

Links Journal

Summer Term 2026

As we come to the end of another academic year, I would like to thank all our staff and children for their perseverance throughout the recent hot weather. Despite the challenging conditions, everyone has continued to attend school with resilience and determination.

It has been another busy and successful term. Our Year 11 children have completed their GCSE examinations, and we would like to wish them every success when they receive their results in August. Throughout the term, children have also benefited from a wide range of enrichment opportunities, as well as valuable careers advice and guidance to help prepare them for the future.

As we reach the end of the academic year, I would also like to take this opportunity to thank all of our staff for their hard work, commitment, and dedication to our school and children.

This year, we say farewell to several valued colleagues. Mrs Butterworth is retiring after 19 years of dedicated service. Mrs Abraham is leaving us after 10 years to take up a Food Technology teaching position in a mainstream school. Mrs Moir also leaves us after 10 years of committed service, and Mrs Spelman will be moving on after two years with the school. We thank each of them for the significant contribution they have made to our school community and wish them every happiness and success in their future endeavours.

Finally, I would like to thank our parents and carers for their continued support throughout the year. Your partnership with the school is greatly appreciated and plays an important role in the success of our children.

I hope everyone has a restful, safe, and enjoyable summer break, and I look forward to welcoming children and staff back for the new academic year in September.

Mrs Brown, Head of School



Year 11 GCSE Results Day

Thursday 20 August 2026

School will be open for Year 11 Leavers to collect their exam results from **10 am to 12 noon**. If you are unable to collect your results on this day please email : admin@linksacademy.herts.sch.uk

Links Academy welcomes comments from parents/carers and families about any aspect of school life.

Please contact us via our email admin@linksacademy.herts.sch.uk
www.linksacademytrust.herts.sch.uk to view Ofsted reports, key dates, journals and school information



School Calendar

Summer Term Ends

**Friday 17 July 2026
@ 12.30 pm**

Summer Break

**Monday 20 July —
Tuesday 1 September 2026**

Autumn Term

INSET DAYS

**Wednesday 2 September &
Thursday 3 September 2026
No Children in school**

Student Parent Review Day

**Friday 4 September 2026
Form Tutors will arrange
a convenient time to meet
with parents & children**

Autumn Term Starts

Monday 7 September 2026

Half Term

**Monday 26 October —
Friday 30 October 2026**

Occasional Day

**Monday 30 November 2026
No Children in school**

Autumn Term Ends

**Friday 18 December 2026 @
12.30 pm**

Maths: Shape and Space

This term in Maths, we have explored a wide range of topics linked to shape and space, developing our understanding through practical investigations, teamwork and problem-solving activities. We began by learning about **2D shapes**, identifying and describing their properties by counting sides and vertices. Through activities such as creating shapes with our bodies and taking part in a shape hunt, we became more confident at recognising common shapes and finding examples of them in everyday life.

Next, we explored **3D shapes**, learning to identify and describe their faces, edges and vertices using correct mathematical vocabulary. We investigated where these shapes can be found in the real world and used them creatively to design and build our own "Shape City" models.

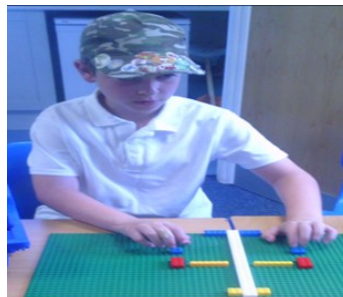
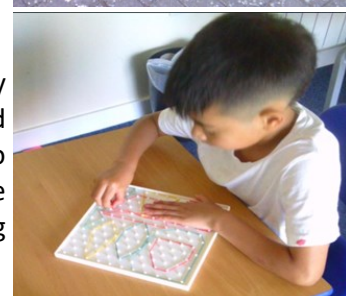
We then focused on **right angles and turns**, learning how to recognise right angles and describe movements using quarter turns, half turns and full turns. Practical activities helped us understand direction and movement while developing our mathematical language. Our learning continued with **lines of symmetry**, where we investigated symmetrical shapes using mirrors, folding activities, pattern blocks and creative artwork. These practical tasks helped us understand how shapes can be divided into matching halves.

We also learned to identify and compare **acute, obtuse and reflex angles**. By searching for angles around the classroom and creating our own giant angles, we developed confidence in recognising and describing different angle sizes using appropriate vocabulary. As our understanding grew, we investigated **polygons**, learning that they are closed shapes with straight sides. We created and classified triangles, quadrilaterals, pentagons and hexagons, before using these shapes to produce our own polygon artwork. We then explored different types of **lines**, beginning with horizontal and vertical lines. Through practical construction activities, we learned how these lines are used in everyday environments and practised describing their direction accurately.

