

Welcome

10th October 2025

in the loop

Weekly Newsletter for Parents & Carers

This week, students at Bosworth Academy took part in an important assembly focused on mental health—a topic that resonates deeply within our school community. The session encouraged students to reflect on how they can care for their own wellbeing while also supporting those around them. Mental health is not just a personal issue; it's a collective responsibility. We want every student to know that they are not alone, and that help, empathy, and understanding are always within reach.



The assembly highlighted practical strategies for managing stress, recognising signs of emotional struggle, and seeking support when needed. It also reinforced the importance of kindness, listening, and checking in with friends. We hope students took away from this assembly that emotional resilience and open conversations about mental health are key to building a safe, inclusive, and thriving environment for all.

Next Friday, staff and students are encouraged to **wear a red item** to support the "Show Racism the Red Card" campaign. This is a chance for our school community to show that we stand against racism and believe in fairness and respect for everyone. Wearing red helps raise awareness and starts conversations about how we can all contribute to a more inclusive environment. The campaign also sparks meaningful conversations in classrooms about equality, justice, and the importance of standing up for what's right. At Bosworth, we're committed to making sure everyone feels safe, valued, and treated equally.

We're excited to invite our Year 11 students and members of the local community to Bosworth Academy's Sixth Form Open Evening on Thursday 30th October. This is a fantastic opportunity to explore our Sixth Form, meet subject teachers, and discover the wide range of courses and enrichment activities available. We are proud to be in the top 25% nationally for A Level results, reflecting our

commitment to high achievement and student success. Whether you're planning your next steps or simply curious about what we offer, we'd love to welcome you and show you how we support every learner to aim high and achieve their goals.

Next week marks the final stretch of our first half term before we head into a week's break. It's been a busy few weeks, with students across all year groups showing real dedication and effort. We will be sharing with students that it's important to stay focused, finish strong, and take pride in what's been achieved so far. A chance to rest and recharge is just around the corner — so let's make this week count.

Miss Baxter,
Co-Head of School



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Mentoring for Achieving

The peer mentoring project has started again this year and it has been running for the last five weeks.



But what is peer mentoring exactly? “Mentoring is a structured and trusting relationship between a young person and a caring individual who offers guidance, support and encouragement.”

In this project, it is 10 Year 13 students who mentor 20 Year 11 students twice a week, for ½ hour during tutor time.

The sessions take place in the Sixth Form foyer - The Oaks - around a hot chocolate. There is a fantastic and studious atmosphere as our Year 11 students enjoy working with their mentor and value the one to one support. It is an opportunity for them to learn and revise key topics and gain practice on exam questions. It is also a chance to learn from the experience of an older student who has been in the same situation not so long ago. Trust is everything and the peer mentors use this to connect their students to learning.

This project has made a real difference for the year 11 last year. Students improved academically, they achieved better grades, and most of all they improved their attitude towards learning. Teachers noticed better participation in lessons and homework got more consistent.

Based on this success, the project has recruited 12 more Year 12 students this year, who have just started mentoring this week. This brings the total to 25 Year 11 students receiving additional support to help them succeed at GCSE and significantly improve their future prospects.

Mr Mainard, Senior Leader Practitioner and Head of MFL Faculty

Movember Assembly

This week I have been delivering assemblies to all year groups (Year 13 next week) to launch the 2025 Movember campaign. As a school we have proudly supported Movember and its campaign to raise money and awareness of men's mental health, suicide awareness, prostate cancer and testicular cancer. Since 2019 we have raised over £20,000 and we want to build on this amount this year.



The assembly, whilst covering upsetting content to both staff and students, we firmly believe that it is an important message to share and we do so

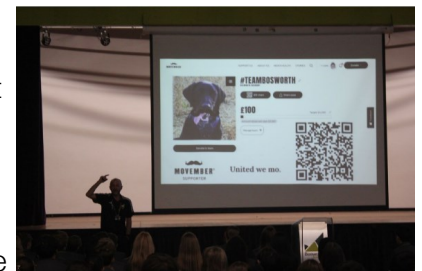
with care and compassion and I would like to signpost you to where you can go for support with the themes of the campaign. Parents, please speak to your child about the content of the assembly to get the conversation moving and open up about its themes.

