

SELWOOD ACADEMY NEWSLETTER



DIARY DATES

May

23rd - End of Term 5

June

2nd - Start of Term 6

3rd - 6th- Battlefields Trip

6th - SEND Coffee Morning 11:15 - Library

19th - Careers Day

20th - Sports Day

23rd May 2025 - Issue 14

IN THIS EDITION

- Reminders
- Sports News
- Recent Events
- Careers
- Useful info

REMINDERS

SPORTS DAY - SAVE THE DATE

Sports Day will take place on Friday 20th June 2025. Parents are welcome to come along to support your child(ren). Please look out for more information to follow soon.

YEAR 8 LEAVER HOODIES

The Year 8 Leavers Hoodies will be given to pupils on **Monday 16th June**. Please be aware that pupils will only be allowed to wear these on the below dates:

Thursday 19th June - Careers Day

Friday 20th June - Sports Day

Friday 4th July - Thorpe Park

Friday 18th July - Final Day of the Year

PAYMENT DEADLINES

- Year 6 Mendip Camp - **23rd May**
- Leavers Prom Tickets- **23rd May**
- Ski Trip 2026 - (2nd Deposit) **23rd May**

END OF TERM 5

The last day of term is **Friday 23rd May**. We return to school on **Monday 2nd June**. We will return on WEEK 1.



REMINDERS

LUNCH ACCOUNT BALANCES FOR LEAVERS

If your child is leaving Selwood Academy at the end of the Summer Term 2025 we would like to provide you with important information about using up any balance that may be left on their lunch account before their final day.

Please log in to ParentPay to check whether your child has a balance on their account.

We highly recommend that any balance is used up before your child leaves as it is not transferable to their new school.

As an alternative we do have the facility to transfer any balances to younger siblings/relatives who will be staying at Selwood Academy (this does not include new pupils starting at the school). If you would like to do so, please contact the school by Friday 11 July 2025 to request this; any requests received after that date may not be possible to action.

If you need any further help or information regarding this, please don't hesitate to email the school.

PUPIL SCHOOL EQUIPMENT

Part of being well organised means bringing all of the equipment needed for the school day. It is important to check the timetable and ensure that the correct equipment for the next day is all packed the night before. Your child will need:

Mandatory equipment:

Pens - 2 blue and 2 black ink
A pencil, ruler, sharpener and eraser
Reading book - we encourage reading at every opportunity

Suggested equipment:

Glue stick
Whiteboard pen
A set of colouring pencils

Sensible bag, ideally a rucksack with two shoulder straps so that the load can be spread evenly. We recommend that PE kit is brought in a separate bag

SPORTS NEWS

Mendip Area Athletics Championships



On Wednesday 7th May, 14 of our Year 8 pupils represented Selwood Academy at the Mendip Area Athletics Championships, held at the prestigious Millfield School – a venue renowned for its outstanding sports facilities.

Competing against both Year 8 and Year 9 students from across the Mendip region, our pupils rose to the challenge and gave it their all in a variety of track and field events, including the 100m, 200m, 300m, 800m, long jump, shot put, discus and javelin. Each pupil took part in their strongest events and showed tremendous skill, effort and sportsmanship throughout the day.

We are proud to share that some of our athletes secured podium finishes, a testament to their hard work and determination. In addition, those who achieved the area standard may be selected to represent the Mendip team at the upcoming County Championships later this month—an exciting opportunity to compete at an even higher level. Every pupil who took part represented Selwood Academy with pride and was a credit to the school. We are incredibly proud of their achievements.

Well done Team Selwood!



SELWOOD ACADEMY, BERKLEY ROAD, FROME, BA11 2EF 01373 462798

[HTTPS://SELWOOD.SOMERSET.SCH.UK/](https://selwood.somerset.sch.uk/)

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SPORTS NEWS

Selwood's Sports Leaders

On Wednesday 30th April, Selwood Academy hosted a First Schools Football Festival, welcoming young players from local schools for an exciting afternoon of sport. The event was brilliantly officiated by our Year 8 Sports Leaders, who demonstrated excellent leadership, teamwork, and professionalism throughout. Well done!



RECENT EVENTS

Year 8 Starlight Express Trip

On 1st May pupils in year 8 attended the matinee performance of Starlight Express at the Wembley Troubadour Theatre in London. This was a fantastic opportunity and everyone had the most incredible time!



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RECENT EVENTS

Frome Lions – Sponsored Swim

Earlier this month, pupils from Selwood attended the Lions sponsored swim awards evening to receive the Gerald Williams shield. This was for the organisation with more than 1 team to raise the most sponsorship, an amazing **£496**. Well done all the pupils and staff involved.

Thank you to everyone that supported the swim!



