



# NEWSLETTER

What's inside...

EXECUTIVE PRINCIPAL'S WELCOME

DOE SKILLS CLUB

MYP APPLICATIONS

S, E W & ME

CELEBRATING OUR PREFECTS

END OF TERM LOST PROPERTY

MOMENTS MATTER ATTENDANCE COUNTS

YEAR 10 GIRLS FILM SET VISIT

KETAMINE BRIEFING SESSIONS

ENCOURAGING INDEPENDENCE

CAREERS & ENRICHMENT

END OF TERM LOST PROPERTY

ENGAGE AND CONTRIBUTE

SPORTS UPDATE

MINDFUL MARCH 2026

STUDENT SPOTLIGHT

YEAR 11 MOCK EXAM TIMETABLE - MARCH

REMEMBERING MEGAN HURLEY

JUNIOR BAKE OFF

YEAR 7 EXPERIENCE: JUST BREATHE

NUMERACY CHALLENGE

## DEAR PARENTS AND CARERS

I am writing this following a very difficult day for our communities on **Monday 9th March**. As you will all be fully aware, some schools in the Liverpool region received hoax threats. I want to be clear that our school didn't receive any communication of a threat; hoax or otherwise. I have addressed all students and staff this morning, **Tuesday 10th March**, to reassure, and also ensure, we are clear what occurred yesterday. It was also a further opportunity to educate students on our emergency procedures, which we practise, for both lockdown and evacuation. I want to reassure you as parents and carers we put the safety of our students above anything else; including your wishes as parents and carers if we feel it will compromise the safety of other students and cause further safeguarding issues. I sincerely hope we don't have to experience a day like this again, however, if we do; I want to be clear that we will notify parents and carers of any concern and how best we can work together.

It was greatly appreciated to receive e-mails and calls from parents and carers thanking us for the way we handled the situation on Monday and many students 'checked in' in on staff and I to ensure we were ok. I have also thanked many older students that supported some of our younger students yesterday - what brilliant role models they are!

Now on to the newsletter, which as always contains the brilliant and wide ranging opportunities our students have from **DofE, Sporting Events, Film Set Visits, drama productions** and our annual **Careers Fair**.

All these experiences support the wider and holistic development of our students which is so important. I know they appreciate these opportunities and we will continue to provide them wherever we can. In this edition you will also find our regular information how you can support your child (ren) with keeping safe on-line and some tips and hints on encouraging independence at home.

Building independence is especially important for students to take responsibility for their learning and homework. This is never more true than for **Year 11** who will start their final mock exams on **Monday 16th March**. Students will have received their personal timetable but we have also included a copy in this newsletter for your information. Good luck Year 11 for the final push towards your GCSE examinations.

Finally, please can you scan the QR code for '**Student Spotlight**' so we can find out more of our students successes. We don't always know how exceptional some of our students achievements are and we want to share these and celebrate their achievements. So please take some time to do this if you think your child needs to be in the spotlight.

Once again, thank you for your ongoing support and the next edition will be just before the Easter break which begins on **Friday 27th March**. School will close at the normal time of 3.00pm.

Mr I Critchley  
Executive Principal



### KEY DATES 2026

Monday 16th March	YEAR 11 MOCK EXAM TIMETABLE 2026
Sunday 29th March to Saturday 4th April	YEAR 8 & YEAR 9 SKI TRIP
Friday 27th March	END OF TERM



A GREAT PLACE TO BE A PART OF

# SAFEGUARDING, EMOTIONAL WELLBEING AND MENTAL HEALTH



We focus in this issue on safe use of social media and to provide pupils and parents/carers on how to stay safe online when accessing social media platforms. The information comes from the NSCPP website and also Barnardo's website both of which have a vast amount of useful advice and resources to support young people and their families.

**NSPCC**

**BARNARDO'S** Changing childhoods. Changing lives.

## Understanding risks

Social media is deeply embedded in the lives of many children and young people, offering spaces to connect, create, and explore. However, these platforms can expose them to experiences that are difficult to manage without support. Understanding the specific risks is essential for helping children navigate these environments safely and confidently.

## Unwanted contact

Children may encounter people online they don't know, and not all interactions are safe. Unsolicited messages, friend requests, or group invites can lead to uncomfortable or even dangerous situations.

## Exposure to inappropriate content

Children can be exposed to harmful material through group chats, disappearing messages, and peer pressure. Social media algorithms can also add to this risk by suggesting content based on what users engage with.

## Distorted body image and unrealistic standards

Filters, editing tools, and curated posts often present an idealised version of reality. This can lead children to compare themselves unfairly, which can affect their self-esteem and body image.