- [Here](#) is a link to the Movember support page which signposts to various ways you can seek support.
- [Here](#) is the link to the Team Bosworth page where we are asking staff, students, parents and the wider community to sign up and get involved in the 2025 campaign.

We hope to welcome you as part of the team, be that as an active member raising money yourself, making a donation or just sharing the campaign amongst your family and friends.

United we Mo!

Mr Grest, Key Stage 3 Lead



Sixth Form Open Evening

Prepare for the future by exploring the Post 16 options available at Bosworth Academy by visiting us on **Thursday 30 October 2025**. See how we inspire our students by helping them believe they can make a difference to the world in which they live.



We are located in Desford, Leicestershire, conveniently situated between Leicester city centre and the town of Hinckley in the west of the county.

Our students continue to outperform with A Level exam results being consistently above national and regional averages with A*-E grades at 100% however we believe that developing character and values is as important as exam results.

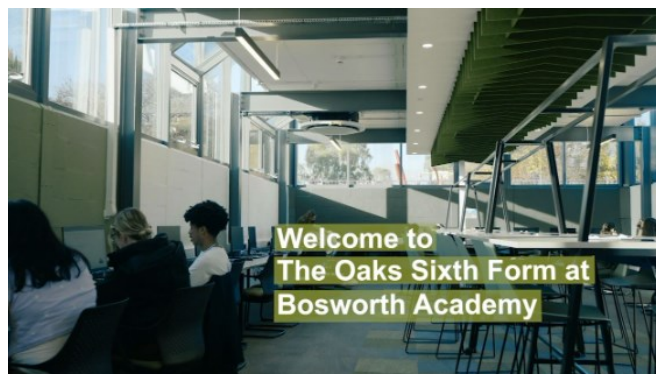


Post 16 students are able to think critically in a newly designed dedicated study area and they develop their learning in a full range of facilities including the world-class full sized football 3G pitch, design workshops and IT suites to name just a few.

During the open evening we will be showcasing each department with curriculum specialists bringing subjects to life whilst current Post 16 students will give valuable insights with

testimonials.

The open evening is available to anyone who is considering their options for Post 16 study including those not currently in Year 11.



The **evening** will run from 4:30 PM to 7:00 pm. Feel free to tour the school during this time. We recommend spending at least one hour at the school to get the most out of your visit.



We will be running two identical presentations during the open evening at **5PM and 6PM** where we will share our vision and your path to success. You can book your presentation time slot on our [Ticket Source page](#) or by scanning the QR code below.

You can preview the great choices we have on offer by exploring our [website](#). We look forward to welcoming you!



Cyber Crime Team

Detectives Alex Paterson and Aaron Horn from Leicestershire Police Cyber Crime Team came in to talk to our A level and GCSE Computer Science students. They covered the five key crimes of hacking, phishing, online fraud, identity theft, and ransomware attacks. They also talked about the Cyber Security Council career frameworks which feed into the rapidly expanding sector, including digital forensics, incident response and ethical hacking jobs. The ideal traits and qualifications were discussed. They highlighted that a good candidate with a fundamental understanding of hardware and networks, and a strong skill set, could pursue different routes into the field, either via a degree, degree apprenticeship or cyber security degrees.



Detectives Paterson and Horn also stressed the value of gaining extra-curricular experience in this field through legal and safe environments to show understanding and commitment to the subject. For example, gaining awareness of Windows, Clouds and Linux.

