



HAYES SCHOOL

Newsletter

23-24

Edition 14

26th APRIL 2024

MESSAGE FROM THE PRINCIPAL

I hope all our families had a great break over the Easter period and that our students and staff have come back refreshed and ready for what I know will be a busy and rewarding Summer Term.

Students returned safely and injury free from the Easter Ski Trip (which is not always a given!) Together with our musicians and Maths students, all came back with stories and memories of their trips to Edinburgh and Italy, having enjoyed a range of activities and a packed itinerary of tours and visits. Last weekend, those students participating in this summer's Outlook expedition to Borneo completed a practice expedition in the Peak District and the expedition season will shortly be underway as part of our Duke of Edinburgh Award Scheme. Our Year 10 Geography students travelled to Stratford, East London for fieldwork this week and you can see the positive impression they created with members of the public in this newsletter.

Year 12 students have completed their recent internal examinations, which will support their studies and the consideration they will be giving to their next steps and applications for university, employment and apprenticeships in the coming months. Our attention naturally focuses on those students sitting GCSE, A-Level, Level 1 and vocational exams this summer, specifically those in our Year 11 and 13 cohorts. Seeing our young people capitalise on the Easter holidays to get ahead with revision, by attending in-school study and revision sessions, was really encouraging and all should now have a clear idea of how they are approaching revision prior to their exams, in what will inevitably be a marathon and not a sprint. We share important and useful reminders about managing exam stress and encourage students, parents and carers to communicate any worries with us over the next two months so that we can support, encourage and problem solve together.

This week, I celebrated Eid with students and staff over lunch in the school library and heard about the experiences of a number of our Muslim students during Ramadan and what it means to them. On Wednesday, I presented awards alongside staff, students and families at our first ever whole school awards event, which was a brilliant evening, before racing over to join a crowd of supporters at the Jimmy's Cup Final where our 1st XV Senior Boys' Rugby Team were competing against Gravesend Grammar School. It was a nail-biting match with Hayes claiming the lead in the final few minutes of the match. It was third time lucky, having reached the finals in the last two years but not having previously brought the trophy home against tough competition. Other sporting success includes our U12, U13 and U15 boys' basketball teams reaching the finals in the area cup, after semi-final wins against Harris Academy Beckenham and Eden Park School. This is a brilliant achievement for all 3 teams. Our Y7 boys' football team are competing in their cup final match next week against Ravens Wood School and our summer sports are now underway with our boys and girls having also successfully competed in a range of events at this week's West Kent Athletics Championship.

On behalf of all the staff and governors, I wish all those sitting exams this summer all the very best in their preparations and completion of exams. (It is less about luck and more about revision and hard work, but I do hope the questions favour our students and that they achieve the success they want and deserve)

Mr Whittle
Principal

ASSEMBLY THEMES:

w/c 29th April (Week A): **Dance** | w/c 6th May (Week B): **Maths**

SVP Highlights

With Senior Vice Principal
Miss Thompson

Shaping the future at Bromley Youth Council Manifesto Event



With the local elections just around the corner and lots of candidates up and down the country campaigning in support of local issues, we take a closer look in this, my fourth newsletter instalment, at how these focus issues are decided upon through the lens of the Bromley Youth Council.

Just before the Easter break a group of our Year 10 students, including some of our student leaders, took part in the Bromley Youth Council Manifesto Event. This was an incredible opportunity for students to network with other student councils from across the borough and address issues that are impacting young people in Bromley with the aim of affecting change and supporting the Youth Council to develop their manifesto for 2024-25.

Throughout the day students took part in workshops that focused on how they could 'Build a safer Bromley' and were asked to contribute their ideas to help shape what the Youth Council focus and campaign on in 2024-25. The main themes for discussion were health education and vaping, youth crime and anti-social behaviour, relationship and sex education.

As ever, our students were not shy in coming forward with some well thought out ideas and certainly played a key part in the 'Question Time' section of the day, asking some searching questions of local representatives from the police and council especially around student safety on Hayes High Street following a spate of robberies.

A manifesto is a public declaration of policy and aims, especially one issued before an election by a political party or candidate



I enjoyed the manifesto a lot. If I had to say, my favourite part of the day was when we had to build our ideal Bromley using arts and crafts. It was a great way to show what we are passionate about in a creative way.

