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A word from The head



It has been a delight to spend time getting to know the students of Hanham Woods Academy, work with staff and evaluate the environment. There is a lot of great things taking place, which we are proud of and realise this part of the academy needs to be grown and engaged with; events and enrichment, quality classroom practice, student ambition, and achievement. There are also many items of the school operations and systems that are currently being revised to make us a more efficient, student facing, family support orientated school that will strengthen our partnership.

We are currently revising the Behaviour policy and mental health & wellbeing approaches, the SEND provision and communications, the culture of HWA alongside the ambition and aspiration of all students to thrive and reach their potential.

Coming to a new school and listening deeply to parents, students & the wider community I have a very clear picture of the areas of improvement required for Hanham to reach the goals we are worthy. This involving an embedded culture of inclusion and togetherness, a respect for each other and our environment and a desire to succeed.

I look forward to enhancing our relationship and quality of education to make this Academy perform at its best.

Kath Cooper



Hatching Chicks in Science



Hatching chickens

"We had the chicken for about two to three weeks .

On Thursday when we came to school, we saw the chickens already hatched; we saw them looking wet. We asked miss and she told us they just hatched so it is normal for them to look like that.

They looked adorable by Friday they were dry and looked cute on Monday we carried them and they were warm and cozy."

By Nanaaisha H



Hatching Chicks in Science



"We had them as eggs for about 2 weeks. Then in the middle of the week they finally hatched - they looked weak and wet. The next day they looked more furry and we were able to hold them. That same day one almost died and Ms Gardener put it in a mug and saved it. Now everyone comes to science to see them."

Anonymous





"We've already had some amazing submissions for our Year 7 homework project. Well done to Fraser, Max, Isabella, Stella and Nina who have created brilliant posters on significant figures from Tudor England. We are already blown away by the effort students are putting into their research and the presentation of their findings. We look forward to seeing everyone's work!"

SIR FRANCIS DRAKE

MINI BIOGRAPHY:

- Born 1540 in Tavistock, Devon
- Farming family, eldest of 12 sons
- Two marriages, no children
- Started in slave trade, then privateer
- Knighted 1581
- Died 1596 of dysentery at sea.



SIGNIFICANCE:

- First Englishman to circumnavigate globe 1577-1580
- On Golden Hind (returned with Spanish gold)
- Second-in-command in Spanish Armada 1588
- Raided Cadiz



Defeat of the Spanish Armada: He served as second-in-command during the battle against the Spanish Armada in 1588. He famously "singled out King of Spain's beard" by raiding the port of Cadiz a year earlier, destroying many Spanish ships.

the "golden hind": His ship, the golden hind, returned to England laden with Spanish gold and silver, making him a hero to the English and a pirate to the Spanish (who called him "El" Drake "of the Dragon").

the "luxury vessel": The ceremony took place at Deptford on the River Thames. The Golden Hind became one of the world's first "museum ships" and remained on display for nearly 100 years until it eventually rotted away.



the Pacific Coast of North America

the secret mission: Drake's official papers said he was headed to Egypt for a raiding voyage. In reality, he had secret orders from the Queen to pass through the Strait of Magellan and raid Spanish settlements on the Pacific Coast.

California Connection: Drake landed in what is now Northern California in 1579, naming it Nova Albion (New England). He claimed the land for Elizabeth, which gave England its first (unsuccessful) claim to the land.



Max

Year 7 History Project Work



ANNE BOLEYN.

Anne Boleyn early life:
Anne Boleyn was born around 1501, likely at Brix Hall in Norfolk, England, though the exact date is uncertain due to incomplete records. She was the daughter of Sir Thomas Boleyn, a diplomat and courtier, and Lady Elizabeth Howard, daughter of Duke of Norfolk. Anne has two siblings, George and Mary, and grew up at Hever Castle in Kent.

Education and Early Career:
Anne spent much of her childhood abroad, receiving a comprehensive education in various subjects, including history, music, dancing, and embroidery. She served as a maid-of-honor to Margaret of Austria and later to Queen Catherine of France, gaining experience in the sophisticated French court. This exposure shaped her elegant style and manners, which set her apart from contemporaries.

Relationship with Henry VIII:
Anne returned to England in 1522 and became maid-of-honor to Catherine of Aragon. She was briefly betrothed to Henry's son, but this engagement was broken off. Henry VIII pursued Anne from 1526, and after a secret wedding in November 1532, they formally married on January 25th 1533. Her marriage to Henry led to the annulment of his marriage to Catherine and eventual break with the Roman Catholic Church, establishing the Church of England.

Queen and Mother:
Anne was crowned Queen on June 1st, 1533, and gave birth to Elizabeth I on September 7th, 1533. Henry VIII had hoped for a male heir, but Anne suffered three miscarriages and a fall to produce a son. Her daughter Elizabeth later became one of England's greatest monarchs.

Arrest and Execution:
By 1536, Henry had become infatuated with Jane Seymour, and Anne was arrested on May 19th 1536, on charges of adultery. Incest with her brother George, high treason on, she was found guilty on May 18th 1536, and executed by beheading on May 19th, 1536 at the Tower of London. Anne maintained her innocence until her death and is remembered as a 'Good Queen and Governing Lady' on the Scaffold.

Legacy:
Anne Boleyn's marriage to Henry VIII triggered the English Reformation, significantly altering the religious and political landscape of England. She is remembered as a strong, ambitious woman who influenced history and her life has inspired numerous cultural works. Her daughter Elizabeth's reign further cemented Anne's enduring impact on England.

She was Henry VIII's 2nd wife out of 6

Fraser

Bloody Mary

Mary

Mary was born in 1516 on the 18 Feb. Her parents were Henry VII and Catherine of Aragon. As a child she was highly educated and learnt multiple languages. Mary's early years were spent as a diplomat, just as her father.

Mary murdered lots of people because she wanted the country to be Catholic but the public wanted to be Protestant. Mary's lived to both people because she knew the English were very scared of being burnt.

Born: 18 Feb 1516
Died: 17 Nov 1558
Reigned: 1553-1558
Succeeded by: Elizabeth I
Nickname: Bloody Mary
Children: 0

Behold the hard maiden of the old it unto me according to thy word and the angel departed from her.

Bloody Mary got the nick name bloody Mary because she would burn Protestants. Mary went through two fake pregnancies, she really wanted kids so it made her sad.

Nina

Bloody Mary

Daughter of Catherine of Aragon and Henry 8th born in 1516 Feb 18.

Bloody Mary killed so many people, her father broke from the Catholic church but Mary was a deeply committed Catholic. When Henry died Mary made laws to be Catholic. Those who were publicly Protestant were executed.

Mary the 1st is called Bloody Mary because these punishments were brutal and many victims were ordinary people. She even knew the people of England are terrified of getting burned alive so purposeful used it as punishment.

Her facts:
Mary believed by burning Protestants she was protecting England spiritually.
- First woman to rule England in her own right
- She spoke multiple languages
- She was only 16 years old
- Thought she was pregnant 2 times
- She restored Catholicism

Isabella

KING HENRY VIII By Stella Heaton

Some good...
He expanded the second wave of the Reformation in England, and was a good king, but he was a bit of a tyrant. He was a good king, but he was a bit of a tyrant.

Good or Bad??

Some Bad...
He was a tyrant, and he was a bit of a tyrant. He was a tyrant, and he was a bit of a tyrant.

Biography:
King Henry VIII was born on the 28th September 1491 at the Palace of Placentia in London. He was the second son of Henry VII and Elizabeth of York. He was a good king, but he was a bit of a tyrant.

Divorced
Henry VIII was married to Catherine of Aragon, but they were divorced. He was a good king, but he was a bit of a tyrant.

Beheaded
Henry VIII was beheaded, but he was a good king. He was a good king, but he was a bit of a tyrant.

