

SELWOOD ACADEMY NEWSLETTER

20th March 2026 - Issue 11

DIARY DATES

- 20th March - Odd socks for World Down Syndrome Day
- 23rd March - Show rehearsals all day
- 24th March - Show rehearsals all day
- 24th March - Year 5 College Visit
- 25th March - 28th March Oliver Production
- 26th March - Celebration Assemblies
- 27th March - Rewards Afternoon
- 27th March - We Hear You Cake sale
- 30th March - 2nd April - Paris Trip
- 2nd April - Last Day of School

Leadership Update

We are delighted to congratulate Mr Finlay on his appointment as substantive Head of School at Selwood following a rigorous interview process. He has been instrumental in the school's journey over the past four years, and we are confident he will continue to lead Selwood from strength to strength.

We would also like to reassure our community that Mr Jeffries will maintain overall leadership of Selwood and will continue to work wholeheartedly to ensure that Selwood Academy provides the highest quality of education, just as he has since his appointment, while also offering support and challenge to other schools.

LOST PROPERTY

We have a large amount of lost property in school. Please ensure all items are clearly named. Pupils should check the hall at break or lunchtime, and parents/carers are welcome to visit (please report to reception).

IN THIS EDITION

- Reminders
- School News
- Careers Spotlight
- Recent Events
- Sporting News
- Useful info

! Careers Day !

We are excited to be holding our Careers Day on **18th June 2026** and are keen to give our pupils the opportunity to hear from people working in a wide range of professions.

If you, or someone you know, works in a particular career or local business and would be willing to come into school to speak to pupils about your role, career journey and experiences, we would love to hear from you. Hearing directly from professionals is a fantastic way to inspire our pupils and help them learn more about the many opportunities available to them in the future.

If you are interested in getting involved, please do get in touch with the school.



Pupil Equipment

Please remember that pupils should not bring scissors or similar items into school. These are provided and used safely under staff supervision. For safeguarding reasons, any scissors brought in will be confiscated, so we ask families to check bags and pencil cases before school.

UPCOMING

2026 PAYMENT DEADLINES

27/03/26 - School Production - Cast Contribution

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UPCOMING EVENTS

We Hear You Cake Sale



Selwood Academy is proud to be supporting the charity **We Hear You**, which is currently facing a significant income deficit of £55,000 that must be met by the end of March 2026. To support this vital fundraising effort, we will be hosting a cake sale on **Friday 27th March**. All proceeds from the event will go directly to this wonderful charity and the invaluable work it provides.

We encourage everyone to get involved whether by donating baked goods ahead of the day or bringing along some cash to support the sale at break time.

Together, we can make a real difference.

World Down Syndrome Day



To support World Down Syndrome Day, taking place on Saturday 21st March, we are inviting all pupils to join in the celebrations by wearing odd socks on **Monday 23rd March**! Wearing odd socks is a fun way to celebrate uniqueness and raise awareness because being different is something to be proud of.

We look forward to seeing everyone's colourful and creative combinations!



Oliver Performance

SOLD OUT

Excitement is building as our pupils prepare to take to the stage this week for their performance of Oliver!

They have been practising incredibly hard in the lead-up to the show, showing real dedication and enthusiasm in every rehearsal. We are delighted to share that tickets have completely sold out, amazing support from our school community!

We wish the very best of luck to all involved and look forward to enjoying what promises to be a fantastic performance.

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SCHOOL NEWS

Community Tree Planting

Some of our pupils recently took part in a local tree-planting project in Frome, helping to create a new community woodland in memory of much-loved resident Moko Sellars, who sadly passed away in 2022.

Working alongside staff and local volunteers, pupils helped dig holes, plant young trees and place protective guards around the saplings. This hands-on experience gave them the opportunity to contribute to an important environmental project while learning about the benefits of planting trees for wildlife and the local environment.

Once complete, the woodland will include thousands of native trees and shrubs, creating a beautiful natural space for both wildlife and the community to enjoy. Our pupils were proud to play a small part in helping this special woodland begin to grow.



Place2Be Update

Place2Be has updated its policy so that from February 2026, young people aged 12 and over who show sufficient understanding can consent to their own counselling. This follows the UK principle of Gillick competence, which recognises a young person's ability to make decisions about their own care.

