



Park Hall Academy

Weekly News

10th July 2026



Number 1 – yet AGAIN on SENECA!



Park Hall Academy
Birmingham, Solihull

607,616

Our students have continued to demonstrate an outstanding commitment to their independent learning through SENECA as we progress through the final weeks of the academic year. It has been fantastic to see their motivation remain so strong, with students completing an **additional 235 hours of study this week alone**.

This continued dedication to revision, knowledge retrieval and independent learning is helping to reinforce classroom learning and prepare students for future success. We are incredibly proud of the resilience and consistency our students have shown, and we encourage them to keep up the excellent work as we finish the academic year on a high.

Our Top 10 SENECA STARS for the highest usage over the last week are:

Year 7	Year 8	Year 9	Year 10
Kiana Odulate	Zahra Rehman	Bernard Monks-Brown	Ruby Hunt
Chigozirim Ikechukwu-Obi	Lillie Hall	Finn Rooney	Fern Tanser
Kherys Bench	Mal	Maleehah Millwala	William Walker
Tincuta Ciobanu	Mwedziwendira	Noah Baldry	Hudson Grosvenor
Emily Skelcher	Mia Cockayne	Frankie Davis	Omar Owusu-Brentuo
Lainey-Jai Thorne	Joshua Crawford	Macie Bayliss	Madison Pike
Oscar Broome	Evie O'Callaghan	Uzair Afzal	Ava Butler
Zakiya Nazir	Ralph Robinson	Ethan Pearson	Marvelous Andoh
Maria Alberici	Theo Perks	Harrison Allcock	Summer Fitzpatrick
Renayah Roberts	Elliot Mitchell	Carter Slinn	Dexter Wilkes
	Zack Sills		

Special mention to those **achieving 100%** on every single assignment over the last week:

Year 7 – Emily Skelcher, Lily Crew, Izzah Afzal, Zachary Strong, Jesse Ataria, AJ Evans, Leo-James Cobby, Indi Bishop, Ahmad Khan and Aaliyah Bell.

Year 8 – Leo James, Logan McCormack, Niamh Watkins, Harvey Homer, Olivia Farrell, Sina Babekir, Amelia Sheppard, Sebastian Sumner, Jacob James and Ava Ramdall.

Year 9 – Fin Thomasson, Summer Gauntlett, Isaac Hartill, Maria Avram, Mia Evans, Owen Witten, Emma-Louise Moore and Finn Rooney.

Year 10 – Jacob Hewlett, Isaac Allcock, Amelia Palmer, Rozi Steward, Jake Sheppard, Aj Rhodes, Ben Smart and Jing To So.






Sparx Maths XP Champions 2025–26



Celebrating Our Top 5 XP Leaders!

A huge congratulations to our Top 5 Sparx XP Leaders for the 2025–26 academic year! Their commitment, resilience and consistent effort throughout the year have been outstanding. By completing independent practice each week, these students have demonstrated what can be achieved through dedication and a positive attitude towards learning.

Top 5 Sparx XP Leaders

1.  Bernard Monks-Brown – 41195 XP
2.  Ethan Hart – 38254 XP
3.  Ahmad Khan – 37540 XP
4.  Alexia Cuffe – 37039 XP
5.  Lily Crew – 36285 XP

Congratulations to all five students on this fantastic achievement. We are incredibly proud of the effort and commitment you have shown throughout the year. Your hard work has set an excellent example for your peers and demonstrates the value of perseverance and independent study.



Why Home Learning Matters

At Park Hall, we believe that learning doesn't stop when students leave the classroom. Regular completion of Sparx Maths homework helps students:

- Consolidate and strengthen classroom learning.
- Build confidence through regular retrieval and practice.
- Develop independence, resilience and strong study habits.
- Improve long-term understanding and mathematical fluency.

Research consistently shows that students who engage with regular, high-quality home learning are more likely to make sustained academic progress. Every completed task contributes to building the knowledge and confidence needed for future success.

Thank you to all of our students and families for supporting home learning throughout the year. We look forward to celebrating even more achievements next year.

Keep practising, keep improving, and keep aiming high! 🌟



CELEBRATING

EXCELLENCE IN PERFORMING ARTS



Cavern Club Trip 2026

On Monday 6th July, our Year 10 and Year 7 Band travelled to the iconic Cavern Club in Liverpool for an unforgettable performance. They had the incredible opportunity to perform on the original stage where The Beatles famously played, making it a truly special experience for everyone involved.

