



NEWSLETTER

DEAR PARENTS AND CARERS

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SPORTS
UPDATE

S, E W & ME

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OPTIMISTIC
OCTOBER 2025

MUSIC JAMMERS

FIREWORK
SAFETY

TIME
CALCULATIONS

I hope this edition of our newsletter finds you well and ready for the half term break. As always, this edition of the newsletter looks to outline the successes of half term one, of which there have been many, and also includes important news and information.

It is worth reading the information about **Bonfire Night** and **Halloween** as these events, and the night before **Halloween** are occasions when students can take unnecessary risks and act in a manner they would not usually. We want all students to return following the half term break having had a safe **Halloween** and ready for **Bonfire Night**. The information in this newsletter is there to help and support you as parents and carers.

I am delighted to inform you that we have achieved the 'Wellbeing Award for Schools' following a robust process and various meetings with staff and students, plus a wide range of evidence. I hope you can see we are fully committed to the wellbeing of all our school community.

Congratulations to our new senior prefect team that all underwent a thorough interview process with presentations; they all did an excellent job and should be thoroughly proud of the roles they have secured.

The newsletter contains a range of areas where we provide wider opportunities to students outside the curriculum, such as reading, sport, music etc. I would encourage all students to get involved in some form of extra-curricular activity if they do not already.

Contained within this newsletter is advice and support on how to help your child with revision. Students in **Years 7-9** will start their **P2S1 assessments** after the half term break so a schedule of revision that is 'often' will really help them prepare well.

Please take note of all the safeguarding and well-being information; we always look to provide you with up to date information and what to look out for so you can keep your child safe from the current trends and dangers.

As a reminder we have our 'Coffee Morning Drop In' with our **Educational Psychologist** which will run from **9.00am until 12.00pm on Tuesday 4th November**. Details of how to register are in the newsletter.

Finally, can I remind you that all students should arrive after the half term break for **8.30am** so they can be at lines for **8.35am on Monday 3rd November**. They should have their full uniform, equipment and bag and be ready to learn.

I wish you all a happy half term break.

Best wishes,

Mr I Critchley
Executive Principal

KEY DATES 2025

Monday 3rd November - Friday 21st November	KS3 P2S1 ASSESSMENT WEEKS
Monday 17th November - Friday 21st November	Y11 3D ART & DESIGN MOCK EXAM WEEK
Monday 1st December - Friday 19th December	Y11 P2S2 MOCK EXAM WEEKS



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SAFEGUARDING, EMOTIONAL WELLBEING AND MENTAL HEALTH

We would like to remind all pupils about their conduct on the way to and from school and how they interact with members of the community, including local businesses and community public buildings. On rare occasions we receive complaints from residents about the way in which a minority of pupils behave and this leaves us disappointed. We pride ourselves in the fact that the vast majority of our pupils behave in an exemplary way both within school and the local community. As a school we would like to remind parents and carers that our **'Behaviour for Learning Policy'** does stress that we have the power to address any anti-social behaviour from our pupils both to and from school and when wearing our school uniform. Students are representing **Halewood Academy** and we will not have our reputation compromised by any inappropriate behaviour.

Half Term Safety

A few safeguarding reminders for over the half term holiday. We want all our pupils and families to have a safe and enjoyable half term. Please remember the following if enjoying celebrations around **Halloween and Bonfire Night**.

Notes for parents/carers

- Encourage kids to go to local events that are being organised, or try a spooky film together
- If your children are going out (particularly on the 30th and 31st of October), make sure you know where they're going. If possible, drop them off and pick them up
- Do not let your children hang around the street
- If they're going somewhere local – walk there with them
- Have an agreed time when they need to be home
- Do not buy fireworks or eggs and flour for them, and do not let them take it out of the house

Know the risks

- Throwing things at cars, buses, shops and houses can hurt people – drivers might swerve if they get distracted and cause a crash, or someone might get hurt by broken glass (and scratched paintwork can be very expensive to fix)
- Getting into trouble with the police can lead to a criminal record, which means not being able to go on holiday to countries like the USA, and not being able to do certain jobs

- Messing around with fireworks is dangerous – some burn as hot as 1,200 degrees - hot enough to melt glass and cause serious or fatal injuries

Know the law

If a young person under the age of 16 commits any of the offences below, the parent/carer will have to pay the fine.

- A person under the age of 16 can be arrested and fined if found with an unlit firework
- A person under the age of 16 can also be arrested and fined if they throw or light a firework or make a bonfire
- A person under the age of 16 can be arrested and fined for throwing things like eggs, flour, paint or other objects at people, vehicles or property

If any parents/carers feel that they need support for their child or families during the half term holiday please see below a list of useful contact numbers or websites for Knowsley/Liverpool residents:

Knowsley Multi Agency Safeguarding Hub (MASH) brings together agencies from services that have contact with children at risk to make the best possible use of their combined knowledge to keep them safe from harm. The **MASH** provides a 'first point of contact' for **Early Help, Children's Social Care (CSC) and Adults Social Care** enabling members of the public and professionals to raise concerns about the safety and welfare of children or adults. This may include children or adults identified as potentially needing support or are at risk of suffering abuse. **Knowsley Multi-Agency Safeguarding Hub (MASH)** can be contacted on **0151 443 2600 (during office hours)**. If you urgently need help outside office hours you can contact the **Emergency Duty Team on 0151 443 2600**.

Liverpool Careline child services manages all child social care enquiries and referrals. You can contact them 24 hours a day, 7 days a week telephone **0151 459 2606**.

Please note if you believe a child or young person is at immediate risk of harm, you should contact the police urgently, **CALL 999**.



**HALEWOOD
ACADEMY**

THE WELLBEING AWARD FOR SCHOOLS



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Halewood Academy Achieves the National Wellbeing Award for Schools!

We are delighted to share the wonderful news that **Halewood Academy** has officially been awarded the prestigious **Wellbeing Award for Schools (WAS)**, in partnership with the **National Children's Bureau** and **Optimus Education**.

This national recognition celebrates our school's unwavering commitment to promoting the emotional wellbeing and mental health of every member of our community, pupils, staff, and families alike.

The verification report, carried out by **Dr Helen Mills**, praised **Halewood Academy** as *"a caring, positive and calm school, where everyone is valued, respected and nurtured."* The report highlighted the outstanding leadership, strong sense of belonging, and shared community vision that make wellbeing central to everything we do.

What the Verifier Said

Dr Mills commended the school's *"innovative and consistent"* approach to wellbeing, describing **Halewood** as *"a safe haven for all pupils."* She was especially impressed by:

- Our dedicated staff, who "go above and beyond" to support students and each other.
- The Achievement Centre and Sensory Room, providing safe spaces where pupils can find calm, reflection and support.
- A broad and engaging curriculum and an incredible 134 extra-curricular clubs, giving every student opportunities to grow, connect and shine.
- The strong partnerships built with parents, local schools and community organisations, including **Everton in the Community**.

Pupils spoke proudly about their school, describing **Halewood** as a place where they *"feel safe, listened to and supported"*, and where *"teachers are really nice."* Parents also shared heartfelt praise, calling the school *"supportive, loving and nurturing"* and highlighting the "amazing communication and care shown to every child."

