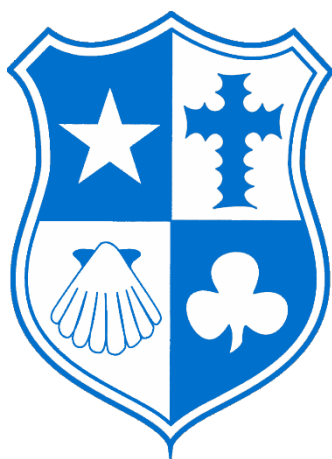# Hedingham School & Sixth Form

Key Information

for Students

and Parents

2025-2026

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

Developing Knowledge and Skills	Building Resilience and Independence
Preparing for Next Steps	Broadening Student Horizons
Active Citizens in the Community	

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.
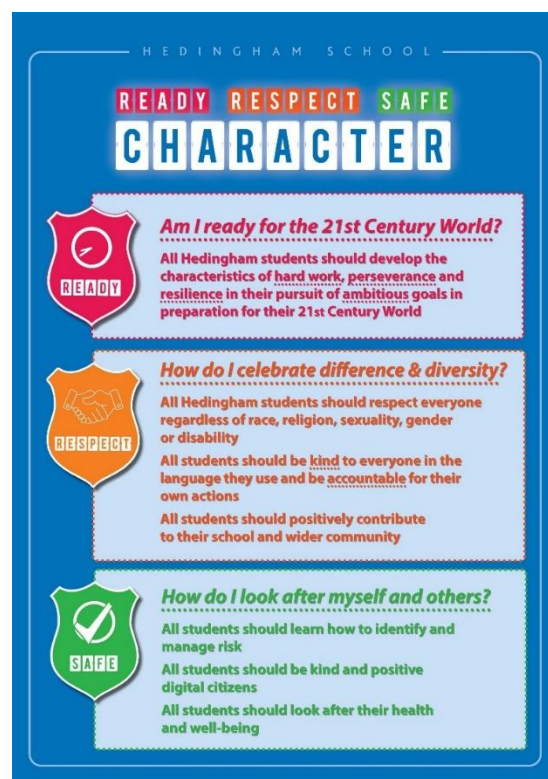
Standards and Expectations

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.

