



# FEARNHILL SCHOOL



## Fearnfile

Issue 619

13 October 2023

### How do Fearnhill's GCSE results compare with other schools?

One of the most common means of assessing the effectiveness of a school is to review its exam grades. Lots of people feel that schools should be judged on many other factors before looking at their exam grades, and I would agree with this. But there is no escaping the reality that - all other things being equal - better schools tend to get better exam results.

**Progress 8** So how is Fearnhill performing? The most important metric of a school's exam performance is a measure called Progress 8. Frustratingly, Progress 8 for all schools does not become public knowledge until much later in the year. However, we have received our provisional score from the government: +0.27

**Is +0.27 any good?** The short answer is yes. The average score for schools in England is 0.0. A very high performing school will have a Progress 8 score of +0.50 or higher and a very low performing school will have a Progress 8 score of -0.50 or lower. Therefore, students at Fearnhill make more progress in each GCSE than the national average. It is the sixth consecutive year Fearnhill's exam results have improved.

**How does Progress 8 work?** Progress 8 compares the progress each student makes with the progress of students nationally who had the same Key Stage 2 SATs scores. Students with high SATs scores have their grades compared with all students nationally with high SATs scores. The same is true for those students with average or low SATs scores. A score of +0.27 means that, on average, a Fearnhill student achieves 0.27 grades higher than the national average in every subject. Or to put that another way, the average Fearnhill student achieves a higher than expected grade for about 1 in 4 of the GCSEs they sit. When Fearnhill is then compared with similar schools (in terms of the demographic of students), our contextual Progress 8 score is above +0.60.

**Is every student achieving well?** No. Just because the average Fearnhill student performs well does not mean



that all students who attend Fearnhill make good progress. There are two key groups of students who make less progress: those with poor attendance (especially below 90%) and those who joined us after Key Stage 3. Missing school always has an impact on grades and the evidence shows that switching schools generally does not help students to achieve as well.

#### What does this all mean?

Ultimately you can have confidence that Fearnhill's journey of improvement is continuing. Students with good attendance who attend Fearnhill from the start of Year 7 until the end of Year 11 usually make more progress than the majority of students nationally. This is good news and testament to the ongoing hard work of staff and students.

**Tim Spencer, Headteacher**

#### Inside you'll find ...

- Student Council
- Primary Visitors
- Match Reports
- Author of the 1/2 Term
- Year 8 Talk on Sikhism

**Week beginning 23/10 HALF TERM**    **Week beginning 30/10 WEEK 2**

# Student Awards

**Have you got what it takes to be Student of the Week? Try your best in all lessons and extra-curricular activities and you could find yourself nominated and crowned!**

## Week ending 4 september

|                     |                   |            |
|---------------------|-------------------|------------|
| Student of the Week | Riley H 8N        | 9 points   |
| Form of the Week    | 8N                | 171 points |
| House of the Week   | Neville           | 448 points |
| Teacher of the Week | Miss Bossley, Art | 201 points |

## Week ending 11 September

|                     |                        |            |
|---------------------|------------------------|------------|
| Student of the Week | Serenity K 8P          | 14 points  |
| Form of the Week    | 7G                     | 209 points |
| House of the Week   | Neville                | 719 points |
| Teacher of the Week | Mrs Armstrong, Science | 248 points |

## Week ending 18 September

|                     |                   |            |
|---------------------|-------------------|------------|
| Student of the Week | Riya S 9N         | 12 points  |
|                     | Alesha BS 7H      |            |
| Form of the Week    | 8N                | 188 points |
| House of the Week   | Neville           | 627 points |
| Teacher of the Week | Miss Bossley, Art | 429 points |

## Week ending 25 September

|                     |                   |            |
|---------------------|-------------------|------------|
| Student of the Week | Osama KA 8N       | 17 points  |
| Form of the Week    | 7G                | 219 points |
| House of the Week   | Pearsall          | 630 points |
| Teacher of the Week | Miss Bossley, Art | 282 points |