While online extra-curricular [courses](#) can be expensive, Detective Paterson encouraged students to look into competitions run by companies such as [HackTheBox](#), [SANS](#), [Cisco](#), and [TryHackMe](#) who are all looking for young talent who apply excellent skills. These competitions provide safe and legal forums and can lead to discounts for courses, offers of apprenticeships and great experience for anyone's CV. In addition, the annual hacking competition open to 16-25 year olds is used by GCHQ and MI6 for talent spotting. Students were strongly warned against taking part in such activity in unfiltered environments.

The Detectives ended their talk with a case study they had recently worked on which highlighted the complexities of cybercrime and the processes of action fraud, digital forensics and capturing of evidence involved in rooting out the perpetrator and bringing them to justice.

If anyone is interested in completing a [CyberEPQ](#), please contact me.

**Dr Chloe Stephenson, Head of Year 12,
Associate SLT**

Club Rewards

Our break and lunch time clubs continue to grow with students each earning 5 rewards points for every club they attend between now and half term. This initiative is part of our ongoing effort to encourage participation, celebrate commitment, and make extracurricular activities even more rewarding.

This was seen this week when students in the Warhammer Club started painting their models ready for action. Whether your child is already active in clubs or thinking about trying something new, this is a fantastic opportunity to explore interests, build friendships, and earn points towards school rewards.



Dates: Monday
6th October to
Friday 17th October

Points Earned: 5 per club attended

Why It Matters: More engagement, more rewards, more fun!

The current clubs' timetable can be found [here](#). Thank you for your continued support in helping students make the most of their school experience.

Mrs Coulson, Lead Practitioner



Show Racism the Red Card

Next Friday 17th October, we're proud to support Show Racism the Red Card, the UK's leading anti-racism educational charity. By wearing an item of red, students and staff across our trust schools will unite in a powerful visual



statement against racism. This national campaign uses the influence of football and education to challenge prejudice and promote respect. Whether it's a red jumper, scarf, or badge, your choice to wear red shows that our school stands for fairness, empathy, and change. Let's turn our classrooms red and raise awareness together. One colour, one message: racism has no place here!

Mr Khalid, Diversity Lead

Tennis Training in Spain

Well done to Year 8 student Insher V who went to Barcelona last week with his tennis club, Ashby Lawn Tennis Club, for a tennis training camp with 10 other players to develop their skill and ability to play on real clay courts which is extremely rare in the UK.

They were trained by the Spanish coaches and got to train with local players.

They had intense training with a combination of tennis and off court strength and conditioning work.

Insher had a great time in Barcelona and also enjoyed the visit to the Basilica in Barcelona, Sagrada Familia. We look forward to following Insher's progress following the training camp.

Mr Grest, Assistant Headteacher



Core Four Revision

Students at Bosworth Academy are developing 'The Core Four' - strategies designed to improve study skills for effective revision.



Some study strategies are more effective than others. Click this [link](#) for a webinar, aimed at parents and carers, that discusses these study approaches in detail, and outlines ineffective strategies that students should avoid. There is lots of useful practical advice, based on the latest evidence from research, that parents/carers can use to support learning outside of the classroom. The strategies discussed are ideal for all students in Year 7-13, **particularly those in Year 11-13 who have upcoming exams.**

I recommend that you watch the webinar with your child, discuss their work in school and how they can implement the strategies at home in preparation for end of topic tests and exams. Further details on The Core Four can be found [here](#).

Mrs Smoczynski, Assistant Headteacher

Attendance Challenge

We are excited to announce our Attendance Challenge for this half term!

Every student who attends school every day from Monday 6th October right up to, and including, the last day of half term October 17th will be entered into a special prize draw to win a range of fantastic prizes.

As we approach the end of half term, we know how important it is to keep learning going right up until the very last day. Every lesson counts, and full attendance means no missed opportunities. We are hoping for a brilliant final push with all students in school on the last day of term, so that no learning is lost and everyone finishes the half term strong. Thank you for your continued support in helping us make every day at school count. Let's aim for full attendance and give every child the best chance to succeed and maybe even win a prize!