Grace

The Bromley Youth Council Manifesto was a spectacular opportunity for young people in the borough to come together and celebrate student voice. This is important as we are the future.

Jacob

The manifesto was very interesting and a good opportunity to express our voice.

Emma

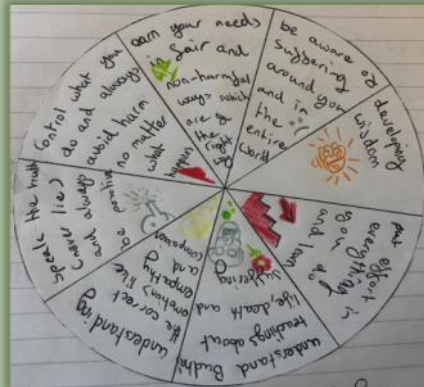
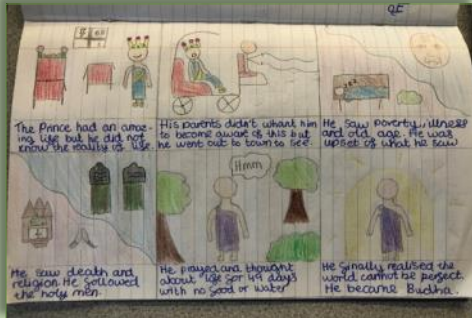
I learnt so much. It was a great experience!

Zoe



In the Spotlight

Religion, Philosophy and Ethics



An example of a Year 7 students' storyboards on the life of the Buddha

What have Hayes students been studying recently in RPE?

Year 7: In Year 7, Students have been studying the Eastern religions of Hinduism and Sikhism, and have now just begun to look at Buddhism, specifically the life of the Buddha. Students have been exploring the Eightfold Path and how Buddhists try to live each day.

Year 8: Students have been looking at Christianity and the life of Jesus. Students explore the history of Christianity and how there came to be different denominations around the world. For example, exploring Henry VII and the Reformation. Moving on to the study of Islam, students are beginning to look at the key beliefs and The 5 Pillars that they try to follow. This has been really helpful, especially with Ramadan falling this Spring.

Year 9: Our Year 9 students have recently begun their GCSE course, exploring the two units of Christian and Islamic beliefs. Students are now moving onto the unit 'Peace and Conflict', where we will be exploring the themes of war, terrorism and protest.

Year 10: Our Year 10 students have so far looked at the practices of Christianity and Islam this academic year. They have recently started the unit 'Religion and Life', exploring matters of life and death. Later in the unit, students will be exploring issues of animal testing, abortion and euthanasia.

Year 11: Our Year 11 Students have now finished the GCSE Course and will be taking their exam very soon. We wish them all the best for their summer exam! Good luck!

MUSIC TOUR TO EDINBURGH

APRIL 2024



During the Easter holidays, the Hayes Music Department visited Edinburgh. We travelled to Scotland by train and stayed at the SYHA Edinburgh Central Hostel. Our itinerary included walking up Arthur's Seat, a Ghost Tour, shopping time, exploring Edinburgh Castle, the Old Town and the diverse collections at the National Museum of Scotland. We performed concerts at St Cuthbert's Parish Church and St Andrews & St Georges West Church. The concerts included performances by Concert Band, Jazz Band, Ukulele Band, Musical Theatre group and Choir.

"In Edinburgh I had many new and fun experiences throughout the city. I particularly enjoyed the climb up Arthur's seat, the ghost tour and the museum. We also got lots of free time to explore the city and shop in the many stores. The concerts went well and were fun, as well as the hostel and great food. Overall, apart from being slightly tiring, the tour was an amazing experience to be part of." *Felix*

"I really enjoyed music tour this year. I thought climbing Arthur's Seat was really fun, even in the rain. It was cool seeing all the old buildings around Edinburgh. Playing the concerts was also really fun, even if the audiences weren't massive. Thank you to all the teachers for making it a great experience." *Jemima*



"I really enjoyed tour as it was a great opportunity for everyone, and also gave people the chance to meet new friends who also went on tour. It was a lot of fun and I had a great time. I have made plenty of amazing memories. Thank you for making it all happen and giving us such an amazing experience." *Liliana*

"Thank you for organising tour. It was really fun and I enjoyed it. My favourite part was when Ben and I went on to the second floor of the church to play Superstar." *Will*

