



The Howard School

Newsletter

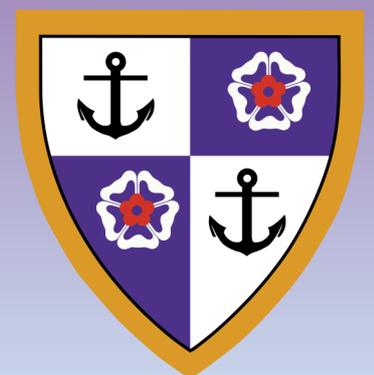
Leadership, Organisation, Resilience, Initiative, Communication

In this issue:

- ◇ Introduction by Mr Hillier, Assistant Headteacher
- ◇ Geography at The Howard!
- ◇ School Community News
- ◇ *Tips for Parents and Educators on Managing Exam Stress*
- ◇ ADT at The Howard!
- ◇ Science at the Howard!
- ◇ Sport and PE update
- ◇ A thank you from THS to Hollywood Bowl!
- ◇ *Tips for Parents and Educators on Healthy Friendships*
- ◇ Flying experience!
- ◇ Ambassadors' Rewards Breakfast



Hollywood Bowl



Welcome



Mr Hillier
Assistant Headteacher

Welcome to the latest edition of our school newsletter!

I am immensely proud of our Year 11 students, who have demonstrated remarkable dedication and resilience in their public examinations so far. Their hard work, perseverance, and commitment to their studies is truly commendable. Each one of them has shown exceptional determination, and we are confident that their efforts will be rewarded with outstanding results.

We extend our heartfelt congratulations to them and look forward to celebrating their successes in the coming months.

As we shift our focus towards Year 10, we are excited to announce a range of initiatives designed to support their academic journey. Many Year 10 students are being invited to participate in mentoring and revision sessions. These sessions are tailored to provide targeted support, helping students to build strong foundations and excel in their studies.

In addition to our academic endeavours, we are actively preparing for the arrival of next year's Year 7 students. As part of our comprehensive transition process, we will be visiting their primary schools to introduce them to The Howard School and make their transition as smooth and welcoming as possible. This initiative allows us to build strong relationships with our future students.

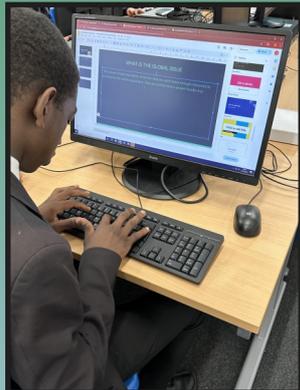
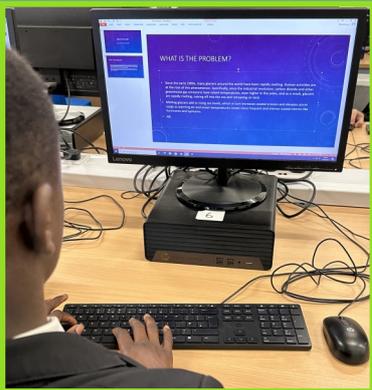
We are delighted to share that next year's cohort is already full, with a record number of students selecting The Howard School as their first choice.

In this edition of the newsletter, you will read about many of our sporting achievements as our PE department grows from strength-to-strength along with what students have been getting up to in Geography, ADT and Science this term.

Thank you reading this edition of the newsletter. I hope you all have a lovely half-term break (here's hoping for sunshine!) and on behalf of the school, I very much look forward to welcoming you all back on Monday, 3rd June.

21st. Century Geography

Year 8 Geographers have spent the term looking at global geographical issues we are facing in the 21st Century. We have explored climate change, health issues, war and poverty during lessons leading up to an independent report. Our students have chosen their own geographical issue to research and analyse, ranging from child labour and endangered species to ocean acidification and the controversy of nuclear weapons. This has been a great opportunity for students to follow their own path and select an issue linked to their own interests. We value the importance of IT and helping our students enhance the life skills they will need in the future.



School Community News...

Huge congratulations to BB, JJ, and LL in Year 10! In their final year with Medway District U15s, they clinched the Fletcher Trophy with a 1-0 victory over Canterbury District. Your hard work and dedication have truly paid off. We're so proud of you! Well done, team!



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.