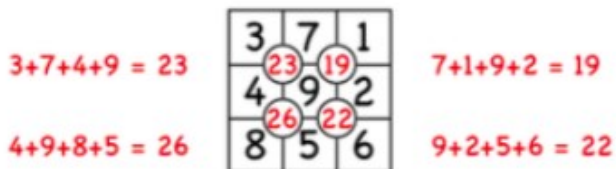
Mrs Whitaker, Designated Safeguarding Lead



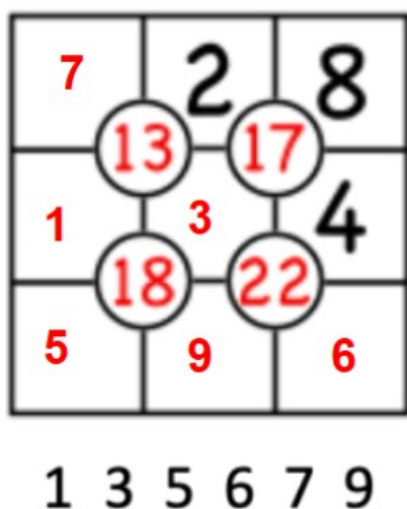
Maths Puzzle of the Week

Last week's puzzle: Fill in the Sujiko Puzzle

In a Sujiko puzzle we use each of the numbers from 1 to 9 once in the nine squares. The number in each circle must be the sum of the four squares that surround it.



Fill in the Sujiko puzzle

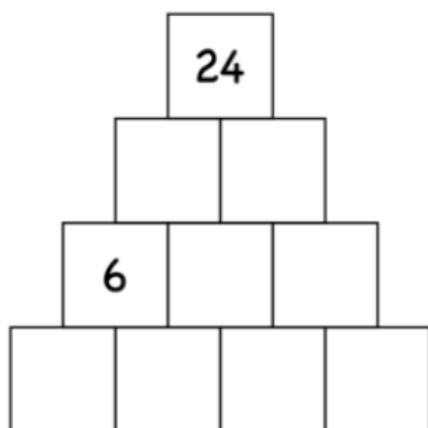


This week's puzzle: Complete Sum Pyramid

These pyramids are called Sum pyramids. The number above each pair of connected numbers is their sum.



Place some of the numbers from 1 to 24, not repeating any number to complete this Sum Pyramid. Can you find more than one solution?



Free School Meals Support

Students who receive Free School Meals can be supported in a number of ways, which may include a contribution towards the cost of uniforms, equipment and trips.

If you believe that your children may qualify for this support based on your income, you can apply by following these links:

- [Leicester \(City\)](#)
- [Leicestershire \(County\)](#)

Pupil Premium: We now have a dedicated Pupil Premium email address that you can contact for any queries. If you wish to get in touch please email:

pupilpremium@bosworthacademy.org.uk

Pantry: We also have a supply of food in our pantry. Please email pantry@bosworthacademy.org.uk if you would like further details.

If you have further queries about Free School Meals and the support we offer, please contact the school.



Bosworth Academy School Pantry

We have a great resource at Bosworth Academy to support families in our community. If you ever find your family struggling to get basic cupboard and hygiene products you can access them through our school pantry.

If you would like to arrange a time to collect some items, please do not hesitate to email the link at the bottom of the page.

Items that you may find in the school pantry:

Pasta	Tinned fruit and vegetables	Shampoo & Conditioner
Rice	Soup	Shower gel
Jarred sauces	Sugar, tea and coffee	Sweet treats
Cereals	Tooth brushes	Sanitary products
Crisps	Toothpaste	

pantry@bosworthacademy.org.uk

SEND Information Report

We are happy to share details about our SEND provision in Bosworth Academy's [SEND Information Report](#).