A Culture of Care

The report recognised the significant investment **Halewood Academy** has made in staff wellbeing, including wellbeing days, coaching models, social events, and an open, supportive culture that values every individual. Staff described feeling *"listened to, appreciated and proud to be part of a positive, trusting team."*

Looking Ahead

In his statement, Executive Principal, **Mr I Critchley** said:

"I am extremely proud of the entire Halewood Academy community for the dedication, collaboration and commitment shown throughout our journey towards achieving the Wellbeing Award for Schools. This award recognises not only the hard work undertaken to achieve it, but also the deeply embedded culture of care, respect and inclusion that defines our school."

Our Commitment

This award marks a milestone, but it's also a promise. We will continue to strengthen our wellbeing strategy, develop new initiatives, and ensure that every pupil, parent and member of staff continues to feel valued, supported and inspired. At **Halewood Academy**, wellbeing isn't just something we do, it's who we are.

Mr G Harrison
Vice Principal

THE WELLBEING AWARD FOR SCHOOLS



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WAS

promoting
emotional
wellbeing
and positive
mental
health

in partnership with



HALEWOOD ACADEMY

has been awarded

The Wellbeing Award for Schools

A National Standard for Positive Mental Health
and Emotional Wellbeing

Date of issue: 02 OCTOBER 2025

Expires: 02 OCTOBER 2028

Steph Reynolds
Managing Director, Optimus Education

Anna Feuchtwang
Chief Executive, NCB



ROAD SAFETY NOTICE



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Riding a bike to school is a great way to stay active and reduce your carbon footprint. However, ensuring your safety should always be the top priority. Here are some essential road safety tips for students who commute by bicycle, particularly focusing on areas like Wood Road and the T-junction of The Avenue, where there have been near misses with cars.

Wear a Properly Fitted Helmet

Importance: A helmet is your first line of defense against head injuries in the event of an accident. Always wear a helmet that fits correctly.

Hand Signals:

Left Turn: Extend your left arm straight out.

Right Turn: Extend your right arm straight out or raise your left arm with the elbow bent.

Stopping: Extend your left arm down with your palm facing back.

Be Cautious at T-Junctions

Awareness: Pay extra attention at intersections like the T-junction of The Avenue, where cars may not always expect cyclists.

Cross Carefully: If the intersection is busy, consider dismounting and walking your bike across using pedestrian crossings if available.

Additional Tips

Follow Traffic Rules: Always obey traffic signals and signs. Ride in the same direction as the traffic flow.

Stay Alert: Avoid distractions such as using your phone or listening to music while riding.

Check Your Bike: Regularly check that your brakes, tires, and chains are in good working condition to prevent mechanical failures during your ride.

By following these safety tips, you can help ensure a safer biking experience for yourself and others on the road.

Happy and safe cycling!

WE SEEK THE BEST

**ROAD SAFETY
NOTICE
CYCLING TO
SCHOOL**

Can all parents and carers whose children cycle to school please take a moment to remind them about the importance of following the basic rules of the road.

MEMBER OF THE WADE DEACON TRUST

Fit Check: Ensure the helmet sits level on your head, covering your forehead, and the straps form a V-shape under your ears. It should be snug but not tight.

Use Lights and Reflectors When Visibility is Low

Visibility: It's crucial to be visible to drivers at all times, especially during early morning or late afternoon when light levels are low.

Equipment: Equip your bike with front white lights and rear red lights. Reflectors on the pedals, wheels, and frame can further increase visibility.

Signal Clearly When Turning or Stopping

Communication: Use hand signals to communicate your intentions to drivers and other cyclists. This helps prevent accidents by ensuring everyone knows what you plan to do.

WE SEEK THE BEST

This includes:

- Wearing a properly fitted helmet
- Using lights and reflectors when visibility is low
- Signaling clearly when turning or stopping
- Obeying traffic signs and signals
- Cycling on the correct side of the road
- Being aware of pedestrians and other road users

Promoting safe cycling habits helps protect your child and others, and contributes to a safer community for everyone.

MEMBER OF THE WADE DEACON TRUST

HEAD PREFECTS TEAM 2025



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Principal Prefects; Faye W, Krzysztof G **Vice Principal Prefects;** Georgia E, Lucy M
Assistant Vice Principal Prefects; Ellie W, Emma V, Riain B, Grace B

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We are thrilled to extend our heartfelt congratulations to the newly appointed **Head and Deputy Prefects of 2025 at Halewood Academy**. This prestigious achievement marks a significant milestone in their academic journey, showcasing their dedication, leadership, and commitment to excellence.

The Selection Process

The journey to becoming a prefect at **Halewood Academy** is both rigorous and rewarding. A number of outstanding candidates vied for these esteemed positions, each bringing a unique set of skills and qualities to the table. The selection process included comprehensive interviews conducted by our **Senior Leadership Team (SLT)**, who were tasked with the difficult decision of choosing the most suitable individuals for these roles.

Meet the Prefects

The selected **Head and Deputy Prefects** have demonstrated exceptional leadership potential, academic excellence, and a strong sense of responsibility. They are poised to represent the student body and serve as role models for their peers.



Head Prefect

The **Head Prefect** will lead with integrity, fostering a positive and inclusive environment at **Halewood Academy**.

Their role will include coordinating student assemblies, addressing concerns, and liaising with the school's administration to enhance the educational experience for all students.

Deputy Prefect

The **Deputy Prefect** will support the **Head Prefect** in their duties, ensuring that the voice of every student is heard and that initiatives are implemented effectively. Together, they will work to uphold the values and traditions of **Halewood Academy**.

Looking Forward

As our new **Head and Deputy Prefects** take on their roles, we are confident they will inspire their fellow students and contribute positively to the school community. Their leadership will undoubtedly leave a lasting impact, paving the way for future leaders to follow in their footsteps.

Once again, congratulations to our new prefects. We are proud of your achievements and look forward to seeing all the wonderful things you will accomplish in 2025.



SPOOKY READS: A LIBRARY ADVENTURE



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The library has become a hub of excitement and intrigue as students immerse themselves in our new display, "Spooky Recommended Reads." This captivating collection offers a thrilling escape into the world of scary stories, perfect for the Halloween season.

Exploring the Display

During break and lunchtime, the library buzzes with students eager to explore the variety of spooky books available. The display has been carefully curated to include a wide range of genres and authors, ensuring there's something for everyone who dares to delve into the world of the eerie and mysterious.

Featured Titles

The "Spooky Recommended Reads" display features a mix of classic and contemporary horror tales. Some popular titles include:

Dracula by Bram Stoker
Frankenstein by Mary Shelley
The Haunting of Hill House by Shirley Jackson
Coraline by Neil Gaiman
The Graveyard Book by Neil Gaiman

These titles offer a blend of gothic horror and modern thrills, catering to different tastes and preferences.

Benefits of Spooky Reading

Engaging with spooky stories is not only entertaining but also beneficial for students.

Reading horror:

- Stimulates Imagination: Encourages creative thinking and visualization.
- Builds Resilience: Offers a safe way to experience fear, building emotional resilience.
- Enhances Empathy: Allows readers to understand



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YEAR 7'S CULINARY ADVENTURE



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Year 7 students embarked on an exciting culinary journey in their **Food Tech** class, learning to make the classic dessert, **Apple Crumble**. This activity not only taught them valuable cooking skills but also encouraged creativity and teamwork in the kitchen. Here's a glimpse into their experience and the steps they followed.