Finally, we investigated **parallel and perpendicular lines**, learning that parallel lines stay the same distance apart while perpendicular lines meet at right angles. We used practical resources to create line patterns and identify examples in our surroundings. To complete the unit, we applied everything we had learned to solve practical shape problems. We sorted shapes according to their properties, built structures using geometric shapes and used mathematical vocabulary to explain our thinking.

Overall, this term has strengthened our understanding of geometry and developed our confidence in using mathematical language. Through practical investigations, collaborative activities and problem-solving challenges, we have learned how shapes, angles and lines are used in the world around us.

Mr Taylor & Mrs Barnes, Teachers of PSB



English

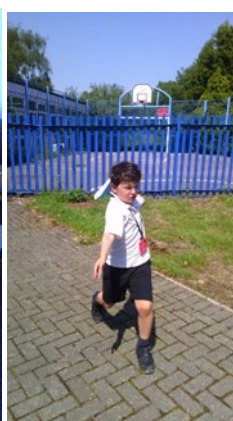
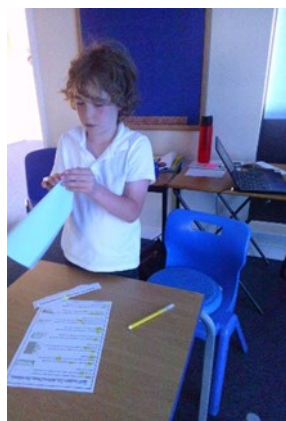
This half term, we have enjoyed studying two engaging texts, both of which were new to the children. Exploring unfamiliar stories encouraged lots of discussion, prediction and creativity while developing a range of reading and writing skills.

Our first text was *The Finger Eater* by Dick King-Smith, a humorous story about a grumpy troll who enjoys eating people's fingers! Before reading the story, the children made predictions about what they thought might happen and how the tale would unfold. As we progressed through the book, we explored the characters, setting and plot in detail. The children imagined they had been on holiday in the hills and had come face-to-face with the troll. They wrote postcards home to friends and family, describing the exciting and slightly terrifying encounter using expanded vocabulary and detailed descriptions. Towards the end of the unit, the children identified the key events of the story before planning and writing an additional chapter. They enjoyed changing the ending, introducing new characters and creating their own imaginative twists to the original tale.

Our second text was *After the Fall* by Dan Santat, which explores what happens to Humpty Dumpty after his famous fall. The story follows Humpty as he develops a fear of heights and gradually learns to overcome it through determination and resilience. Throughout this unit, the children continued to develop their prediction skills while also exploring inference, using both the written text and the illustrations to explain characters' thoughts, feelings and emotions.

Inspired by the part of the story where Humpty perseveres in learning to make paper aeroplanes so that he can once again experience being up high with the birds, the children followed a set of written instructions to make their own paper aeroplanes. We discussed the key features of instructional writing, including the use of imperative verbs, clear sequencing and precise language. Working together, the children then followed a video tutorial to make a different style of paper aeroplane before writing their own set of instructions using the features they had learnt.

To conclude the unit, the children reflected on the theme of overcoming fears. They thought about a time when they had been worried or frightened and wrote a personal recount describing how they felt, what happened and the strategies they used to overcome their fear. This provided an excellent opportunity for the children to develop their emotional literacy alongside their writing skills.



Mr Taylor & Mrs Barnes, Teachers of PSB

Topic

This term, our Geography topic has focused on learning about the United Kingdom and our local area of St Albans. Throughout the unit, the children have developed their understanding of the four countries that make up the United Kingdom, their key features, landmarks, traditions and national symbols.



We began by exploring why our country is called the United Kingdom, discovering that it is made up of four separate countries—England, Scotland, Wales and Northern Ireland—that are united to form one sovereign nation. The children enjoyed locating each country on a map and discussing their similarities and differences.

Our learning started with England, where we discovered that it is the largest of the four countries and that its capital city is London. We learnt that England's national flower is the rose and its national animal is the lion, making links to the three lions featured on the England football team's badge. We also explored some of England's famous landmarks and discussed why London is such an important city.