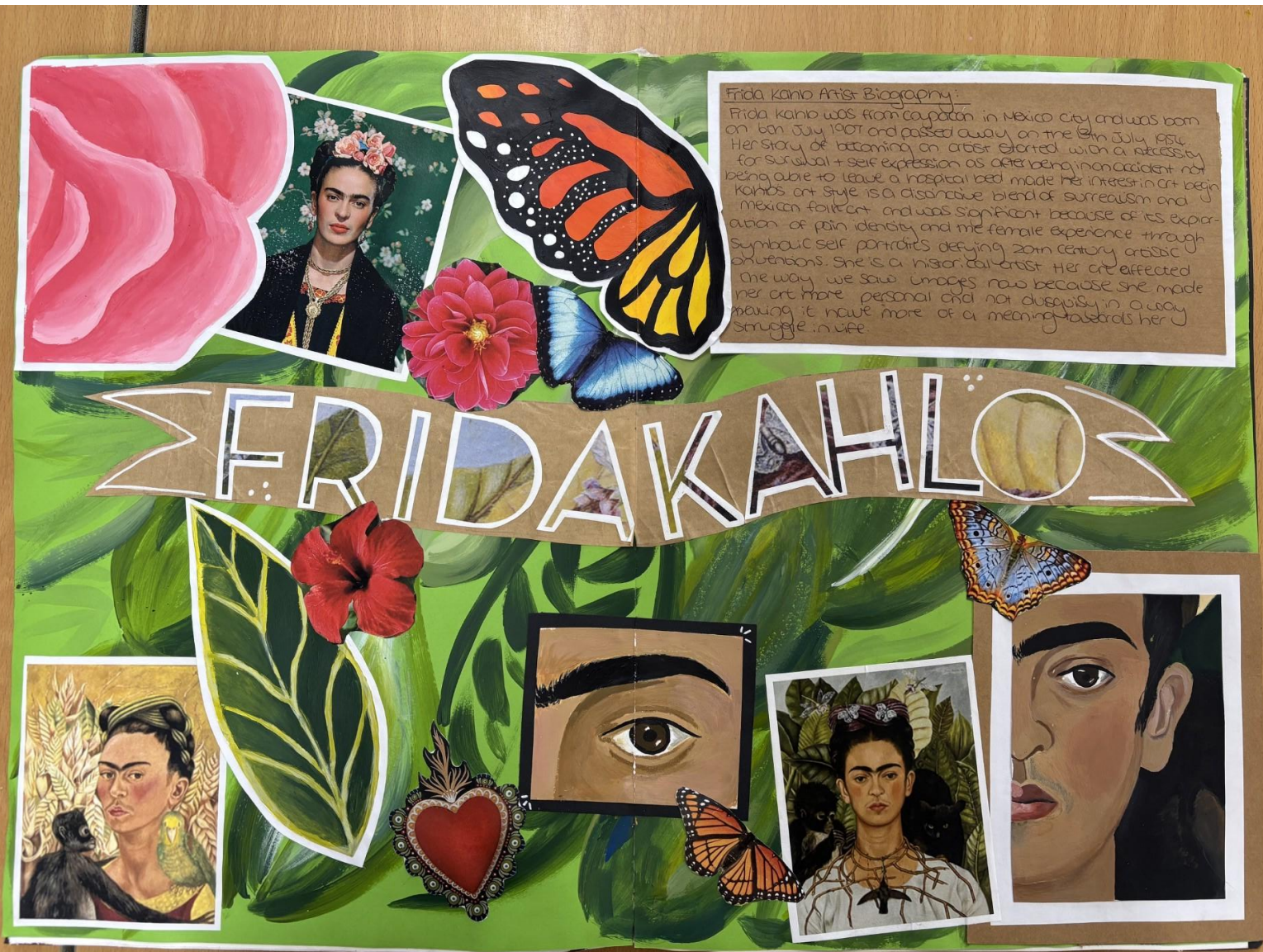
Died
Henry VIII died, but he was a good king. He was a good king, but he was a bit of a tyrant.

Divorced
Henry VIII was divorced, but he was a good king. He was a good king, but he was a bit of a tyrant.

Beheaded
Henry VIII was beheaded, but he was a good king. He was a good king, but he was a bit of a tyrant.

Survived
Henry VIII survived, but he was a good king. He was a good king, but he was a bit of a tyrant.

Stella



Frida Kahlo Artist Biography:

Frida Kahlo was from Coyoacán in Mexico City and was born on 6th July 1907 and passed away on the 13th July 1955. Her story of becoming an artist started with a necessity for survival + self-expression as after being in an accident not being able to leave a hospital bed made her interest in art begin. Kahlo's art style is a distinctive blend of surrealism and Mexican folk art and was significant because of its exploration of pain, identity and the female experience through symbolic self-portraits defying 20th century artistic conventions. She is a historical artist. Her art affected the way we saw images now because she made her art more personal and not disguised in a way making it have more of a meaning to her life.

Artwork by Freya G

Snooker Tournament Champion



Bristol Snooker League



Division Two KO 2025-26

Winner
Jack Allen

Runner Up
Lorenzo Watkins

An interview with the winner:

"On Thursday last week, I won the Bristol district division two individual cup. It was very nice to win this tournament as this was my first winnings in the sport – and I received a £100 prize.

I am the youngest winner of this tournament since the current world number 1 ranking snooker player Judd Trump [he won it when he was 12 and I won it whilst I'm 13] I won the final 3-1 against Lorenzo Watkins who is another junior player coming through. I will receive the trophy on the presentation evening for the Bristol district league."





Year 8 Reverse Benchball Results

Results (tutors 8A-C):

1st place – 16pts – **Conham**
2nd place – 13pts – **Hencliff**
3rd place – 12pts – **Bickley**
4th place – 7pts – **Cleeve**

Results (tutors 8D-F):

1st place – 15pts – **Conham**
2nd place – 14pts – **Cleeve**
3rd place – 10pts – **Bickley**
4th place – 9pts – **Hencliff**

FINAL (Overall) RESULTS:

4th place
Cleeve (21pts)

2nd place
Bickley & Hencliff (22pts)

1st place
Conham
(31pts)

"After the sports council set the game up it began. Conham started by winning their first game and second and third games but the other teams on the other side also done well. All of the teams were very strong and done really well.

Wednesday the 13th was the Y sides reverse benchball started Conham and Cleeve."

by Joshua W

**Congratulations
Conham!**

BICKLEY

CLEEVE

CONHAM

HENCLIFF



1. What is the name of the annual tennis tournament held in London?
2. In which sport is the "Super Bowl" played?
3. Which sport uses the terms 'house', 'hammer', and 'stones'?
4. Which country's rugby team is called the Springboks?
5. What is the highest score a player can achieve with a single dart?
6. Which sport has been played on the Moon?
7. "Catching a crab" is a common term in which sport?
8. what scorers scored in the woman's 2022 euros final?
9. Which tennis player has won the most Grand Slam titles (as of early 2026)?
10. How many points is a try worth in rugby?
11. In which city were the first modern Olympic Games held?
12. What do you call it when a bowler makes three strikes in a row?
13. What are the two national sports of Canada?
14. How many dimples does an average golf ball have?
15. How many dimples does an average golf ball have?
16. Which sport uses a net, a racket, and a shuttlecock?
17. During the first-ever modern Olympics, what were the first placers awarded with?
18. What is the only team to go a whole premier league
19. How many rings are on the Olympic flag?
20. In which sport can you find a position called "silly point"
21. Who was the first British player to win league titles in four different countries?
22. how many races did Lando Norris win last year as he got his hands on his first world drivers' title?
23. After finishing ninth in the standings in 2023 - his rookie season - where did Oscar Piastri climb to in 2024?
24. What is George Russell's unusual hobby outside of F1?

ANSWERS on last page of newsletter.





ATHLETICS AT YATE

"On Wednesday May 20th, an athletics event will be held at Yate. So far, I do not have a lot of information to say. Hanham Woods will leave around 8:30 to get there approximately twenty-five-minute car journey. Roughly, there will be about twenty schools at the event. It will consist of Running, long jump, triple jump and vertical jump. Trials will be on Thursday May 14th. Good luck Hanham Woods."

By Jack S

TRAMPOLINING CLUB

"This Thursday after school, the PE department has a new Trampolining club after school from 3 to 4 in the afternoon please bring your HWA PE kit and a suitable pair of trainers, remember to remove all jewellery and if you have any questions, please go to your tutor or PE. Sign up on Thursday the 14 of May in the morning, see you there."