Ingredients Used

The students used a variety of ingredients to create their delicious apple crumble. These included:

Apples: The star ingredient, providing the sweet and tart base for the crumble.

Sugar: To enhance the sweetness of the apples.

Cinnamon: Adding a warm, spicy note to the dish.

Butter: Essential for creating a rich, buttery crumble topping.

Flour: Used to make the crumble mixture.

Oats: For added texture and a hint of nuttiness.

Lemon Juice: To balance the sweetness and prevent the apples from browning.

Kitchen Utensils and Equipment

To prepare the apple crumble, students utilized a range of kitchen utensils and equipment, including:

Peeler and Knife: For peeling and slicing the apples.

Mixing Bowls: To combine the crumble ingredients.

Baking Dish: Where the apple mixture was layered and topped with the crumble.

Measuring Cups and Spoons: Ensuring accuracy in ingredient quantities.

#CookingInSchool #PracticalLearning #Excellence



MUSIC JAMMERS!



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ACADEMY



Resilience

Our Halewood Academy Music Department has an ensemble of talented musicians, each contributing their unique flair to create extraordinary music. Through jamming sessions and dedicated practice, they hone their skills and bring their musical visions to life.

Jamming Sessions

Jamming is an integral part of the creative process for our students. During these sessions, the musicians come together to explore new ideas and sounds. This free-form style of playing allows each band student to express their creativity and experiment with different musical elements. Jamming fosters a collaborative environment where innovation thrives, and new musical concepts are born.

Practicing for Perfection

While jamming is about exploration, practice is where precision is achieved. Each musician dedicates their breaks and lunchtimes to perfect their craft.

Whether it's mastering intricate guitar solos, refining vocal harmonies, or synchronising drum patterns, practice ensures that the band performs with excellence. This dedication to skill enhancement is what sets the Halewood Academy Music Department apart, enabling them to deliver exceptional performances.

Creating Exceptional Music

Combining the spontaneity of jamming with the discipline of practice, the Halewood Academy Music Department crafts music that resonates with listeners. Their compositions are a testament to their hard work and passion. By blending various genres and experimenting with different musical techniques, they create a sound that is both unique and captivating.

Their commitment to creating exceptional music is evident in every note they play. The Halewood Academy Music Department is not just a group of musicians; they are artists dedicated to pushing the boundaries of their craft.

YEAR 10 PREMIER LEAGUE INSPIRE CHAMPIONS 2025!



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We are incredibly proud to announce the outstanding achievement of our Year 10 girls, who have triumphed in the prestigious Premier League Inspires Challenge! This remarkable accomplishment is a testament to their hard work, creativity, teamwork, and determination.

The Premier League Inspires Challenge

The Premier League Inspires Challenge is an initiative designed to engage and inspire young people across the UK. It encourages participants to develop critical skills such as leadership, collaboration, and problem-solving through a series of creative and thought-provoking tasks. Winning this challenge is no small feat, and our Year 10 girls have excelled beyond expectations.

A Journey of Excellence

Our students embarked on this journey with enthusiasm and commitment, embracing every challenge with open minds and an unwavering spirit. Their innovative ideas and collaborative approach enabled them to stand out among numerous competitors. They demonstrated exceptional leadership and resilience, qualities that are essential not only in this competition but in all aspects of life.

The Impact of Teamwork

The power of teamwork was at the heart of their success. The girls worked harmoniously, pooling their talents and supporting one another through each stage of the challenge.

Well done, champions!



YEAR 10 SAFE HANDLING AND RESTRAINT



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Congratulations, Year 10 Animal Management Students!

This term marked an exciting milestone in your journey as budding animal management professionals. Your first sessions on safe handling and restraint was met with enthusiasm and dedication. You all demonstrated remarkable respect, teamwork, and focus, setting a positive tone for the upcoming practical assessments.

Highlights of the Lesson

Respect and Care

From the outset, the students showed great respect for the animals, understanding the importance of their comfort and safety. This respect is crucial in building trust and ensuring a positive experience for both you and the animals.

Teamwork

Collaboration with classmates was noteworthy. Working together not only enhances learning but also mirrors the real-world scenarios where teamwork is essential for successful animal management.



Focus and Attention

Focus during the lesson was commendable. Students paid close attention to instructions and demonstrated a clear understanding of the techniques required for safe handling and restraint.

Key Takeaways

- **Understanding Animal Behavior:** Recognizing signs of stress and discomfort in animals is vital. It helps in adjusting your approach to ensure safety.
- **Proper Techniques:** Learning the correct methods for handling and restraining different animals minimizes risks of injury to both the handler and the animal.
- **Communication:** Effective communication with team members is essential to coordinate actions and ensure smooth handling processes.

YEAR 7 7LTR TREAT FOR BEST ATTENDANCE



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Celebrating Excellence and Resilience in Year 7 7LTR

This week, we had the pleasure of celebrating Year 7 7LTR for their remarkable achievement as the highest attendance over 97% since starting. To honour their dedication and commitment, Ms Traynor organised a special breakfast treat for the students. This celebration not only acknowledges their outstanding attendance but also reflects our core values of Excellence and Resilience.

The Importance of Attendance

Regular attendance is a key factor in achieving academic success. It ensures that students are fully engaged in their learning and have the opportunity to participate in all educational activities. By maintaining high attendance, Year 7 7LTR has demonstrated a commendable level of dedication to their studies.

Recognising Excellence

Excellence in education goes beyond academic achievements; it encompasses a commitment to personal and collective growth. Year 7 7LTR has exemplified this value by consistently attending school and actively participating in their learning environment. Their efforts contribute to a positive and productive classroom atmosphere where everyone can thrive.

Celebrating Resilience

Resilience is the ability to overcome challenges and persist in the face of adversity. The students of Year 7 7LTR have shown remarkable resilience by prioritising their education despite any potential obstacles. Their perseverance is inspiring and sets a powerful example for their peers.

Breakfast Treats: A Token of Appreciation

To celebrate their achievement, we treated Year 7 7LTR to a delightful breakfast. The event was filled with smiles, laughter, and a sense of camaraderie among the students and staff. This gesture was a small token of our appreciation for their hard work and dedication throughout the term.

Looking Forward

As we celebrate the success of Year 7 7LTR, we hope to inspire all students to strive for Excellence and Resilience. By fostering these values, we aim to create a supportive and encouraging educational environment where every student has the opportunity to succeed.

In conclusion, congratulations to Year 7 7LTR for their outstanding attendance and for embodying the core values that make our community strong. We look forward to seeing their continued success and the positive impact they will make in the future.



Resilience

CANNABIS EDIBLES



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At Halewood Academy, the safety and well-being of our students is always our top priority. We have been asked by Merseyside Police to share some important information with parents and carers regarding Cannabis Edibles.

This message is being shared on behalf of **Merseyside Police** as part of their wider community awareness campaign. We would like to stress that this does not reflect a specific issue within our school, but is intended to help parents and carers stay informed about local and national safeguarding matters that may affect young people.

Cannabis Edibles are food products—such as sweets, chocolates, or drinks—that contain THC, the psychoactive substance found in cannabis. They are often packaged to look like well-known branded confectionery, which can make them difficult to identify.

