

NEWSLETTER

Key Dates for WC 11th May

- Assembly
 - - Mon, Thur & Fri Year 11
 - - Tues & Fri Year 7, 8, 9 & 10 (Mental Health Awareness)
- Forest School
- Year 10 & 11 Exams
- East Hampshire Track and Field Championships

Deaf Awareness Week

?👍 Assembly This Week 👍👍

This week, we have been recognising Deaf Awareness Week, with a special assembly led by Mr Fisher.

During the assembly, students learned more about what deafness is, why Deaf Awareness Week is so important, and how we can better understand and support people with hearing loss. We also explored some of the common signs of deafness in children and the vital role that early support can play. It was an informative and thought-provoking session, encouraging us all to be more inclusive, patient and aware in our daily interactions.

A big thank you to Mr Fisher for delivering such an engaging and meaningful assembly.

Deaf Awareness Week

Join us to celebrate Deaf Awareness Week on 4 to 10 May 2026.



To support our focus on Deaf Awareness Week, we would encourage parents and carers to take part in this short, interactive quiz from the National Deaf Children's Society. It's a great way to test your knowledge, learn more about deafness, and pick up practical tips on how to communicate more effectively and support those with hearing loss. Why not give it a go as a family?

<https://learn-about.ndcs.org.uk/Deaf-awareness-quiz/>

THE HAYLING COLLEGE

Merit Magic! Celebrating Our Star Students ✨



🌟 Celebrating Our Merit Stars! 🌟

A huge well done to our fantastic Year 7 and Year 10 pupils for their outstanding effort, positivity and dedication this year — we are incredibly proud of you! 🌟

🏆 Top Merit Earners (September–May) 🏆

Year 7: Oliver L (583), Lily B (456), Emilia W (449), Iris K (443), Molly P (437)

Year 10: Sebastian G (481), Ella S (418), Alex V (384), Jenny A (375), Tyler B (356), Evelyn D (348), Nathan B-K (325)

Every merit reflects resilience, kindness and determination, making a wonderful contribution to our school community. 💙
Keep aiming high — the future is bright! 🚀



THE HAYLING COLLEGE

Together for Mental Health

♥ Mental Health Awareness Week at The Hayling College ♥

Last week, assemblies focused on Mental Health Awareness Week and the theme: "Action – for yourself, for someone else, for all of us."

Pupils explored how small actions can support mental health and help build a more connected, supportive community. They focused on three key areas:

♥ Yourself – looking after your own wellbeing

♥ Others – showing kindness and support

♥ Everyone – creating a positive, caring environment

There is no health without mental health. Together, we continue to build a community where everyone feels supported and able to succeed.



✨ Inspired by last week's Heroes of Hayling, pupils saw how small acts of kindness can make a real difference. ♥

This week, they took on a simple kindness challenge—to carry out at least one positive action for someone else, whether checking in on a friend, offering support, or doing something thoughtful.

Every act, no matter how small, helps build connection, belonging and wellbeing across our community. ✨



Meaningful May 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
 4 Send your friend a photo from a time you enjoyed together	 5 Let someone know how much they mean to you and why	 6 Look for people doing good and reasons to be cheerful	 7 Make a list of what matters most to you and why	1 Do something kind for someone you really care about	2 Focus on what you can do rather than what you can't do	3 Take a step towards an important goal, however small
11 Look around for things that bring you a sense of awe and wonder	12 Listen to a favourite piece of music and remember what it means to you	13 Find out about the values or traditions of another culture	14 Get outside and notice the beauty in nature	8 Set yourself a kindness mission to help others today	9 What values are important to you? Find ways to use them today	10 Be grateful for the little things, even in difficult times
18 Send a hand-written note to someone you care about	19 Reflect on what makes you feel valued and purposeful	20 Share photos of 3 things you find meaningful or memorable	21 Look up at the sky. Remember we are all part of something bigger	15 Do something to contribute to your local community	16 Show your gratitude to people who are helping to make things better	17 Find a way to make what you do today meaningful
25 Ask someone else what matters most to them and why	26 Remember an event in your life that was really meaningful	27 Focus on how your actions make a difference for others	28 Do something special and revisit it in your memory tonight	22 Find a way to help a project or charity you care about	23 Recall three things you've done that you are proud of	24 Make choices that have a positive impact for others today
				29 Today do something to care for the natural world	30 Share a quote you find inspiring to give others a boost	31 Find three reasons to be hopeful about the future

ACTION FOR HAPPINESS Happier · Kinder · Together



THE HAYLING COLLEGE



Slicing into Sustainability: Alternative Proteins & Cutting Skills

As part of their Alternative Proteins unit, Year 9 students enjoyed preparing bean burgers during a practical lesson in the Food Preparation and Nutrition room. The project gave pupils the opportunity to explore a range of protein sources while developing an understanding of healthy and sustainable food choices.