During their visit, the students also enjoyed watching other talented bands perform and soaking up the unique atmosphere of this legendary music venue. Surrounded by walls covered in posters celebrating the many artists who have performed on the Cavern Club stage, they were inspired by the musical history.

The trip gave our students the chance to proudly showcase the music they have worked so hard on throughout the year. It was a fantastic reward for their dedication and commitment, creating memories that will last a lifetime. A truly remarkable experience that they all thoroughly enjoyed!

The Performing Arts Team



School Council Reward Trip to London

Friday 26th June 2026

On Friday 26th June, 40 members of our School Council enjoyed a memorable reward trip to London in recognition of their commitment, dedication and service throughout the past academic year. Every Friday lunchtime, these students have given their time to represent their peers, contribute ideas and help shape school life. This trip was organised as a thank you for their hard work and commitment. The visit also provided an opportunity to develop students' cultural capital through exploring some of the capital's most famous landmarks and historic sites.

Students arrived bright and early before travelling to central London, where they embarked on a walking tour of Westminster. The group visited some of London's most iconic landmarks, including the Houses of Parliament, Big Ben, Westminster Abbey and Buckingham Palace, following a map of key attractions as they made their way through the city. The students paused on Westminster Bridge for a group photograph, taking in spectacular views of the capital on what proved to be an exceptionally warm summer's day.



Despite temperatures exceeding 34°C, students remained positive and enthusiastic throughout the day. Their behaviour was exemplary, and they were excellent ambassadors for the school, demonstrating maturity, respect and responsibility as they travelled around one of the busiest cities in the world.

The group then enjoyed a picnic lunch in the beautiful surroundings of St James's Park. Students were delighted to spot three of the park's famous resident pelicans, an unexpected highlight of the day that sparked plenty of conversation and excitement.

After lunch, the visit continued with a trip to the Natural History Museum, where students explored a range of fascinating exhibits. The dinosaur gallery proved particularly popular, with students enjoying the opportunity to see genuine dinosaur skeletons alongside displays showcasing animals and the natural world.

The trip was also enhanced by the support of Year 12 student **Rosie Fallows**, who joined staff as part of her work experience placement with the Performing Arts Department. Reflecting on the day, Rosie said: "On Friday, Maggie and I joined the School Council on a trip to London as a part of our work experience. Once we arrived in central London, we walked past Westminster and Big Ben and took a group photo on Westminster Bridge. We then walked through London towards Buckingham Palace, passing through St James' Park. This walk was interesting but also boiling due to the over 30-degree heat. Once those who wanted to see the palace had seen it, we stopped for lunch in the park where we saw three of the pelicans who live in St James' Park. This was very unexpected as we did not realise they lived there. We then got back onto the coach and travelled to the Natural History Museum. This was one of my favourite parts of the day as we got to see real dinosaur bones and other interesting animals."



This is where Maggie and I got to practise our leadership skills as we took a group of students around with us. We just wanted to say thank you to the teachers who allowed us to have this experience."




The day was a fantastic success and provided students with memories that will last for years to come. We are incredibly proud of all 40 School Council members, whose positive attitudes and outstanding conduct made the trip such an enjoyable experience for everyone involved. We would also like to thank the staff and sixth form students who supported the visit and helped make it such a rewarding day of learning, exploration and celebration.

Mrs Cullum-Kenyon



Calke Abbey Photography Competition Winners!

A huge congratulations to our Calke Abbey Photography Competition winners:

-  Ren Delaney
-  Parker Jones
-  Addison Mills

The judges were incredibly impressed with the creativity, composition and quality of their photographs. Each winner has received a **£10 Amazon voucher** in recognition of their outstanding work.

Take a look at their excellent photographs below. Well done to all of our winners and thank you to everyone who entered the competition!



Addison Mills



Ren Delaney



Parker Jones

AMAT Senior Student Conference

On Wednesday 8th July, the Park Hall Senior Student team accompanied Mr Rowland to the Arden Multi Academy Trust Student Conference. This is a conference where the senior teams from each of our four schools meet to discuss learning and present to each other on their findings.

The theme this term was “challenge”. The Senior team prepared for this presentation by interviewing teachers and staff about challenge, and what made lessons engaging and intellectually stimulating. They then presented to all the other senior teams and school associate headteachers on their findings. The Park Hall team were very impressive with both their engaging style and thoughtful conclusions.