Consuming these products can have serious health and legal consequences, especially for young people.

Merseyside Police advise parents and carers to:
Be aware of what young people are eating or being offered by peers.

Look out for unfamiliar or unbranded sweet packaging.
Talk openly with your child about the risks of using substances and making safe choices.

Contact the police or school safeguarding team if you have any concerns.

We are grateful to **Merseyside Police** for sharing this information and for their ongoing partnership work to keep young people across our community safe.

Mr G Harrison
Vice Principal



**CANNABIS
EDIBLES:
INFORMATION AND
ADVICE FOR CHILDREN,
PARENTS AND GUARDIANS**



**MERSEYSIDE
POLICE**



**PROJECT
MEDUSA**
TACKLING COUNTY LINES

CANNABIS EDIBLES



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WHAT ARE CANNABIS EDIBLES?

Laced with a mood altering ingredient from cannabis, cannabis edibles are an illegal and really strong 'sweet' aimed at young people/teenagers. They come in the form of sweets, chocolate and drinks. Although cannabis edibles contain an element of cannabis, they do not have the smell or appearance of cannabis. Instead, they look and smell like a shop bought item but are much stronger than other cannabis products.

PURCHASE AND SUPPLY

Due to being illegal in the UK, cannabis edibles are generally purchased through networks such as social media outlets including TikTok, Snapchat, and Instagram. It is because of these modern communication methods for supply and purchase, young people are able to access cannabis edibles at the touch of a button.



CAN YOU IDENTIFY CANNABIS EDIBLES?

Cannabis edibles can be difficult to identify. Sometimes the packaging differs slightly from shop bought items. Differences are in the form of appearance, spelling or poor quality packaging. Below are examples of shop bought items and how they compare to cannabis edibles.

Shop bought items

Purchased cannabis edibles



THE EFFECTS OF CANNABIS EDIBLES

Cannabis edibles are much stronger than other cannabis products. Unlike smoked cannabis, swallowed cannabis is much easier to be consumed but takes longer to take effect. Young people are likely to eat too many due to the delayed effect. Eating one sweet is equivalent to smoking one cannabis joint.

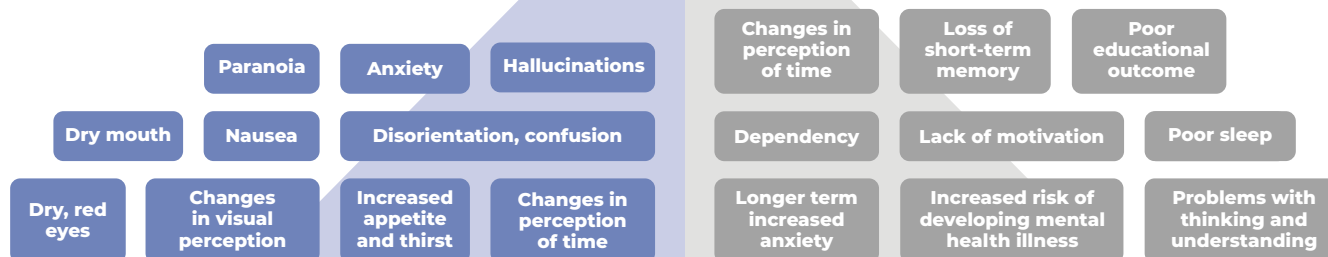


Short term effects

Comparison point	Cannabis edibles	Cannabis joint
THC Strength	10-15mg per sweet	12mg
Time of impact	30-60 minutes	10-15 seconds
Length of impact	Up to three hours	1-2 hours



Long term effects



CANNABIS EDIBLES



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My child has taken cannabis edibles. WHAT DO I DO?

Stay calm and try not to panic.
Assess the situation and gather the facts.

What information would be good to know?

It may not always be possible but there are pieces of information which would be beneficial to know if medical professionals are required. This information includes:

- 1 Details of the child (age, name, medical history etc.)
- 2 What actually happened? Did the child digest cannabis edibles or is it believed to have happened?
- 3 What type of edible were they?
- 4 Retain any packaging
- 5 When were the edibles consumed?
- 6 Has your child consumed any other substances/alcohol?

Is the child conscious and responsive but not themselves?

If the child is conscious and responsive but not themselves as a result of cannabis edibles, gather the facts and **telephone 111 for advice and additional information.**

Is the child coherent, conscious and responsive?

If the child is stable, speak to your child at an appropriate time.



If the family pet accidentally eats cannabis edibles seek veterinary treatment.



Is speech slurred?

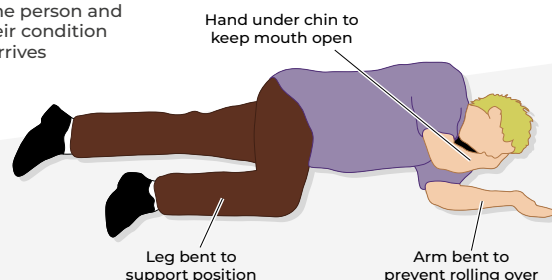
Is the pulse rate elevated?

Are they disorientated, unresponsive or unconscious?

Call 999 without delay.

If a person is unconscious but breathing and has no other life-threatening conditions, they should be placed in the recovery position following the 9 steps below:

- 1 With the person lying on their back, kneel on the floor at their side.
- 2 Extend the arm nearest you at a right angle to their body with their palm facing up.
- 3 Take their other arm and fold it so the back of their hand rests on the cheek closest to you, and hold it in place.
- 4 Use your free hand to bend the person's knee farthest from you to a right angle.
- 5 Carefully roll the person onto their side by pulling on the bent knee.
- 6 Ensure the bent arm is supporting the head.
- 7 Open their airway by gently tilting their head back and lifting their chin.
- 8 Check that nothing is blocking their airway.
- 9 Stay with the person and monitor their condition until help arrives



For further information or support regarding drugs and alcohol, please contact your local service:

For young people living in...

St Helens

Young Person's Drug and Alcohol Team (YPDAAT)
01744 675605
ypdaat@sthelens.gov.uk

Liverpool

River Young People Support Service
0151 706 9747
liverpool.info@cgl.org.uk

Wirral

Response
0151 666 4123
response@wirral.gov.uk

Sefton

Rise Up | Change Grow Live
0151 203 9755 (Option 1 for South and Option 2 for North)
sefton.service@cgl.org.uk

Knowsley

Engage | Change Grow Live
0151 482 6291
knowsley@cgl.org.uk

For adults living in...

St Helens

St Helens Integrated Recovery Service | Change Grow Live
01744 410752
sthelens.info@cgl.org.uk

Liverpool

River Drug and Alcohol Support Service
0151 706 7888
liverpool.info@cgl.org.uk

Wirral

Wirral Ways | Change Grow Live
0151 556 1335
wirral.services@cgl.org.uk

Sefton

Change Grow Live
0151 318 2804
seftonyp.info@cgl.org.uk

Knowsley

Knowsley Integrated Recovery Service | Change Grow Live
0151 482 6291
knowsley@cgl.org.uk

If you think that
someone is supplying
cannabis edibles in your
local area please contact
Merseyside Police on 101 or visit
www.merseyside.police.uk

If you prefer to remain
anonymous contact
CrimeStoppers
on 0800 555 111

SUPPORTING YOUR CHILD WITH REVISION

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ACADEMY

Supporting Your Child with Revision: Practical Tips for Parents

As exam periods approach, many parents ask how they can best support their child's revision at home. While schools provide structured preparation in class, **effective revision habits at home** can make a significant difference to both confidence and performance. You don't need to be an expert in the subject to help—encouragement, structure, and useful strategies go a long way.

