



Sharples

SCHOOL

Newsletter

Issue 557
22nd May 2026

Geology Club: Bringing Earth Science to Life



Pupils in Geology Club have been getting stuck into a series of exciting practical investigations designed to bring Earth science to life. Through creative experiments, teamwork and a lot of curiosity, students have explored some of the biggest questions about our planet in fun and memorable ways.

One of the most popular activities involved investigating viscosity using everyday foods such as Nutella. Pupils compared how different substances flowed and discussed how this links to real geological materials like lava. This led perfectly into our explosive “party popper volcanoes” experiment, where students explored how pressure builds beneath volcanoes before an eruption occurs.

The club has also explored natural disasters. Using a specially designed “tsunami tank,” pupils created miniature waves to investigate how tsunamis form and why they can become so destructive when they reach the coastline. Students were fascinated to see how wave energy changes as water becomes shallower.

Environmental science has also played an important role in the club. In an activity based on sustainable fishing, pupils used rice to model fish populations and quickly discovered how overfishing can damage ecosystems. This sparked excellent discussions about conservation and how scientists work to protect our oceans for the future.

... continued on the next page

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Space science even made an appearance through a delicious investigation into the phases of the Moon using Jaffa Cakes (pictured on the previous page). By carefully eating sections of the chocolate topping, pupils recreated the lunar cycle while learning why the Moon appears to change shape throughout the month.

The club has also allowed students to become real-life palaeontologists. Pupils examined fossils under microscopes, identified different fossil specimens and even explored how fossils can become deformed over millions of years by heat and pressure within the Earth's crust. Looking at tiny microfossils under the microscope gave students an insight into how scientists use evidence from the past to understand ancient environments and climate change.

Another memorable challenge asked pupils to investigate which chocolate bar allowed bubbles to pass through most easily in order to model porosity and permeability in rocks. This hands-on experiment helped explain how water, oil and gas move underground through different rock layers.

In one particularly thought-provoking investigation, students explored whether human breath could make the ocean more acidic. By blowing through straws into water indicators (see above), they demonstrated how carbon dioxide dissolves in water and contributes to ocean acidification - linking directly to current environmental issues and climate change.

The enthusiasm, creativity and scientific thinking shown by all pupils involved has been fantastic. Geology Club continues to give students the opportunity to investigate real-world geological processes in exciting and interactive ways, proving that science can be both educational and enormous fun.



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Speak up for the environment: A Speech by Coby S

After some brilliant work on climate change in Year 7, Coby Stuart has written the following speech:

Have you ever smelt air, fresh and not diluted with so much carbon dioxide and smoke it makes you sick? Have you ever watched a program about animals and it's all positive? Have you ever seen a place where there is wildlife everywhere and no humans wrecking it? Hopefully your answer is yes, but that is why I am here today, to speak up. Some people call me The Lorax because I speak for the trees.

I am here today to address the problem of climate change. Some may think it was unexpected or came out of the blue, but they are wrong. Since the 1820s scientists have known about climate change but did they do anything about it? No! As the generation that is going to be affected the most by it, we need to stand up to it! You may be wondering what the greenhouse effect is, well don't worry I'll tell you. The greenhouse effect is where gases (known as greenhouse gases) like carbon dioxide and methane trap heat in the atmosphere by reflecting the sun's rays back to Earth and not letting much of it back into space. This effect is causing major ice glaciers to melt. This ice melting is causing sea levels to rise rapidly, flooding coastal areas across the world! It is causing wild fires across the globe, destroying homes and habitats. Speaking of animals, the sudden rise in temperature has really affected them, even certain animals equipped for heat haven't survived. This rise in temperature is putting animals to extinction. We need to make a change!

What can you do?

Hopefully, after listening to me, you are inspired to make a change. Not for us but for our kids, our grandkids and generations to come! So if you can, I have a few points that could really make a difference.

- *Try and use less electricity when possible*
- *Alter your diets to consume less red meat*
- *Use more public transport*
- *Have solar panels or electric cars*
- *Try and use nature to help with everyday life (instead of using dryer, put clothes outside)*
- *Vote for parties like the green party*
- *Most importantly, spread awareness.*

If we don't start now there might not be a tomorrow!

Thank you,

Coby S



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PwC Visits Sharples



Year 8 maths students were very fortunate to be visited by employees of PwC in Manchester to help develop their essential employability skills. This interactive session helped pupils explore the value of teamwork and developed their listening skills through interactive, game-based challenges. It built awareness of team dynamics and effective communication strategies, preparing pupils for collaborative environments. Thank you to Jubril and Jack for visiting us!

