



The Howard School

Newsletter

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

welcome

Our Year 12 Geography students recently took part in an exciting fieldwork day in Canterbury as part of their A Level studies. The aim of the trip was to investigate the success of regeneration in the city and explore whether certain areas are still in need of further improvement.

Throughout the day, students worked in small groups to carry out a variety of fieldwork techniques. These included environmental quality surveys, land use mapping, questionnaires with members of the public, and photographic evidence to support their findings. This hands-on experience gave students the chance to apply their classroom learning to a real-world setting, while also developing important skills in data collection, analysis and teamwork.

The focus of the day was to consider how effective regeneration has been in different parts of Canterbury. Students looked at areas that have clearly benefitted from redevelopment – such as the Whitefriars shopping centre and parts of the city centre – and compared these with locations where further regeneration may still be needed. They also began to think critically about who benefits from regeneration, and what challenges come with trying to improve urban areas.

This fieldwork will support students as they begin to plan and carry out their own independent investigations over the next few months. These investigations form an important part of the A Level Geography course and give students the opportunity to explore a topic of their choice in detail.

It was fantastic to see our students engaging so enthusiastically with the task, asking thoughtful questions, and making the most of the opportunity to learn outside the classroom. We look forward to seeing how their ideas develop as they begin their independent projects.



This week, our Year 7 Geography students swapped their classroom desks for clipboards and took part in a microclimate investigation around the school site. As part of their current topic on weather and climate, the students were exploring how local features can influence the conditions we experience in different parts of the school grounds.

Working in small groups, students visited a variety of locations such as the playground, grassy areas, near buildings, and sheltered spots. At each location, they recorded weather-related information to compare differences across the site.

The aim was to find out how factors like shade, shelter, surface types and building materials affect temperature, wind and other elements of weather. This helped students understand what a microclimate is – a small area that has different weather conditions from the area around it.

Back in the classroom, students will be using their findings to create graphs, spot patterns, and draw conclusions about the areas they studied. They'll also be thinking about why some locations felt warmer, cooler, windier or more protected than others.

This hands-on investigation is part of the Key Stage 3 Geography curriculum and is a great way for students to develop their observation, teamwork and data-handling skills. It also gives them the chance to see how Geography applies to the real world around them.

Well done to all of Year 7 for showing such curiosity and teamwork during the fieldwork. We're looking forward to seeing your analysis and hearing your conclusions in lessons over the coming weeks.



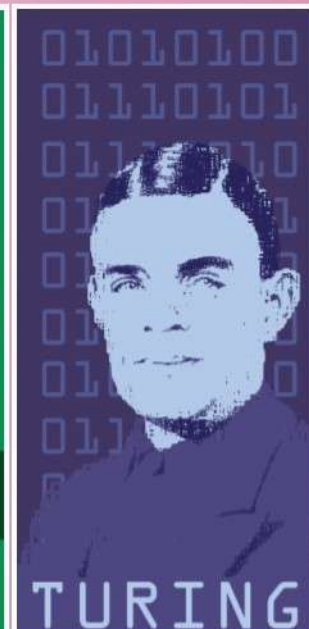
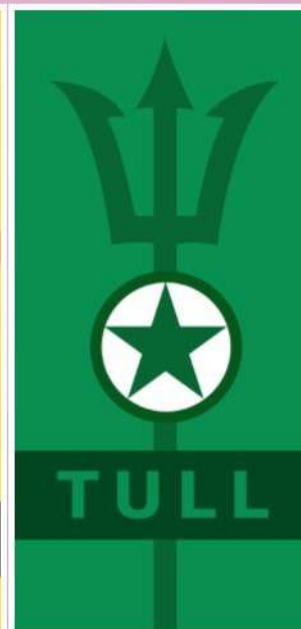
House Events

Term 5



Year 7 - 29th April
Year 8 - 6th May
Year 9 - 1st May
Year 10 - 29th April

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





Photographer of the Month Competition

Colours of June



Showcase the vibrant colours of summer, bright blues, yellows, greens, and reds. Capture anything from clothing to landscapes that feature bold and striking colours.



Deadline: 23rd June

Every month, we set a photography challenge to a theme. To participate, please send your photographs in JPEG format to

bassantl@thehowardschool.co.uk

The successful photograph will be featured on our social media page and in our school newsletter.