Below are some evidence-informed methods to help your child revise effectively.

1. Flashcards – Small Cards, Big Impact

Why they work: Flashcards are a simple but powerful tool for **active recall**—one of the most effective memory techniques. Instead of just re-reading notes, students test themselves repeatedly, helping them remember more in the long term.

How to support:

- Encourage your child to create flashcards for key definitions, formulas, or quotes.
- Help test them using the flashcards, mixing up the order regularly.
- Suggest using free apps like **Quizlet** for digital flashcards and tracking progress.

Top tip: Focus on **short, clear answers**. One question per card works best.



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How to Use Your Knowledge Organiser						
	Look, Cover, Write, Check	Definitions	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	Read a specific area of your knowledge organiser e.g. definitions of key words. 	Write down as many key words and definitions as you can, from memory. 	Condense information from your knowledge organiser into key facts or definitions and add to flash cards. Put a question on one side and the answer on another. 	Use your knowledge organiser to make a mini quiz. This should be short answers or multiple choice. 	Create a mind map using the information you can remember from the topic on your knowledge organiser. 	Ask a friend or family member to have control of the knowledge organiser.
Step 2	Cover or flip the knowledge organiser over and write down everything you remember. 	Try not to use your knowledge organiser to help you. 	Quiz yourself using the flash cards. Place the cards with questions you can answer in one pile, and the questions you can't answer in another. 	Answer your quiz and mark using your knowledge organiser. 	Check your mind map against your knowledge organiser. Add any corrections or additions using blue pen. 	Get them to test you by asking questions from the knowledge organiser.
Step 3	Check what you've written against the knowledge organiser. Correct or add anything you missed in your blue pen. 	Check what you've written against the knowledge organiser. Correct or add anything you missed in your blue pen. 	Retest yourself using the questions from the pile you got wrong, until you get them all correct. 	Use your blue pen to make corrections where needed. 	Try to make links between the information within your mind map or sketch yourself by linking information between multiple mind maps from the subject. 	Make note of any areas you struggled with and go over these at a later date.
Review → Advance – I do → Model – We Do → Apply – You do → Reflect						

Flash Cards

Condense information from your knowledge organiser into key facts or definitions and add to flash cards. Put a question on one side and the answer on another.

Quiz yourself using the flash cards. Place the cards with questions you can answer in one pile, and the questions you can't answer in another.

Retest yourself using the questions from the pile you got wrong, until you get them all correct.

Use your knowledge organiser to complete the flashcards for this topic.

Test yourself using the flashcards.

Test your partner using your flashcards.

10 Minutes

Review → Advance – I do → Model – We Do → Apply – You do → Reflect

2. Low-Stakes Quizzing – Practice Makes Permanent

Why it works: Regular quizzing helps students consolidate knowledge and identify gaps without the pressure of a high-stakes test. It also makes revision feel more active and engaging.

How to support:

SUPPORTING YOUR CHILD WITH REVISION



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- Ask your child to write 5–10 quiz questions after each revision session, then test themselves later.
- Offer to quiz them for a few minutes a day, focusing on weak areas.
- Turn it into a game: can they beat their previous score?

Top tip: Frequent, short quizzes are more effective than long cramming sessions.

3. Past Papers – Preparing for the Real Thing

Why they work: Practising with past exam papers helps students understand the structure, timing, and expectations of the real exam. It also builds exam confidence and helps them apply knowledge in context.

How to support:

- Encourage your child to complete past papers under timed conditions.
- Help mark them using official mark schemes where available (teachers can often supply these).
- Discuss what went well and what could be improved.

Top tip: Use past papers alongside revision, not just at the end—practising early improves technique over time.

Practice Papers and Past Exams

- Completing past exam papers is one of the best ways to prepare.
- It helps familiarise you with the format, types of questions, and timing.
- Aim to simulate exam conditions, and after completing questions, review your answers to identify areas for improvement.
- You can find past papers and their mark schemes on your exam boards website.



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We Do

Which interpretation do you find more convincing about women in the 1920s? Explain your answer using Interpretations A and B and your contextual knowledge. (8 marks)

Box the command word

Underline the key words

Scribble your thoughts

Success criteria

- Two paragraphs
- Own knowledge only - Explain what you know that supports the argument of interpretation A
- Own knowledge only - Explain what you know that supports the argument of interpretation B
- Small conclusion - which is more convincing - think about which is closer to most people experience

Review
➡ Advance – I do
↔ Model – We Do
↔ Apply – You do
➡ Reflect

Additional Tips for Parents

- **Create a quiet, distraction-free space** for revision.
- **Help set up a revision timetable**, balancing study with breaks and rest.
- **Encourage breaks** every 25–30 minutes to maintain focus (the Pomodoro technique).
- Celebrate effort and consistency, not just results.

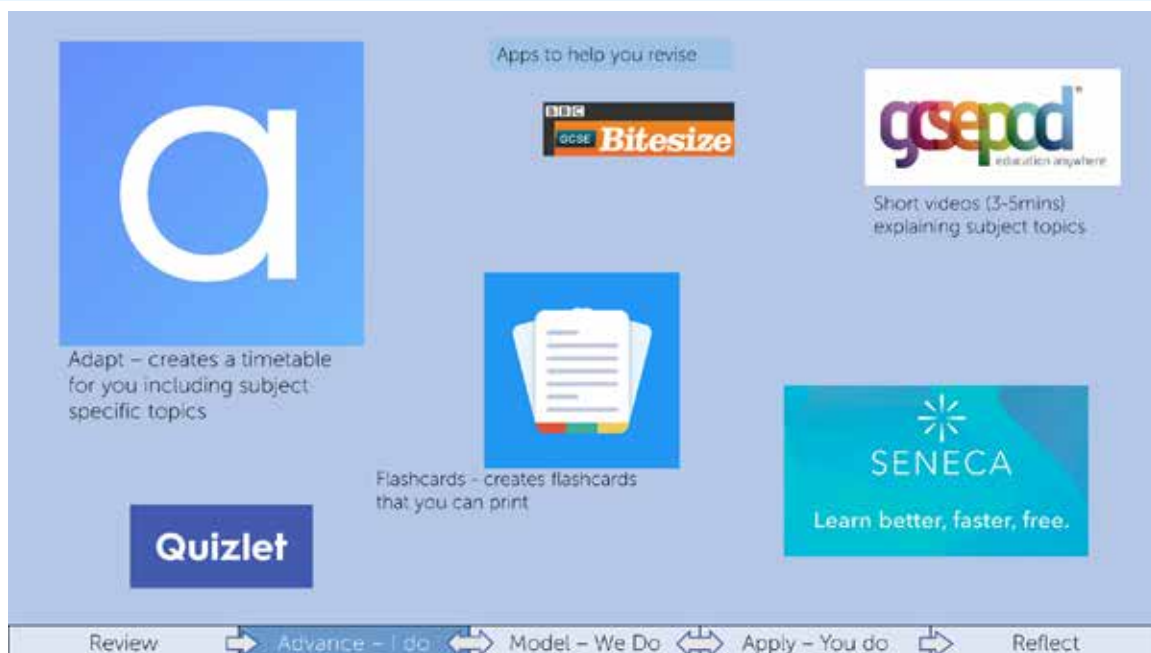
In Summary

You don't need to have all the answers. Your role in **providing encouragement, structure, and a few simple tools** is hugely valuable. By supporting your child with techniques like flashcards, quizzes, and past paper practice, you're helping them build habits that lead to long-term success.

