

# Parent Bulletin

20<sup>th</sup> March 2026

Welcome to this week's Parent Bulletin!

It's hard to believe we're already approaching the end of term! Next week we'll come together for our Celebration Assembly – a fantastic opportunity to reflect on this term's achievements. Please note that, unlike the autumn and summer terms, this final day is not an early finish and will end at the normal time.

Our Year 11 Child Development students deserve a huge congratulations this week for their fantastic early results – a real testament to their hard work and commitment.

Parents and carers are reminded to book appointments for our Annual Progress Review Day, taking place on Tuesday 24<sup>th</sup> March. If parents are unable to attend, please still make an appointment for your child, as all students are expected to attend their meeting to discuss progress and next steps.

We're also pleased to share that the organisation behind the Sugar and Spice workshops has released details of their upcoming exhibition. Full information can be found inside this bulletin. Students who took part in the workshops have been invited, along with their families, to a private view on Saturday 28<sup>th</sup> March from 4–6pm at Pitt Street Skatepark.

Until next week!

**Team Trafalgar**

## Online Safety Talks

A huge thank you to PC Davies for giving up his valuable time this week to speak to our students in assemblies across the school.

PC Davies delivered powerful, age-appropriate talks on the serious dangers of AI misuse and sending nudes, explaining the lasting impact these actions can have on individuals, families and futures. He highlighted the legal repercussions and emotional consequences, helping students understand how to stay safe online and make smarter choices.

We're incredibly grateful for his expertise and commitment to keeping our young people informed and protected.



## Key Dates

**Tuesday 24<sup>th</sup> March** - Annual Progress Review Day - students attend meeting with tutor.

**Wednesday 25<sup>th</sup> March** - Easter Concert - 6:00pm

**Friday 27<sup>th</sup> March** - Celebration Assembly - normal finish

## 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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## Blue Skies trip to International Port - Spring 2026

Earlier this week, a group of our students took part in an exciting visit to Portsmouth International Port as part of the Blue Skies Project. They gained a unique insight into the world of maritime logistics and transport, discovering how teamwork, clear communication and confidence are essential to keeping a busy international port running smoothly.

The session, titled 'Captain Your Confidence', focused on building students' confidence, communication skills and positive self-talk through interactive activities such as teamwork challenges, short speaking tasks, problem-solving scenarios and reflection exercises.

The group also learned about port security procedures and key aspects of port operations, and had the chance to explore parts of the port site. Despite some time spent outdoors, spirits remained high – and coats proved useful in the changeable weather!



## Year 11 Celebrate Early Child Development Results

Year 11 Child Development students have been celebrating this week as they collected their incredible GCSE results, having sat their exam ahead of the main exam season starting in May.

With one fantastic result already in the bag, they can move into the rest of their exams with real confidence. We are incredibly proud of their achievements and the commitment they have shown throughout the course – well done to all students for their hard work and determination.



# Reading Plus Winner

Congratulations Aoife in Year 8, our Reading Plus winner of the week! Aoife chose historical adventure story *Angel of Grasmere* by Tom Palmer, drawn to its gripping tale of courage and discovery set against a real-life backdrop of Lake District mystery and daring wartime exploits — perfect for anyone who loves fast-paced stories that blend history with high-stakes adventure. Happy Reading!

By keeping up with your Reading Plus you stand the chance to win one of our new books from the book vending machine! Which book would you choose?

Also, well done 7G3 for topping our reading leaderboard! Don't forget to help your class climb the table by keeping up with your English home learning.



Leaderboard	
Top Classes - Total Avg. Reading Lessons (SR)	
1. 7G3/En 25/26	74.1
2. 7G1/En 25/26	55.7
3. 8R1 25/26	55.2
4. 7R2/En 25/26	52.1
5. 7R1/En 25/26	48.7

# BAE Summer Work Experience Opportunity

Do you know a young person looking for work experience?

BAE Systems are offering Virtual Work Experience Programmes for 14 – 18 year olds this Summer:

Placement dates	Placement location	Age banding	Online application opens	Online application closes
22 June – 26 June 2026	Virtual	14 – 18 year olds	18 March 2026	27 April 2026

Their virtual 5-day programme will guide students through a real-life engineering challenge; including live teaching sessions, group discussions, collaboration activities, independent research and Q&A opportunities with our apprentices and experienced engineers. An engineering-based project will be completed over the week and students will present their work to a selection of BAE Systems Ambassadors on the final day.

On completion of the programme, they will receive a Silver Industrial Cadet certificate, awarded by the Engineering Development Trust.

BAE Systems Work Experience Programmes close for application (a minimum of) 8 weeks prior to the advertised start date, or sooner once a sufficient number of applications are received. Therefore, early application is advised.

Students can expect to receive the outcome of their online application approximately 5 weeks before the scheduled placement start date.