Parents and carers will still be encouraged to be involved in their child's support, including sharing background information and updates where the young person agrees. If there are any safeguarding concerns, parents will always be contacted in line with safeguarding procedures.

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SCHOOL NEWS



Science Update

As part of the Year 8 topic on breathing and digestion, pupils took part in a demonstration and discussion involving the dissection of a pig's lungs and heart. This gave them the opportunity to see real organs first-hand and deepen their understanding of the structures and functions we have been studying in recent science lessons.

Pupils observed how the lungs inflate and deflate, explored the structure of the heart, and discussed how these organs work together in the respiratory and circulatory systems. The experience helped bring their classroom learning to life and sparked thoughtful questions about how our bodies function.

First Aid Training



On Friday 13th March, all Year 7 pupils had the valuable opportunity to take part in an emergency first aid course delivered by the Wiltshire and Bath Air Ambulance charity. Each Tutor group attended a one-hour session during the school day, ensuring that every pupil could benefit from this important training.

During the session, pupils learned essential life-saving skills, including how and when to make an emergency call. They were taught what information to give to emergency services and how to remain calm in a potentially stressful situation.

A key part of the training focused on the recovery position, with pupils practising how to safely place someone in this position to keep their airway open. They also learned the basics of CPR, gaining hands-on experience in performing chest compressions correctly.

In addition, pupils were introduced to the use of a defibrillator. They learned how this equipment can be used to help restart a person's heart and were shown how straightforward it can be to operate in an emergency.

The sessions were engaging, practical, and highly informative, giving pupils the confidence to respond effectively in emergency situations. This experience has equipped Year 7 with vital skills that could one day help save a life.

We would like to thank the Wiltshire and Bath Air Ambulance charity for providing such an important and memorable learning experience for our students.



SPORTING NEWS



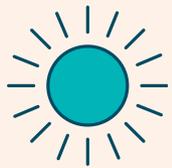
Frome Lions Swim



Our pupils did us proud at this year's Lions Swim, giving their all in the pool and raising a fantastic amount of money. Every swimmer tried their very best, showing determination and resilience throughout.

They were also brilliant teammates, cheering each other on and supporting swimmers from other schools, creating a positive and encouraging atmosphere.

They definitely let their light shine!



Spring Interform



Our Spring Interform was a huge success! With the sun shining, pupils gave it their all showing fantastic determination, teamwork, and skill in football, volleyball and capture the flag. The standard of performance was incredibly high, and it was brilliant to see so many pupils pushing themselves, supporting one another, celebrating each other's achievements and making the most of the beautiful springtime weather!

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CAREERS SPOTLIGHT



Fitness Instructor



What do they do?

Fitness instructors help people improve their health and physical fitness by leading exercise sessions, demonstrating how to use equipment safely, and providing advice on staying active. They often work in gyms, leisure centres, health clubs, or community facilities.

Key skills needed:



Good communication skills

Enthusiasm

Motivation



Strong interest in health and fitness

Fitness instructors also need to be supportive, encouraging, and able to demonstrate exercises clearly and safely.

What do fitness instructors do day to day?

A typical day might include leading group exercise classes, showing gym members how to use equipment correctly, creating simple workout plans, and supporting clients in reaching their fitness goals. They also ensure equipment is used safely and maintain a positive environment for members.

How do you become one?

Most fitness instructors begin by gaining a Level 2 Gym Instructor qualification. Many then continue with a Level 3 Personal Trainer qualification to work more closely with individuals. An interest in sport, PE, and health at school can be a helpful starting point.

Why choose to become a fitness instructor?

Being a fitness instructor can be a rewarding career for people who enjoy being active and helping others. It offers the chance to make a positive difference to people's health and wellbeing while working in a lively and energetic environment.