The rest of the day was spent in workshop activities, engaging with students from the other trust schools to look at how they can enhance learning across the trust. A good time was had by all and it was fantastic to see Park Hall Academy representing itself alongside the other trust schools. Big congratulations to all involved.

The Senior Team who took part in the presentation were Jacob Hewlett, Isabella Sutton, Harry Watson, Toby Amphlett, Libby Rodway, Holly Dickinson and Roxi Steward.





WORLD CULTURE DAY

RAISING MONEY FOR THE 6TH FORM PROM

TIP TOP SALES

50p EACH

FACE GLITTER

£2.00

SMALL HENNA DESIGN ON HAND OR ARM

£3.00

STUDENTS NEED TO BRING CASH TO SCHOOL

17TH JULY

FACE GLITTER
Students must have asked **PARENT OR CARERS** permission for face paint and glitter.

HENNA DESIGN
Students must have asked **PARENT OR CARERS** permission for henna.

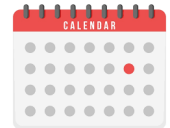
If you do not give permission, please email us at veigh@parkhall.org so we can ensure your child does not take part.



P.R.I.D.E Points

Our students have the opportunity to earn PRIDE points in a variety of ways here at Park Hall. Well done to these students for receiving the most PRIDE points in their year group this week.

Year 7	Year 8	Year 9	Year 10
Billy Morris-Steele	Ralph Robinson Zara Rehman	Tyger-Willow Steward	Alfie Wilkins



DATES FOR YOUR DIARY

Monday 6 th July	–	Parent Carer Forum – 5.30pm - 6pm
Thursday 16 th July	–	Sports Day
Friday 17 th July	–	Last day of term
Monday 20 th July	–	Inset Day for students

Lost Property

Can you please check lost property for anything you have lost before 17th July as after that date everything will be sent to the charity shop.

Kind Regards
Main Office

Attendance

How absence from school affects children long term

Attendance	Average earnings (aged 28)
99-100%	£32,200
90-98.9%	£29,800
50-89.9%	£19,500
Below 50%	£10,100

A recent study by the **Department for Education study**, investigated the long-term impact of absence on future earnings. It highlights how students who attend school more regularly tend to earn higher salaries by the age of 28.

- **Students with nearly perfect attendance (99-100%)** earn an average of **£32,200** per year.
- **Those with attendance at 90-98.9%** earn slightly less, at **£29,800** per year.
- **Students with lower attendance (50-89.9%)** see a significant drop in earnings, averaging **£19,500** per year.
- **Students who attend less than 50% of the time** earn the least, at only **£10,100** per year.

This **Department for Education study** emphasizes the importance of regular school attendance in shaping a child's future success. Encouraging consistent attendance can have a **long-term impact** on job opportunities and financial stability later in life.

Attendance Matters

As we all know, attendance plays a huge part in our children achieving their full potential. Research has shown that pupils who performed better at the end of secondary school missed fewer days than those who didn't perform as well. **Reporting a Student Absence:** On the occasions when children are too unwell to attend school, it is the responsibility of the parent/carer to contact school as soon as possible, by **8.30am** at the latest, on **each morning of absence**.

DID YOU KNOW...?

*There are **190** teaching days in a school year. **10** days of absence = **95%** attendance; **15** days of absence = **92%** attendance. Children with **OVER 90%** attendance are more likely to achieve 5 or more Grade 4+ qualifications Children with **LESS than 85%** attendance are **unlikely** to gain 5 or more 9-5 GCSE's or equivalent qualifications.*

Student Medication

This is a gentle reminder that if your child requires an inhaler, especially now that the colder weather is here, please ensure it is in their bag or blazer so they can use it as and when required. If your child needs medication that must be kept in school, please complete a consent form – please contact school if you need one

Contact Details



Have you changed your contact details? If you have changed your home address, telephone number, email address or name, please ensure that you contact the main office to update your details so that you do not miss out on information from school. You can update your details via email: post@parkhall.org or by calling 0121 748 0400.

For Parents - How to Report Online Harm

There are so many apps with different reporting functions, organisations, helplines and more it can be really frustrating for parents to get help. Internet Matters have a useful page which details some of these organisations and what they can do, how to report specific issues, how to report on many of the social platforms and games and where to go for more help. You can see all the details [HERE](#).

