

# Halewood Academy THE WEEKLY NEWSLETTER

WB MONDAY 7TH JUNE 2021



Dear parents and carers,

This week, Year 10 have been undertaking mock exams. They have conducted themselves very well, well done. There is still one week left of mock exams. Please continue to support your son/daughter with their revision while at home.

## Expectations

Students have returned to school looking very smart. There are still a small minority whom are wearing some incorrect items. Please ensure your son/daughter is in the correct uniform and footwear. We do not allow jewellery.

**REMINDER** – School uniform is as follows;

### Girls

Black blazer with blue trim and Academy badge

Blue/Black Tartan skirt

White shirt

Plain black V neck jumper (optional)

Academy tie, to be worn at a standard length with Academy crest on display

Plain white socks (no ribbons/bows) or navy blue tights.

### Boys

Black blazer with blue trim and Academy badge

Black Trousers

White shirt

Plain black V neck jumper (optional)

Academy tie, to be worn at a standard length with Academy crest on display.

**SHOES** - If you are still unclear what we mean by 'Sensible plain black shoes' please visit the website using the following link;  
<https://www.halewoodacademy.co.uk/parents/school-uniform/>

Attendance to school is mandatory and as such our attendance drive to ensure that pupils are in school regularly is very much part of our daily routine. Students should be in school every day to maximise their learning opportunity to support their friendships and social aspects of school life. If your child is unable to attend school you will need to ring the school office on 0151 477 8830 between 8.00-8.30am. Your call will be received by one of our admin team who will discuss with you the reason for your child's absence. **\*Please be aware that dependent on the reason and your child's current attendance there will be some challenge as to why your child is not able to come to school.**

Those parents who consented to the home testing programme, more testing kits will be sent home next week. Please continue to log results on the government test and trace website and via the school.

I have mentioned in a previous newsletter two boys in Year 7 who were sitting in the middle of the Atrium, playing chess. After engaging in a conversation with the boys, they have now started a chess club. This will be advertised around school.

We have an array of after school clubs that your son/daughter can take part in. Some numbers may be limited due to the current situation. Please see the website for the full timetable of extra-curricular activities. Have a lovely weekend and take care.

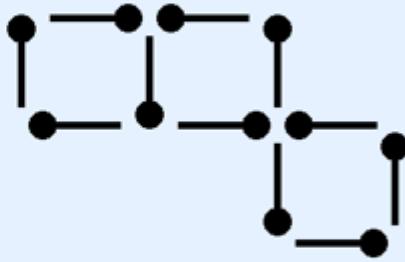
Ms Gallagher  
Interim Principal

## This week...

- Numeracy challenges
- Word of the week
- Science core value champions
- Careers in English
- Aspiring Writers
- Teaching and learning
- Head boy/girl
- Joyful June
- Health & Wellbeing
- Positive Parenting
- Digital Footprint

## Maths Challenge of the Week

11 matches make 3 squares.  
Your challenge is to move 3 matches to show 2 squares.



Send your answers in to Miss Devonshire  
[adevonsire@halewoodacademy.co.uk](mailto:adevonsire@halewoodacademy.co.uk) or to your progress leader

**NUMERACY**



N

## Last Week's Answer

Faiza buys

- one magazine costing £2.30
- one paper costing 92p
- two identical bars of chocolate

Faiza pays with a £5 note.

She gets 40p change.

Work out the cost of one bar of chocolate

$$2.30 + 92p = 3.22$$

$$£5 - 40p \text{ change} = £4.60 \text{ spent}$$

$$4.60 - 3.22 = £1.38$$

$$£1.38 \div 2 = \underline{69p}$$

**NUMERACY**

## Word of the week

Definition:

*To learn or develop.*

Synonyms:

*procure, gain, get, attain*

**acquire**

Worked examples:

*After school clubs provide opportunities for you to acquire new skills.*

Antonyms:

*Lose, give up, forfeit, abandon*



## Scientist of the Week

**Chantelle Edwards**



## Science Core Value Champions

|     | Respect        | Aspiration            | Collaboration  | Excellence      | Resilience     |
|-----|----------------|-----------------------|----------------|-----------------|----------------|
| Y7  | Shea Moorhead  | Harry Campbell        | Poppy Roberts  | Mateo Dabriska  | Jake Jameson   |
| Y8  | Jack Carpenter | Jake Cross            | Stevie Kaufman | Sophie Houghton | Waniya Mirza   |
| Y9  | Paige Mullen   | Molly Bradshaw        | Terence Parry  | Chloe Emakpor   | Elliot Bromley |
| Y10 | Luke Rogan     | Harrison Zysiak-Tobin | Lilly Mae Ross | Rhys Wilson     | Daisy Burns    |