Next, we travelled north to Scotland. The children learnt that Scotland is the second largest country in the United Kingdom and identified its capital city as Edinburgh. We explored the Scottish flag, known as St Andrew's Cross, and investigated how it forms part of the Union Jack. We also discussed Scotland's cooler climate, discovered some of its famous landscapes and learnt about the legendary Loch Ness Monster, which sparked lots of curiosity and imaginative discussion.

Our learning then took us to Wales, where we discovered that it is the third largest country in the United Kingdom. The children were fascinated to learn that Wales has its own language, Welsh, which is still widely spoken today. We explored the Welsh flag, noticing that although the famous red dragon does not appear directly on the Union Jack, the colours of the Union Jack still represent the union of the nations. We also enjoyed learning the traditional legend of the Red Dragon, discovering how it became the national symbol of Wales.

Finally, we learnt about Northern Ireland, the smallest of the four countries. We discovered that it is separated from Great Britain by the Irish Sea and learnt about its capital city, Belfast. The children explored Northern Ireland's national flower, the shamrock, and its national animal, the Irish hare. We finished the topic by learning about the spectacular Giant's Causeway and the legend of the giant Finn McCool, comparing the mythical story with the scientific explanation of how the unique rock formations were created.

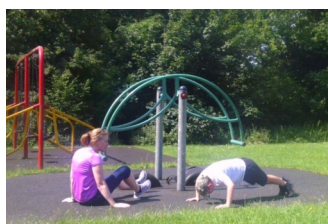
Alongside our work on the United Kingdom, we also explored our local area of St Albans, using maps to identify familiar landmarks and discussing what makes our local community special. The children enjoyed developing their geographical knowledge while making links between the places they know and the wider United Kingdom.

Mr Taylor & Mrs Barnes, Teachers of PSB

Woodland Walk



During the period of extremely hot weather at the end of June, Cedars were fortunate to have a planned local area walk to the park. It provided the perfect opportunity to spend the morning exploring the nearby woodland, making the most of the cooler, shaded environment.



Before setting off, we looked at a map of the local area and discussed the different routes we could take. The children considered both the most direct route and the coolest route, deciding that walking through the woods would be the best option. Using their map-reading skills and the road safety knowledge they had previously developed through Mini Police, the children confidently helped to guide the group safely to the park.



After enjoying a snack and some time playing in the park, we ventured into the woodland for a scavenger hunt. Along the way, the children discovered fallen trees that were perfect for climbing and several rope swings, which added to the excitement of the adventure. We finished our morning by finding a shady spot to enjoy our picnics together before making our way back to Cedars, where everyone enjoyed a refreshing ice pop before heading home.

Cedars PSB & Inclusion Picnic

The children enjoyed spending time with the older pupils during a shared cooking activity, where they worked together to prepare a chicken dish. The older students were fantastic role models, demonstrating different cooking techniques, encouraging teamwork, and supporting the younger children as they learned new skills.

As the weather was so lovely and the children were enjoying spending time together, we decided to have our Friday muffins outside all together. Miss Crawford created a buffet style station, allowing the children to choose their own fillings. This fun and interactive approach



to snack time encouraged independence, and the children thoroughly enjoyed serving themselves and creating their own personalised muffins. The primary and secondary children sat together to enjoy their snack and continued sharing interesting facts, stories, and conversations with one another, making the most of their time together.



It was a wonderful opportunity for everyone to chat, build friendships across the school, and enjoy each other's company in a relaxed and welcoming environment. The children thoroughly enjoyed the experience, making the most of the sunshine and the chance to spend quality time with their older peers.

Miss Carroll, PSB Teaching Assistant

Canal Boat Trip

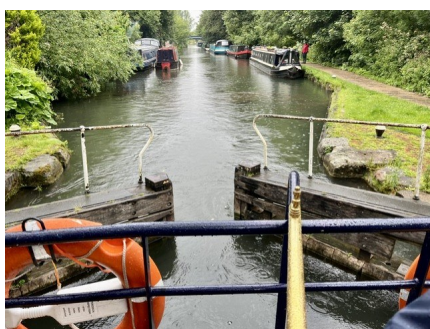
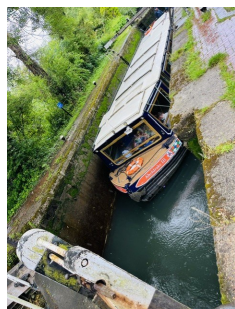
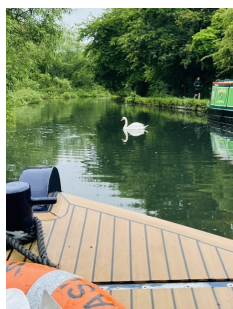


On Thursday, 11 June, Cedars and a group of KS3 pupils were lucky enough to be invited on a canal boat trip along a section of the Grand Union Canal. We boarded the boat in Apsley before setting off on our journey towards Hunton Bridge, enjoying the beautiful scenery and spotting plenty of wildlife along the way.