## Week ending 2 October

|                     |                   |            |
|---------------------|-------------------|------------|
| Student of the Week | Alesha BS 7H      | 12 points  |
| Form of the Week    | 7H                | 185 points |
| House of the Week   | Howard            | 522 points |
| Teacher of the Week | Miss Bossley, Art | 232 points |



**FEARNHILL  
SIXTH FORM**  
GROWING EXCELLENCE EVERY DAY



## OPEN EVENING

**6-8pm**  
**Wednesday 8th November**

Join us at 6pm for a short talk about life within the Sixth Form followed by an opportunity to meet with students and subject leaders.




admin@fearnhill.herts.sch.uk  
01462 621 200

Fearnhill School  
Icknield Way  
Letchworth Garden City  
Hertfordshire  
SG6 4BA

## Friday 20th October - Early Closure

**School will end at 1:15pm on Friday 20th October, which is the start of half term to say thank you to staff and students for their hard work this half term.**

If your child cannot leave school early next Friday for any reason, please email [admin@fearnhill.herts.sch.uk](mailto:admin@fearnhill.herts.sch.uk) and we will ensure they are supervised until 3pm. To provide for all students who receive Free School Meals, we will serve additional hot food at break time. If your child receives Free School Meals and you would like lunch to be provided for them at 1:15pm, please also email the above address.

In all other regards Friday 20th October will be a normal school day with students attending registration and their first four lessons as usual. If you have any questions or concerns, please email [admin@fearnhill.herts.sch.uk](mailto:admin@fearnhill.herts.sch.uk)

**Mr Spencer, Headteacher**



# School Council

**This half term each form in Fearnhill has elected their School Council Member for this academic year. Our congratulations go out to those who managed to earn the trust of their peers to represent their interests in School Council meetings.**

The School Council agenda is set by staff and students at Fearnhill. Last term, the number one request from students was to have their say on the school uniform. This year School Council has wasted no time in getting straight down to business addressing this issue.

School Council Members will be discussing school uniform with their form groups and conducting their own research into uniform policies, government guidelines and academic research. They will reconvene to discuss their ideas on November 9<sup>th</sup>. Once their ideas have been discussed, a proposal will be agreed upon and prepared before being presented to Mr Spencer and the School Governors in the new year.

It is important to remember that the student voice is one of many that shape Fearnhill School. Carrying out this review is an opportunity for students to use their voice to shape the school. It is also an opportunity for School Council members to demonstrate leadership in conducting this review and presenting it to governors. However, ultimate responsibility for school uniform remains with Mr Spencer and the school governors. Our students will have to be persuasive and realistic if they want their proposals to be accepted.

School Uniform rules must follow government guidance, is the responsibility of the governors of the school and should:

- Promote the School ethos
- Provide a sense of belonging and identity
- Set an appropriate tone for education
- Must consider the Human Rights Act, the Equality Act and the safeguarding, health, and safety of students.
- Must consider the comfort of students.
- Must take a sensible approach to weather.
- Must be suitable for those walking or cycling to school.
- Must give a high priority to keeping costs down for parents.



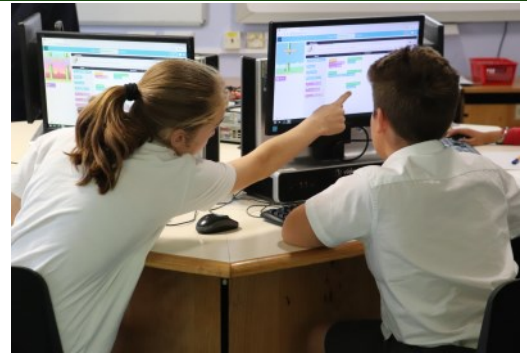


# Primary Transition

It was our great pleasure to welcome Year 6 pupils from Norton St Nicholas CofE Primary School to Fearnhill last week.

