



The Howard School

Newsletter

welcome

This week, our school has been taking part in Anti-Bullying Week, and the Maths Department were keen to show their support in a colourful way. On Monday, they proudly wore their brightest and oddest socks to celebrate **Odd Socks Day**, joining thousands of schools across the country in promoting kindness, individuality and respect.

Odd Socks Day is a simple but powerful reminder that we are all unique, and that our differences should be celebrated rather than criticised. By wearing mismatched socks, our Maths teachers helped spark conversations about how we treat one another, both in and out of the classroom. Students enjoyed seeing a different side to their teachers, and many said it was a fun way to start discussions about confidence, respect and how to challenge unkind behaviour.

Throughout the week, students have been encouraged to think about what kindness looks like in everyday life. Posters, form time activities and assemblies have focused on recognising bullying, knowing how to report concerns and supporting those who may feel left out.

If you would like to find out more or need advice, useful resources can be found on Childline, the Anti-Bullying Alliance and the NSPCC websites. Let's continue to stand together, be kind and celebrate what makes each of us unique.



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.



Our Year 9 art students have been exploring the inspiring world of artist Peter Randall, and their recent work has truly impressed everyone who has seen it. Over the past few weeks, pupils have been learning about Randall's use of bold colour, expressive mark-making and imaginative approaches to landscape and abstract design. They have then used these ideas to create their own original pieces, showing confidence, creativity and a willingness to experiment.

One of the highlights of this project has been watching students develop their technical skills while also finding their own artistic voice. Many pupils have chosen to work with strong colour contrasts, layering, and textured effects to add depth and emotion to their artwork. Others have taken inspiration from Randall's energetic style to produce dramatic compositions that capture movement and mood. Each piece reflects careful thinking, personal interpretation, and a growing understanding of how professional artists use materials to express ideas.

Teachers have commented on how enthusiastic the classes have been throughout the project. Students have shown excellent focus during practical sessions, supporting one another, sharing techniques and talking confidently about their creative choices. This collaborative spirit has helped to create a positive atmosphere in the art room, where pupils feel encouraged to take risks and try new approaches.

The final outcomes are a wonderful celebration of the talent within Year 9. From vivid landscapes to striking abstract designs, the work demonstrates ambition and a high level of effort from every student involved. It has been inspiring to see pupils take pride in their achievements and to watch their confidence grow as artists.

We are incredibly proud of the creativity, determination and imagination shown by our Year 9 students. Their artwork is a reminder of how powerful the arts can be in helping young people explore ideas, develop skills and express themselves. We look forward to seeing what they create next.



House Events

Term 2



Spelling Bee

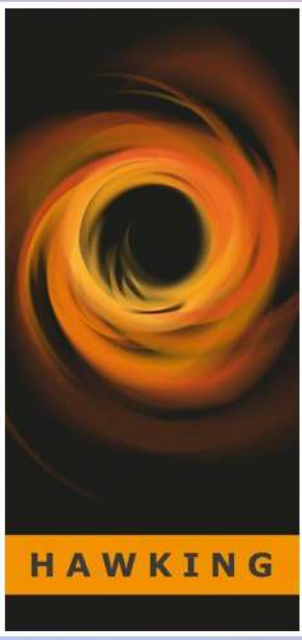
- Year 7 - 25th November
- Year 8 - 8th December
- Year 9 - 3rd December
- Year 10 - 2nd December
- Year 11 - 1st December
- Year 12/13 - 5th December

- Year 7 - 10th November
- Year 8 - 17th November
- Year 9 - 24th November
- Year 10 - 1st December



MARIO KART

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



This week, our school community came together to mark Remembrance Day in a thoughtful and meaningful way. On Monday at **11:15am**, students and staff gathered for a quiet moment of reflection to honour all those who have served, sacrificed, and continue to serve today. Across the school, everyone paused to take part in the two-minute silence, creating a sense of unity and respect.

At Main Reception, several students chose to wear their **Service Uniforms**, standing proudly as representatives of their organisations. Their presence added a powerful visual reminder of the importance of the day. We were also incredibly proud of **BB in Year 9**, who performed *The Last Post* beautifully on the cornet. This moving performance helped set the tone for a respectful and emotional moment of remembrance.

Our commemoration extended beyond the school gates as well. On Sunday, a number of students and staff attended the **Remembrance Service at St Margaret's**, joining members of the local community to pay their respects. Students laid wreaths, took part in the parade, and represented our school with maturity and pride. Their involvement demonstrated the strong connection we have with our community and our shared commitment to remembering those who served.

As a school, we are grateful to everyone who took part, whether by attending the service, wearing their uniform, performing, or simply standing quietly during the silence.

Together, we continue to honour the past while looking forward with hope.

We will remember them.





