



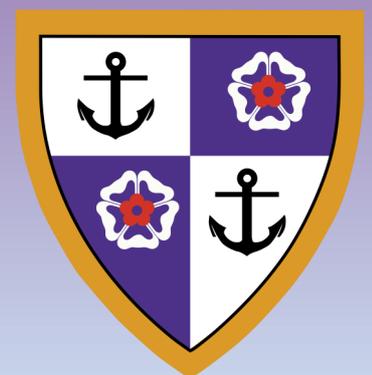
The Howard School

Newsletter

Leadership, Organisation, Resilience, Initiative, Communication

In this issue:

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- ◇ What is The Base?
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welcome

Dear Parents, Carers, and Members of the Howard School Community,

I am Mr Knights and to our newer readers, I am delighted to introduce myself as both the editor of this newsletter and the Rewards Lead at The Howard School. I hope you have enjoyed our recent editions and found them informative and engaging. It is a privilege to keep you all up to date with everything happening within our school and beyond, fostering a stronger connection between the school and the wider community.

As we move into an exciting time of the year, I am thrilled to share that our annual rewards trips are just around the corner. These trips are a fantastic opportunity to recognize and celebrate some of our outstanding students who consistently go above and beyond. This year, our Year 7 students will be heading to Hollywood Bowl in Rochester, Year 8 will be enjoying the thrills at Soar Trampoline Park, and Years 9 and 10 will be taking on the challenges at Ninja Warrior in Chatham. These excursions are just one way we acknowledge the hard work and dedication of our students.

In addition to the rewards trips, we are eagerly anticipating our annual Prize Giving event. This event is a cornerstone of our school calendar, allowing departments to recognise and celebrate the exceptional work of specific students in their subjects. Alongside subject-specific awards, we also have special categories such as Contribution to the School Community, the Personal Development Award, and the prestigious Pupil of the Year Award. A new award we are distributing this year is the Peer Award where students have the opportunity to nominate one another in a Players' Player style award!

Promoting excellence at The Howard School is an honour of mine as Rewards Lead and our fantastic rewards scheme plays a crucial role in this mission. Through our system of House Points and Golden Tickets, we encourage students to strive for their best every day. It is incredibly rewarding to see our students work hard, achieve their goals, and receive the recognition that they deserve.

If you have anything that you believe worthy of recognition and celebration involving any of our students, please don't hesitate to get into contact with myself (knightsj@thehowardschool.co.uk) or Mr Hillier (hillier@thehowardschool.co.uk).

Thank you for your continued support, and I look forward to sharing more updates with you in future editions of our newsletter.

Mr Knights
Rewards Lead

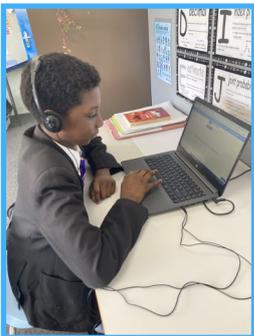
THE BASE

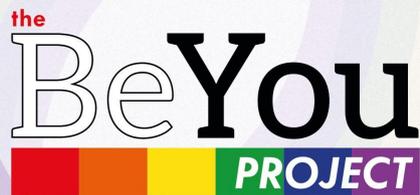
In the heart of our school, "The Base" serves as a nurturing haven where myself (Mrs Lea), Mrs. Coleman, and Miss Rotherham collaborate as a dedicated team.

We provide a variety of interventions designed to support and enhance the educational experience of our students. For literacy intervention, we utilise the ReadingWise computer program, which is specifically designed to bolster reading skills.

Additionally, we employ The Literacy Box multiple-choice cards to aid in comprehension, ensuring that students can engage with texts in a meaningful way. Our numeracy catch-up intervention for Year 7 is supported by the White Rose programme, which offers targeted support to help students grasp essential mathematical concepts. This structured approach ensures that every student has the opportunity to achieve their full potential in numeracy. Handwriting intervention is another key area we focus on, providing students with the guidance and practice they need to develop clear and confident writing skills. For students for whom English is an additional language (EAL), we offer tailored support through the Flash Academy computer program, as well as through dictation and conversation practice. These interventions help our EAL students improve their language proficiency and integrate more fully into the school community.

