

# Trafalgar Newsletter

24<sup>th</sup> February 2023

Welcome to the latest edition of our Parent Bulletin!

We hope you all had a great half term. We are now into the second half of the spring term and the evenings are getting lighter, the weather is getting warmer (mostly) and that summer feeling is starting to creep in!

We have got a busy half term ahead, starting with Year 7 RAP meetings taking place from next week. We have an Inset Day on 20<sup>th</sup> March, sandwiched between Year 9 Options Evening on 16<sup>th</sup> and Year 9 RAP meetings taking place from 21<sup>st</sup> to 30<sup>th</sup> March. Dance Live rehearsals have been taking place ahead of our students' performance on Monday 27<sup>th</sup> at Portsmouth Guildhall (make sure to get your tickets to cheer our students on!) That's all before even mentioning our Year 8 Parents' Evening that was held yesterday – thank you to all parents who attended.

Next week, we will be hosting our first Trafalgar Book Week! During the week, we will be celebrating all things reading with competitions and events based around reading. On Friday, we will be celebrating World Book Day with a fictional character dress up day. These costumes must be appropriate for school and we look forward to seeing how creative students can be!

Take care and stay safe,

**Team Trafalgar**

## Hot Chocolate with the Head

This week, Grace is our Hot Chocolate with the Head Star!

She has massively improved her attendance over the last 4 weeks and has given her all in every lesson with a smile on her face.

Her House leaders are very proud of her resilience in getting up and being positive and making every day worthwhile.

Well done, Grace!



### Key Dates

**Mon 27<sup>th</sup> Feb - Fri 10<sup>th</sup> Mar** - Year 7 RAP Meetings (onsite)

**Thursday 16<sup>th</sup> Mar** - Year 9 Options Evening

**Monday 20<sup>th</sup> Mar** - INSET Day

**Tues 21<sup>st</sup> Mar - Fri 30<sup>th</sup> Mar** - Year 9 RAP Meetings (onsite)

### Mobile Phones in School

Please remember that students are not allowed to use their mobile phone in school for safeguarding reasons. Whilst we understand that students use their mobile phones to communicate safe arrival at school etc, please remind your child that on arrival to school, mobile phones should be turned off or on silent.

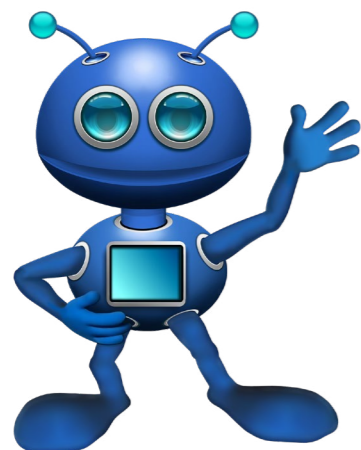


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## IT Department Update

**Year 7** have settled back into lessons after half term and are looking into what makes a computer, including hardware components.



Definition of a computer-

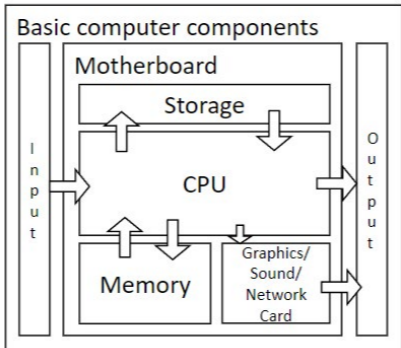
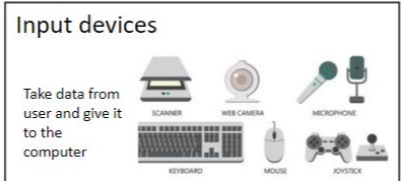
"A device that can process data"

The device is usually digital and needs electricity. The key idea is - does this device change the data - or "if I put 2 + 2 into the device will it show me 4 or will it just show me 2 + 2?"