By Cadi S



Tennis

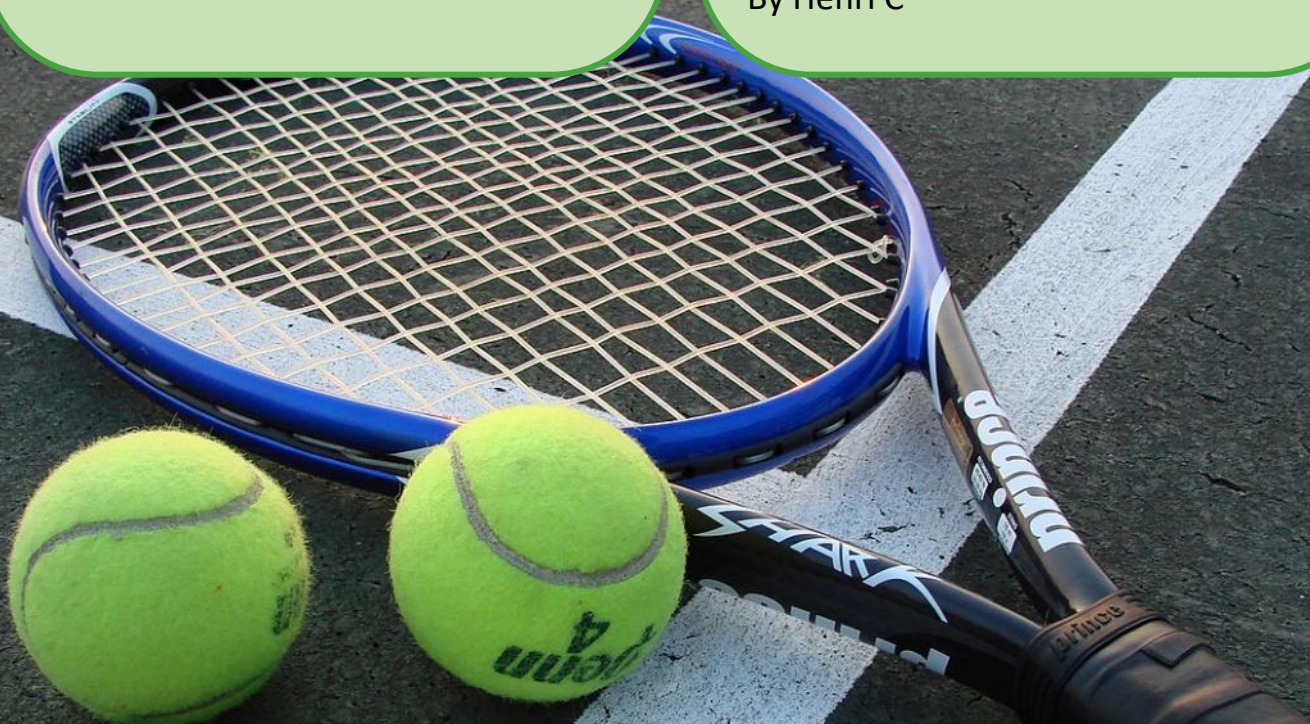


"In PE we have been learning many new skills in tennis. One of them being the backhand ground serve. The backhand ground serve is where you must bounce the ball on the floor before you serve with your backhand. We also learned the forehand ground serve which is the same as the backhand ground serve but with your forehand. We also learned how to volley which is where you hit the tennis ball out of the air without it bouncing. We were also practicing our rallying skills which is where you had keep hitting the back and forth to each other without giving away a point."

By Alfie C

"We started to learn tennis in PE and near the end of every lesson we would set up the nets so that we could have it as a ladder tournament. The first couple of tournaments were not competitive but as we all progressed and gradually increased our skill the tournaments would get more and more competitive. The way the ladder tournament works is, player loses their match they go up a court but if they win then they go up a court and whoever is at the top court is crowned the king of court. So that people who weren't as good wouldn't just skip to the top court and try to be crowned king without effort Mr. Arnold made us do a rally competition to see what ranked court we would be on."

By Henri C





“How it works:

In the morning you have to get registered for tutor and then all of year 7 and 8s top set students head to the old dance studio. Once inside you are sat down in register order and given a pencil a rubber and a piece of paper to do equations. After everyone is settled you have 60 minutes to answer as many questions as possible. When the time is up you hand in your test sheet, pencil, paper and rubber. Then you are free to go to break where the test is sent of to a robot for marking.”

By Matthew P

Gold x 7
Silver x 15
Bronze X 29

Five of the gold awards scored high enough to go forward to the Junior Kangaroo event!!



UK Maths Trust

“The junior maths challenge is a series of questions that get progressively harder, designed to challenge top set students. Depending on their score students can receive bronze, silver or gold certificates, with gold being top of school or top of year.

This year it was hosted in the dance studio/year seven canteen by Mr Huxley. We had one hour to complete the twenty-five exam style questions and tried our best to get through the entire sheet. Despite the questions being harder than last year, we all gave it our best.

Overall, we were extremely happy to have been given the fantastic opportunity to take part, to challenge ourselves, to see what we are capable of and to progress in our maths abilities.”

By Ruby D

WELL DONE & Going forward to The Junior Kangaroo Event:

Amaya W,
Matilda G,
Tristan C,
Ruby D,
Megan L.

“The junior maths challenge took place on Wednesday, 29th of April; the ‘test’ was directed to Year 7 and 8 specifically top set students. The test required them to spend 60 minutes answering 25 questions even when they haven’t learnt it. It involved them tackling questions from different maths topics.”

By Claret N





Win

A family sized bar of chocolate

Solve the puzzle with your parents/carers or siblings.
All correct answers will be entered into the prize draw.

	15	

Can you put the numbers 1 to 8 in each of the squares so that each side adds up to the middle number?

Simply put your answer, along with your full name, on a piece of paper and hand into you tutor or Ms Cumiskey in M5.

Deadline: Friday 5th June



Year 7

This term, Year 7 students have been exploring the vast and fascinating country of Russia. They have developed their understanding of how population distribution is influenced by physical geography, particularly climate and biomes. Pupils have investigated why most people live in the west of Russia by linking their knowledge of extreme climates to challenging living conditions. They have also studied the tundra and taiga biomes, learning how plants and animals are specially adapted to survive in these harsh environments. It has been fantastic to see students making strong connections between physical and human geography.

Year 8

Year 8 have been investigating the powerful world of natural hazards, focusing on earthquakes and volcanoes. Students have explored how and why these events occur, linking them to tectonic plate boundaries. A key case study has been the volcanic eruption on Montserrat, where pupils examined both the dramatic physical impacts and the long-term effects on communities. They have shown great enthusiasm in understanding how people can prepare for and respond to these natural events.

Year 9

Year 9 students have been focusing on sustainability in urban environments, exploring how cities of the future can reduce their environmental impact. They have studied the innovative city of Masdar in the UAE, designed to be one of the world's most sustainable cities despite its desert location. Closer to home, students have also examined Hanham Hall as a local example of sustainable living, identifying features such as energy efficient housing, green spaces and sustainable transport links. It has been excellent to see students applying global concepts to real life examples both internationally and locally.

Year 10

Year 10 have successfully completed their 'Changing Economic World' unit and have now begun preparing for their first set of PPE exams. Top tips for success include revising little and often, testing themselves regularly and focusing on understanding command words in exam questions.

Year 11

Year 11 students are now in the midst of their exam season and have approached it with fantastic dedication and resilience. They have been working hard to revise key topics, refine exam techniques and build confidence ahead of each paper. Their positive attitude and commitment to their studies have been excellent and we are incredibly proud of how well they have prepared for their paper 1 exam. We wish them every success as they continue through this important period.



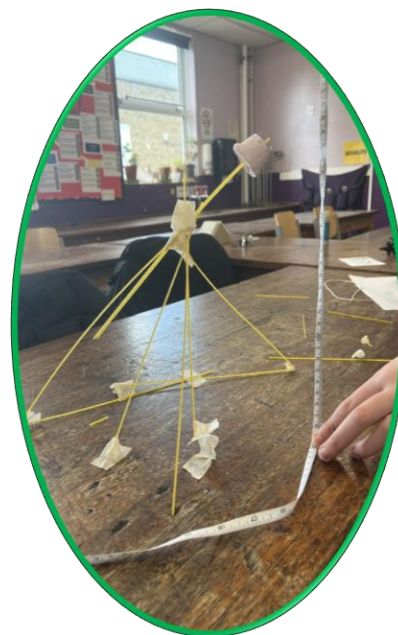


Here are some of the activities that we have done during the "STEM club." STEM stands for Science, Technology, Engineering and Maths.