The pupils followed a timetable for the morning, experiencing taster lessons in Art, Science, Music and IT - throwing themselves into their activities with great gusto making slime, lapel badges, singing as a choir and even coding their own computer games.

Our young visitors were all beautifully behaved and a credit to their school.





# Design Technology



Yr7 DT students have had their introduction to materials and have started making with textiles. They have produced some wonderful dream catchers before moving on to explore papers and boards.

## RE

Year 8 had the opportunity to listen to a talk by Mrs. Dhillon from our local community.

Mrs Dhillon is a Sikh and talked to the students about different aspects of Sikhism, how the religion started and the main beliefs of the religion. She brought in a number of religious artefacts and the students were allowed to try these on at various points in the afternoon.

I think that the students most enjoyed learning about the Khasal and being able to wear a sword!

Thank you to Mrs. Dhillon for a really interesting afternoon.

**Miss Moran, RE**





# DIVERSITY GROUP

WEEK 1  
WEDNESDAY  
LUNCHTIME  
II

Let's help the school feel more welcome and diverse! We talk about:

- Class
- Religion
- Race
- Gender identity
- Sexuality
- Mental and physical ability
- And much more!



## Homework Club



Years 7-11

Monday-Friday

In Inclusion

With Mrs

Cottenden



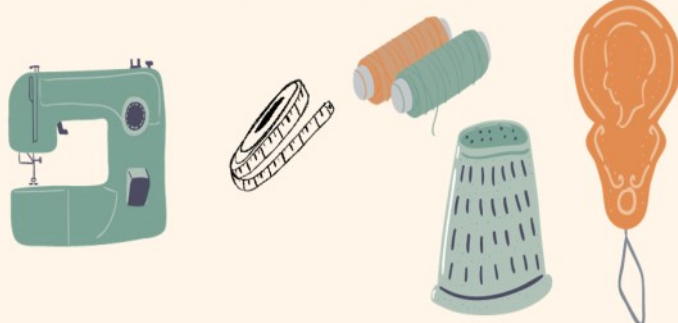
## Stitch & Fix

Every Wednesday at 1.30pm with Mrs Ahmed and Ms Holloway  
In Room T9

Learn new skills and create something special.  
we can help you mend your broken/torn items  
or simply create something new!

From sewing on a button to sewing your prom  
dress!

If you are taking ART GCSE this can also help your portfolio





# Library

The Library is open before school from 8am and after school until 4pm.

You can also visit the library during break and lunch times to read a book, do some homework on the computer or play a card or board game (sorry, no computer games!)

Crochet Club is running out of wool so if you have any you no longer need it would be much appreciated.

Mrs Thurlby, Library & Literacy Assistant



**Elle McNicoll is an award-winning Scottish children's author.**

**She is an advocate for better representation of neurodiversity in publishing and in 2022 founded The Adrien Prize, to recognise children's fiction that explores the disability experience. She lives in London.**



## Elle McNicoll

### A Kind of Spark

When 11 year old Addie, who is autistic, learns about the 16th century women who were persecuted for witchcraft, she starts to lobby for a local memorial in her small Scottish village. With the help of a new girl at school, she fights valiantly against injustice and oppression.

### Like a Charm

The first in a duology, Like a Charm is ablaze with magic, mythical beings, and the indomitable clanging-doo of its inspirational neuro-divergent heroine. Also underpinned by powerful messages around self-discovery and community, and the power of books and booksellers, it delivers all the thrills and twists of a classic adventure with contemporary verve.

Ramya's adventure begins with words of warning from her grandfather: "Beware the Sirens." After she and her family relocate to Edinburgh, Ramya is initially thrown by the magic that's presented to her when she inherits a mysterious book from her beloved grandfather: "Learning difficulties and magic seem equally mysterious to me. To know that I might have both in me is too much to think about at this moment". But it's not long before she's drawn into a secret world of magical beings - and family secrets - and realises that "Magic is a talent. Something that relies on natural ability". Teaming up with her cousin Marley ("He is quiet where I am loud, he is polite where I am brash"), Ramya harnesses her magic in all its forms, and throws herself into a perilous battle to save the city.

