



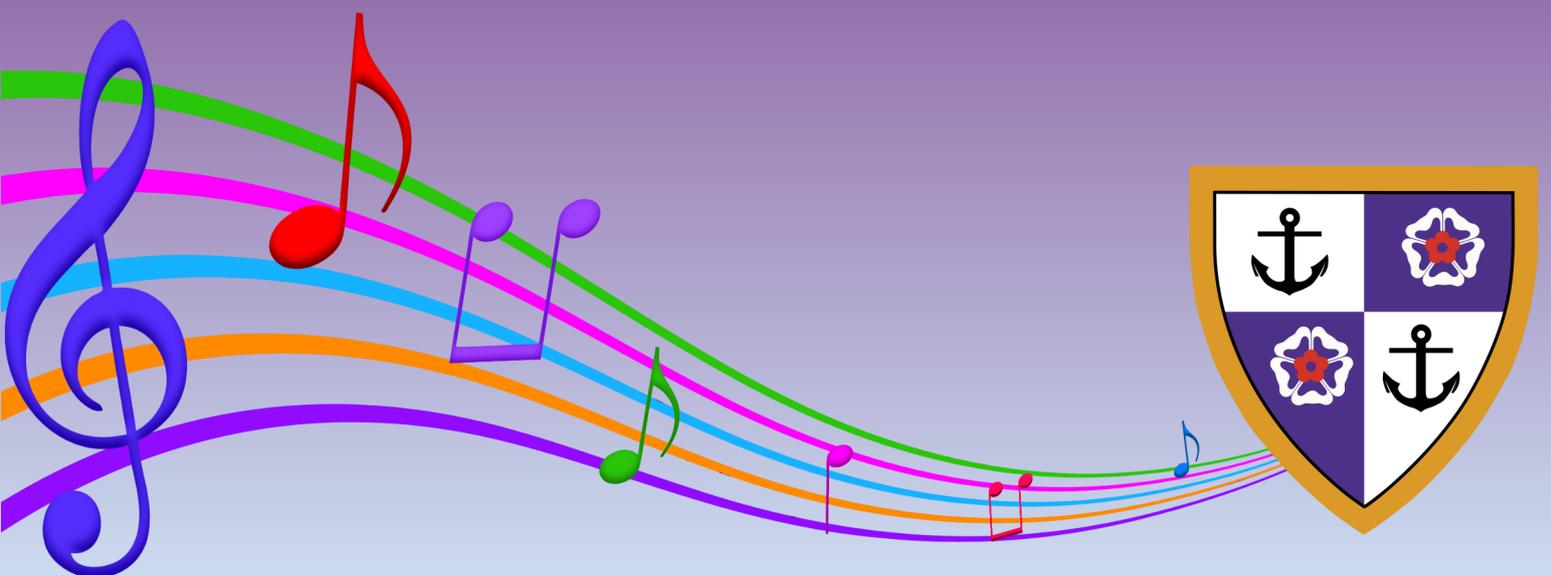
The Howard School

Newsletter

Leadership, Organisation, Resilience, Initiative, Communication

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BARCELONA

During the Easter Holidays our Howard School squad touched down in Barcelona, Spain, for an unforgettable football tour! With 34 eager students on board, they got ready for some serious footy action! But it wasn't all about the pitch – they took part in masterclasses, stadium tours, and thrilling theme park adventures! Today kicked off with a scenic stroll along the Salou coastline and an evening of bingo excitement. And guess what? Our very own Jaden hit the jackpot! Boys, soak up every moment of this epic journey – we can't wait to hear all about your unforgettable experiences!



Day 2 of our Barcelona Trip was brilliant as our boys took on the thrilling rides and adventures at Port Aventura Theme Park! From heart-pounding roller coasters to captivating attractions, it was a day filled with non-stop fun and excitement! It looks like the staff may have enjoyed it too!