We have observed animal, plants and bacteria under the microscope, learned how different streaks are used in microbiology labs, extracted DNA, designed and built ramps, platforms and towers, investigated light bending with different lenses, produced a shadows theatre, investigated invisible inks reactions, investigated the pH of household items with lots of indicators, made models of molecules, and much more!

Everyone is welcome.

It runs on Mondays between 3 and 4 pm.





"I would like to champion the success of Freya E. She has worked so well this term and is working really hard in sociology and health and social care. She is also helping other students to make positive choices. Well done Freya!"

"Year 10 students have now finished their Health and social care component 1. This is 30% of their final grade where it is not uncommon for students to write 9000 words. Very impressed with all of their hard work. Well done Year 10!"

Mr Tucker.





Top 3 Sparx Reader students per class

Jan-May 2026

YEAR 7

Ewan B, Bobby S, Lily H

Gracie S, Elsie S, Jacob H

Gracie K, Mackenzie D, Archie P

Bella S, Molly B, Fraser K

Freddie M, Zacari D, Jack S

Ruby B, Sienna M, Claret N

YEAR 8

Kirk K, Dylan H, Madison G

Jack A, Zi P, Emily A

Max H, Roman H, Ava F

Robyn P, Ruby D, Emmeline L

Olivia F, Evie M, Alfie C

Naomi D, Noah H, Isla S

YEAR 9

Dylan W, Lucas G, Blessing A

Ryan S, Libby W, Livi H

Niamh W, Kuku N, Kyle G

Jash Z, Nancy G, Rhys I

Olivia C, Finley C, Ella P

Marta k, George B, Leah G



All listed students have received
10 Mastery Points

[Recorded 18/05/2026]





Why does Sparx Reader exist?

Sparx Reader is an online reading platform that helps students to practice reading regularly, to set them up for success at secondary school and in life beyond.

Building confident readers through regular reading practice

<https://sparxreader.com/parents/>

GCSE texts now on Sparx

KS3 curriculum and GCSE books are now on Sparx to support revision.

KS4 have both original and easy readers (ER) set of Macbeth and A Christmas Carol.

Y9 Romeo & Juliette (ER)

Y8 Animal Farm

Years 7, 8 and 9 have been set Sparx Reader as homework. Students are required to read around 45 minutes a week. This is achievable with careful reading. If students read too fast or click random answers, they will not get the points they need. They can read for 10 minutes a day or complete the reading in one sitting.

Sparx Reader can be found on their student navigation page next to Sparx Maths. Or by visiting <http://www.sparxreader.com>.

Students' login using the same Microsoft email login they use for Sparx Maths.

We are excited to have Sparx Reader at HWA

- Enhances literacy across the curriculum
- Helps to improve reading outcomes
- Builds confidence answering questions about unseen texts – essential skills at GCSE
- Develops students' comprehension skills

SPARX HOMEWORK HAND-IN:

Y7 – Friday

Y8 – Wednesday

Y9 - Thursday

Sparx Reader



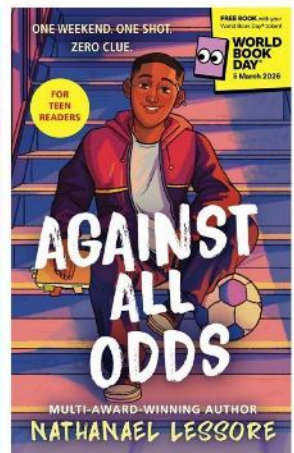
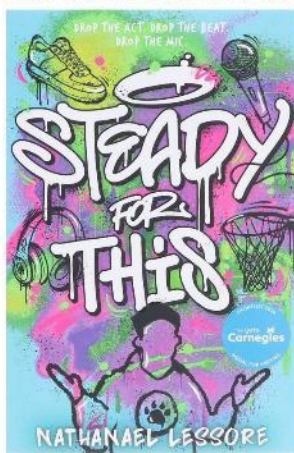
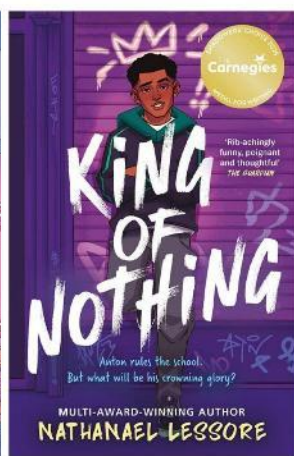


SPOTLIGHT on AUTHOR:

Nathanael Lessore

Nathanael Lessore is a multi-award-winning British author known for his funny and heartfelt Young Adult (YA) novels that authentically represent South-East London. He focuses on themes of identity, masculinity, and community, aiming to show his childhood home of Peckham as the warm and adventurous world he experienced rather than the "gritty" stereotype often found in media.

HWA is excited to be adding King of Nothing to Y9 tutor-time reading



KING OF NOTHING

ANTON AND HIS FRIENDS ARE THE KINGS OF YEAR 9.

They're used to ruling the school and Anton wears the crown. The other kids run away when he's about but that's the way he wants it - he's got a reputation to live up to after all. So, when he gets into serious trouble at school, he doesn't really care, but his mum most definitely does. She decides it's time for Anton to make some new friends and join the Happy Campers, a local activity group. Anton would quite literally rather do anything else, especially when he finds out Matthew, the biggest loser in school, is also a member. But after Matthew unexpectedly saves Anton's life, Anton figures maybe this kid is worth a shot. Teaching him some game is the least Anton can do to repay the debt. As the boys strike up an unlikely friendship, Anton finds himself questioning everything he thought was important. Does he want ruling the school to be his crowning glory or should he set his sights on better things?



The LIDL Death

One dark gloomy night at Lidl, a man wandered the isles, he was in the cooking isle, and he spotted a frying pan, a dark thought crossed his mind. Without hesitation he grabbed the frying pan and ran out the shop. Unlikely his victim was young Mr Head a local schoolteacher. He was struck across the face and unfortunately, he didn't survive. But luckily three young detective, Sue, Brick and Axel were ready to solve the mystery of Mr Head's murder.

There are three suspects, John (who was spotted running from the scene of the crime) Fin (who was Mr Heads beloved son) and Andrew (a poor 95-year-old man was seen walking out of Lidl with all off his shopping like nothing had happened)

Sue, brick and Axel were determined to figure out who killed him. Their first idea was to check the security camaras, but they were disabled an hour before the murder. 2nd they searched every victim to see if they had any weapons. 3rd they brought them into the police station and interrogated them all...

First was Fin, Mr Heads son who was surprisingly calm considering his dad had just been murdered. Second was John who was so frantic he could barley get his words out. Finally, was Andrew who had a cup of tea in hand and was sat there so calm he looked like he was falling asleep.

After a couple of days, Sue, Brick and Axel went back to the scene of the crime and what they found sent a shock up their spines a box of PG Tips!!! It all connected in their brains; Andrew was the killer!!

Here was their evidence

-when they brought Andrew in for interrogation, he had a cup of tea with him and in the bushes where he had his car park was the box of PG Tips! Also, the box was half full, so he took some of the tea bags the night of the murder!

Well, this could have been a coincidence, so Sue, Brick and Axel went back to the police station and rummaged in the rubbish till they found the cup Andrew was drinking his tea out of. Axel licked the rim of the cup and with years of tea drinking experience he knew it was a tea bag from PG Tips.

Now there was one last thing to do find Andrew and put him behind bars!!

By Scarlett T

Revision ideas for Year 11



Snap

This is a simple card-matching activity that can be used to revise topics and encourage peer discussion around their learning. Again, cards should be created with a specific revision focus in mind.

One half of the pack could be subject-specific terminology, and the other half could be either definitions or examples (try to keep these as short as possible to ensure the pace of the game is not lost).

Students call out "Snap!" when they identify a matching pair. They should then justify their win by explaining how they know it's a match.



Taboo

Give each student a Post-It note or card with a word related to the unit being revised. Students then pair up and must guess their partner's word, but without using the taboo word itself.

The aim is that students work collaboratively and engage in discussion with their peer about the unit. To add an extra level of difficulty to the game, you could add some additional words that could also not be used.

If "Milky Way" is the taboo word, for example, additional words could be "galaxy" or "solar system". Ideally, a timer should be used to ensure that revision remains fast-paced and students are able to cover several taboo words before the end of the game.