**Hardware**  
The physical parts of a computer. In other words the bits you can touch.

**Software**  
The digital applications run by the computer that allow the user to do things. You cannot touch software.

**Types of computers**  
**Personal** - A computer used by a single person  
**Portable** - A computer that can move around  
**Embedded** - a computer that is part of a bigger device or machine, Like the computer built into a car.  
**Super Computer** - Very large machines used to perform very large sums. Like work out if it will rain tomorrow.  
*It is important to remember that some devices can be more than one type. A Smartphone is both personal and portable. So is a laptop.*



**Year 8** have just started a new topic after completing their recent set of landmark assessments in which they did well. Students have started to look into Artificial Intelligence and have had a chance to get involved with some machine learning. Students are able to train the computer using AI to recognise drawings of happy and sad faces.

**sad**

**happy**

**happy**

**sad**

## Trafalgar does the Readathon!

On Monday, we will be launching our Readathon.

This is a sponsored read which raises funds for 'Read For Good' who are a charity that provides books and storytellers for Children's hospitals and wards. We're running our readathon from 27<sup>th</sup> of February until the 31<sup>st</sup> of March and students can read whatever they like for however long they like!

If students would like further information please see Mr Smith in the library.

#teamtrafalgarreads #trafalgarbookweek



## English Department Update

A huge congratulations to Keke in Year 7 for her fantastic effort in our most recent 'Young Writer's' competition whereby students were tasked with creating their own poem on the issues facing climate change and the threats to the environment. Keke crafted a beautiful poem detailing the threats to animals through the eyes of an endangered panda.

Her poem was judged and came Top 5 out of 7,000 national entries!

What an incredible achievement. Well done Keke.

*'There's a panda on my doorstep  
And I don't know what to do  
It's eating the wispy grass  
Instead of it's bamboo  
I said to the panda  
'What are you doing here?'  
Even though I didn't want to interfere  
'They've destroyed all the trees  
And all of my bamboo' the panda replied  
'I'm sorry, Panda' I said  
'You can come inside'  
'Thank you!' he cried*

*'Tell me more about what's going on in your head'  
As I looked across, he has a face full  
Of dread.*

*The panda whimpered, 'My family was trapped there  
And my home was destroyed'  
My heart sank into a void  
I wiped away a tear and leant back in my chair  
If only the rest of the world would care.*

*In a world where animals have to fight for their lives  
Just like the panda, I wish everything could be black and white.*

This week in Speaking and Debating club, students were debating against Huxlow Academy in Northamptonshire about whether "all schools should be privatised". Once again, in true #TeamTrafalgar fashion, students absolutely smashed their opponents! Well done Speaking and Debating club!

If your child is interested in joining, please speak to Miss Kemp or come along after school on a Tuesday to English 2!



# What Parents & Carers Need to Know about

# SNAPCHAT

AGE RESTRICTION  
**13+**

Snapchat is a photo- and video-sharing app which also allows users to chat with friends via text or audio. Users can share images and videos with specific friends, or through a 'story' (documenting the previous 24 hours) visible to their entire friend list. Snapchat usage rose during the pandemic, with many young people utilising it to connect with their peers. The app continues to develop features to engage an even larger audience and emulate current trends, rivalling platforms such as TikTok and Instagram.

## CONNECTING WITH STRANGERS

Even if your child only connects on the app with people they know, they may still receive friend requests from strangers. Snapchat's links with apps such as Wink and Hoop have increased this possibility. Accepting a request means that children are then disclosing personal information through the Story, SnapMap and Spotlight features. This could allow predators to gain their trust for sinister purposes.

## EXCESSIVE USE

There are many features that are attractive to users and keep them excited about the app. Snap streaks encourage users to send snaps daily, Spotlight Challenges give users to the chance to obtain money and online fame, and the Spotlight feature's scroll of videos makes it easy for children to spend hours watching content.