If you have any queries about the report please feel free to contact the SEND department.
Mrs Jones,
SENDCo



10 Top Tips for Parents and Educators DEALING WITH TRAUMATIC & CHALLENGING EVENTS

Children and young people may face a wide range of traumatic or challenging events – from bereavement and illness to bullying, family breakdowns, or witnessing violence. These experiences can affect their mental health, behaviour, relationships, and academic progress. With the right support from trusted adults, children can begin to feel safe, rebuild resilience, and develop healthy coping strategies. This guide offers practical and empathetic ways to provide support and promote positive outcomes.

1 A PREDICTABLE ENVIRONMENT

Children who have experienced trauma often feel unsafe or uncertain. Creating routines, setting clear expectations, and maintaining consistency can help restore a sense of security. This structure offers reassurance and helps children feel more in control of their surroundings.

2 USE LANGUAGE THAT MATCHES THEIR AGE

Speak clearly and sensitively, choosing words that are appropriate for the child's age. Avoid overwhelming them with too much information at once. Offer gentle, honest explanations and focus on reassurance, especially when talking about difficult or sensitive subjects.

3 TRAUMA AND THE BODY

Mention briefly that trauma can show up in physical ways, such as changes in sleep, appetite, concentration, or as physical aches and pains. Consider this before labelling behaviour as 'difficult' or 'lazy'. Some children may become withdrawn, while others may be more outwardly challenging. Highlight that there's no 'one way' children respond.

4 AVOID RETELLING OR RELIVING TRAUMA

Children sometimes get asked to explain or repeat their experience multiple times. Striking a balance of when to listen and when to gently redirect can help to avoid unnecessary re-traumatisation. Acknowledge, but don't probe for detail unless safeguarding procedures require it.

5 AVOID DISMISSING OR MINIMISING FEELINGS

Seemingly well-meaning comments like "It's not that bad" or "You're okay" may shut down children's emotional expression and are often not helpful. Instead, acknowledge what they're feeling, even if it seems small. Validating a child's emotions helps them feel seen and encourages open communication in future.

6 UNDERSTAND HOW THEY'RE FEELING

Many children don't have the words to express their emotions, especially during distress. Supporting them to name what they're feeling – such as angry, scared or sad – builds emotional literacy. Tools like emotion charts, drawing, or storytelling can help externalise feelings in a safe, manageable way.

7 BE AWARE OF YOUR OWN RESPONSES

Children pick up on adult emotions and reactions, often mirroring them. Staying calm, even in challenging situations, helps children feel more secure. Practising your own self-regulation is an important way to model healthy stress management and encourages children to do the same.

8 SEEK PROFESSIONAL SUPPORT

While many children benefit from everyday emotional support, some will need more specialised help. If symptoms persist, worsen, or disrupt their daily life, consult with school safeguarding leads, a GP, or a mental health professional. Early intervention can prevent long-term difficulties and support healthy recovery.

9 MAINTAIN CONNECTION

Isolation can worsen the impact of trauma. Encourage involvement in group activities, praise their efforts, and ensure they feel like a valued part of the school or family community. Meaningful connection with trusted adults and peers builds resilience and a sense of belonging.

10 BE PATIENT – HEALING TAKES TIME

There's no quick fix for emotional recovery. Children may have good days and setbacks, and progress may not always be visible or linear. Your ongoing support, patience, and presence can help them move forward at their own pace, knowing they are not alone.

Meet Our Expert

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



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When young people go through something traumatic – such as bereavement, bullying or a family crisis – it can take time to make sense of what they're feeling. That's where adult guidance can make all the difference. This week's Wake up Wednesday guide offers helpful tips for parents supporting children and young through difficult experiences. From fostering a sense of safety to recognising when specialist help might be needed, the guide is full of practical ideas for creating a compassionate, stable environment that supports recovery. It's a reassuring read for anyone who wants to be there for a young person going through tough times.