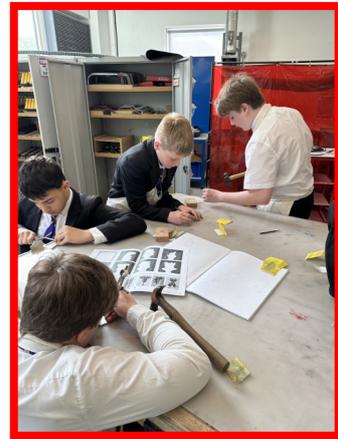
#WakeUpWednesday

The National College

ADT @ The Howard

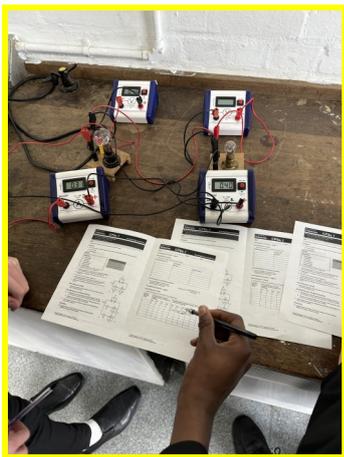
This week our Year 8s have been working with metals to create a keyring by making a cast following a design brief and working their way through the design process using the following:

- Know and understand the working properties of some metals
- Cast a product using pewter
- Cut shape and polish both products
- Test and evaluate their work



Science @ The Howard

In a recent Science lesson, students were completing one of their core physics practicals in preparation for their GCSE examinations. They had to measure the current and the voltage to be able to calculate the resistance in a resistor and in a filament lamp (bulb). This practical experience is essential as resistors are used in electrical appliances to protect them from overheating and to ensure the safe operation of the device by regulating the current flow. Additionally, students were challenged to investigate the resistance in both a series circuit and a parallel circuit. By comparing how the different configurations affect the overall resistance, they gain a deeper understanding of circuit behaviour and design. In the next lesson, students will analyse their results and make conclusions based on their findings, discussing potential sources of error, the accuracy of their measurements, and the implications of their results for real-world applications such as electrical engineering and technology development. This comprehensive approach not only prepares them for their exams but also enhances their practical skills and theoretical knowledge.





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.

www.camfil.com

Camfil Ltd, 21A Bailey Drive, Bailey Court, Gillingham Business Park, Gillingham, ME8 0PZ
01634 775400

Year 9 Football Vs Rainham Mark

Year 9s got their Medway Cup 5th round match off to a great start taking a 3-1 lead thanks to two goals from SG and another from FM. However after conceding a penalty just before half time, we went into the break 3-1 up. The second half was a cagey affair and despite a great defensive display we conceded with



minutes to go, taking the game to penalties. DR saved two, helping Howard to victory (4-2 on penalties). Man of the Match performances from both JR and JT. Onto the semi final!

Their competitive nature has really come out in a positive way through basketball as well. CJ, Cameron and Clian have especially shone this term!

Year 9 Football Vs Rainham Mark

Howard were determined to retain their Medway cup from the previous season. After not playing together for a few months they seem rushed and a bit flustered on

the ball. Finally after a few half chances, PK scored a well worked goal and we seemed to settle into the game. After half time Howard got off to the worst possible start conceding after 30 seconds. The game became a physical one



with both teams giving away needless fouls. Despite both teams having decent chances to win the game, as it entered the final couple of minutes, Howard won a corner and MOTM; AT got free in the box and scored with a bullet header to secure the win to progress to the final!

SPORT at THS

Class of the Week - 7H4

Class of the Week finished off a great term getting to grips with javelin. They've worked hard to help each improve their skills throughout athletics this term showing great team work.



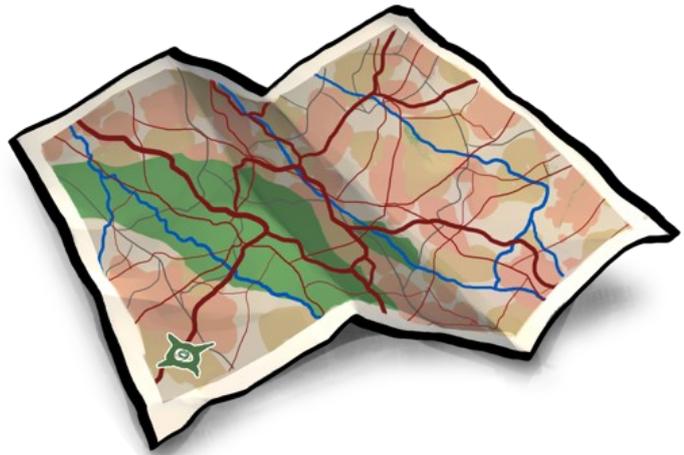
SPORT at THS

SSG Orienteering

On Thursday 16th May, The Howard took twelve students from year 7-9 to Capstone Park to take part in an orienteering event. Students got their maps and quickly realised the difficulties they may face with attempting to navigate around all of Capstone Park! The boys set off on their first course at 10.30am in which year 7s Harry and Max were first back