The children (and teachers!) had a fantastic day and thoroughly enjoyed this unique experience. The company promised us a mixture of fun, adventure and tranquillity, and they certainly delivered! Throughout the trip, the children had the opportunity to take turns steering the boat and helping to operate the canal locks. The friendly volunteer skipper and crew explained how everything worked, encouraged the children to get involved, and ensured that everyone stayed safe while taking part.

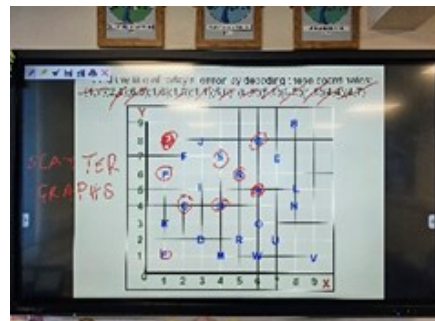
As we travelled along the canal, the children enjoyed watching the narrowboats pass by, observing life on the waterways and learning more about how the canal system operates. It was a wonderful opportunity to develop their confidence, teamwork and communication skills while experiencing something many of them had never done before.

Although the weather was far from ideal and we experienced some very heavy rain, it certainly didn't dampen our spirits. The children embraced the adventure with smiles on their faces, and the wet weather became just another memorable part of a brilliant day. We returned to school with lots of stories to tell and many happy memories from a truly enjoyable trip.



It has been a busy and exciting term for the children and teachers in Inclusion.

In English this term at Woollam, we have been focused on welcoming our Key Stage 3 children and helping them acclimatise to Links, while the Key Stage 4 children have been supported through their Functional Skills English qualifications and studying for GCSE's. The Year 11's have been focusing on critical thinking skills and sustained longer form writing, whilst the Year 10's have been working towards their Functional Skills qualifications, completing the necessary reading, writing, and speaking and listening elements one by one. Our Key Stage 3 children have been studying non-fiction and have recently begun immersing themselves in the film version of Roald Dahl's *The Witches* as a stimulus for writing. We continue to also adapt our learning context to suit the interests of our children as much as possible, further helping to engage them in the right learning behaviours.



We've had an adventurous journey this term in maths. The children here at Woollam have explored a diverse range of topics, including probability, ratio and statistics. It was great to see a fantastic turnout in attendance of our current year 11's in their GCSE Mathematics exams. You should all be proud of the effort you put in and excited for the next chapter in your journey. Now with another school year coming to an end, we have been working with great determination to end the year with achievement by securing the Entry Level Maths Certificate for our KS3 children and Functional Skills Level 1 & 2 Qualifications in Maths. This is something that hopefully motivates the children to achieve further on their return in September, which we look forward to supporting them with.



It has been great to see the children broadening their skills in more subjects, with staff from Hixberry kindly giving their time to facilitate art, food technology and science. Sending huge thanks to Mrs Abraham, Mrs Trotman, Mr Bailey and Ms Daly for your support in this; the children have thoroughly enjoyed these sessions. We have also enjoyed watching the children build new relationships with their peers and challenging one another to a constructive battle of the minds through chess and draughts during social times.

We wish all our children and families a safe and wonderful summer holiday and look forward to continuing our work to support the children in the new school year!

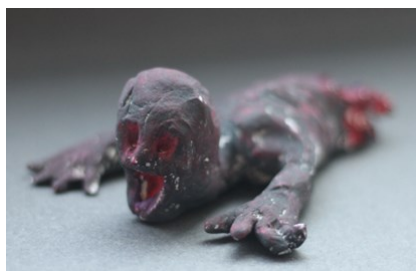


Mr Holgate and Mr Marland, Inclusion Team

Our Art GCSE children at Links Academy St Albans have been working hard towards completing their GCSE coursework and controlled assessments this summer term. We are very proud of their achievements and dedication to their work.

Art is an opportunity to say what you think and feel about the world around you as well as drawing and painting things and our children have been inspired by world events, their studies in other subjects and a range of modern artists to produce their work.