**Halewood Academy**

*We Seek The Best*

# ENGLISH



## careers using english

law  
politics  
acting  
writing  
civil service  
film/tv editing  
copy editing  
speech therapy  
administration  
management  
digital content editing

editing  
teaching  
marketing  
journalism  
broadcasting  
clerical work  
copywriting  
film/tv production  
classroom support  
events management  
information services

teaching  
publishing  
advertising  
archive work  
public relations  
proofreading  
librarianship  
film/tv direction  
travel and tourism  
arts administration  
digital marketing

# HALEWOOD ACADEMY ASPIRING WRITERS

This week, Halewood Academy Aspiring Writers have been working together on a story. It was written by Louise W (7MWL) with suggestions and edits by Ellie W (7LTR) and Chloe W (7NST).

If you would like to join HAAW, please get in touch with Ms Byron-Bentley.

Fire

The warmth of the fire was always pleasant to me.

The crackling of the flames engulfed my senses, and even with my red ear defenders, glowing from the flames, it was louder than ever before. Everybody seemed fine about it – except me. The warm tones of the August sunset were juxtaposed against the charred remains of the north and west wing of the library, as I watched it go down in flames. The sounds of the ever-blowing breeze, cool and soothing against my face – my cheeks a soft pink – wouldn't oblige to lift the burden of the sweat on my brow, on my temples and...everywhere. My firewoman uniform was hot and stuffy, which didn't help one bit in the climate. My hand curled into a fist, and then released, many times over. I was stressed, scared and scorching, struggling to keep a calm composure. My feet shuffled awkwardly, and I covered up my soft groans. My humble flame-thrower, given to me to burn this logical building down, lay defeated on the ground as if it didn't want to do the deed as much as I did. The jeers and screams from the angry – no, furious – crowd clouded my conscience. As I started to calm down, and took deep breaths, I only wanted one thing – to be home.

I didn't want the job, I just didn't feel able to refuse it, as I didn't want someone to feel upset. That's the thing with someone like me, I don't deal with pressure well, especially with a superior or a friend. I just...crack like an egg, the yolk being my obedience to that specific person. But that's beside the point.

Distracted, I started playing with a strand of my chestnut hair that had come out of my ponytail, and felt at ease, this one habit of mine hooking me onto sanity. And yet, the warm oranges and yellows of the ignited west wing of the library remained. It was nice; beautiful even. The adrenaline of the protestors, who did not agree with our new laws or the actions of many cruel people (with me roped in as a scapegoat of the new government), was a feat to behold. Plus, it was slightly impressive how confident and enthusiastic they are about their cause, something I can't really achieve.

I hear someone shout.

"Look out!"

But this command is late, and in my haste to defend myself, I hold my hand out; the tin can hits my hand, before sliding down and landing with a clank. I feel a stab of pain and watch as it cuts my palm. I run to a medic. Unfortunately, my uniform is heavy, so it slows me down. I feel lightheaded, the heat making me dizzy. I finally make it to the ambulance, and to the medic, who puts iodine onto the cut on my palm, and bandages up my wounded hand.

I take a second to catch my breath, as my boss tells me in their sweetest tone that I may leave; go home. I am numb with relief as I think: this is the best thing I could ask for. I sigh. I am so mentally exhausted.

Imagination. That was all that was left.

My apartment was the only place I felt truly calm in, with its soft purple fairy lights and posters of black and yellow showing well-missed novels of the past. The black bed in which I lay on, reminiscing on the past and thinking of the future, was comfy and cool. The fan in the corner of the room was on at full power, and my speaker blasted songs. Bliss. Books were banned, but any posters were allowed as memoirs for later generations.