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If you would like further guidance or access to resources such as past papers or revision templates, please contact your child's subject teacher or the school office.



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We would encourage all students to check lost property by the end of term if they have lost any items within school.

Any items remaining in lost property will be donated to a local charity.

Regards
Halewood Academy



COFFEE MORNING DROP IN!

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ACADEMY

☀ COFFEE MORNING DROP IN! ☀



A GREAT
PLACE
TO BE A
PART OF

“

Parent/Carer Coffee Morning Drop-in with Knowsley Educational Psychology Service

If you have worries about your child's progress in school, you can speak with an **Educational Psychologist (EP)** who would be very happy to talk with you. ”

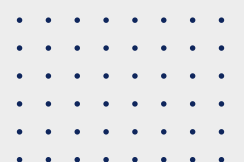
Please confirm your attendance via email to
admin@halewoodacademy.co.uk


halewoodacademy.co.uk

Whats discussed

Themes that could be discussed include:

- Learning
- Social development
- Emotional Wellbeing



9am-12pm
4th November 2025

HALEWOOD
ACADEMY

WORLD POETRY DAY 2025

HALEWOOD
ACADEMY

WORLD *Poetry* DAY 2025

Halewood Academy celebrated National Poetry Day on the 2nd October with a few exciting events! We hosted a scavenger hunt, where pupils had to find all of the poems posted around school. We also held a poetry competition where pupils had to write their own poem around the theme 'Play'. Congratulations to our winners, please see Miss Towers in the library to collect your prize!

SCAVENGER HUNT WINNER:

HEIDI W (8SAD)

POETRY COMPETITION WINNER:

AMELIA S (10LMO)



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WORLD POETRY DAY 2025

HALEWOOD
ACADEMY

WORLD *Poetry* DAY 2025



AMELIA S (10LMO) WINNER



Once, play was simple,
sticks became swords,
Mud cakes served on broken plates,
stones became treasures,
A skipping rope flying through the air.

Now, play feels out of reach,
words left behind in chalk dust,
Pictures washed away into the rain.

But years passed by,
watching children run freely,
like I once did,
Their shoes tapping the same rhyme as mine,
As if time had learnt to repeat itself.



FIREWORK SAFETY!

What you need to know

Firework parties and displays are often organised to celebrate traditional events throughout the year. The greater availability of fireworks has increased their popularity as a means of providing fun and entertainment on all manner of occasions. In spite of all the warnings the use of fireworks very often ends in disaster with a visit for the injured to hospital.

Included in this leaflet is information that is designed to help you and your family enjoy fireworks safely and avoid becoming another firework injury statistic.



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**MERSEYSIDE
FIRE & RESCUE
SERVICE**



**HALEWOOD
ACADEMY**

Firework Safety Code

When buying fireworks, make sure they comply with BS 7114 or its European equivalent and are clearly marked for their intended use "Indoor, Garden or Display".

- Keep fireworks in a sealed box or tin.
- Use them one at a time, replacing the lid immediately.
- **NEVER** put fireworks in your pocket.
- Read the instructions carefully, using a torch or hand lamp. **NEVER** use a naked flame.
- Light fireworks at arm's length using a taper or a firework lighter.
- Stand well back and **NEVER** return to a firework after it has been lit as it could explode in your face.
- Always supervise children around fireworks.
- **NEVER** throw fireworks.
- Keep all pets and animals indoors.
- Take care of sparklers; wear gloves to hold them and dispose of sparklers in a bucket of water as soon as they are finished.
- Don't set off noisy fireworks late at night and never after 11pm.

Sparklers

These are often viewed as being harmless but they do burn at fierce temperatures. To a young child, the heat from a sparkler is equivalent to the heat from a welding torch.

- Never give sparklers to young children under five.
- Always wear gloves with sparklers, preferably leather ones.
- Hold it at arm's length while an adult lights it for you.
- Never wave sparklers near someone else as you could burn them.
- Never hold a baby in your arms when you are holding a sparkler.
- When the sparkler has finished, put it into a bucket of cold water straight away and leave it there.

Pets

Animals do not like fireworks. The flames and noise upsets them. They should always be kept safely indoors around times of the year when fireworks are used. Make sure that they cannot get out through open windows and doors. It is best to keep the curtains closed.

What you should know when buying fireworks

- Category 1 (indoor) fireworks must not be sold to children under 16 years of age; Category 2 (garden) and Category 3 (display) fireworks must not be sold to persons under 18 years of age.
- Fireworks cannot be bought in Northern Ireland without a licence. The only exceptions will be Category 1 i.e. sparklers and indoor fireworks.
- To fire any outdoor firework you must apply to the DOJ for a licence.
- Fireworks such as aerial wheels, bangers, double bangers, flash bangers, batteries and combinations containing banger, double banger or flash bangers, jumping crackers, jumping ground spinners, spinners, mini rockets and shot tubes whose principal effect is a report or whose internal diameter is greater than 30 mm are illegal.
- The cost of a fireworks licence is £30 where the attendance at the firework display will not exceed 100 people. When applying for one you must specify who is using the fireworks.
- Fireworks should not be fired between the hours of 11:00pm and 7:00am.

Further information on any of the above can be found at:

www.nifrs.org

www.saferfireworks.com

www.nidirect.gov.uk

TIME CALCULATIONS

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ACADEMY

CALCULATOR

Unlocking Marks with the Calculator Strategy in GCSE Maths

As your child prepares for their GCSE Maths exams, it's essential they know that using a calculator isn't just about pressing buttons it's about using it strategically to gain marks. In Paper 2 and Paper 3 of the Maths GCSE, students are expected to use a calculator efficiently and accurately. This isn't just to check work it's about understanding what the calculator can do, when to use it, and how to use it to check, solve, and even explore problems.

Why Calculator Strategy Matters:

Many students lose marks simply by not knowing how to use their calculator for multi-step problems.

A good calculator strategy can help check answers, avoid silly mistakes, and solve complex calculations that would otherwise take time and effort by hand.

Topics like percentages, standard form, trigonometry, and statistical calculations can all be made easier with confident calculator use.

How Parents Can Help at Home:

We encourage parents to support their child's learning by helping them practise calculator skills at home. A great way to do this is by downloading the ClassPad app (available for free on both iOS and Android). ClassPad closely resembles the calculators students will use in school and during exams. It provides an excellent way for students to practise using functions like:

- Fractions and mixed numbers
- Powers and roots
- Trigonometric calculations
- Brackets and memory functions
- Standard form conversions

Using the ClassPad app at home gives students the confidence they need to tackle calculator papers effectively.

Let's support them in building this key exam skill together!

