

17th May 2024

Weekly Newsletter for Parents & Students

## Welcome

The penultimate week before half-term has seen much going on at Bosworth Academy. We have been celebrating the success of so many students, across all year groups.

It was fantastic to hear about our Year 7 Brilliant Club students graduating from the 'Scholar's Programme' at Nottingham University. Students have been studying American history with a PhD student and have all grown in confidence and developed their critical thinking skills. A huge well done to all students involved.

On Tuesday we recognised the achievements of our top mathematicians in years 7 and 8 for their success in the UK Junior Maths Challenge. Students were thrilled to receive certificates and enjoyed their pastries and hot chocolate. Several key stage 4 students have shown true commitment to learning and earned the most reward points across the 6Cs. To recognise their achievements, we celebrated during tutor time, with hot chocolate and croissants, and I thanked students for their great efforts.

Our Sixth Form students who have shown an ongoing commitment to mentoring younger students gathered on Wednesday to be recognised for their dedication to others. They have given up so much of their time to support others and

our Year 11 students have appreciated their mentoring and guidance in their build-up to GCSE exams. This week has seen GCSE, AS and A-level exams continue. On Thursday our Year 10 students sat their first examination as they completed GCSE Religious Studies. Most students felt it went well and now eagerly await their first set of results, which we will receive at the start of Year 11.

I have been impressed by our Year 11 students' dedication and commitment as they prepare for each GCSE examination. On several evenings this week over 120 students have remained after school to attend Masterclasses. I enjoyed being involved with several other teachers preparing students for GCSE Chemistry on Thursday evening, as we focused on chemical structures and properties, electrolysis and energy changes in

reactions. To prepare for the evening of revision students collected free pizza before heading off to attend expert sessions. Next week students can still sign up for places with Physics Masterclass being held on Monday and French on Thursday. Students must continue to attend all lessons when they do not have examinations, many of which are personalised to prepare them for upcoming exams. If you have any queries or worries about examinations please do not hesitate to contact your young person's tutor or Head of Year.

Our students must keep looking forward, even when the journey seems daunting. Each revision lesson, masterclass session, and exam practice question brings them closer to their goals. Let's share the message with our young people to, **'Believe in yourself and your ability to overcome any challenge that comes your way. You've got this!'**

Have a nice weekend,

**Mr Brown,**  
Headteacher



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## Sports Day 2024

Our annual Bosworth Academy Sports Day is fast approaching. This important event in the Summer Term calendar is an inclusive event offering a variety of activities to suit students of all abilities and interests. We believe it is an opportunity for all students to have a personal best aspirational attitude, demonstrate important social skills as well as show courage. All of these values are part of the 6C framework that we buy into at Bosworth both in and out of the classroom.

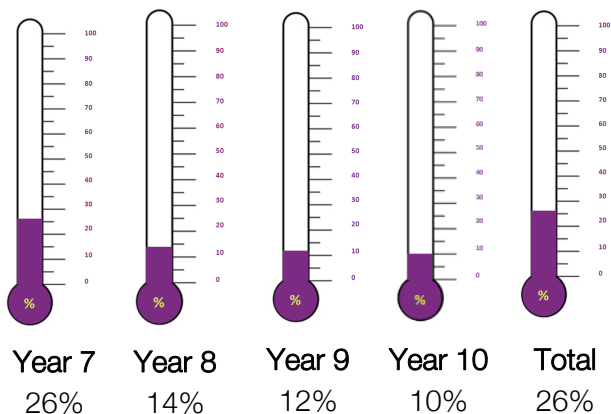
As in previous years we will be holding the Sports Day at Saffron Lane Athletics Stadium during school time on **Monday 1st July**. Awards will be presented to individuals who demonstrate the 6Cs as well as the most successful tutor group in the events. This week, students have continued to sign up to the events they would like to take part in at Sports Day. They have the choice of traditional track and field events along with non-traditional events such as wellie-wanging and swamp stomping.

**Sports Day will always be part of the school calendar but in order that students can experience it in a stadium, rather than on our school field, we are asking parents and carers to make a contribution of £5 via sQuid.** This will allow us to hire the buses and the state of the art facilities. If you have any issues in accessing sQuid then please contact the office on [office-email@bosworthacademy.org.uk](mailto:office-email@bosworthacademy.org.uk).

Thank you to those who have already contributed, you can see the students' progress towards the contribution goal below in our percentage thermometers.

Many of our current and ex students tell us Sports Day features as one of their favourite memories of their time at Bosworth and we look forward to creating an event that will help produce new positive memories.

**Mrs Hayton, Head of Year 7/Teacher of PE**



## Sports Day Sponsorship

Dear Bosworth Academy supporter.

Here at Bosworth Academy we run an annual Sports Day for all students in Year 7-10 which is around 1000 students. We run a mixture of traditional and non



-traditional events and host the day at Saffron Lane Athletics Track in Leicester. We believe that giving students the opportunity to compete in a high quality environment really adds to the day and is an unforgettable experience for all involved. This year, the event is being held on Monday 1st July. Year on year the cost of the event increases so this year, to help fund the event, we are asking companies if they wish to sponsor the event alongside fund-raising activities led by each tutor group as well as asking for contributions from parents.

Please get in touch if you would like to sponsor this event to help with the costs and ensure that we can continue to give our students this experience. Your company's name will be shared on our social media channels and also in our 'In the Loop' newsletter and via communication with parents regarding the event.