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English Department's Stars of the Week

Work of the Week

Year 7

Harry D for always working hard and completing every task in the booklet. [Click here to view the work.](#)

Year 8

Isabell G for her speech on gender inequality. [Click here to view the work.](#)

Year 9

Keyaan S for a wonderful submission for the 'I Have a Dream' competition. [Click here to view the work.](#)

Year 10

Kareemah M for well presented poetry annotations. [Click here to view the work.](#)

Year 11

Olivia T for her excellent revision in preparation for her GCSE exam on A Christmas Carol. [Click here to view the work.](#)

Readers of the Week

Year 7

Obadah R for always volunteering to read out loud and contributing to class reading.

Year 8

Archie L for his brilliant reading during the final scenes of Macbeth.

Year 9

Ahmed G for always being willing to read his answers every lesson.

Year 10

Hayden R for reading Romeo and Juliet.

Year 11

Hassan R for always being willing to share his written responses in class.



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Flag Football Tournament!



On Monday, a group of Y9 students took part in an exciting introductory flag football festival, where they were introduced to this brand new Olympic sport. The girls learned more about the game, developed new skills, and finished the afternoon with a competitive tournament. It was a fantastic event and the students enjoyed it so much that a new flag football club will be launching for the summer term. We have also entered the flag football league for next year!



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KS4 Rounders vs Ladybridge



The KS4 rounders season got off to a brilliant start on Wednesday with a league fixture against Ladybridge. It was a closely contested match from start to finish, but the team held their nerve in the final stages to secure an 86–73 victory. Well done, girls!



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Rounders vs Smithills & BMGS



Following a winning Wednesday for our KS4 rounders team, the girls carried their momentum into Thursday evening's triangular fixture against Smithills and BMGS. A superb batting display set the tone early on, proving too strong for either opposition to overcome. KS4 secured a 77–49 victory against Smithills, followed by an impressive 93–41 win over BMGS. KS3 followed suit with equally strong performances, recording a convincing 84–41 win against Smithills and a 74–49 victory over BMGS. A fantastic week of rounders all round for our girls!

Attendance update

At Sharples, we firmly believe that regular school attendance is vital for your child's growth, not just academically, but also socially and emotionally. It's in the classroom where friendships are forged, ideas are exchanged, and lifelong skills are honed. Every day missed represents a missed opportunity for your child to engage with their peers, teachers, and the diverse learning experiences we offer.

We're committed to fostering a culture of consistent attendance, ensuring that your child has every opportunity to thrive. Through our school system 'Attend', we will be monitoring attendance closely and communicate attendance news regularly.

Messages from Attend will appear separately from our main school communication system so please do look out for these texts and emails and acknowledge their receipt.

We understand that life can sometimes throw unexpected challenges, and there may be barriers to regular attendance. If you haven't already, please get in touch with us to see how we can provide support.

Your role as parents and carers is paramount in ensuring that your child arrives at school each day, ready to learn and grow. Should your child be unable to attend for any reason, we request that you notify us promptly by contacting our dedicated attendance team via attendance@sharplesschool.co.uk.

Thank you for your continued support

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Dates for your Diary

GCSE Exams ongoing
Monday 25th May to
Friday 29th May:
Half Term

Monday 1st June: Y9
MMA enrichment
course (1:30 – 3:15)

Tuesday 2nd June:
Vaccinations (SLB) -
Y10 (9:30am –
2:30pm)

Wednesday 3rd June:
BSFC Post 16 art
workshop (2:25 –
5:30pm)

Thursday 4th June: Y9
Yorkshire Sculpture
Park (GCSE option
students / Aspire
students)

Attendance Information

Reporting an absence:

If your child is too ill to attend school, please contact the school before 9.30am with full details of your child's illness/symptoms. The attendance email is the easiest way to contact school as the phone line can get very busy.

The school attendance email is: attendance@sharplesschool.co.uk

If we are unable to make contact and you do not provide a reason for your child's absence, this absence will be recorded as unauthorised.

Attendance Data

Year Groups attendance this week:

7 = 93.93%
8 = 96.50%
9 = 93.98%
10 = 93.79%
11 = 95.40%

Best forms this week:

7Ples1 = 99.15%
8Ples1 = 100%
9Shar5 = 98.33%
10Ples4 = 96.98%
11Ples2 = 98.87%

154 pupils have achieved 100% this academic year

Career of the Week: Surgeon

Surgeons carry out operations and medical procedures on patients.