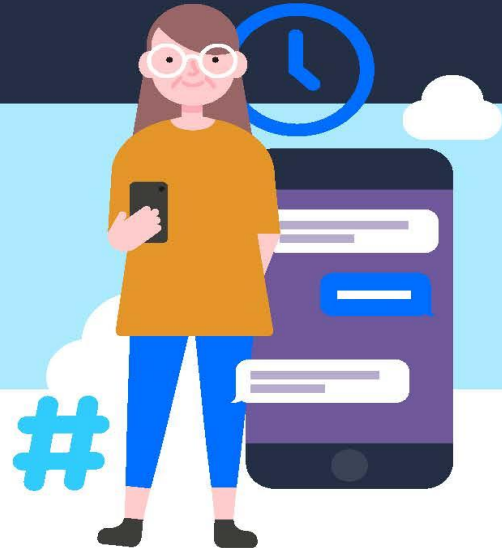
internet
matters.org

Online safety tips for parents of 11-13 Year Olds

internet matters.org

60% of children age 8-11 have their own social media profile

*Source: Ofcom Children and parents: media use and attitudes report 2022



Checklist:

Have a conversation

The best way to find out what your child is doing online is to **ask them to tell you about what they do and what sites they like to visit**. Discuss with them what they might come across. There are always stories in the press which will help to start a conversation. [See our conversation starter guide](#) for advice to help children open up about their digital lives.

Agree on boundaries

Have a [family agreement](#) about where and when they can use the internet, how much time they can spend online, the sites they can visit and the type of information they can share. **It's a good idea to introduce tech-free meals times and encourage them to keep phones out of the bedroom at night** to help them build a healthy balance with screen time.

Put yourself in control:

Make use of parental controls on your home broadband and any internet-enabled devices that your child uses. You can [visit our parental control how-to guides](#) to learn how to set these up or visit your broadband or mobile network's provider's website. You can also set up safe search in Google by going to the Google Safety Centre.

If you are giving a child their first device, you can set all this up together before they start using it so they can see how they'll be protected. It can also be an opportunity to have a conversation about online safety.

Remember, although these tools can create a safety net to protect children online, they are not 100% foolproof so **it's important to continue having regular conversations with children** about their online use to equip them with coping strategies to deal with online risks.

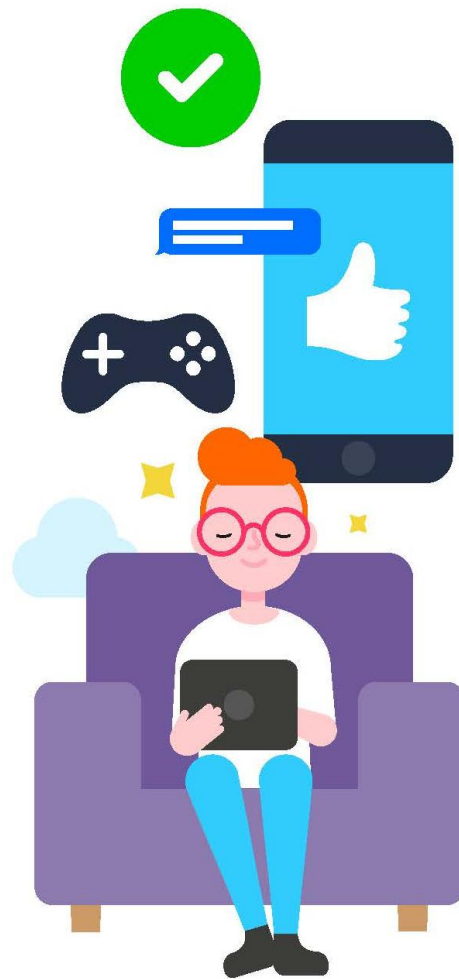
Check if it's suitable

The age ratings that come with games, apps, films and social networks **are a good guide to whether they're suitable for your child**. The minimum age limit is 13 for several social networking sites, including Facebook, Instagram, Snapchat and TikTok. [Visit our guide to check the minimum age of popular apps.](#)

Get them clued up about social networking

Talk to children about the benefits and risks of social networking before they join any sites. Let them know that anything they upload, email, or message could stay around forever online. Help them to set their profile up so that they are in control of who can comment, message them etc. Get tips and insight from [our social media guide](#). If you have a child with SEND, [please visit our Connecting Safely Online hub for tailored advice.](#)

Help them to be critical of things they see online and judge the quality and reliability of online sources.