The **Characteristics** of a **Hedingham School Student**

❶ Hardworking
❷ Perseverant
❸ Resilient
❹ Kind
❺ Accountable
❻ Ambitious

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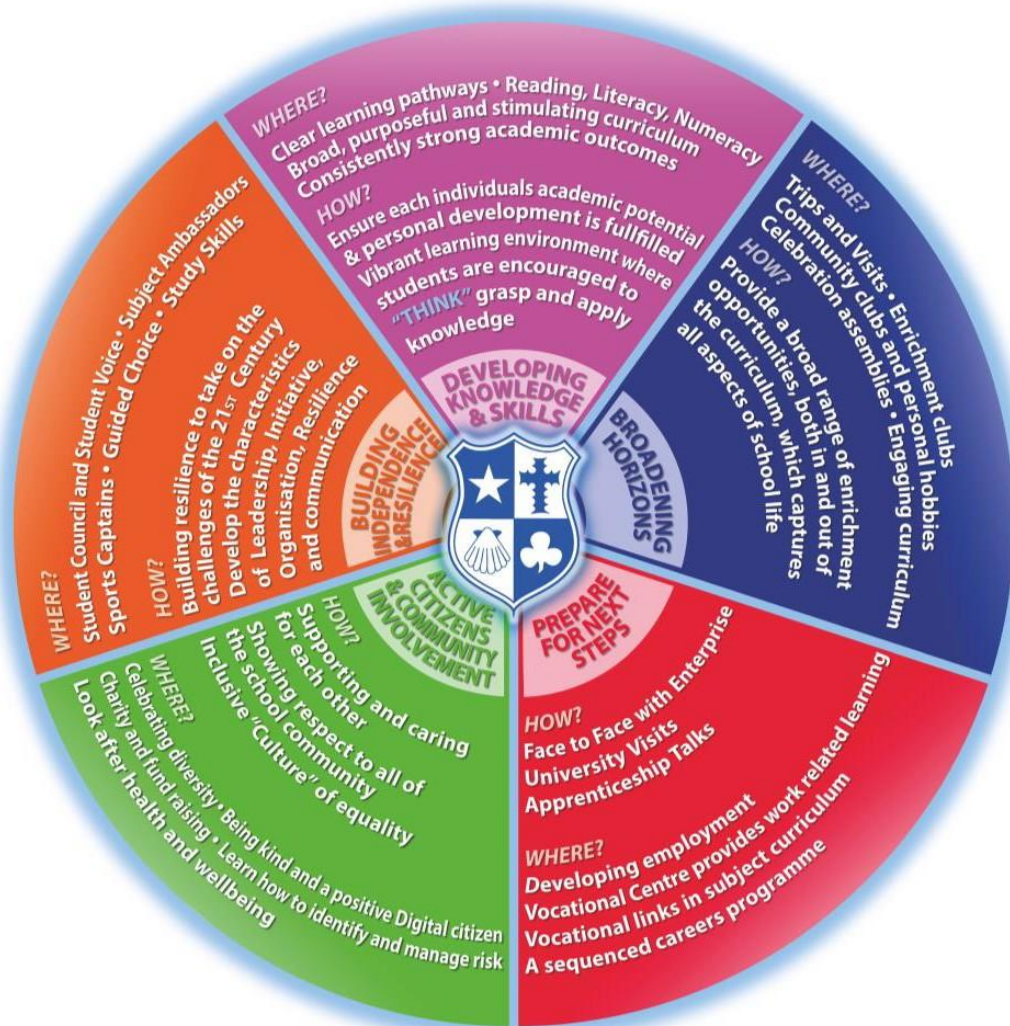

Our expectations are regularly shared with students and are outlined in our School Behaviour Policy. All parents will be asked to sign a Home-School Agreement in regard to the conduct of their son or daughter.

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

THE CURRICULUM

Developing Knowledge & Skills
WHERE? Clear learning pathways • Reading, Literacy, Numeracy • Broad, purposeful and stimulating curriculum • Consistently strong academic outcomes
HOW? Ensure each individuals academic potential & personal development is fullfilled. Vibrant learning environment where students are encouraged to "THINK" grasp and apply knowledge

Broadening Horizons
WHERE? Trips and Visits • Enrichment clubs • Community clubs and personal hobbies • Celebration assemblies • Engaging curriculum
HOW? Provide a broad range of enrichment opportunities, both in and out of the curriculum, which captures all aspects of school life

Building Independence & Resilience
WHERE? Student Council and Student Voice • Subject Ambassadors • Sports Captains • Guided Choice • Study Skills
HOW? Building resilience to take on the challenges of the 21ST Century • Develop the characteristics of Leadership, Initiative, Organisation, Resilience and communication

Active Citizens & Community Involvement
HOW? Supporting and caring for each other • Showing respect to all of the school community • Inclusive "Culture" of equality
WHERE? Celebrating diversity • Being kind and a positive Digital citizen • Charity and fund raising • Learn how to identify and manage risk • Look after health and wellbeing

Prepare For Next Steps
HOW? Face to Face with Enterprise • University Visits • Apprenticeship Talks
WHERE? Developing employment • Developing Centre provides work related learning • Vocational links in subject curriculum • A sequenced careers programme

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

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 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	5
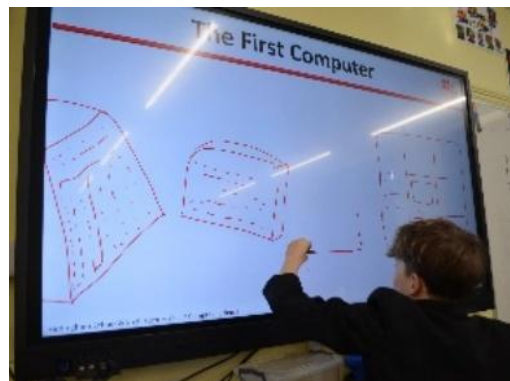
Foundation/Additional Subjects:

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

*In Year 9 students choose either PE or Dance and have 5 lessons of this subject.
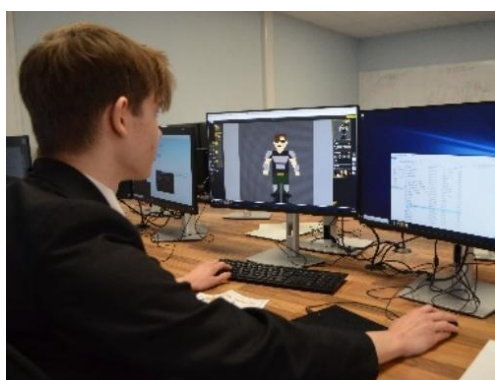
Key Stage 4

Option Choices for 2025-2026

In Year 10, all option subjects will have 6 lessons per fortnight. In Year 11, all option subjects are 5 lessons per fortnight (English and Maths in both subjects are 8 lessons per fortnight. Science in Year 10 have 10 lessons per fortnight and Science in Year 11 have 9 lessons per fortnight).

Art & Design
Business Studies
Child Development (Year 11 only)
Computer Science
Dance
Design Technology – Graphic Design
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 2025

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
Computer Science
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
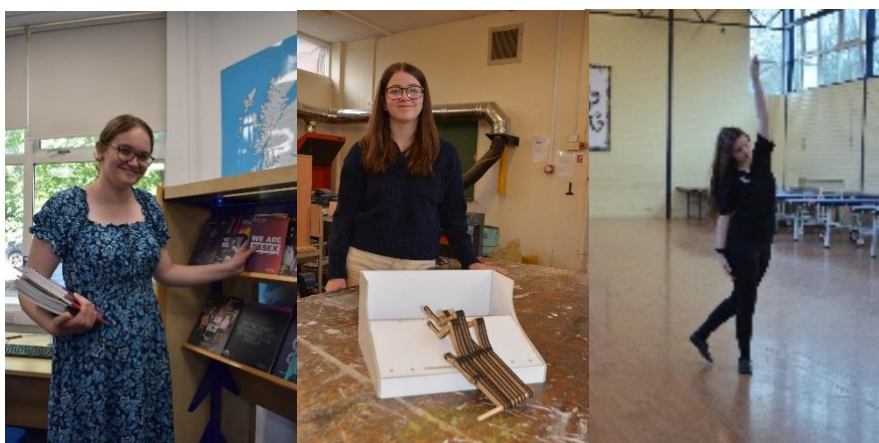
BTEC & Cambridge Technical (Level 3):
Business
Criminology
Children's play, Learning and Development
Digital Media
Performing Arts
Sport

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:
- School Parliament
- Prefects
- Peer Mentors
- Sports 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.

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)

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 – Respect

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:	**Likely Sanctions**
C1	
• Low level disruption • Lateness to lesson • Inadequate effort • Isolated Homework missed	• Conversation with teacher in classroom or outside the door • Request to comply with expectations
C2	
• Persistent low-level disruption • Inappropriate language • Repeated failure to follow instructions • Missed detention • Lack of sports kit (PE/Dance)	• Departmental lunchtime detention • Repair and restore conversation
C3	
• Inappropriate/dangerous behaviour • Extremely disruptive behaviour	• Removal from Lesson • Follow up by Subject Leader/ Head of Year • Phone call home

Pastoral

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

- Addressed on an individual level depending on context

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 inside the school building. Mobile phones must be switched off, and stored in their bag or a concealed pocket where it is not visible immediately upon arrival to the school.

We operate confiscations system and central storage system for those who repeatedly breach our policy. Parents will be informed if confiscations are regular.

We appreciate parental support with policing social media usage, ensuring that inappropriate use is dealt with promptly. Parents should refrain from directly contacting 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.

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

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 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 trainer including Nike air force trainers, plimsoles, canvas shoes are not permitted)**

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

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 (around the school building)

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 8.35am at the latest.