Please take a look at some of the masterpieces we have had from our children this term:



Particular congratulations to Jack D, Nathan B and Lewis K for their hard work and dedication to completing their GCSE in Year 11.

Ms Daly, Teacher of Art

Online Safety

Over the course of the year, we have been supporting the children in both Key Stage 3 and 4 with their online safety.

As part of this, we conducted a survey with the children, who chose AI/Deepfakes as a topic they wanted more information and support on. It was fantastic to see the children engage in a detailed and thought-provoking assembly to help highlight some of the key issues around the use of AI in social media and safer use of the wider internet.

If you would like to explore this topic further with your child to encourage safer use of the topics above, please visit <https://saferinternet.org.uk/>

Mr Marland, Inclusion Teacher

GCSE Examination Season – A Huge Well Done to Our Children



As another GCSE examination season comes to a close, I would like to take a moment to congratulate all of our Year 11 children on the way they approached this important period.

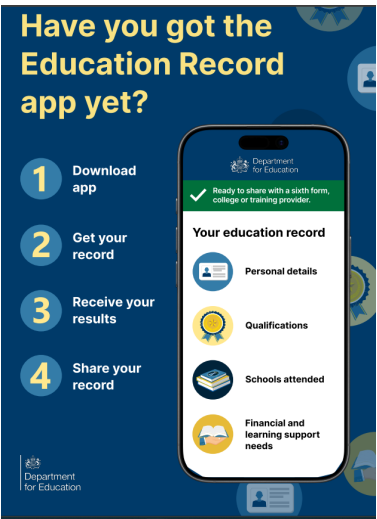
Exams can be a challenging and demanding time, but our children demonstrated remarkable resilience, responsibility and respect throughout the vast majority of the examination series. They approached each exam with maturity, determination and a positive attitude. Whether preparing in revision sessions, arriving promptly for exams, wearing their correct school uniform or supporting one another, they consistently showed the values we strive to promote every day.

I would also like to extend my sincere thanks to our dedicated staff. The successful running of the examination season is a true team effort, and I am very grateful for the flexibility, commitment and support shown by colleagues across the school. From invigilators and teaching staff to pastoral teams, site staff and the administrative team, everyone's contribution helped ensure that our children were able to perform at their very best.

Finally, thank you to our parents and carers for your continued encouragement and support. Your reassurance, patience and partnership during this busy time have been invaluable, and we greatly appreciate everything you have done to help our young people through the examination period.

We are incredibly proud of all our children and wish them every success as they look ahead to the next stage of their education. We hope they enjoy a well-earned summer break while they wait for their results.

We look forward to welcoming all of our Year 11 children back on **Results Day, Thursday 20 August 2026, between 10 am and 12 pm**. If you are unable to attend, don't forget you can download the Education Record App to view your results. We wish everyone the very best of luck and hope to celebrate your achievements with you.



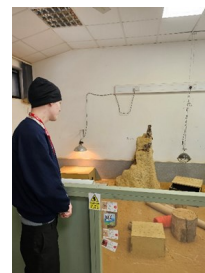
Mrs Ulucay, Trust Exams Officer

Oaklands College

With our year 11's soon to embark on the next chapter in their journey, we at Links take every opportunity to explore what is available to them regarding future pathways. To support this, we were fortunate to take groups of year 10 and 11 children attending our Woollam Crescent site for a visit to Oaklands College in April.

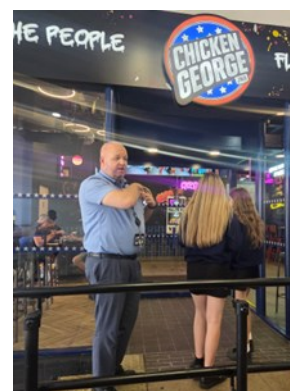
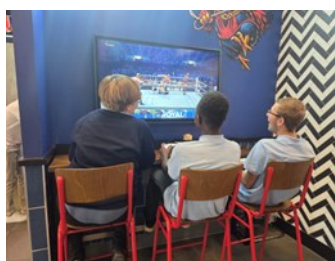
The children took great interest in seeing the various departments on the campus such as catering and hospitality, trades and especially the animal management department where they got up close and personal with some of the animals. It was great to see the children ask many questions during the visit and new areas of interest or ideas for the future spark their curiosity. Since our visit, we have engaged in fantastic conversations in class about what they saw, what they may be interested in pursuing and now having a clearer direction in what they need to achieve during their time at school.

