



The Howard School

Newsletter

Leadership, Organisation, Resilience, Initiative, Communication

Welcome



Dear Parents and Carers

A warm welcome back to Howard School.

I am really pleased to say that the Academic Year has got off to a very positive start.

The summer exam outcomes for Year 11 and 13 were very strong. Our overall Progress 8 figure was +0.20 above the national average for boys when compared to 2022. This is particularly impressive as exam boundaries moved up significantly from 2022 and are very close to being in line with 2019, the last set of exam results before the pandemic.

It's testament to the hard work and commitment that all members of the Howard school community have shown and maintains our long standing excellent record of academic achievement for both GCSE and Post 16.

Our average grade for Year 13 outcomes remains at 'C' which is the benchmark that Universities require to enter a good degree course. The outgoing Year 13 should be very proud as this was the 1st set of unassisted exams they have taken and prepares them well for the forthcoming challenges of University, Apprenticeships or work.

We have a very small number of new staff and their first impression has been how polite and welcoming the majority of students have been. The students should rightly be proud of themselves as they are the ones who have ensured that the general climate around the school has been calm and quiet.

Over the course of the summer we have carried out the following works:

The old ELC (a large area housing PCs) has been completely refurbished with two sets of brand new PCs. We have reconfigured the space and are planning to put in another set of 30 PCs later in the school year.

- The lower L Block floor which houses PE and Business Studies rooms has seen it repainted, new LED lighting installed, a new Business Studies Computer room made and all other teaching rooms on this floor repainted and where needed new furniture installed
- The H block where History and Geography has been equally refurbished.
- The Year 7 canteen has seen the installment of new seating for more students to sit at. The school is investigating how we can expand this space into a larger area.
- New line markings have been drawn on the playground to allow more students to play basketball and four square during break and lunch times
- More 5 a side goals have been purchased for the fields to ensure everyone in a year group can play
- Part of the IT infrastructure has been upgraded with a target of increasing range and speed of connectivity for September 2024.

The new students in year 7 have settled in really well and have been eagerly collecting house points and golden tickets. As always we have tried to provide as many activities as we practically can during break and lunchtimes. They have access to four 5 a side football pitches, basketball courts, four square areas and of course the Year 7 canteen.

We are really pleased to welcome the new Year 12s and have a growing number of students from other schools who have chosen to join the 6th form evidencing our strong reputation and very broad range of post 16 courses.

A new project the Year 12s will be involved in is the Leadership Development Programme to support the students wider development and boost their confidence and towards becoming responsible young adults. Every student in Year 12 will be given the opportunity to volunteer to support the school for a set period of 6 weeks through a variety of activities such as:

Supporting the development of reading and literacy of the younger students

- Supporting reading through DEAR time
- Acting as TAs in different subject areas
- Supporting staff when carrying out lunch duties
- Taking part in the student council
- Being ambassadors for the school and supporting extra curricular events
- Mentoring GCSE students in intervention classes after school



The crest of the University of Hull is a shield divided into four quadrants. The top-left and bottom-right quadrants are white and each contain a black anchor. The top-right and bottom-left quadrants are purple and each contain a white rose with a red center. The shield is bordered by a gold outline.

Students start the day 'School ready'. All equipment and books needed are brought to school every day

- I believe that if students do this every day, every week, every term over the course of every year whilst in school then they put themselves in a great position to be successful and the Howard School remains a warm, welcoming and positive environment for all members of the school community.

We cannot do this without the support of our Parents/Carers and we look forward in working in partnership with you towards these goals.



What Parents & Carers Need to Know about AI VIRTUAL FRIENDS

Artificial intelligence – particularly in terms of how it generates natural language – has seen significant development over the last six months, with companies releasing new AI-based software or adding an AI element to existing apps (such as Snapchat, for example). One form of AI to become especially popular has been the ‘AI friend’ or chatbot, as children eagerly experiment with these new-found computer-generated companions. There are now numerous apps available with this ‘virtual friend’ functionality, with the likelihood of it being added to other successful platforms soon.