How to Get Started:

1. Download ClassPad from the App Store or Google Play.
2. Select the calculator Casio fx-911CW.
3. Encourage your child to use it when doing homework, particularly for calculator papers.
4. Ask them to show you how they used it to solve a problem – explaining builds understanding!



STRATEGY

TIME CALCULATIONS



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CALCULATOR

Calculator Skill of
the month

Time Calculations

Your Casio Fx-991CW calculator can
change between time formats.



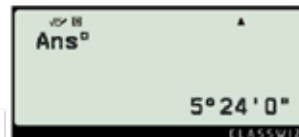
Examples - Convert 5.4 hours into hours and minutes

Home – calculate – EXE   EXE

Change a decimal into time – Type in number, Press EXE    EXE

Press Shift, +, EXE   EXE

First number is hours, second is minutes, 3rd is seconds



Time with a calculator

Current Time	How much time passes	New time
09.36	2hrs 54min	

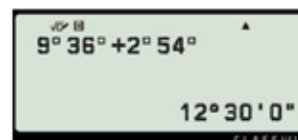
Adding time –

Type in first number (hours), Press Shift, +   

Type in second number (minutes), Press Shift, +, Press +     

Repeat for time to be added       

Press EXE 



Maths
Challenge

Using the examples above can you answer the
following questions:

Change 1.8 hours into hours and minutes

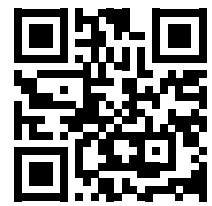
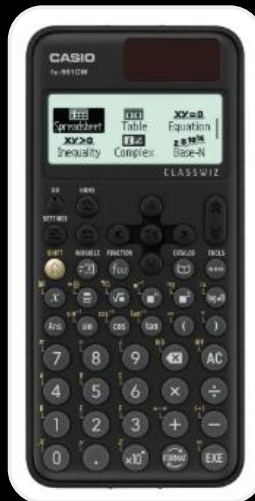
A film lasts for 98 minutes. It started at 7:45pm.
What time did it finish?

N

STRATEGY

fx-991CW Interactive Manual

Scientific ClassWiz

**CASIO®**

For the a user guidance manual of the calculator please go to
<https://shorturl.at/OEKBZ>

**SPORTS
UPDATE****HALEWOOD
ACADEMY**

Congratulations to our year 8B boys football team! Tonight they beat a strong Kirkby side 7-2!

It was a fantastic game full of outstanding play and great saves from

both goalkeepers! Two fantastic finishes from Bobby put us 2 ahead before Kirkby struck back!

Luca then notched a hatrick before Kirkby scored again! We finished the

game strongly and James finished really well before Tom smashed home a penalty!

A thoroughly enjoyable evening!

Mr Rylands was delighted!!

INDEPENDENT LEARNERS



HALEWOOD
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Building Independent Learners – Creating a study-friendly home environment and strengthening learner habits.

Dear Parents & Carers,

I am writing to you this week to talk about the importance of building independent learners, a study-friendly home environment and strengthening learner habits.

It won't surprise anyone to learn that there is a significant body of research which suggests that there is a strong positive correlation between independent home learning and grades. A study by the EEF (Educational Endowment Foundation) states that effective home learning adds, on average, 5 months of academic progress for secondary school pupils and in 2014, the Department Of Education claimed that Year 9 students who spent 3 hours of independent study every week were nearly ten times more likely to achieve Grades A*-C (now 9-4, of course) at the end of Year 11.

In their GCSEs, our students are competing with the rest of the country. To say that the same percentage of students attaining a grade 9-4 is the same every year would be incorrect, however over the last decade the number of pupils nationally who achieved a grade 9-4 in their Maths GCSE has only ever fluctuated by a mere 7% (excluding artificially inflated grade during COVID), so there is truth to the idea that if you can outwork other children nationally, you will see the rewards at GCSE.

INDEPENDENT LEARNERS



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Imagine two pupils attend darts club every Monday and Thursday for an hour after school. Both are really focused and listen intently to the coaching that they are given, however one pupil goes away and practises his darts for three hours a week at home, but the other doesn't have a dartboard, so only practises at school. It is obvious that over the course of time, the pupil who practises outside of school will improve at a much faster rate. The same principles apply to those who revise and practise at home regularly.

The following revision techniques are known to help pupils:

- Revision Timetables: a carefully planned out and achievable revision timetable including regular breaks and time built in for enjoyable activities.
- Making notes: short, sharp notes on key pieces of information which is easy to revise from a larger text or piece of learning. Pupils can then revisit these notes, strengthening their retrieval and making it less likely to be forgotten.
- Flash cards: questions on one side, answers on the other. Words on one side, definitions on the other. This is a fantastic way of pupils being able to test themselves on content they have revised.
- Mnemonics: a short word or phrase constructed of letters to help you remember something. As a keen quizzer, I wanted to learn the order of the countries on the Adriatic Coastline. Steve Carrell Bought Me A Goose translates in my mind to Serbia, Croatia, Bosnia, Montenegro, Albania, Greece. A great memory recall technique.
- Mind maps: topic in the middle and required pieces of information about that topic around the outside. For example, in the middle may be Shakespeare. Around the outside might be names of his plays, facts about his sonnets and key biographical information. This helps link learning together and connecting schema which hugely increases the likelihood that pupils retain information.

In terms of creating a study friendly home environment, there is plenty we can do to help our children get the best out of what they have got. In his book '*Atomic Habits*', James Clear advocates for having clearly defined spaces in

INDEPENDENT LEARNERS



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your room. For example, the sofa is where you relax, watch the television and have a flick through your phone, but the desk is where you do your work and the two shouldn't be mixed. It sounds trivial and like any habit, requires some time for adjustment, but it can be very beneficial.

The University of Nursing and Health Sciences has ten suggestions for creating a study friendly home environment, they are as follows (the article is available online for anyone who wants to read about any of the bullet points in greater detail):

- Create privacy
- Good lighting
- Make it comfortable
- Control noise
- Use scents
- Stay organised
- Manage time
- Keep a clean desk
- Avoid distractions

Now, not all of these things are possible for everyone. I wouldn't know where to start when it came to using scents! But we can all improve our home study environment by taking a couple of these points and putting them into practice.

I want to briefly finish on the final point: avoid distractions. As a child, the last thing you want to hear is to put your phone away to do your work. These fantastic devices which give us access to almost anything in one place are so tempting to use at all times. Even in writing this article, I have had to hand my phone to my partner to stop me from perpetually checking the Brentford vs Manchester United score! This discipline is not easy, and it is a process, however if we can train in our children (and ourselves) the ability to put our phones away and fully concentrate for an hour, the results will be there for all to see.

Mr Bell
Mathematics



WE SEEK THE BEST

Helping Children Embrace Challenge: Growth Mindset at Home

One of the most powerful messages we can give children is that learning is not about being “naturally good” at something — it’s about working through challenges and growing over time. Based on the research of Carol Dweck, a **growth mindset** is the belief that abilities can be developed through effort, effective strategies, and feedback. A key part of this is **productive struggle** — when people face a task that stretches them just beyond what’s easy, and they work through that challenge with support. This isn’t about letting children become frustrated; it’s about helping them *learn to be resilient*.

Why Productive Struggle Matters

Deeper Learning: Children understand and remember more when they figure something out for themselves.