Average Salary: £

£40,000	£145,000
Starter	Experienced

Typical hours:
(per week)

40 to 45

You could work:

evenings / weekends / bank holidays on a rota



Qualifications:

- At least 5 GCSEs grades 9 to 7 (A* or A), including English maths and sciences.
- 3 A levels, or equivalent, including biology and chemistry.
- a 5-year degree in medicine, recognised by the General Medical Council.

Skills required:

- Knowledge of medicine and dentistry.
- The ability to work well with your hands.
- Thinking and reasoning skills.
- To be thorough and pay attention to detail.
- Knowledge of biology.
- The ability to work well with others.
- The ability to accept criticism and work well under pressure.

Relevant Subjects:

- Maths, English, Science and Health & Social Care.



Careers &
Enterprise
at Sharples School

Information sourced from: <https://nationalcareers.service.gov.uk/job-profiles/surgeon>

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PE Lunch Time Clubs - This Half Term

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Y7 Football (Big Astro) - AHM	Y8 Football (Big Astro) - PGR	Y7 Football (Big Astro) - AHM	Y8 Football (Big Astro) - AHM	Y9 Football (Big Astro) - AHM
Y11 Football (Small astro) JBA	Y10 Football (Small astro) JBA	Y11 Football (Small astro) JBA	Y11 Football (Small astro) JBA	Y11 Football (Small Astro) - JBA
Rounders/Cricket (SH) - LAL	Rounders/Cricket(SH) - LAL/AHM	Rounders/Cricket LAL/PGR	Rounders/Cricket) - LAL	Rounders/Cricket - LAL
	Sports studies catch up/KS3 hmwk- AHM			



PE After School Clubs - This Half Term

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
KS3 boys Swimming Club	Y8 Football Practice	KS4 Girls Fitness suite	Rounders KS3 & KS4 v Smithills/BMGS (a)	PE detentions
Rounders - all years	Y7/8 Cricket v Thornleigh (a)	Cricket Practice	Cricket practice	
Y7 Football Practice	KS4 Rounders v Ladybridge (a)	KS3 boys Swimming Club	KS4 Fitness Suite	
Flag football tournament- all day	KS4 Fitness Suite		Cricket practice- all years	
	Running Club			

Week beginning 18th May

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Sharples
SCHOOL

FREE ENTRY!

Come along and
see what you
can buy!

CAR BOOT SALE

Enjoy food and
snacks throughout
the day!

SHARPLES SCHOOL

Sunday 14th June

10am - 2pm

Sharples School Car Park

BL1 8SN



Scan the QR code to book
your own pitch!

Book early - limited spaces available!



MATHS EXAMS ARE COMING!



☆ PREPARE TODAY, SUCCEED TOMORROW ☆

PLAN • PREPARE • ACHIEVE

EXAM DATES

USE THE GOOGLE STUDENT SHARED AREA



Everything you need to revise and feel confident in your exams.



PAST PAPERS

Practice exam questions and get familiar with the format.



REVISION SHEETS

Review key topics and strengthen your understanding.



KNOWLEDGE ORGANISERS

Condense important information and make connections.



USE MathsWatch

Watch videos, complete interactive questions and track your progress.

A LITTLE PRACTICE EVERY DAY MAKES A BIG DIFFERENCE!



YOU'VE GOT THIS!

LEARN • DREAM • ACHIEVE



SET GOALS



PLAN TIME



REVISE SMART



TRACK PROGRESS



ACHIEVE SUCCESS



MATHS
PAPER 1
MORNING



STATISTICS
PAPER 1
AFTERNOON



MATHS
PAPER 2
MORNING



FURTHER MATHS
PAPER 1
AFTERNOON



MATHS
PAPER 3
MORNING



STATISTICS
PAPER 2
AFTERNOON



FURTHER MATHS
PAPER 2
AFTERNOON





ENGLISH NEWSLETTER

FRIDAY 22ND
MAY

Three down, one to go...

Weekend Revision Sessions

We have one left for Y11 and one final exam after the half term.

Keep up the practice and revision!