WHAT ARE THE RISKS?

CONTENT AND ACCOUNTABILITY

AI chatbots may not always be able to recognise when content is age inappropriate or harmful and should be filtered out. So there's a possibility that children could be exposed to offensive language or explicit material while conversing with their virtual friend. The companies producing such AI solutions are also unlikely to take responsibility for any content that their algorithms generate.

REDUCED SOCIAL CONTACT

An excessive reliance on chatbots for social interaction could potentially cause a child to begin reducing the amount of face-to-face communication they have, leading to social isolation. If young people become dependent on chatbots to provide companionship, it could very likely hinder the development of their real-life social skills.

LACK OF SENSITIVITY

Chatbot software isn't always sophisticated enough to pick up on subtle emotional cues or recognise signs of distress in children, as most humans would. It might therefore fail to respond appropriately. AI misinterpreting what it's being told or replying insensitively to a young user who's already struggling could potentially impact a child's emotional wellbeing or exacerbate any existing emotional issues.

UNINTENTIONAL BIAS

AI companions are only as reliable as the information they've been programmed with. The algorithms they use, therefore, may unintentionally promote bias, stereotypes or discriminatory behaviour (as many originate from the USA or the UK, for instance, they can display a distinctly western-centric worldview). This could lead to children developing skewed attitudes and behaviours.

COGNITIVE LIMITATIONS

Although many are now undeniably advanced, AI-powered chatbots still have limitations in terms of understanding complex concepts, context and nuance. Depending heavily on chatbots to help with learning or solving problems may stunt the development of a child's own powers of critical thinking, creativity and ability to engage in open-ended discussions with other people.

PRIVACY CONCERNS

Chatbots typically collect data about users, including personal information and conversations. This is ostensibly to improve their performance as they gradually learn about our behaviour – but many experts are warning that there may be significant risks associated with how this information is stored and used (the possibility of potential breaches or misuse by third parties, for instance).

Advice for Parents & Carers

CHAT ABOUT CHATBOTS

If your child is already expressing an interest in AI apps, a relaxed, natural chat should help you to discover which ones they're aware of and how they're using them (or are planning to). Discuss these options with your child and perhaps do your own research to ensure you think they're suitable. Once you're totally happy, you could sit with your young one and begin exploring AI chatbots together.

CREATE A SAFE ENVIRONMENT

If your child is keen to engage with AI chatbots, encourage them to do so in a safe environment; ideally in a shared space at home, so you can easily keep an eye and ear on their progress. Set up appropriate content filtering measures in advance – and gently remind them that you'll be close by and ready to help with any questions or concerns that may arise.

FIND A BALANCE

Work alongside your child to establish the right balance in terms of how they might use AI-powered chatbots – and when it's appropriate. It's important to make sure that children are still getting plenty of opportunities to learn to solve problems for themselves, as well as building their interpersonal skills through face-to-face conversations with friends, family members and teachers.

TAKE CONTROL

As with any form of app or game, when it comes to AI chatbots we'd strongly recommend that you consider employing parental controls (either on the device being used or within the software itself) to manage which apps your child can download and use. This is particularly important for younger children, who may be more at risk of being upset or frightened by inappropriate content.

RECOGNISE THE RISKS

It's unlikely that most children will have even considered the potential risks attached to having a virtual companion. So it's probably wise to explain some of the possible hazards and challenges of AI chatbots to your child. In particular, emphasise that AI isn't a real person (however much it might sound like one) and may occasionally tell them something that isn't entirely impartial or accurate.

Meet Our Expert

A Certified Information Systems Security Professional (CISSP), Gary Henderson is the Director of IT at a large boarding school in the UK, having previously taught in schools and colleges in Britain and the Middle East. With a particular interest in digital citizenship and cyber security, he believes it is essential that we become more aware of the risks around technology, as well as the benefits.