To ensure all students can fully participate, the school also provides free ingredients for Premium students, supporting equal access to practical learning experiences.

The Y7 students recently had a fun practical lesson with Mrs Jackman where they practiced different cutting techniques such as chopping, slicing, and dicing vegetables. Everyone worked carefully and creatively like real young chefs.



THE HAYLING COLLEGE

Working Together Respectfully Across Our School Community

We are pleased to share that our Governing Board has recently adopted the new Hampshire-wide Managing Unacceptable Parent/Carer Behaviour policy. This has been developed to support all schools in ensuring that everyone—staff, pupils, parents and visitors—is treated with kindness, respect and fairness at all times. We are very proud that the vast majority of interactions within our school community are positive and supportive, and this policy helps to maintain those high standards.


THE HAYLING COLLEGE

MANAGING UNACCEPTABLE PARENT/CUSTOMER BEHAVIOUR
 Staff Summary



PURPOSE OF THE POLICY

- Ensure all parents/customers are treated fairly and respectfully
- Protect staff from abuse, harassment, and unreasonable demands
- Maintain the school's ability to operate effectively
- Comply with the Equality Act 2010 and fulfil our statutory responsibilities

KEY PRINCIPLES FOR STAFF

- Stay calm, professional and consistent.
- Focus on the behaviour, not the person.
- Keep clear records of all incidents and contact.
- Use agreed communication channels.
- Escalate concerns early to leadership.

WHAT COUNTS AS UNACCEPTABLE BEHAVIOUR?
 Unacceptable actions fall into four main areas:

- 1 AGGRESSIVE OR ABUSIVE BEHAVIOUR**
 - Verbal abuse, threats, intimidation, harassment (including stalking)
 - Discriminatory language or behaviour
 - Physical aggression or threatening conduct
 - Abuse via email, phone, social media, or in person
- 2 UNREASONABLE DEMANDS**
 - Excessive or unrealistic expectations on staff time/resources
 - Insisting on specific staff when not appropriate
 - Repeatedly changing or escalating issues
- 3 UNREASONABLE LEVELS OF CONTACT**
 - Frequent calls/emails over short periods
 - Repeated contact about the same issue
 - Sending excessive or irrelevant information
 - Persistent contact causing disruption to school operations
- 4 MISUSE OF COMPLAINTS PROCESS**
 - Repeated complaints about the same issue
 - Complaints intended to harass or disrupt
 - Refusal to accept outcomes of legitimate processes

ZERO TOLERANCE - may result in immediate action or Police involvement

HOW STAFF SHOULD RESPOND

IMMEDIATE ACTIONS (IF NEEDED)

- End calls if behaviour is abusive
- Ask individuals to leave site if necessary
- Report incidents to leadership
- Contact Police in serious cases

STAGE 1: WARNING

- Explain clearly what behaviour is unacceptable
- Give opportunity to change behaviour
- Confirm expectations in writing

STAGE 2: RESTRICTIONS (PCCR)
 If behaviour continues, the school may:

- Limit contact to one named staff member
- Require written communication only
- Restrict contact times or methods
- Use a single email inbox
- Arrange appointments only
- In extreme cases, restrict access to site

Parents are informed in writing, including:

- Reasons for decision
- Type and duration of restriction
- Review date

IMPORTANT NOTES

- Restrictions are proportionate and time-limited
- Parents can still raise new issues, considered case-by-case
- Safeguarding and statutory responsibilities remain
- Policy complies with Equality Act 2010

RECORDS & MONITORING

- A log of decisions and contact will be kept confidential and only shared with those who need to know. All records will be reviewed regularly.

SUPPORT FOR STAFF

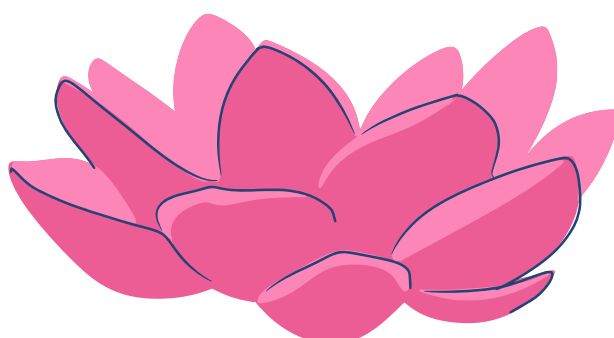
- Report all incidents
- Seek support from senior leaders
- Not tolerate abusive behaviour
- Follow agreed procedures consistently

BOTTOM LINE

- Most parents are cooperative
- A small number may require boundaries
- The policy exists to protect staff, ensure fairness, and maintain safe working conditions

We are committed to treating everyone fairly and with respect. Unacceptable behaviour will not be tolerated.