## The pressure of likes and comments

Online engagement – likes, shares, and comments – can feel like a measure of self-worth. Children may feel defined by their popularity online, leading to anxiety and a need for validation.

## Five Tips to help Young People to stay safe...

1. Review safety, wellbeing, and privacy settings regularly.
2. Check age ratings and platform features.
3. Talk openly about social media.
4. Encourage safe and thoughtful sharing.
5. Support positive online experiences.

**TOP TIPS**

As a parent, how can I stay up to date with platforms, such as TikTok, Snapchat, Instagram, and their safety and settings. What are the biggest dangers to children online right now?

The dangers that pose the most risk to your child will depend a lot on how they use the internet, what is already being done to keep them safe, and what they already know about using the internet safely and responsibly.

A simple and effective way to hear about the latest online trends or what your child is getting up to is to talk with them about their life online. By maintaining an open dialogue and encouraging them to talk to you about their internet use, parents can help children access the amazing resources and opportunities the internet has to offer whilst keeping them safe.

The risks to each child are different depending on what they are doing online and the ever-changing tactics of those who want to harm.

Therefore, it is most effective to equip your child with the skills to identify harmful or uncomfortable situations, seek support and offer them regular opportunities through conversation to talk with you. advice would be:

# SAFEGUARDING, EMOTIONAL WELLBEING AND MENTAL HEALTH



- ✔ equip yourself with some basic knowledge by using internet sites
- ✔ ask your child to show you what new apps are
- ✔ speak with other parents or older teens to see what they are doing online
- ✔ ask your child's school how they are educating children and staying up to date.

Vodafone also have shared information on apps every parent should know about.

Do you have advice on keeping children safe when they're using an Xbox or PlayStation?

The best way to keep your child safe when they are playing games or using games consoles is through discussion. Talk with your child about the games they enjoy playing and where possible, sit down and play these together.

Speak to your child about what else they do on their consoles, aside from play games. For example, what else do they access? Who do they communicate with?

Next, establish and support realistic boundaries with your child, whilst encouraging safe choices. For example, make sure young people know not to share their personal information or anyone else's when playing online games.

You may also want to think about the amount of time your child spends on these devices or take control of in-app purchases. Childnet's family agreement has some great ideas for areas to focus on with your family. The UK Safer Internet Centre also has further information specifically relating to the use of games consoles.

Internet Matters and Thinkuknow are excellent tools to explore parental controls available through games consoles.

## What Parents & Carers Need to Know about

# TIKTOK

**AGE RESTRICTION**  
**13+**  
(certain features are restricted to over-18s only)

TikTok is a free social media platform that lets users create, share and watch short videos ranging anywhere from 15 seconds to 10 minutes in duration. The app gained notoriety for its viral dances, trends and celebrity cameos and can be a creative, fun platform for teens to enjoy. Now available in 75 languages, it has more than a billion active users worldwide (as of spring 2022) and is most popular with the under-16 age bracket. In fact, a 2022 Ofcom report found TikTok to be the most-used social media platform for posting content, particularly among young people aged 12 to 17.

### WHAT ARE THE RISKS?

**AGE-INAPPROPRIATE CONTENT**

While TikTok's "Following" feed only displays videos from users someone follows, "For You" is a stream of clips based on their previously watched content. Most videos on a child's "For You" feed will therefore be light-hearted and amusing, but it could potentially surface something unsuitable. TikTok's guidelines prohibit the sharing of illegal or inappropriate content, but the sheer volume of uploads mean they aren't manually monitored and vetted.

**DANGEROUS CHALLENGES**

Due to TikTok's immense popularity, some young people have unfortunately been influenced by videos challenging them to perform harmful, criminal or even deadly acts. One extreme example was the 'blackout' trend, which encouraged users to hold their breath until they passed out from a lack of oxygen. It led to two families filing lawsuits against TikTok over the tragic deaths of their children.

**CONTACT WITH STRANGERS**

With around 1.1 billion users globally, the potential for contact from strangers on TikTok is high – especially as accounts created by over-18s (or youngsters using a false date of birth) are set to public by default. This not only means that someone's profile is visible to everyone else on the app; it also lets their videos be suggested to others and enables anyone to comment on them or download them.

**IN-APP SPENDING**

TikTok is free, but users have the option to buy TikTok coins, which can be used to purchase emojis in the app. These emojis are then sent as rewards (retaining their monetary value) to other users for videos they've created. Coin bundles range from £9.99 to an eye-watering £99; TikTok's policy is that they can't be bought by under-18s, but it's possible to bypass this with a fake birthdate.

