



The Howard School

Newsletter

welcome



Mr. Johal
Principal

Hello everyone, and welcome to this week's edition of our school newsletter. Each week we bring you the very best of what has been happening across our school community – from classroom projects and sporting achievements, to exciting trips and creative performances.

Our aim is simple: to celebrate the hard work, talent and enthusiasm of our students and staff. Every day brings something new to be proud of, and this newsletter is our way of sharing those moments with you. Whether it's a science experiment that wowed the class, a piece of art that took hours of careful thought, or a team that showed brilliant determination on the pitch, we want to shine a light on it here.

We'll also keep you updated with upcoming events, so you know what to look forward to in the weeks ahead. From drama productions and music concerts, to charity fundraisers and educational visits, there is always something to get involved in.

As you read through these pages, we hope you feel the same sense of pride that we do. Our school is not just a place to learn, but a community where everyone contributes, supports one another, and has the chance to grow.

Thank you for taking the time to read, and for being part of our journey. We look forward to celebrating many more successes together in the weeks to come.

PARENTS' VOICE

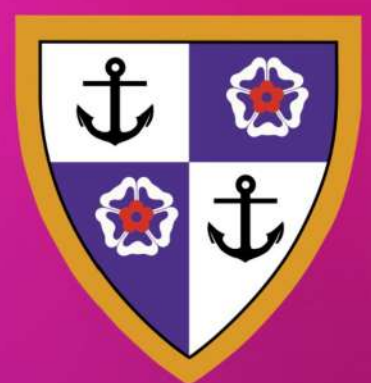
Along with taking our Students' Voice, we also want to hear from our Parents and Carers and we will be looking to take their voice throughout the year. We will be emailing an electronic survey for all parents/ carers to complete as well as providing questionnaires at Consultation Evenings.

The feedback we receive is invaluable to make improvements to our school and we are incredibly grateful to all parents and carers for their time in completing this survey.

The responses we received were overwhelmingly positive with 91.5% stating that their child is happy at the school, 92.8% saying that their child feels safe at the school, and 92.2% saying that our students are well behaved.

There were, however, 2 areas that were raised that require our attention. Parents/ Carers said we could make you better aware of what your child is learning. To address this, we will be adding a section to our newsletter that details what we will be taught in each subject to each year group. Our parents and carers also mentioned that we could provide more detail on the clubs and extra-curricular activities we offer. Again, a dedicated page will be created for our newsletter to promote all of this to keep our parents and carers fully up to date with everything that we provide.

We did want to share that 9 out of 10 parents and carers would recommend the Howard School to their friends and family! Thank you so much for your support; we really do greatly appreciate it.



Did you know our school has over **35 different clubs** for you to get involved in? Whether you're into music, art, sports, strategy, or just want to try something new, there's definitely something for you!

Love performing? Join **Band Club** and make music with friends. Want to get creative? **Ceramics Club** is perfect for exploring your artistic side. Prefer a good challenge? **Chess Club** is ready for your next move. Or, if staying active is more your style, check out **Gym Club** and get moving.

But that's just the start—our list of clubs is packed with opportunities to meet people who share your interests, build new skills, and have fun outside of class. Clubs are also a great way to explore passions you might not get to during the school day. You might discover a hidden talent or even start preparing for a future career!

Signing up is simple. All clubs are listed on **Arbor**, so you can browse the full list and register in just a few clicks. Take a look, choose what excites you, and dive in.

Remember, being part of a club is more than an activity—it's a community. You'll make friends, try new things, and create memories that last well beyond the school year.

So what are you waiting for? Explore the clubs today and find your place.



House Events

Term 1

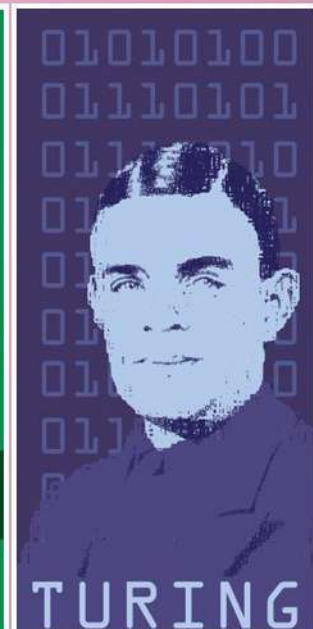


1st - 50
2nd - 40
3rd - 30
4th - 20
5th - 10

NAME THAT TUNE

Year 7 - 14th October
Year 8 - 13th October
Year 9 - 8th October
Year 10 - 30th September
Year 11 - 22nd September
Year 12 - 2nd October
Year 13 - 2nd October

To sign-up and represent your House on any event,
see your Form Tutor or Ms. Ali



Student Voice

Collecting 'Student Voice' is really important to us here at The Howard School; we want to hear what you have to say about YOUR school.