Quiz, Quiz, Trade

Start by creating a set of cards for a specific area of revision. For example, in English, you could have a set for each text or a more general set covering a range of language features.

Each card needs a question on one side and the correct response on the other. Students begin with one card, before pairing up and reading the question to their partner.

After exchanging answers, both students swap cards and move into another pair, repeating the process.

By the end of the game, students should have revised the topic with their peers by encountering multiple cards, multiple times.





We are delighted to share that, from next term, Hanham Woods Academy will be opening a Food and Uniform bank to support our Academy community. Our aim is to offer a little extra help to students and families who may be finding things difficult, and to ensure that everyone has access to essential items when they need them, without judgement.

To help us get started, we would be extremely grateful for any donations you are able to offer. All contributions, big or small, will make a real difference.

Food Donations (Non-Perishable Only)

We welcome items such as:

- Tinned foods
- Packets of crisps
- Biscuits
- Noodles
- Rice
- Pasta
- Cereals
- Any other long-life, non-perishable foods

Health & Hygiene Items

Examples include:

- Deodorant
- Shampoo and conditioner
- Shower gel
- Hand soap or hand gel
- Toilet rolls
- Baby products (nappies, wipes, formula milk, etc.)



These are just examples — we are happy to accept all suitable items.

Academy Uniform (Good Condition Only)

We are also grateful for clean, non-stained uniform items in good, wearable condition, including:

- White shirts
- Black trousers
- Black pleated skirts
- Black trainers
- HWA school ties

All sizes are welcome and very much appreciated.

Your generosity will help ensure that our new Food Bank and Uniform Bank can offer practical support to families who need it most. Thank you in advance for your kindness and for helping us make a positive difference within our Academy community.

Once we have enough donations, we will let you know when we are ready to open.

If you have any questions or would like to arrange a donation, please feel free to contact helen.booy@clf.uk

HWA Parent / Carer Coffee Morning



Two successful coffee mornings have taken place in HWA.



MCAS – My Child At School app



The screenshot shows the 'my child at school.com' login interface. It features a 'PARENT LOGIN' header, input fields for 'Email' and 'Password', a 'Remember Email Address' checkbox, and links for 'Reset Password' and 'Sign Up'. A large blue 'Login' button is at the bottom. The footer includes the version number 'v5.2024.9264.29387' and the text 'Powered by Bromcom'.

We have launched the MCAS app for parents and carers.

MyChildAtSchool (MCAS) is a portal that enables parents/carers to view **their child's attendance, behaviour, and academic performance** in real-time via a web browser or mobile app. This facility allows exclusive access to key academic dates, attendance information and the personal details the school holds for you and your child.

It is important that you **sign up** to this app; as this is now the only way that you will receive communication from the Academy.

If you have not signed up to this then please email HWAMCAS@clf.uk where they will then activate your account for you.

Please use one of the QR codes to download the app:



Apple



Google Play

Friends of Hanham Woods Academy



Welcome back to school, from all of us at the Friends of Hanham Woods Academy (FHWA). We hope you had a great summer. And welcome to all the new students and their families. We look forward to meeting you at tuck shop or when we're selling refreshments, and (sometimes) uniform at open evenings/performance events. For those of you that don't know us, and a reminder for those that do, we're a PTA of around 12 people (currently all mums, but dads and other carers are most welcome to join us!)

We raise money and donate 100% of our profits to help improve our school, enabling the staff to buy more new and improved resources, and helping them to provide student rewards.

Over the last year, we have supported many different projects to benefit as many students as possible. **Our biggest donation was £2000 for the refurbishment and restocking of the music department**, which is still in progress. We've also supplied **two new ovens for Food Technology**, given **£500 to the English Department to help fund a production visit**, funded treats, each term, for student rewards, and much, much more.

Did you know that:

We raise money by running a tuck shop on the last day of each term, and on special days and open events.

We run a school uniform shop – pre-loved branded uniform items cost just £5/£2 for ties. You can donate good quality, outgrown/unused, uniform, to help us raise more money (and to declutter wardrobes!)

Please email us at friendshwa2022@gmail.com

You can help us increase our fundraising, with minimal effort, by downloading the easy fundraising app. Enter Friends of Hanham Woods Academy – Bristol as your chosen charity. Each time you use it to shop online (at no extra cost to yourself), companies pass on a small donation to us. Many big brands are involved, including Boots, M&S, eBay, Tui, H&M, Shein, Money Supermarket, Argos, and loads more. In August alone, we raised £42.32 through easyfundraising. This could be greatly increased if more people join – a great excuse for some retail therapy!

We're on Facebook, listed as Friends of Hanham Woods Academy. You don't have to be on the Friends committee to join the online FB group. However...



We're always looking for more people to join us. We're a very friendly bunch, and we always have a lot of fun planning and running our fundraising activities. If you're interested in joining, or just finding out more, please get in touch 😊



HWA Safeguarding Team



Miss Thorpe
Vice Principal
Online Safety Lead



Mrs. Hurrell
Associate Assistant Principal
Strategic Safeguarding lead
Attendance Lead



Kath Cooper
Principal



Miss. Dickson
Designated
Safeguarding Lead
Prevent Lead



Mr. Hocking
Assistant Principal
Anti-bullying Lead



Mrs. Gardner
Assistant Principal
EDI Lead



Mrs. Booy
Attendance Link Worker
Attendance
DDSL



Mrs. Reeves
KS3 Pastoral Lead
DDSL



Miss. Marler
KS4 Pastoral Lead
DDSL



Ms. West
Academy Councillor



Miss. Snook
Attendance Officer
Attendance

safeguarding@hwa.clf.uk
**SAFEGUARDING
TEAM**
**Hanham
Woods
Academy**



Mrs. Smith
KS3 Pastoral Lead
DDSL



Safeguarding



NEW STREET SAFE TOOL

giving people the power to report
areas where they feel unsafe

www.police.uk/streetsafe

For our latest HWA
Safeguarding Newsletter
go to:

[https://hanhamwoodsacademy.clf.uk/
key-information/safeguarding-
information-2/](https://hanhamwoodsacademy.clf.uk/key-information/safeguarding-information-2/)



Kooth—Your online mental
wellbeing community. Free, safe
and anonymous support.
<https://www.kooth.com>



Childline—a free, private and
confidential service where you
can talk about anything.
<https://www.childline.org.uk>



Off The Record— mental
health social movement by and
for young people aged 11—25.
<https://www.otrbristol.org.uk>

YOUNG MiNDS

fighting for young people's mental health

national charity offers confidential
online and telephone information
and support for anyone worried
about the emotional, behaviour, or
mental health of a child/young
person up to 25 years of age,
including ADHD, Autism and
Aspergers.

Parents Helpline: 802 5544

Website: youngminds.org.uk

Young Minds Crisis Messenger
Service for free 24/7 support across
the UK of you are experiencing a
mental health crisis.

Text YM to 85258.



here for you 24/7

Shout—Shout 85258 is a free,
confidential, anonymous text
support service. You can text us
from wherever you are in the UK.
If you are struggling to cope and
need to talk, our trained Shout
Volunteers are here for you, day or
night.

Text SHOUT to 85258



Mind—If you're struggling to
cope, you're not alone.
<https://www.mind.org.uk/>



Place2Be— We provide mental
health support in schools through
one-to-one and group counselling
using tried and tested methods
backed by research. In addition,
we also offer expert training and
professional qualifications.
<https://www.place2be.org.uk/>





Reminder of the 5 ways to wellbeing

Especially in winter it is important for us to take care of our health and wellbeing. This isn't just our physical health but also our mental, emotional and social health too!
The NHS recommend 5 strands that we can focus on to support our wellbeing, take some time to reflect on which ones you do well and where you could give yourself some more self-care.

Take notice – be aware of how you interact, your language and your actions

Learn – not only in school but also for yourself in your own areas of interest

Connect – speak with friends and family, share your day and ask about theirs

Be active – move your body regularly and even better if you can do this outside!



Give – your time, your effort and your attention to the people and things important to you



Our mission is simple:

To give all students the best chance of success and achieve their full potential.



Dream Big

Work Hard

Be Kind

What are Hanham's Expectations....