We look forward to visiting Oaklands again in the future to continue supporting the children's future pathways, as well as facilitating other opportunities to expose them to the many career avenues they could pursue.



Inclusion Reward Trip

To celebrate the end of term and their hard work, Woollam children and staff enjoyed a trip into St Albans to Chicken George. The food and the atmosphere were both excellent. The children loved the outing and being given the chance to socialise with their peers.



Duke of Edinburgh

In our final weeks of the summer term, just as the weather heated up, some of our KS4 children set out on their final D of E Silver expedition. We travelled to the beautiful Derbyshire countryside, full of streams, rivers, crags and green landscapes, for a three day, two-night expedition.

The children rose to the challenging conditions and heat with great skills. It was not easy at times and the going was steep, but we got to explore some amazing places, such as the stepping stones across the river, where we took the opportunity to cool down a little rest in the shade. On our second day, we explored Thor's Cave; an amazing huge cave halfway up a cliff. The cave was cool, and the views were amazing.

The children cooked food, played frisbee and explored the beautiful landscape and everyone successfully completed their expedition! We are very proud of everyone who took part and wish them well in their future studies.

The Duke of Edinburgh scheme gives students the opportunity to prove to future colleges and employers that they are resilient, hardworking and committed. We strongly encourage all our current children to come along on the future expeditions, as they will really help them when applying to college, apprenticeships and jobs. But not only that, they will have the opportunity to have a lot of fun in the process.

For further details about the Duke of Edinburgh award, please take a look at: <https://www.dofe.org/> or contact Mr Bailey.

Mr Bailey, DofE Coordinator



Year 11 Leavers Celebrations

I would like to thank all the Year 11 parents and carers who came to support their child at the Year 11 Leavers' Celebration. It was wonderful to share this special occasion with you all as we marked the end of their formal schooling after so many years.

The weather was kind to us, allowing the celebrations to continue outside with a buffet and the traditional cake cutting. Thank you for helping to make the event such a memorable and fitting celebration for our Year 11.



Mrs Brown, Head of School

Links Academy Secondary Outreach Team was pleased to attend the St Albans Pastoral Hub meeting which brought together a fantastic range of organisations all working to support young people and families across the community.

It was great to connect with representatives from Youth Talk, STEP, the Food Bank, Herts Young Homeless, Vista, Mental Health Support, Watford FC and Services for Young People.

The meeting provided a valuable opportunity to share ideas, strengthen partnerships and explore ways we can continue making a positive difference together.

Despite the rain we were smiling anyway!



Miss Harris, Higher Level Outreach Worker

RECYCLING

Thank you—£30 raised!

Our latest Bag 2 School event on Tuesday 8 May raised £30 with donations from Parents/Carers, Children and Staff.

We will add this to our Eco Schools funds towards the next academic year.

We will be holding further Bag 2 School fundraisers in April 2027 and we update you with information nearer the time.

Mrs Brown, Head of School



Wear it Green Day

Links Academy and Cedars participated in **Wear it Green Day** on Thursday 14 May to support Mental Health Awareness Week.

Across sites children were invited to support this event by wearing a green accessory for their provision.

It was lovely to see so much participation this year.



Attendance at Links Academy – A Child's Understanding

As the Summer Term and academic year ends, it is once again for an opportunity for us to look at and review attendance matters throughout the Trust and look ahead.

Although attendance rules in schools are very much directed by legal statute, it raised the curious question regarding the level of knowledge and understanding our school community had surrounding this matter, particularly among our children.

A quick guide to raise awareness among children is worth a look and what it means if they don't

attend school both legally and personally.

This guide will become a familiar image around our sites as attendance and punctuality to school continues to be a priority focus at local and national levels.

Therefore, it is important to know the reasons for attending school, that children have a right to an education and how school can be a place of support but also understand the consequences when not attending school and what that could lead to for parents/carers and further pathways for children.

Research has shown that regular communication with parents/carers regarding their child's attendance plays an important part in the decision-making and attitudes on attending school and the impact absence can have upon a child's learning and support.

ATTENDING SCHOOL A TEENAGERS GUIDE

YOU MUST BE IN EDUCATION

It's **NOT** optional

- If aged 5-16, you **MUST** attend school
- Up to 18, you **MUST** stay in education/training

AFTER 16 – Your options are:

1. College
 2. Apprenticeship
 3. Job + Training
- You can't just do nothing

MISSING SCHOOL?