**ADDICTIVE NATURE**

TikTok can be addictive, especially for young people; compulsive repeated use can interfere with sleep patterns and be a distraction from other activities. The platform recently introduced default usage time limits of 60 and 100 minutes for new members under 18 (in the UK, children with TikTok average 102 minutes per day on the app), but these restrictions can easily be removed in the settings.

**TIKTOK NOW**

Introduced in late 2022, the 'TikTok Now' feature lets users post a daily video or photo at the exact same time as their friends. Users receive a synchronised notification at a random time of day, giving them three minutes to take a video or real-time photo. This addition can not only be a distraction to young people but could lead to them inadvertently sharing private content such as their location.

# MOMENTS MATTER ATTENDANCE COUNTS



TOP  
TIPS

As we advance through the second half of the spring term, attendance of all our pupils remains a priority. I have therefore included in this article, some of the benefits of good attendance and some top tips for parents/carers. I hope you are able to discuss these topics with your child/children.

## Benefits of Good Attendance

At Halewood Academy we expect high levels of attendance and punctuality from all of our pupils. We believe that by improving attendance we will –

- Ensure more of our pupils have a happy and enriched life experience
- Enable pupils to achieve more at school academically, emotionally and socially
- Overcome some of the challenges that we continue to face post-pandemic
- Help pupils build positive, long lasting friendships and lead happy lives
- Improve mental health and wellbeing of pupils and their families
- Reduce child exploitation and abuse, anti-social behaviour and knife crime on our streets
- Help pupils and families prosper socially and economically
- Increase chances of success in further or higher education or apprenticeships
- Improve employability of pupils once they leave school
- Improve lifestyles and better prepare our pupils for adulthood and the world of work



## Top Tips

What can parents/carers do to ensure good attendance?

- ✓ Ensure your child attends every day, on time, equipped and ready to learn
- ✓ Ensure school has up to date addresses and telephone numbers
- ✓ Contact school on the first morning of absence by 8:15am on 0151 477 8830 or via email [admin@halewoodacademy.co.uk](mailto:admin@halewoodacademy.co.uk) and provide your reason for absence. The main office is open from 8:00am.
- ✓ Contact the school each day of absence until your child returns to school
- ✓ If contact is not made for an absence, it is recorded as unauthorised. The school is responsible for deciding if the absence is acceptable or not
- ✓ If your child is being monitored by the School Attendance Team electronic copies of medical verification must be provided in order for the absence to be authorised
- ✓ Ensure medical appointments are made outside of school time. If this is not possible, your child needs to be in school prior to and after the appointment. We will need medical evidence upon their return
- ✓ Holiday requests during term time will not be authorised. Parents who take their children out of school for a holiday may be issued with an Education Penalty Notice
- ✓ Contact school if you are experiencing difficulty in getting your child into school
- ✓ Work with the school and any other agencies to resolve any difficulties which may affect regular school attendance

We would ask that parents/carers support their child's education by ensuring regular school attendance and if there are any barriers to this please contact a member of the team so that we can work together to overcome any difficulties.

Thank you for your ongoing support with improving school attendance.

# ENCOURAGING INDEPENDENCE



HALEWOOD  
ACADEMY

## Encouraging Independence at Home – Helping Children Take Responsibility for School Tasks

It is no secret that parenting in adolescent years is challenging. Until the age of 18, they are still children, but we all want to build independence and resilience and our children themselves very much want it too. We want to prepare them for the world of work, for when they move out and to make sure they survive and thrive in the world, and become the best version of themselves that they can.

This includes them taking more responsibility for their education as well. In primary school, a very hands-on approach is needed with extra support. At college, university or whatever post-16 options they take, they will be almost entirely on their own with responsibility to complete tasks on time with consequences for failing to do this. Secondary school is a bit more of a balance between the two, but we do want to make sure that the responsibilities of adult life don't come as a complete shock.