Thank you to our first sponsor, Liss Sport who are sponsoring the transport for one year group.

# LISS SPORT

These are suggestions and can be discussed or adapted:

- £500 - Sponsorship of the Sports Day x1
- £250 - Sponsorship of the transport x4 (one per year group)
- £100 - Sponsorship of the stand x 4 (one per year group)
- £25 - Sponsorship of an event x 20

If interested then please contact Liam Grest ([liamg36@bosworthacademy.org.uk](mailto:liamg36@bosworthacademy.org.uk)) to discuss how you can support this.

**Mr Grest, Curriculum Leader PE**

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## Exam Reminders

Reminders for Year 11 students:

- You will continue to follow your personalised timetable and attend all lessons until the end of the day on 11th June.
- From 12th June you can go home after your morning exams if you do not have an exam in the afternoon
- If you have exams in the morning and afternoon you must remain in school.
- If your exam is an afternoon session you can arrive on the school bus or arrange to get here in plenty of time for the exam in the afternoon
- You may still wish to go to scheduled sessions put on by departments for any exams that have not yet taken place
- Before morning exams you will go to a classroom (for English/Maths/Science) and be prepped by your class teacher. For options you will be in the canteen to receive exam prep and staff will be available to answer questions.

**Miss Baxter, Deputy Headteacher**

## Revision Masterclasses

We were amazed at how many Year 11 students attended this week's Revision Masterclasses. The students took advantage of the dedicated subject classes that were put on after school to maximise their revision and will be well prepared for their upcoming exams.

The Revision Masterclasses continue next week with TWO sessions:

Physics — Monday 20 May

French — Thursday 23 May

We will meet in the canteen at 3.15 and free pizza will be available!

A full timetable can be found [here](#).

**Miss Alexander, Interventions Lead**



## Y11&Y13 Revision Academy

Now is your last chance to reserve your space on our Revision Academy that will be held on **Tuesday 28th to Friday 31st May**. There are various sessions running each day. Payment for the session is through the sQuid app on a first come, first serve basis. The **deadline for booking is Monday 20th May**. Each two hour session costs £3 which covers resources and exam booklets. Sessions can be cancelled and refunded with prior notice. If your child is in receipt of Free School Meals the money will be refunded to the sQuid account after half term.

Students will need to make their own transport arrangements for getting to and from the Academy. Students are also expected to bring their own lunch. Students are not required to wear uniform during revision academy. In previous years, over 100 students have attended our revision programme and found the experience to be extremely rewarding. A full timetable can be found [here](#).

**Miss Alexander, Head of Interventions**

## Revision Clubs

We have a range of lunchtime and after school revision classes for Year 11 students. For a full timetable please click [here](#).



## Mental Health Exam Support

During the exam season it's worth revising how we can support young people at what can be a very stressful time.

Young Minds have a series of support pages aimed to help with exam stress and anxiety. Their advice is available to help school staff, parents and carers and, of course, young people themselves. You can find this helpful advice at the links below:

[Parents](#)

[Young people](#)

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## Exam Timetable

Please find listed below the exams that are taking place week commencing 20th May 2024.

Week Beginning 20 May					
20-May	9am	2h	AQA	AL	Sociology ADV Paper 1
20-May	9am	2h 30	Eduqas	GCSE	English Literature Component 2
20-May	1.00pm	1h 30	Eduqas	GCSE	Media Studies Unit 2
20-May	1.00pm	2h 15	WJEC	AL	Media Studies 1 Media Prods
20-May	1.00pm	1h 30	OCR	AS	History
21-May	9am	2h	AQA	AL	Business ADV Paper 2
21-May	9am	1h 30	AQA	AS	Chemistry AS Paper 2
21-May	9am	1h 30	AQA	AS	Sociology AS Paper 2
21-May	9am	1h 15	OCR	AS	PE: Psychlgcl & Socio-Cultur Wrtn
21-May	9am	2h 30	WJEC	AL	Film Studies 1 Varieties of Film
21-May	1.00pm	1h 30	AQA	AS	Psychology AS Paper 2
21-May	1.00pm	1h 45	AQA	GCSE	Computer Science 2
22-May	9am	2h	AQA	AL	Psychology ADV Paper 2
22-May	9am	1h 45	AQA	GCSE	Physics
22-May	9am	1h 15	AQA	GCSE	Science Trilogy Physics 1
22-May	1.00pm	1h 30	AQA	AS	Physics AS Paper 2
22-May	1.00pm	1h 30	Edexcel	AL	Further Maths - Core Pure Maths.1
22-May	1.00pm	1h 30	Edexcel	GCSE	PE Paper 1
23-May	9am	1h 30	AQA	AS	Biology AS Paper 2
23-May	9am	1h 30	AQA	AS	French AS Paper 2 Writing
23-May	9am	1h 45	Eduqas	GCSE	English Component 1
23-May	9am	2h 30	OCR	AL	Hist A: Pop Cult & Wtchcrz Wrtn
23-May	1.00pm	2h 30	AQA	AL	English Language ADV Paper 1
23-May	1.00pm	1h 30	AQA	AS	Mathematics AS Paper 2
24-May	9am	2h	AQA	AL	Physics ADV Paper 1
24-May	9am	1h/1h15	AQA	GCSE	French Unit 3 Writing
24-May	9am	2h 15	Edexcel	AL	English Literature - Drama
24-May	9am	2h	OCR	AL	PE: Physlgcl Fctr Afct Perf Wtn
24-May	1.00pm	1h 30	AQA	AS	Business AS Paper 2

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# Exam Preparation – Effective Revision Strategies

Students at Bosworth Academy are developing 'The Core Four' - strategies designed to improve study skills for effective revision.