As well as providing an opportunity for our entire cohort of students to complete an electronic survey at Christmas and Easter, we also adopt the following procedure for collecting our students' voice;

FORM CAPTAINS COLLECT STUDENT VOICE FROM THEIR FORMS



TERMLY MEETINGS FOR FORM CAPTAINS TO MEET WITH THE STUDENT LEADERSHIP TEAM



SENIOR STUDNETS MEET WITH SENIOR LEADERS



SENIOR LEADERS DISCUSS THE ISSUES RAISED BY STUDENTS

The outcomes of the discussions had by the Senior Leadership Team will be relayed to our Student Leadership Team with actions based on their comments. These actions will also be detailed in our newsletters for all students, parents, carers and staff to read.





**The Howard
School**

OPEN EVENTS

*"High Standards lead to High
Achievement"*

Open Evening with Principal's Talk:

Thursday 2 October, 2025

4.30pm till 7pm

Open Morning with Principal's Talk:

Saturday 4 October, 2025

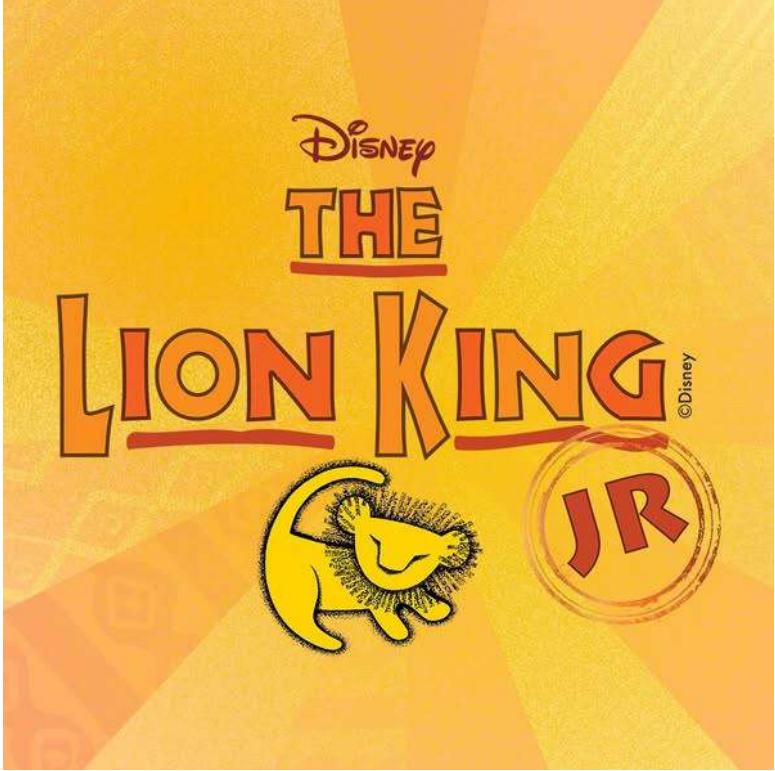
10am till 12pm



Book your place online

www.thehoward-that.org.uk





What an exciting start to the year! On Tuesday evening, pupils from across the school came together to audition for our 2025 production of *The Lion King Jr*, and what an amazing atmosphere it was. From the very first lines spoken to the last note sung, the energy and talent on display were truly inspiring. The Performing Arts department has been blown away by the commitment and creativity shown, and it is already clear that this year's show is going to be something very special.

Taking part in a production like *The Lion King Jr* is not just about singing and acting. It is about working together, supporting one another, and building a performance as a team. The auditions showed just how much enthusiasm there is among our students to be part of this journey, and we cannot wait to see the cast take shape.

If you missed auditions, there is still plenty of time to get involved. A large production like this relies on many different talents, not just those on stage. Students can join the stage crew, help design and build the set, create costumes, or work on lighting and sound. Each of these roles is vital to the success of the show, and we would love to see as many pupils as possible taking part.

