



The Howard School

Newsletter

High Standards lead to High Achievement
Be Hardworking | Be Good | Be Kind

welcome



Mr. J Johal
Principal

As we come to the end of what has been an incredibly busy and exciting term, I want to take a moment to reflect on all that we have achieved together. The past few months have been packed with activities, opportunities, and hard work across all year groups, and I am immensely proud of our students for their enthusiasm and dedication.

One of the standout events this term is the Tenerife trip, where students had the chance to exploring the incredible landscapes of the Canary Islands. Meanwhile, back at school, our KS3 students impressed us all with their creativity and curiosity at the Science Fayre. It was fantastic to see so many of them presenting their projects with confidence and passion.

Our Careers Fayre was another huge success, offering students valuable insights into the many different pathways available to them. With representatives from universities, apprenticeships, and a range of industries, students left feeling inspired about their future choices.

For our Year 11 students, this term has been particularly important as they prepare for their summer exams. Intervention sessions are now well underway, providing targeted support to help them achieve their best. The commitment they have shown so far has been commendable, and I encourage them to keep up the momentum as we head into the final stretch.

Across the school, staff have been recognising students' efforts and achievements, with over 1,100 department certificates awarded this term alone. Well done to everyone who has received one—you should be very proud of your hard work.

With so much happening, it has been a busy but rewarding term. I want to thank all our students for their dedication, our staff for their unwavering support, and our parents and carers for their continued encouragement. As we look ahead to the next term, I am confident that we will continue to build on this success together.

Wishing you all a restful break.

Our students have had an incredible start to their Tenerife adventure! After an early morning departure, we arrived on the beautiful island, full of excitement for the days ahead. From the moment we set foot in Puerto de la Cruz, the students embraced the experience with enthusiasm and curiosity.

Our first stop was exploring this charming coastal town, known for its colourful streets, stunning ocean views, and vibrant culture. As we wandered through the lively plazas and picturesque alleyways, students had the chance to soak in the atmosphere, admire traditional Canarian architecture, and even practise their Spanish with friendly locals. It was fantastic to see them stepping out of their comfort zones and fully embracing the cultural experience.

Of course, no visit to Tenerife would be complete without sampling some authentic Canarian ice cream! With a variety of delicious flavours to choose from, everyone found something they loved. It was the perfect way to cool down and celebrate a successful first day.

One of the most rewarding parts of the day was seeing how engaged and respectful our students were throughout. Whether it was learning about local traditions, trying new foods, or simply taking in the breathtaking scenery, they approached everything with enthusiasm. This trip is not just about sightseeing—it's about building confidence, making lifelong memories, and broadening horizons.

With so many more exciting activities ahead, including visits to natural wonders and cultural landmarks, we can't wait to share more of our journey. Stay tuned for updates as our Tenerife adventure continues!





2025 is an important year for Remembrance as we mark 80 years since **VE Day and VJ Day**, as well as other key events that helped bring the Second World War to an end.

To help young people learn about this important part of history, the **Royal British Legion's Teaching Remembrance programme** is searching for stories from families across the UK. We want to hear from students who have a **family connection to the Second World War** and would like to share their story.

If you have a **great-grandparent, relative, or family friend** who served during the war or contributed to the war effort, we would love to hear about them. We are especially interested in where they were on **VE Day (8 May 1945) or VJ Day (15 August 1945)** and how they experienced this historic moment.

How to Take Part:

- **Write a short description (maximum 50 words)** about the person, including their name, rank or role, and what they did during the war.
- **Include a good quality photograph** of them, either in uniform or in their civilian life after the war.
- **Make sure you have permission** from your family to share their story and photo.

A selection of stories will be used in **Teaching Remembrance resources** throughout the year to help educate others about the impact of the Second World War.

How to Submit:

Send your story and photograph in a Word document to teachingremembrance@britishlegion.org.uk by **Friday 28th February**.

Please note that due to the high number of submissions, we may not be able to respond to everyone individually. If we would like to use your story, we will get in touch.

This is a fantastic opportunity to honour those who lived through the war and ensure their stories are remembered by future generations. Start your research today and help bring history to life!