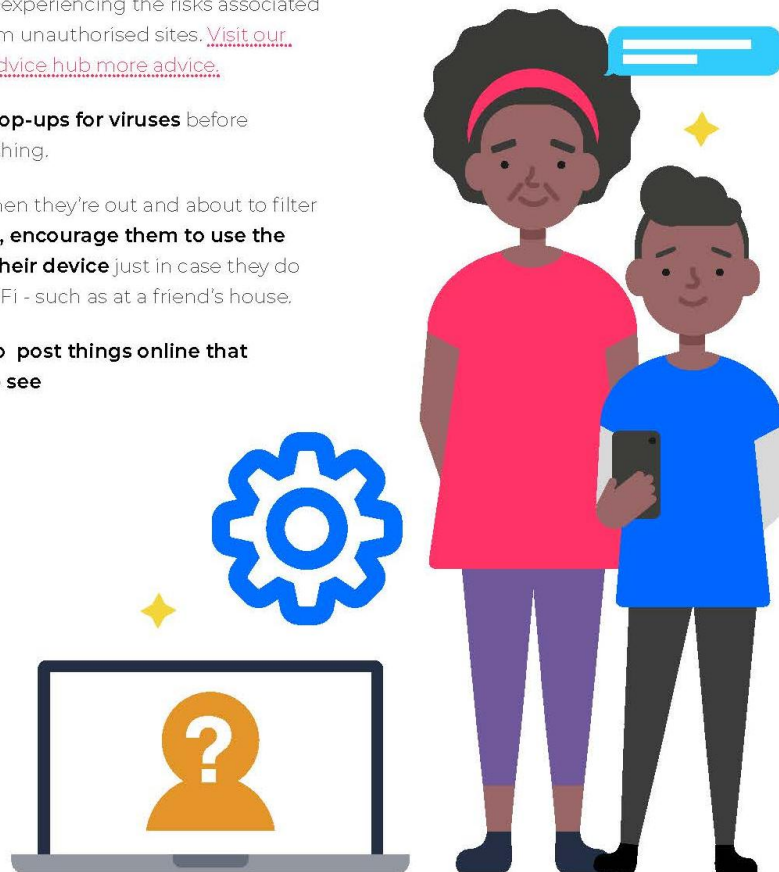


Know this stuff matters, but don't know where to turn?

Internet Matters is a free online resource for every parent in the UK. We'll show you the best ways to protect your children online – with information, advice and support on all the big online safety issues.

Learn about it: Teach your child some simple rules

- Make sure your child knows **not to share personal information like their phone number or email address online** and if they need to provide this or similar information to sign up for a service tell them to check with you first.
- Encourage them to only talk to **real-life friends or family** on social media sites and in chatrooms.
- **Show them how to use privacy settings** wherever they exist to keep their information private - remember that the default on many sites is set to public. [Visit our social media privacy guides for support.](#)
- As children may go online to widen their group of friends, **set some boundaries when it comes to new friends online.**
- **Advise them not to arrange to meet with people in real life** that they've only talked with online without talking to you about it and getting your support.
- **Advise them to use secure and legal sites to download music and games** to avoid experiencing the risks associated with streaming content from unauthorised sites. [Visit our 'Dangers of digital piracy' advice hub more advice.](#)
- **Check attachments and pop-ups for viruses** before they click or download anything.
- Use Public Friendly WiFi when they're out and about to filter inappropriate content. **Also, encourage them to use the parental control tools on their device** just in case they do connect to an unfiltered WiFi - such as at a friend's house.
- Make sure they know **not to post things online that they wouldn't want you to see**



Talk about it:

Tips for a meaningful conversation

- **Ask them for advice on how to do something online** and use this as a conversation starter.
- **Make sure they know they can come to you if they're upset by something they've seen online** and remember to listen and not overreact.
- **Be sensitive and praise them** when they share their online experiences with you.
- Make sure they know **how to block abusive comments and report content** that worries them.
- If your child comes to you with an issue, **stay calm and listen without judging them**
- **Tackle peer pressure** by explaining that if they are talked into bullying someone online or sending inappropriate images it may get reported to their school or even the police. Read this guide – So you got naked online– aimed at kids to get insight on [how to deal with sexting incidence](#).
- Teach them to treat others as they'd like to be treated online and set a good example with your own internet use. [Use the Stop, Speak, Support code](#) to encourage them to call out cyberbullying when they see it.