Some study strategies are more effective than others.

Click this [link](#) for a webinar, aimed at parents and carers, that discusses these study approaches in detail, and outlines ineffective strategies that students should avoid. There is lots of useful practical advice, based on the latest evidence from research, that parents/carers can use to support learning outside of the classroom. The strategies discussed are ideal for all students in Year 7-13, particularly those in Year 10-13 who have upcoming exams.

I recommend that you watch the webinar with your

child, discuss their work in school and how they can implement the strategies at home in preparation for end of topic tests and exams.

Mrs Patel, Associate SLT



### Summary: How to create flash cards

- 1. Identify knowledge**  
What are you creating flash cards on?  
Do you have your knowledge organized?  
Use your book to look at previous misconceptions from whole class feedback.
- 2. Colour coding**  
Use different coloured flash cards for different topics. This helps with organization NOT recall.
- 3. Designing**  
1 Question per flashcard. Making them concise and clear.  
Use a one word prompt, so that you can recall as much as you can.  
No extended answer questions. Number your flash cards for self quizzing.
- 4. Using**  
Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.  
Do not just copy & re-read. Shuffle the cards each time you use them.  
Use the Leitner system to use flash cards everyday.
- 5. Feedback**  
How have you performed when you look back at your answer?  
Is there anything you need to revisit in more detail?  
Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

### Summary: Self Quizzing

- 1. Identify knowledge**  
Identify knowledge/content you wish to cover.
- 2. Review and create**  
Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)  
Create x10 questions on the content (if your teacher has not provided you with questions)
- 3. Cover and answer**  
Cover up your knowledge and answer the questions from memory.  
Take your time and where possible answer in full sentences.
- 4. Self mark & reflect**  
Go back to the content and self mark your answers in purple pen.
- 5. Next time**  
Revisit the areas where there were gaps in knowledge, and include these some questions next time.

Why the Core Four?

- Builds confidence
- Reduces exam anxiety and stress
- Improves grades

Click each summary for more details

### Summary: How to create a mind map

- 1. Identify knowledge**  
Select a topic you wish to revise. Have your class notes/knowledge organisers ready.
- 2. Identify sub topics**  
Place the main topic in the centre of your page and identify sub topics that will branch off.
- 3. Branch off**  
Branch of your sub topics with further detail.  
Try not to fill the page with too much writing.
- 4. Use images & colour**  
Use images and colour to help topics stick into your memory.
- 5. Put it somewhere visible**  
Place completed mind maps in places where you can see them frequently.

### Summary: Brain dumps

- 1. Identify knowledge**  
Identify the knowledge/topic area you want to cover.
- 2. Write it down**  
Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)  
Give yourself a timed limit (e.g. 10 minutes)
- 3. Organise information**  
Once complete and you cannot remember any more use different colours to highlight/underline words in groups.  
This categories/links information.
- 4. Check understanding**  
Compare your brain dump to your K/O or book and check understanding.  
Add any key information you have missed (key words) in a different colour.
- 5. Store and compare**  
Keep your brain dump safe and revisit it.  
Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

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## KS4 Celebration

This week we took time to celebrate Key Stage Four students who have shown great work this term in earning the most reward points across the 6Cs.



Headteacher Mr Brown showed his gratitude by serving hot chocolate and pastries to students. Well done to: Alfie C, Sanchia V, Isabelle B, Raajan D, Abigail C, Talvin D, Sylas B, Jacob D, Hannah T, Zuzia N, Douglas M, Ben B, Simran S, Aryan J, Alex K, Cerys B, Olivia L, Megan J, Emily G, Ollie S, Jack K, Isabella C, Patrick R, Alexia C-B, Sariah M, Gethin M, Saffron S, Poppy L-S, Delani K, Millpreet S, Diya T, Phoebe P, Jasmine D, Lola C-M, Kian W, Shayna P and Jasmine J.

## Arbor Parent App

The Arbor Parent App is a useful tool that can help you keep track of your child's progress. The app provides you access to their most recent report, behaviour and attendance tracking and also allows you to easily update us on any changes we may need to know about. Learn more about the app and how to download it on to your device at: <https://www.bosworthacademy.org.uk/arbor/>



## Post 16 Mentors Rewarded

Our Post 16 mentors were rewarded for their dedication in improving the learning of others on Wednesday with a special Headteacher's Celebration.



Students were nominated by their teachers for being "all-round extremely helpful" for mentoring and tutoring students in lower years.

Well done to Annalie A, Sophie P, Elijah B, Josh E, Josh C, Erin R, Andrew H, Jiya B, Fin d V, Elna M, Ayi I, Anushka K, Evie M, Poppy M, Chloe P, Freya H, Ranbir B, Isabelle W, Joe T, Sam T, Thabani K, Stan M H, Pearl S, Elyas B, Harry G, Evie L, Will N and Alex R.

## Beauty and the Beast

Bosworth Productions is proud to invite you to "Be Our Guest" for Beauty and the Beast which will be performed on Thursday 27 and Friday 28 June, with both shows starting at 7.30PM.

Tickets are now available on sQuid and cost £8 for adults and £4.50 for children.

We look forward to seeing you there.

**Miss Green**



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## Brilliant Club Graduation

On Wednesday we saw our Year 7 Brilliant Club students attend Nottingham University to celebrate their completion of the scholars programme.