Learn more in the short video below:

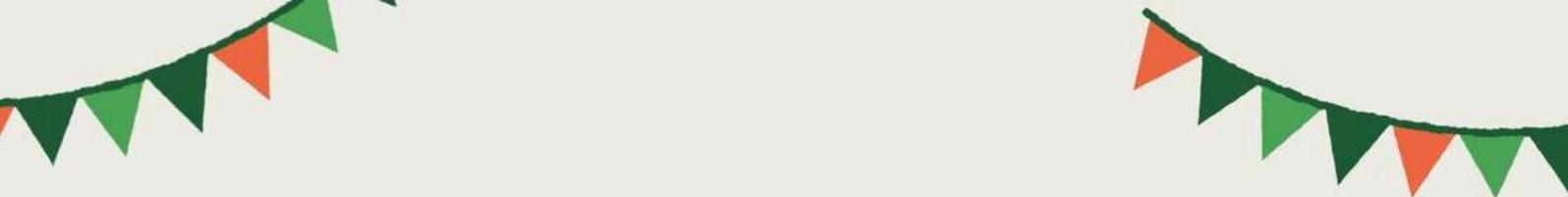
Fitness Instructor



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A wheelie GOOD Day!

**A free, family
friendly, fun day**

- ⊗ **FREE** Pedal fun with music, bubbles, rocket challenge, smoothie bike, plus crafts all day.
- ⊗ **FREE Bikeability taster sessions** (book in advance)
- ⊗ Try our **NEW** app hire bikes & e-cargo bike
- ⊗ Learn how to tune your bike in our **FREE** maintenance demos & Dr Bike safety checks
- ⊗ Grab a bargain at our bike and accessory sale
- ⊗ Join **Mojo Moves** at Midday!

JOIN US SUNDAY

March 22
10am – 2pm

The Workshop, Station Approach, Frome BA11 1RE



Join the fun! Discover what the Frome Community Bike Project offers and how you can get involved in helping Frome cycle more. No bike needed. Just turn up and enjoy a wheelie good day.

fromebikeproject.org

Key Centre Cafe

Space to hang out, meet with friends, work and play
Come and have a cup of tea and a biscuit



Monday - **3-4.30pm** After School Hang out (Term time only)

Tuesday - **12-2.30pm** Frome Birth Talk - Family Drop-in, chat and play

Wednesday – **10am-1pm** Open house, all welcome

Thursday – **8:30am–2:30pm** The Pod affordable pop-up café

We look forward to seeing you soon!

For more information or if you are interested in booking the Key Centre as a venue please email – keycentre@frometowncouncil.gov.uk

Key Centre – Feltham Lane BA11 5AJ

FrOme
TOWN COUNCIL



Fair Frome

Real People, Real Projects, Real Difference

FOOD AT FIVE

**We're a
warm space
4:30pm-
6:30pm**

**Just turn
up,
everyone is
welcome!**

**Mondays-Key Centre, The Mount
Wednesdays-Frome Cricket Club
Thursdays- Trinity Church Hall**

**Hot freshly cooked meals served
with dessert at 5pm
Vegetarian and takeaways available
too (please bring containers)**

Hot drinks available

Suggested donation: £1 per meal

**Please contact us if you have any
dietary requirements**



**Purple Elephant
Support Worker at
every session, with
activities provided!**



IMAGINE
MORE KINDNESS

FROM KINDNESS FESTIVAL
14TH - 21ST MARCH 2026

CHILDREN & FAMILY

SAT 14TH MARCH

Community of Kindness: Art, crafts, games, inflatable fun, music and tree planting for all the family, 1-3pm, YMCA Vallis Road

Songs and Scenes: Heart-warming music from local choirs, 2-4.30pm, St John's Church

Window Wanderland Launch Party featuring the Town Crier, Mayor and The Frome Bandits, followed by a guided tour of some of this year's windows, 5-6pm, Rook Lane Chapel

MON 16TH MARCH

Community Window Wanderland Walk: 6pm, The Good Heart

WED 18TH MARCH

Window Wanderland Guided Walks: 6.30-7.30pm & 6.30-8.30pm, Rook Lane Chapel

THURS 19TH MARCH

Kindness Stay and Play: 10am-12pm, Vallis School Community Room

FRI 20TH MARCH

Community Window Wanderland Walk: 6pm, The Good Heart

Super Roots: Love Our Trees, 3-5.30pm, The Dippy

SATURDAY 21ST MARCH

Kind Poetry for International Poetry Day: 5:30 -7 pm, Rook Lane Chapel



ALL EVENTS FREE OR BY DONATION

BOOK TICKETS AT WWW.THEGOODHEART.UK



What Parents & Educators Need to Know about STREAMING SERVICES

Streaming services are platforms that allow users to watch cartoons, documentaries and movies online immediately (often referred to as SVoD: streaming videos on demand). Ofcom reported that children and young adults prefer streaming services to traditional TV. With two-thirds of UK households subscribing to at least one streaming service, parents must understand how to manage screen time, set age restrictions and ensure safe viewing.