from their run with a time of 26 minutes! Second back were Ben and Harry both from year 7 with a time of 35 minutes. However, the rest of the Howard boys may have got a little lost with the last teams of Divine and Abdul in year 8 getting back with a time of 2hrs 02minutes and Sam and Thomas eventually finding their way back with 2hrs 20 minutes.

Two standouts who showed great teamwork and togetherness were George and Logan in year 8 who came across two other racers in the field who were lost and stuck with them to help them get back. Year 9 students, Ryan, Imrith, Sam and Tom, showed great teamwork helping each other towards the end of their first course. The boys had a great day with the weather not starting too well but learned valuable team work skills and orienteering skills.



Work on the new Gym has begun!

The rise in popularity in fitness training of all types has seen the demand go up for a new, bigger and better gym. Thanks to both OSF funding and investment from the school, we finally have the greenlight. So far the old changing rooms have been cleared and being prepped, lots of new

equipment has been purchased along with a new floor, mirrors and TVs. Keep an eye out



The Howard School is a Gold Rights Respecting School

RIGHTS OF A CHILD

All children, everywhere have these rights.

United Nations Convention on the Rights of the Child (UNCRC)

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights. In most countries they have been adopted by their governments. There are **42 rights** which explicitly refer how children should be treated and how they should live.



Article 2 – Non-discrimination

Regardless of gender, race, religion, ethnicity, ability, status, background, all children have the right to be who they want to be. All opinions are allowed to be expressed and respected and all children deserve to be treated equally.



Article 23 – Children with a Disability

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families. This



means making sure that key resources such as schools and hospitals are accessible for all children. Educators should be trained on specific needs so they can best support all children of all ability levels.

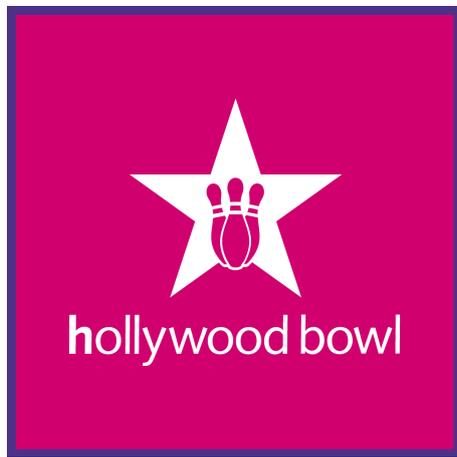
How can we meet these needs?

- Making sure that children of all backgrounds can see representation through teachers, athletes, musicians, politicians etc.
- Ensuring resources are provided to suit learners of all ability levels.
- Provide children with a safe space to discuss issues around identity.
- Encourage openness and inclusivity in all areas of school life.



Things to Consider:

1. What happens when children are not treated equally?
2. What could be the possible effects of discrimination?
3. Why is it important to allow disabled children to be as independent as possible?



Thank You

A huge thank you to our friends at Hollywood Bowl, Rochester for their very kind donation of game vouchers for the school to use as part of our House Points redemption scheme!

Throughout a term, students can earn House Points for their excellent classwork, fantastic contributions and consistent, excellent behaviour. Students in all year groups are then able to redeem their House Points for a range of prizes including a voucher for the school canteen, an Amazon voucher and now a Hollywood Bowl voucher!

Students can check how many House Points they have with their form tutor or with Mr Hillier in the SLT office between 8am and 8.15am every morning! There are a limited number of vouchers per year group so they are distributed on a first-come, first-served basis.

A reminder to all students that House Points reset to ZERO at the start of every new term!