Students had started the programme back in February and have been working with a PhD student around the topic of American history through song. They then had to use their new skills and knowledge to write a 1500 word essay around the subject.



We came together with other students from around the country at Nottingham University, where students had time to reflect on their journey and their achievements. They were then given a tour of the university campus and given a glimpse of what their futures could hold. We then came back together with all the other schools for the graduation ceremony and all collectively celebrated each individual's success.

All students have done amazingly well and they have shown their 6 Cs throughout. Showing communication, character, critical thinking, collaboration and creativity and consistently demonstrating these through the whole process. Working with these students I have seen them all grow in confidence as well as make progress in their academic ability. I just want to say again to all the students who have taken part, a massive well done and how unbelievably proud I am of all the students that have been involved in the programme.

**Mrs Hewitt**

## Geography Fieldwork

Last week all of our Year 10 GCSE Geography students (nearly 100 students) undertook the first of their fieldwork pieces.



This is one of two studies that forms the basis for extended exam questions in the summer of Year 11. This visit required students to investigate the variations in quality of life in an urban area, and we visited Leicester.

Beginning in the morning, students worked in Aylestone village before walking down the Great Central Greenway to the Westcotes and Bede Island areas.

Gathering data involved both individual and group techniques, and interaction with local residents and business representatives.

Students received numerous compliments from members of the public and represented us well as a school. Their independence was supported by the use of a GIS smartphone app which gathers data, maps and analyses it "live" as we do the work. It is important to the department that we apply new technologies to the subject we teach! Such experiences really bring the curriculum to life and provide invaluable real-world application.

Thanks particularly to Ms Woodward and Mr Hewitt who provided brilliant support. A big well done to all the students - you definitely lived up to our aspiration of: "be better than you thought you could be!"

**Mr Blackmore,  
Head of  
Geography**



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## Maths Puzzle of the Week

### Last week's puzzle:

The digits of a number between 10 and 100 differ by 4. e.g. 84 and 48.

Find the difference between the two numbers.

Can you explain why this answer is always the same?

**Answer:** 36

$$84 - 48 = 36$$

$$62 - 26 = 36$$

In general, start with the number "ab"

Where  $b = a - 4$

"ab-ba" =

$$10a + b - (10b + a) =$$

$$9a - 9b =$$

$$9a - 9(a - 4) =$$

$$36$$

### This week's puzzle: How many sweets?

Each year Grandma gives Nicola and Michael the same number of sweets, and they share them out in the ratio of their ages.

This year Nicola is 5 and Michael is 4, and Nicola is upset to find that she gets 5 less sweets this year compared to last year.

**How many sweets do they receive from Grandma each year?**



## Alumni Get Involved

Are you a former Bosworth student? We want to hear from you! Our alumni have returned to give talks and work shops to inspire the next generation.

Complete this [survey](#) and connect with us.

## Maths Challenge Reward

Our Junior Maths Challengers' hard work was rewarded on Tuesday with a special celebration. Headteacher, Mr Brown, was on hand to serve hot chocolate and pastries before handing out the certificates to Year 7 and Year 8 students who received Bronze, Silver and Gold awards in the Junior Maths Challenge.

This challenge saw students answer 25 questions with only a piece of plain paper allowed to help them work out the answers.



The results showed that 43 of our students gained certificates which is fantastic!

In Year 7 we had 14 Bronze awards, 8 Silver awards and 1 Gold award and in year 8 we had 8 Bronze awards, 9 Silver awards and 3 Gold awards. Students will be getting their certificates in the next week and should ask their Maths teacher if they want to know their score. Well done to everyone who took part, we look forward to some of you taking the challenge again next year!

## Lunch & Afterschool Clubs

We now have a wide range of clubs for students to participate in during lunchtimes and after school.

For a full timetable please click [here](#).

As a reminder, transport will not be provided for after school clubs.



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# ME/CFS Awareness Day 2024 - Looking To The Future

Sunday May 12th was ME/CFS Awareness Day and Year 13 student, Ruby B, writes about her experiences with ME/CFS.

My name is Ruby and this is my third year writing about ME/CFS - giving a personal account of how ME impacts my daily life in 2022 and aiming to highlight the realities of living with an invisible illness in 2023. This year, I hope to share the long term effect of living with this condition as well as express the importance of giving a voice to those impacted. Going forward, I intend to find a new way to spread awareness so this will be my last year writing something in this way.

ME/CFS stands for Myalgic Encephalomyelitis/Chronic Fatigue Syndrome - a physical illness that causes multiple systems in the body to become dysfunctional. This results in a wide variety of symptoms which can include: chronic fatigue, dizziness, nausea, muscle/joint pain, nerve problems, brain fog and heart rate/blood pressure issues. Everyone experiences ME/CFS differently and the limits on daily functioning can vary significantly from person to person and even within individuals. I believe it's important to break down the stigma and disbelief surrounding this condition so we can increase access to understanding and support for everyone affected.

This time last year, I was writing after having experienced a significant relapse but I'm happy to share that my health is now in the best place it has been since I first became unwell in 2020. Whilst it's still a daily task to manage my symptoms, I am currently successfully attending school part time and have even begun to participate in some ballet again! By balancing my activities and including adequate rest, I can feel satisfied with what I am currently able to achieve and I hope I'm lucky enough that things continue in this way.