Not attending, means unauthorised absences, leads to:

- Parent(s)/carer(s) can be fined
- Cost £80-£160 per parent/carers
- Court in serious & repeated cases further fines up to £2500 and criminal record

School will contact home when you are absent

ATTENDANCE PROBLEMS?

- Parents/carers will be notified
- Home visits made and attendance monitored
- Authorities involved if no improvement

OK REASONS TO BE ABSENT

Authorised absences are:

- Illness
- Medical appointments (better if outside school times)
- Religious events
- Approved exceptional circumstances

**Holidays
in term
time are
NOT
allowed
and NOT
authorised**

KNOW YOUR RIGHTS

You have a right to an education; it can also be:

- ❖ A Safe Space
- ❖ Support if you're struggling
- ❖ Someone to talk to

WHY THIS MATTERS?

Because **YOU** are important

- Get qualifications
- Better job chances
- More life options

BOTTOM LINE

👉 **SCHOOL = LEGAL REQUIREMENT**

👉 **YOUR FUTURE DEPENDS ON IT**

Looking forward to the Autumn Term, it is important to remind parents/carers who may have concerns regarding their child's attendance and punctuality to speak to your child's form tutor at their Student Performance Review Day appointment in September.

With an aim to keeping parents/carers regularly informed of their child's attendance in the new academic year, will continue to support our preferred option of working collaboratively in partnership with families, treating root causes of absence, removing barriers to attendance and signposting families to support.

By working together, we can help support your child's access to education, attainment and future choices.

Please remember that links to help and advice, ranging from foodbanks, anxiety, sleep hygiene, national campaigns and much more, are all available on our website – please check it out.

Go to: <https://linksmultiacademytrust.co.uk/help-and-advice/>

Mrs Porritt, Trust Attendance Officer

Cedars Attendance Update – Summer Term 2026

This term has been a really positive one for all of our children at Cedars. Their attendance has been exceptional as we end the Summer Term. Despite the really hot weather, the children showed great resilience with their attendance to school.

We celebrated their achievements with certificates and goody bags.

Well done Cedars, we are so proud of you all.

We wish our leavers all the very best with their transitions.



Mrs Porritt, Trust Attendance Officer

'A Year on the Farm'

As we reach the end of another academic year, we are reflecting upon the progress made with our **'Growing Futures'** farming project.

The *100&First Foundation* have hosted us at Cheyney's Farm and resident farmer Max has welcomed numerous children and staff members through every conceivable type of weather.

Our children have been physically involved every step of the way, learning the processes for bringing our food from field to fork. They have dug, planted, sewn, harvested, packaged, and sold produce, ploughing back profits (pun intended!), into the project.

Pivotal to this end, the children have cared for and fed the ever-growing number of animals on the farm. Over the course of the year, they have welcomed different batches of hens – who knew there were 'layers' and 'eaters'? – several piglets, and the spring lambs.



*As happy as a pig
in...mud.*



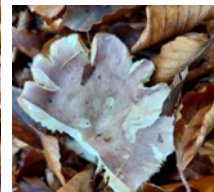
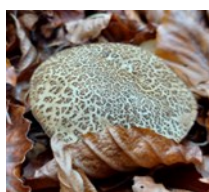
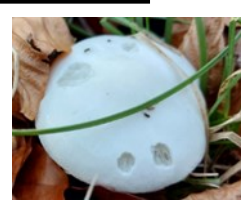
*So sunny...No need
for a coat.*



Along the way, there have also been farm trips out – Playing 'Frisbee Golf' in the woods, designing trainers at the London Sneaker School, cooking lessons in the kitchen, and woodland walks involving foraging for mushrooms. Max, as ever, is the *fungi* to be with.



We saw these. How many types of mushrooms can you name?



'Sleep Hygiene'

We all need a good night's sleep, and most of us don't get enough.

So, during the 'Sleep Hygiene' assembly we learned how to improve the quality of our sleeping and why it is so important for both our mental and physical health.

This was one occasion where sleeping during the lesson was permitted. Unusually, the staff took advantage of this but, for once, the students remained resolutely awake!



Teenagers need at least 8hrs sleep per night (and ideally 9.5hrs!).

We can help them achieve this by limiting their nighttime access to electronic devices, sugary drinks, and sweet foods.

- Phone off. Book open. Head down. -

Into the sleeping bags...