[Music Tour video](#)





"I really enjoyed going on tour and my favourite part was definitely the museum because it was really interesting to learn about the different animals and cultures that we saw."
Lavinia



"Thank you so much for taking me on tour I have made so many new friends and feel that I really fit in. I would love to be a part of choir next term." Lila

"I really enjoyed going to Scotland and all the things we did there. My favourite part was going to Edinburgh Castle and going to Arthur's seat." Katie

"Music Tour to Edinburgh was an amazing experience. I made so many new friends and memories and I have learned so many new things. I had so much fun, even while climbing Arthur's Seat, which although it was unexpected and challenging, it was definitely character building! Thank you so much for taking me." Katia

"I really enjoyed the Music Tour to Edinburgh. I loved seeing all the important landmarks, like Edinburgh Castle but if I had to say my favourite part of the tour (not including performing itself), it would be the walking tour. I loved the spooky stories they told about the ghosts that lived there. Another highlight of the trip for me was hiking up Arthur's Seat (a 250m hill). Although the walk was very challenging, the view was definitely worth it. I made so many memories on this tour that I will remember for years to come." Grace



hayesmusic.blog

Our weekly music blog for everything that's going on in the music department at Hayes

Geneva 2024

Geneva 2024 – visiting CERN, UN Geneva, the International Red Cross and Red Crescent Museum and the Swiss Plasma Research Centre

In March 2024, 31 Hayes School students and three members of staff travelled to Geneva in Switzerland for three days packed full of incredible science and cultural experiences.

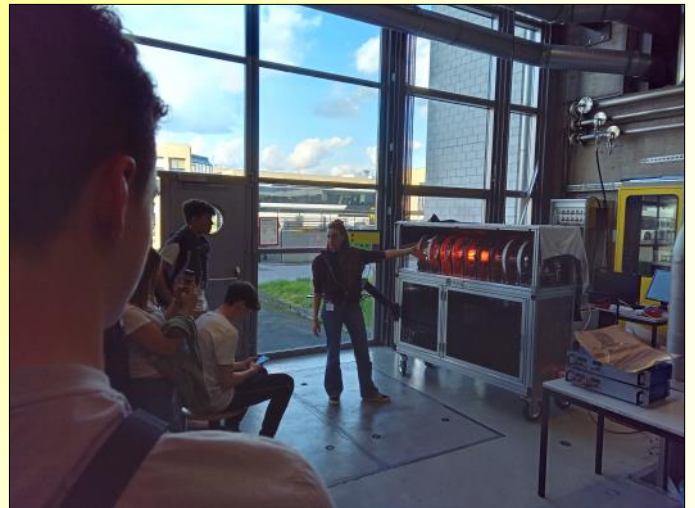


Geneva is a city with a rich and diverse history, from pre-Roman tribal settlement and medieval growth, through to its role as a centre of the Reformation and later emergence as a host for international collaboration and diplomatic institutions. Our students were given time to explore the historic and modern aspects of Geneva, including touring the early-Christian archaeology under the present-day cathedral and getting very wet with a close-up examination of the famous Jet d'Eau.

The scientific highlights of the trip included a visit to the largest science experiment on Earth – the Large Hadron Collider (LHC) at CERN. This huge machine, housed in a tunnel 27 km in diameter 100 m below ground, is used to smash together protons, one of the constituents of atoms, close to the speed of light in order to release vast amounts of energy and recreate the conditions in the brief seconds after the start of the universe. In this environment, new

particles are made, which helps us understand the structure of the natural world. Our students were hosted by ALICE, one of the four massive and sensitive machines which detects the exotic particles created by the LHC. We heard from scientists running experiments using ALICE, asked many questions, and enjoyed the brand new Physics Discovery Centre.

The second physics venue was the Swiss Plasma Centre at the University of Lausanne. Here, students were shown around by doctoral researchers working on creating and controlling plasmas. Students learned about the formation and sustaining of plasma – a highly energetic fourth state of matter consisting of electrons and ions – and how doughnut-shaped machines called tokamaks use strong magnetic fields to focus the plasma so that nuclear fusion can take place. The researchers are working towards achieving sustained nuclear fusion, which holds out the promise of limitless carbon-free energy. Our students were particularly interested to hear about routes into scientific research, and the practical aspects of a career in science.