House	House Points this term	House Points this year
Attenborough	3,405	17,601
Hawking	3,283	16,247
Pankhurst	3,040	15,104
Tull	3,236	16,670
Turing	2,874	14,953



10 Top Tips for Parents and Educators

ENCOURAGING HEALTHY FRIENDSHIPS

Navigating the complexities of childhood and adolescent friendships can be challenging – but with the right guidance, children and young people can cultivate meaningful, supportive relationships, some of which may last for many years. These top tips provide a comprehensive approach to fostering healthy friendships among children and young people. It's important to remember, however, that each child is different, and will require an individual approach to relationship support.

1 GRANT FRIENDSHIP OPPORTUNITIES



Encouraging children and young people to join extracurricular activities can foster healthy friendships by providing shared interests and common ground. Engaging in these pastimes offers a platform for interaction, sometimes alleviating the social pressure of knowing what to say, and helps children develop meaningful connections.

2 LEAD BY EXAMPLE



The children and young people in our lives see how we behave, the connections that we've made and the interactions between us and others. When we model healthy friendships, we set an example and help youngsters to understand what healthy friendships looks like and how to navigate them.

3 HELP THEM LOVE THEMSELVES



Healthy friendships aren't just about dynamics with other people. They're about our relationship with ourselves. For overall wellbeing, it's important for a child to have the space to build their self-esteem and a positive self-image, as these factors can have a notable influence on the friendships they form throughout life.

4 MONITOR SCREEN TIME



Too much screen time can affect some children's wellbeing in general, but it can specifically impact friendships if it results in fewer positive social interactions. In some cases, reducing screen time and encouraging children and young people to find ways to interact face-to-face can have positive results. It's also important to remember that young people can make positive friendships online, but they will require support to do this safely.

5 TEACH PROBLEM-SOLVING



Inevitably, friendships can run into problems. However, this is also an opportunity to support children and young people to work through any difficulties that may arise. It can be tempting to intervene and try to fix these issues for those involved, but helping them consider ways of resolving conflict or managing difficult situations for themselves can help them create stronger friendships.

6 EMPOWER THE CHILD



When we give children and young people the confidence to choose their friends, navigate interpersonal boundaries and consider how they want to interact with the different people around them, we empower them to take control of the friendships they have. When young people feel in control of these things, they're more likely to make positive choices and remain aware of the signs of a negative relationship.

7 TEACH EMPATHY



'Healthy friendships' doesn't always mean 'perfect'. Sometimes, disagreements can happen. When we teach children and young people to have empathy, we help them to see both sides of a relationship; to be mindful of the challenges a friend might be facing or whatever else might be going on. This can help children and young people to build stronger friendships.

8 BE OPEN TO QUESTIONS



Talking to young people about their friendships, who they spend time with and who they interact with can open the door to questions if they have concerns. Initially, these queries may be straightforward, but if we are receptive to discussion from the outset, young people are more likely to come to us for help when they are older as well.

9 UNDERSTAND BOUNDARIES



One of the keys to a healthy friendship is honouring boundaries. This can include anything from respecting personal space and belongings to acceptable language and behaviour. Understanding the importance of setting these limits and upholding those set by others can help children stay safe. If young people figure out their boundaries and feel comfortable enforcing them, they're more likely to call someone out if they go too far.

10 SPOT THE SIGNS



We can't always supervise young people: sometimes, we need to step back and give them some space. However, it's important to consider any indicators that they may be struggling in their friendships. Are they becoming increasingly irritable? Does their behaviour alter when they've been with their friends? Are they becoming withdrawn or reluctant to take part in certain activities? These could all be signs that they're finding things difficult, and we should remain alert to such changes.

Meet Our Expert

Becky Dawson is an experienced educator who has worked in primary and secondary schools for 20 years. She is a facilitator, consultant and coach working with young people and the adults who work with them, with a focus on developing understanding and skills around mental health, wellbeing and safeguarding.



The National College®

**LEARN TO
FLY HERE**

Recently, one of our fantastic Year 11 students took to the skies in a flying lesson! Flying a Cessna 152 for an hour reaching dizzying yet amazing heights of 3,000 feet! The flight path took him over his house before flying over the Howard School and on towards Dover before returning flying over Rochester seeing fantastic sights of the Castle and Cathedral! For the approach heading in to land, Harvey flew the aircraft down to approximately 150-200ft above ground where the instructor took over!



Rewards Breakfast for our fantastic Ambassadors!

