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## Headlands Headlines

### Message from Mrs Stamford

We have come to the end of an incredibly busy 7 week half term! This half term we have seen our year 11 and 13 students begin their GCSE and A level exams. I would like to take this opportunity to congratulate our students on their impeccable attitude, efforts and maturity during this process. They have worked incredibly hard and I hope that they enjoy a well deserved rest over the half term.

We have also delivered our final assembly for Year 13, led by Mr Harah and Mrs Dixon with a welcome surprise video message all the way from a wintry Australia from Miss Mulligan!

This week our KS3 students have also taken part in an unassisted Duke of Edinburgh walk. Again, our students faced the challenge head on showing their resilience and determination to succeed,

whilst improving their leadership skills.

A reminder that mainstream students return to school on Monday 3rd June. Arc students have a review day and will return in full on Tuesday 4th June. I wish you all a lovely break and am keeping my fingers crossed for some sunshine.

Mrs Stamford  
Head of School

### Mrs Bone's Newsflash

11 years. Wow, 11 years! And haven't they flown by! I don't ever recall having a dull day - never here at Headlands! Every day I feel blessed to Lead such a brilliant community of young people and then, at this time of year, watch them depart and move onto the next part of their lives.

Mrs Stamford and I have been planning our 11 classic "Car Pool Karaoke" for Year 11 Leavers since March (this is one of our fun highlights of the year!) which will be guaranteed to include cheesy songs, reflections on Year 11 and the odd duff singing note (me not Mrs Stamford by the way!) and no driving in a car! Likely to be filmed on location in school..... in

a classroom!

Year 11 and Year 13 have once again shown their determination, resilience and Headlands Team spirit over the last two weeks and have taken on their GCSE and A' Level exams with real pride. They have been supporting and encouraging one another in a way we have not seen before and demonstrates they all understand the importance of these exams for their futures but are also mindful of each other's emotions - during one of the most stressful times in their school careers.

As we head into the last half-term of this academic year, Mr Cooke and Mr Woolley will be leading a

range of events and activities in the build up to the General Election - activities which they tell me will also include a "Mock" Election in real booths with ballot boxes! Lots to pack in next half-term, so, a reminder to Year 11 and Year 13 - revision is important, but so is talking to family and spending time with friends. Striking a balance will be key. For all other year groups, stay safe over the half-term holidays and see you on Monday 3 June.

Kind regards  
Mrs S Bone  
Executive Headteacher

### Year 7 Textiles

On Thursday our Year 7 textiles group spent the lesson creating a bouquet of applique flowers for a member of the group that's been unwell. Everyone worked really hard and I am very proud of their kindness and determination to finish it for their friend. You all did amazingly.

Miss Ward



# 10 Top Tips for Parents and Educators

## ENCOURAGING HEALTHY FRIENDSHIPS

Navigating the complexities of childhood and adolescent friendships can be challenging – but with the right guidance, children and young people can cultivate meaningful, supportive relationships, some of which may last for many years. These top tips provide a comprehensive approach to fostering healthy friendships among children and young people. It's important to remember, however, that each child is different, and will require an individual approach to relationship support.

### 1 GRANT FRIENDSHIP OPPORTUNITIES

Encouraging children and young people to join extracurricular activities can foster healthy friendships by providing shared interests and common ground. Engaging in these pastimes offers a platform for interaction, sometimes alleviating the social pressure of knowing what to say, and helps children develop meaningful connections.

### 2 LEAD BY EXAMPLE

The children and young people in our lives see how we behave, the connections that we've made and the interactions between us and others. When we model healthy friendships, we set an example and help youngsters to understand what healthy friendships looks like and how to navigate them.

### 3 HELP THEM LOVE THEMSELVES

Healthy friendships aren't just about dynamics with other people. They're about our relationship with ourselves. For overall wellbeing, it's important for a child to have the space to build their self-esteem and a positive self-image, as these factors can have a notable influence on the friendships they form throughout life.

### 4 MONITOR SCREEN TIME

Too much screen time can affect some children's wellbeing in general, but it can specifically impact friendships if it results in fewer positive social interactions. In some cases, reducing screen time and encouraging children and young people to find ways to interact face-to-face can have positive results. It's also important to remember that young people can make positive friendships online, but they will require support to do this safely.

### 5 TEACH PROBLEM-SOLVING

Inevitably, friendships can run into problems. However, this is also an opportunity to support children and young people to work through any difficulties that may arise. It can be tempting to intervene and try to fix these issues for those involved, but helping them consider ways of resolving conflict or managing difficult situations for themselves can help them create stronger friendships.

### 6 EMPOWER THE CHILD

When we give children and young people the confidence to choose their friends, navigate interpersonal boundaries and consider how they want to interact with the different people around them, we empower them to take control of the friendships they have. When young people feel in control of these things, they're more likely to make positive choices and remain aware of the signs of a negative relationship.

### 7 TEACH EMPATHY

'Healthy friendships' doesn't always mean 'perfect.' Sometimes, disagreements can happen. When we teach children and young people to have empathy, we help them to see both sides of a relationship; to be mindful of the challenges a friend might be facing or whatever else might be going on. This can help children and young people to build stronger friendships.

### 8 BE OPEN TO QUESTIONS

Talking to young people about their friendships, who they spend time with and who they interact with can open the door to questions if they have concerns. Initially, these queries may be straightforward, but if we are receptive to discussion from the outset, young people are more likely to come to us for help when they are older as well.

### 9 UNDERSTAND BOUNDARIES

One of the keys to a healthy friendship is honouring boundaries. This can include anything from respecting personal space and belongings to acceptable language and behaviour. Understanding the importance of setting these limits and upholding those set by others can help children stay safe. If young people figure out their boundaries and feel comfortable enforcing them, they're more likely to call someone out if they go too far.

### 10 SPOT THE SIGNS

We can't always supervise young people; sometimes, we need to step back and give them some space. However, it's important to consider any indicators that they may be struggling in their friendships. Are they becoming increasingly irritable? Does their behaviour alter when they've been with their friends? Are they becoming withdrawn or reluctant to take part in certain activities? These could all be signs that they're finding things difficult, and we should remain alert to such changes.

## Meet Our Expert

Becky Dawson is an experienced educator who has worked in primary and secondary schools for 20 years. She is a facilitator, consultant and coach working with young people and the adults who work with them, with a focus on developing understanding and skills around mental health, wellbeing and safeguarding.



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