However, it is important to mention that its impact on my life remains as I look into the future. Being unwell has made school attendance and studying a struggle and this has resulted in uncertainty over whether I will be able to secure the grades I need to get into university. If I do get in, there is a lot to consider in terms of how I can attempt to stay well enough to complete my course. As I look further into the future I wonder: Will it be possible for my body to cope with working full time? If I decide to have children, will my body have the strength to remain well through a pregnancy? Will it be safe to push myself physically again - like I used to when I was a triathlete? These are hopefully questions that can be answered by research. So far research

has been limited but that is starting to change with the biggest study into the underlying causes of ME/CFS currently in progress! I have taken part by filling out questionnaires and providing a genetic sample. Despite the reality that I may never fully recover, and that things could flare up again at any time, I'm excited for the future and for now I can choose to be glad that illness isn't ruling my life in the way it has before.

Unfortunately though, not everyone gets to improve and, even for those that do, so much time can be lost. Many of the people affected are children and young people - it definitely changed my experience of growing up from 14 to 19. I want us to find a cure so that we can stop opportunities being taken away from people by illness - hopefully I can one day become involved in the research effort into ME/CFS myself (I'm hoping to study Biomedicine at university). Talking more openly about chronic illness enables us to work together to learn more about ME/CFS and campaign for change.

Looking into the future also provides the opportunity to reflect. ME/CFS doesn't only impact the person who becomes unwell - it affects those that care for and support them too. My mum gave up working to care for me - whether that was making smoothies every morning because I was too nauseous to eat solid food, picking me up from school as I was unable to make it through lessons, showering me when I couldn't do it myself or advocating for me through numerous hospital appointments. I hope she and all the amazing people who have supported me know how grateful I am. It does make a difference - every time an understanding teacher does their best to help me catch up on the schoolwork I've missed, or a friend leaves without question when I need to rest. It's always appreciated.

A question I feel illustrates beautifully the challenges of being restricted by illness is this quote from the musical **Evita**: **'What is the good of the strongest heart, in a body that's falling apart?'** - passion and resilience alone aren't enough to overcome ME/CFS. This Awareness Day, please support people with ME/CFS in getting their voices heard to ask for understanding, compassion and research. Ask people about their experiences and listen to what they have to say. We need more open conversations; we need to find a way to give people their lives back.

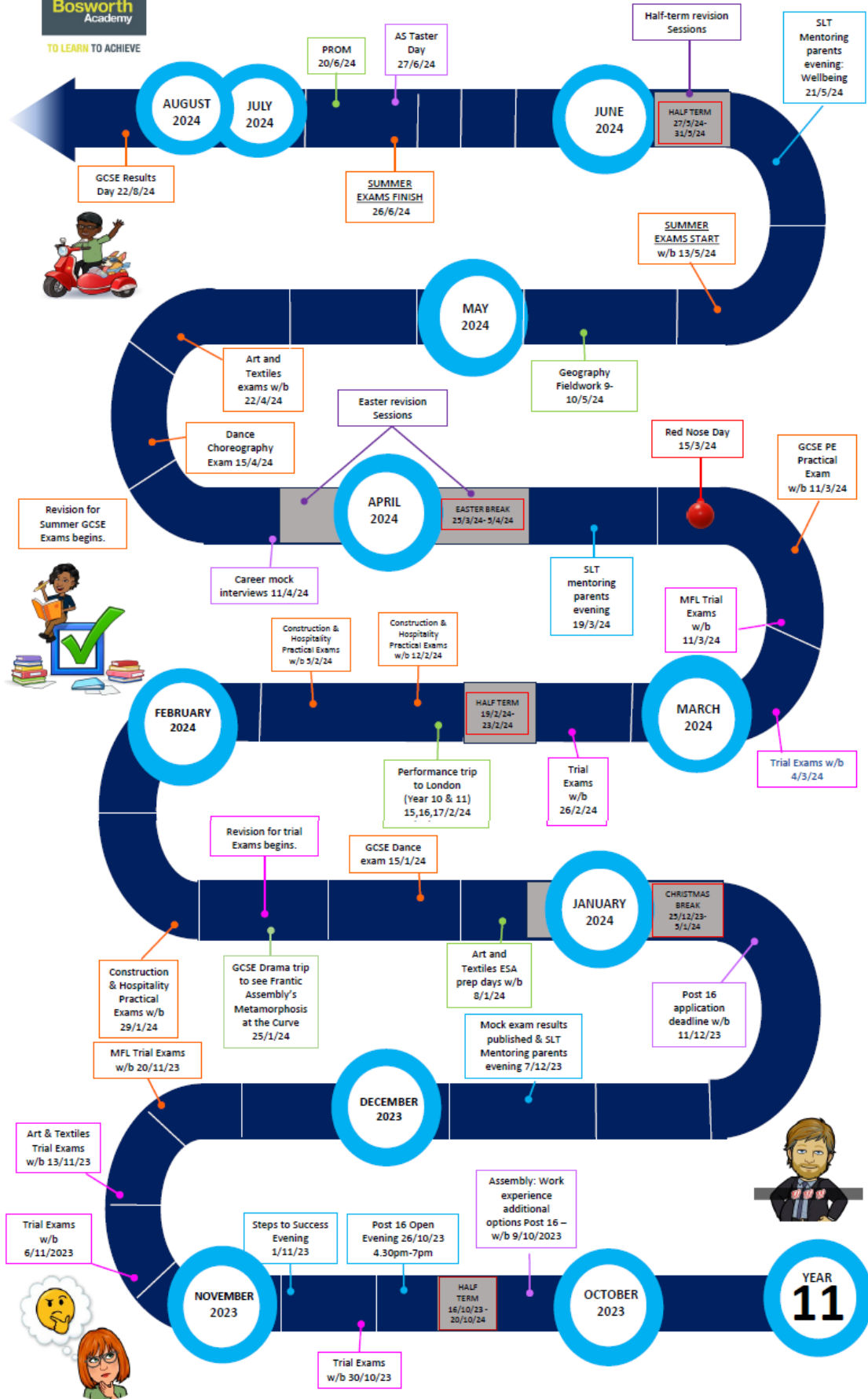
Thank you for reading.