## INAPPROPRIATE CONTENT

Some videos and posts on Snapchat are not suitable for children. The hashtags used to group content are determined by the poster, so an innocent search term could still yield age-inappropriate results. The app's Discover function lets users swipe through snippets of news stories and trending articles that often include adult content. There is currently no way to turn off this feature.

## SEXTING

Sexting continues to be a risk associated with Snapchat. The app's 'disappearing messages' feature makes it easy for young people (teens in particular) to share explicit images on impulse. While these pictures do disappear – and the sender is notified if it has been screenshot first – users have found alternative methods to save images, such as taking pictures with a separate device.

## DAMAGE TO CONFIDENCE

Snapchat's filters and lenses are a popular way for users to enhance their 'selfie game'. Although many are designed to entertain or amuse, the 'beautify' filters on photos can set unrealistic body image expectations and create feelings of inadequacy. Comparing themselves unfavourably against other Snapchat users could threaten a child's confidence or sense of self-worth.

## VISIBLE LOCATION

My Places lets users check in and search for popular spots nearby – such as restaurants, parks or shopping centres – and recommend them to their friends. The potential issue with a young person consistently checking into locations on Snapchat is that it allows other users in their friends list (even people they have only ever met online) to see where they currently are and where they regularly go.

## Advice for Parents & Carers

### TURN OFF QUICK ADD

The Quick Add function helps people find each other on the app. This function works based on mutual friends or whether someone's number is in your child's contacts list. Explain to your child that this feature could potentially make their profile visible to strangers. We recommend that your child turns off Quick Add, which can be done in the settings (accessed via the cog icon).



### CHOOSE GOOD CONNECTIONS

Snapchat has recently announced that it is rolling out a new safety feature: users will receive notifications reminding them of the importance of maintaining connections with people they actually know well, as opposed to strangers. This 'Friend Check Up' encourages users to delete connections with users they rarely communicate with, to maintain their online safety and privacy.



### TALK ABOUT SEXTING

It may feel like an awkward conversation (and one that young people can be reluctant to have) but it is important to talk openly and non-judgementally about sexting. Discuss the legal implications of sending, receiving or sharing explicit images, as well as the possible emotional impact. Emphasise that your child should never feel pressured into sexting – and that if they receive unwanted explicit images, they should tell a trusted adult straight away.



### CHAT ABOUT CONTENT

Talk to your child about what is and isn't wise to share on Snapchat (e.g. don't post explicit images or videos, or display identifiable details like their school uniform). Remind them that once something is online, the creator loses control over where it might end up – and who with. Additionally, Snapchat's 'Spotlight' feature has a #challenge like TikTok's: it's vital that your child understands the potentially harmful consequences of taking part in these challenges.



### KEEP ACCOUNTS PRIVATE

Profiles are private by default, but children may make them public to gain more followers. Your child can send Snaps directly to friends, but Stories are visible to everyone they have added, unless they change the settings. If they use SnapMaps, their location is visible unless 'Ghost Mode' is enabled (again via settings). It's prudent to emphasise the importance of not adding people they don't know in real life. This is particularly important with the addition of My Places, which allows other Snapchatters to see the places your child regularly visits and checks in. Additionally, it's important to be cautious about Shared Stories as this allows people who are not on your contact list access to the post.



### BE READY TO BLOCK AND REPORT

If a stranger does connect with your child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending explicit images to them, your child can select the three dots on that person's profile and choose report or block. There are options to state why they are reporting that user (annoying or malicious messages, spam, or masquerading as someone else, for example).



### 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.



**NOS** National Online Safety®  
#WakeUpWednesday

Sources: Status of Mind: Social media and young people's mental health | Life in Likes – Children's Commissioners Report | <https://support.snapchat.com/en-US> | <https://netsanity.net/snapchat-parent-review/> | BT.com | Independent.co.uk | <https://mashable.com/article/snapchat-status-snap-maps/parent-true>, eSafety Commissioner, (2017), Young People and Sexting – Attitudes and Behaviours: Research Findings from the United Kingdom, New Zealand and Australia.



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