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The Compass

Library News

It has been a busy week in our school library! We took part in the Leicester Readathon during the last week. The aim was to encourage reading for pleasure and to create a buzz around reading. The goal was to reach 1 million minutes of reading across Leicester & Leicestershire, with numerous schools taking part. Schools have until the end of this week to submit their reading minutes totals. Our reading, during breaks only, in our school library amounted to 2960 minutes. Well done to all those students who took part!



Bookmark competition

Our students were also having a go at designing their own bookmarks. Here are some of the lovely designs:



The winning bookmark was created by Avanti B. in Year 7:



It's 'banned books week' this week, 5 - 11 October.



This is an annual event organised by the American Library Association, which celebrates the freedom to read in school libraries and is a challenge to those who wish to restrict access to certain books.



Books transform, they open up new perspectives, help us understand lives different from our own and spark ideas we might never have imagined. The freedom to read - to explore, question and connect through stories - is a vital part of any free and open society.

But that freedom is under threat.

Let's celebrate the books that have been challenged, removed or silenced, and to stand with the people who write, sell and share them.

<https://www.indexoncensorship.org/2025/07/banned-books-week-uk-2025/>

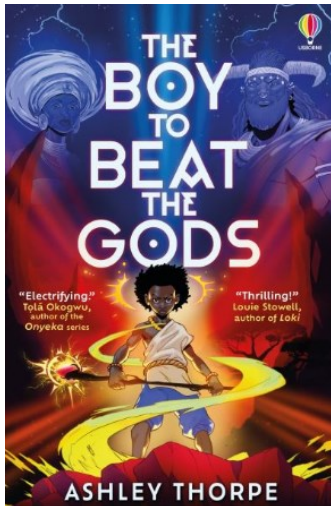




The Compass

Book Recommendations

Key Stage Three



Kayode dreams of eating the forbidden fruit of the Orishas, so he can gain the power of the gods and stop them terrorising his people.

So when a fruit mysteriously appears in his path after the Orishas snatch his sister, he leaps on it.

Surging with new and difficult-to-control powers, he joins forces with a shapeshifting trickster god and a

vengeful princess to save his sister and put an end to the mighty Orishas. But each has more fearful powers than the last - and Kayode's stolen half-god strength won't last for ever...



Key Stage Four

Sade Hussein is the new girl at the prestigious Alfred Nobel Academy. She has no idea what to expect of her mysterious new boarding school - an institution steeped in tradition and secrets. But she certainly didn't imagine her roommate, Elizabeth, to go missing on her first night. Or for people to think Sade had something to do with it. Suddenly everyone is

talking about Sade, including the Unholy Trinity: the three most popular girls at school. Swept up in their circle, Sade can't shake the sense that there's more to Elizabeth's disappearance - especially as the teachers don't seem to care.

And then a student is found dead.

It's clear there's more to Alfred Nobel Academy and its students than Sade could have imagined -

and she must race to uncover the truth. But secrets lurk around every corner and beneath every surface...secrets that rival even her own.

Dates For Your Diaries

DATES	EVENT
Saturday 11 — Tuesday 14 October	Valencia trip. Y10 & 11
Wednesday 15 October	2:22 Ghost Story Drama trip
Monday 20 — Friday 24 October	Autumn Half Term. School Closed
Thursday 30 October	Sixth Form Open Evening. 4.30-7pm
Thursday 13 November	2PM Finish for Teacher Training
Sunday 16 — Wednesday 19	Disneyland Paris Business trip. Y9 & Post 16
Friday 28 November	Disaggregated Day. School Closed
Friday 19 December	Last day of Autumn 2025 term
Tuesday 6 January 2026	First day of Spring 2026 term

Full term dates can be found below.

[Term Dates 2025-26](#)

[Term Dates 2026-27](#)



Lunch Menu

We will now be having the lunch menu on a two-week rotation.

Please see below for next week's Week Two menu or click the links for [Week One](#) and [Week Two](#) menus.

