

Welcome from the Chair of Governors

On behalf of the Governing Board, I would like to warmly welcome all Year 7 parents to Bolder Academy. I had the pleasure of meeting many of you at Open Evenings last year and I'm delighted that so many of you decided to send your child to Bolder. We would also like to welcome back all Year 8 parents; I hope you and your families enjoyed an enjoyable and restful summer break.



I had the opportunity of visiting the Academy earlier this week, including attending an assembly, and was pleased to see how well the students had already settled into Bolder's routines and were clearly enjoying being at school.

The Bolder Governing Board is an engaged and effective group of eight members: 2 elected parents, 1 staff governor, the headteacher and 4 governors appointed by the Trust, including 2 local headteachers. We meet at least twice each term. You can "Meet the Governing Board" and learn more about what we do, on the Academy website.

We welcome feedback and suggestions but please note that any matters or concerns regarding your child should always be raised with the Academy, initially with the form tutor.

Yours sincerely

Andrew Dodge
(Governing Board Chair)

Welcome to the new Academic Year from the Headteacher

It's great to be back: it's wonderful to see the Year 8s and hear about their adventures over the holiday period and, fantastic to welcome the new Year 7s.

We already have had a very busy start to the term with the Sky Ocean Rescue Team visiting us to talk about plastic pollution. Hounslow Music Service also provided us with an amazing musical performance – the singing was just superb and, there was even some dancing from the staff!

Thank you to all the parents and carers for their efforts with labelling uniforms and also supporting us in our local community at home time.

I would however, at this time make a plea to all parents / carers. Our values of being kind, strong and brave extend beyond our school gates so please can I ask parents not to park along Wood Lane near the gates, or Ash Drive. If you have walked / arrived by bus and are waiting for your child at the end of the day, please can you wait for them at the bottom of Wood Lane / London Road – there is much more space there and it means we can support the children getting across the road safely.

We are very much looking forward to the rest of the term, I know there are many exciting opportunities on offer for the children. We are also looking forward to meeting with you.

An important date for your diary is:

**Thursday 31st October 2019 –
Year 7 Meet the Tutor Evening,
and Year 8 Information Evening.**

Sessions will start from 3.30pm and students will be free to go at 3.10 pm.

Being Bold – Enrichment Activities

아카데미에 오신 것을 환영합니다

At Bolder we are incredibly proud to offer an outstanding range of opportunities for enrichment – what we call Being Bold.

Activities range from language classes: Arabic, Korean, French and Spanish, creative arts, coding and robotics. In fact, we will be participating in Tomorrows Engineers' Robotics Challenge next term!

We also have external sport coaches coming in to deliver basketball and dance sessions, as well as a sports leadership programme.

To contribute to the community, our students volunteer their services at the local nursery and will soon be working to help a local primary school by setting up a buddying system.

مرحبًا بكم في الأكاديمية

Building News

We continue to work very closely with the Department of Education on our new building. The building is due to be completed by summer 2021.

We are delighted that Bowmer and Kirkland have been appointed, who have vast experience of building new schools.



Bolder Badges

Over the course of the year, our students work towards collecting Bolder Badges and awards: Bronze, Gold, Silver and Platinum. At each milestone, the students' successes are rewarded with a certificate, a badge and the chance to take part in one of our celebration events.

Good luck Bolder students!



Bolder awards are given for the following:

Being Kind:

- I am thankful and show good manners.
- I am considerate of others, and admit mistakes or apologise if I do something wrong.
- I treat everyone with equal respect, both in school and the wider community.

Being Strong:

- I learn from mistakes and show resilience when tasks are difficult.
- I make the right choices, having thought through the consequences of my actions.
- I produce well-presented pieces of work, and wear my uniform in a neat and professional way.

Being Brave:

- I show courage and determination in new tasks, which might be difficult.
- I speak out about bullying and unkindness.
- I am brave enough to ask for help.



Hounslow Music Service at Bolder

On Friday 13 September, a group of 7 musicians from Hounslow Music Service visited Bolder Academy to perform to the year 7 students. Led by Mr Goodall, familiar to many local primary schools as the visiting trumpet teacher, the band played a selection of funk and soul classics such as *Express Yourself*, as well as some more modern material such as *I Need A Dollar*.