### Like a Curse

Concluding the dazzling duology Like a Curse is a thrillingly plotted, magic-rich adventure underpinned by inspiring themes of self-belief.

After fighting to save the city of Edinburgh from the clutches of Portia, a self-serving Siren who'll stop at nothing to extend her power, Ramya and her family are holed up near Loch Ness, where she's desperate to do something to restore order to the city, while learning magic from Aunt Opal.

Always attuned to the world around her, and to magic, Ramya notices something strange about the oak tree in the garden, and then discovers a surprising truth about Loch Ness monster myths. It's not long before she takes it upon herself to take flight to Edinburgh to try to save the Hidden Folk.



LoveReading  
A FREE ONLINE READING CLUB





# Sport

## Rugby

Year 8 played their first ever tournament at Letchworth Rugby Club on Wednesday.

Overall the boys acquitted themselves very well, led ably by Braeden who was Captain for the tournament. The boys improved with each game and you could see their confidence grow minute by minute. There was some great tackling, notably from Ronnie, Freddie, Ashton and Braeden, and towards the end of the third game, all boys were putting tackles in and enjoying it.

Overall the boys did themselves and the school proud, never giving up showing reliance and confidence throughout the day.

*Mr McLeod*



## Basketball

The senior basketball team lost 71-55 to St Chris last week.

They played really well. Most notably Luke (6) who scored 41 points. I've never seen an individual score so many points in one game!

*Mr Turner*







**Congratulations to the new Year 10 Sports Ambassadors who have been chosen to promote and support Fearnhill PE over the next year.**



## PE SPORTS CLUBS/PRACTICES Autumn Term 2023



|       | Netball           | Basketball      | Rugby         | Football                                    | Badminton/<br>Table Tennis | Lunchtime<br>1:25-1:55pm                                    |
|-------|-------------------|-----------------|---------------|---|----------------------------|---|
| Mon   | KS3<br>SSN/LFD    |                 | Year 7<br>GMD | Year 8&9<br>SMY                             | All years<br>MTR           |   |
| Tues  |                   |                 | Year 8<br>GMD |   |                            | KS3 Dance<br>JMN<br>Year 11<br>Intervention<br>in B2<br>SSN |
| Weds  | Year 10-13<br>SSN | Year 8&9<br>OSD |               | Year 7 Boys<br>SMY<br>Year 7&8 Girls<br>MTR |                            | Student Choice<br>SMY                                       |
| Thurs |                   | Year 7<br>OSD   |               | Year 10-13<br>AWS                           |                            | Year 11 Practical<br>Intervention<br>OSD                    |
| Fri   |                   |                 |               |   |                            | Year 10-13<br>Basketball<br>MTR                             |

SSN = Ms Straughn OSD = Mr Shepherd SMY = Mr Manley MTR = Mr Turner JMN = Mrs Martin GMD = Mr McLeod AWS = Mr Williams LFD = Ms Fullard