HIGH-QUALITY
LESSONS



HIGH
EXPECTATIONS



REGULAR
FEEDBACK



SUPPORT AND
CHALLENGE



ADAPTIVE
TEACHING



SAFE AND RESPECTFUL
CLASSROOM

Our Teachers will work to provide



1. ENTER ON TIME
IN FULL
UNIFORM



2. REMOVE COAT
AND PUT ON
BACK OF CHAIR



3. SIT DOWN



4. BAGS UNDER
DESKS



5. EQUIPMENT
OUT



6. BEGIN STARTER
ACTIVITY
IMMEDIATELY

Our students will support each lesson



Why Attendance is Important



**Pupils with no absence
are over twice as likely**



**to achieve 5 grade 5s
and above in their GCSEs**



**Poor attendance
is linked to
lower attainment**

**90% with an absence
rate below 85%
do not achieve 5+
good GCSEs**



**Being late by 15
minutes = 2 missed
weeks of learning
per year.**



**Being late means you
miss out**



**However –
Better late
than never**



Why Term-Time Holidays Cost More Than You Think



More catch-up



Lower grades



£80 fines



Attendance checked

One Week Off



**97.3%
attendance**



95% = concern



**Below 90% =
intervention**

Move on the Bell

**Time is precious,
every second counts**



**Being late ● ● ● 5 minutes
means you miss out**



**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

REPORTING ABSENCES



Contact the Academy **before 8:30am** on each day of your child's absence with a clear explanation of symptoms or reason.

Failure to do this will result in an absent call or message.



**0117 4408900 (option 2)
HWAAttendance@clf.uk**

PUNCTUALITY

All students are expected to arrive at school in good time for the start of the school day **before 8:35am.**

If a student arrives after 8:35am, they will be marked in the register as late and will be issued with a 15-minute lunch time detention. Students with multiple late marks will receive a more serious sanction.

Being **5 minutes** late each day can result in over **3 days** of missed school per year.

Bring **15 minutes** late each day can lead to over **10 days** of missed school per year.

Bring **30 minutes** late each day can accumulate to over **20 days** of missed school per year.





Medical Appointments

We understand that arranging appointments can be challenging. However, we kindly request that where possible, appointments are scheduled outside of Academy hours. If this is not possible, **please inform the Academy in advance and provide evidence of the medical appointment so that it can be authorised.**



**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

Feeling Unwell at School?

If your child becomes unwell during the school day, we kindly ask that a parent/carer comes to collect them. This ensures they are safe and comfortable and prevents them having to walk home while feeling poorly.



Term Time Leave Request

Absent request should be made in **4 weeks in advance**, and only if necessary. Any request should be put in writing via the appropriate form. Term Time Leave request can be found on the Academy website or provided from the Academy reception team. Request will be considered by the Principal and Attendance Lead.

Parents and carers are reminded that taking leave during term time without authorisation may result in a penalty notice of £80 per child, per adult. Additionally, repeated or extended absence could result in prosecution.

Home Visits

Home visits help establish and strengthen the relationship between staff, students, and their families, fostering trust and respect, and making students feel more comfortable and supported. By visiting students' homes, staff can gain a better understanding of the child's living conditions and family dynamics, which helps tailor educational approaches to better meet the student's needs. Additionally, home visits can lead to improved behaviour and conduct in school, as students often exhibit better behaviour and a more positive attitude when they know their teachers care enough to visit their homes. These visits also encourage parents to be more involved in their child's education, leading to better communication between parents and staff and ensuring that parents are consistently informed about their child's progress. Finally, staff can discuss any concerns or issues directly with parents in a comfortable and familiar setting, leading to more effective problem-solving and support for the student.

General Information



*"Please can we ask parents/carers to regularly check that their child's Cafeteria balance is not overdrawn and upload funds via **SCOPAY** as necessary to clear any debt. Thank you."*

Free School Meals

Do you think your child might be eligible for free school meals?

If you wish to apply for free school meals for your child attending Hanham Woods Academy you can apply either online, in writing to South Gloucestershire Council or by phone, **01454 868008**.

[Free School Meals Online](#)



Data Protection

Following the UK Data Protection legislation (including UK GDPR), we asked for permission to process and use some personal and sensitive data belonging to students, for example photographs and recordings. This consent can be changed at any point. To change the level of consent given, please email us: dataqueries@hwa.clf.uk.

Please note: Student photos in our Newsletters appear in both print and online platforms, including the Academy website.

Change of Details

Please can you ensure that if you change address, Phone number or email address that you inform the school as soon as possible to ensure that we have the most up to date contact details for you and your child. Please email any changes to reception@hwa.clf.uk

Lost Property

Please ensure that all of your child's school uniform is **clearly labelled** with their name – named items are returned to students as soon as they are handed into the office.

This also includes **coats, water bottles and pencil cases**.

Students are able to come to the school office during break time, lunchtime or after school to claim any lost property. Parents are also invited to ring the school office or to come into Reception if their child has lost any items.

At the end of each half term any unclaimed items are sorted and either donated to 'Friends of Hanham Woods' for resale or sent to local charity shops.

Student Absence

Absence line:
0117 440 8900
(Option 2)

Absence email:
HWAAttendance@clf.uk



MHST

Tools to thrive



Avon and Wiltshire
Mental Health Partnership
NHS Trust

Mental Health Support Team (MHST)

Education Mental Health Practitioners (EMHPs) work as part of the MHST in your **selected schools**, either **1:1 or in groups**. We are trained to provide **early** intervention, Low Intensity Cognitive Behavioural Therapy (**LI-CBT**), which is a type of brief talking therapy to help with **anxiety, low mood**, and other **wellbeing** struggles. It does take work so you need to **want to work** with us.

***We do not offer a crisis service.**

Get in Contact



0117 403 8735



awp.mhstenquiries
@nhs.net

How can you access us?

Speak to a trusted member of staff in school who will work with the school **Mental Health Lead (MHL)** to make a referral to us.

OR

If you would prefer **not** to speak to a member of staff directly and think we are the right service for you, then complete a **self-referral** form by scanning the QR code or going to our website.



We will then meet with your MHL or review your online referral. Even if we are not the right service for you, we will still help your school to think about what options may be helpful.



If LI-CBT is suitable for you, then you will start meeting with your EMHP.

The MHST is a partnership between Off the Record (OTR) and CAMHS. We are working with **selected schools** across Bristol, North Somerset and South Glos. To find out where we work, check out our webpage:
<https://www.awp.nhs.uk/camhs/camhs-services/mh-schools/mental-health-support-team-mhst-2>

This leaflet is also available in other languages. Please contact us for more information.





Supporting an Autistic Sibling

We know many of our young carers help support their siblings with autism. This can be a positive experience, as they can share their unique qualities and outlook on life with you. It may help you to become a more accepting person. However, it may also be quite stressful at times.

You might be concerned about the future care needs of your autistic sibling (if they have high support needs), particularly when your parents are no longer able to be their carers. It may be useful to meet as a family to talk about ideal care options for your autistic sibling in the future. Your sibling should be included in this if possible, using whatever means of communication that will give them the opportunity to express their views.

Teenage and child siblings of an autistic person

You may feel that your autistic sibling doesn't get told off as often as you do and that your parents give them more attention. As a sibling this may make you feel angry, sad, jealous, frustrated and/or confused. Watching [What is autism?](#) may help you understand why your siblings act in the way that they do. Bridget shares her experience of having an autistic sister: *"Even now I still find it hard. I'm a lot more patient with my sister than I used to be, and I'm trying to be a better sibling to her. I sometimes slip and get into a bad mood - but hey, I can't be perfect. I'm still getting used to the whole concept of autism, and I don't really understand all about it."*

It's important to remember that your parents don't love you any less than your autistic sibling. It could be that you don't require the same level of support that your sibling does, and so your parents feel they are able to trust you to do certain things alone.

Although it may be difficult, try to speak to your parents to tell them how you feel, you may feel more comfortable doing this by text or email. They may be able to arrange some time when it can just be you and them.

If you can't talk to your parents, then try to talk to an adult in school, a friend, a helpline or your support worker at young carers.

In school

You could ask a teacher or pastoral support worker if they can teach autism awareness in school.

Talking to others who have autistic siblings may also help. There are some groups that your family can ask for support and who may be able to give you the chance to meet others in a similar situation.

