before becoming a Governor
- has at any time received a prison sentence of 5 years or more
- has been fined for causing a nuisance or disturbance on school premises during the 5 years prior to or since appointment or election as a governor
- is employed at the school for more than 500 hours per academic year if wishing to stand for Parent Governor at the same school
- is an elected member of the Local Authority (applies to Parent and Community Governors only)

APPENDIX 4



**HEDINGHAM SCHOOL
AND SIXTH FORM**
ACHIEVEMENT & EXCELLENCE

ATTENDANCE AT HEDINGHAM SCHOOL

A GUIDE FOR PARENTS

2026 - 2027

Attendance Matters

At Hedingham School, we want every child to achieve well, feel connected to school life and leave us with the qualifications, confidence and character they need for their future. Good attendance is one of the most important factors in making this happen.

Being in school every day matters. It matters for learning, for friendships, for routines, for confidence and for a child's sense of belonging. When students miss school, they do not just miss individual lessons; they miss explanations, practice, feedback, discussions, assemblies, tutor time, pastoral support and the small daily moments that help them feel part of the school community.

We know that children can be genuinely unwell and that there will be times when absence is unavoidable. However, we also know that regular absence, even when it is broken up across the year, can quickly have a serious impact. Missing school makes it harder for students to keep up, harder for teachers to close gaps, and harder for children to feel confident when they return.

The evidence is clear: attendance and achievement are closely linked. Students with high attendance are significantly more likely to achieve well at GCSE. Recent Department for Education research shows that pupils with attendance between 95% and 100% in Year 11 have almost double the odds of achieving a Grade 5 in English and Maths compared with similar pupils whose attendance is between 90% and 95%. Missing just 10 extra days of school can make a real difference to a child's outcomes.

For this reason, we ask all students to aim for the highest possible attendance, with 100% as the ambition wherever this is achievable.

Our Shared Responsibility

Excellent attendance is a shared responsibility between students, parents, carers and the school.

Parents and carers play a vital role in making sure children attend school regularly, arrive on time and are ready to learn. The school will monitor attendance carefully, celebrate strong attendance and provide support where there are barriers. Students also have an important role to play in building good habits, attending every day they are able to, and taking responsibility for their learning.

Our approach is supportive, but it is also clear: children need to be in school. Every day absent is time that cannot be fully replaced.

Celebrating Good Attendance

We want attendance to feel positive, visible and valued. Throughout the year, we celebrate strong and improving attendance in a range of ways.

This may include recognising form groups with the highest weekly attendance, celebrating short periods of 100% attendance across particular time frames, and highlighting exceptional or improved individual attendance through school rewards, assemblies or awards opportunities.

The exact rewards may vary across the year so that we can keep them fresh, meaningful and responsive to students, but the message will remain the same: good attendance matters, and we want to celebrate the students who make every effort to be in school.

What Does The Law Say?

The Education Act 1996 states that parents and carers must ensure that children of compulsory school age receive a suitable education. This includes ensuring that children attend school regularly, arrive on time, are suitably dressed and are in a fit state to learn.

Schools are required by law to take an attendance register at the start of the morning session and again during the afternoon session. The school is responsible for deciding whether an absence can be authorised.

Reporting An Absence

If your child is absent from school, please:

- inform the school by telephone or via the Arbor App on the first day of absence, and every day thereafter;
- contact the school by 8.45am wherever possible;
- provide the reason for absence and, where possible, the expected date of return;
- keep the school informed if the return date changes.

Failure to notify the school will result in the absence being recorded as unauthorised.

If a child remains absent for three days without contact from a parent or carer, a school official may visit the family home as part of our safeguarding commitment.

Illness And Medical Evidence

We understand that children become unwell and that, at times, absence from school is unavoidable. We do not routinely ask parents and carers to provide medical evidence for every illness.

However, where illness-related absence becomes frequent, follows a pattern, or begins to affect a student's learning, progress or wider outcomes, the school may ask for medical evidence to support the absence. This might include an appointment card, prescription, medical letter, screenshot of an appointment confirmation, or other appropriate information.

This is not intended to make things difficult for families. It helps the school understand the situation properly, offer the right support, and ensure that students are in school as often as they are well enough to attend.

What If My Child Arrives Late?

Arriving late to school can cause disruption for the student, their class and their teacher. It may also mean that important learning, notices or pastoral support are missed.

If your child arrives late, they must sign in at Student Reception. If they arrive after the register has closed, this may legally be recorded as an unauthorised absence. Repeated lateness may result in a detention and can affect future references.

Please contact the school if your child will be arriving late after registration has closed.

Medical Appointments

Wherever possible, medical and dental appointments should be arranged outside of school hours.

If your child needs to leave school for an unavoidable appointment, a request should be sent to the school in advance, along with a copy of the appointment letter, text message or card. Students will be released in sufficient time to attend the appointment and should return to school afterwards if time allows.