2026						MAY	
SUN	MON	TUE	WED	THU	FRI	SAT	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31	1	2	3	4	5		

LITERATURE

LANGUAGE


























MONDAY	TUESDAY	THURSDAY	FRIDAY
11 MAY	19 MAY	21 MAY	5 JUNE



YEAR 9 LITERATURE SOCIETY COMPLETE!



WELL DONE TO THE WINNERS OF
YEAR 9 LIT SOCIETY 2026

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- 1 - PINKLILY, ARFA, AND NAFISA
2 - JACK D
3 - KIYA AND AIZAH

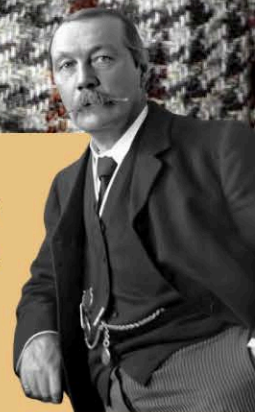
THANK YOU TO ALL OTHER PARTICIPANTS -
20 REWARDS POINTS TO ALL INVOLVED!





SHERLOCK HOLMES DAY

22nd of May marks the birthday of Sir Arthur Conan Doyle, creator of Sherlock Holmes, so enjoy an extract from *The Sign of Four*.



"Now, Watson," said Holmes, rubbing his hands, "we have half an hour to ourselves. Let us make good use of it. My case is, as I have told you, almost complete; but we must not err on the side of over-confidence. Simple as the case seems now, there may be something deeper underlying it."

"Simple!" I shouted.

"Surely," said he, with something of the air of a clinical professor expounding to his class. "Just sit in the corner there, that your footprints may not complicate matters. Now to work! In the first place, how did these folk come, and how did they go? The door has not been opened since last night. How of the window?" He carried the lamp across to it, muttering his observations aloud the while, but addressing them to himself rather than to me. "Window is snibbed on the inner side. Framework is solid. No hinges at the side. Let us open it. No water-pipe near. Roof quite out of reach. Yet a man has mounted by the window. It rained a little last night. Here is the print of a foot in mould upon the sill. And here is a circular muddy mark, and here again upon the floor, and here again by the table. See here, Watson! This is really a very pretty demonstration."

I looked at the round, well-defined muddy discs. "This is not a footmark," said I.

"It is something much more valuable to us. It is the impression of a wooden stump. You see here on the sill is the boot-mark, a heavy boot with the broad metal heel, and beside it is the mark of the timber-toe."

"It is the wooden-legged man."

"Quite so. But there has been some one else,—a very able and efficient ally. Could you scale that wall, doctor?"

I looked out of the open window. The moon still shone brightly on that angle of the house. We were a good sixty feet from the ground, and, look where I would, I could see no foothold, nor as much as a crevice in the brick-work.

"It is absolutely impossible," I answered.

"Without aid it is so. But suppose you had a friend up here who lowered you this good stout rope which I see in the corner, securing one end of it to this great hook in the wall. Then, I think, if you were an active man, you might swarm up, wooden leg and all. You would depart, of course, in the same fashion, and your ally would draw up the rope, untie it from the hook, shut the window, snib it on the inside, and get away in the way that he originally came. As a minor point it may be noted," he continued, fingering the rope, "that our wooden-legged friend, though a fair climber, was not a professional sailor. His hands were far from rough. My lens discloses more than one blood-mark, especially towards the end of the rope, from which I gather that he slipped down with such velocity that he took the skin off his hand."

"This is all very well," said I, "but the thing becomes more unintelligible than ever. How about this mysterious ally? How came he into the room?"

"Yes, the ally!" repeated Holmes, pensively. "There are features of interest about this ally. He lifts the case from the regions of the commonplace. I fancy that this ally breaks fresh ground in the annals of crime in this country,—though parallel cases suggest themselves from India, and, if my memory serves me, from Senegambia."

"How came he, then?" I reiterated. "The door is locked, the window is inaccessible. Was it through the chimney?"

"The grate is much too small," he answered. "I had already considered that possibility."

"How then?" I persisted.

"You will not apply my precept," he said, shaking his head. "How often have I said to you that when you have eliminated the impossible whatever remains, however improbable, must be the truth? We know that he did not come through the door, the window, or the chimney. We also know that he could not have been concealed in the room, as there is no concealment possible. Whence, then, did he come?"

"He came through the hole in the roof," I cried.

"Of course he did. He must have done so. If you will have the kindness to hold the lamp for me, we shall now extend our researches to the room above,—the secret room in which the treasure was found."