Personal Development	**08.30 - 09.00**
Period 1	**09.00 - 10.05**
Period 2	**10.05 - 11.10**
Break	**11.10 – 11.30**
Period 3	**11.30 - 12.30**
Period 4	**12.30 - 13.30**
Lunch	**13.30 - 14.15**
Period 5	**14.15 - 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: 2025 – 2026

AUTUMN

Starts: Monday 1 September 2025

Ends: Friday 19 December 2025

Half-term holiday 20 October – 31 October

SPRING

Starts: Monday 5 January 2026

Ends: Friday 27 March 2026

Half-term holiday 16 - 20 February

SUMMER

Starts: Tuesday 13 April 2026

Ends: Tuesday 20 July 2026

Half-term holiday 25 May – 29 May

Inset Days

1 September 2025

3 October 2025

28 November 2025

27 March 2026

20 July 2026

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.

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. 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.

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 of 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.

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).

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 2025. 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. 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.

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's policy makes charges for a number of defined activities in accordance with the Education Reform Act 1988, including:

- **Board and lodging on overnight trips**
- **Work Experience Transport**
- **Finished Products in Technology**
- **Individual Music Tuition in School**

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 (2025) 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.

eSafety

The school is passionate about the use of 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 2024-2025

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 two HLTAs, one of whom has a literacy specialism. 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 Pathways course in addition to support in lessons. 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 keys 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 3 Personal Development sessions with their tutor each week for 30 minutes. 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.

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

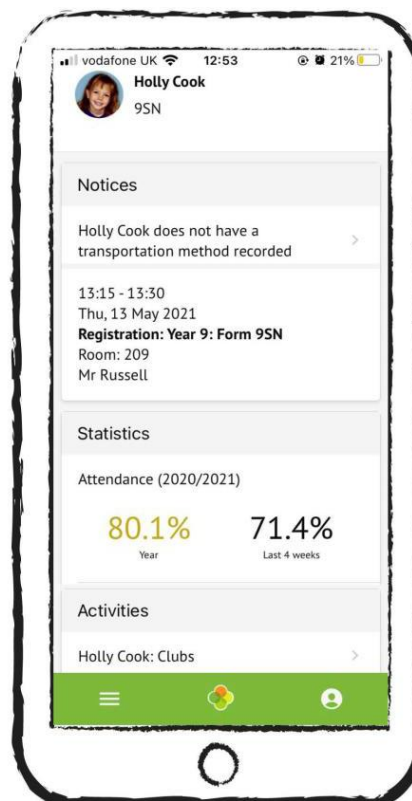Enter your password

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.

Holly Cook
9SN

Notices

Holly Cook does not have a transportation method recorded

13:15 - 13:30
Thu, 13 May 2021
Registration: Year 9: Form 9SN
Room: 209
Mr Russell

Statistics

Attendance (2020/2021)

80.1%
Year

71.4%
Last 4 weeks

Activities

Holly Cook: Clubs

EARLS COLNE & HALSTEAD

Educational

Charity

individuals . groups . schools

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.
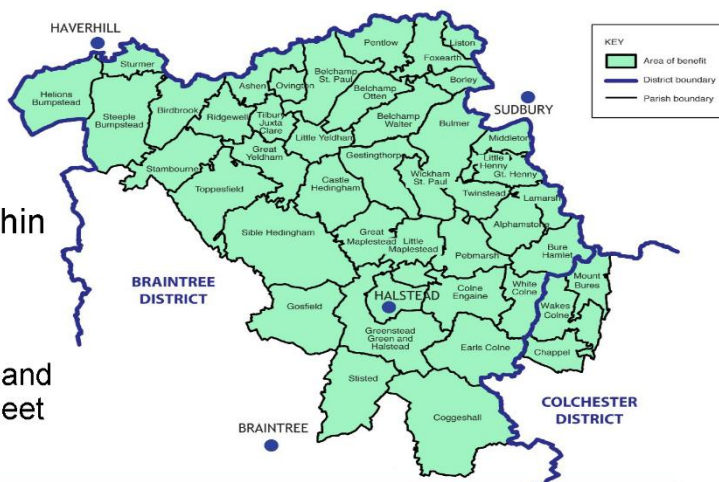
Find out more:

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)

HEDINGHAM SCHOOL AND SIXTH FORM

ACHIEVEMENT & EXCELLENCE

ATTENDANCE AT

HEDINGHAM SCHOOL

A GUIDE FOR PARENTS

2025 - 2026

Hedingham School is committed to providing an education of the highest quality and recognises that this can only be achieved by excellent attendance of students. There is an expectation that your son or daughter attend school regularly.

The whole school community has a responsibility of ensuring excellent attendance. Parents and carers play a key role ensuring that their child attends school and arrives punctually ensuring that students can take advantage of all the opportunities available.

All educational studies confirm that there is a direct link between regular attendance at school and success at GCSE examinations. Research suggests that 19 missed school days a year = 1 GCSE grade drop in achievement.

Those students who attend regularly establish and develop better social relationships with their peers and members of staff. Students with greater attendance build confidence and self-esteem, gain communication as well as life skills. Excellent attendance develops self-discipline and is preparation for future employment.

Hedingham School would like students to aim for 100% attendance.

What does the law say?

The Education Act 1996 states that parents and carers must ensure that all compulsory age children receive a suitable education. This includes parents making sure that their children attend school on time, suitably dressed and in a fit state to learn. The school, by law has to take a register of pupils first thing in the morning and during the afternoon.

Reporting an absence

- Inform the school by telephone or via the Arbor App on the first day of absence then every day thereafter by 8.45am and if possible, give the expected day of return

- Keep school informed, especially if the return date alters

- Prolonged or frequent absence may require medical evidence

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

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

What if my child arrives late?

Generally, lateness is unacceptable and can legally be counted as unauthorised absence. Please contact the school if a child will be arriving late after the register is closed. Your child should sign in at the student reception desk on arrival. Your child arriving late may cause disruption for him or her and other children. Your child may miss important information and repeated lateness can affect future references. Lateness could result in a detention.

Medical appointments

Requests for your child to be allowed out of school should be sent prior to the date along with a copy of the appointment letter or card. He or she will be released from school in sufficient time to attend the appointment and should return to school if time allows. Every attempt should be made to arrange such appointments outside of school hours, where possible.

Leave of absence

School holiday dates are published well in advance; details can be found on the Essex County Council website. Parents are expected to plan and take their family holidays at this time so as not to disrupt their children's education. There is no entitlement to take your child out of school; however, you may apply to school for leave of absence if you believe there are exceptional circumstances.

The Education (Pupil Registration) (England) (Amendment) Regulations 2013 prohibits Headteachers granting leave of absence to a student except where an application has been made in advance and the Headteacher considers that there are exceptional circumstances relating to the application.

The law enables Hedingham School to authorise absence for the following:

- Acceptable medical reasons or an unavoidable cause
- Religious observances
- Entitled transport which has not been provided
- Leave of absence in exceptional circumstances only

A student that has 10 days of absence will miss 50 hours of lessons

What about other reasons for absence?

These situations will be dealt with individually by the school on their merits. However, it is not acceptable for your child to be absent for reasons such as:

- Minding the house
- Looking after family members
- Going shopping during school hours
- Celebrating birthdays

Persistent Absence

The Government classes students with attendance of 90% or below as a persistent absentee, regardless of whether it is authorised or unauthorised absence. Schools are no-longer judged on overall attendance figures but the number of students who fall in the persistent absentee category. These students are recorded and monitored closely. With this in mind, school will work alongside parents to ensure students attend wherever possible to achieve the best outcome for the student.

Who monitors attendance at Hedingham School?

The school is responsible for deciding whether to authorise absence. The Year Leaders, Form Tutors and the Attendance Officer, Miss Holt, will therefore check attendance weekly. If a student's absence becomes a concern, a letter will be sent to parents, this may be followed up with a meeting in school. Medical evidence may be required to support absence.