Deal with it

You can find out where to get help and advice on the [Report issue page of internetmatters.org](#), where we include information on how to report problems - and which relevant organisations and agencies to turn to.

On this page, we also provide information on how to deal with any specific issues you may encounter with your child; such as [cyberbullying](#), finding [inappropriate content](#), your child's [online reputation](#), [online pornography](#) and [child grooming](#).

Learn more about apps

It can be difficult to stay on top of what apps your child is using and who they are talking to online – [find out more about the latest apps at internetmatters.org/apps](#).

Scan below or visit [internetmatters.org](#) for more advice



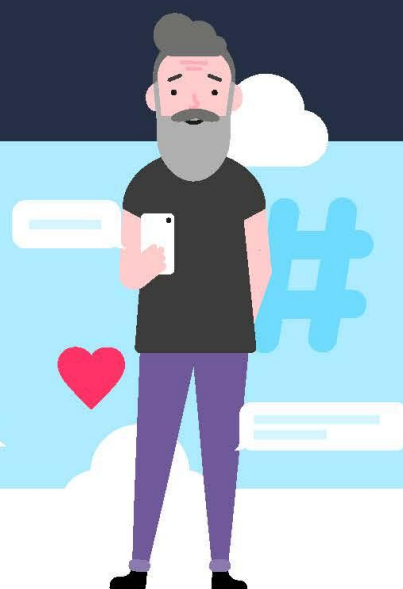
Online safety tips for parents of teenagers

14+ Year Olds

internet matters.org

99% of 12-17-year-olds have their own mobile phone
98% use video-sharing platforms
92% have their own social media profiles
75% play games online

*Source: [Ofcom Children and parents: media use and attitudes 2022 report](#)



Checklist:

Keep talking

Stay interested in what they're doing online and discuss what they might have come across. **Don't be afraid to tackle difficult subjects like cyberbullying, and sexting and pornography.** Help them to be critical of things they see online and judge the quality and reliability of online sources. Acknowledge that this is difficult considering how content can be manipulated online to persuade even the most savvy people. Talk together about how to manage some of these challenges and why it is important.

Manage their online reputation

Let them know that anything they upload, email or message could stay online forever. **Remind them that they should only post things online that they wouldn't mind you, their teacher or a future employer seeing.** There are lots of stories in the media that highlight the importance of online reputation and clearly demonstrate how things that happened years ago can resurface in the future. See our [online reputation advice hub](#) to get tips to support young people on this issue

Adjust controls

Adjust the [parental controls](#) on your broadband and internet-enabled devices, depending on your child's age. Your broadband provider can tell you how. Find out how to set up safe search in Google by going to the [Google Safety Centre](#). Remember that at this age they are likely to have friends with unfiltered devices and whilst parental controls and filtering is important this needs to be done alongside dialogue and discussion.



Privacy matters

Make sure they set high privacy settings on social networks. Encourage them to regularly change their passwords and never to share or put online any of their personal details like phone number, address or their school. [Use our social media privacy how-to guides](#) to support them.

Stay safe on the move

Make sure safety and privacy settings are activated on their mobile devices and they aren't sharing private information. Be aware that using public WiFi might not filter inappropriate content, so look for friendly WiFi symbols when you're out and about. **Also, encourage them to use the parental control tools on their device** just in case they do connect to an unfiltered WiFi - such as at a friend's house.



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Learn about it: Teach your child some simple rules



- Make sure your child knows how to **block abusive comments and report content** that worries them.
- Teach them to **respect others online and think about comments before they post them** and discuss how easily comments made online can be misinterpreted.
- Don't arrange to meet people in real life that they've only talked to online and **remind them that some people may not be who they say they are.**
- **Advise them to use secure and legal sites to download music and games** to avoid experiencing the risks associated with streaming content from unauthorised sites. [Visit our 'Dangers of digital piracy' advice hub](#) more advice.
- **Check attachments and pop-ups for viruses** before they click or download anything.
- When using the internet for homework, **make sure they use information appropriately** and explain things in their own words rather than copying.