The Base also serves as a safe and accommodating space for injured students who need to stay in school while on crutches. This ensures that they can continue their education with minimal disruption despite their physical limitations. Additionally, we offer 1:1 interventions for emotional regulation, providing personalised support to help students manage their emotions and develop resilience. In The Base, we are committed to creating a supportive and inclusive environment where every student can thrive academically, socially, and emotionally.





thebeyouproject.co.uk | @beyoukent

Parents and carers' support group

Does your child identify as LGBTQ+?

Join our support group, where parents and carers of LGBTQ+ young people can share experiences, connect with new people and get help and advice.

Whether your child has just come out to you or you're a proud parent who's been supporting their child for years, you are very **welcome** to join us and share your story in confidence.

Our group is co-hosted by the parent of a LGBTQ+ young person, so you can be sure of an understanding ear.

Join us online, every other Friday from 7-8pm

For joining instructions, email beyou@porchlight.org.uk



BeYou's Be Proud Big Day Out

Saturday 27 July 2024, 11am-3pm

Maidstone

A free day for LGBTQ+ young people age 13-25 years old
Free hot and cold food • drag acts • music
arts and crafts • games and inflatables •

And much more, including free transport from pick-up points in Kent & Medway. To find out more about us or to sign up, email beyou@porchlight.org.uk or visit thebeyouproject.co.uk



Supported by



Kent Fire & Rescue Service

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Registered charity no. 267116
The BeYou Project is delivered by Porchlight, for and on behalf of the LGBTQ+





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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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Year 9 Football Vs Rainham Mark

A huge well done and good luck to the following boys in Year 8 who have been nominated for Kent School Football trials: JC, LO, FE, CW and MM. These nominations have been based on their continued impressive performances for the school this year. We wish them all the best!



The Howard Impress at High Halstow Return



The Howard Year 7s returned to High Halstow in the SSG soft ball cricket tournament intent on claiming 1st prize. The boys performed superbly winning 4/6 games beating upcoming opponents in Leigh Academy Rainham, Strood Academy, Rochester Grammar and The Victory Academy. Narrow early losses to Holcombe

Grammar and Hundred of Hoo provided good lessons to the boys who grew in strength from their mistakes. With the help of other results, The Howard took 2nd place to a once again impressive Hundred of Hoo who The Howard had pushed close in their game with notable positive feedback from spectators and staff members on the boys' performances as well as their conduct on and off the pitch.



Many stand out performances were noted with GS behind the stumps, ZB and WS with some solid line and length bowling, AW strength with bat and ball



once again. However, Player of the day went to CR for some tight bowling, impressive all round batting and LOTS of positive and funny chat in the field.

Gold!

LC became Kent Schools 400m Champion on the weekend, competing at the Kent Schools Athletics. With an impressive time of 51.62, LC clinched victory by only 7 hundredths of a second. LC will be looking to repeat this success in the upcoming Kent school district athletics at Medway Park.



SPORT at THS

Howard lose bragging rights in Rainham clash

4th time was the charm as the weather finally allowed The Howard to play their 1st full 20/20 hard ball game of the "summer". The Howard bowled first and were met with some strong batting from the first 4 batters of Leigh Academy Rainham. The Howard responded with strong bowling pulling the score back to 66-4 after 12 overs. Some sketchy fielding and sloppy bowling in the final overs marred a brilliant bowling performances of ZK who took 4 wickets off 4 overs for 14 runs and WE's 4 overs 2 wickets for 15 runs. Leigh Academy finishing their innings on 112 after 20 overs.

The Howard opened up with experience but quickly lost both openers in the first 2 overs. The rebuild was left to JS and JS who put on a solid partnership of 44 before the impressive JS fell for 28. JS batted the final 18 overs scoring a steady 25 forming an impressive partnerships with ZP and JH.

The Howard took the game to the final bowling finishing the game on 89 off 20 overs losing by 23 runs. A lethargic day in the field and some left to be desired batting overshadowed good batting performances by JS and JS along with BP who stepped in to Wicket Keep superbly.



HOWARD AVENGERS ASSEMBLE TO AWAY DAY WIN

The Howard Year 7s travelled to Holcombe Grammar looking to avenge their SSG tournament loss to the Chatham based school despite finishing 2nd overall.