OUR SAFEGUARDING TEAM

Principal Mr J Johal

safeguarding@thehowardschool.co.uk

Scan Me



MR S GREEN

Vice Principal
Designated Safeguarding
Lead

01634 388765 Ext: 3015



MS T MCCOMAS

Pastoral Support Manager
Deputy Safeguarding Lead

01634 388765 Ext: 3006

MRS J DEAKIN

Assistant Principal
Deputy Safeguarding Lead

01634 388765 Ext: 3030



MISS A MULROONEY

Assistant Principal
Safeguarding Officer

01634 388765 Ext: 3038



MR N LONGE

Senior Head of Year
Safeguarding Officer

01634 388765 Ext: 3036



MR B DABURN

Senior Head of Year
Safeguarding Officer

01634 388765 Ext: 3046



MRS S KEEGAN

Safeguarding Officer

01634 388765 Ext: 3009



Medway Council Children's Social Care can be contacted on 01634 334466
Medway's First response Service is 01634 334466: 24 hour emergency number is 0300 041919
Alternative telephone numbers where you have concerns about a child:
NSPCC: 08088 005000 - ChildLine: 0800 1111

Our KS3 students showcased their creativity, curiosity, and scientific skills at this year's Science Fayre, and what a fantastic event it was! The hall was filled with an incredible range of projects, from thought-provoking experiments to innovative investigations, all demonstrating a real passion for science.

Students worked hard to research, design, and present their projects, exploring fascinating topics across biology, chemistry, physics, and engineering. Whether it was testing chemical reactions, investigating forces, or finding new ways to improve sustainability, the effort and enthusiasm on display were truly inspiring.

Throughout the event, students and staff had the opportunity to view the projects, ask questions, and vote for their favourite. It was fantastic to see so much engagement, with students confidently explaining their findings and sharing their discoveries. The level of creativity and problem-solving was outstanding, making the decision to choose a winning project incredibly difficult.

A huge well done to everyone who took part. The dedication, teamwork, and scientific thinking shown by our students were remarkable, and they should all be extremely proud of their achievements. Science is all about curiosity and discovery, and this event highlighted just how talented and innovative our students are.

A special congratulations goes to our winning project, which stood out for its originality, research, and impressive presentation. Every student who participated contributed to making the Science Fayre a brilliant success, and we cannot wait to see what exciting ideas come to life next year.

Well done to all!





Our Year 9 GCSE Photography students have been exploring the world of **abstract photography**, using shadows, light, and composition to create some truly **amazing** work. Through this project, they have learned how to see everyday objects differently, capturing shapes, patterns, and contrasts in unique and creative ways.



The focus of their recent work has been on **shadows**—an often-overlooked element of photography that can add depth, drama, and mystery to an image. By experimenting with natural and artificial light, they have created striking compositions that highlight the beauty of shadows in photography. Some students chose to emphasise high contrast, creating bold, graphic images, while others explored soft, subtle tones for a more delicate effect.



This project has encouraged students to think outside the box and develop their own creative style. They have used a range of techniques, from close-up photography to unusual angles and layering, to transform ordinary scenes into abstract masterpieces. Many students were surprised by how much they could achieve simply by **observing light and shadow differently**.

Photography is not just about taking a picture—it's about **telling a story, capturing a mood, and seeing the world in new ways**. Through this project, Year 9 students have gained valuable skills in composition, lighting, and artistic expression, which will support them as they continue their GCSE journey.



Their hard work and creativity have resulted in some **incredible** photographs, and we are so proud of what they have achieved. Well done to all the students involved!

If you are interested in seeing their work, keep an eye out for upcoming displays around the school. We look forward to seeing even more exciting projects from our talented photographers in the future!

What Parents & Educators Need to Know about ONLINE RELATIONSHIPS & DATING APPS

WHAT ARE THE RISKS?

Dating apps are used to help people find new relationships – whether casual or more long term – matching users based on age, interests, gender and more. Some may consider dating apps harmless to under-18s because they aren't able to use them, but effective age verification measures are quite scarce, and it's been known for young people to end up on apps of this type.

EASE OF ACCESS

The relatively lax age verification process of many dating apps makes them incredibly accessible to children who really shouldn't be using them. This carries the obvious risk of exposing under-18s to a dating scene populated by adults – who may not even be aware of the young person's true age. This is concerning when we consider the 'hook-up culture' common on these apps – with many people using them to arrange casual sexual encounters.

CONTACT AND CONDUCT RISKS

Once someone is active on a dating app, their social media profiles can be linked to the app and might be accessed by others. This can lead to random users 'sliding into their DM's' (sending a direct message) without consent. Complete strangers could start bombarding a young person's inbox with pictures, messages and sexual comments.

SCAMS AND SEXUAL EXPLOITATION

Some young people may feel they've formed a real bond with someone through online dating, but there's always a risk that it's not genuine. Scammers on these apps often build romantic connections with their victims – then once they feel they have their victim's trust, they begin asking for money under false pretences (such as suggesting they meet in person and requesting a 'loan' to cover a train ticket).