A more sombre atmosphere was found in the International Red Cross and Red Crescent Museum. The museum focuses on three areas of the ICRC's work – refugees and repatriation, disaster response and prevention campaigns. The section on refugees was particularly moving, with rooms showing the vast index-card catalogue used to keep track of missing and displaced persons after the Second World War, and real-life narratives of the complicated and tortuous journeys some had to re-join or find their families. Many students were captivated by the 'hall of witnesses', where real refugees from recent decades recounted their often terrifying experience of escape and repatriation.

The cultural highlight for many of the students was the tour of the UN Geneva building, which is on the same site of the ill-fated Interwar League of Nations. The students were told about the history of the building and the UN, and given a chance to see the historic assembly chambers and meeting rooms. However, the most fascinating part of the tour was the opportunity to sit in on a plenary session of the UN Human Rights Committee. Diplomats from all around the world were gathered to talk about the threats to human rights in various countries, including the ongoing war in Ukraine. It was interesting to watch how the delegates from some countries reacted to the issues raised!



The trip was a big hit with the students. Some representative comments are given below.



"I really liked visiting the UN as it's something I don't think I would have found myself able to organise if I went by myself and the Red Cross Museum was very interesting and moving. The amount of free time we were given helped me to experience Swiss culture and helped me gain independence when travelling and has given me the confidence I would need to solo travel in the future."

"I enjoyed the access to rentable bikes during the free time periods the most. I think I gained some extra social confidence and an interest in the UN interactions."

"My favourite activity was visiting CERN which is also where I gained the most knowledge. Free time worked well as we were given lots of ideas of what to do. Boat taxis were lovely.

"I enjoyed all of it. It was the perfect combination of free time and scheduled activities, allowing us to see the city in our own way and learn about the city's culture and science."

"I really enjoyed meeting new people and spending time exploring a new city. Also I found all activities such as CERN and the UN very interesting and it made me more aware of physics outside of the school curriculum."

"I loved the whole trip so much! I wish I could go back tomorrow. It was so interesting to learn about areas of physics that aren't covered by the curriculum. It was also such an amazing experience to go away and make friends with people who have gone to the same school for years but I have not ever spoken too. I have made some really strong bonds with new people from the school. Thank you so much for the opportunity."



Naples 2024



A few weeks back, the A-Level Geography cohort enjoyed a trip to Naples in Italy - very much a welcome break from classroom studies! In four days, we managed to squeeze in a range of activities along the Bay of Naples. From tunnelling down into the hidden city of subterranean Naples, to climbing Mount Vesuvius, to the spectacular ruins of Pompeii. The insights we got into geographical landscapes and historical contexts were fascinating, and provided an alternate lens that the textbook doesn't always include.



It wouldn't have been a trip to Italy without pizza and pasta, which we made ourselves and then tasted in the oldest pizzeria in the world! It was particularly interesting how the tomatoes were sourced from the Vesuvian soil, which are so fragrant because of the fertility of the land.



On the last full day, we enjoyed a day of exploration around Amalfi

and had a beautiful boat trip along the Sorrento coast, taking in the views with the air of holidaymakers while seeing coastal landforms in action. Despite it being March, a small group still managed to dip their toes into the Mediterranean later that day!

Thank you to Mr Dunn, Miss Bouckley and Mr Brockman for organising such a wonderful trip!



Please get the **free Studybugs app** for reporting your child's absence due to illness.

<https://studybugs.com>



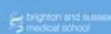
Report sickness, receive guidance, help improve children's health

See what illnesses are going around

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Dealing with Exam Stress



What is stress?

Stress is a normal part of life. The Harvard Center for the Developing Child identifies three main types of stress: positive, tolerable and toxic.

- ◆ **Positive stress:** some degree of stress can be positive for children and young people, helping them learn coping skills and develop resilience.
- ◆ **Tolerable stress:** temporary stress can be tolerated particularly if children and young people have developed resilience and are cushioned by strong adult relationships.
- ◆ **Toxic stress:** involves the prolonged activation of stress responses without the benefit of being protected by strong adult relationships.

Identifying the signs

Signs of academic stress can sometimes be difficult to identify.

Children and young people may not want to talk about stress they are experiencing.