The boys were put into bat first after winning the toss for this a softball game. The top order struggled to add to the scoreboard despite a solid defence losing few wickets in the process. A late flurry from ZB with some extravagant shots for 4 was the pick of the batting with Holcombe's bowling making scoring runs difficult for the Howard side, who finished their innings on 68.

The Howard took to the field and despite some loose balls the bowling was strong from each Howard player with LE and HA both claiming 2 wickets each.

A shoutout to GS for some fine wicket keeping AGAIN with an impressive catch behind the stumps. Some improved fielding as the game closed saw The Howard take the game winning by 15 runs. Player of the day: WS for good work with bat and ball.



SSG District Athletics

On Thursday 20th June The Howard School took students from year 7-9 to take part in the SSG District Athletics tournament at Medway Park. Students were tasked to take part in a maximum of one field event and one track event. During the track events there was some extraordinary athletes who succeeded very well in their events with CD (year7) winning bronze in



the 800m race, LK (year 8) winning silver in the final of the 100m sprint race after winning his first heat to secure his final spot, FE (year 7) went onto win the silver medal in the final of the 200m race and finally MS (year 9) winning the ultimate reward of winning his heat and then also securing the gold medal in the final of the 300m race.

The year 8 students, Divine, Michael, Lennon and Oliver also were able to come together as a team and win the bronze medal for the 4 x100m relay.

Moving onto the field events the boys had to adapt very quickly

to some events they may have never done before such as the long jump and discus. The year 7 led a great start in the field events with a bronze medal for EA in the long jump and OG winning silver in the javelin. The students thoroughly enjoyed the day and learned great new skills of teamwork and determination. All students set great standards for themselves and for The Howard school making us all very proud!



SPORT at THS

10 Top Tips for Parents and Educators

PROMOTING PHYSICAL WELLBEING

Physical activity isn't only beneficial for our bodies; it also plays a role in promoting mental wellbeing. With both the Euros and the Olympics this summer, it's an opportunity to engage young people in regular exercise which can reduce stress, improve mood and boost self-esteem. Despite these benefits, many children face barriers to participating in physical activity.

1 MAKE IT FUN



Incorporate activities that children enjoy, such as playing games or dancing. Encourage participation in team sports or group activities to foster social connections and a sense of belonging.

2 MIX MOVEMENT WITH LEARNING



Educational settings can incorporate movement breaks and physical activities to enhance focus, concentration and cognitive function. Embedding exercise into the curriculum can also reinforce learning and stimulate creativity. 'Revision walks' with podcasts and flashcards can benefit older learners.

3 CREATE OPPORTUNITIES

Provide clear chances for physical activity throughout the day, both indoors and outdoors. Schools can encourage active play during breaks and at lunchtimes, while limiting screen time at home can help keep children up and about.

4 PROVIDE POSITIVE REINFORCEMENT



Praise and encourage children for their efforts and achievements in physical activity. Recognise their progress and celebrate their successes to reinforce positive behaviours. Educators could do this in several ways, such as applauding their efforts at assemblies or celebrating their accomplishments in newsletters.

5 VARIETY IS KEY



Introduce a selection of physical activities to keep children engaged and prevent boredom. From swimming and cycling to yoga and martial arts, trying different types of exercise can help children to discover what they enjoy most.

6 ENJOYMENT OVER COMPETITION



Encourage children to focus on the enjoyment of physical activity rather than winning or achieving perfection. Emphasise effort, improvement and having fun rather than outcomes, to minimise the amount of stress that children can sometimes associate with sports and other competitions.

7 SET REALISTIC GOALS



Help children set achievable physical activity targets based on their interests, abilities and preferences. Celebrate their progress and successes to maintain motivation and enthusiasm.

8 MAKE IT ACCESSIBLE



Ensure that children have access to safe, suitable spaces for exercise at home, at school and in the community. Advocate for inclusive environments which accommodate diverse needs and abilities. Be a change maker in your community if facilities aren't already available.

9 LEAD BY EXAMPLE



Parents and carers can be positive role models by prioritising their own exercise and involving children in their fitness routines. Gentle walks, bike rides or sports activities can be wonderful opportunities for bonding and staying active together.

10 ENCOURAGE PERSISTENCE



Help children develop resilience and perseverance by encouraging them to overcome challenges and setbacks in physical activity. Teach them the importance of perseverance and the value of effort in achieving their goals.