It sets out clear expectations for respectful communication, explains what may be considered unacceptable behaviour, and outlines how schools will respond if concerns arise. Above all, it reflects our shared commitment to providing a safe, calm and respectful environment where everyone can thrive. We greatly value our partnership with parents and carers and look forward to continuing to work together to support every young person.



THE HAYLING COLLEGE

English Literature Revision

As Year 11 students head into their final preparations for English Literature Paper 1 on Monday morning, we are pleased to share a helpful revision resource to support them.

This will also be a valuable tool for Year 10 students as they prepare for their upcoming mock exams.

The resource includes key questions, important subject terminology and useful context—everything pupils need to help them structure thoughtful, well-developed responses.

THE MOST COMPACT LITERATURE REVISION LIST 😊

Subject terms:

Construct – device – word – contrast – foil – mouthpiece – tool – cyclical – juxtaposition – volta – turning point – pathetic fallacy – nature imagery – symbol – motif – leitmotif – asyndetic list – hyperbole – metaphor – simile – plosive – semantic field – extended metaphor – fatal flaw = hamartia – sonnet – free verse – regular rhyme scheme – enjambment – repetition – assonance – oxymoron – monosyllabic – echo

Romeo & Juliet:

Elizabethan era – patriarchal society – toxic masculinity “honour of my kin” – status “dignity” – religious (bigamy & suicide are cardinal sins) – courtly love – arranged marriage

1. “ancient grudge” ... “star-cross’d lovers”
2. “Peace! I hate the word...”
3. “O brawling love, o loving hate”
4. “If ever you disturb our streets again, your lives shall pay the forfeit of the peace”
5. “My only love sprung from my only hate”
6. “These violent delights have violent ends”
7. “O calm, dishonourable, vile submission”
8. “O I am fortune’s fool”
9. “disobedient wretch” ... “baggage”
10. “O happy dagger!”

A Christmas Carol:

Victorian era – Industrialisation – The Poor Law (Thomas Malthus) – Dickens’ own traumatic childhood – ACC a “sledgehammer blow” to “raise the ghost of an idea” on behalf of “the poor man’s child” – religious (afterlife) – Workhouses/ Prisons – Redemption – education as a tool to change society

1. “squeezing, wrenching, grasping, scraping...”
2. “solitary as an oyster”
3. “in a dismal little cell”
4. “Christmas is a kind, forgiving, charitable, pleasant time”
5. “decrease the surplus population”
6. GoC Past has “bright clear jet of light”
7. GoC Present carries “a glowing torch”
8. “He don’t do any good with it”
9. “yellow, meagre, ragged, scowling, wolfish”
10. “as happy as an angel, as merry as a schoolboy”

An Inspector Calls:

Edwardian era – patriarchal – tripartite class system – Miners’ strikes & Titanic 1912 – WW1 and WW2 – Priestley critical of selfish capitalism – advocating for fairer SOCIALISM – SOCIAL RESPONSIBILITY

1. Lighting is “pink and intimate” at the start, then gets “brighter and harder” with Inspector arrival
2. “Titanic - unsinkable, absolutely unsinkable”
3. “labour costs” ... “lower costs and higher prices”
4. “cutting in”
5. Sheila says: “So I’m really responsible?”
6. Gerald’s friend’s “nice little set of rooms” in contrast to Eva’s “miserable back room”
7. “girls of that class” ... “I won’t believe it”
8. Eric “in that state when a chap easily turns nasty”
9. “millions and millions and millions of Eva Smiths”
10. “Fire and blood and anguish”

Poetry

Romantics – Victorians – patriarchal society – power imbalance – romantic/ family/ platonic – reciprocal

1. “I hear thy name spoken, a knell to mine ear”
2. “The moonbeams kiss the sea”
3. “Porphyria worshipped me!”
4. “my thoughts do twine and bud About thee”
5. “The smile on your mouth was the deadliest thing”
6. “Pouring air and light in to an envelope”
7. “I chose a maid” – “We caught her” – “Her hair...!”
8. “like a satellite wrenched from orbit”
9. “The sky whitens as if lit by three suns”
10. “His shoulders globed like a full sail strung”
11. “I space-walk through the empty bedrooms”
12. “Our hands had ... swum the distance between us”
13. “Marilyn.” ... “my loud possessive yell”
14. “my bride ... tiny eyes ... di tummy of a teddy”
15. “I decide to do it free, without a rope or a net” ... “The slow pulse of his good heart”