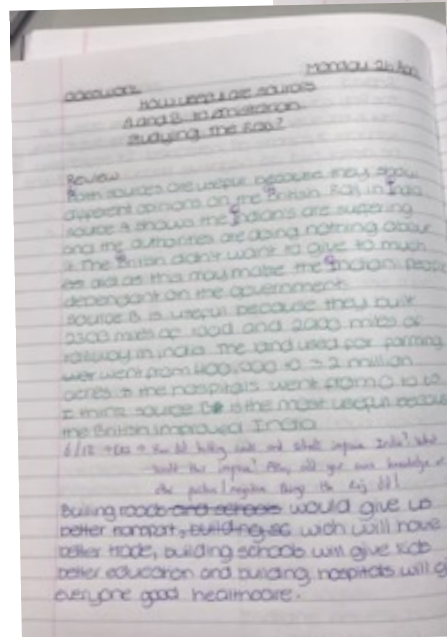
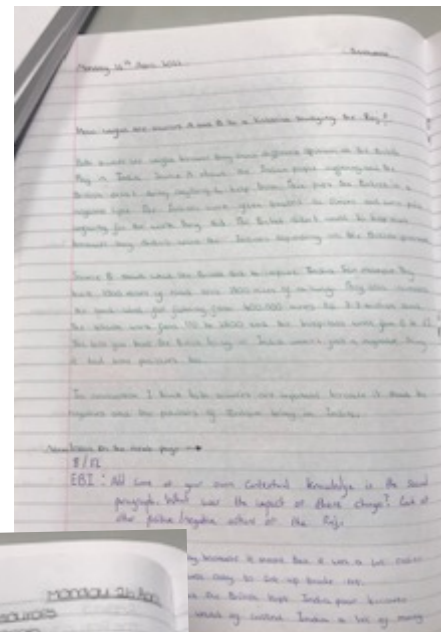
My black, comforting cat, Moon, waltzed clumsily towards me with the grace of a dizzy kid who had ingested sugar in the last 10 minutes. She knocked herself against a lamp, which dropped with a 'smash!.' I picked up the circular, pastel yellow lamp, and struggled to stifle a laugh at, putting my fist into my mouth. I guess old habits remain, as I used to do it as a young, educated, and carefree child – something I haven't really been able to achieve in the last year. Moon pounced and landed with surprising accuracy right next to me on my monochrome bed spread and curled up in my lap. She purred softly, which calmed me an infinite lot. I thought about the current leaders, my arm aimlessly swaying. How obnoxious they were, how books – my passion and escape from my bland and boring land – were suddenly against the law. I'd have to use my imagination for those escapades, I guess. Silly me, I thought, I totally forgot it was against the law to speak against the government...



# TEACHING AND LEARNING

## What is modelling ?

Through our weekly Learning Walks, we have seen some fantastic examples of RAMAR across the school. But RAMAR isn't the only thing we have been impressed with during our Learning Walks! Another major focus has been on Modelling, and we have seen some fantastic examples of this including: staff modelling exam techniques, use of visualisers to support learning, combining the use of videos and targeted questioning to develop a deeper understanding and the use of WAGOLL and WABOLL's to allow students to continually improve and adapt their work. Our most recent Learning Walks have focussed on the use of Green Zones. For those who are unfamiliar, this is a strategy that was introduced a few years ago to tackle extended writing. Now that it is embedded, we have seen some excellent practice, including Scaffolding of work to support literacy, live marking of work to support our most vulnerable students and the use of exit tickets to show progress throughout a lesson.



## Head Boy and Head Girl Applications!

- In order to apply, you write a letter that should be no longer than 2 sides of A4 and needs to address the following points:
- Why we need a Head Boy/Head Girl
- School activities/events that you have taken part in
- Examples of how you have displayed the school's core values- Respect, Aspiration, Collaboration, Excellence and Resilience
- Anything else that you feel demonstrates your leadership skills/personal qualities related to the post
- Please email your letter to Miss Catterall ([Mcatterall@halewoodacademy.co.uk](mailto:Mcatterall@halewoodacademy.co.uk))
- The deadline for applications is Mon 21<sup>st</sup> June.





**ACTION FOR HAPPINESS**

**10 Days of Happiness**

Free online coaching program for challenging times

[Join The Program](https://todaysofhappiness.org)

<https://todaysofhappiness.org>

**Boost your wellbeing during the crisis**

*If you can't **CHANGE** it,*

*change the way you **THINK** about it*

**ACTION FOR HAPPINESS**

Find ways to bounce back [www.actionforhappiness.org](http://www.actionforhappiness.org)



# Positive Parenting

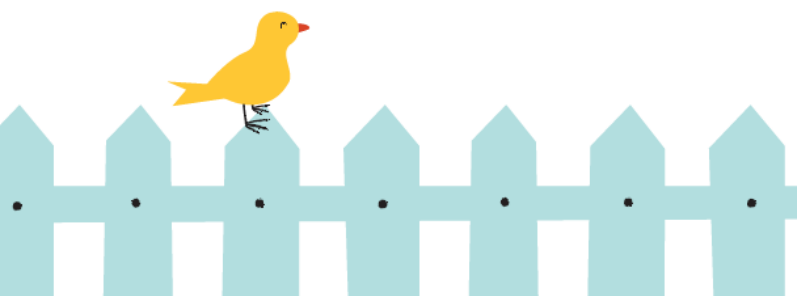
## Understanding your child's needs

Children's needs and behaviours change as they get older, and understanding these needs will help you better understand your child. Lots has been written about the needs of children and advice for parents, and we cover some of the key areas here. If you'd like more detailed advice you can talk to the NSPCC helpline.