**National
Online
Safety®**

#WakeUpWednesday



The Howard School

Yr 7 and 8 Choir



Do you enjoy singing and performing? If so, the music department would like you to join our school choir!

I know what you're thinking, choirs just sing boring classical music. Not the case! We will be covering a variety of genres including rock and roll, pop and musical theatre.

All levels of ability are welcome.

Mr Mellish will be holding choir rehearsal for Year 7s and 8s **EVERY MONDAY AFTER SCHOOL** in M2.2 until 4pm.

Earlier this term during our Year 7 Pastoral Evening our English department held a book fayre selling age-appropriate books to our Year 7 cohort. The books, which are sold cheaper through the school than they are at many High Street stores, are sold on commission and as a result of all the books sold, the school was given over £100 of books to place in our Library. Thank you to everyone that made a purchase, and we look forward to selling books via our fayre at future parent consultation evenings.





**WE ARE A UNICEF GOLD
RIGHTS RESPECTING SCHOOL**



**Children's rights are learned, understood
and lived in this school.**



The Howard School are proud to share that we have received our official certificate and banner with our Gold Rights Respecting School Status. This means that we have demonstrated that the Convention of the Rights of the Child (CRC) is embedded into our curriculum, our values and relationships. We are excited to continue our shared commitment to promoting the CRC for all children everywhere.



<p>1</p>  <p>DEFINITION OF A CHILD</p>	<p>2</p>  <p>NO DISCRIMINATION</p>	<p>3</p>  <p>BEST INTERESTS OF THE CHILD</p>	<p>4</p>  <p>MAKING RIGHTS REAL</p>	<p>5</p>  <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	<p>6</p>  <p>LIFE, SURVIVAL AND DEVELOPMENT</p>	<p>7</p>  <p>NAME AND NATIONALITY</p>
<p>8</p>  <p>IDENTITY</p>	<p>9</p>  <p>KEEPING FAMILIES TOGETHER</p>	<p>10</p>  <p>CONTACT WITH PARENTS ACROSS COUNTRIES</p>	<p>11</p>  <p>PROTECTION FROM KIDNAPPING</p>	<p>12</p>  <p>RESPECT FOR CHILDREN'S VIEWS</p>	<p>13</p>  <p>SHARING THOUGHTS FREELY</p>	<p>14</p>  <p>FREEDOM OF THOUGHT AND RELIGION</p>
<p>15</p>  <p>SETTING UP OR JOINING GROUPS</p>	<p>16</p>  <p>PROTECTION OF PRIVACY</p>	<p>17</p>  <p>ACCESS TO INFORMATION</p>	<p>18</p>  <p>RESPONSIBILITY OF PARENTS</p>	<p>19</p>  <p>PROTECTION FROM VIOLENCE</p>	<p>20</p>  <p>CHILDREN WITHOUT FAMILIES</p>	<p>21</p>  <p>CHILDREN WHO ARE ADOPTED</p>
<p>22</p>  <p>REFUGEE CHILDREN</p>	<p>23</p>  <p>CHILDREN WITH DISABILITIES</p>	<p>24</p>  <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	<p>25</p>  <p>REVIEW OF A CHILD'S PLACEMENT</p>	<p>26</p>  <p>SOCIAL AND ECONOMIC HELP</p>	<p>27</p>  <p>FOOD, CLOTHING, A SAFE HOME</p>	<p>28</p>  <p>ACCESS TO EDUCATION</p>
<p>29</p>  <p>AIMS OF EDUCATION</p>	<p>30</p>  <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	<p>31</p>  <p>REST, PLAY, CULTURE, ARTS</p>	<p>32</p>  <p>PROTECTION FROM HARMFUL WORK</p>	<p>33</p>  <p>PROTECTION FROM HARMFUL DRUGS</p>	<p>34</p>  <p>PROTECTION FROM SEXUAL ABUSE</p>	<p>35</p>  <p>PREVENTION OF SALE AND TRAFFICKING</p>
<p>36</p>  <p>PROTECTION FROM EXPLOITATION</p>	<p>37</p>  <p>CHILDREN IN DETENTION</p>	<p>38</p>  <p>PROTECTION IN WAR</p>	<p>39</p>  <p>RECOVERY AND REINTEGRATION</p>	<p>40</p>  <p>CHILDREN WHO BREAK THE LAW</p>	<p>41</p>  <p>BEST LAW FOR CHILDREN APPLIES</p>	<p>42</p>  <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>

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HOW THE CONVENTION WORKS

CONVENTION ON THE RIGHTS OF THE CHILD

Have a concern about a student?