He mounted the steps, and, seizing a rafter with either hand, he swung himself up into the garret. Then, lying on his face, he reached down for the lamp and held it while I followed him.

WHAT ELSE IS ON?

Books and Biscuits



Tuesday
Lunchtime
in the library



WORD OF THE WEEK

Deduction

= the process of drawing logical conclusions based on evidence and reasoning.

E.g. "Holmes' success as a detective was his mastery of the art of deduction."



Anime Club
1:05 in U15
every Wednesday



MENU

KEY

- 5 - 1 OF YOUR 5 A DAY
- MEAT FREE
- MEAT-FREE MONDAY
- CHIEF'S CHOICE
- PLANT-BASED (VEGAN)

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Main Dish	Cheese Pan served with wedges & Fresh Salad £2.10	Sweet Potato Cottage Pie served with Veg £1.85	Beef Burger and Chips £2.10	Vegetable or Meat Lasagne served with Garlic Bread £2.10	Tugo Pizza Slice £1.50
Vegetarian Main Dish	Vegetable Biryani - £1.80	Vegetable Noodles £1.80	Battered Fish and Chips £2.10	Salt and Pepper Loaded Wedges £1.80	Spicy Bean Enchiladas £1.85
And There's More...	Panini - £1.85 Sandwich - £1.45-£1.85 Jacket Potato and Filling from - £1.85 Salad box - £1.90 Vegetables of the Day - 42p	Panini - £1.85 Sandwich - £1.45-£1.85 Jacket Potato and Filling from - £1.85 Salad box - £1.90 Vegetables of the Day - 42p	Panini - £1.85 Sandwich - £1.45-£1.85 Jacket Potato and Filling from - £1.85 Salad box - £1.90 Vegetables of the Day - 42p	Panini - £1.85 Sandwich - £1.45-£1.85 Jacket Potato and Filling from - £1.85 Salad box - £1.90 Vegetables of the Day - 42p	Panini - £1.85 Sandwich - £1.45-£1.85 Jacket Potato and Filling from - £1.85 Salad box - £1.90 Vegetables of the Day - 42p
Love Joes	Korma Curry Sauce and Rice - £1.90 Tikka Sauce and Rice Served with a Naan Bread - £1.90	Korma Curry Sauce and Rice - £1.90 Tikka Sauce and Rice Served with a Naan Bread - £1.90	Korma Curry Sauce and Rice - £1.90 Tikka Sauce and Rice Served with a Naan Bread - £1.90	Korma Curry Sauce and Rice - £1.90 Tikka Sauce and Rice Served with a Naan Bread - £1.90	Korma Curry Sauce and Rice - £1.90 Tikka Sauce and Rice Served with a Naan Bread - £1.90
Pasta King	Pasta Sauce of the Day with Garlic Bread - £2.10	Pasta Sauce of the Day with Garlic Bread - £2.10	Pasta Sauce of the Day with Garlic Bread - £2.10	Pasta Sauce of the Day with Garlic Bread - £2.10	Pasta Sauce of the Day with Garlic Bread - £2.10
Dessert	Fruit Pots - 55p-75p Cake of the Day - 72p Cookie - 50p Large Cold Dessert - £1.10 Hot Pudding - 90p	Fruit Pots - 55p-75p Cake of the Day - 72p Cookie - 50p Large Cold Dessert £1.10 Hot Pudding - 90p	Fruit Pots - 55p-75p Cake of the Day - 72p Cookie - 50p Large Cold Dessert £1.10 Hot Pudding - 90p	Fruit Pots - 55p-75p Cake of the Day - 72p Cookie - 50p Large Cold Dessert £1.10 Hot Pudding - 90p	Fruit Pots - 55p-75p Cake of the Day - 72p Cookie - 50p Large Cold Dessert £1.10 Hot Pudding - 90p

GRAB SOME STREET FOOD FOR HEALTHY MEALS ON THE GO

Breakfasts



- Toast 32p
- Potato Cake 45p
- Crumpet 41p
- Waffle £1.10
- Pancake 45p
- Cheese on Toast 70p
- Pain Au Chocolate 70p
- Cinamon Swirl £1.18
- Toasted Teacake 50p
- Bacon or Sausage Barm £1.40
- Egg and Bacon Barm £1.55
- Croissant 70p
- Hash Brown 45p





COMMUNITY
LOCKER

**“PROVIDING EVERYTHING A CHILD NEEDS
TO ACCESS SCHOOL”**

HOW IT WORKS

HOW WE GET OUR SUPPLIES

THE PUBLIC AND BUSINESSES DONATE ITEMS, WE ALSO RECEIVE FUNDING TO BUY NEW ITEMS.