This week the ambassadors had an extra special meeting scheduled to celebrate their contributions towards the Howard school. This gave us an opportunity to give thanks for all the volunteering they do at parent's evenings and other events, including the Wednesday lunch time drop in centre held in the Gallery Theatre.



These gentlemen go above and beyond in their support of staff and their peers so it was lovely to have a breakfast celebration complete with fresh fruit and pastries.

If you are interested in becoming an ambassador please apply by writing to Mrs Cleall.



YEAR 11 GOLDEN TICKET PRIZE DRAW!

Golden Ticket
Student's Name: _____
Teacher's Name: _____
Subject: _____
Date: _____
Leadership, Organisation, Initiative, Initiative and Communication



Golden Ticket
Congratulations! You have been selected to win an extraordinary prize and experience the thrill of



Golden Ticket
Student's Name: _____
Teacher's Name: _____
Subject: _____
Date: _____
Leadership, Organisation, Initiative, Initiative and Communication

With a HUGE thank you to OXDEN FLOORS LTD., our year 11 students are in with a chance of winning a 50" LG Ultra HD smart TV at the Golden Ticket raffle at the end of the year!

All they need to do to win this amazing prize donated by Oxden Floors Ltd. is earn Golden Tickets in their lessons, put half of it in their House's box in main reception and put the other half in their Year 11 LG TV box in main reception!

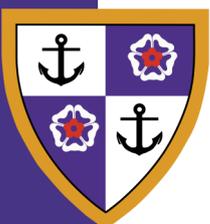
The draw will take place in their year 11 leavers' assembly in term 6! Good luck to you all and once again, a huge thank you to Oxden Floors Ltd for their very generous donation!

<http://oxden-floors.co.uk/> - Professional suppliers and installers of high quality flooring.

Oxden Floors Ltd are one of the UK's leading contract flooring specialists. Their rich near-40 year history brings a high level of professionalism, service and technical ability to every project they are involved with, and they are well respected within the industry.

They can supply and install an extensive range of high quality floor coverings for Industrial and Commercial applications. Their friendly, competent flooring team can offer advice and assistance to ensure the correct floor covering is used in the environment in which it is to be laid.

Family values are core to their professional team, and this is reflected in the service they provide. They always go the extra mile to ensure customers' flooring project is delivered and installed on time. Every time.



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

15

SETTING UP OR JOINING GROUPS

16

PROTECTION OF PRIVACY

17

ACCESS TO INFORMATION

18

RESPONSIBILITY OF PARENTS

19

PROTECTION FROM VIOLENCE

20

CHILDREN WITHOUT FAMILIES

21

CHILDREN WHO ARE ADOPTED

22

REFUGEE CHILDREN

23

CHILDREN WITH DISABILITIES

24

HEALTH, WATER, FOOD, ENVIRONMENT

25

REVIEW OF A CHILD'S PLACEMENT

26

SOCIAL AND ECONOMIC HELP

27

FOOD, CLOTHING, A SAFE HOME

28

ACCESS TO EDUCATION

29

AIMS OF EDUCATION

30

MINORITY CULTURE, LANGUAGE AND RELIGION

31

REST, PLAY, CULTURE, ARTS

32

PROTECTION FROM HARMFUL WORK

33

PROTECTION FROM HARMFUL DRUGS

34

PROTECTION FROM SEXUAL ABUSE

35

PREVENTION OF SALE AND TRAFFICKING

36

PROTECTION FROM EXPLOITATION

37

CHILDREN IN DETENTION

38

PROTECTION IN WAR

39

RECOVERY AND REINTEGRATION

40

CHILDREN WHO BREAK THE LAW

41

BEST LAW FOR CHILDREN APPLIES

42

EVERYONE MUST KNOW CHILDREN'S RIGHTS

43-54

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

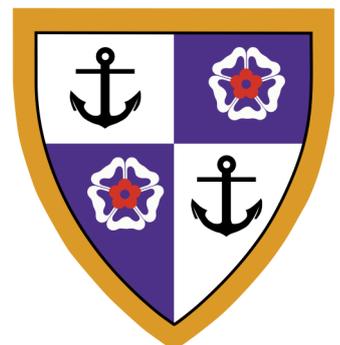
Safeguarding Officer

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



Mr. J Johal - Head of School
johalj@thehowardschool.co.uk

Mr. J Knights - Rewards Lead
knightsj@thehowardschool.co.uk