

# Parent Bulletin



4<sup>th</sup> April 2025

We have made it to the end of the spring term!

Thank you to everyone who attended our Annual Review Day on Tuesday. Reports are being posted home for those who were unable to attend, and please reach out to tutors if you would like to discuss your child's progress.

Our Year 11 students came together for their final celebration assembly before embarking on their GCSE exams. The event was a wonderful mix of joy and reflection, providing an opportunity to celebrate their hard work, achievements, and the journey they have shared. It was a special moment of encouragement and support as they prepare for this important milestone. Inside this edition, Year 11 parents can find a copy of the booster session timetable for Easter that was sent home on Class Charts.

Please be aware that we are undertaking an email migration over the Easter break. As a result, staff will not have access to emails during the two-week holiday. We appreciate your patience and understanding during this transition.

We wish parents and students a restful Easter break, and we will see students back in school on Tuesday, 22nd April.

**Team Trafalgar**

## Easter support for families - HAF Fun Pompey

A reminder that the Easter HAF Fun Pompey programme is currently open for bookings using this [link](#) for children eligible for free school meals and other families who have been referred to the programme.

**Click here**



### Key Dates

**Spring 2025**

**Monday 7<sup>th</sup> - Friday 18<sup>th</sup> April** - Easter Holidays

**Monday 21<sup>st</sup> April** - Bank Holiday (school closed)

**Tuesday 22<sup>nd</sup> April** - Students start back for Summer Term

**Thursday 24<sup>th</sup> April** - Year 10 Parents' Evening

### Uniform & Equipment

Please ensure your children have the correct uniform & equipment with them each day. If you require any support, contact your child's form tutor. Please ensure students have a bag. You can find full details of what they need [here](#).



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# End of Term Awards

It has been an incredibly busy and exciting term filled with loads of achievements and our fantastic community have been embodying our core values and smashing expectations every day!

Here is a list of some of our students who have received awards in our end of term celebration, in recognition of their successes.



**Top Boy** is Sailasa



**Top Girl** is Elsie



## HOH Star Students

**Temeraire:** Chidinma C-I

**Britannia:** Betty-Mae F

**Sovereign:** Theo J

**Victory:** Tilly R

Well done to every student who received an award! Have a great Easter break and we'll see you in the summer term!

## Reading Plus Leaderboard

Congratulations to 7G2 for topping the Reading Plus Leaderboard for a sixth straight week!

This week's individual winner is Leyla. Leyla chose 'Like a Charm' by Elle McNicoll as her reward from the Library Book Vending Machine.

Happy reading Leyla! You've earned it!

If you would like to win a free book this could be YOU next term!

The programme will be set to the level that is correct for you, so get reading on Reading Plus and enjoy the results!

If you have any questions, see Mr Jenner in the Library.



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# Year 11 - Easter Booster Sessions 2025

These boosters are open to all students, unless a particular class has been stated e.g. '11D only'. Students will need to sign in and out at Student Reception and then make their way to the allocated session. Please note that the canteen will be closed over Easter, so students are encouraged to bring in their own food and drink.

	Monday 7th	Tuesday 8th	Wednesday 9th	Thursday 10th	Friday 11th
<b>AM</b>	<b>Spanish</b> <b>NAB</b> <b>ONLINE</b> <b>9-10:30am</b> – Higher <a href="https://meet.google.com/osp-syiz-esn">https://meet.google.com/osp-syiz-esn</a> <b>10:30-12pm</b> - Foundation <a href="https://meet.google.com/has-mbwb-wce">https://meet.google.com/has-mbwb-wce</a>	<b>History</b> – Germany and Elizabeth <b>9-12pm</b> LHU, AAR, KDA Hu1-3  <b>GCSE PE</b> – Practical <b>10-12pm</b> CFU Field	<b>Science Foundation</b> <b>9-11:30am</b> LCU & RMA SC6 & SC3  <b>Triple Chemistry</b> <b>9-11:30am</b> TPU SC8	<b>Sociology</b> <b>9-11am</b> MCO Hu4	<b>English Literature</b> - Macbeth <b>9-11am</b> JLE & CHE En8 & En1  <b>English Literature</b> - Romeo & Juliet <b>11-1pm</b> KWA & SJO En5 & En3
<b>PM</b>	<b>Geography</b> - Paper 1&3 <b>12:30-3pm</b> Hu2, Hu7, Hu8 ARA, LHU, MGR  <b>Child Development</b> Coursework Resubmissions <b>12:30-3pm</b> Library LNE	<b>History</b> – USA and Crime <b>12:30-3pm</b> LHU, AAR, KDA Hu1-3	<b>Science Higher</b> <b>12-2:30pm</b> LCU & RMA SC6 & SC3  <b>Triple Physics</b> <b>12-2:30pm</b> TPU SC8  <b>Triple Biology</b> <b>2:30-4:40pm</b> LCU SC6	<b>Spanish</b> – 11D only <b>12:30-3pm</b> SRA La1	<b>English Literature</b> - Poetry <b>1-3pm</b> KWA & CHE En5 & En1