WHAT ARE THE RISKS?

COSTLY

Subscription services can be costly. As the main source of entertainment, most households have at least one streaming platform, and each platform has its own monthly subscription fee. Services are charging more for ad-free viewing, and better quality and resolution; however, there is a cheaper option with adverts. Due to price increases, Netflix and Disney+ reported a sharp increase in users subscribing to their ad-supported tier in 2025.

ILLEGAL STREAMING

Sharing passwords or using modified Fire Sticks to access streaming content without permission is illegal. Most streaming services have now put measures in place to detect account sharing. When account sharing is identified, platforms will offer an opportunity to pay for an added member or will ask the user to verify who they are.

AGE-INAPPROPRIATE CONTENT

Most streaming platforms allow users to set up a profile for each family member, with the option of putting specific restrictions in place. These include adding a profile lock or PIN, controlling autoplay of previews and next episodes, and limiting content based on age ratings. Nonetheless, these restrictions aren't foolproof. Content which is rated as suitable for an age group may still include themes, language, or images which children and families find inappropriate.

EXCESSIVE SCREEN TIME

Excessive screen time contributes to sedentary behaviour and can negatively impact physical and mental health. Ofcom found that 4- to 15-year-olds averaged 2.5 hours per day across all video-sharing platforms, not including gaming. The vast range of content available, combined with features such as autoplay, makes it easy for children to watch for extended periods of time.

BINGE WATCHING

Features such as autoplay make it easy for viewers – especially young people – to continue watching episodes **without a break**. This can foster unhealthy and addictive patterns, such as consuming a vast amount of content in one sitting. With binge watching come a lack of social interaction, lack of physical exercise, and often late nights and sleep disruptions which impact their mental and physical wellbeing.

HARMFUL STEREOTYPES

Many platforms track viewing habits, time consumed, and preferences, and generate recommendations to encourage your child to keep watching. This results in your child being in a 'loop' whereby they think the 'recommended' shows would be something they would enjoy rather than thinking critically for themselves. This can shape their beliefs, values, and understanding of the world from a young age without even realising it.

Advice for Parents & Educators

SET UP INDIVIDUAL PROFILES AND ADD PINS

Almost all streaming services allow users to set up individual profiles where each family member can have age restrictions put in place for the content they can view. Adult profiles can be protected through the use of PIN. Keep this private. Use the options of putting specific restrictions in place such as controlling autoplay of previews and next episodes, and limiting content based on age ratings.

MONITOR AND TALK OFTEN

Discuss with your child what they are watching, find out which programmes are trending, and watch them yourself. Have a little look at their watch history to check the content of what they're watching. Some platforms have been known to recommend or autoplay older or graphic content after a child's movie has been played. While some tv shows or movies may have a suitable age rating, your child may still find the content scary, or it may explore themes you don't want to explore with your child yet.

TALK ABOUT ALGORITHMS

Talk to your child about how streaming services track what they watch, and base adverts and recommended shows/movies on previous viewing. Encourage them to critically think about whether the recommendations are suitable and how they want to spend their time. Discuss stereotypes with your child and challenge them to think about what they watch and how this may influence their beliefs.

SET TIME RESTRICTIONS

Many streaming services offer the opportunity to buy movies, or add additional features to your subscription such as sports channels, as well as play games. This can increase the amount of time young people spend sitting idly in front of the screen. Some platforms (e.g. Apple TV+) allow you to set screen time restrictions. If the streaming service doesn't allow you to set screen time limits, set a family rule and stick to it.

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.



See full reference list on our website

What Parents & Educators Need to Know about ONLINE TRENDS ENCOURAGING VIOLENCE

7 out of 10 teens report seeing violent content on social media, with over half of that content featuring fights involving young people. Most don't 'seek' it but are shown it through social media feeds or messaging groups. 91% of young people involved in violence have seen violent social media content. Viral trends, challenges, or 'wars' that are spread online risk encouraging violence offline, while real-world incidents may also be recorded and promoted online.