Children and young people who are affected by anxiety and stress about tests and school work may:

- ◆ Complain of physical health problems (e.g. stomach aches, headaches etc.).
- ◆ Not be sleeping or eating properly.
- ◆ Have mood changes, such as being tearful, angry or withdrawn.
- ◆ Be reluctant to attend school or talk about tests and exams.
- ◆ Spend too much time on their work or alternatively avoid schoolwork.
- ◆ Be overly self-critical of themselves and of any mistakes they make.
- ◆ Become obsessive in the way they work – unwilling or unable to break off.



The following information has been published by Student Minds

Exam stress

Working towards exams can create feelings of worry and being under pressure, especially at university where you're aiming for a degree. However there are a range of things that you can do to help deal with the stress that you might be feeling...

Find out more about what we mean by the term stress and stress response [here](#).





1. Keep it in perspective

- Lots of people will tell you this, because it's true - exams aren't everything. Whatever happens in your exams, you can still be successful in life afterwards. So if you don't do as well as you'd hoped, try to keep things in perspective.
- Employers don't just look at your exam scores. They're just as interested in your attitude, your transferable skills and how well you'll get on with other people.
- Exam success doesn't define you as a person. Everyone copes differently in different situations and there's so much more to your personality than how well you can respond to an exam.
- Think about how far you've come already. You've already done incredibly well to get to university, and stopping or failing exams at this point isn't 'throwing away' your past success.

- Once you've done an exam, try to forget about it. There's nothing you can do about it, and worrying won't change your mark.

2. Get that organised feeling

- Picture your exams as a time-bound project. Are the exams 60 days away? That's your 60-day challenge. Best of all, there's a definite end point.
- Work out the basics: which exams you have, how the marks are allocated, and how much you have to learn for each one. Don't expect to learn everything; but having in mind where you'll get the marks can help you prioritise.
- Break your revision down into small chunks, and form a plan. Once you've got a plan, you won't have any more dilemmas at the start of the day about what to work on.
- Schedule in plenty of free time to unwind, and protect this time. Nobody can work all day every day. If you give yourself plenty of rest you can do the same amount of work in half the time or less.
- Equally, don't panic if you go slightly off schedule - tomorrow is another day.

3. Get into some good habits

- These habits will help you concentrate as well as reducing stress:
- Take frequent breaks. Psychologists say we can only concentrate properly for 30-45 minutes. You could use a technique like Pomodoro, that helps you to take regular breaks. When you do take a break make sure you don't stay at your desk, you could go for a walk or even just make a cup of tea!
- Keep a good blood sugar level to avoid highs and lows of energy, by eating slow-release foods like sourdough or multi-grain bread, oat porridge, nuts (and nut butters) and vegetables. Find out more [here](#).
- Drink lots of water. People often underestimate how much hydration helps!
- Think about when and where you work best. Not everyone is a morning person, and some people don't find the library a productive place to work. There's no one best place or time to work - it's about what works for you.
- Keep active. Even a short walk will do. Exercising is one of the quickest and most effective ways to de-stress. Fresh air will clear your head and perk you up.
- Try to get about 8 hours' sleep a night. If you're stressed about not being able to sleep, there are lots of ways to aid a good night's sleep.
- Find activities that help you relax. Maybe it's a hot bath, watching a TV show, or a creative activity. Schedule this down-time into your timetable.

4. Avoid bad habits

Check out this brilliant [article](#) on how NOT to cope with exam stress. Here are some highlights:

- Don't set yourself ridiculous goals. Nobody can revise 10 topics in a day! Avoid setting the day up to be a disappointment.
- Don't cut out all the enjoyment from your life. It's tempting to decide you'll just knuckle down to work and "focus", but this is counterproductive - it's impossible to focus without giving your brain rest by doing other activities.
- Avoid stimulants. Caffeine, alcohol and drugs impede your energy and concentration in the long term. It'll also make it more difficult to get that much-needed sleep.

5. Get support from friends and family

- Don't be put off by friends saying that they are doing huge amounts of revision. As already mentioned, that's probably not actually a productive or efficient way of working long term. One of the key reasons people feel exam stress is due to comparing themselves to other people.
- If you can, discuss with your parents what they are expecting you to achieve. Parents with steep or unrealistic expectations will just add unnecessary pressure. It's helpful to let them know what you think you have the capacity to achieve, and to insist that the best way to get there is to have support from your parents, not pressure.
- If you're feeling really worried or anxious, chat to a good friend, family member, or tutor. It helps to get it out of your system, and they may well be able to help think about practical strategies to deal with exam stress.