It was fantastic to see the depth of prior musical experience that our new Year 7 students have had, with most appearing to have studied an instrument in primary school. The event was set-up in order to promote the life-long learning of musical instruments and as a springboard for the start of instrumental music lessons at Bolder.

Following the event, many students expressed a keen interest in learning one of the instruments on show at the concert. Information will be sent home shortly with students regarding lessons and how to register for lessons.



GDPR Notices

In line with GDPR requirements could all parents/carers note that Bolder Academy privacy notices, together with our other GDPR policies can be found at this location on our website:

[GDPR Policies](#)

Parental Consents

We will be sending out parental consent requests for specific software applications in the next week or two. Please check you emails and make sure you complete the survey to ensure your child has access to our learning resources.

Our Caterers and Family Dining

We are pleased to share with you that our new caterers



(ABM – Mint) are continuing to offer the family dining service. They have been working hard to ensure the food served is of high quality and also attractive to the students.

Our family dining means that our students develop skills for life. Each of them take on a role at lunchtime: setting the table, serving the food and clearing away. We very much see this as students working together and forming good relationships: be kind.

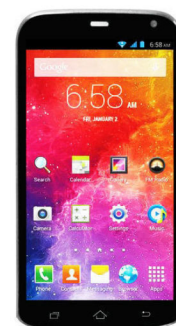
We are aware that as the weather draws in students may like breakfast before the Academy Day begins. This service is on offer every day.

Furthermore, on a Friday, students are able to get a takeaway meal if they are leaving at 1.20pm. We feel it is particularly important for those students on free school meals to have this option and use that money on healthy food.

Mobile Phone Policy

At Bolder Academy, we appreciate very much the support we receive from our parents in managing our student's use of mobile phones. Please take a moment to note the Mobile Phone policy as contained in the Essential Guide and in our Behaviour for Learning Policy 2018, which is on our website.

Mobile phones will be confiscated if seen or used during the day without staff authorisation. A named, adult contact, is required to collect confiscated phones, iPods, iPads and valuables from the main office the following day. If a named contact is not able to collect these items, the student can collect the items after five Academy days.



A Bolder Curriculum

The academic curriculum at Bolder Academy enables students the opportunity to engage, develop and progress in a range of different subject disciplines. We offer the full range of subjects based on the National Curriculum. Subjects studies are as follows:

STEM	English and Humanities	Creative Arts and Languages	Personal Development
Maths	English	Music	PE
Science	History	Drama	Study Skills (Year 7)
Computer Science	Culture and Society	Art and Design	Being Bold
	Geography	French	
		Spanish	

Our lessons are one hour in length and for Maths, English and Science, students are taught in ability groups – these are set by the individual subject areas, and are continually reviewed throughout the year. For the remaining subjects, students are taught in form groups.

Below, outlines the current topics for each individual subject area, so that you have understanding of what they are currently learning:

Subject	Year 7	Year 8
Maths	Numbers, numerals and axioms	FDP, and Algebra
Science	Safety, Separating mixtures & Living Things	The Periodic Table, Fluids, Breathing and Respiration
Computer Science	What is a Computer?	Components of a computer system
Geography	Local Fieldwork	Plate Tectonics
History	The Dark Ages and Early Medieval England	Sugar cane to sugar shame?
Culture and Society	What is Culture and Society?	Christianity and Judaism
English	Oliver Twist	Sherlock Holmes
Music	Composition	Composition Level 2
Drama	Performance and Tension	Melodrama and Pantomime
Art	Formal Elements, Colour Theory and Observational Drawing	Portraiture across Disciplines
French	Me, my family and friends	Home and Towns
Spanish	All about me	Me, my family and friends
PE	Football and Muscles	Games and the Skeletal System
Study Skills	E-safety and Programme set ups	

Supplementing each academic lesson, students are set prep (homework). Subject teachers will set students a series of academic words - what we call tier 2 and tier 3 vocabulary - to learn each week. This might be in conjunction with other tasks set by the subject teachers. Students have a Prep timetable, which outlines the subjects they should be studying on each day. In total, students are expected to spend at least 1hr (30 minutes per subject) on Prep each evening.