If unauthorised absence continues to cause concern, the school will refer the matter to the Local Authority.

The Local Authority has a responsibility to enforce school attendance and will issue penalty notices and take Court action where necessary.

Every School Day counts and will make a difference to your child's achievement.

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

A child that misses a day of school per week misses an equivalent of two years of their school life.

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

E-mail: enquiries@hedingham.essex.sch.uk

Website: www.hedingham.essex.sch.uk

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

What is eSafety?
- eSafety is concerned with safeguarding young people in the digital world.
- It is about learning to understand and use electronic devices and ICT systems in a safe and positive way.
- eSafety is not about restricting children but educating them about the risks as well as the benefits so they can feel confident and happy through their use of technology and also when operating online.
- It is about being educated to be able to support and help young people.

Some Key Areas to Consider:
- Chatrooms
- Instant Messengers e.g. SnapChat, WhatsApp
- Social Networking Sites e.g. Facebook, Instagram, TikTok
- Gaming/Online Gaming
- User Generated Content Sites
- Mobile Phones
- Online Content - Incitement Sites e.g. Pro-ana/Mia, Pro Self-Harm, Pro Suicide, Hate Against Race/Religion, Violence/Aggression, Gambling, Pornography etc.
- Use of Artificial Intelligence (AI) tools/platforms

What is Cyberbullying?
- "Cyberbullying is the use of Information Communication Technology (ICT) particularly mobile phones and the internet, to deliberately upset someone" (DCFS 2007).
- Cyberbullying can take place 24/7 and is not restricted by location.
- Can occur on a vast scale and in many forms, such on a mobile phone via email and texts. On social networking sites and in chatrooms and some websites. It can be very hard to control.
- Bullies attempt to be anonymous and can feel distanced from the incident, bystanders can easily become perpetrators.
- Cyberbullying can occur unintentionally.
- Cyberbullying does not exclusively occur just between children and can occur between adults to children, adults to adults or even children to adults. This can between people of different ages, genders, colours, religion and other groups.
- Cyberbullying incidents can be used as evidence in a court of law.

Key Advice for Young People
- Always respect others, think about what you say online and what images you send/post.
- Remember that anything you publish online can be made public very quickly and you will never be sure who may see it.
- Once something is posted you lose control. Work to the motto. "Once you post online, it likely exists online forever".
- Treat your password like a toothbrush, never share it with anyone and change it at least every 6 months.
- Only give your personal information, like mobile phone number or email address to trusted friends face to face.
- Learn how to block or report online bullies or anyone behaving inappropriately. Don't retaliate or reply! Save the evidence, text messages, online conversation, pictures etc.
- Always make sure you tell someone i.e.
  - An adult you trust or contact someone like Childline

- o The service provider e.g. website, mobile phone company etc.
  - o The school or the police.
- If you see Cyberbullying going on, support the victim and REPORT the bullying straight away.
- Don't trust everything you read online. With the advent of Artificial Intelligence Chatbots eg ChatGPT, it is becoming easier and easier to create fake content which is then uploaded straight to the web.

Young People: Be SMART!

SAFE - Staying safe means being careful and not giving out your name, address, photos, mobile phone no., school name or password to people online. Use a nickname, set social networking sites to private and never post your own or your friends/family's information without their permission.

MEETING - Meeting up with someone you have contacted online can be dangerous as you never know if they are who they say they are. Let an adult know if someone has asked you to do this.

ACCEPTING - e-mails or opening files from people you don't really know, or trust can get you into trouble - they may contain viruses or nasty messages. The best thing to do is ignore them or show them to an adult you trust.

RELIABLE - Some people online maybe lying about who they really are, and some information you find on the Internet may not always be reliable and true.

TELL an adult you trust if someone or something you see online makes you feel uncomfortable or worried. In school talk to your form tutor or go to the SSC. You can report online abuse to the police at www.thinkuknow.co.uk.

Do not do anything online you would not do in real-life! If you would not be happy with your parents/teacher/police seeing it, do not post it online!