Meet Our Expert

Adam Gillett is a learning and development specialist who, as well as working for Minds Ahead, is associate vice principal for personal development at a large secondary school in Barnsley. He was asked to be part of an expert research group for the Department for Education, one of only three school leaders to be asked to do so.



#WakeUpWednesday®

The National College®

YEAR 11 GOLDEN TICKET PRIZE DRAW!

Golden Ticket

Student's Name: _____
 Teacher's Name: _____
 Subject: _____
 Date: _____
 Faculty: _____

Golden Ticket

Golden Ticket

Golden Ticket



Golden Ticket

Golden Ticket

Golden Ticket

Golden Ticket



Thank you to OXDEN FLOORS LTD., our year 11 students are in with a 50" LG Ultra HD smart TV at the Golden Ticket raffle at the



generally...
<http://oxdenfloors.com>
 flooring.

Oxden Floors is a rich near-40 year old technical and respected company. They can supply Industrial and Commercial flooring and can offer advice on the environment.

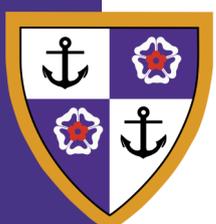
Family values and a professional team, and this is reflected in the service they provide. They always go the extra mile to ensure customers' flooring project is delivered and installed on time. Every time.

Floors Ltd. is an excellent main reception area!
 6! Good luck to their very

high quality

specialists. Their service and products are well

coverings for a flooring team. It is used in



NEW DATES
AVAILABLE

Interested in a career in teaching?

At The Howard School, we are committed to teacher training and want to support those considering a career in teaching to make informed decisions.



Is teaching for me?

Teaching is a highly rewarding and enjoyable career but it is not all holidays and early finishes! To be a successful teacher, you need to have a passion for supporting young people to reach their potential; a drive to challenge thinking and ideas; and an enthusiasm to bring learning to life!

Teacher Open Day Events

As part of our commitment, we are offering "Teacher Open Days" where individuals will be able to come to the school and experience what it's like to be a teacher!

Events run from 9am-3pm and you will:

- Experience subject specific lessons
- Meet with leaders of ITT at THS
- Learn about the training routes available and how to apply



Upcoming Teacher Open Days

Thursday 21 March 2024 | Wednesday 3 July 2024

For more information, visit: www.thehoward-that.org.uk/itt
Email enquiries@tgtsh.org.uk to register your place at an Open Day



The Howard
School



THE HOWARD
Academy Trust



Thames Gateway
Teaching School Hub

KMT

QUALITY
TEACHER
TRAINING

ANCHORIANS WAR MEMORIAL RESEARCH PROJECT

The Anchorians Association was created on Boxing Day 1926 as the old boys' association (the 'Old Anchorians') of the County Grammar School, later to become Gillingham Grammar School. It merged in 1975 with Rainham Boys' Secondary School, to create The Howard School. The new School's Board of Governors approved the adoption of the Anchorians Association as a 'ready-made' Old Boys' organisation and as The Howard approaches its 50th anniversary next year, it is pleasing that the relationship between the School and Anchorians remains in place.

To mark the Anchs' centenary, Nigel Fray, the Association's Honorary Secretary (a former Governor of the Howard and a former pupil of both the Grammar and Howard Schools) is writing a book detailing its history from 1926 to the present day. An important chapter will be to commemorate those 65 Old Anchorians who gave their lives in World War II in the service of their country.

With the help of the Mr Clarke and the students from the School's History Department, we have been undertaking a research project to gather as much information as possible about those OAs who are honoured on the War Memorial. The Memorial was, from its commemoration in 1949, originally located at the Grammar School, in Third Avenue, but since 1975, has proudly hung in the Association's Darland Avenue Clubhouse.

The Association's archives reveal that many of those who are honoured on its War Memorial (pictured) were killed in action, but little, if any more information than that exists in the Association's records. Other sources of information, such as the Commonwealth War Graves Commission have helped us to determine in which of HM Forces (or civilian services) they served and for many, the circumstances of their demise. However, information gaps remain or that which we do have is patchy. It has occurred to us, therefore, that perhaps many of the families whose sons and daughters currently attend the Howard are descended from these 65 OAs and may have information to add to our research. Their names are on the next page.