BARCELONA

Our Barcelona adventure concluded in remarkable fashion as our U13s showcased their prowess with a series of eight exhilarating football matches, exhibiting unwavering dedication and passion each day on the field!

Beyond the pitch, our students revelled in every moment of our Barcelona Stadium tour, immersing themselves in the grandeur of the arena, and ventured through the vibrant landscapes of the marina, Las Ramblas, and the awe-inspiring Cathedral, soaking in the rich culture and history at every turn.

With each passing day, our journey unfolded with unforgettable moments and shared laughter, weaving a tapestry of memories that will be cherished for a lifetime.

A special shoutout goes to Owen T and Luc O, whose outstanding performances earned them the well-deserved titles of players of the week for their exceptional contributions to their teams. Hats off to them for their remarkable achievements!





Clean Air For All



Camfil manufacture a wide range of ventilation and dust extraction filters designed to improve the air quality in all internal environments, for people, equipment, and the environment. We believe clean air is a human right, and all people should be entitled to breathe clean air and enjoy the health benefits that can bring, as well as ensuring damage to the environment from poor air quality is limited.

Camfil are proud to sponsor schools as part of our mission to improve the air quality for future generations.

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COME FROM AWAY

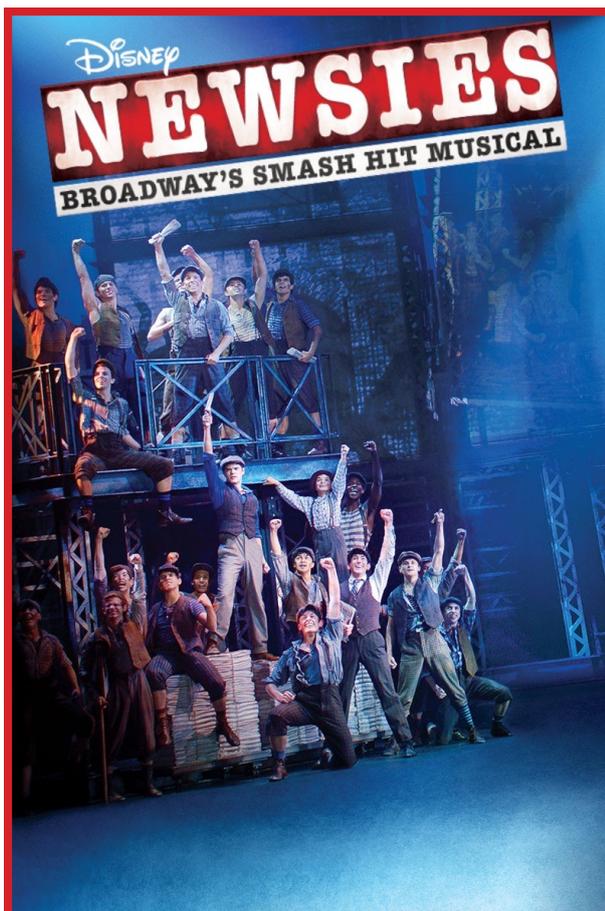
TRUE STORY. HIT MUSICAL.

This term in Drama our year 7 and 8 students are working on refining and honing their analytical and evaluative skills to analyse and evaluate the work of actors during a live performance.