Year 6 – End of SATs

A huge congratulations to all of our incredible Year 6 pupils for completing their SATs! We are so proud of the dedication and hard work you've shown. To celebrate, pupils had a well deserved ice cream treat in the sunshine!



CAREERS DAY 2025

Our 2025 Careers Day will be happening on Thursday 19th June 2025! This is a fantastic opportunity for your company to showcase your brand, meet future candidates, and build relationships with our pupils and staff. We're looking for businesses from all industries to participate, so whether you're in tech, finance, healthcare, or anything in between, we'd love to hear from you!



YOU'RE INVITED TO SELWOOD ACADEMY CAREERS DAY 2025

Thursday 19 June

BE A PART OF INSPIRING OUR PUPILS FUTURE CAREERS

After several successful years of running our careers day, we are now seeking more individuals & companies to join us with the hopes of broadening the range of professions represented at the event.

If you are interested in finding out more or taking part please get in contact, we would love to hear from you!

ANDY ELLETT

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ANDY.ELLETT@SELWOOD-ACADEMY.CO.UK

NIA PRESLEY

ASSISTANT BUSINESS MANAGER
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Wishing the very best of luck to our very own Sophie W, Matilda C and all of the amazing cast who are starring in The Wizard of Oz this half term break with the Athenaeum Masqueraders!



**ATHENAEUM
MASQUERADERS
PRESENT**

Group Discounts Available
Tickets
£16
Get 10 seats, get £1 off each seat!

THE WIZARD OF OZ

Book by:
L FRANK BAUM

*Dance and Vocal
Arrangements by:*
PETER HOWARD

Music and Lyrics by:
**HAROLD ARLEN
E. Y. HARBURG**

Orchestration by:
LARRY WILCOX

Background Music by:
HERBERT STOTHART

*Adapted by: JOHN KANE for the ROYAL SHAKESPEARE COMPANY
Based upon the Classic Motion Picture owned by TURNER ENTERTAINMENT CO.
and distributed in all media by WARNER BROS.*

WEDNESDAY 28TH - SATURDAY 31ST MAY

Evening Performance at 7pm, Saturday Matinee Performance at 2pm

ATHENAEUM CENTRE, WARMINSTER, BA12 9AF

Box Office: 0333 666 3366

Book Online: www.theath.co.uk



NODA
For every stage



This amateur production of THE WIZARD OF OZ is presented by arrangement with Concord Theatricals Ltd.. on behalf of Tams-Witmark LLC. www.concordtheatricals.co.uk

What Parents & Educators Need to Know about VIOLENT CONTENT ONLINE

Around 70% of teenagers say they've seen real-life violence on social media in the past year – often from as young as primary school age. Just 6% actively seek it out; most encounter it through group chats or social media algorithms. From fights and pranks to hate speech and graphic media, exposure to violent content online is more widespread – and more harmful – than many adults realise.

WHAT ARE THE RISKS?

MENTAL HEALTH AND TRAUMA

Children and young people report feelings of anxiety, guilt, shame or fear after seeing violent content. For some, these effects may be short term, but for those with existing vulnerabilities or past trauma, the impact can be more severe. Many also feel pressured to 'laugh off' violent content to fit in with friends, even when they find it distressing.

BEHAVIOUR CHANGES

Exposure to online violence can lead to fear and avoidance behaviours – such as skipping school or staying indoors. When children see weapons used in videos, it can heighten their perception that the world is unsafe and, in rare cases, increase the likelihood they'll consider carrying a weapon themselves, such as a knife for protection.

ESCALATION AND PARTICIPATION

Violent videos often go viral quickly. What begins as an online argument can spill into real-world fights – which are sometimes filmed and shared to gain views or status. Some children even admit to sharing or creating violent content themselves to gain attention or boost their reputation.

DESENSITISATION

Older teens may become numb to violent content after years of exposure, admitting they're unlikely to report it. Younger children also tend not to report it – usually because they don't believe anything will be done or because they're afraid of being labelled a 'snitch' by their peers.

HARMFUL IDEOLOGIES

Violent content online may overlap with racist, misogynistic or otherwise extremist ideas. These messages can dehumanise others or glorify violence as a way to gain power, popularity or notoriety. Over time, this can normalise dangerous behaviours and attitudes among impressionable viewers.

DISPROPORTIONATE IMPACT

Not all children are affected equally. Those who are excluded from school, marginalised, disabled or neurodivergent are often more vulnerable to the effects of online violence. It's essential to consider wider context – including home life and access to safe spaces – when thinking about potential harm.

Advice for Parents & Educators

CREATE SUPPORTIVE SPACES

Many children feel adults are too busy or won't understand their experiences online. Take time to build trust through non-judgemental conversations about what they're seeing. If they don't want to speak to you directly, gently signpost towards trusted services they can turn to for support.