Resilience: Facing challenges helps them build confidence and persistence.

Pride in Progress: Success feels more meaningful when they’ve had to work for it.

Independence: Children learn problem-solving skills they can apply beyond the classroom.

How Parents and Carers Can Support at Home

Encourage the Effort, Not Just the Result: Praise hard work, perseverance, and problem-solving — not just high marks or quick answers.

Try saying: “I can see how hard you’re working on that,” or “You tried different ways — that’s brilliant thinking.”

Use “Yet” Language: If your child says, “I can’t do this,” add “yet” to remind them they can improve with time and effort.

Let Them Struggle (a Little): It can be tempting to step in straight away when homework feels hard. Instead, give them space to think, and offer hints or questions rather than answers.

Model Your Own Learning: Share times when you’ve faced something difficult and how you overcame it. Children learn a lot by watching how adults respond to challenges.

Celebrate Mistakes as Learning: If your child gets something wrong, help them see it as part of the learning journey, not a failure.

Mr J Marsh
Lead Practitioner



Growth Mindset Through Productive Struggle

Encouraging students to *embrace challenge* rather than avoid it is a powerful lever for deeper learning. Based on the research of Carol Dweck, a **growth mindset** is the belief that ability can be developed through effort, effective strategies, and meaningful feedback. One of the most practical ways to nurture this is through **productive struggle**—deliberately giving students space to work through difficulty with guidance rather than instant answers.

Why It Matters

Deepens Learning: When students grapple with challenging tasks, they make connections, test ideas, and build conceptual understanding—not just surface knowledge.

Builds Resilience: Experiencing difficulty (and overcoming it) normalises challenge. Students learn that effort is part of learning, not a sign of failure.

Boosts Motivation: Success after genuine struggle increases confidence and develops a stronger sense of ownership over learning.

Increases Independence: Students learn to be resilient, problem-solve, and use strategies more effectively.

Practical Strategies for the Classroom

Model Struggle: Show your thinking out loud. Share mistakes and how you recover from them to normalise the learning process.

Use “Yet” Language: Reframe fixed statements—“I can’t do this”—into growth-oriented ones: “I can’t do this *yet*.”

Pitch Tasks in the Challenge Zone: Design activities just beyond students’ comfort level, where they must think and problem-solve rather than recall.

Praise the Process, Not Just the Product: Recognise effort, strategy, and perseverance. This reinforces that learning is about *how* they work, not just what they achieve.

Value Mistakes: Build routines that celebrate errors as stepping stones, encouraging reflection and next steps.

POPPY APPEAL!

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ACADEMY

HANDMADE POPPY KEYRINGS IN SUPPORT OF

THE ROYAL BRITISH LEGION

POPPY APPEAL

The Design & Technology department & a group of KS3 students will once again be making their own handmade plastic poppy keyrings to sell to staff/students. Each one is unique and all of the money we raise will be donated to the 2025 Poppy Appeal.

WE ASK FOR A £1 DONATION
Visit WH2 to choose yours!!!



**FAMILY
FIRST!**



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Family First

FREE | AUTUMN 2025

**ESCAPE
THE COLD:
EUROPE'S BEST
WINTER SUN SPOTS
FOR FAMILIES**

 Tripadvisor

XMAS

**GIFT GUIDE:
THIS YEAR'S
MUST-HAVE
TOYS**

**Netmums'
advice:**

**HOW TO
AVOID
FESTIVE
BURNOUT**

DANI DYER



*talks twins,
starting school
and bedtime
routines*

**OTI
MABUSE**

*on becoming a mother, the importance
of family and pursuing your passions*

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Building a happier, healthier family lifestyle

<https://shorturl.at/AFRIv>

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CRONTON
SIXTHFORM
COLLEGE

OPEN EVENTS

SATURDAY 4TH OCTOBER 2025
10AM - 1PM

THURSDAY 9TH OCTOBER 2025
5.30PM - 7.30PM

WEDNESDAY 15TH OCTOBER 2025
5.30PM - 7.30PM

TUESDAY 11TH NOVEMBER 2025
5.30PM - 7.30PM



LEARN MORE



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St Helens College

OPEN EVENTS

2025 - 2026

2025

OCTOBER

Wednesday

15

5PM - 7PM

2025

NOVEMBER

Wednesday

26

5PM - 7PM

2026

FEBRUARY

Wednesday

4

5PM - 7PM

Scan the QR code to find out which campus you need to visit and register your attendance!





OPEN EVENTS

2025 - 2026

2025

OCTOBER

Wednesday

8

5PM - 7PM

2025

NOVEMBER

Wednesday

19

5PM - 7PM

2026

FEBRUARY

Wednesday

11

5PM - 7PM

Scan the QR code to find out which campus you need to visit and register your attendance!



Children and Young People's Mental Health Services

NHS
Mersey Care
NHS Foundation Trust

A safe space to ask questions or seek advice if you have any worries about mental health.



The Mersey Care team will offer advice and support and can help with referrals.

**Every Friday 10.30am to 12.30pm
at The Pride Centre**

2 Simonswood Lane, Kirkby, L33 5YP

An informal drop in for children and young people under 17 and their families or carers no appointment needed.

If you have any questions you can contact the Knowsley team on **0151 351 8610**.

Riverside College

Widnes & Runcorn

OPEN EVENTS

TUESDAY 21ST OCTOBER 2025
5PM - 7PM

TUESDAY 18TH NOVEMBER 2025
5PM - 7PM



LEARN MORE



KINGSWAY, WIDNES, WA8 7QQ | 0151 257 2022 | WWW.RIVERSIDE.AC.UK

Optimistic October 2025

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY



1 Write down three things you can look forward to this month

2 Find something to be optimistic about (even if it's a difficult time)

3 Take a small step towards a goal that really matters to you

4 Start your day with the most important thing on your to-do list

5 Be a realistic optimist. See life as it is, but focus on what's good

6 Remind yourself that things can change for the better

7 Look for the good in people around you today

8 Make some progress on a project or task you have been avoiding

9 Share an important goal with someone you trust

10 Take time to reflect on what you have accomplished recently

11 Avoid blaming yourself or others. Find a helpful way forward

12 Look out for positive news and reasons to be cheerful today

13 Ask for help to overcome an obstacle you are facing

14 Do something constructive to improve a difficult situation

15 Thank yourself for achieving the things you often take for granted

16 Put down your to-do list and do something fun or uplifting

17 Take a small step towards a positive change you want to see in society

18 Set hopeful but realistic goals for the days ahead

19 Identify one of your positive qualities that will be helpful in the future

20 Find joy in tackling a task you've put off for some time

21 Let go of the expectations of others and focus on what matters to you

22 Share a hopeful quote, picture or video with a friend or colleague

23 Recognise that you have a choice about what to prioritise

24 Write down three specific things that have gone well recently

25 You can't do everything! What are your three priorities right now?

26 Find a new perspective on a problem you face



27 Be kind to yourself today. Remember, progress takes time

28 Ask yourself, will this still matter a year from now?

29 Plan a fun or exciting activity to look forward to

30 Identify three things that give you hope for the future

31 Set a goal that brings a sense of purpose for the coming month



ACTION FOR HAPPINESS

Happier · Kinder · Together