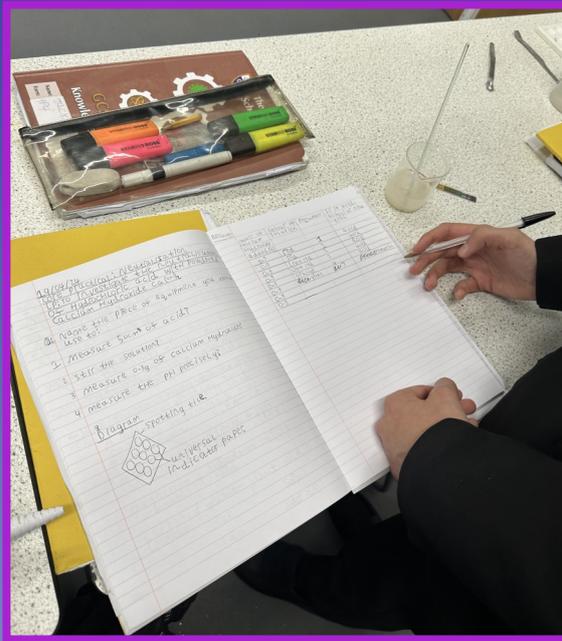
Our year 7 students are watching the 2011 Broadway production of, 'Newsies' which tells the story of Jack Kelly and his ragtag band of newsboys who rise up against the exploitation of wealthy tycoon Joseph Pulitzer when he raises the price of his newspaper bundles. This production is full of singing, dancing and acting that will inspire students as they take part in their weekly Drama lessons!

Year 8 students will be using their knowledge and understanding of their vocal and physical skills to analyse and evaluate the performances of actors in three productions this term. In their lessons this week they started with the Broadway production of 'Come From Away' the remarkable true story of a small Canadian town in the aftermath of 9/11 welcoming passengers from grounded planes as American airspace was closed.

Year 8 will continue their live theatre evaluations with two more productions: the West End production of 'Small Island' and the National Theatre's modern adaptation of Shakespeare's 'Macbeth'.



Science experiments

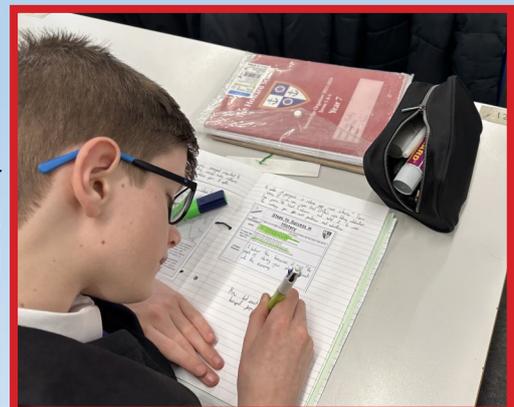


In their science lesson this week, some of our year 9 students investigated the neutralisation of hydrochloric acid with powdered calcium hydroxide. The experiment involves mixing hydrochloric acid, a strong acid, with powdered calcium hydroxide, a strong base. The reaction results in the formation of water and a salt, calcium chloride.

The students observed the change in colour of the solution and the pH level as more calcium hydroxide was added. This is one of 6 chemistry Core practicals in GCSE combined science.



Year 7 students are studying the Transatlantic Slave Trade in their History classes this term. In a recent lesson, 7H1 investigated how each continent benefited economically from the trade. They analysed the profitability of the trade by describing, explaining, and evaluating its economic impact. This involved understanding the economic incentives behind the demand for enslaved labour, the role of European powers, and the varied impacts on different continents and societies. Through this study, students develop a deeper understanding of the trade's economic complexities and its historical consequences.



16th Century History



What Parents & Educators Need to Know about ENERGY DRINKS

WHAT ARE THE RISKS?

Energy drinks are highly caffeinated beverages often consumed for a quick energy boost. However, excessive intake can lead to health risks like increased heart rate and sleep disturbances. Statistics underline these products' popularity among young people – many of whom consume them regularly. Here's our expert's advice on addressing the concerns surrounding energy drink consumption in adolescents.

HIGH CAFFEINE CONTENT

Most energy drinks contain high levels of caffeine: often much more than a typical cup of coffee or fizzy drink. Excessive caffeine consumption can lead to increased heart rate, high blood pressure, anxiety, insomnia, digestive issues and – in extreme cases – even more severe conditions. For children and adolescents, whose bodies are still developing, excessive caffeine intake can be particularly harmful.