It is never too late to tell someone if something or someone makes you feel uncomfortable if it feels wrong, it most probably is. Learn how to block someone online and report a problem.

Key Advice for Parents/Carers

- Be alert to your child being upset after using the internet/phones, they may be secretive, change relationships with friends.
- Talk to your child and understand how they are using the internet and their phone.
- Use safety tools and parental controls if you are not sure how contact your Internet or Mobile service provider, they may be able to apply web-filtering to restrict access to harmful content. Please note tools are not always 100% effective.
- Remind your child not to retaliate.
- Collaborate with the school to resolve the issue if other pupils are involved.
- Keep any evidence of Cyberbullying emails, Online Conversations, texts, screen prints of sites/chat messages, try and include time/date etc.
- Report the Cyberbullying:
  - o Contact the school so they could act if it involves other pupils.
  - o Contact the service provider to report the user and remove content.
  - o If the Cyberbullying is serious and a potential criminal offence has been committed, then consider contacting the police.

Ground Rules
- Establish how technology and the internet will be used in your home.
- Discuss what should be kept private online (information, credit card details, photos etc) and decide rules for meeting online friends.
- Know what your child is doing online just as you would offline.
- Use a child friendly search engine.

Online Safety
- Install antivirus software, filtering, firewalls and secure your internet connections.
- Remember that tools are not always 100% effective and sometimes things can get past them!
- Use Parental Control functions for computers, mobile phones and games consoles. If you're not sure how, then contact the manufacturer or service provider.

Location
- Ideally locate the computer/laptop in a family room and don't allow webcams to be used unless with your consent and always in a family room under supervision.
- Consider other devices in your home that allow internet access such as Mobile Phones and Games Consoles.

Dialogue
- Talk to your child - share the experience with them and ask them to show you how they use technology.
- Be open and encourage them to talk to you.
- If your child reports a problem make sure you support them, report it or seek advice.

Children and inappropriate content online
- Nine out of ten UK children have accidentally viewed online pornography. The average age for first exposure to pornography is eleven years old.
- Two thirds of UK teens have purposefully watched Pornography and one third say they have learnt about sex from pornography. This can create a distorted view of what real relationships are like.
- Without restrictions placed on internet connections within the home, pornography and other inappropriate content e.g. extreme acts of violence, can be easily found on website, potentially even on YouTube.

Protect your children - 8 Stage Action Plan
1. Encourage your child not to hesitate about coming to you about anything they see online which upsets or disturbs them. Answer questions truthfully and in a language, they understand.
2. Make an effort to get computer literate. If you want to support and understand your children; you need to have a reasonable understanding of their world.
3. Demand information from retailers on adult-content filters whenever you buy a new computer for family use.
4. Ask your internet service provider how to switch on the adult-content filters that they already provide.
5. Use family search engines or apply safe-search filtering to search engines that your family regularly uses.
6. Set up different user accounts on home PCs/laptops for every member of the family and activate parental controls on your child's accounts.

7. Shop around for software and content that provides extra adult-content filtering.
8. Keep an eye on your child's browsing history, not to censor or spy on them, but to keep them safe online.

Mobile Phones:

- Know how your child's phone works.
- Save any abusive messages or inappropriate images for evidence purposes.
- Decide together what acceptable bills are. Pay as you go rather than running up a hefty bill! You can limit the amount your child spends on their phone.
- Only allow age appropriate applications, lots of messaging apps and social media tools have age restrictions in place for good reasons.
- Encourage balanced use, switching off at mealtimes and bedtime.
- Be aware of how to report nuisance calls or texts.
- Contact the Mobile Phone service provider to ask them to block adult content.

We are not just here for your children; we are here for you too! The school's website contains links to websites that can give you further advice and guidance.

www.hedingham.essex.sch.uk

Any concerns or questions please call the eSafety Officer at Hedingham School, Mr R Daniels

APPLYING FOR TRAVEL

July 2025

Dear Parents and Guardians

We hope this finds you well and that you have all had a great 2024 - 25 academic year.