Find out more about our National Autistic Society branches and groups. [Support & information](#) in Bristol or [Gloucestershire South](#)

Discuss with our online community (over 16s only) <https://www.autism.org.uk/what-we-do/community>

Visit Sibs, which offers support for siblings of autistic people <https://www.sibs.org.uk/>

Find out about Contact, a charity supporting families of autistic people. <https://contact.org.uk/about-us/>

Resources for parents of younger children with autistic siblings <http://autism.sesamestreet.org/storybook/we-are-amazing/> or <https://www.bbc.co.uk/cbeebies/joinin/pablo-talking-to-your-child-about-autism>



Family/Parenting Support



NHS website: Advice for parents on a range of parenting issues, including talking to teenagers, fussy eating and teenage aggression.

Website: www.nhs.uk/family

Parent Buddies is a confidential, universal, one-to-one listening service offering short-term support depending on family need. Volunteers are trained to provide parents/carers with listening, and signposting to specialist services.

<https://www.parentbuddies.co.uk/>

CCP – Caring for Communities and People – Offer outreach support for families at an early help level. Families can self-refer. www.ccp.org.uk

Support for families who have children with additional needs

SEND and You - SAY:

Local SEN and disability information service (SENDIAS) - Information and support around Special Educational Needs and Disabilities, for children, young people and families. (previously Supportive Parents)

Tel: 0117 9897725 Mon-Fri 9.30 - 4.30 (answerphone at other times),

Email:

support@sendandyou.org.uk

Website:

<https://www.sendandyou.org.uk>

South Glos Parents and Carers:

Information and groups for parents who have children with a disability and/or additional needs. Offers a weekly drop in for parents and carers, support groups, workshops, counselling and events. They also run the Parent Carer forum in South Gloucestershire to collect feedback and views from families with disabled children.

Website: www.sglospc.org.uk

Email: team@sglospc.org.uk

JIGSAW Thornbury

Support families who have children who are 0-25 years and have any additional needs or disability. This can be anything from learning needs such as dyslexia to complex disabilities or medical problems. Many children who come have no diagnosis. Weekly support group for parents, carers and children + training courses on a range of topics. Telephone: 01454 416381

Website:

<https://www.jigsawthornbury.org.uk/>

Adult Mental Health

South Gloucestershire Talking Therapies - Vitamins: Therapeutic interventions including counselling and group courses, in line with people's differing needs, age 16+. Self-referral via the website: <https://www.wellaware.org.uk/projects/talking-therapies-south-gloucestershire/>

Tel - 0333 200 1893

<https://www.vitahealthgroup.co.uk/nhs-services/nhs-mental-health/bristol-north-somerset-south-gloucestershire/>

Samaritans: Free, confidential emotional support for those experiencing despair, distress, self-harm or suicidal feelings. Tel: 116 123 (free, from any phone, 24/7).

Website: www.samaritans.org

Email: jo@samaritans.org



Online Workshops



Understanding & Supporting Anxiety
Thursday 7th May
7:00pm - 9:00pm



Understanding Demand Avoidance
Tuesday 9th June
7:00pm - 9:00pm



When Siblings Needs Clash
Tuesday 30th June
7:00pm - 9:00pm



We are happy to say that due to funding, we are able to provide our workshops free of charge.



Being a parent carer of a child or young person with SEND can bring extra situations which are challenging to know how to handle.

Our online workshops are here to empower you on your child's SEND journey.

- ✓ Confidence in understanding and meeting your child's needs.
- ✓ Ideas, effective strategies and signposting to other services.
- ✓ A chance to ask questions, as well as receive extra support if needed.

Your child does not need to have a diagnosis for you to access any of our support



 sgpc.org.uk



Parent Carer Support



Need Some Help Navigating Parenthood?

Is your parenting journey different to that of your friends? Maybe your child received an early diagnosis. Or maybe you are seeing areas where your child is experiencing difficulties, or you are finding their behaviour a challenge to handle. This could be:

- In school
- With friendships and peers
- At home
- During or after activities that should be fun
- Or all of the above.

Sometimes it comes as a shock to learn that you're providing much more support to your child than your friends need to; and we don't always realise we are Parent Carers to our child, until it's pointed out.

However you found out, we're here to guide you and welcome you into our supportive community.



About SGPC

SGPC was started in 2009 by two mums who had trouble gaining the support they knew their children deserved and wanted to help make the journey easier for other Parent Carers.

Our team are Parent Carers themselves. We have felt the overwhelm, frustrations, heartbreak, determination, isolation, exhaustion, and unwavering love that many Parent Carers experience, and turned it into a passion to help make a difference for South Glos children with SEND, and their Parent Carers.

Volunteering Opportunities

We welcome Parent Carer volunteers to join us - you can help in as little as a few hours a month - and we promise you'll feel valued and supported in your role.



Join Us SGPC TEAM

team@sglospc.org.uk FB: @sgpc.community



Community Interest Company (not for profit) 8364673
Copyright South Glos Parent Carers 2022



www.sgpc.org.uk



WORKING TO SUPPORT ALL PARENT CARERS

NO DIAGNOSIS NECESSARY

We listen to your experiences and gather your views

We work with professionals to shape the services available to your family

We connect you with our community of parent carers and other support

Each Child Is Individual, And So Is Their Journey

Identifying additional needs and disability can occur at any point from pregnancy to secondary school (and beyond!). That's why we offer services that support Parent Carers of children from 0-25.

We work with Parent Carers at all stages and information can be found on our website to guide you through

- Early Years
- School Years
- Preparing for Adulthood

Our support takes many forms to ensure we can reach as many of you as possible.



SGPC Services

- SGPC Community Base
- Online Support
- Community-based Support
 - Workshops & Information Sessions
 - Parent Voice
 - Little Treasures Stay-and-play group

Your Voice



Together We Can Make A Difference

Hearing about your experiences is crucial for professionals who are working with us to design, shape, and improve local services for our community. We create lots of opportunities for you to share your stories and views:

- Surveys & Focus Groups
- Speaking directly with a member of our team
- Facebook Community Group posts
- Feedback via our support groups, training, and information sessions

We Help Each Other

As the old saying goes, a problem shared is a problem halved, and sharing your views can also help you to process what you're living through, feel less isolated, and empower you. Sometimes, feeling heard can be beneficial to your overall wellbeing, and we can signpost you to additional sources of support or information we feel may be of benefit to you.





Relationship Works – the new name for Relate Avon

We know that parenting can put a strain on adult relationships. We're here to help. Whether you're facing difficulties, looking to strengthen your relationship, or want help talking things through.

We're your local relationship specialists with over 80 years of experience and over 100,000 people helped. Whatever your circumstances, whatever your background, no matter how big or small the issues, we're here to help.

Adult relationship counselling: either online or face-to-face from our premises in Bristol or Bath.



Relationship Works

www.relationship-works.co.uk / enquiries@relationship-works.co.uk / tel 01179 428 444

Girls U14s (Current School Years 8 & 9) | Soon to be U15s

13 / 14 year olds

Initial **Free Training Sessions** | **FA Qualified** Coaches

PHONE/MSG: 07949 034263 / 07754 267257

Music Production Courses

Want to learn about music production and get a solid grounding in production techniques? WEMA have partnered with Bath College to run three 10-week courses.

Students will create an original piece of music using Logic Pro X with prompts provided by Bath College lecturers and WEMA staff. All levels of experience welcome. Cost: £75 (free for students eligible for Pupil Premium).

Course 1: Wednesdays, 1 Oct - 10 Dec (Oct half term off).

Course 2: Wednesdays, 4 Jan 2026 - 25 Mar (Feb half term off)

Course 3: Wednesdays, 22 April - 1 July (May half term off)

Details and booking at:
wema.org.uk/music-production-courses

with our new music production courses

In Years 9-13 and love creating music? Whether you've been playing around on GarageBand or dreaming of dropping your own EP, this is your chance to go next-level.

Over 10 weeks, expert music production tutors will help you shape your sound, master Logic Pro, and create a great track.

Next Course: Wednesdays, 6 Jan 2026 - 25 Mar (Feb half term off)

Final Course: Wednesdays, 22 April - 1 July (May half term off)

Details and booking at:
wema.org.uk/music-production-courses



In partnership with
 **Bath College**



In partnership with
 **Bath College**



Recruiting now for volunteer

CADET LEADERS

IN SOUTH GLOUCESTERSHIRE



Do you have a **sense of adventure**?