Need some help or advice? People you can talk to:



Pastoral Manager

Ms. McComas

Deputy Safeguarding Lead



Deputy Head Teacher

Mr. Green

Safeguarding Lead



Assistant Head Teacher SENCo

Mrs. Deakin

Deputy Safeguarding Lead



Senior Head of Year

Ms. Ali

Safeguarding Officer



Mrs. Parish

Safeguarding Officer



Senior Head of Year

Mr. Longe

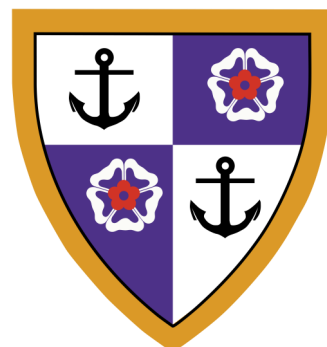
Safeguarding Officer

Have a concern you would like to raise or discuss?

Visitors: please email greens@thehowardschool.co.uk

Howard School Staff: report on our internal reporting system

Students: contact any member of the safeguarding team



01634 388765 | www.thehoward-that.org.uk | office@thehowardschool.co.uk



A busy week at lunchtimes this week for our students competing in the year's first House Event: House Volleyball! Well done to all students who represented their Houses in the hope of becoming House Champions 2024!

The results are as follows:

Year 8

1st—Tull

2nd—Attenborough

3rd—Hawking

4th—Pankhurst

5th—Turing

Year 9

1st—Attenborough

2nd—Tull

3rd—Hawking

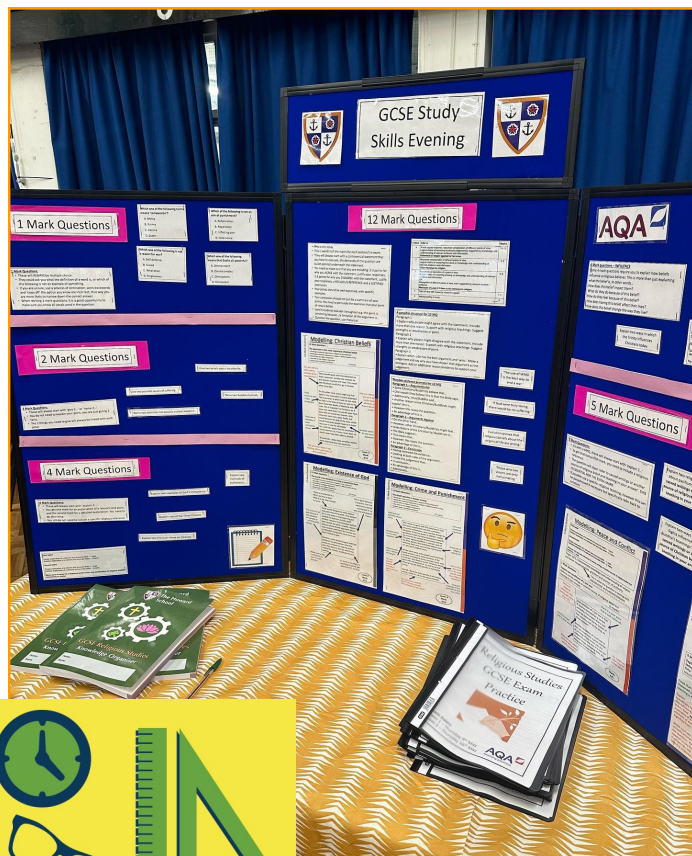
4th—Pankhurst

5th—Turing



Earlier in the year our 6th Form Performing Arts students visited the Marlowe Theatre in Canterbury to watch '2:22 A Ghost Story'. And reviews are in, despite being made jump countless times everyone wanted go back this evening to watch it again!