Parent/Carer Webinar Dates May - July 2024

Helping Your Child with Anxiety for Primary Parents

Weds 8th May @ 1:00pm
Sat 6th Jul @ 10:00am

Helping Your Child with Anxiety for Secondary Parents

Sat 18th May @ 10.00am
Thurs 6th Jun @ 1:00pm
Weds 10th Jul @ 10:00am

Emotionally Based School Avoidance

Thurs 2nd May @ 10:00am
Weds 19th June @ 4:00pm

Helping Children with Sleep for Primary Parents

Sat 29th Jun @ 10:00am
Mon 15th Jul @ 10:00am

Changing from Primary to Secondary School

Thurs 9th May @ 1.00pm
Thurs 27th Jun @ 4:00pm
Sat 20th Jul @ 10:00am

Scan QR code to Book



Celebrating Student Achievement

A good news story

It was lovely to see school staff and families sharing a post on social media praising our students this week. A large number of students travelled to East London for Geography coursework and their positive behaviour was acknowledged by a member of the local community.

We appreciate that a large number of teenagers travelling by train could be a disturbance to an otherwise relatively quiet commute to work but are pleased that the very best of our students was seen by others!

Mr Whittle



Paige competes in the girls' and ladies teams in British Championships

Year 11 student, Paige Pauling competed at the end of the Easter holidays in the British International Darts Championship in Scotland, where she represented England for a 3rd consecutive year.



These championships are held every year between the home nations of England, Scotland and Wales.

Paige was not only representing England in the girls category but she also made her debut for the England Ladies Team which is an amazing achievement as she is the youngest girl, at 16, to ever play in the Ladies Senior Team.



Paige played 2 matches for the youth team and 2 matches for the women's team and was successful in winning them all.

Paige also won player of the tournament in the Girls' category which is another great achievement for her.

The English team were once again victorious as champions in the girls', boys', women's and men's events.



Bromley Schools' Book Quiz – "Fully Booked 2024"

Team – Alice Robinson, Tilly Nicks, Owen Milner, Vincent Fournier, Ben Morgan-Blevin, Lyra Stockdale

On the 27th of March we went to the Bromley Schools Book Quiz along with 7 other schools. The six of us that competed in the quiz had to read the book: Tyger. It follows the story of a young boy called Adam, navigating his life in a London unlike our own. When Adam finds something incredible in a rubbish dump, his friend Zadie and him are determined to help it. This book covers different themes such as racism, religion, wonder and the power of creation.

The quiz consisted of seven rounds with different themes. Some of these include fictional feasts, sensational schools, terrific transport and of course, Tyger. The additional factor to the quiz was the joker round. Teams are allowed to pick one round to invoke their joker which would double their total points for that round. The rounds were coming to an end and we were in the lead. We had chosen to use our joker on Sensational schools because we were very confident, especially with Harry Potter. With a score of 16/20 for that round we were feeling good and our team spirit was through the roof. We were winning!! The last round was Tyger and most schools had chosen to use their joker for that round. Despite this, we were far enough ahead that we knew we could still win, we just had to get as close to full marks as we could.



The results for the round came in and we had eleven points since there was an extra point available for one of the questions. Even though we had done brilliantly, the other schools had done too. Lots of our competitors had been awarded twenty points due to their jokers and the moment we saw our score, we knew we had made a mistake not choosing that. If we had used it on Tyger, we would have come first. The final scores were in and we waited impatiently for them to reveal the results. FIFTH?????!! There had to have been some kind of mistake! We were in the lead from the start! We begrudgingly got up to collect our book marks in wallowing defeat. Mrs Hussain took a picture of the scores and we went home, crushed...

The following day we went to the library during form to collect some books and Mrs Hussain gave us some brilliant news. There had been a mistake and we had actually come 3rd!

Whoop! Whoop!

By Tilly Nicks and Alice Robinson



On Wednesday 24th April, we hosted our first ever whole school awards evening, at which prizes were presented to students from across Years 7-13 in a range of categories.