If you are interested, simply speak to a member of the Performing Arts department. We would be delighted to welcome you to the team and help bring *The Lion King Jr* to life.



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



Save the Date

Children's Mental Health Event 2026

A fun, free
event hosted
by Medway
Council

Wellbeing
workshops, a
mental health
marketplace
& competitions

Separate
sessions for
Primary and
Secondary
schools

**Venue : Lordswood Leisure Centre,
Chatham ME5 8YE**

Date : Thursday, 12 February 2026

Sign up forms will be sent out in October and
must be completed by 19 December 2025

YOUTH
YOU TOGETHER
HERE

**A BETTER
MEDWAY**
Easier ways to be healthy

**CHILD
FRIENDLY
MEDWAY**

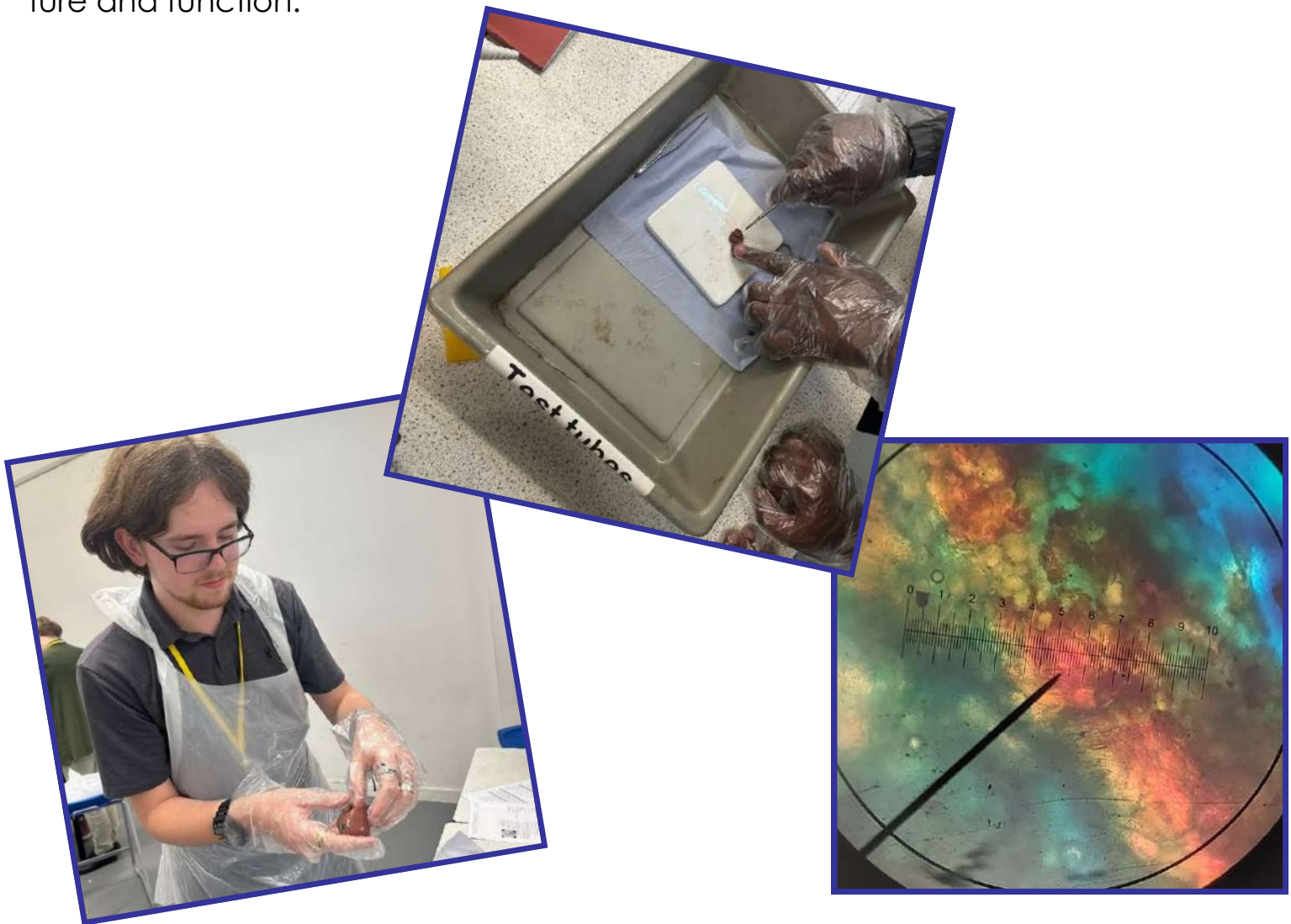
Medway
COUNCIL
Serving You

This week, our Year 13 A-level Biology students had the opportunity to consolidate their knowledge of the liver and kidneys by carrying out practical investigations and dissections. These activities were designed to link classroom learning on excretion and homeostasis with real biological tissues, giving students a first-hand look at how these vital organs work.