## How can I set boundaries?

All children need love, guidance and to have rules and boundaries. Rules and boundaries help families to understand how to behave towards each other, and what's OK and not OK. But the best way to go about this will vary based on your child's age and stage of development. All children are different and develop and reach milestones at different rates.



### 1. Babies

Babies behave as they do to get their needs met. For example, when they cry they're trying to tell you that they need something – maybe they're hungry, need their nappy changed or feel tired.

Older babies may show what appears like a 'stubborn streak' – spitting out food or wriggling away from a nappy change. All they are doing is trying to express their likes and dislikes in the only way they can.

When you're stressed you may feel your baby is being "deliberately naughty" or trying to provoke you. This is not possible. Remember you should never shout, scream, hit, shake or smack a baby.

### 2. Toddlers

All toddlers test limits and have tantrums. Research shows that a child's brain is still developing during this period so there are limits to how much they're able to control their emotions. Remember that behaviour in toddlers which is often seen as naughty is actually quite normal and part of growing up.

### 3. School age

School age children are constantly learning and exploring their world. They may have lots of questions as they start to form their own views on issues. As they move towards being more independent they may seem to push boundaries and become more challenging, a necessary part of growing up.

### 4. Teenagers

As children continue to develop their own identities in their teenage years, they might become more challenging – sometimes seeming "moody" or withdrawn or not as talkative and open as their parents would like. They might be more inclined to disagree with their parents, or choose different views. Friends (and celebrities) will become a bigger influence and your child may not always do what you would like.



As children get older, they can experience difficult emotions. Some children find it hard to talk to their parents about feelings and may want to speak to Childline (0800 1111, [childline.org.uk](https://www.childline.org.uk))

### Top tips...

#### for all ages

- Keep guidance simple and consistent.
- If your child is behaving in a way you don't want them to, clearly explain what you want them to do instead.
- Be available and make time so your child will come to you when they feel something is wrong or they are upset.
- Keep talking and listening to your child even if at times it feels like a challenge. Start listening from a very early age and set a pattern for life.
- Review family rules as your child gets older and recognise the different needs of children living at home. For example, you shouldn't expect the same from your 12 year-old as you would from your four year-old.
- Get support from friends and try any good ideas they have found helpful.
- If you are struggling and things are getting out of hand, get advice from your GP, a health visitor, or your child's teacher.

#### for babies – toddlers

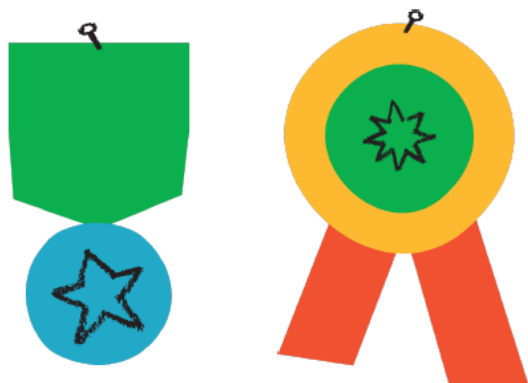
- Introduce boundaries from an early age.
- Sympathise with how your child may be feeling – for example, saying "I know you are frustrated", if your child is struggling to do something.
- Share your own feelings if you find it helps to relieve your stress – for example, "I know you're tired but I'm tired too".
- Try to avoid using orders and ultimatums.

#### for school age – teenagers

- Be willing and give your child chances to show they can be trusted.
- Avoid criticism wherever possible. If your child has done something wrong, explain that it is the action and not them that you're unhappy with.
- Try to avoid getting trapped in petty arguments, there are rarely any winners!
- Consider ways to negotiate or offer choices as your child gets older.

# Rewards and discipline

Different parents will have different views about the best ways to encourage children to change their behaviour. While some younger children may respond well to reward charts and some older children may respond to the offer of being allowed to stay out a bit later, other children won't.