If a student is finding their learning difficult, we encourage them to speak with their subject teacher so that support can be provided. This can be done via:

- An email
- A note in student planner
- A 1:1 conversation with the subject teacher

For further information about Prep please visit our website and review our Knowledge Organisers.



Social media has its benefits for connecting with friends, sharing experiences and widening their understanding of broader issues beyond their local community. The challenge with connecting and sharing experiences via social media is that these shared experiences are often via images. Wanting to fit in and caring about their physical appearance is a perfectly normal part of adolescence. However, with the easy access of image changing software and filters, this physical appearance is often not the reality, further increasing the pressure for young people to gain or portray unreal perceptions.



What parents need to know about SOCIAL PRESSURES LINKED TO 'APPEARANCE'



ONLINE APPEARANCE AND MENTAL HEALTH

The opportunity to change physical appearance through social media apps is creating a high level of perfectionism for children to portray themselves faultless and compare themselves to images which are sometimes unreal. This can lead to anxiety, depression and poor self-image and an overall sense of never feeling good enough. Having poor self-image can affect the way that your child interacts with others and how we care for ourselves.

AIRBRUSHING

Refers to the retouching done to an image that changes the reality of the photo. It may include removing people, objects, altering body shapes or erasing blemishes like acne or scars. The digital technology to enable airbrushing is now widely and easily available for desktop computers and social media apps. It is sometimes known as 'Photoshop'.



FILTERS

Filters applied to manipulate a photograph are another way of creating a delusion of what is real. Software within social media apps reconfigure your face and skin to look more aesthetically pleasing. As innocent and fun as these filters may seem, they are sending a message that we are more attractive when our features are modified.



APPS WHICH CHANGE APPEARANCE

These relate to free downloadable apps or options within social media apps which create a fun and easy way to alter your appearance. They are designed to be fun and can become addictive because once an altered image is used, it is very difficult to revert back to an unaltered version of themselves.



MULTIPLE PHOTOS FOR THE PERFECT IMAGE

Taking multiple shots to capture the perfect image to put onto social media is another way of disguising reality. Creating an image which receives approval from peers through multiple comments and likes exacerbates the desire for a perfect picture and the approval for continuing to achieve the perfect image.



Safety Tips for Parents

QUESTIONS TO CONSIDER BEFORE TALKING TO YOUR CHILD

- Do most of their social media photos have a filter/image changing app on them?
- Do they often talk about wanting to gain comments and 'likes'?
- How often do they talk about their physical image in a negative way?
- Are they excessively anxious about their physical appearance, to the point it impacts on their every day life?

If you have answered yes to most of these questions, then it would be a good idea to have a discussion about their use of image altering app's.

DON'T GO COLD TURKEY

Talk with your child about taking one unfiltered image of themselves and sharing it with family first and then posting on social media. Perhaps ask other members of the family to send or post on social media unaltered pictures of themselves.



BE COMPLIMENTARY

Whilst improving body image starts with the child's image of themselves, complimenting them daily on their personality and qualities will provide external, positive encouragement about themselves, away from just their physical appearance.



DAILY APPRECIATION

When we have the sense that we are not good enough, we can feel like we are always falling short. You and your child together might want to create a gratitude journal, board with post-it's or wipe board where you write down things that you are grateful for or appreciate. This could range from the weather to a kind deed or to a piece of work that went well.

CHANGE THE STORY

We all have a narrative or a story we've created about ourselves that shapes our core self-image. Sometimes automatic negative thoughts like 'you're fat' or 'you're ugly' can be repeated in your mind so often that you start to believe they are true. These thoughts are learned, which means they can be unlearned. You can start with helping your child reframe the story into a more positive assertion or story. This will link to complementing and daily appreciation.



WHEN TO GET HELP

If your child becomes overly dependent, withdrawn or there is a change in behaviour over a prolonged period of time, they may need some professional support to help them. <https://www.bacp.co.uk/search/Therapists> <https://www.themix.org.uk/> is good organisation as a source of support if your child wants to reach out for support themselves



Meet our expert

Anna Bateman is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department of Education, advising them on their mental health green paper.