The liver practical began with microscopy. Students prepared slides of liver tissue using staining techniques that allowed them to view cells in much greater detail. Under the microscope, they were able to identify and label key organelles and structures, linking what they could see to the organ's important roles in processes such as detoxification, metabolism, and the regulation of blood sugar levels. This gave students a stronger appreciation of how the structure of liver cells supports their function.

In the second part of the week, students carried out a kidney dissection. This allowed them to observe the gross structure of the organ, including the cortex, medulla, and renal pelvis, and to discuss how these regions contribute to filtration and osmoregulation. Being able to see and handle the organ helped to reinforce their understanding of how the kidneys remove waste products and maintain water balance within the body.

These practical sessions were an excellent way for students to apply their theoretical learning and develop their scientific skills. They also offered valuable preparation for exam questions that require a strong understanding of both organ structure and function.



Become a Photography Ambassador!



**The Howard
School**



Why Join?

Develop your skills, be part of a creative team, and gain real experience behind the camera!

What You'll Do

Photograph school events & after-school activities, help in photography lessons, and support the Photography Club!

Deadline

**29th
September**

See Miss Bassant for a letter in H1.6

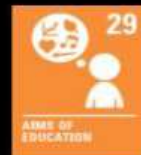


Photographer of the Month Competition September – School Days

Photos that capture school life, friends, classes, clubs, sports, or any moment that shows what school life is to you.



Deadline: 25th September



Every month, we set a photography challenge to a theme. To participate, please send your photographs in JPEG format to bartyj@thehowardschool.co.uk (Art Technician)

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



Collecting 'Student Voice' is really important to us here at The Howard School; we want to hear what you have to say about YOUR school.

Towards the end of the last academic year, we asked our out-going Year 11 students their opinion on their learning, what revision techniques worked best for them, what initiatives worked to motivate them etc... Their honest and anonymous responses allows us to better prepare our next cohort of Year 11s for their exams.

The out-going Year 11s said that our after school interventions and pre-exam interventions were the most effective at supporting their academic progress (89%) so we will be introducing more of these sessions for our current Year 11 cohort to support them. The survey also praised a further 2 initiatives; the QLAs and having a Subject Specialist Form Tutor for additional support. Following this feedback, our QLAs are being improved and Subject Specialist Form Tutors will remain in place.

At the end of the survey, students had the opportunity to write a message to specific staff. The number of students that took the time to write messages was overwhelming! All messages were passed on to the relevant staff member and they were extremely grateful for the kind notes received.

A staggering 9 out of 10 of our Year 11 students were satisfied with the education that they received here at The Howard School.



This week a group of our Year 9 students had the amazing opportunity to visit the Houses of Parliament in London. The trip gave students a real insight into how our democracy works and the role Parliament plays in shaping the country.

The visit began with a fascinating tour that took us through some of the most important parts of the building, including the House of Commons, the House of Lords, and Westminster Hall. Walking through these historic spaces, where so many important decisions have been made, really brought the subject of politics to life.

After the tour, students took part in a practical workshop designed to get them thinking about how ordinary people can make their voices heard. The workshop focused on writing petitions, and students were shown the steps needed to create one that could be formally sent to the Government for consideration. This hands-on activity encouraged our Year 9s to think carefully about issues that matter to them and how they could influence change.

Of course, no visit to London would be complete without taking in some of its famous landmarks. Along the way, students enjoyed seeing the London Eye, Westminster Abbey, and Big Ben, and we managed to capture some great photos to remember the day.



London Eye, Westminster Abbey, and Big Ben, and we managed to capture some great photos to remember the day.

The behaviour of our students throughout the trip was excellent, and they were a credit to the school. It was a fantastic day out that combined learning with memorable experiences, and one we hope has inspired our Year 9s to think about their role in society.





Kent Emotional Wellbeing Teams
Medway Emotional Support Teams

Online Workshops

These workshops are aimed at supporting young people and parents/carers of young people in secondary school.