KNOW WHAT'S ILLEGAL

Some violent content is simply upsetting, while other examples may be criminal or a safeguarding matter that needs reporting. Help children understand the difference by staying informed about online laws and social media reporting procedures. A useful resource is reportharmfulcontent.com.

AVOID HARSH RESTRICTIONS

Fear of punishment is a major reason young people stay silent about violent content. Try not to overreact or threaten to take away devices. Instead, reassure children that they can speak openly and that asking for help won't get them into trouble.

UNDERSTAND TECH AND TRAUMA

Older children may already know how to block accounts or avoid triggering content. Help younger or more vulnerable children learn these tools and encourage habits that reduce exposure. Just as importantly, teach techniques that help them process distress – building resilience and emotional literacy for both online and offline life.

Meet Our Expert

Dr. Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in digital safety, media law, and young people. Her PhD investigates children's understandings of risk online. She works with schools, businesses, and universities to provide award-winning education on the criminal, legal, and ethical considerations for the digital age. Visit onlinemedialawuk.com for more.



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10 Top Tips for Parents and Educators

FOSTERING A SENSE OF BELONGING

Feeling a genuine sense of belonging is essential for the emotional and social development of children and young people. Belonging significantly boosts self-esteem, resilience, and mental wellbeing, reducing feelings of isolation and anxiety. This guide provides practical strategies to help parents and educators cultivate inclusive environments, enhancing both academic outcomes and overall happiness among young people.

1 CELEBRATE INDIVIDUAL DIFFERENCES

Acknowledge and celebrate the uniqueness of every child. Promoting diversity and inclusion creates an environment where differences are valued rather than stigmatised. This acceptance empowers children to confidently express their identities and feel genuinely included, fostering a robust sense of belonging within both school and home settings.

2 CONSISTENT COMMUNICATION

Regularly communicate and actively listen to children, showing genuine interest in their thoughts and experiences. Creating open communication channels helps young people feel heard and valued. This approach not only builds trust but also reinforces children's perception of themselves as a vital part of their family, school and community.

3 MEANINGFUL PARTICIPATION

Give children opportunities to actively participate and contribute, whether in classrooms, at home, or in community activities. Meaningful participation helps children feel their input matters, reinforcing a sense of purpose and value. Including them in decisions and responsibilities enhances their self-worth, promoting a deeper sense of belonging and inclusion.

4 FOSTER STRONG RELATIONSHIPS

Support and encourage positive relationships between peers, educators, and families. Strong, healthy relationships significantly impact a child's sense of belonging, providing emotional support and reducing feelings of loneliness. Facilitate social interactions through group activities, teamwork, and collaborative learning to strengthen these vital connections.

5 CREATE INCLUSIVE SPACES

Design environments that reflect diversity and are welcoming for everyone. Inclusive spaces where all children see themselves represented can dramatically improve their feelings of safety and acceptance. Consider classroom displays, books, and resources that celebrate various cultures, abilities, and backgrounds to visibly reinforce inclusivity and belonging.

6 MODEL POSITIVE BEHAVIOUR

Adults play a crucial role by demonstrating inclusive, empathetic, and respectful behaviours. Modelling positive interactions and attitudes sets a clear standard for children to follow. Children are likely to replicate inclusive behaviour, creating a supportive community atmosphere where everyone feels accepted and valued for who they are.

7 BUILD EMOTIONAL LITERACY

Teach and encourage emotional expression and understanding among children. Developing emotional literacy enables young people to articulate their feelings and empathise with others. An emotionally intelligent environment cultivates mutual respect and compassion, fostering a deeper sense of belonging and interpersonal connection within groups.

8 SUPPORT PEER MENTORSHIP

Encourage peer mentorship or buddy systems within educational settings. Peer support enhances feelings of connectedness and security, reducing feelings of isolation. When children support one another, they naturally build community bonds, nurturing a supportive culture where belonging and friendship thrive.

9 RECOGNISE EFFORTS REGULARLY

Consistently acknowledge children's contributions and achievements, however small. Recognition reinforces a child's understanding that their presence and efforts are important. Celebrating individual and collective successes helps cultivate a positive environment where children feel acknowledged, motivated, and deeply connected to peers and adults around them.

10 ADDRESS BULLYING PROMPTLY

Quickly address any incidents of bullying. Promptly intervening demonstrates a clear commitment to an inclusive and safe environment. Creating a culture where incidents are swiftly and effectively addressed reinforces trust, security, and a sense of belonging for everyone involved.

Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd and Director for Wellbeing and Family Services at Leigh Trust. With extensive experience in systemic mental health in schools, she supports educational leaders across the UK to develop inclusive, resilient, and supportive learning environments. Anna is also the lead expert for mental health at The National College.



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Source: See full reference list on guide page at: nationalcollege.com/guides/fostering-a-sense-of-belonging