Here are some ways we can support while still ensuring they are building independence:

- **Allow them to own their school routine** – Encourage them to check their bag for equipment in the mornings, check their timetable and organise their homework. Before work every morning, I have a checklist to ensure I remember my lanyard, keys and work for the day. Could we encourage our pupils to have a similar, fool-proof system?
- **Shift from reminding to “checking in”** – Instead of “have you done your homework?” move towards “what is your plan for homework tonight?” This helps your child practise planning and self-management while still knowing you're interested and supportive.
- **Create a simple home system that they manage** - A visible planner, calendar, or checklist for deadlines and test dates gives teens a way to track responsibilities themselves. The key is letting *them* update it — ownership builds consistency and independence.
- **Encourage effort and strategies, not just results** – Praise organisation and starting tasks on time. This builds confidence in their ability to manage schoolwork, not just to achieve good grades. Independence grows when pupils feel capable, not pressured to be perfect. Rewarding this independence can go a long way – teenagers like to think they are above what may be seen as childish rewards – but as a teacher I can confirm they still love to receive a sticker in their books for good work!
- **Model the habits you want to see** – Let your child see you planning your week, using lists, or organising your own tasks. Teens learn independence by watching how adults manage responsibilities in everyday life — not just by being told what to do.

Sometimes this level of planning and organisation can be seen as a bit boring or lacking in spontaneity, but rigorous planning helps you to feel less stressed at school or work, while maximising the time you have to enjoy other activities. Having a huge to-do list and mindlessly working through it without a plan often leaves us feeling like we still haven't done enough or that we lack work ethic. A sensible plan ensures we stay motivated and get our work done, and when we have done this, we are able to enjoy our hobbies more as we are stress-free, safe in the knowledge that we have done everything we can.

Finally, while we want to help our pupils to build independence, we should support them in coming up with these strategies. As adults, we can still set unrealistic goals or forget things and it is no different with children. Strategies and routines need constantly refining and while we want to leave our children to their own devices to build independence, helping them to manage their own strategies as best they can will mean that they do this as efficiently as possible.

# ENGAGE AND CONTRIBUTE



HALEWOOD  
ACADEMY

## Helping your child to engage and contribute in lessons

Dear Parents and Carers

Studies by the EEF have shown that parental engagement has a positive impact on average of 4 months additional progress. Parents can encourage child participation in lessons by fostering a positive attitude towards learning, engaging in daily conversations about school, and building a supportive home environment. Key strategies include praising effort over intelligence, reading together, establishing consistent routines, and maintaining open, regular communication with teachers to address challenges early.

### Key Strategies for Encouraging Participation:

**Show genuine interest:** Ask specific questions about their day rather than just "How was school?" Sharing details about your own day can make this a two-way conversation rather than an interrogation. Engage in conversations about what they learned to show that school is important and exciting.

**Praise effort and persistence:** Focus on the process, effort, and improvement rather than just grades or achievement. This encourages a 'positive growth mindset' and reduces fear of making mistakes.

**Create a routine:** Establish a consistent daily routine for homework and learning at home. This structure helps children feel prepared and confident in their studies.

**Encourage curiosity:** Support your child's interests and hobbies and connect them to learning. Use daily life—like cooking or shopping—to practice skills in areas such as maths and literacy. Discuss upcoming topics or read together at home to familiarise them with the material they are studying. This can reduce the fear of the unknown and make them more comfortable speaking up in class.

**Build relationships with teachers:** Maintain open, regular communication with staff to understand your child's progress and to work together on any areas where they might need encouragement. Regularly communicate with your child's teachers to understand their progress and identify any social or academic obstacles. This partnership shows your child that their education is a priority.

**Foster independence and confidence:** Allow children to make decisions about their work and solve problems on their own, while being available for support. This builds confidence in their ability to participate in class.

**Model lifelong learning:** Demonstrate your own curiosity and love for learning. Reading books, exploring new topics, and discussing new ideas at home sets a positive example.

# STUDENT SPOTLIGHT



HALEWOOD  
ACADEMY

# Student Spotlight

**We want to celebrate you!**

Often we see and hear about achievements within Halewood Academy, but we don't always find out about the brilliant things going on outside of school. We would love to hear about them and celebrate these achievements too.

Each month we will celebrate students achievements. This could be for:

- Sporting achievements
- Performing arts (musical talents, performances etc)
- Volunteering
- Excellent work during lessons/homework
- Going above and beyond in lessons
- Attendance and punctuality
- Charity work
- Caring for friends/family
- Working with groups (Cadets/Guides/Rainbows/Brownies)

If you want to nominate a student, or yourself, please scan the barcode or click the link below.

[Student Spotlight Nomination – Fill in form](#)



WE SEEK THE BEST



# REMEMBERING MEGAN HURLEY



## Honouring Her Legacy

During March, our school community will once again come together to remember **Megan Hurley**, a much-loved member of our school community, who so tragically lost her life in the Manchester Arena attack at the concert of **Ariana Grande** in **2017** when she was in **Year 11**.

This year, **21st March** would also have marked **Megan's 24th birthday**. As well as taking time to reflect, we want to celebrate Megan's life, her spirit and the joy she brought to others.