Talk about it: Tips for a meaningful conversation

- Make sure your child knows **they can come to you if they're upset by something they've seen online** and make sure that you listen and don't overreact - the important thing is that they have come to you for help and support.
- **Tell them you trust them to do the right thing** rather than over monitoring their internet use.
- If your child comes to you with an issue, **stay calm and listen without judging them** and don't threaten to take away their devices.
- **Tackle peer pressure** by explaining that if they're talked into bullying someone online or sending inappropriate images it may get reported to their school or even the police. [Learn how online actions can affect young people's reputation with our advice hub](#)
- **Talk to them about how much time they spend online** and make sure this is balanced against other activities. [See our 'Screen time guide for 14+' for age-specific advice.](#)
- Discuss how they can **report any harmful or inappropriate content or behaviour** that they encounter online - empower them to take control themselves.



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 [InternetMatters](https://www.facebook.com/InternetMatters)

 [@im_org](https://twitter.com/@im_org)

 [@InternetMatters](https://www.youtube.com/@InternetMatters)

 [Internet Matters Ltd](https://www.linkedin.com/company/Internet-Matters-Ltd)

 [@internetmattersorg](https://www.instagram.com/@internetmattersorg)

 [@InternetMatters_org](https://www.pinterest.com/@InternetMatters_org)

 internet
matters.org

CONVERSATION GUIDE

**ASK
ABOUT
GAMES**



Powered by **ukie**

ASK ABOUT: HOW TO HAVE ONLINE SAFETY CHATS WITH YOUR CHILD

As your child explores new games, apps and platforms, it's easy to feel like you're always one step behind. Regular, relaxed conversations about their online life are one of the most powerful things you can do to keep them safer.

KEY THINGS TO REMEMBER

AS YOUR CHILD GROWS, SHIFT FROM MANAGER TO MENTOR.

Involve your child in decisions around screen time, content, spending and communication. Review settings as they develop their safety skills.

PLAY GAMES AND USE APPS TOGETHER.

Build your understanding of their games and apps while staying on top of platform safety. This helps to naturally create an open space for conversation.

CHANGE WITH YOUR CHILD'S INTERESTS.

As they grow, they'll use tech more to socialise, so review parental controls and talk with them regularly about positive use and actions to take.

Remember that the types of conversations you have with your child will change with their age. So, keep developing the conversation as they learn new skills, become more mature and explore new interests.

THE DAILY CHECK-IN

Ask your child about their time online just like you would ask about their time offline.

Explore their interests

- Who is that influencer/streamer/content creator?
- Can you show me your favourite game/video/app/platform?

Catch up on their experiences

- What videos did you watch today?
- What games have you played today?
- How's the progress on your game going?
- What did you learn?

Understand who they talk to

- Who did you chat to/message today?
- Which friends play your games with you?

The goal: To create a safe space for communication. The more you talk digital and show an interest, the more likely your child is to come to you if things go wrong!

THE SAFETY WALKTHROUGH

Talk to your child about safety on their favourite platforms. Let them lead the way while you explore together and talk about when and how to use safety features and tools.

Identify the safety settings

- Where can you find privacy settings? Security settings?
- How do you block someone? Report someone?
- How can you control who contacts you or sees your content?

Discuss taking action

- How do you stop seeing content you don't want to see?
- What could you do if someone made you feel uncomfortable?
- What are some examples of when should you block, report or tell a trusted adult?

Explore tips and tricks

- What might stop someone from taking action and how can we make it easier?
- What are the top 3 safety tips you'd give to someone using this game/platform?

The goal: To build your child's understanding of staying safe with tech. If they know about the tools they can use and where to find them, they're more likely to use them when it matters most!

THE DEEP DIVE

Ask your child what they (or a friend) could do in different scenarios to help them practise skills that can keep them safe across online games and other digital spaces.

Discuss news and current events

- I saw a news story about [e.g. cyberbullying / grooming / scams]. What do you know about it?
- What advice would you give someone who experienced it?
- If someone targeted you, what could you do to stay safe?

Encourage critical thinking

- Look at this game/video. Why might it not be appropriate for someone younger than you?
- Look at this information. What could you do to make sure it's true before believing it?

The goal: To tackle tougher topics before your child comes across risks online. Using real-world examples helps your child learn about the signs so they know when to take action and get help.

LASTLY...

Try to have conversations while you're doing something else – like playing a video game together, during a walk, while out shopping or over a meal. Making online safety chats a part of daily activities can help them feel more natural and normal.