We're excited to announce that the winner of May's Photographer of the Month competition is CP in Year 13. Judged by Mr Green, this month's theme was "blooming flowers", and CP's beautiful photograph of a rose stood out for its creativity, detail, and style. Her work captured the theme perfectly and showed real skill behind the lens. A huge well done to CP for her fantastic achievement. It's brilliant to see such talent in our school community. Keep an eye out for next month's theme – we can't wait to see what you'll create next!





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

Medway Japan Friendship Association Student Exchange Summer 2026



Supported
By



Want to experience
Japan?

If you live in Medway, are in
full-time education and will
be 16 to 18 in summer 2026,
here is your chance!

Please scan the QR code to
find out more and enter your
email address to receive the
application form!



Scan me or
[https://forms.gle/
9nMDcaapxgjRa9A3A](https://forms.gle/9nMDcaapxgjRa9A3A)



Please respond by 30th
September!

Following their recent visit to Canterbury, our Year 12 Geography students had a second day of fieldwork, this time travelling to Herne Bay to study coastal management as part of their Non-Examined Assessment (NEA).

During the trip, students explored the different ways the coastline is being managed and protected against erosion and flooding. They collected data through a range of techniques including visual surveys, measurements of beach profiles, and questionnaires with local residents and visitors. This practical experience helps students understand the challenges faced by coastal communities and the strategies used to address these issues.

The visit to Herne Bay builds on the work students began in Canterbury, where they investigated urban regeneration. Both trips allow students to apply the geographical skills they have learned in the classroom to real-world environments, improving their ability to collect, analyse and evaluate data.

Coastal management is an important topic within the A Level Geography course, and the information gathered during fieldwork will form a key part of students' independent investigations for their NEA. This assessment requires them to design and carry out their own research project, making use of fieldwork data to answer a question of their choice.

It has been fantastic to see students engaging so actively with these fieldwork opportunities, developing their understanding of geographical processes while working together as a team. These hands-on experiences are vital in preparing them for further study and helping them develop skills they will use beyond school.

We look forward to supporting them as they continue to work on their NEA projects over the coming months.



What Parents & Educators Need to Know about VIOLENT CONTENT ONLINE

Around 70% of teenagers say they've seen real-life violence on social media in the past year – often from as young as primary school age. Just 6% actively seek it out; most encounter it through group chats or social media algorithms. From fights and pranks to hate speech and graphic media, exposure to violent content online is more widespread – and more harmful – than many adults realise.

WHAT ARE THE RISKS?

MENTAL HEALTH AND TRAUMA

Children and young people report feelings of anxiety, guilt, shame or fear after seeing violent content. For some, these effects may be short term, but for those with existing vulnerabilities or past trauma, the impact can be more severe. Many also feel pressured to 'tough off' violent content to fit in with friends, even when they find it distressing.

BEHAVIOUR CHANGES

Exposure to online violence can lead to fear and avoidance behaviours – such as skipping school or staying indoors. When children see weapons used in videos, it can heighten their perception that the world is unsafe and, in rare cases, increase the likelihood they'll consider carrying a weapon themselves, such as a knife for protection.

ESCALATION AND PARTICIPATION

Violent videos often go viral quickly. What begins as an online argument can spill into real-world fights – which are sometimes filmed and shared to gain views or status. Some children even admit to sharing or creating violent content themselves to gain attention or boost their reputation.

DESENSITISATION

Older teens may become numb to violent content after years of exposure, admitting they're unlikely to report it. Younger children also tend not to report it – usually because they don't believe anything will be done or because they're afraid of being labelled a 'snitch' by their peers.

HARMFUL IDEOLOGIES

Violent content online may overlap with racist, misogynistic or otherwise extremist ideas. These messages can dehumanise others or glorify violence as a way to gain power, popularity or notoriety. Over time, this can normalise dangerous behaviours and attitudes among impressionable viewers.

DISPROPORTIONATE IMPACT

Not all children are affected equally. Those who are excluded from school, marginalised, disabled or neurodivergent are often more vulnerable to the effects of online violence. It's essential to consider wider context – including home life and access to safe spaces – when thinking about potential harm.

Advice for Parents & Educators

CREATE SUPPORTIVE SPACES

Many children feel adults are too busy or won't understand their experiences online. Take time to build trust through non-judgemental conversations about what they're seeing. If they don't want to speak to you directly, gently signpost towards trusted services they can turn to for support.

KNOW WHAT'S ILLEGAL

Some violent content is simply upsetting, while other examples may be criminal or a safeguarding matter that needs reporting. Help children understand the difference by staying informed about online laws and social media reporting procedures. A useful resource is reportthemalicious.com.