**All Clubs/Practices will take place after school, unless stated otherwise, from 3:00-4:00pm**



# Extra Curricular Activities



**FEARNHILL  
SCHOOL**

## Extracurricular Activities Autumn Term 2023-2024

| Day  | Club                           | Year Group | When                 | Where     |
|--|--------------------------------|------------|----------------------|-----------|
| <b>M<br/>o<br/>n<br/>d<br/>a<br/>y</b>                   | Badminton/Table Tennis         | All        | After school         | PE        |
|  | Choir                          | All        | Lunch                | MU1       |
|  | Football                       | 8 & 9      | After school         | PE        |
|  | Homework                       | 7-11       | Lunch & after school | Inclusion |
|  | Netball                        | 7-9        | After school         | PE        |
|  | Rugby                          | 7          | After school         | PE        |
|  | School Production              | All        | After school         | Hall      |
|  | Students Own                   | All        | After school         | Lib       |
| <b>T<br/>u<br/>e<br/>s<br/>d<br/>a<br/>y</b>             | Crime Club                     | 10-13      | Lunch                | H5        |
|  | Dance                          | 7-9        | Lunch                | PE        |
|  | Homework                       | 7-11       | After school         | Inclusion |
|  | GCSE PE Elevate Theory Session | 11         | Lunch                | PE        |
|  | Rugby                          | 8          | After school         | PE        |
|  | School Production              | All        | Lunch                | Hall      |
|  | Students Own                   | All        | After school         | Lib       |
|  | Sustainable Society (Wk 1)     | 7-13       | Lunch                | H1        |
| <b>W<br/>e<br/>d<br/>n<br/>e<br/>s<br/>d<br/>a<br/>y</b> | Basketball                     | 8 & 9      | After school         | PE        |
|  | Creative Writing               | All        | Lunch                | E5        |
|  | Football (Boys)                | 7          | After school         | PE        |
|  | Football (Girls)               | 7 & 8      | After school         | PE        |
|  | Homework                       | 7-11       | Lunch & after school | Inclusion |
|  | Netball                        | 10-13      | Lunch                | PE        |
|  | School Production              | All        | After school         | Hall      |
|  | Science                        | 7-9        | Lunch                | S3        |
|  | Sewing                         | All        | Lunch                | T9        |
|  | Students Own                   | All        | After school         | Lib       |
|  | Students Sport Choice          | All        | After school         | PE        |





# Extra Curricular Activities

| Day                                  | Club                              | Year Group | When                 | Where     |
|--------------------------------------|-----------------------------------|------------|----------------------|-----------|
| T<br>h<br>u<br>r<br>s<br>d<br>a<br>y | Basketball                        | 7          | After school         | PE        |
|                                      | Cooking                           | All        | After School         | T1        |
|                                      | Football                          | 10-13      | After school         | PE        |
|                                      | History                           | All        | Lunch                | H2        |
|                                      | Homework                          | 7-11       | After school         | Inclusion |
|                                      | Jigsaw Puzzle/Lego                | All        | Lunch                | Inclusion |
|                                      | GCSE PE Elevate Practical Session | 11         | Lunch                | PE        |
|                                      | Students Own                      | All        | After school         | Lib       |
|                                      | Wind Band                         | All        | Lunch                | MU1/2     |
| F<br>r<br>i<br>d<br>a<br>y           | Basketball                        | 10-13      | After school         | PE        |
|                                      | Christian Union                   | All        | Lunch                | H2        |
|                                      | Composition                       | 10 & 11    | Lunch                | MU2       |
|                                      | Homework                          | 7-11       | Lunch & after school | Inclusion |
|                                      | Students Own                      | All        | After school         | Lib       |



# Knowledge Organisers

At Fearnhill, we believe in the power of knowledge. Teachers in every subject have put together a Knowledge Organiser which has all the key knowledge students need to learn to understand that topic.

In school, they are used in lessons to support learning as a reference and as a way of checking answers. Knowledge Organisers (KO's) are also an excellent homework tool for self-quizzing and revising.

KO's have been updated on our website for this half term and can be accessed by clicking on the QR codes below:

|   |   |   |  |   |
|---|---|---|--|---|
|  |  |  |  |  |
| Year 7  | Year 8  | Year 9  | Year 10  | Year 11   |



At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many apps which we believe trusted adults should be aware of. Please visit [nationalcollege.com](https://nationalcollege.com) for further guides, hints and tips for adults.

## SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

### A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From climate change to the war in Ukraine and the conflict in Israel, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

#### 1 FIND OUT WHAT YOUR CHILD KNOWS

There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they've seen.



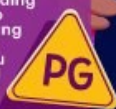
#### 2 RIGHT TIME, RIGHT PLACE

Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.