CHRISTMAS GIFTBAG APPEAL

Help us make Christmas a little brighter for those who need it most
Fill a giftbag with useful items and small gifts for the homeless

1 FIND AN EMPTY GIFTBAG

2 MAKE YOUR BAG LOOK CHRISTMASSY
Please label clearly whether for a man or woman, adult or child.

3 FILL IT WITH USEFUL GIFTS

Suggested items to include:

Hat, gloves, scarf, boxers, socks (thermal if poss), shampoo, comb, shower gel/body wash, toothbrush, toothpaste, deodorant, lip balm, tissues, wet wipes, torch (pref wind up type), note pad, pens, pencils, playing cards, chocolate, sweets, cereal bars, toys, teddy

4

DROP OFF YOUR BAG TO MAIN RECEPTION
Please arrange for drop off by Friday, 12th December





At the start of the school day, before most students had even arrived on site, our dedicated GCSE Religious Studies pupils were already hard at work. At 7:30am, they joined us for a special breakfast intervention session designed to support their preparation for the upcoming mock exams. With a warm breakfast to fuel their brains and a calm, focused environment to work in, students made the most of this extra opportunity to strengthen their understanding of key topics.



Throughout the session, pupils revisited important concepts from across the course, discussed key beliefs and teachings, and explored a range of exam-style questions. Staff were on hand to guide them, answer questions, and help build confidence in both subject knowledge and exam technique. The atmosphere was positive and purposeful, with students showing real commitment to their studies even at such an early hour.



These sessions are part of our ongoing effort to ensure every student feels prepared, supported, and motivated as they move towards their assessments. It was fantastic to see so many pupils choosing to take part and demonstrating such mature attitudes towards their learning. Their enthusiasm, teamwork, and determination were evident throughout, and we are incredibly proud of the way they continue to rise to every challenge.

We would like to congratulate all the students who attended for showing such dedication. Their hard work is already making a difference, and we look forward to seeing them continue to grow in confidence as exam season approaches.



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

This week, our Year 9 students took part in a special mathematics workshop designed to help them see how the subject plays a meaningful role in everyday life. The focus of the session was tax—an area that many young people hear about but rarely have the chance to explore in depth. The workshop aimed to demystify how tax works, why it exists, and how it affects individuals, communities, and the country as a whole.

Throughout the session, students were introduced to different types of tax, including income tax, VAT, and National Insurance. They looked at real-life examples showing how wages are calculated, what deductions look like, and how governments use tax revenue to fund public services such as healthcare, education, roads, and emergency services. By working through relatable scenarios, pupils could see clearly how the mathematical skills they develop in school translate directly to real-world decision-making.

The workshop also encouraged students to think about future careers, personal finance, and the responsibilities that come with earning money. Many were surprised by how much maths is involved in budgeting, understanding payslips, and planning for the future. Staff leading the session were impressed by the thoughtful questions students asked and the enthusiasm they brought to the activities.

Overall, the workshop was a valuable opportunity for students to connect classroom learning with practical life skills. It supported our ongoing commitment to ensuring that students leave school confident not only in their mathematical ability but also in their understanding of the world around them.



What Parents & Educators Need to Know about MEMES

WHAT ARE THE RISKS?

Memes may look like simple jokes, but, for many teenagers, they form a shared cultural language. Quickly created and reworked, they spread across social media platforms as images with text or short videos. Nearly eight in ten teenagers share memes (78%, YPulse), making them part of daily life. While memes encourage creativity and participation, they can also spread misinformation or reinforce harmful stereotypes.

SPREADING MISINFORMATION

While memes help to communicate complex topics, they can also spread misinformation. Memes may sometimes include content presenting false facts or biased viewpoints, especially around health, politics, or current events and, as they're designed to be shared quickly, young people may not question their accuracy.

EXPOSURE TO INAPPROPRIATE CONTENT

Memes are widely circulated, and not always age-appropriate, meaning young people may encounter explicit language, sexual content, or graphic imagery, even without searching for it. As memes spread fast on platforms like Instagram, TikTok, or WhatsApp, it's nearly impossible to filter them completely.

MASKED MESSAGES

Some memes are designed to be confusing or layered with hidden meanings, making them hard for parents, and, sometimes, other young people to understand. Online groups often create these memes to look like inside jokes, but they can sometimes conceal offensive, harmful, or misleading content.

HIDDEN HARMS & LOSING SENSITIVITY

When serious topics like violence, racism, or mental health are turned into jokes, children and young people may become less sensitive to these issues over time. While a funny meme may seem light-hearted, it can carry messages that belittle certain groups, encourage risky behaviour, or mock personal struggles. Repeated exposure through memes can make harmful behaviour seem normal or less important. Over time, this can blur their understanding of what is funny versus what is discriminatory, harmful, or damaging to themselves and others.

PERMANENT DIGITAL FOOTPRINT

Unlike spoken jokes, memes leave a trail. Created or shared memes can resurface later and be misunderstood, even if intended as harmless. Once online, memes may be copied, saved, or spread beyond a young person's control - digital actions can follow them into their future, shaping how they are perceived by peers, teachers, or even employers long after the original meme has been shared.

Advice for Parents & Educators

ENCOURAGE OPEN CONVERSATIONS

Talk regularly with young people and try to understand their online world - discuss what they find funny about the memes, and why. By listening without judgement, you build trust, making it easier for them to come to you if they see something harmful. Open conversations also help children and teens think critically about the messages behind memes rather than simply accepting them at face value.