**Megan** was an integral part of our school family. She was a kind, vibrant and passionate young person who embraced school life fully. Her enthusiasm, warmth and loyalty to her friends left a lasting impression on staff and students alike. Although her time with us was far too short, the impact she made continues to be felt every day within our corridors and classrooms.

## *Megan's Garden – A Living Tribute*

At the heart of **Megan's legacy** is **Megan's Garden**, a special place of reflection, remembrance and hope within our school grounds. Many of you will have seen the painting in the assembly, symbols and icons displayed around school that celebrate her life and spirit, but the garden remains a particularly meaningful tribute.

This year, we are pleased to share that new installations are being added to the garden, including beautiful artistic pieces featuring bees and sunshine designs. These vibrant additions symbolise positivity, community and light; values that reflect **Megan's** character and the joy she brought to others.



Over the summer term, the garden will also be refreshed and revitalised in partnership with **Everton in the Community**, supported by a dedicated group led by **Mrs. Jones**. This collaborative effort will ensure that **Megan's Garden** continues to flourish as a place of comfort, unity and remembrance for current and future generations of students.

## *Wearing Orange – A Symbol of Remembrance*

In the coming weeks, we will be raising funds through the sale of **orange** ribbons. We encourage as many students and staff as possible to wear an orange ribbon as a visible sign of remembrance and solidarity.

The **orange ribbon** represents Megan's enduring presence within our school community, her kindness, her passion for school life, and the positive difference she made. By wearing it, we stand together in celebrating her life and ensuring her legacy lives on.

## A Lasting Legacy

**Megan** was passionate about her school and her community. She embraced opportunities, valued friendships deeply and approached life with warmth and enthusiasm. On **21st March**, as we remember what would have been her **24th** birthday, we honour not only the sadness of her loss, but the strength, unity and compassion that continue to grow from her memory.

As a school, we remain committed to honouring **Megan** in meaningful ways, through **Megan's Garden**, through our fundraising efforts, and through the everyday kindness and community spirit she embodied.

We encourage all members of our school community to pause, reflect and join us in remembering **Megan Hurley**; a cherished student, friend and forever part of our school family.

Regards,  
**Mr G Harrison**  
Vice Principal



# YEAR 7 EXPERIENCE: JUST BREATHE



Year 7 students at Halewood Academy were recently given the valuable opportunity to watch the powerful Altru Drama production *Just Breathe*. The performance explored the personal, social, emotional and legal consequences of substance use among young people, including alcohol, vaping, cannabis and ketamine. Through an engaging and thought-provoking storyline, the production encouraged students to reflect on the choices they make and the potential impact those choices can have on their lives and the lives of others.



The show was brilliantly delivered by performers **Shea, Anna and Billie**, who brought the characters and scenarios to life with energy, authenticity and sensitivity. Their performance created a safe and engaging space for students to consider difficult but important topics that many young people may encounter as they grow up.

The themes explored in *Just Breathe* link closely with the **Personal Development** curriculum at Halewood Academy. Within **Personal Development**, students learn about making informed decisions, understanding risk, developing resilience and building the confidence to make positive choices. The performance reinforced key learning from our PSHE programme, particularly around health and wellbeing, peer influence and understanding the consequences of risky behaviours.



By highlighting the emotional impact substance misuse can have on friendships, families and future opportunities, the production helped students to deepen their understanding of the importance of looking after both their physical and mental health. It also encouraged students to think critically about peer pressure and the importance of seeking support when faced with difficult situations.



# YEAR 7 EXPERIENCE: JUST BREATHE



At Halewood Academy, our **Personal Development** curriculum aims to equip students with the knowledge, skills and values they need to stay safe, healthy and prepared for life beyond school. Experiences such as this theatre performance are an important part of that journey, allowing students to engage with real-life scenarios in a meaningful and memorable way.

We would like to extend our sincere thanks to **Altru Drama** and the talented cast members **Shea, Anna and Billie** for delivering such a powerful and impactful performance for our **Year 7 students**. It was an inspiring and educational experience that will support our students in continuing to make safe, responsible and informed choices.

**Mr G Harrison**  
Vice Principal



# DofE SKILLS CLUB: A STEPPING STONE TO SUCCESS



Since September, the DofE Skills Club has been providing Year 7 and Year 8 students with an exciting opportunity to develop new skills and build confidence. Meeting once a month, the club has quickly become a positive part of school life.

During each session, pupils have taken part in a range of activities designed to encourage teamwork, problem-solving, and resilience, including developing their orienteering and map-reading skills.