	Monday 14th	Tuesday 15th	Wednesday 16th	Thursday 17th	Friday 18th
<b>AM</b>	<b>Statistics - Higher</b> <b>9-12pm</b> CPA Ma6  <b>Health and Social Care</b> – Exam Unit <b>10-12:00</b> Hu5 EPO  <b>Sports Studies</b> - NEA Resubmissions <b>10-12pm</b> Library DST	<b>Maths Foundation</b> <b>9-12:30pm</b> CPA Ma6  <b>French</b> <b>9-11:30</b> AKO La4  <b>Drama, Dance and Music</b> <b>10-2pm</b> HRE, RMU, SED, SLE Drama and Music Rooms	<b>Business – Paper 1</b> <b>10-12pm</b> AGH & PDU Ma6 & Ma7	<b>Food Prep, Fine Art and Graphics</b> <b>8:30-12:30pm</b> FGE, GMO, LMO, RCL Art 1 & 3  <b>Further Maths</b> <b>12:30 – 15:30</b> CPA – Ma6	Good Friday
<b>PM</b>	<b>Statistics - Higher</b> <b>12:30-3pm</b> CPA Ma6  <b>Health and Social Care</b> – NEA Resubmissions <b>12:30-2:30pm</b> Hu5 EPO  <b>Sports Studies</b> - NEA Resubmissions <b>12:30-2:30pm</b> Library DST	<b>English Language</b> <b>12:30-2:30pm</b> ADU En6  <b>English Literature</b> – An Inspector Calls <b>12:30-2:30pm</b> SSW En2	<b>Business – Paper 2</b> <b>12-2pm</b> AGH & PDU Ma6 & Ma7  <b>Film Studies</b> <b>12-2pm</b> SSA	<b>Further Maths</b> <b>12:30 – 15:30</b> CPA – Ma6  <b>Food Prep and Photography</b> <b>1-3pm</b> FGE, GMO, LMO, RCL, RST Art 1 & 3	





## What Parents & Educators Need to Know about

# INSTAGRAM

AGE RESTRICTION  
**13+**

Instagram remains one of the world's most popular social media platforms, especially among teens – with around 70% of 13 to 17-year-olds using it. Owned by Meta, Instagram allows users to share photos and videos, create interactive 'stories', broadcast live, send private messages and follow others. With regular updates and new features, it's essential for parents and educators to stay informed about how children are using the app – and what the risks are.

### WHAT ARE THE RISKS?

#### EXCESSIVE SCREEN TIME

Instagram's design encourages prolonged use through endless scrolling of trending content and generating a fear of missing out (FOMO). Children can quickly lose track of time browsing posts from friends, influencers, and strangers, which may disrupt their day-to-day activities.

#### AI CHATBOT CONCERNS

Meta's AI, which is available on Instagram, allows users to chat with an in-app chatbot. While often helpful, it can blur boundaries for young users, who may ask for or read content that is inappropriate or see it as a real friend or confidant. Privacy issues also arise, as conversations may not be as secure or private as children assume.

#### RISKS OF GOING LIVE

The livestream feature allows real-time broadcasting to followers – or anyone, if the account is public. This increases the chance of unwanted contact from strangers and pressure to act in ways that gain attention, including engaging in inappropriate behaviour. Viewers may also post offensive or harmful comments during live sessions.

#### THREADS INTEGRATION

Threads is Instagram's sister app for public, text-based conversations. Posts from Threads appear in users' Instagram feeds and can lead children to view, share, and comment on public conversations with strangers. The content may not always be age-appropriate and can be misleading or false.

#### SCHEDULED MESSAGING

Instagram's newer ability to schedule direct messages means that children could receive messages late at night or early in the morning. This can disrupt their sleep or keep them preoccupied before the school day even begins.

#### EXCLUSION AND LOW SELF-WORTH

Feeling left out online can have a real emotional impact. Being left out of photos, receiving fewer likes, being unfollowed, or being ignored in chats and comments can leave children feeling excluded, which often hurts as much as in real life. There is a risk this can lead to reduced self-esteem and a sense of not belonging.

## Advice for Parents & Educators

#### USE INSTAGRAM'S SUPERVISION TOOLS

Instagram's built-in Family Centre lets parents monitor how much time their child spends on the app. Specialised 'teen accounts' are private by default and offer controls on who can message them. Make sure that children use their real age when registering their account to ensure they have these protections.

#### OPEN UP THE CONVERSATION

Talk regularly to the children in your care about what they enjoy on Instagram – and what makes them uncomfortable. Encourage honest chats about filters, body image, and online approval. Reassure them that they don't need to edit their appearance or chase 'likes' to feel valued.

#### SET BOUNDARIES FOR THREADS AND AI

Parental controls on Instagram also apply to Threads. These allow parents to monitor time spent in the app, check follower lists and adjust exposure to sensitive content. Discuss AI features, too, therefore helping children understand that chatbots aren't real people and should be used with care.

#### BE MEDIA-SAVVY WITH INFLUENCERS

Parents should follow a few of the influencers their child watches, so they can better understand the content they're seeing. Use this as a springboard to talk about the difference between genuine recommendations and paid promotions – and how online personalities can shape opinions and behaviour.

#### Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



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