**Only you will know what works for your child but here are some helpful points to think about.**

- Praise children, even for the little things they do.
- Reward positive behaviour and consider asking what would be a good reward.
- Avoid making rash decisions when you're angry.

- Talk to your child about the rewards and consequences of their behaviour, and do it before rather than after.
- Take time to really listen to what your children are saying and explain to them what you are feeling.
- Be a role model and don't do things that you wouldn't want your children to do.

## Smacking is never a good idea

Ideas on bringing up children have changed, and we now know a lot more about the effects of smacking. Smacking can hurt children's feelings – making them resentful and angry, and damaging the relationship between parent and child. This makes parenting and discipline harder in the long run, not easier. Smacking can get out of control.

This also comes back to being a role model. If you smack your child, they may think this is acceptable behaviour and treat other people in the same way. Children may avoid being

smacked by lying or hiding how they feel. And they may become withdrawn – not developing independence.

When you give out love, you get it back. When you give out harsh punishment – screaming, yelling or hitting – this means you are eventually likely to get anger and resentment back.

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Finding the right balance of rewards and discipline is a key part of positive parenting.  
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# Keeping Your Cool

It's important to find ways to relieve your stress and manage your anger. Lots of things, not only your child's behaviour, can make us feel stressed – from family relationships to managing a work-life balance, health, housing, unemployment and much more. You want to be the best parent you can but being stressed is stressful!



When stress takes over, it can make you lose your temper and say or do things you later regret. You might find yourself saying something hurtful or smacking your child; and living in a stressful home can also impact on your child's feelings and healthy development. But you can avoid this by managing stress and anger.

### • Accept support

This may be from your family, a friend or by using online forums. Knowing that there are other parents in the same situation can be a great encouragement.

### • Make time for yourself

This may involve doing things like exercising or listening to music. Treats can be as simple as a long soak in the bath, watching a DVD or going for a walk. If you live with a partner, agree a way to make sure you both get time off.

### • Get help

This is a positive step to take and not a sign of weakness. If you're feeling stressed and anxious all the time seek some outside advice. A range of difficulties may get in the way of being a parent and it's important to get help. Talk to your GP or health visitor, or the helpline.

### • Be as prepared as possible

All children will be stressful at times so consider ways of dealing with this in advance. For example, if your child gets bored and irritable on long journeys, or waiting for things like doctor's appointments, take a couple of books or activities to keep them busy.

### • Don't overlook success

If you have coped well with something difficult, be proud of what you've achieved. Celebrate your children's successes too.

## Look after yourself

.....  
Being a parent is so important, and while it's common to feel less needed as children get older, or to feel more like a taxi driver or cleaner, you are the person your child will look to for help. Finding time for yourself is something you shouldn't overlook or feel guilty about. It may take planning but having a break can help you to be the best parent you can be.  
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# Building positive relationships

If parent-child relationships become damaged, it can affect the way a child feels or behaves. Finding ways to show unconditional love and affection to your child is important, but this can be easier said than done, especially when you're tired or juggling different needs.

Spend time with your child and learn together. This can help increase your child's confidence, strengthen your bond and also help you to better understand their needs.

## Top five tips:

- Show your child you're interested in what they like. Think of enjoyable activities you can do together.
- Think of times when you have seen a positive change in your child's behaviour and anything you could learn from that experience.
- Ask your child for their views and be willing to listen. This can help you to see things from their view.
- Don't give up or be too hard on yourself if things don't immediately change. Focus on small steps and achievable goals.
- Be prepared to compromise and admit you're wrong.



# WHAT IS A DIGITAL FOOTPRINT?

A Digital Footprint is any information that is available online about you (even information shared by others), for example, photos, posts, and comments that you have made. We need to support children in developing a positive footprint by encouraging them to think about what they share and that they have appropriate privacy settings in place.

# 12

## Tips For Students To Manage Their Digital Footprints

1. Be kind, helpful, and understanding
2. Use privacy settings
3. Keep a list of accounts
4. Don't overshare
5. Use a password keeper
6. Google yourself
7. Monitor linking accounts
8. Consider using an anonymous secondary email
9. At least skim the terms and conditions
10. Know that sending is like publishing—forever
11. Understand that searches are social
12. Use digital tools to manage your digital footprint



### Further reading:

Childline provide further information as well as tips on how to protect your privacy and how to delete things online:

<https://www.childline.org.uk/info-advice/bullying-abusesafety/online-mobile-safety/taking-care-your-digital-footprint/>