Understanding Your Amazing Teenage Brain

16/10/2025 18:00-20:00pm

Parents/carers and young people are invited to a workshop **Understanding Your Teenage Brain**. It will help you to understand **your amazing brains** and **the changes that come with adolescence**. We will also discuss **strategies that you can use** to improve communication and understanding between you and to regulate emotions.



If you would like to join, please **ctrl + click link below** or **scan the QR code**

[Understanding the Amazing Teenage Brain | Meeting-Join | Microsoft Teams](#)

You do not need an account to join. You will need access to the internet. If you have any questions, please speak with your school. If you require materials in another language or have any other access needs then please email:

EWTandESTenquiries@neft.nhs.uk

We look forward to meeting you!



What Parents & Educators Need to Know about CONSPIRACY THEORIES

Conspiracy theories are false or misleading beliefs that explain events as secret plots, often involving powerful groups. While once fringe, they are now more accessible through digital media, online influencers and because of algorithmic recommendations. The DfE guidance document, 'Keeping Children Safe in Education' (KCSIE) explicitly recognises conspiracy theories as potential content risks. This guide will help parents and educators understand the risks, spot the signs, and build children's resilience to conspiracy theories.

WHAT ARE THE RISKS?

UNDERMINING TRUST

Conspiracy theories can lead children and young people to distrust democratic institutions and British Values, teachers, and even their own families and loved ones. This erosion of trust makes young people more vulnerable to extremist narratives by isolating them from reliable sources of information.

ONLINE ALGORITHM TRAPS

Social media platforms can often recommend sensationalist content. Once a child engages with one conspiracy-themed video or post, algorithms push more of the same, thereby creating an echo chamber that can intensify their beliefs.

MENTAL HEALTH IMPACT

Exposure to frightening conspiracy content, such as global plots, viruses, or government control, can fuel feelings of anxiety, paranoia, or hopelessness. For some young people, it can trigger prolonged distress or obsessive thinking.

GATEWAY TO EXTREMISM

Conspiracy theories can often overlap with extremist ideologies. Narratives that blame specific groups, such as politicians, scientists, or particular ethnic groups, can groom children in ways that foster hate, bigotry, and radicalisation.

CONFLICT WITH PEERS

Belief in conspiracy theories can lead to isolation or conflict at school. Children may struggle with peer relationships if they express these beliefs or become distrustful of others who disagree; sometimes, confrontation can even result in a strengthening of the belief in the conspiracy theory.

ERODED CRITICAL THINKING

Young people influenced by conspiracies may reject evidence-based learning. This risks undermining their academic progress and weakening their ability to think critically, assess risks, or engage in healthy debate.

Advice for Parents & Educators

I WANT TO BELIEVE

CREATE SAFE CONVERSATIONS

Don't mock or dismiss any questions that children and young people ask about conspiracy theories. Instead, create open, judgement-free spaces to talk. This strengthens trust and makes it more likely they will confide in you.

PROMOTE CRITICAL THINKING

Teach young people how to assess information critically. Encourage them to ask appropriate questions, such as: Who is telling me this? What evidence is there? What do other trusted sources say? Use real examples from current media to explain your answers and reasoning.

MONITOR DIGITAL BEHAVIOUR

Be aware of the content children are accessing, especially on platforms such as TikTok, YouTube, or Reddit. Use parental controls, but more importantly, maintain ongoing dialogue about online experiences and influencers.

REINFORCE RELIABLE SOURCES

Point children toward trustworthy and reliable sources of news and information in a variety of formats tailored to the young person's age. Build habits of verifying facts using reliable sources, and teach them how to spot misleading content.

Meet Our Expert

Braden O'Keefe is a headteacher and digital education consultant with over a decade of experience in education. As Director of Digital Strategy across multiple schools and an adviser to The National College, he specialises in digital safety, PREVENT, and pastoral care.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/conspiracy-theories>



Meet Your Head of House



Mr. Edwards

Mr. Samuels

Ms. Anglin

Mr. Dunn

Ms. Mulrooney



HAWKING



world FOOD day

17 October

The Howard School is collecting food donations to mark World Food Day to support Medway Food Bank

Donations gratefully received at Main Reception by Friday 10th October





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

Nintendo Switch

Year 9

Tablet

Year 11



£200 bike

Year 8

Meta Quest

Year 10

PlayStation 5





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