UNVERIFIED ACCOUNTS

As with all online interactions, you may not be talking to whom you think you are. Without paying a subscription, users of dating apps can often only view a certain number of profiles at a time. A TikTok trend has advised young people to set their age limit to 80 years old and over – putting them in a sparse and more 'exclusive' category to bypass the usual restrictions. Unfortunately, this can lead to matches with someone much older.

PEER PRESSURE

The pressure to be in a relationship can be huge, and many young people use online dating apps as a cost-effective way to meet others. Some users find it difficult to meet people organically due to their lifestyle, and may not have the time or money to go out and socialise. It's also common for young people to set up accounts for their single friends in the hope of finding a match for someone they know.

SKewed PERSPECTIVES

Dating apps can promote an unrealistic view of what makes someone attractive. With such vast options, some users can become both picky and extremely harsh about others' appearance. Ultimately, all you see on these apps are pictures (with no insight into someone's personality), and some young people struggle with the fear of being judged. Even when someone does start dating, there's a persistent paranoia that their partner is only one swipe away from a potentially better match.

Advice for Parents & Educators

TALK ABOUT DATING APPS

Let young people know that they can talk to you about anything, even something as private as their dating life. At school, the relationships, sex and health curriculum can assist with conversations around healthy relationships, consent and online safety. Emphasise the message that you want to help them make healthy, safe and informed choices. If they feel embarrassed talking to you, make sure they have a trusted adult who can help them.

ENCOURAGE DATA PROTECTION

Empower young people to protect their data and personal information. Explain why including things like their school, age and surname in their profile could potentially be dangerous. Make sure they know never to give out personal details, and that there's no reason for other users to ask for them. If they feel uneasy about a situation online, they need to speak to someone that they can trust.

VERIFICATION STAMPS

Explain that someone using a dating app should only communicate with those who have gone through a verification process. Online dating apps use a variety of methods to ascertain a user's identity, including scanning valid documents (such as a driver's licence or passport). Verification can also involve users taking a selfie to ensure that the photos on their profile match it.

REPORT AND BLOCK

Remind young people that they can always report or block (or both) anyone who makes them feel uncomfortable on any platform. Ask if they know how to do this and offer to help them figure it out if they're unsure. Every app should have advice on how to report or block another user, so be sure young people are familiar with the settings.

Meet Our Expert

Rebecca Jennings works at RAISE (www.raiseducation.org.uk) in the field of relationships, sex and health education, providing educational, age-appropriate workshops for pupils around the more sensitive areas of the curriculum – including online safety and healthy relationships.



The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/online-relationships-dating-apps>

Our school hosted its annual **Careers Fayre** this week, and what an incredible event it was. We were fortunate to welcome a wide range of employers, universities, apprenticeship providers, and industry professionals, all eager to share their knowledge and opportunities with our students.

Throughout the day, students had the chance to explore different career paths, ask questions, and gain valuable insights into the world of work. Employers from various sectors, including healthcare, engineering, business, and the creative industries, were on hand to offer guidance and advice. This was a fantastic opportunity to learn about the skills, qualifications, and experience needed for different roles, helping students to make more informed decisions about their futures.

One of the most exciting aspects of the event was hearing from professionals who shared their career journeys, offering real-world perspectives on what it takes to succeed. Many students found it particularly helpful to learn about apprenticeships as an alternative to university, as well as the growing number of career opportunities available locally and nationally.

The atmosphere in the hall was buzzing with enthusiasm, as students engaged in conversations, collected useful resources, and even signed up for work experience and networking opportunities. It was clear that the event not only broadened horizons but also inspired confidence in making future career choices.

We would like to extend a **huge thank you** to all the employers and organisations who took the time to attend and support our students. Your expertise and encouragement have made a lasting impact.





Our ELC spaces are available to all students during lunch, providing a supportive environment for independent study. Whether you need a quiet place to focus, extra help with coursework, or just a structured space to stay on top of your work, the ELC is here for you.

Students can use these spaces to complete assignments, revise for upcoming tests, or seek guidance from staff who are on hand to offer support. It's a great opportunity to catch up on work, ask questions, and develop strong independent study habits in a relaxed and welcoming setting.

Taking advantage of the ELC during lunch can help reduce stress, improve time management, and ensure you stay ahead with your studies. Many students find that setting aside this dedicated time each day makes a real difference in their academic progress.

No booking is required—just drop in, settle down, and make the most of the resources available. Whether you prefer working alone or with a small group, the ELC is here to support you in reaching your goals.

Make use of this fantastic opportunity and take control of your learning today.