We celebrated students' achievements, efforts and progress, and their commitment and contribution to the school and wider community during an evening which was inspirational and uplifting in equal measure.

Our guest speaker, Sarah Lewis (CEO of Impact Multi Academy Trust) presented the awards alongside members of the Senior Leadership Team, Heads of Department, pastoral leaders and our Chair of Governors, Janice Pigott.

Thank you to families for attending the event, to Will Foster, Trinity Appiah-Kubi, Sophia Nye, Beth Harrington, Jess O'Grady, Emma Sandford and Eimear Penruddocke for music, dance and poetry performances and Blake Noble for event photography.

We are already looking forward to this event being a regular feature on the Hayes School calendar and to celebrating the achievements of students in subsequent years.

Outstanding Academic Achievement

Year 7	Mariam Ilahi
Year 8	Alice Robinson
Year 9	William Preston
Year 10	Noah Brookes
Year 11	Emma Sandford
Sixth Form	Billy James
Sixth Form	Samantha Banh

Outstanding Sporting Achievement

Year 7	Sebastian Harrison
Year 8	Lenny Burnett
Year 9	Siena Mills
Year 10	Joe Wisbey
Year 11	Paige Pauling
Year 11	Jack Belton
Sixth Form	Scarlett Atkinson

Outstanding Achievement in the Creative Arts

DRAMA	Sophie Campbell
DANCE	Sienna Reilly
MUSIC	Brooke Simpson
ART	Daisy Parker
DESIGN AND TECHNOLOGY	Will Reeves

Student Leadership Award

Year 7	Helena Goci
Year 8	Sid Kapoor
Year 9	Laura Sealy
Year 10	Teodora Mindru
Year 11	Evelyn Hewitson Leek
Sixth Form	Sam Carter
Sixth Form	Rose Byrne

Hayes Reader

KS3	Mabel Parsons
KS4	Lucas Peters
KS5	Rose Byrne

Principal's Award for Character

Year 7	Tobie Burn
Year 8	Sophie Henry
Year 9	D'Mori McGregor
Year 10	Grace Iyashere
Year 11	Georgia Murray
Sixth Form	Angela Weinthrop
Sixth Form	Ben Foster

Contribution to the Hayes School Community

Year 7	Darwin Castle
Year 8	Sathvik Rao
Year 9	Patrick Woodard
Year 10	Jacob Fenwick-Read
Year 11	Dylan Neville
Sixth Form	Emir Cengiz
Sixth Form	Jessica Tait

Hayes Volunteer Award

Year 7	Ava Brackstone
Year 8	Jacob Pawson
Year 10	Jamie Sandor-Nagy
Sixth Form	Riya Vadukul
Sixth Form	Aimee Smith

The Betty Holmes Award

Kieron Miller



**Congratulations to
our 1st XV Senior
Boys' Rugby Team
who triumphed
against Gravesend
Grammar School to
lift the Jimmy's Cup.**

Post Ramadan Reflections

At the Eid-ul Fitr party held for the Muslim students and their friends, students reflected on their experience of Ramadan.

"The Holy month of Ramadan isn't just about not eating. It's more about finding a deeper connection with the Almighty Creator, Allah. As a revert, this was my first Ramadan and it made me realise how lucky I am to have food on my plate. Ramadan led me to being a more grateful person and a more generous person when giving to charity."

Serdar Karabacak

"Thank you for organising the party. It has been a hard time fasting but we still made it and stayed strong."

Albjon Hyka

"I felt that I really liked the time of Ramadan and trying to keep my fasts and also enjoyed the day of Eid."

Ibrahim Ahmed

"It was a hard time fasting during Ramadan but we made it!"

Eray Budak

Salad bar launches at Hayes School

With the summer weather on the horizon, Accent Catering has launched a new self-serve salad bar and opened a new cold servery this term, which is available to students and staff in the restaurant every lunch time.

Over the last couple of weeks, students have been discovering the offer, making others aware. As a result, we are seeing more and more students accessing the salad bar every day.

The salad offer has comprised:

carrot salad, cucumber, couscous salad, iceberg lettuce, pasta salad, potato salad, rice salad, salad leaves, sweetcorn, tomato and a variety of toppings and dressings as well as freshly baked focaccia bread.

We can personally vouch for how tasty the home made salads are, and encourage students to try new things as we seek to maintain and grow the number of different options which appeal to all tastes in the coming weeks.