INCREASED RISK OF HEART PROBLEMS

The combination of high caffeine levels and the other stimulants found in energy drinks can put extra strain on the cardiovascular system. Potentially, this could lead to irregular heart rhythms, palpitations and increased future risk of heart attack – especially in individuals who have an underlying heart condition.

IMPACT ON MENTAL HEALTH

The significant levels of caffeine and sugar in energy drinks can exacerbate anxiety, nervousness and even – in susceptible individuals – contribute to panic attacks. Additionally, the crash that often follows the initial energy boost can actually make mood swings worse and possibly lead to feelings of depression and irritability.

DISRUPTED SLEEP PATTERNS

Consuming energy drinks, especially during the afternoon or evening, can disrupt normal sleep patterns. The stimulating effects of caffeine can make it difficult for children and young adults to fall asleep – leading to insufficient rest and its associated health risks, including impaired cognitive function, mood disturbances and decreased academic performance.

LINKS TO SUBSTANCE ABUSE

Some research has suggested a correlation between energy drink consumption and higher rates of alcohol and drug use among young adults. Young people may mix energy drinks with alcohol, mistakenly believing that the energy drinks' stimulant effects will counteract the sedative nature of alcohol. This combination, however, can be dangerous and increase the risk of accidents, injuries and alcohol poisoning.

POTENTIAL FOR DEPENDENCY

Frequent consumption of energy drinks can lead to tolerance – meaning that individuals may need to consume increasing amounts to continue achieving the desired effects. This can potentially lead to dependency and addiction, especially in younger individuals who may be more vulnerable to addictive behaviours.

Advice for Parents & Educators

LIMIT CONSUMPTION

It's wise to educate young people about the potential risks related to energy drinks, emphasising the consequences of excessive caffeine consumption. Encourage healthier alternatives like water, herbal teas or natural fruit juices. You can model healthy behaviours by restricting your own consumption of energy drinks and creating a supportive environment for informed choices.

PROMOTE HEALTHIER HABITS

Schools can help with this issue by including discussions about the possible dangers of energy drink consumption into their health education curriculum. Encourage children and young adults to critically evaluate the marketing messages they see and make informed choices about their health. Teachers could also provide resources and support for children to identify healthier alternatives.

ADVOCATE FOR REGULATION

If this is something you're particularly passionate about, you could work with local health organisations and policymakers to advocate for regulations on energy drink sales to children and young people. Raise awareness among parents, educators and community members about the potential health risks associated with energy drinks and support initiatives promoting healthier options in schools and communities.

SET A POSITIVE EXAMPLE

Adults can model healthy behaviours by visibly choosing alternative beverages instead of energy drinks. Maintain open communication with children and young adults about the reasons for limiting energy drink consumption – underlining the importance of balanced nutrition, adequate hydration and sufficient sleep for overall wellbeing and academic success.