Leave Of Absence During Term Time

School holiday dates are published well in advance and can be found on the Essex County Council website. Parents and carers are expected to plan family holidays during school holiday periods so that students do not miss valuable learning time.

There is no automatic entitlement to take a child out of school during term time. Parents and carers may apply for leave of absence if they believe there are exceptional circumstances. However, Headteachers are only permitted to authorise leave where an application has been made in advance and where the circumstances are considered exceptional.

The school may authorise absence for:

- acceptable medical reasons or an unavoidable cause;
- religious observance;
- entitled transport not being provided;
- leave of absence in exceptional circumstances only.

A student who misses 10 school days will miss approximately 50 hours of lessons.

The school will consider individual circumstances carefully and sensitively. However, the following would not usually be acceptable reasons for absence:

minding the house;

looking after family members;

going shopping during school hours;

celebrating birthdays;

taking holidays during term time.

Please note, that missing 10 sessions (equivalent to 5 days) of school over the course of 10 weeks may result in a Fixed Penalty Notice being issued by Essex County Council.

Persistent Absence

The Government classifies a student as persistently absent if they miss 10% or more of their possible school sessions. This includes both authorised and unauthorised absence.

At 90% attendance, a student has missed the equivalent of one day every fortnight. Over a school year, this is a significant amount of lost learning. Over several years, the impact can be even greater.

Persistent absence can affect academic progress, confidence, friendships, routines and a student's ability to feel fully settled in school. Where attendance becomes a concern, the school will work with families to identify barriers, offer support and improve attendance wherever possible.

Who Monitors Attendance At Heddingham School?

Attendance is monitored regularly by Form Tutors, Year Leaders and the Attendance Officer, Miss Holt.

If a student's attendance becomes a concern, parents and carers may receive a letter from the school. This may be followed by a meeting to discuss the reasons for absence and agree appropriate support. Medical evidence may be requested where absence is frequent, follows a pattern, or begins to affect the student's learning, progress or wider school experience.

If unauthorised absence continues to cause concern, the school may refer the matter to the Local Authority. The Local Authority has responsibility for enforcing school attendance and may issue penalty notices or take court action where necessary.

Year Leaders

Year Group	Year Leader
Year 7	Mrs Victoria Webb
Year 8	Mr Jack Lockley
Year 9	Mr Mark Woodley
Year 10	Miss Melissa Dunne
Year 11	Mr Andrew Wright
Year 12/13	Mr Rory Hyde

Final message to families

We want every child at Hedingham School to do well. We want them to achieve strong outcomes, enjoy school, build friendships, take part in wider opportunities and develop habits that will help them in later life.

Attendance sits at the heart of this. Put simply, students cannot benefit from everything school offers if they are not here.

Thank you for working with us to support excellent attendance. If you have any concerns or would like further information, please contact your child's Year Leader or Miss Holt, Attendance Officer.

Telephone: 01787 460470
Email: enquiries@hedingham.essex.sch.uk
Website: www.hedingham.essex.sch.uk

APPENDIX 5



HEDINGHAM SCHOOL
AND SIXTH FORM
ACHIEVEMENT & EXCELLENCE

eSafety Advice for Parents and Guardians

A helpful guide with useful information for
everyone using a computer at home and at
school

Online Safety and Digital Wellbeing

The online world is now a normal part of young people's lives. It is where they learn, communicate, play, create, share ideas and stay connected with friends. Used well, technology can be positive and powerful. However, it also brings risks which children and young people need support to understand and manage.

Online safety is no longer just about avoiding unknown people in chatrooms. Today, the key risks often come from the apps, games, group chats, social media feeds, videos, images and artificial intelligence tools that young people may use every day. These risks can include cyberbullying, harmful content, inappropriate contact, pressure to share images, misinformation, scams, excessive screen time, online gambling-style features, and content that affects body image, mental health or self-esteem.

Our aim is not to frighten young people or simply restrict technology. It is to help them use it safely, kindly and critically.

Why This Matters

Children are growing up in a world where online and offline life are closely connected. What happens online can affect friendships, behaviour, wellbeing, attendance, learning and family life.

Recent Ofcom research shows that almost all children now go online, and many are using social media, video platforms, messaging apps and artificial intelligence tools from a young age. Ofcom has also reported that many parents are concerned about children seeing age-inappropriate content and being unable to tell what is real or fake online.

This is particularly important as artificial intelligence can now create convincing text, images, audio and video. This can be useful, but it can also make fake content, impersonation, scams, bullying and misinformation harder to spot.

The Online Safety Act 2023 has introduced stronger duties for online platforms to reduce illegal content and protect children from harmful material. This is an important step, but it does not replace the need for education, parental support and open conversations at home.