#### 3 KEEP IT AGE APPROPRIATE

With younger children, try and keep the conversation more general and avoid leading questions and complex detail. You can go slightly deeper into the specifics with young teenagers but keep monitoring their emotional response. With older teens, you can be more open about the realities and consequences of what's happening – but again, do stay aware of their emotional state.



#### 4 EMPHASISE HOPE

Upsetting content can make anyone feel angry, scared, sad or overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.



#### 5 MONITOR REACTIONS

All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgmental space and try to stay mindful of how they might be feeling.



#### 6 CONSIDER YOUR OWN EMOTIONS

It's not only young people who find upsetting news difficult to process: adults also have to deal with strong emotions in moments of stress. Children develop coping strategies by mirroring those around them, so staying on top of how you appear to be regulating your emotion on the outside is important for supporting your child through worrying times.



#### 7 SET LIMITS

Managing screen-time and content can be difficult even in normal circumstances, but especially in unusual or stressful periods (at the start of the pandemic, for example). It's virtually impossible to keep children away from upsetting content completely, but it's important to try to limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screen-time limits.



#### 8 TAKE THINGS SLOWLY

Try not to overwhelm your child with information all at once: instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.



#### 9 ENCOURAGE QUESTIONS

Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.



#### 10 FIND A BALANCE

There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and risking becoming overwhelmed by bad news.



#### 11 BUILD RESILIENCE

News has never been more accessible. While our instinct may be to shield children from upsetting stories, it's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.



#### 12 IDENTIFY HELP

It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of who their trusted adults are. It is essential that children understand that they're not alone, and that help is available if and when they need it.



#### Meet Our Expert

Cayley Jorgensen is the director of FaceUp South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. FaceUp helps give a voice to bystanders by encouraging them to speak up and get the help they not only want but need.



Sources: <https://www.bbc.com/news/health-5640806> | <https://www.childnet.com/blog/supporting-your-child-with-upsetting-content/> | <https://www.unicef.org/parenting/how-to-keep-your-child-safe-about-conflict-and-war> | <https://www.bbc.com/news/world-mideast-5640806>



**National Online Safety**

#WakeUpWednesday



@natonlinesafety



/NationalOnlineSafety



@nationalonlinesafety



@national\_online\_safety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 11.10.2023



# Student Support

The Sandbox is an NHS-funded service to support children and young people in Hertfordshire with their mental health and well-being.

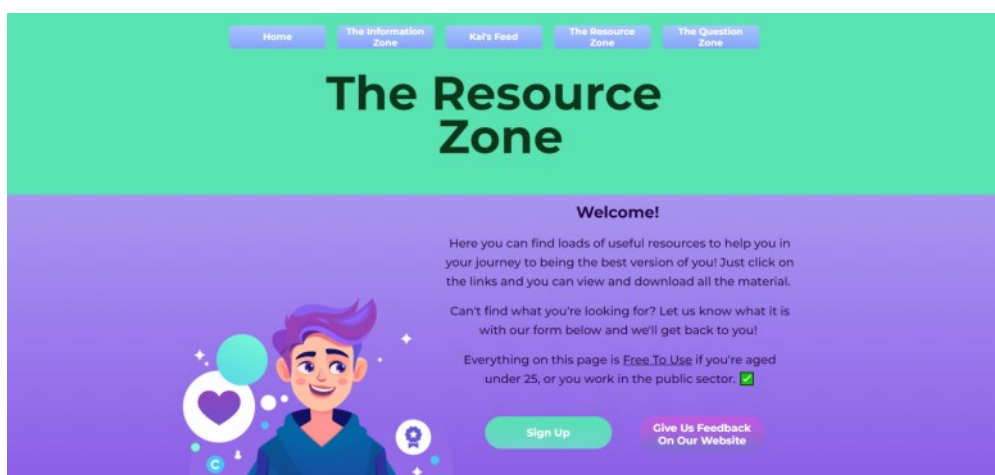
In addition to providing NHS-funded support, The Sandbox is a central place for information about common mental health issues, with information on how to access additional support or emergency services.