MODEL HEALTHY BOUNDARIES

Show children and teens positive online behaviours, such as taking breaks from screens, avoiding late-night scrolling, and engaging in offline activities. Setting clear routines around screen time at home can help to reinforce healthy boundaries and reduce the risks at evening. By modelling balanced technology use, adults can help children and young people see that digital entertainment, including memes, should be just one part of life.

TEACH DIGITAL LITERACY

Help children and young people learn to question where information comes from and whether it's reliable - developing media literacy skills prepares young people to understand and navigate through their future online lives. Show them how memes can sometimes exaggerate or misrepresent facts for laughs, and encourage them to check credible sources when memes claim to present truth.

FOSTER EMPATHY ONLINE

Remind children and young people that memes should never come at someone else's expense. Encourage them to think about how a meme might make another person feel before sharing or creating it. Highlight examples of positive memes that celebrate creativity without hurting others. Fostering empathy, respect, and kindness in digital spaces will help them become more aware of promoting a safer, more supportive online culture.

Meet Our Expert

Dr Cristina Moreno-Almolda is a Senior Lecturer in Digital Culture at Queen Mary University of London. She specialises in memes, online networks, and youth culture, examining how digital spaces shape identity and everyday life.



The National College

We're excited to announce that The Howard School has officially achieved the **School Games Mark Gold Award** for 2024–25! This national award recognises schools that make sport, physical activity, and student leadership a big part of everyday life — and we're proud to say our whole school community helped make it happen.

Our P.E. Department has played a huge role by making sure students stay active every day and have lots of opportunities to take part in sport. This includes targeted clubs for students who are less active, regular competitions and festivals, and plenty of chances to develop leadership skills. The school also teaches the importance of *Physical Literacy* — understanding why being active matters and how it supports a healthy lifestyle.

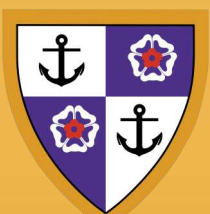
The award is based on five key outcomes, and we achieved them all. These include helping students get 60 active minutes each day, offering positive sporting experiences, supporting students as they move from primary to secondary school, giving young people leadership opportunities, and working with families and the wider community to show how sport benefits everyone.

Our on-site School Games Organiser (SGO), Claire Moore, works with **53 primary and secondary schools** across Gillingham, Rainham, Strood and rural Medway. Throughout the year, she runs **19 different School Games events and festivals**, many of which are hosted right here at Howard. These events are supported by trained student sport leaders — including our BTEC Sport students, many of whom have gained recognised coaching qualifications.

Students help referee, coach, score and run events, gaining real experience while supporting younger pupils to enjoy sport. Over the last three years, funding from the Opening Schools Fund has helped us offer even more clubs, improve our fitness facilities, and support staff and student training.

This award reflects the hard work of our students, staff, leaders, and community partners. Well done, everyone!

SCHOOL
GAMES



GOLD

This November, a group of our staff members are once again taking part in **Movember** to raise awareness and funds for **Prostate Cancer UK** and **Pancreatic Cancer UK**. This year, the team includes Mr Webb, Mr Murphy, Mr Cooper, Mr Halsey, Mr Knights, Mr Edwards, Mr Bond, Mr Flack, Mr Clarke, Mr Julian, Mr Collins, Mr Dunn, Mr Hillier, Mr Coveney, Mr Green and Mr Loftus.

They are taking part in memory of their colleague **Mr Mark Humphrys**, who sadly passed away from pancreatic cancer. In a particularly moving and meaningful gesture, **Mark's son has also joined the team this year**, growing his own Movember moustache alongside our staff. This has made the fundraising effort feel even more special for everyone involved, and the school community is incredibly proud to see them honour Mark together.

The staff have supported Movember for four years and have already raised more than **£3,000** in previous years. Their efforts help fund vital research, provide support for families, and raise awareness of two cancers that affect many people across the UK. Although Prostate Cancer UK is the registered charity this year, all donations will be shared with **Pancreatic Cancer UK**, as both causes remain close to the team's hearts.

The moustaches are coming along brilliantly so far! To see their progress — including this week's "Blue Steel" update — head over to the school's social media pages for photos and updates throughout the month.

Thank you to everyone who has donated so far. Your support truly makes a difference. Let's keep it going!





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.





Meet Your Head of House



Mr. Edwards

Ms. Samuels

Ms. Anglin

Mr. Dunn

Ms. Mulrooney

ATTENBOROUGH



ATTENBOROUGH

HAWKING

PANKHURST

TULL

TURING

HAWKING

DEEDS NOT WORDS

PANKHURST

TULL

TURING

Design a Christmas Card. Represent your House. Win £30 Amazon Voucher.

Winning design will be made into the School Christmas Card.

Designs must be portrait and with Ms. Barty (Art Dept.) by 21st November.

DESIGN A CHRISTMAS

CARD COMPETITION



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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