Students have shown great enthusiasm and commitment, learning to step outside their comfort zones and try new challenges.



Most importantly, the Skills Club has proved to be a valuable stepping stone towards the Duke of Edinburgh Bronze Award in Year 9. By introducing students early to the values of resilience, aspiration, and collaboration, through building tents and working as a team in various challenges, the club has helped to prepare them for future success with their Duke of Edinburgh journey.

For our final session, students learnt how to set up Trangias and enjoyed some delicious s'mores!

We are proud of the dedication shown by our Year 7 and Year 8 students since September and look forward to seeing them continue to grow as they move forward with the DofE programme.



# CELEBRATING OUR PREFECTS



HALEWOOD  
ACADEMY



**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

A GREAT  
PLACE  
TO BE A  
PART OF

As we move into the mock examination period, we would like to take a moment to recognise and thank our wonderful team of student prefects for the fantastic contribution they have made to the life of **Halewood Academy** this year.

Throughout the year, our prefects have played an important role in supporting a range of school events, particularly during our parent and carer evenings. Whether welcoming families, helping staff with organisation, guiding visitors around the building or supporting the smooth running of the evening, they have represented the school with maturity, confidence and pride.

Our prefects consistently demonstrate the core values of **Halewood Academy** in abundance. They show **respect** through the way they interact with staff, visitors and younger students.

They **aspire** to be positive role models within the school community. They **collaborate** effectively with staff and peers to ensure events run smoothly.

They strive for **excellence** in everything they do, and they show remarkable **resilience** as they balance their leadership responsibilities alongside their academic studies.

As they now turn their attention to their upcoming mock examinations, we would like to wish them, and all other Year 11 students, every success. Their dedication, organisation and positive attitude throughout the year gives us great confidence that they will approach this next challenge with the same determination and resilience they demonstrate every day.

Thank you to all of our prefects for the commitment, enthusiasm and leadership you have shown. You are fantastic ambassadors for **Halewood Academy** and we are incredibly proud of the example you set for the rest of our school community.

We wish you the very best of luck in your mock exams.



Thank  
you!



# YEAR 10 GIRLS FILM SET VISIT



HALEWOOD  
ACADEMY



The Year 10 Drama class recently had an exciting opportunity to visit the set of a film currently being shot in Liverpool. During the tour, students explored the different areas of the production and learned more about how a professional film set operates behind the scenes. A particular highlight of the visit was meeting and speaking with members of the main cast, who between them have appeared in over 100 films. Hearing about their experiences in the industry gave students a fascinating insight into the realities of working in film and acting at a professional level.

To make the experience even more memorable, the group also spent a day working as supporting actors on the production. Students took part in filming scenes alongside lead actors **Bill Nighy** and **Makram J. Khoury**, gaining first-hand experience of the filming process and what it is like to perform on a working set.

The visit was an inspiring and unforgettable experience for the class, offering a rare glimpse into the film industry and bringing their Drama studies to life in a truly unique way.



BILL NIGHY

MAKRAM J. KHOURY



COLLABORATE



# CAREERS & ENRICHMENT FAIR 2026



HALEWOOD ACADEMY



On Wednesday the 4th of March, our school proudly hosted the Annual Careers and Enterprise Fair 2026, a much-anticipated event that welcomed every student from Year 7 to Year 11. This vibrant fair presented an invaluable opportunity for students to explore diverse career paths and engage directly with professionals from a wide array of industries.

The event was brimming with an impressive selection of exhibitors, including employers, universities, and apprenticeship providers. These organizations were eager to share their expertise and offer students a peek into various career options. From technology and healthcare to arts and engineering, the fair covered a broad spectrum of fields, ensuring that every student could find something that piqued their interest.

The primary objective of the fair was to empower students with the knowledge and insights necessary to make informed decisions about their future education and career paths.

The feedback from both students and exhibitors was overwhelmingly positive. Many students found the fair to be both inspiring and enlightening, sparking new interests and aspirations. Exhibitors appreciated the enthusiasm and curiosity displayed by the students, noting the fair as a rewarding experience.

Miss A Gallen

Teacher of Science and Careers Leader



A GREAT PLACE TO BE A PART OF

# CAREERS & ENRICHMENT FAIR 2026



HALEWOOD  
ACADEMY



# SPORTS UPDATE

## YEAR 7 & 8 ATHLETICS



HALEWOOD  
ACADEMY



### Congratulations to our Year 7 and Year 8 Indoor Athletics Teams!

We are thrilled to announce the incredible performances of our boys' Year 7 and Year 8 indoor athletics teams at the Knowsley event! Both teams showed remarkable talent and determination, making us immensely proud.