The website has a special area for parents/carers to access information on how to support young adults going through mental health difficulties as well as anger management, anxiety, self harm and gender identity.

<https://sandbox.mindler.co.uk/>

Please encourage students to visit the website and have a look at the different pages.

There are lots of ideas and resources on the website, with online modules to support young people up to 25. Some students at Fearnhill are already using it and have found it helpful.



## External Events



PERFORM  
TRANSFORM

### DANCE AND PHOTOGRAPHY TASTER WORKSHOPS

#### TAKE PART

Join our 4 FREE dance and photography workshops in collaboration with Wilbury Community Cafe (Suitable for families and adults / children must be accompanied by an adult)

#### WHAT WILL YOU BE DOING?

You will try some dance and photography skills with two professional artists:

- Choreographer and dancer - Kasia Truefitt
- Photographer - Sam Ivin

Learn about the PERFORM TRANSFORM project in 2024 at Letchworth Museum and how to join.



#### WHERE?

St Thomas Wilbury  
Bedford Road  
Letchworth, SG6 4DU



#### WHEN?

Saturdays from 11:00am - 1:00pm:

- 10 June, 14 October
- 11 November, 9 December

#### NEED MORE INFORMATION?

Contact BEEE Creative.  
Email: [carrie@beee-creative.co.uk](mailto:carrie@beee-creative.co.uk)  
Telephone: 07971 171061



# Student Support



We are proud to offer the National School Breakfast Programme - offering all students a free, healthy breakfast.

Breakfast Club is in the Canteen every morning from 8am where you can pick up a free bagel.

## Children's Wellbeing Practitioner Workshops (October-December 2023)

Workshops are open to all young people & parents/carers of children and young people who attend a school or are registered to a GP in Hertfordshire. A referral is not needed to access a workshop.

All workshops are currently being delivered online via Microsoft Teams. For more information about what each workshop covers and to book a place onto a workshop, visit the Children's Wellbeing Practitioner Eventbrite page: <https://www.eventbrite.co.uk/o/childrens-wellbeing-practitioners-school-nursingservice-hertfordshire-33494371787>

| Workshop   | Date & Time  |
|--|--|
| <b>Emotional Wellbeing (For Young People 11-16)</b><br>A workshop focused on adolescents managing their own emotional wellbeing and things parents/carers can do to help.          | Wednesday 22 <sup>nd</sup> November 6pm                                      |
| <b>Supporting Adolescents with Self-Esteem</b><br>A workshop focused on adolescents improving their self-esteem and what parents can do to support.                                | Wednesday 15 <sup>th</sup> November 6pm                                      |
| <b>Supporting your Child's Self-Esteem</b><br>A workshop focused on parents/carers supporting their child to improve their self-esteem.  | Monday 9 <sup>th</sup> October 10am<br>Tuesday 5 <sup>th</sup> December 10am |
| <b>Supporting with Sleep Difficulties</b><br>A workshop supporting children and adolescents with managing their sleep difficulties and how parents/carers can help.                | Tuesday 3 <sup>rd</sup> October 6pm<br>Thursday 7 <sup>th</sup> December 6pm |
| <b>Supporting your Child's Resilience</b><br>A workshop focused on parents/carers supporting their child to improve their resilience.  | Friday 27 <sup>th</sup> October 10am<br>Monday 18 <sup>th</sup> December 6pm |
| <b>Developing your Child's Emotional Literacy</b><br>A workshop focused on parents supporting their child with developing emotional literacy.                                      | Tuesday 7 <sup>th</sup> November at 10am                                     |
| <b>General Emotional Wellbeing and Regulation Tips for Parents</b><br>A workshop focused on parents supporting their child's general emotional wellbeing and emotional regulation. | Monday 13 <sup>th</sup> November 6pm   |
| <b>School Transitions</b><br>A workshop supporting children and adolescents with managing school transitions.  |  |