Ms Ford, Head Cook

WHAT'S FOR LUNCH THIS WEEK?				
Monday	Tuesday	Wednesday	Thursday	Friday
Beef Burger in a bun Seasoned Potato Wedges Peas Coleslaw	Beef Lasagne New Potatoes Broccoli & Cauliflower Garlic Bread Leafy Salad	Sausage & Yorkshire Pudding Mashed Potato Mixed Vegetables Gravy	Tikka Flat bread with Vegetable Rice Sweetcorn Fresh Salad	Southern Fried Chicken Breast Herby Diced Potatoes Baked Beans Coleslaw
Chicken Burger in a bun Seasoned Potato Wedges Peas Coleslaw	Hunters Chicken New Potatoes Broccoli & Cauliflower Garlic Bread Leafy Salad	Roast Chicken Fillet & Yorkshire Pudding Mashed Potato Mixed Vegetables Gravy	Beef Chilli Taco with Vegetable Rice Sweetcorn Fresh Salad	Battered Fish Herby Diced Potatoes Baked Beans Coleslaw
Vegan Burger in a bun Seasoned Potato Wedges Peas Coleslaw	Vegetable Lasagne New Potatoes Broccoli & Cauliflower Garlic Bread Leafy Salad	Vegan Sausage & Yorkshire Pudding Mashed Potato Mixed Vegetables Gravy	Vegan Chilli Taco with Vegetable Rice Sweetcorn Fresh Salad	Vegan Fish Fingers Herby Diced Potatoes Baked Beans Coleslaw
Chocolate Brownie	Lemon Muffin	Chocolate Muffin	Lemon Drizzle	Sweet Belgium Waffle



Filled Baguettes, Sandwiches, Wraps available Daily
Bosworth Academy WEEK 2

If you would like information on which foods contain allergens please ask a member of the catering team who will be happy to help

Read All About It!

Want to look up an old article?

Our most recent In the Loop newsletters are available [here](#) for you to access.

Important Contact Details

If you have any concerns about your child that can not be sorted with their form tutor or class teacher then please contact their pastoral team.

KS3 Leader Assistant Head Teacher:

Liam Grest liamg36@bosworthacademy.org.uk

Head of Year 7:

Kirsty Hayton khayton@bosworthacademy.org.uk

Assistant Head of Year 7:

Steve Hewitt shewitt@bosworthacademy.org.uk

Head of Year 8:

David Mowbray dmowbray@bosworthacademy.org.uk

Assistant Head of Year 8:

Caroline Tallis ctallis@bosworthacademy.org.uk

Deputy Head KS4 Leader: Tom Worn

tworn@bosworthacademy.org.uk

Head of Year 9:

Georgia Devlin gdevlin@bosworthacademy.org.uk

Assistant Head of Year 9:

Ellen Wright ewright@bosworthacademy.org.uk

Head of Year 10:

Lisa Milner lmilner@bosworthacademy.org.uk

Assistant Head of Year 10: Wendy

Sessions wsessions@bosworthacademy.org.uk

Head of Year 11:

Jenny Jacobs jennyj1@bosworthacademy.org.uk

Assistant Head of Year 11:

Laura McQuaid lmcquaid@bosworthacademy.org.uk

KS5 Leader Assistant Head Teacher:

Louise Holdback louiseh27@bosworthacademy.org.uk

Head of Year 12:

Chloe

Stephenson chloes3@bosworthacademy.org.uk

Head of Year 13:

Alison Woolley awoolley1@bosworthacademy.org.uk

Pastoral Leader: Kay Coxon

kcoxon@bosworthacademy.org.uk

Designated Safeguarding Lead: Nikki Whitaker

nwhitaker@bosworthacademy.org.uk

Report a safeguarding concern:

DSL@bosworthacademy.org.uk

Student Support:

studentjusttalk@bosworthacademy.org.uk

Anti-Bullying Form: Report [here](#)

Attendance Support:

attendance@bosworthacademy.org.uk

IT Support: ictsupport@bosworthacademy.org.uk