A few weeks back the staff at The Howard School held a Study Skills evening for our Year 11 cohort. The evening included revision materials and course notes as well as bookable presentations that discussed different revision techniques. We also had an external speaker that talked about Learning Performance as well as a presentation from our Deputy Head Teacher on what to expect this coming year. The evening was a huge success, and our sincerest thanks to everyone that came along.

"We just wanted to thank you and your amazing dedicated staff team for the very informative evening last night at The Howard. It was absolutely brilliant, really well organised and thought out. Staff's passion and dedication really came across and we just loved watching Jack's rapport with his teachers; you can really see what a great relationship the staff have with the boys and how much they care which I just think is paramount.

We just can't recommend the Howard enough. Both our boys (although are incredibly different) are thriving at the Howard and this is really down to you and your team. So thank you so much. We only wish our daughter could attend!!"

Mr and Mrs E (Parent)





5 REASONS TO REFUSE SINGLE-USE PLASTIC

Consider this: every piece of plastic ever created is still somewhere on the Earth's surface or under the surface. From teeny tiny bottle caps to huge size cars/vans and spaceships! It explains why plastic is the most wide-spread kind of pollution, found on the highest peaks and at the ocean's deepest depths 🌐

However, many people use it for one-time usage because it is affordable. Single-use plastics, on the other hand, are suffocating our natural ecosystem. It is our responsibility to say no to single-use plastic 🙅

Reason 1. Hazardous Additives of Plastic ☢️

Plastics are produced from refined crude oil. While this makes plastic highly convenient for everyday usage, it also poses a severe health concern, particularly when it comes into contact with food as food wrapping. Chemicals from the container can seep into the food when plastic is used to store, heat, and eat such food.

2. Plastic Does Not Decompose 🌐

Plastic is not biodegradable. It means that all of the plastic that has ever been made and ended up in the environment is still present either in landfills or in oceans.

3. Hardly Recycle ♻️

Plastic manufacturing began around 70 years ago, yet more than 9 billion tonnes of plastic have been consumed since 1950. Only less than 10% of all plastic ever produced has been recycled.

4. Substantial Carbon Footprint 🏭 🙅

Emissions from the manufacture and use of plastics have a significant carbon impact. Carbon dioxide is produced via dumping, composting, recycling, and incinerating.

5. Harmful to Prochlorococcus 🌱

The development of one of the world's most essential microbes, Prochlorococcus, a marine bacterium that produces one-tenth of the world's oxygen, is harmed by chemical leachates from plastic bags.

What you can do 🙅

Take a bag with you every time you go shopping. Avoid single-use plastic such as disposable plates, cups, plastic straws, plastic bottles, and even plastic food wrappers.



"I was parked in Durham Road this afternoon waiting to pick my daughter up, when a motorist hit my car and wing mirror and subsequently drove off.

This happened just as a group of Howard School pupils were passing. The boys were brilliant. One boy in the group took a photograph of the car involved and a second boy retrieved the debris from the road. The boys

checked I was okay and shared the photograph with me to allow me to notify my insurer. The boys remained calm, respectful and empathic throughout. The boys really were an absolute credit to their parents (or carers) and their school.

I hope you are able to trace the boys concerned to pass on my thanks and commend them accordingly."



A great start to the season for the Year 10 Football team with a late goal clinching the win. A very close game against a strong Greenacre side. Well played boys! ⚽

The second year 10 game of the season saw The Howard scoring 2 goals in the last 5 minutes of the game clinching a draw against local rivals Rainham Mark. The boys battled until the very end of the match gaining a deserved point. Come on Howard! ⚽





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