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# Year 11 Journey at Bosworth Academy



Your own journey to being a **confident, aspirational problem solver**

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# What Parents & Educators Need to Know about SCHOOL AVOIDANCE

Emotionally Based School Avoidance is a term used to refer to reduced attendance or non-attendance at school by a child or young person. It's often rooted in emotional, mental health or wellbeing issues. The rate of children who miss school more than 10% of the time in England has more than doubled since before the pandemic: rising from 10.9% in 2018-19, to 22.3% in 2022-23.

## UNDERSTANDING SCHOOL AVOIDANCE

### REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

### PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

### COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include complaining of a tummy ache, headache, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

## IMPACT OF SCHOOL AVOIDANCE

### LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

### LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

### CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity which is making them anxious – increasing their desire to stay at home.

## Advice for Parents & Educators

### WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

### MANAGING OVERWHELMING FEELINGS

While there may be times you feel frustrated or angry, try to stay calm; acknowledge the child's worries, listen and discuss a range of coping strategies together to help them face the discomfort and overwhelming feelings. These could include mindfulness, deep breathing or going for a walk and practice the strategies in less overwhelming situations first.

### FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and limited time on screens can also give children much needed predictability and familiarity. Schools can help create a timetabled routine for the child's school day, if required.

### REDUCE STIMULATING ACTIVITIES AT HOME

If a child is avoiding school, reduce their access to more stimulating activities (such as watching television, playing games and spending time with friends) during school hours, where possible. This reduces the potential for the child having rewarding experiences at home, which could be interpreted as a positive aspect of avoiding school.

### Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



Source: See full reference list on guide page at: [nationalcollege.com/guides/school-avoidance](https://nationalcollege.com/guides/school-avoidance)

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Statistics from the Children's Commissioner found that in the 2022/23 academic year, 22.3% of all pupils were persistently absent – a significant increase from 2018/19, when that figure was 10.9%. This lost time can have a notable impact on children's development, learning and overall well being.

The specific reasons for school avoidance are sometimes hard to pin down – and it can be even harder to know how best to help absent children return to education. That's why this week, our Wake up Wednesday guide breaks down some of the causes and effects of school avoidance and provides advice on how you can help young people triumph over this potentially damaging cycle.

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# The Compass

## Book Recommendations

### Key Stage Three



Life can be tough in your last year of primary school. Tests to take, preparing for the change to high school. Nate is ready for it all, knowing his best friend PS is at his side - they've been inseparable since Nursery. When they are put in two different classes and PS finds a new friend in Turner, the school bully, Nate's world turns upside-down.

As he struggles to make sense of this and forge new friendships, he's dealt another blow when his youngest brother, Dylan is rushed into hospital.

His new teacher, Mr Joshua, sees a spark inside of Nate that's lit by his love of reading and writing and shows him how to use this to process what's going on. But with so much working against him, and anger rising inside him, will this be enough? A powerful and lyrical story about finding your place in the world and the people that matter within it.

### Key Stage Four



Ezra Ahern wakes up one day to find his older sister, Bea, gone. No note, no sign, nothing but an email address hidden somewhere only he would find it. Ezra never expected to be left behind with their abusive stepfather and their neglectful mother - how is he supposed to navigate life without Bea?

Bea Ahern already knew she needed to get as far away from home as possible. But a message in her inbox changes everything, and she finds herself alone in a new city - without Ez, without a real plan

- chasing someone who might not even want to be found.

As things unravel at home for Ezra, Bea confronts secrets about their past that will forever change the way they think about their family. Together and apart, broken by abuse but connected by love, this brother and sister must learn to trust themselves before they can find a way back to each other.

## Rent at The Curve

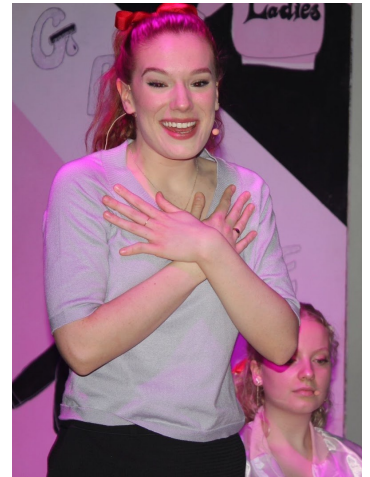
Former student, Charlotte Kennedy, is currently in rehearsals to play Mimi in the musical Rent at the Curve Theatre in Leicester next month. Charlotte starred in Bosworth Academy's production of Grease last year and reflected on her time at the school:

"During my time at Bosworth, I really enjoyed theatre and it has always been my passion. I'm going to study Musical Theatre at an excellent drama school (Performance Preparation Academy in Guildford) next year. They have had many graduates on West End shows, tours and global events."