I should be grateful if information would be sent either to Mr Clarke (clarket@thehowardschool.co.uk) and/or to Nigel Fray at nigelfray@aol.com or by post to: The Hon. Secretary, The Anchorians Association, The Clubhouse, Darland Avenue, Gillingham ME7 3AN.



Thank you for your help.

ANCHORJANS WAR MEMORIAL RESEARCH PROJECT

ADLAM, Leonard Frank Percy	EMMETT, Barnard Roy	MOUNTAIN, Robert Owen
ANDERSON, Ivor Magnus	ENWRIGHT, Charles James	NEEDHAM, Frank James
ATKINSON, Ronald	FARAHAR, Roy Albert James	NORMAN, Arthur John
BARRETT, Kenneth Alan	FORD, Cyril Richard	PEARCE, Norman Frederick
BAYS, Henry James	FOWLER, Donald Crosby	PRATT, Cyril Herbert
BEACON, Percy James	FRASER, Thomas James	RAMSHAW, Joh Edward
BEET, Cyril Hardwick	GAY, Leonard Charles	RICHARDSON, Kenneth Rigby
BERRY, Anthony Francis	GILBERT, Eric George	RYAN, John
BLACK, William Roy	GLYNN, Glyn Roy	SEAGER, Ivan Charles
BONFIELD, George Myron	GLYNN, Kenneth Arthur	SHARMAN, Peter Robinson
BRYANT, Grahame John Deveney	HELLENBURGH, Arthur John	SMITH, Eric Harcourt
BRYANT, Keith	HESTER, Albert Henry	SMITH, Frank Augustus
CAHILL, Joseph William John	HUNTER, William Alexander Wilson	STONEMAN, Reginal Tarbut
CAPON, Phillip John	JAMES, George Thomas Percy	SUTHERLAND, John Sinclair
CASH, Frank Arthur Henry	JONES, Tom	TAYLOR, Charles Wollard
CHISHOLM, John Norman Francis	LITTLE, Alfred William	TIBBS, Rowland
CHURCH, Cecil Arthur Jeffery	LONG, Sydney Robert	WAITT, Wwilliam Thomas
CLEMETT, John Alfred	LOVELL, Victor Charles	WILKINSON, Edmund Rees
CURTIS, Maurice George	McLAUGHLIN, Edward Andrew	WILLIS, Joseph Arthur
DAVIS, Donald Leonard	McLEAN, William	WILSON, Leslie Redvers
DICKIE, Alex Morrison	MERRALLS, Peter Ernest	WINDER Arthur Joseph
EDWARDS, Derek Wallace	MOON, Geoffrey Edward	



FORENSICS



This week our Year 12 Forensics students had the exciting opportunity to apply their classroom learning to a real-world scenario during a meticulously planned mock crime scene exercise. Dressed in full personal protective equipment (PPE), the students stepped into the roles of crime scene investigators, ready to put their skills and knowledge to the test.

The mock crime scene, set up with a high level of detail, challenged the students to examine various pieces of evidence, sample potential clues, and work together to piece together the events that transpired. Utilising techniques learned throughout the year, the students lifted fingerprints, bagged evidence, took samples of unknown powders and liquids, and carefully documented a large sum of money that may have motivated the crime. Additionally, they applied blood spatter examination and trace evidence collection methods, showcasing their comprehensive forensic training.



Through this hands-on experience, the students not only reinforced their understanding of forensic principles but also gained valuable insight into the meticulous and methodical nature of crime scene investigation. This practical exercise will undoubtedly enhance their

forensic capabilities and ignite a deeper passion for the field. We look forward to seeing their continued growth and success in future investigations.



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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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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REST, PLAY, CULTURE, ARTS

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PROTECTION FROM HARMFUL WORK

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PROTECTION FROM HARMFUL DRUGS

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PROTECTION FROM SEXUAL ABUSE

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PREVENTION OF SALE AND TRAFFICKING

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PROTECTION FROM EXPLOITATION

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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

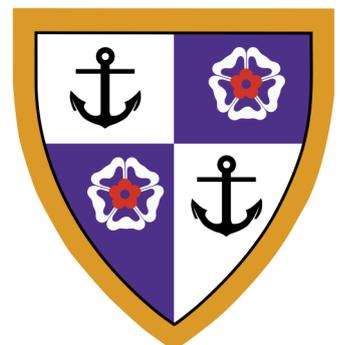
Safeguarding Officer

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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