Conversations can also be a great way to agree on boundaries together – around screen time, spending and content. Our **Power Up Pact** is a simple tool to help you do this as a family.

askaboutgames.com

In partnership with:



ASK ABOUT GAMES



Powered by **ukie**

TOGETHERNESS

Bringing the Solihull Approach to the world

Raising emotional health worldwide

The Solihull Approach model: An integrated framework for transformational change.

30 years of NHS service, rigorous clinical research and proven methodologies to deliver results.

Learn

Find your pathway to better emotional health

Follow a step-by-step learning journey to build emotional health, resilience and confidence. The evidence-based Solihull Approach model that underpins the bitesize topics has been tested by researchers as well as hundreds of thousands of parents to give you confidence it will make a positive difference in your relationships.

Residents of Solihull can use the code **APPLEJACKS** for free access.

Learn

For parents, carers and grandparents

For parents, carers and grandparents, a range of tools tailored to developmental age.

[Start your online learning journey](#)



For teens

Our clinical psychologists make sense of the major brain rewiring that takes place in adolescence in tailored learning pathways just for teens.

[Teens: Start your online learning journey](#)

PARK HALL ACADEMY

HOT WEATHER CAN BE DEADLY

4 CHILDREN DIED IN THE UK DURING MAY HALF TERM 2026

DROWNING CAN HAPPEN ANYWHERE, ANYTIME

Recent hot weather has tragically led to a rise in deaths in water. Young people are at risk. **Don't** let a fun day out turn into a tragedy.

ENJOY THE SUN STAY SAFE NEAR WATER

STAY SAFE

THE FACTS

- Last week saw record breaking temperatures in this country, it was so hot!
- Young children jumped in the water to cool off but unfortunately not all children survived.
- The majority of deaths happened in rivers, lakes and quarries – not just at the seaside.
- The hot weather is a major factor. When it's hot, more people go near water – and take more risks.

WHY IS IT SO DANGEROUS?

- COLD WATER SHOCK**
Cold water can steal your breath and cause panic.
- HIDDEN DANGERS**
You can't see what's under the water – it could be deep, have strong currents, or hidden debris.
- RISKY CHOICES**
Jumping in, swimming after dark or going in alone can be deadly.
- HOT WEATHER = MORE RISK**
When it's hot, people underestimate the dangers and take more risks.

STAY SAFE – FOLLOW THESE RULES

- DON'T GO IN ALONE**
Always go with an adult or a friend.
- DON'T JUMP IN OR TAKE RISKS**
It only takes a second for things to go wrong.
- STICK TO SAFE PLACES**
Swim at beaches with lifeguards where possible.
- CHECK THE WATER**
It might look calm, but it could be dangerous.
- IN AN EMERGENCY**
Shout for help, ring 999 and throw something that floats.

WATER IS FUN – BUT RESPECT IT STAY ALERT STAY ALIVE

IT'S COOL TO BE SAFE

WATER CAN BE UNPREDICTABLE. ONE MOMENT OF RISK CAN CHANGE EVERYTHING. LOOK OUT FOR YOUR FRIENDS. MAKE GOOD CHOICES. STAY SAFE.

IN AN EMERGENCY CALL 999 AND ASK FOR THE COASTGUARD

For more water safety tips visit:
www.rfsa.org.uk
www.rnspc.com
www.bbc.co.uk/news

Work Experience For 14 – 18 year olds!

Are you interested in building your CV before summer and want to have a say on issues that genuinely impact you?

Solihull Council have partnered with Warwick University to be able to offer two cohorts of five day placements, for any young person who lives or goes to school in Solihull Borough.

Dates: 29th June to 3rd July (Youth Unemployment Project)
20th July to 24th July (North Solihull Youth Offer)

Times: 10am to 2:30pm each day

Work experience details:

- Develop peer research and consultation plan
- Work in the community asking people's views and opinions
- Bring findings together and present them to the team.
- Q&A with Directors, Head of Service and Council Officers to find out about their role.
- Session from a Professor of Warwick University on Peer Research
- Meet new people, have fun and then have the chance to join the Youth Voice Network.

Please email youthoffer@solihull.gov.uk to find out more and book a space. Limited spaces available so sign up ASAP.

UNIVERSITY OF WARWICK

Solihull METROPOLITAN BOROUGH COUNCIL