Meet Our Expert

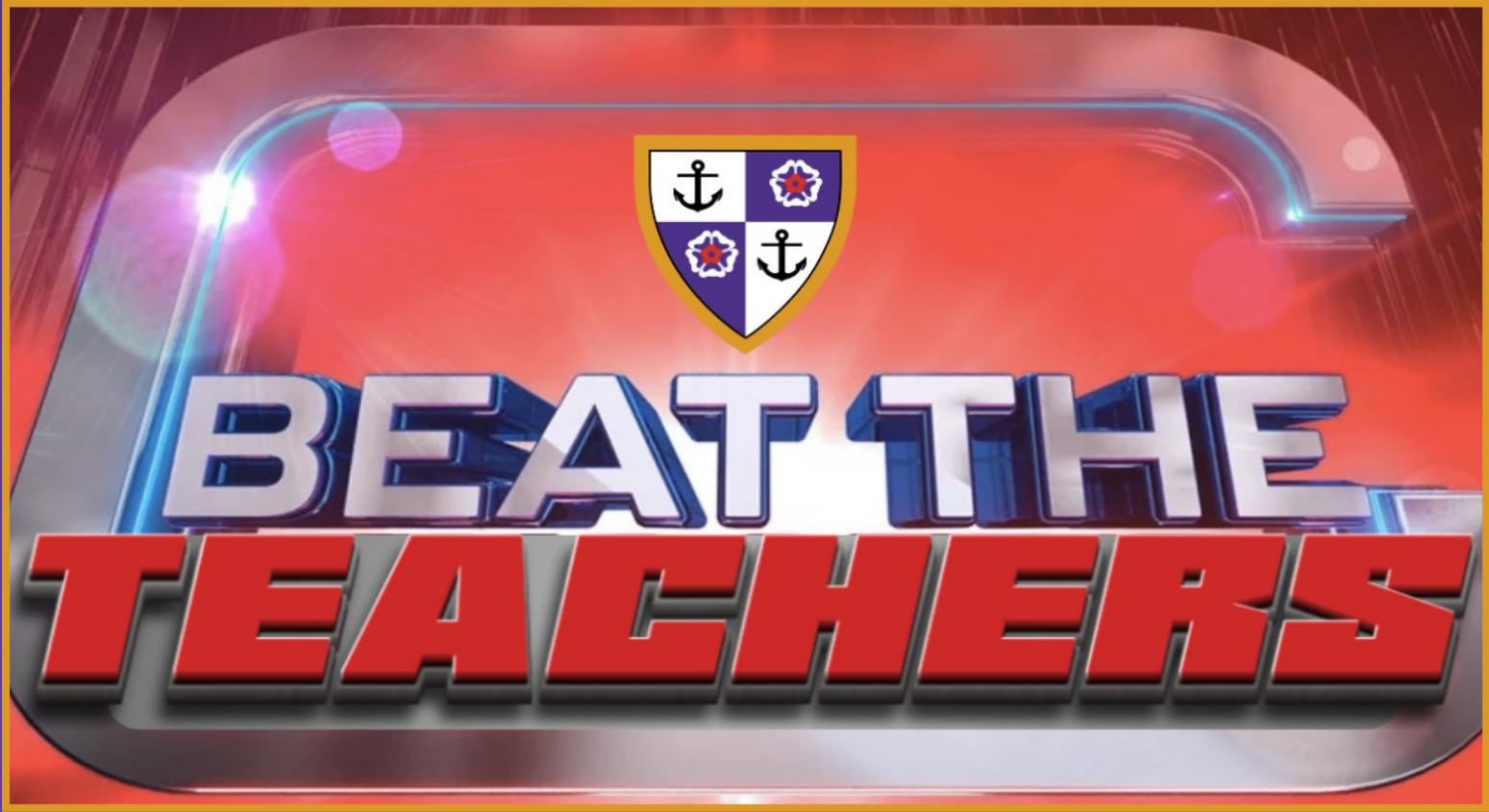
Dr Jason O'Rourke, Headteacher of Washingborough Academy, champions food education and sustainability – and his school holds the Soil Association's prestigious Gold Catering Mark. Jason has spoken about food education at Westminster briefings and overseas. A member of the All-Party Parliamentary Group on School Food, he co-founded TastEd, a sensory food education charity.



#WakeUpWednesday®

The National College®

Source: See full reference list on guide page at: nationalcollege.com/guides/energy-drinks



Inspired by ITV's 'Beat the Chasers', our year 9 students took part in the final 'Beat the Teachers' House Event this week taking on Ms Mulrooney, Dr Liard, Mr Barker and Mr Freeman-Jones. Students were asked questions on knowledge taken from their curriculum and were able to decide how many points they wanted to go for to not only compete with their teachers but to also compete with the other Houses! The more points they went for, the more time the teachers had and in a race for the team to run out of time first, it was a nail-biting event!

A huge well done to all students who took part and represented their House answering some tough on-the-spot questions!