#### Year 7 Boys' Performance

The Year 7 boys competed fiercely and demonstrated outstanding sportsmanship throughout the event. The competition was extremely close, and although they narrowly missed out on advancing to the Merseyside finals, their effort and dedication did not go unnoticed. We commend them for their hard work and are confident that this experience will propel them to even greater heights in the future.

#### Year 8 Boys' Triumph

Our Year 8 boys have made us exceptionally proud by being crowned Knowsley champions! Their exceptional performance has earned them the honor of representing the region at the Merseyside finals on March 18th. Their commitment and teamwork have truly paid off, and we are excited to see them take on this next challenge.



# YEAR 8 BOYS' TRIUMPH



HALEWOOD ACADEMY



## Year 8 Boys' Triumph

Our Year 8 boys have made us exceptionally proud by being crowned Knowsley Champions! Their exceptional performance has earned them the honor of representing the region at the Merseyside finals on March 18th. Their commitment and teamwork have truly paid off, and we are excited to see them take on this next challenge.

Mr. Rylands extends his heartfelt congratulations to both teams for their incredible achievements. Their performances are a testament to their dedication and passion for athletics. Let's continue to support and cheer for our teams as they strive for excellence!



# YEAR 11 MOCK EXAM TIMETABLE - MARCH 2026



HALEWOOD  
ACADEMY

## Year 11 Mock Exam Timetable - March 2026

ALL EXAMS TO BE HELD IN THE SPORTS HALL UNLESS STATED OTHERWISE							
Day/Period	Period 1 9.00am start	Period 2 10.00am start	Break (11.00-11.15)	Period 3 11.15am start	Early Lunch/P4 (12.15-1.00)	Period 4 1pm start	Period 5 2pm start
Monday 16-Mar	<u>English Language Paper 1 (1h 45m)</u> <a href="#">(Whole Year)</a>		Break (11.00-11.15)	P3	Lunch for H&SC students only (12.15-1.00)	<u>Health &amp; Social Care (2h) to be held in S18 (18)</u>	
Tuesday 17-Mar	<u>Maths Paper 1 F/H (Non-calc) (1h 30m)</u> <a href="#">(Whole Year)</a>		Break (11.00-11.15)	P3	Lunch for Dance/H&C students only (12.15-1.00)	<u>Hospitality &amp; Catering (1h 20m) to be held in S18 (15)</u> <u>Dance (2h) to be held in G03 &amp; G04 (11)</u>	
Wednesday 18-Mar	<u>Combined Science Biology F/H (1h 15m)</u> <u>Separate Science Biology F/H (1h 45m)</u> <a href="#">(Whole Year)</a>		Break (11.00-11.15)	P3	P4	Lunch (1.15-2.00)	P5
Thursday 19-Mar	<u>English Literature Paper 1 (2h)</u> <a href="#">(Whole Year)</a>		Break (11.00-11.15)	P3	Lunch for Animal Care/T&T students only (12.15-1.00)	<u>Animal Care (2h) to be held in S18 (12)</u> <u>Travel &amp; Tourism (1h) to be held in S18 (8)</u>	
Friday 20-Mar	<u>Maths Paper 2 F/H (calc) (1h 30m)</u> <a href="#">(Whole Year)</a>		Break (11.00-11.15)	P3	Lunch for Geography students only (12.15-1.00)	<u>Geography (Paper 1) (1h 30m) (106)</u>	
Day/Period	Period 1 9.00am start	Period 2	Break (11.00-11.15)	Period 3 11.15am start	Early Lunch/P4 (12.15-1.00)	Period 4 1pm start	Period 5
Monday 23-Mar	<u>Combined Science Chemistry F/H (1h 15m)</u> <u>Separate Science Chemistry F/H (1h 45m)</u> <a href="#">(Whole year)</a>		Break (11.00-11.15)	P3	P4	Lunch (1.15-2.00)	P5
Tuesday 24-Mar	<u>English Language Paper 2 (2h)</u> <a href="#">(Whole Year)</a>		Break (11.00-11.15)	P3	Lunch for PE/SS/SR students only (12.15-1.00)	<u>PE (1h) (30), Sports Science/Studies (1h 15m) (26)</u>	
Wednesday 25-Mar	<u>Combined Science Physics F/H (1h 15m)</u> <u>Separate Science Physics F/H (1h 45m)</u> <a href="#">(Whole Year)</a>		Break (11.00-11.15)	P3	Lunch for Comp Sci /Child Care students / IT only (12.15-1.00)	<u>Computer Science (1h 30m) (24)</u> <u>Child Development &amp; Care (1h 30m) (16)</u> <u>IT (1h 30m) (13)</u>	
Thursday 26-Mar	<u>Maths Paper 3 (Calc) (F/H - 1h 30m)</u> <a href="#">(Whole Year)</a>		Break (11.00-11.15)	P3	Lunch for Spanish students only (12.15-1.00)	<u>Spanish Writing F/H (1h 10m/ 1h 15m) (36)</u>	
Friday 27-Mar	<u>History (2h) (91)</u>		Break (11.00-11.15)	P3	Lunch for Business students only (12.15-1.00)	<u>Business (1h 30m) (58)</u>	