WHO CAN JOIN?

ANYONE IN RECEIPT OF AN INCOME RELATED BENEFIT CAN JOIN, YOU’LL NEED TO REGISTER WITH US ON YOUR FIRST VISIT.

WHATS AVAILABLE TO BUY?

PRELOVED UNIFORM AND SCHOOL SUPPLIES STARTING FROM 20P

NEW ITEMS ARE AVAILABLE AT 1/3 OF THE COST

TOILETRIES AND HOUSEHOLD CLEANING PRODUCTS AVAILABLE FROM 50P

SANITARY ITEMS

AVAILABLE FOR FREE

DAY TIME APPOINTMENTS

WE HAVE LIMITED DAYTIME APPOINTMENTS AVAILABLE. TO BOOK A SLOT PLEASE EMAIL HELLO@COMMUNITYLOCKER.CO.UK

WHERE TO FIND US

KINGS CHURCH BOLTON, THE MILL, BL2 6QE. NEXT DOOR TO THE COMMUNITY GROCERY

**FOR OPENING DATES, EVENTS
AND MORE CHECK OUT OUR
WEBSITE**





**DONATE YOUR NEW OR GOOD CONDITION PRIMARY OR
SECONDARY SCHOOL UNIFORMS FOR ALL SCHOOLS IN
BOLTON**



SHOES/TRAINERS



BAGS



COATS



P.E. KITS



ALL UNIFORM



**SCHOOL SUPPLIES/
STATIONERY**

DROP OFF POINT

MAIN RECEPTION
MON-FRI 9:30-4:30PM
KINGS CHURCH BOLTON
THE MILL, BL2 6QE
or email us for more options





Exams can be tough.

They're supposed to test you, and sometimes that can be overwhelming. But we're here if it ever feels too much.

With free, confidential support, you can talk to a professional, read how others might be feeling the same or take a moment to write down your thoughts.



Visit **Kooth.com** to explore the many ways Kooth can support you.



Providing NHS services

What Parents & Carers Need to Know about HOW TO COMBAT ONLINE BULLYING



Defined as "ongoing hurtful behaviour towards someone online", cyber-bullying makes its victims feel upset, uncomfortable and unsafe. In the digital world, it has numerous forms – such as hurtful comments on a person's posts or profile; deliberately leaving them out of group chats; sharing embarrassing images or videos of someone; or spreading gossip about them. Cyber-bullying can severely impact a young person's mental health ... so, in support of Anti-Bullying Week, we've provided a list of tips to help trusted adults know what to look for and how to respond to it.



1. GET CONNECTED

Playing online games together with your child or connecting with them on social media (providing they're old enough) is not only fun but also an excellent way of establishing some common ground to discuss things you've both seen or done online – as well as keeping an eye on who your child is communicating with in the digital world.

2. KEEP TALKING

Regular chats with young people about their online lives are good practice in general, but they can also be an excellent refresher to help prevent cyber-bullying situations. Topics you might want to revisit include why it's important to only connect online with people we know and trust, and why passwords should always remain secret (even from our best friends).

3. STAY VIGILANT

Observe your child while they're using technology and just after they've used it. Are they acting normally, or out of character? Possible signs of a problem may include seeming quiet or withdrawn, jumpy or anxious, angry or repeatedly checking their phone. When you feel it's the right time, you may want to check in with them to see if everything is OK.

4. MAKE YOURSELF AVAILABLE

If an online bullying incident *does* occur, it may take a while before your child is ready to open up about what happened. Just gently remind them that they can always come to you with any problems – and that they won't be in trouble. You might also suggest a trusted family member they could turn to, in case they feel too embarrassed to tell you directly.

5. BE PREPARED TO LISTEN

When conversations about online bullying do take place, they're likely to be difficult, emotional and upsetting for both you and your child. Actively listen to your child while they're bringing you up to speed, and try not to show any judgement or criticism – even if they haven't dealt with the situation in exactly the way you would have hoped.

FURTHER SUPPORT AND ADVICE

If you or your child need additional help with an online bullying issue, here are some specialist organisations that you could reach out to.