Charlotte hopes her success will be "inspiring to other students who have ambitions similar to mine" and said that Bosworth Academy can help with performing arts career prospects as it's "not always an easy path to take".

"I have always worked closely with my teachers and they really helped to improve my confidence as well as technique within each disciple," said Charlotte.

We wish Charlotte all the best in her performances of Rent and future prospects. Rent is on at The Curve theatre between Tuesday 4 June and Saturday 8 June. Tickets can be purchased [here](#).



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## Sextortion

Dear parent/guardian, all schools in the UK have recently been sent information from the National Crime Agency, raising awareness of the recent rise in reporting of financially motivated sexual extortion (a type of online blackmail often known in the media as 'sextortion').

Children and young people worldwide are being targeted. Victims of any age and gender can be targets, however a large proportion of cases have involved male victims aged 14-18. A child or young person is never to blame if they have been a victim. Offenders will have tricked, groomed and/or manipulated them into sharing an image. Find out more about online blackmail on CEOP Education's parents and carers [website](#).

Mrs Whitaker, Designated Safeguarding Lead

**What You Should Know About... Sextortion**

**What is it?** Sextortion is a 'cyber-enabled crime' in which victims are lured into sharing intimate photos/videos or behaving in a sexual way in front of a camera. Unbeknownst to the victims, their actions have been recorded or saved by criminals who blackmail the victim by threatening to release the image or footage.

Nearly two-thirds of 'gen-z' teens, said they or their friends have been the targets of sextortion.

**How to Protect Yourself**

There are steps you can take to avoid becoming a victim of sextortion:

- ❌ **DON'T** share intimate photos or videos on an online platform.
- ❌ **DON'T** agree to requests for nude photos/videos or perform intimate acts over a video call.
- ❌ **DON'T** accept friend requests/messages from people you don't know offline.
- ❌ **DON'T** include sensitive and/or personal information on your online profiles.
- ✅ **DO** remember that anyone who truly cares for you will not pressure you to do something uncomfortable.
- ✅ **DO** be mindful of who you accept as friends on social media platforms.
- ✅ **DO** strengthen your social media privacy settings.
- ✅ **DO** question who it is you are really speaking to online.

**How does it happen?** Victims are usually targeted in online spaces - such as social media platforms or dating apps. The offender often uses a fake identity to seem more appealing to potential victims. Once a victim has been targeted, offenders quickly befriend them before the blackmail begins. During the 'friendship', the offender will introduce the topic of sex and begin encouraging the victim to remove items of clothing while on camera or to send them a nude image. After the victim has done so, the offender reveals they have recorded the entire interaction and threatens to publicly expose the victim if they do not either send a sum of money or more photos/videos.

**Help and Advice**

If you or someone you know has become a victim of sextortion, you are not alone. It is important to stay calm and take the following actions:

- 🚫 **IGNORE** their demands and do not pay up.
- 🚫 **END** all communication on every channel.
- 📸 **CAPTURE** evidence of blackmail including usernames.
- 🗣️ **TALK** to a trusted friend or family member even if it's embarrassing.
- 📞 **CONTACT** the police immediately - time is of the essence!
- 🚫 **BLOCK** the offender on all platforms and change your password.
- 📢 **REPORT** the individual to the relevant website or app provider.
- 🧠 **CONSIDER** if you or the victim will need a suicide prevention plan.

**Remember! Sextortion is a serious crime. You are not at fault, and it's important to report it promptly to the police to protect yourself and stop the perpetrator.**

**The Impact of Sextortion**

Once the victim realises what has happened, panic sets in and they are left feeling violated, afraid, embarrassed, ashamed, alone, or even suicidal.

**Support**

If you are feeling overwhelmed, there are people who can support you through this. **There is always hope and help available.**

**FACT** It is illegal to create, possess or distribute indecent images of children, in situations where a child has taken and shared a nude image of themselves, the law does not unfairly punish that child and will handle their case sensitively.

**Support Resources:** IWF (Internet Watch Foundation), Childline, Samaritans, Report Remove.

INEOE An Online Safety Shareable by INEOE Safeguarding Group

## Teach for LiFE

Want to change your career and make a real difference in teaching students?

The LiFE Multi Academy Trust offers an Initial Teacher Training programme in partnership with Teach First. Click [here](#) to start your journey.

Mrs Sterne, LiFE MAT Coordinator for ITT / ECT

## Dates For Your Diary

DATES	EVENT
Monday 20 May – Friday 21 June	Summer exam season. See personalised timetable.
Monday 27 – Friday 31 May	Summer half term <b>School Closed</b>
Wednesday 12 June	Everyone's Talking About Jamie Y8 & P16 Drama
Thursday 20 – Friday 21 June	Y12 Geography Residential Peak Centre
Thursday 20 June	Y11 Prom 7-10PM King Power Stadium
Thursday 27 and Friday 28 June	Beauty and the Beast. Bosworth Productions. 7.30PM
Monday 1 July	Sports Day Y7-10. Saffron Lane Athletics Stadium
Wednesday 10 July	End of summer term

We can now confirm the term dates for 2024-25 academic year which can be found below:

- [Term Dates 2023-24](#)
- [Term Dates 2024-25](#)

## Job Opportunities

If you would like to join our team, please see the latest vacancies below:

- Teacher of Humanities (Maternity Cover)
- Teacher of English & Literacy Coordinator
- Teacher of English
- Lettings Officer

For more information please click [here](#).



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## WHAT'S FOR LUNCH THIS WEEK?