We are writing to make you aware of the process for applying for scholars' passes for the new year starting in September 2024 to ensure that you have everything that you need to prepare.

If you think your child is eligible for travel funded by Essex County Council, please apply for a pass via the council directly on the following page of their website as soon as possible:
www.essex.gov.uk/schools-and-learning/schools/school-transport/apply-school-transport
Please be aware that it may take ECC up to 6 weeks to process the application.
Following your application, ECC will send you a letter with a temporary pass, which will be valid for a month from the start of term before mobile app codes can are sent out.

Once we receive the bus loading lists from ECC, we will allocate students to buses. Please be aware that the loading lists we receive are updated by ECC until the start of term, so the earlier you apply, the more accurate the loading lists we receive! We will email the parent/guardian contact provided on the application by the end of August with confirmation; where multiple buses on the same route apply, we will do our best to accommodate passenger preferences as far as possible after initial allocation.

If you are expecting an ECC pass but have not heard from us by the end of August, please contact **geaschools@goeastanglia.co.uk**

We also ask that your child download the Hedingham & Chambers mobile app and register with their own email address in advance of the new school term (details of how to do this are provided on the accompanying document in this pack). Once all numbers are confirmed in September, codes will be sent to the parent/guardian contact provided to ECC, but they are not to be used on a parent/guardian app account. Once received, the code can be used on your child's account to access the pass. If a physical pass is required, please contact **geaschools@goeastanglia.co.uk** and we can arrange for one to be sent out to you.

If your child is not entitled to travel funded by Essex County Council but would still like to use the bus, please contact **geaschools@goeastanglia.co.uk** and we will contact you as soon as a seat becomes available.

Please check our website for the latest timetable before your child travels, as sometimes we do need to make last minute changes - https://www.hedinghamandchambers.co.uk/schools-colleges

If you have any further queries, please do not hesitate to email us on the email address provided above.

We hope you and your families have a great summer and we look forward to welcoming your children on our buses in September.

Best wishes,

Sharon Walsh
Office Manager of Go East Anglia

School Passes
on the Hedingham & Chambers App...

How do I apply for travel funded by Essex County Council?

If you think your child is eligible, please apply to the council directly. It is beneficial to do this as soon as possible using the following link: **www.essex.gov.uk/schools-and-learning/-schools/school-transport/apply-school-transport**

How does my child download the app?

Visit the Google Play or Apple App Store, search Hedingham & Chambers and create a new account using the pupil's email address. A verification email will then be sent to this address. They just need to click on the link to verify the account. If this does not arrive, please check the junk and spam folders.

How does my child access their school pass?

We will send a code to the parent's contact email address provided to Essex County Council when the application was made. When you receive this, please do not use it on your own account. Your child will need to download the app and register with their own email address. When they have done this, they need to go to the 'Mobile Tickets' section of the app menu, then choose 'Redeem a Gift Code' to input the code we have sent. Once it has been redeemed, the pass will appear within your child's 'Mobile Tickets'. The ticket is then ready for activation.

How does my child activate the mobile ticket?

Your child's phone must be connected to the internet to activate the tickets. Scholars' passes differ from regular tickets as they do not require manual activation. They will activate automatically from the start of term and will be unavailable to use prior to this date.

hedingham & chambers

Get in touch: For further information, please contact **geaschools@goeastanglia.co.uk** and we will be happy to help!

How does my child board the bus?

To board the bus, your child just needs to scan the QR code on their mobile ticket on the ticket machine. Please note that this must be the active ticket itself - it cannot be a screenshot or photo of the pass.

Can my child have a physical pass instead?

Yes, they can. Please contact geaschools@goeastanglia.co.uk so that we can organise this for you.

Can my child still get a bus pass even if they are not entitled to travel funded by Essex County Council?

We will do our best to accommodate everyone that we can onboard our school buses. Please contact **geaschools@goeastanglia.co.uk** so that we can log your details and contact you as soon as a seat becomes available.

hc Download on iOS and Android devices

Download on the **App Store**

GET IT ON **Google Play**

www.hedinghamandchambers.co.uk/app