Could you **make a difference** to a young person's life?

You don't need policing experience to volunteer. Our police cadets are supported by a fantastic team of volunteer adult leaders, who have different backgrounds and a diverse range of skills and experiences.

Based in Patchway or the surrounding area, they give a few hours of their time each week, to support our cadets as they learn about policing, participate in fun activities and attend community events.

Find out more or apply

If you're motivated, creative and looking for a new opportunity, scan the QR code to find out more or search 'Volunteering opportunities' on our website:
www.avonandsomerset.police.uk





South Glos Armed Forces Day – Event for Children & Young People and their Families

The South Gloucestershire Armed Forces Day event takes place on Saturday 20th June in Page Park, Staple Hill and this year, is hosting a 'Tea Party' for children & young people and their families.

South Gloucestershire Council is sponsoring this 'Tea Party'. There will be a wide range of entertainment for children & young people of all ages and council officers will be in attendance to engage with families and hear their views on services for the Armed Forces Community.

The following are links to the Armed Forces Day website and for families to sign up to attend the Tea Party:

[South Glos Armed Forces Day website](#)

[Sign up to attend the Tea Party](#)

Attendees should be children of serving personnel and their parents/carers.

Dan Wood

Armed Forces Champion, South Gloucestershire Council

Daniel.wood@southglos.gov.uk

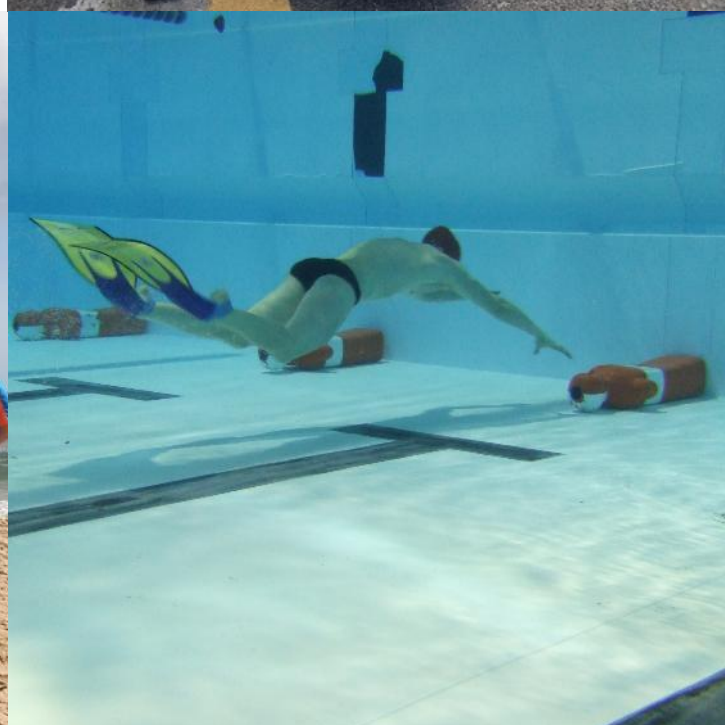
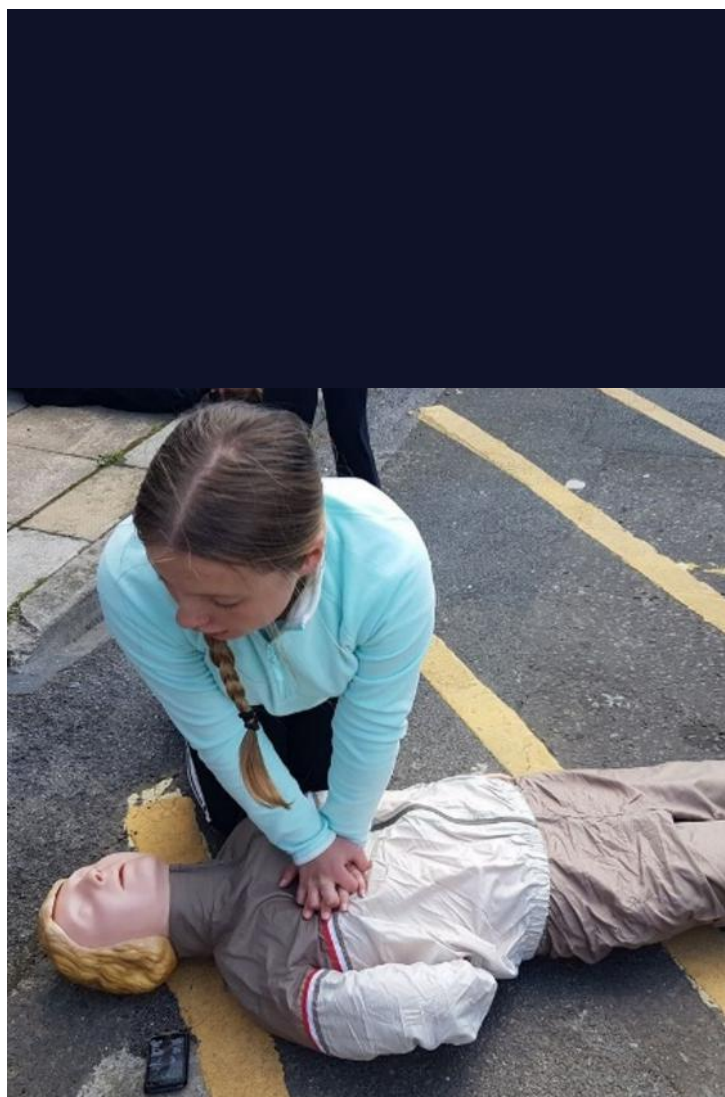




Keynsham Life Saving Club

Welcome to Keynsham Life Saving Club! During our training sessions you'll learn essential first aid and water safety skills, including how to spot hazards and stay safe. We'll teach you how to react if you see someone in difficulty in the water, and how to rescue them safely. You'll get to try sample some lifesaving competition events, learn communication skills, and use specialised rescue equipment such as torpedo buoys and throw-bags. If you think you'd enjoy lifesaving, do please come along for a taster session- we'd love to see you there! Check our Calendar for our next training session.

For full details
please visit www.klsc.co.uk





Cabot
Learning
Federation

Our Trust & Academy operate a zero-tolerance stance regarding sexual harassment

a policy which extends to all forms of bullying,
harassment or discrimination in the workplace.

We would like to make all parents and carers
aware that a new mandatory duty to prevent
sexual harassment in the workplace became
effective on the 26 October 2024.

Numerous high-profile cases and campaigns have
highlighted the need for enhanced protection against
sexual harassment at work – and has now been reformed
resulting in a new **Worker Protection (Amendment of
Equality Act 2010) Act 2023**.



The Trust and our Academy have reflected on this important legislation and are now
taking further positive, preventative action in this area to respond. This includes:



Staff training



Staff voice
exercises



Reviewing our HR
policy & procedures



Reflecting on any
learning across
the Trust

If we are made aware of any concern, we will always treat these concerns with great
importance and act in accordance with our internal procedures. It is our ambition
that all of our academies provide a safe, happy and enjoyable space for our
colleagues, pupils and visitors.

If you do have a concern of this nature then we have a complaints policy and
procedure which you can access via our website.



Free School Meals



Applying for free school meals could save you up to £414 per year, per child.



You can check if you are eligible by using our online application form at: www.southglos.gov.uk/schoolmeals



For more information, speak to your child's school.

Your child could be entitled to free school meals.

You may be able to get free school meals if you receive any of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)



You can check if you are eligible by using our online application form at: www.southglos.gov.uk/schoolmeals
For more information, speak to your child's school.



The quickest way to complete your free school meal application is online.



The Contact Centre is here to help and support those who are unable to access this service or require support in their online application. Contact **01454 868008** for more information.





1. Wimbledon
2. American football
3. Curling
4. South Africa's
5. 60 points
6. Golf
7. Rowing
8. Toone 62' Kelly 110
9. Novak Djokovic
10. 5 points
11. Athens
12. Turkey
13. Lacrosse in the summer, ice hockey in the winter
14. Between 300-500
15. 9 players
16. Badminton
17. Silver medals
18. The Arsenal
19. Five (5)
20. Cricket
21. David Beckham
22. Its seven [7]
23. The Australian driver impressed with a commendable fourth-place
24. And breathe! Russell loves freediving in his spare time

DONE!