Key Online Risks For Young People

Some of the most common issues young people may face include:

- unkind, threatening or humiliating messages in group chats;
- pressure to send, share or forward images;
- seeing violent, sexual, hateful, self-harm or eating-disorder-related content;
- misinformation, fake news, deepfakes and AI-generated content;
- contact from people they do not know in games, apps or social media;
- excessive screen time, late-night phone use and disrupted sleep;
- scams, phishing, hacked accounts or stolen passwords;
- online arguments that continue into school life;
- feeling judged, excluded or compared to others online.

Young people should be reminded that online actions have real consequences. A message, image, video or comment can be copied, saved, screenshotted and shared far beyond the intended audience. Something posted in seconds can have an impact for much longer.

A simple rule remains useful: if you would not say it face to face, and you would not be happy for a parent, carer, teacher or future employer to see it, do not post it.

Advice For Students

Students should:

- think carefully before posting, sharing or forwarding anything;
- be kind and respectful online, even when they disagree with someone;
- keep personal information private, including passwords, addresses, school details and location;
- use strong passwords and never share them with friends;
- check privacy settings on social media, games and messaging apps;
- remember that people online may not always be who they say they are;
- avoid opening links, attachments or messages from people they do not know or trust;
- question what they see online, especially if it seems shocking, extreme or designed to provoke a reaction;
- be careful when using AI tools, as they can produce inaccurate, biased or misleading information;
- block, report and save evidence if someone behaves inappropriately;
- tell a trusted adult if anything online makes them feel worried, pressured, frightened or uncomfortable.

Students should not retaliate if they are being bullied or targeted online. They should save evidence, block or report the account where appropriate, and speak to an adult they trust.

If a student sees cyberbullying taking place, they should not join in, like, share or encourage it. Supporting the person affected and reporting the concern is the right thing to do.

Advice For Parents And Carers

Parents and carers play a vital role in helping children stay safe online. The most effective approach is usually a mixture of clear boundaries, regular conversations and practical safeguards.

We encourage parents and carers to:

- talk regularly with their child about what they do online and how it makes them feel;
- keep conversations calm, curious and open so children are more likely to ask for help;
- agree family expectations about phones, screen time, gaming, social media and bedtime;
- check that apps, games and social media platforms are age-appropriate;
- use privacy settings, parental controls and content filters where appropriate;
- remind children not to share personal information or images with people they do not know;
- encourage children to question online content and not believe everything they see;
- discuss AI-generated content, deepfakes and misinformation;
- know how to block, report and save evidence on the apps your child uses;
- watch for changes in mood, sleep, friendships, behaviour or secrecy after phone or internet use.

Parental controls and filters can be very helpful, but they are not perfect. They work best alongside regular conversations and clear expectations.

If your child tells you about a problem online, try to stay calm. Reassure them that they have done the right thing by telling you. Save evidence where possible, report concerns to the platform, and contact the school if the issue involves other students or is affecting school life. Where there is immediate risk, a threat, sexual exploitation, blackmail, grooming, hate crime or a potential criminal offence, parents and carers should contact the police.

Mobile Phones And School

The Department for Education has issued guidance that schools should be mobile phone-free environments by default during the school day. This includes lessons, movement between lessons, breaktime and lunchtime.

The purpose of this guidance is to reduce distraction, support learning, improve social interaction and help protect children from some online risks during the school day.

Students should arrive at school and go directly to their form room for 8.30am. Mobile phones must be switched off and handed to the Form Tutor during morning registration. Phones will be placed into a secure storage box in an identified location and will remain locked in the form room throughout the school day.

At the end of the school day, students will return to their form room for the final five minutes to collect their phone. Once collected, the phone must remain out of sight until the student has completely left the school building.

The school will carry out random spot checks to ensure students are following this procedure. Any student found with a mobile phone during the school day will face a consequence and their phone will be confiscated. The phone will only be returned once collected from school by a parent or guardian. If a student uses, checks or displays their phone before leaving the school building, the phone will also be confiscated and will only be returned once collected by a parent or guardian.

Students who arrive late must hand their switched-off phone in at Reception when they sign in. They will be given a retrieval card, which must be handed back at the end of the day to collect their phone. If the retrieval card is lost, the device will only be returned once collected by a parent or guardian.

Parents and carers can support this by reinforcing the importance of following the school's rules and by contacting the school office if they need to pass on an urgent message during the school day.

Where To Get Help

If you are concerned about your child's online safety, please contact the school so that we can offer advice and support.

Useful sources of support include:

- Childline
- CEOP Education / Thinkuknow
- UK Safer Internet Centre
- Internet Matters
- NSPCC online safety advice
- Report Harmful Content
- The police, where there is immediate danger or a possible criminal offence

We are not only here to support students; we are here to support families too. If you have any concerns or questions, please contact the school.

Website: www.hedingham.essex.sch.uk

Online Safety Contact: Mr R Daniels



Hedingham School • Yeldham Road • Sible Hedingham • Essex CO9 3QH
Tel: 01787 460470 • Email: enquiries@hedingham.essex.sch.uk