To aid good sleep we could:

- *read before bed
- *consider room temperature
- *set a bed time and stick to it
- *exercise during the daytime
- *eat foods which promote sleeping
- *avoid drinking alcohol
- *fight the urge to nap in the day
- *keep a sleep diary
- *use a free sleep app if necessary.



Putting the staff to sleep...But for the right reasons!

Thanks must go out to:

- * Mr Bailey for the use of his room as a makeshift bedroom and for providing all the sleeping bags and roll mats from his Duke of Edinburgh stash;
- *Miss Daly for knocking up a night cap in the wink of an eye;
- *and all the staff and children who participated at the end of a busy week.

Sweet dreams!

Mr Boxer, Healthy Lifestyles Lead



Parent & Carer Support Autumn Term 2026



FREE to parents and carers living in Hertfordshire

TALKING ADDITIONAL NEEDS

A 6-week group for parents and carers of children **2-19**, with any additional need. Your child does not need a diagnosis.

- Understand your child's behaviour.
- Develop strategies that really work.
- Reduce conflict.
- Improve emotional regulation.
- Explore sensory needs.
- Increase your child's resilience.
- Manage different needs in your family.



Tuesdays 8.00 – 9.30pm

15th Sep to 20th Oct ages **10-19**
Online Course ID 864

Tuesdays 9.45 - 11.15am

3rd Nov to 8th Dec ages **2-19**
Online Course ID 859

Wednesdays 7.00 - 9.00pm

4th Nov to 9th Dec ages **2-19**
F2F Course: ID 858
Venue TBC
Hemel Hempstead

TALKING FAMILIES

6, weekly sessions for parents and carers of children aged **0-12** sharing tips on:

- Managing behaviour with consistency.
- Encouraging positive behaviour.
- Building your child's self-esteem.
- Setting and maintaining boundaries.
- Responding to tantrums and difficult feelings in children.
- Developing a strong parent/child relationship now and for the future.



Thursdays 8.00 - 9.30pm

17th Sep to 22nd Oct
Online Course ID 861

Wednesdays 9.45 - 11.15am

4th Nov to 9th Dec
Online Course ID 860

TALKING ANXIETY

6, weekly sessions for parents and carers of children **3-19**, supporting you to:

- Understand why young people and adults get anxious.
- Develop strategies to handle anxiety in yourself and others within your family.
- Recognise the early signs of anxiety.
- Reduce stress and tension.
- Encourage resilient behaviour.



Wednesdays 7.45 - 9.30pm

4th Nov to 9th Dec
Online Course ID 862

TALKING DADS

6, weekly sessions for dads & male carers of children **0-19**, sharing information on:

- Improved listening and communication skills.
- A healthy dad-child relationship now and for the future.
- Effective strategies for dealing with anger and conflict.
- How to enforce boundaries.
- Being the dad, you want to be.



Wednesdays 7.45 - 9.15pm

16th Sep to 21st Oct

Online Course: ID 867

Tuesdays 7.45 - 9.15pm

3rd Nov to 8th Dec

Online Course: ID 868

TALKING ANGER in TEENS

6, weekly sessions for parents and carers of children aged **11-19**, supporting you to:

- Understand why children & adults get angry.
- Develop strategies to handle anger in yourself and others within your family.
- Recognise the early signs of anger.
- Reduce conflict and arguments.
- Encourage positive behaviour.



Tuesdays 7.45 - 9.30pm

15th Sep to 20th Oct

Online Course: ID 863

TALKING TEENS

6, weekly sessions for parents and carers of children aged **12-19**, covering:

- The Teen Brain: the changes taking place and why behaviour changes.
- The link between behaviour and communicating difficult feelings.
- How to maintain your relationship with good communication.
- Understand risk taking behaviour around drugs, alcohol and gang culture.
- How to negotiate and reduce conflict.



Wednesdays 7.45 - 9.15pm

16th Sep to 21st Oct

Online Course: ID 865

Wednesdays 7.45 - 9.15pm

4th Nov to 9th Dec

Online Course: ID 866

Booking essential. Please Quote the Course ID

To check eligibility and book a place, please contact Supporting Links on:
07512 709556 or bookings@supportinglinks.co.uk

These courses are provided free to parents by Hertfordshire County Council's Targeted Parenting Fund
Information taken on booking will be used to process your booking, check your eligibility, identify any access needs and will be stored in accordance with our GDPR policy which is available on request



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FOOD TRUCKS & BAR

TICKETS: BATTLERSGREENFARM.CO.UK →



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