WHAT ARE THE RISKS?

ALGORITHMIC EXPOSURE

Social media platforms are designed to keep users engaged, meaning dramatic or extreme content can spread widely and quickly. Algorithms often recommend content that reflects users' past interactions. As a result, young people may see more violent material if they have viewed, commented on, or shared it before. Repeated exposure can make violent content appear frequently in their feeds without them fully understanding why.

WEAPONS AND CRIMINAL RISK

Teens exposed to high levels of real-world violence on social media sometimes report feeling an increased need to carry a weapon for 'self-protection'; however, carrying a weapon increases the risk of victimisation (harm and injury by others) for young people. In addition, carrying a weapon is a serious offence that can lead to police arrest and a criminal record.

SHARING VIOLENT CONTENT

Encouraging or assisting an offence is a crime in the UK, including via social media, and can lead to arrest. This means sharing, forwarding, or reposting violent content carries a risk for young people too. Showing examples of content to a trusted adult is appropriate, but young people should take care not to further spread violent material by posting it online or sharing it within large messaging groups.

FEAR, ANXIETY, AND MARGINALISATION

Research shows young people's emotional wellbeing can be negatively impacted by repeated exposure to violent online content, especially when it depicts 'real-world' violence (as opposed to fictional depictions in games or films). Posts featuring weapons, threats, attacks, and fights – or content that appears to glamorise gang activity – can increase feelings of anxiety or fear among young people. Material that encourages violence targeting people because of their identity, such as their nationality or religion, can also create disproportionate harm for children belonging to those groups.

AVOIDANCE AND ISOLATION

Real-world violence on social media can increase young people's belief that their local communities – or the 'outside world' more generally – are unsafe places. This can result in avoidant and isolating behaviours, which may negatively affect their wellbeing. As well as feeling fearful of others, teens also report feeling judged for spending time together in large groups, which may affect their social interactions and leisure time.

Advice for Parents & Educators

STAY INFORMED

Stay alert for updates from police, schools, or local authorities, and follow the advice provided. Be cautious about unofficial accounts, fake content, and misinformation, which can spread quickly online or in chat groups. Ensure you get accurate information from trusted sources and encourage young people to do the same. Remind them never to share violent content online and to speak to a trusted adult instead.

TALK CRIME AND SAFETY

In most of the UK, the age of criminal responsibility is 10 (12 in Scotland). This means there can be serious criminal consequences for carrying a weapon, taking part in violence, or filming or sharing violent content. Discuss the law with young people alongside practical safety strategies. Ask questions such as: "What could you do if you feel unsafe?" Work together on action plans and remind them they can contact a trusted adult or the police if they witness or experience violence.

DISCUSS SOCIAL MEDIA

Encourage young people to talk about the content they see online and the effect it can have. This can be an opportunity to discuss topics such as misinformation, AI-generated material, the attention economy, and algorithms, helping them understand how and why extreme content can spread online. Explore tools available to block, report, and remove harmful content, and signpost where to get support and advice, such as reportharmfulcontent.com.

ENCOURAGE POSITIVE ACTION

Focus on strengthening young people's positive experiences both online and within their local communities. Discuss strategies to reduce negative social media effects, such as time limits, unfollowing certain accounts, or taking breaks from apps. Encourage offline activities such as spending time with friends, visiting local places, and taking part in hobbies that bring them joy, purpose, and connection. Remind them they can seek support with any concerns at any time via childline.org.uk.

Meet Our Expert

Dr. Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in media law, online safety, and young people. Her PhD investigates youth understandings of criminal and legal risks in a digital context. She works in schools to provide award-winning education on the criminal, legal, and ethical considerations of rapidly advancing technologies.



See full reference list on our website

SEND With the Parent Information Event

Date: Tuesday 24th March

Online (via Microsoft)

Time: 6:30pm



We're delighted to welcome Polly Kerr, Head of Education Law at Simpson Millar, who will guide us through the **SEND White Paper** and what it means for families.

Polly will break down the proposals and explore what could be the most significant changes to the SEND system in over a decade.

She'll discuss both the legal and practical implications for:

- Children and young people
- Parent carers
- Schools and settings
- Local authorities

There will be a Q & A function in this webinar for Questions