Medway Music Association

MMA's Free Online Music Technology Sessions

Open to ages 9-18

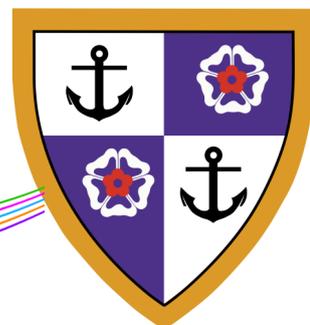
Join our virtual sessions

Tuesday 16:30 - 17:30 (term time only)

For full details visit
www.medwaymusicassociation.co.uk
MEDWAY MUSIC ASSOCIATION

Medway Music Association's FREE Weekly Online Music Tech Sessions run via Zoom Tuesdays 16:30 – 17:30 during term time only. These sessions are for pupils aged 9 – 18 (year 5 – year 13) and cater for complete beginners through to the more advanced.

These sessions will offer pupils the chance to work with an online Digital Audio Workstation - Bandlab. Pupils will learn how to create music electronically and production techniques such as looping, automation and sampling, as well as creating music for specific purposes, e.g. music for adverts, films etc.



10 Top Tips for Parents and Educators MANAGING EXAM STRESS

At some point in their education, children are almost certain to encounter exam stress, which can cast a shadow over their mental, emotional and physical wellbeing. Mental health charity YoungMinds estimate that a staggering 87% of pupils suffer from exam stress – highlighting the urgent need to minimise its impact on children's health and happiness.

1 PRACTISE WORKLOAD WISDOM

The build up to exam season is such a busy and pressurised time in a child's education that it can be difficult for youngsters to avoid feeling overwhelmed. Encourage them to consider whether their current workload is realistic and allows them sufficient time to relax and recharge. Work with them in crafting a revision timetable that's manageable and includes breaks and occasional days off.

2 ADVISE CLEARING THE CLUTTER

A disorganised work environment is proven to negatively affect our ability to focus, as well as our emotional state. Encourage children to keep their desk, notes and revision materials tidy – creating a dedicated, well-kept study space to promote maximum focus. Foster their creativity by suggesting they incorporate vibrant colours, mind maps and even quirky drawings into their revision notes.

3 MASTER THE MATERIALS TOGETHER

Revision seems far harder when a child is uncertain where to begin or what sources to consult. Support them in confirming revision materials with their various teachers – emphasising the importance of gathering a range of resources to get a more comprehensive understanding of the subject. Feeling more prepared should nurture the child's confidence and help to dispel some of their anxiety.

4 RECOMMEND CREATIVE NOTE-TAKING

Writing out notes in full – rather than simply bullet pointing – can be a strong start to a child's revision. Reinforce this idea, encouraging the use of flashcards (featuring shorter versions of previously taken notes) for effective repetition and memorisation. Discuss the power of regularly reviewing notes to help them stay in the child's memory.

5 USE VISUAL AIDS AND MNEMONICS

Encourage the use of visual aids like videos and sticky notes to enhance learning. Some children find these resources far more useful than simply reading their notes as written. Explore creating mnemonics for a fun and effective study approach – and it's also worth noting that the strategic use of colours is a proven means of triggering recall during exams.

SMILE

6 GATHER A 'TECH TOOLKIT'

Technology can be a huge advantage in exam prep. Educational YouTube channels and revision websites like BBC Bitesize can be immensely powerful resources for helping children to expand and retain their knowledge. You could also recommend the use of flashcard apps and educational podcasts for revision and reminders when young people are on the go.

7 KEEP IT FUN

Revision tends to go far more smoothly if children are having fun in the process. Injecting some humour into their notes, for instance, can make details more memorable – as can relating information to their real-life experiences. Try to encourage a variety of study methods, such as incorporating physical activity (even simply taking a walk) into their revision routine.