To access the recorded **Emotionally Based School Avoidance Webinar** please visit: <https://www.hct.nhs.uk/our-services-and-referral-information/our-services-a-z/childrens-wellbeing-practitioners-service/>

# Thought of the Month

OCTOBER 2023



**“Education is the most powerful weapon which you can use to change the world.” – Nelson Mandela**

## External Opportunities



Hertfordshire  
Family Centre  
Service



**Want to know more about the  
Public Health School Nursing  
team in Hertfordshire?**

**Check out our platforms:**



<https://www.hertsfamilycentres.org/info-and-advice/parents-and-mums-to-be/school-nurses.aspx#>  
[www.hct.nhs.uk/our-services/school-nursing](http://www.hct.nhs.uk/our-services/school-nursing)



**07480 635 050**  
Confidential text message service ran by the school nursing team for 11-19 year olds. Text in any health and wellbeing concerns



@hct\_schoolnursing  
@teenhealth.hct



@HCT\_SchoolNurse



🔍 Hct SchoolNursing



[www.healthforkids.co.uk/hertfordshire](http://www.healthforkids.co.uk/hertfordshire)



[www.healthforteens.co.uk/hertfordshire](http://www.healthforteens.co.uk/hertfordshire)



**School nursing duty number**  
**0300 123 7572**  
9am – 5pm Monday to Friday  
(excluding bank holidays)



**Norton Common junior parkrun**

A free weekly timed 2km timed run for 4-14 year olds

9.00am every Sunday

Norton Common, Letchworth – meet on the tarmac path in the middle of the park towards Icknield Way

w3w ///toys.sudden.dwell

Register and more info at  
[www.parkrun.org.uk/nortoncommon-juniors](http://www.parkrun.org.uk/nortoncommon-juniors)





# Calendar

## Autumn Term 2023

|   |  |
|---|--|
| Half Term                                   | Monday 23 <sup>rd</sup> – Friday 27 <sup>th</sup> October 2023                 |
| Return to school                            | Monday 30 <sup>th</sup> October 2023   |
| Inset Day (disaggregated)<br>Occasional Day | Friday 24 <sup>th</sup> November 2023<br>Monday 27 <sup>th</sup> November 2023 |
| End of Term (early closure)                 | Wednesday 20 <sup>th</sup> December 2023                                       |

## Spring Term 2024

|   |   |
|---|---|
| Inset day for staff                       | Thursday 4 <sup>th</sup> January 2024                           |
| Spring Term begins for staff and students | Friday 5 <sup>th</sup> January 2024                             |
| Half Term                                 | Monday 19 <sup>th</sup> – Friday 23 <sup>rd</sup> February 2024 |
| Return to school                          | Monday 26 <sup>th</sup> February 2024                           |
| End of Term (early closure)               | Thursday 28 <sup>th</sup> March 2024                            |
| Good Friday                               | Friday 29 <sup>th</sup> March 2024                              |
| Easter Monday                             | Monday 1 <sup>st</sup> April 2024                               |

## Summer Term 2024

|                                 |  |
|---------------------------------|--|
| Summer term begins for students | Monday 15 <sup>th</sup> April 2024                         |
| May Bank Holiday                | Monday 6 <sup>th</sup> May 2024                            |
| Half Term                       | Monday 27 <sup>th</sup> – Friday 31 <sup>st</sup> May 2024 |
| Return to school                | Monday 3 <sup>rd</sup> June 2024                           |
| Inset Day                       | Monday 1 <sup>st</sup> July 2024                           |
| End of Term for students        | Tuesday 23 <sup>rd</sup> July 2024                         |

# Contact Us

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**Please ensure that we have your current address, mobile phone number and email address.**

**Any updates can be sent to the Main Office.**

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