AVOID HARSH RESTRICTIONS

Fear of punishment is a major reason young people stay silent about violent content. Try not to overreact or threaten to take away devices. Instead, reassure children that they can't spend money and that asking for help won't get them into trouble.

UNDERSTAND TECH AND TRAUMA

Older children may already know how to block accounts or avoid triggering content. Help younger or more vulnerable children learn these skills and encourage habits that reduce exposure. Just as importantly, teach techniques that help them process distress – building resilience and emotional literacy for both online and offline life.

Meet Our Expert

Dr. Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in digital safety, media law, and young people. Her PhD investigates children's understandings of risk online. She works with schools, businesses, and universities to provide award-winning education on the criminal, legal, and ethical considerations for the digital age. Visit onlinemedialawuk.com for more.



#WakeUpWednesday

The National College



PE @ The Howard School



Shout out our Year 8's and 9's who are Medway
Champions



The year 9s kicked off the week with success in their Medway District Cup Final at Anchorians 4G against Victory Academy. In what has been a great year it was nice to finish with silverware. A cagey affair saw us take a 1 nil lead early on through a scrappy goal who I will reluctantly award to LE. The rest of the game saw the Howard continue to try and push for a second goal but a combination of laboured passes and over hit through balls saw the game peter out to a comfortable 1-0. We look forwards to next year where we take on the Medway District as well as re enter into the Kent Cup.



The Year 8s continued the week of silverware with a 5-2 win against St John Fisher. In what was a good game with both teams looking dangerous in parts, Goals from LO, FE, JS and KW x2 saw the Howard walk away with an impressive win. This was a fitting end to an impressive year of football again from this Year group after winning the league in Year 7. We look forward to next year boys!



PE @ The Howard School



Year 9s Cup Semi Final Success



The Year 7 Cricket Team travelled to Gravesend Grammar School in the 1st round of the North Kent Cup, in only their 2nd game as a side. After defeat to a strong Oakwood Park Grammar School in round 1 of the Kent Cup the 7s we're looking to build and put in a solid team performance.

The Howard side were put into bat and found themselves facing tight and accurate bowling. Early wickets fell but a long standing partnership between LS and HN allowed the 7s to build towards a respectable total. As more wickets fell unfortunately LS was left short of batting partners finishing with some massive 4's and a 6 to end with a total of 32* not out. The Howard posting an overall score of 65.

The hosts got off to a steady start with most runs being given by some inexperienced bowling. The major high through The Howard's bowling was the wicket keeping of JH, standing in and doing so superbly with steady hands and lively footwork. Despite some good efforts of OS, LS and ZM the home side never looked troubled and reached their total without losing a single wicket.

Credit to the hosts for a solid performance, with more games to come after Half Term for the Year 7s they will look to develop and improve on the basics. POTM- LS/JH for a flamboyant batting score equalling close to half the total and some outstanding wicket keeping for a 1st timer.

Shout out to Mr Bond for assisting the boys



PE @ The Howard School



Commiserations to our Year 10s



This week also saw our Year 10s play in the District Cup Final as they travelled to Hundred of Hoo. After an impressive Year of football which saw them crowned the District League Champions they fell to defeat in their final game of the year. Against a strong HoH side, the boys eventually lost 4 – 3. In what was an exciting game for the neutral with both teams playing high intensity, impressive football, The Howard lost with the final kick of the game. Goals from FM x2 and MM. Well done this year boys! It's been a great year.

Any future Mcilroy's?



Summer term has seen us kick start our Summer extra curricular clubs. Golf club was a hit last year so we have brought it back. This is a chance for both staff and kids to turn our back field into a driving range and hit some balls. It is a nice alternative to our traditional team sports that are on offer for a large portion of the year. We look forward to more and more boys coming every week.

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



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



ATTENBOROUGH



HAWKING



PANKHURST



TULL



TURING

Interested in a Career in Teaching?



- ✓ Do you have a passion for supporting young people?
- ✓ Are you interested in what life as a teacher might be like?

If the answer is yes, we're happy to help!

We know how busy life can be so, if you're interested in spending some time in school (a couple of hours, a day or even a longer period of time!), exploring what 'school life' is like and speaking with experts about how to embark on a career in teaching, please contact us! We will happily arrange a convenient time for you to come in to school.

You can reach us directly on: office@thehowardschool.co.uk



The Howard School



KMT

QUALITY TEACHER TRAINING



ATTENBOROUGH

HAWKING

DEEDS NOT WORDS

PANKHURST

TULL

TURING



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