8 SUGGEST ACTIVE REVISION STRATEGIES

Make sure children are aware of different study techniques. You could emphasise the effectiveness of spaced repetition by reviewing material regularly over time to reinforce learning and improve retention. Discuss the benefits of active recall methods – such as self-testing or explaining a concept aloud – in identifying where their strengths and weaknesses lie.

9 ENCOURAGE A POSITIVE MINDSET

It can be easy for children's thoughts to fall into a downward spiral when they're stressed about exams. Try to foster a growth mindset by emphasising the importance of giving it their all rather than aiming for complete perfection. Positive self-talk and the use of affirmations can build confidence and reduce anxiety, while visualising success and setting realistic goals can help them stay motivated and focused.

10 HELP THEM TO SEIZE THE DAY

There are lots of things children can do on the day of their exam to reduce stress and increase their focus. Talk them through some helpful exam-day strategies – such as arriving early, reading the instructions and the questions carefully, and pacing themselves during the test. Suggest some relaxation techniques, such as deep breathing or visualisation, to help them manage any nerves before and during the exam.

Meet Our Expert

Minds Ahead design and deliver the UK's only specialist postgraduate mental health qualifications. Winner of the Social Enterprise UK: 'One to Watch' award, the charity provides training and support to education organisations and local authorities. This guide has been written by Adam Gillett – a learning and development specialist who is also Associate Vice-Principal for Personal Development at Penistone Grammar School.



#WakeUpWednesday

The National College



THE HOWARD
Academy Trust

Staff Awards

Nominate a member of staff for an award at this year's THAT Staff Awards!

Visit the Howard School's Facebook to cast your vote and nominate!

Nomination Deadline:
Wednesday 8th May



1

DEFINITION OF A CHILD

2

NO DISCRIMINATION

3

BEST INTERESTS OF THE CHILD

4

MAKING RIGHTS REAL

5

FAMILY GUIDANCE AS CHILDREN DEVELOP

6

LIFE, SURVIVAL AND DEVELOPMENT

7

NAME AND NATIONALITY

8

IDENTITY

9

KEEPING FAMILIES TOGETHER

10

CONTACT WITH PARENTS ACROSS COUNTRIES

11

PROTECTION FROM KIDNAPPING

12

RESPECT FOR CHILDREN'S VIEWS

13

SHARING THOUGHTS FREELY

14

FREEDOM OF THOUGHT AND RELIGION

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SETTING UP OR JOINING GROUPS

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PROTECTION OF PRIVACY

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ACCESS TO INFORMATION

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RESPONSIBILITY OF PARENTS

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PROTECTION FROM VIOLENCE

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CHILDREN WITHOUT FAMILIES

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CHILDREN WHO ARE ADOPTED

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REFUGEE CHILDREN

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CHILDREN WITH DISABILITIES

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HEALTH, WATER, FOOD, ENVIRONMENT

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REVIEW OF A CHILD'S PLACEMENT

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SOCIAL AND ECONOMIC HELP

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FOOD, CLOTHING, A SAFE HOME

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ACCESS TO EDUCATION

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AIMS OF EDUCATION

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MINORITY CULTURE, LANGUAGE AND RELIGION

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PROTECTION FROM HARMFUL WORK

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PROTECTION FROM SEXUAL ABUSE

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PREVENTION OF SALE AND TRAFFICKING

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BEST LAW FOR CHILDREN APPLIES

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EVERYONE MUST KNOW CHILDREN'S RIGHTS

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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

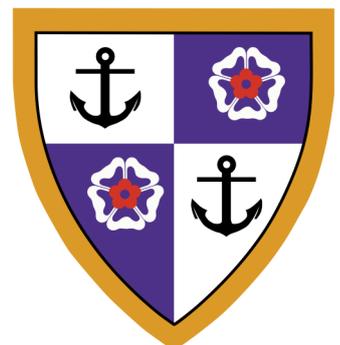
Safeguarding Officer

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



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