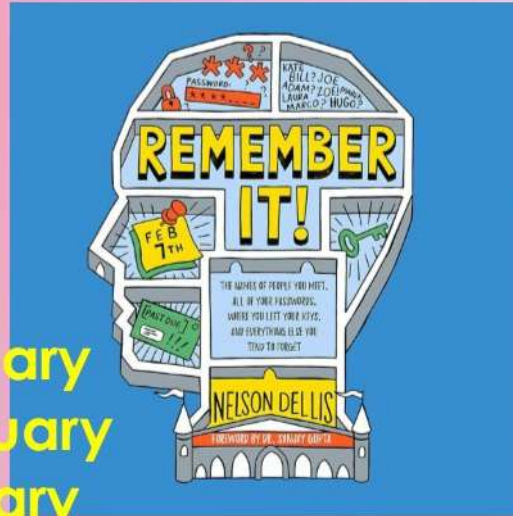


House Events

Term 3



1st - 50
2nd - 40
3rd - 30
4th - 20
5th - 10



Year 7 - 28th January
Year 8 - 13th February
Year 9 - 5th February
Year 10 - 4th February
Year 11 - 27th January



Year 7 - 22nd January
Year 8 - 29th January
Year 9 - 4th February
Year 10 - 11th February

HOUSE ROWING

To sign-up and represent your House on any event, head to your Google Classroom or see Mr. Hillier



ATTENBOROUGH



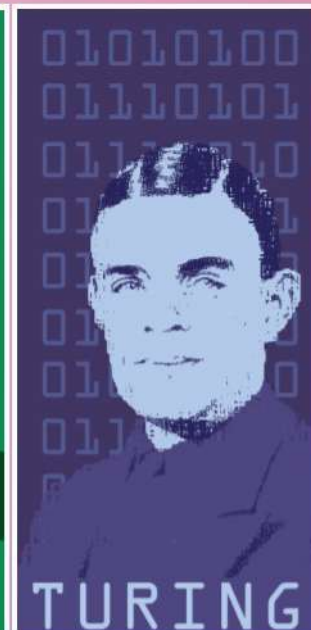
HAWKING



PANKHURST



TULL



TURING

Our Year 11 Triple Science students have been making the most of their afternoon PD sessions by attending dedicated Science intervention. These sessions are designed to provide extra support as they prepare for their GCSE exams at the end of the year.

The intervention lessons focus on key topics across Biology, Chemistry, and Physics, helping students to strengthen their understanding, improve exam techniques, and build confidence in their knowledge. Teachers are working closely with students to identify areas for improvement and provide targeted guidance to ensure they reach their full potential.

The dedication and hard work shown by our students have been truly impressive. They are actively engaging in discussions, tackling challenging questions, and demonstrating a strong commitment to their studies. This extra effort will undoubtedly support their progress and give them the best possible chance of success in their exams.

A huge well done to all students taking part in these sessions. Keep up the hard work, stay motivated, and continue striving for excellence. Your determination and effort will pay off, and we look forward to celebrating your achievements in the summer.



1
-18
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



The Howard
School

Hire our facilities

Scan to book



- Table Tennis Centre
- Sports Hall
- Grass Pitches
- Gymnasium
- Dance/Drama Studios
- Changing Rooms
- School Hall/Classrooms

Opening Hours:

Mon to Fri: 16:30 - 22:00

Sat: 08:00 - 23:00

Sun: 08:00 - 20:00

To Book

www.howard.schoolhire.co.uk



GOLDEN TICKET

During each lesson, our students have the opportunity to receive a Golden Ticket. This Golden Ticket can be received for going 'above-and-beyond' during the lesson. These Golden Tickets are collected in our Main Reception and a portion of the ticket is also taken home so parents/carers can recognise this immense achievement as well.

The tickets are collected in boxes in each of the students Houses and tallied at the end of the academic year. The House that collects the most gets points added to the House Championship total for their House as they compete for the Laurel Cup.

But it doesn't stop there!

At the end of the academic year, all of the Golden Tickets will also be collected by Year Group where a Prize Draw will take place. Each year group were asked what they would like the opportunity to win, and the prizes by year group are listed below. The more Golden Tickets each student receives, the greater their opportunity is to win! Good luck!

Year 7



£200 bike

2 x £100
Amazon
Vouchers



Year 8

*voted for 2 winners

Year 9



£200 JD
Voucher

£200

Amazon
Voucher



Year 10

Year 11



PlayStation 5

This initiative would not be possible without the support from our good friends at 'Camfil'.





Meet Your Head of House



Mr. Edwards

Ms. Samuels

Ms. Anglin

Mr. Dunn

Ms. Mulrooney



ATTENUBOROUGH



HAWKING



ATTENUBOROUGH



HAWKING



PANKHURST



TULL



TURING



PANKHURST



TULL



TURING





Mr. J Johal - Principal
johalj@thehowardschool.co.uk
01634 388765 ext. 3004