To get started, complete the online form at: [Work Experience Job | Virtual | BAE Systems](#)

Any questions? Please contact [maritimelandoutreach@baesystems.com](mailto:maritimelandoutreach@baesystems.com)

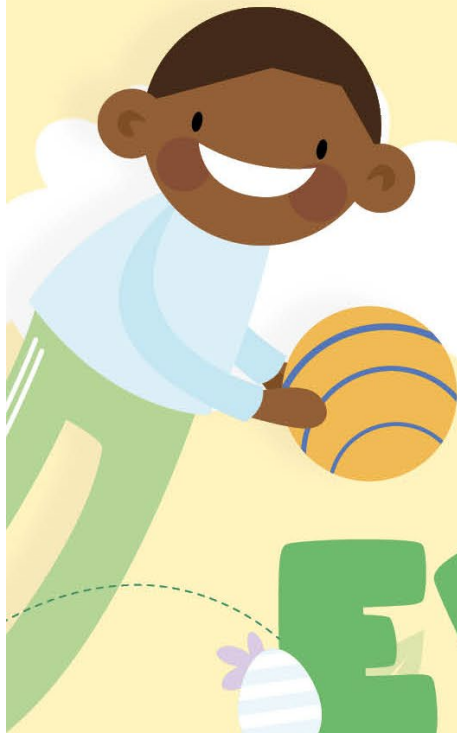




Department  
for Education



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FamilyLifePompey HAF@portsmouthccc.gov.uk



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OPEN  
EVERY DAY  
EXCEPT  
APRIL 5

MARCH 29 -  
APRIL 12

SUSTAINABLE  
CONSERVATION  
TRUST PRESENTS

FREE EXHIBITION

# SUGAR

# & SPICE

PRIVATE  
PREVIEW  
MARCH 28  
4-6PM

# ALL THINGS NICE PORTSMOUTH

email [studio@studioconservationtrust.com](mailto:studio@studioconservationtrust.com) for more details

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# What Parents & Educators Need to Know about ONLINE TRENDS ENCOURAGING VIOLENCE

7 out of 10 teens report seeing violent content on social media, with over half of that content featuring fights involving young people. Most don't 'seek' it but are shown it through social media feeds or messaging groups. 91% of young people involved in violence have seen violent social media content. Viral trends, challenges, or 'wars' that are spread online risk encouraging violence offline, while real-world incidents may also be recorded and promoted online.

## WHAT ARE THE RISKS?

### ALGORITHMIC EXPOSURE

Social media platforms are designed to keep users engaged, meaning dramatic or extreme content can spread widely and quickly. Algorithms often recommend content that reflects users' past interactions. As a result, young people may see more violent material if they have viewed, commented on, or shared it before. Repeated exposure can make violent content appear frequently in their feeds without them fully understanding why.

### WEAPONS AND CRIMINAL RISK

Teens exposed to high levels of real-world violence on social media sometimes report feeling an increased need to carry a weapon for 'self-protection'; however, carrying a weapon increases the risk of victimisation (harm and injury by others) for young people. In addition, carrying a weapon is a serious offence that can lead to police arrest and a criminal record.

### SHARING VIOLENT CONTENT

Encouraging or assisting an offence is a crime in the UK, including via social media, and can lead to arrest. This means sharing, forwarding, or reposting violent content carries a risk for young people too. Showing examples of content to a trusted adult is appropriate, but young people should take care not to further spread violent material by posting it online or sharing it within large messaging groups.

### FEAR, ANXIETY, AND MARGINALISATION

Research shows young people's emotional wellbeing can be negatively impacted by repeated exposure to violent online content, especially when it depicts 'real-world' violence (as opposed to fictional depictions in games or films). Posts featuring weapons, threats, attacks, and fights – or content that appears to glamourise gang activity – can increase feelings of anxiety or fear among young people. Material that encourages violence targeting people because of their identity, such as their nationality or religion, can also create disproportionate harm for children belonging to those groups.

### AVOIDANCE AND ISOLATION

Real-world violence on social media can increase young people's belief that their local communities – or the 'outside world' more generally – are unsafe places. This can result in avoidant and isolating behaviours, which may negatively affect their wellbeing. As well as feeling fearful of others, teens also report feeling judged for spending time together in large groups, which may affect their social interactions and leisure time.

## Advice for Parents & Educators

### STAY INFORMED

Stay alert for updates from police, schools, or local authorities, and follow the advice provided. Be cautious about unofficial accounts, fake content, and misinformation, which can spread quickly online or in chat groups. Ensure you get accurate information from trusted sources and encourage young people to do the same. Remind them never to share violent content online and to speak to a trusted adult instead.

### DISCUSS SOCIAL MEDIA

Encourage young people to talk about the content they see online and the effect it can have. This can be an opportunity to discuss topics such as misinformation, AI-generated material, the attention economy, and algorithms, helping them understand how and why extreme content can spread online. Explore tools available to block, report, and remove harmful content, and signpost where to get support and advice, such as [reportharmfulcontent.com](http://reportharmfulcontent.com).

### TALK CRIME AND SAFETY

In most of the UK, the age of criminal responsibility is 10 (12 in Scotland). This means there can be serious criminal consequences for carrying a weapon, taking part in violence, or filming or sharing violent content. Discuss the law with young people alongside practical safety strategies. Ask questions such as: "What could you do if you feel unsafe?" Work together on action plans and remind them they can contact a trusted adult or the police if they witness or experience violence.

### ENCOURAGE POSITIVE ACTION

Focus on strengthening young people's positive experiences both online and within their local communities. Discuss strategies to reduce negative social media effects, such as time limits, unfollowing certain accounts, or taking breaks from apps. Encourage offline activities such as spending time with friends, visiting local places, and taking part in hobbies that bring them joy, purpose, and connection. Remind them they can seek support with any concerns at any time via [childline.org.uk](http://childline.org.uk).

### Meet Our Expert

Dr. Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in media law, online safety, and young people. Her PhD investigates youth understandings of criminal and legal risks in a digital context. She works in schools to provide award-winning education on the criminal, legal, and ethical considerations of rapidly advancing technologies.



See full reference list on our website



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