Childline: talk to a trained counsellor on 0800 1111 or online at www.childline.org.uk/get-support/

National Bullying Helpline: counsellors are available on 0845 225 5787 or by visiting www.nationalbullyinghelpline.co.uk/cyberbullying.html

The NSPCC: the children's charity has a guide to the signs of bullying at www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/ and can be reached on 0808 800 5000

6. EMPOWER YOUR CHILD

Depending on their age, your child might not want a parent 'fighting their battles for them'. In that case, talk through their options with them (blocking the perpetrator, deleting the app and so on). By allowing your child to choose the path they take, you're putting them in control but are also demonstrating that you're there to support them along the way.

7. REPORT BULLIES ONLINE

Cyber-bullying often takes place through a particular app, social media platform or online game. If this is happening to your child, encourage them to report the offender to the app or game in question – ideally with screenshots to support their complaint. Most games and apps have reporting tools specifically to stamp out abusive behaviour and protect users.

8. ENCOURAGE EMPATHY

Protecting themselves online is the priority, of course, but young people should also feel empowered to help if they witness other people falling victim to cyberbullying. Even if they don't feel confident enough to call someone out on their abusive behaviour online, they can still confidentially report that person to the app or game where the bullying occurred.

9. SEEK EXPERT ADVICE

Victims of online bullying frequently experience feelings of isolation and anxiety, a loss of self-esteem and potentially even thoughts of self-harm or suicide. If you think that an incident of cyber-bullying has affected your child's mental wellbeing, then seek psychological support for them. There are some useful contact details in the central panel below.

10. INVOLVE THE AUTHORITIES

If the nature of any online bullying makes you suspect that your child is genuinely in imminent physical danger – or if there are any signs whatsoever of explicit images being shared as part of the bullying – then you should gather any relevant screenshots as evidence and report the incidents to your local police force.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



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What Parents & Educators Need to Know about SCHOOL AVOIDANCE

School avoidance refers to reduced attendance or non-attendance at school by a child or young person. In 2022–23, more than one in five children in England were found to be absent from school over 10% of the time. This guide focuses on school avoidance with an emotional basis, offering expert mental health advice. However, it's important to remember that school avoidance is a hugely subjective experience which requires a tailored, individual approach.

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 tummy aches, headaches, 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 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.

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 spent away from 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.

MANAGE OVERWHELMING FEELINGS

Acknowledge the child's worries, listen and discuss coping strategies together to help them manage difficulties. These could include mindfulness, deep breathing or going for a walk. This helps them understand that you are working together towards a common goal, and that these strategies can be used when bigger feelings arise.

RECOGNISE POSITIVE STEPS

Drawing attention to a child's successes – be they big or small – can help to give them some much-needed confidence and motivation. Celebrate these daily victories – such as getting out of bed on time or completing school work – and don't hesitate to let the child know when you're impressed or proud of them. Such an approach can go a long way.

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.



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Source: See full reference list on guide page at: nationalcollege.com/guides/school-avoidance

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**JOIN FREE
BOOKING IS ESSENTIAL**

BOLTON MHST: ONLINE PARENT/CARER WORKSHOP ON LOW MOOD

These 90 minute workshops are aimed at parents/carers of young people aged 5-18 and will look at:

- What Low Mood is and how it presents
- What factors contribute to Low Mood
- Practical ways you can support your child

This would be perfect for you if your child or young person is:

- Appearing sad, withdrawn, or lacking motivation
- Losing interest in activities they previously enjoyed
- Experiencing changes in sleep, appetite, or energy levels
- Struggling with self-esteem, confidence, or emotional wellbeing



LOCATION: HORWICH HEALTH & WELLBEING HUB

DATE: WEDNESDAY 27th MAY

TIME: 9:30-11:00



**Greater Manchester
Mental Health
NHS Foundation Trust**

**Scan the QR code or search 'Bolton MHST' on
Eventbrite to secure your place**

NURTURING CONNECTIONS

SKILLS FOR PARENTS
AND CARERS



5TH MAY 2026 - 16TH JUNE 2026

6 X 90 MINUTE SESSIONS

ONLINE



Are you looking for practical ways to support your child's emotional wellbeing and development?

Our Nurturing Connections programme offers a safe and supportive space to explore:

- building positive relationships
- strengthening communication
- navigating challenges
- repairing emotional bonds

The sessions will provide you with tools and insights to help you foster resilience, empathy, and healthy behaviour in your child.

To sign up or learn more:

programmes@khulisa.co.uk



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www.khulisa.co.uk