Starting from  
**Monday  
16th March  
2026**



A GREAT PLACE  
TO BE A  
PART OF

# JUNIOR BAKE OFF



HALEWOOD  
ACADEMY

## APPLICATIONS ARE NOW OPEN FOR **JUNIOR BAKE OFF**

Aged between 9-15 and love to bake?  
We'd love to hear from you!

[WWW.APPLYFORJUNIORBAKEOFF.CO.UK](http://WWW.APPLYFORJUNIORBAKEOFF.CO.UK)



**APPLICATIONS CLOSE 15TH MARCH 2026**



# KETAMINE BRIEFING SESSIONS



HALEWOOD  
ACADEMY

Knowsley Council is working with Change Grow Live (CGL) to provide Ketamine briefings sessions to parents, carers and families across Knowsley. Please see the information below that we are sharing on their behalf.

**Ketamine Awareness Session for Parents and Carers**  
- Tuesday 24th March 17:30-18:30 location via this link:



<https://shorturl.at/UORoV>

Are you worried about your child using or potentially using Ketamine? With a number of stories appearing in the media, many parents will be wanting to know more about the drug and how to start a conversation with their child.

Knowsley Council is committed to supporting parents and has brought together a range of information and signposting to give residents the tools they need to know more.

Join Change, Grow, Live for a powerful and informative session designed specifically for parents and carers. This one-hour online event will explore:

- ✔ What Ketamine is, how it impacts users and why young people are using it
- ✔ How to spot the signs and symptoms of somebody using the drug, and how to start the conversation
- ✔ The importance of taking a supportive, non-judgemental approach
- ✔ What role you can play in helping young people to prevent or treat dependence
- ✔ Where you can get help, advice and support for you and for the user



Knowsley Council

# END OF TERM LOST PROPERTY



HALEWOOD  
ACADEMY

School has an increasing number of items in Lost Property such as coats, bags, shoes, trainers, folders etc. If your child has lost an item, please encourage them to view the lost property to return the item to them.

Any items remaining in lost property after the end of term will be donated to a local charity.

Regards  
Halewood Academy



# Mindful March 2026

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

1 Set an intention to live with awareness and kindness

2 Notice three things you find beautiful in the outside world

3 Start today by appreciating your body and that you're alive

4 Notice how you speak to yourself and choose to use kind words

5 Bring to mind people you care about and send love to them

6 If you find yourself rushing, make an effort to slow down

7 Take three calm breaths at regular intervals during your day

8 Eat mindfully. Appreciate the taste, texture and smell of your food

9 Take a full breath in and out before you reply to others

10 Get outside and notice how the weather feels on your face

11 Stay fully present while drinking your cup of tea or coffee

12 Listen deeply to someone and really hear what they are saying

13 Pause to watch the sky or clouds for a few minutes today

14 Find ways to enjoy any chores or tasks that you do

15 Stop. Breathe. Notice. Repeat regularly

16 Get really absorbed with an interesting or creative activity

17 Look around and spot three things you find unusual or pleasant

18 Have a 'no plans' day and notice how that feels

19 Cultivate a feeling of loving-kindness towards others today

20 Focus on what makes you and others happy today

21 Listen to a piece of music without doing anything else

22 Notice something that is going well, even if today feels difficult

23 Tune into your feelings, without judging or trying to change them

24 Appreciate your hands and all the things they enable you to do

25 Focus your attention on the good things you take for granted

26 Choose to spend less time looking at screens today

27 Appreciate nature around you, wherever you are

28 Notice when you're tired and take a break as soon as possible

29 Choose a different route today and see what you notice

30 Mentally scan your body and notice what it is feeling

31 Discover the joy in the simple things of life



ACTION FOR HAPPINESS

Happier · Kinder · Together