The Summer Menu for our restaurant has been published, click [here](#) to see what treats are available.

ENRICHMENT HAYES SCHOOL



IMPACT
Multi Academy Trust

Our Summer Term Enrichment Programme has been published and is available now on our website.

Please click the attached image to see what is on offer this term.

Local police ward priorities

Just before the Easter break, I represented the school at a Ward Panel Meeting convened by the Hayes and Coney Hall Safer Neighbour Team and attended by representatives from the local community residents' associations, local councillors and Inspector Pryal and Sergeant-PS Phillips from the Metropolitan Police.

I had specifically requested to attend in light of the number of our students who had been victims of street robberies and the meeting provided me with an understanding of local policing priorities and the work of our safer neighbourhood team.

I discussed the issues experienced by our students, the risks to them and we discussed the issue of people travelling into the borough and local area on local public transport to commit crimes against children and young people as well as the actions which can be taken by community partners to address these issues.

Councillors Turrell, Michael and Coldspring-White have been making enquiries with the council regarding the presence and functionality of CCTV in Station Approach and discussions are also underway with Southeastern in respect of fare hoppers and measures which can be implemented along the line and at Hayes Station to prevent this.

Notwithstanding the limited resources and pressures on local policing, our ward officers and PCSO are engaging with the local community and patrolling the ward to provide a police presence, while also responding to crimes in the local area and providing reassurance to victims of crime, in partnership with the Safer Schools Officer, PC Molly Heasman working in school with our staff and students.

A presentation of publically available crime statistics for the local area, as well as feedback from representatives informed a discussion and decision regarding ward priorities, which include:

- 1) Robberies
- 2) Anti-social behaviour
- 3) Speeding

I feel reassured that these priorities respond to the issues experienced by our students as victims of robberies and the inherent risks of traffic on both Baston Road and West Common Road at the beginning and end of the school day.

I have been asked to encourage all members of our school community to report crimes happening at the time via www.met.police.uk (or call 101) unless it is an emergency in which case you should call 999.

The Hayes and Coney Hall Safer Neighbourhood team can be contacted using the following methods (but all crimes should be reported via 101 or 999)




E-mail: hayesandconeyhall@met.police.uk

Twitter (X): @MPSHayes

Nextdoor: Bromley Police (Hayes and Coney Hall)

The following useful information was shared and it was requested that this was disseminated more widely:

Other Useful Sites/Apps

<p>What3Words</p> <p>The website/app divides the world into 3 metre squares and gave each square a unique combination of three words. It's the easiest way to find and share exact locations. This is particularly useful when reporting from woodland and parks so that the exact location is given to emergency services or the local authority</p>		<p>www.what3words.com</p>
<p>Street Link</p> <p>StreetLink is a platform that connects people rough sleeping in England and Wales to support provided by local authorities and charities. This includes anyone who is sleeping outside, preparing to bed down, or sleeping somewhere not designed for habitation, such as a car. To make these connections, the platform relies on alerts submitted by members of the public and people sleeping rough.</p>		<p>www.thestreetlink.org.uk</p>
<p>FixMyStreet</p> <p>Report, view, or discuss local problems (like graffiti, fly tipping, broken paving slabs, or street lighting). Enter a nearby UK postcode, or street name and area. Locate the problem on a map of the area. Enter details of the problem. We send it to the council on your behalf.</p>		<p>www.fixmystreet.com</p>

I intend to attend future ward panel meetings to represent our school and would be interested to hear from students in Years 10-13 who might be interested in joining me at future meetings and making a commitment to representing the views of local children and young people.

Mr Whittle
Principal



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- Outcome of sustainable action?
- Earth's Temperature
- We need _____ energy
- Keep our oceans _____

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ATTENDANCE

Top Attendance W/C 25th Mar 2024		
Year	Tutor group	Percentage
7	7LAT	98.79%
8	8BGW	98.33%
9	9AHM	97.35%
10	10GMJ	94.76%
11	11EAR	96.12%
6	6MMM	94.41%

Top Attendance W/C 15th April 2024		
Year	Tutor group	Percentage
7	7LAT	99.35%
8	8SRH	96.77%
9	9YGE	99.00%
10	10GMJ	98.39%
11	11EAR	99.66%
6	6MMM	95.40%

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