Monday	Tuesday	Wednesday	Thursday	Friday
Chicken Pasta in a Rustic Tomato Sauce Green Beans / Sweetcorn Pitta Bread	Roast Chicken & Yorkshire Pudding Mashed Potato Mixed Vegetables Gravy	Pepperoni Pizza Herby Diced Potato Peas / Salad / Coleslaw	Steak Slice New Potatoes Baked Beans Fresh Salad	Battered Fish Herby Diced Potato Peas / Mushy Peas Coleslaw
Tomato & Basil Pasta Green Beans / Sweetcorn Pitta Bread	Pork Sausage & Yorkshire Pudding Mashed Potato Mixed Vegetables Gravy	Cheese Pizza Herby Diced Potato Peas / Salad / Coleslaw	BBQ Chicken New Potatoes Baked Beans Fresh Salad	Chicken & Ham Slice Herby Diced Potato Peas / Mushy Peas Coleslaw
	Vegan Sausage & Yorkshire Pudding Mashed Potato Mixed Vegetables Gravy	Vegan Cheese Pizza Herby Diced Peas / Salad / Coleslaw	BBQ Vegan Slice New Potatoes Baked Beans Fresh Salad	Vegan Sausage Roll Herby Diced Potato Peas / Mushy Peas Coleslaw
Dessert Of The Day	Dessert Of The Day	Dessert Of The Day	Dessert Of The Day	Dessert Of The Day



Filled Baguettes, Sandwiches, Wraps available Daily  
WEEK 1  
Wednesday is also Rice & Panini day on the Hot Pasta Hatch

If you would like information on which foods contain allergens please ask a member of the catering team who will be happy to help

## Important Contact Details

If you have any concerns about your child that can not be sorted with their form tutor or class teacher then please contact their pastoral team.

**KS3 Leader Assistant Head Teacher:** Rick Moore

[rickm1@bosworthacademy.org.uk](mailto:rickm1@bosworthacademy.org.uk)

**Head of Year 7:** Kirsty Hayton

[khayton@bosworthacademy.org.uk](mailto:khayton@bosworthacademy.org.uk)

**Assistant Head of Year 7:** Ellen Wright

[ewright@bosworthacademy.org.uk](mailto:ewright@bosworthacademy.org.uk)

**Head of Year 8:** David Mowbray

[dmowbray@bosworthacademy.org.uk](mailto:dmowbray@bosworthacademy.org.uk)

**Assistant Head of Year 8:** Wendy Sessions

[wsessions@bosworthacademy.org.uk](mailto:wsessions@bosworthacademy.org.uk)

**Pastoral Leader KS3 & 4:** Kay Coxon

[kcoxon@bosworthacademy.org.uk](mailto:kcoxon@bosworthacademy.org.uk)

**Assistant Head KS4 Leader:** Tom Worn

[tworn@bosworthacademy.org.uk](mailto:tworn@bosworthacademy.org.uk)

**Head of Year 9:** Jenny Jacobs

[jjacobs@bosworthacademy.org.uk](mailto:jjacobs@bosworthacademy.org.uk)

**Assistant Head of Year 9:** Laura McQuaid

[lmcquaid@bosworthacademy.org.uk](mailto:lmcquaid@bosworthacademy.org.uk)

**Head of Year 10:** Brogan Jones

[bjones@bosworthacademy.org.uk](mailto:bjones@bosworthacademy.org.uk)

**Assistant Head of Year 10:** Steve Hewitt

[shewitt@bosworthacademy.org.uk](mailto:shewitt@bosworthacademy.org.uk)

**Head of Year 11:** Lisa Milner

[lmilner@bosworthacademy.org.uk](mailto:lmilner@bosworthacademy.org.uk)

**Assistant Head of Year 11:** Caroline Tallis

[ctallis@bosworthacademy.org.uk](mailto:ctallis@bosworthacademy.org.uk)

**KS5 Leader Assistant Head Teacher:**

Louise Holdback [louiseh27@bosworthacademy.org.uk](mailto:louiseh27@bosworthacademy.org.uk)

**Head of Year 12:** Chloe Stephenson

[chloes3@bosworthacademy.org.uk](mailto:chloes3@bosworthacademy.org.uk)

**Head of Year 13:** Alison Woolley

[awoolley1@bosworthacademy.org.uk](mailto:awoolley1@bosworthacademy.org.uk)

**Senior Leader & Designated Safeguarding Lead:**

Nikki Whitaker [nwhitaker@bosworthacademy.org.uk](mailto:nwhitaker@bosworthacademy.org.uk)

**Report a safeguarding concern:**

[DSL@bosworthacademy.org.uk](mailto:DSL@bosworthacademy.org.uk)

**Student Support:**

[studentjusttalk@bosworthacademy.org.uk](mailto:studentjusttalk@bosworthacademy.org.uk)

**Anti-Bullying Form:** Report [here](#)

**Attendance Support:**

[attendance@bosworthacademy.org.uk](mailto:attendance@bosworthacademy.org.uk)

**IT Support:** [ictsupport@bosworthacademy.org.uk](mailto:ictsupport@bosworthacademy.org.uk)

## Read All About It!

Want to look up an old article?

Our most recent In the Loop newsletters are available [here](#) for you to access.

We also have specialised newsletters to keep you updated. Click the links to find the latest issues of:

- [Careers Newsletter](#)
- [The Oaks Newsletter](#)



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Summer Term 2024



Be better than you thought you could be