

# Parent Bulletin

10<sup>th</sup> October 2025

What a busy and exciting week it's been at Trafalgar! This week, we were delighted to welcome so many families and visitors to our Open Evening, it was fantastic to see the school buzzing with energy and pride as our students showcased all that makes Trafalgar such a special place to learn.

We're also pleased to officially launch our Year 11 Intervention Timetable this term. These after-school sessions run daily and provide targeted support to help students prepare for their exams, giving them the opportunity to consolidate learning and build confidence across their subjects. Full details can be found inside.

Our Year 8 students have also kicked off another year of the Blue Skies Project, taking part in their first session this week. This initiative encourages personal growth, creativity, and community involvement, giving students a chance to explore exciting new opportunities beyond the classroom.

Meanwhile, excitement is building over our Reading Plus programme. Don't miss finding out who our latest winner is, and see if your class can climb to the top of the leaderboard this term!

Stay safe and take care,

**Team Trafalgar**

## Showcasing What Makes Our School Special

Our Open Evening last night was a fantastic success, with a wonderful turnout from prospective students and their families.

Over 400 of our own students volunteered to help showcase the school, guiding visitors around and sharing their experiences with pride and enthusiasm.

The hall was packed for the Executive Headteacher's address, reflecting the strong sense of community and interest in all that our school has to offer.

A huge thank you to everyone who attended or contributed to making the evening such a warm and inspiring event - showing exactly what makes our school such a great place to be!



### Key Dates

#### Autumn 2025

**Friday 17<sup>th</sup> October** - Activities Week Choices Deadline

**Monday 27<sup>th</sup> -Friday 31<sup>st</sup> October** - Half Term

**Monday 3<sup>rd</sup> November** - Students back in school

### 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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# Year 11 Intervention Timetable

Please find below the Year 11 Intervention Timetable for Term One.

These sessions run every day after school from 3:00 to 4:00 pm and are designed to provide targeted support as students prepare for their upcoming exams.

We greatly appreciate your support in encouraging your child to attend these valuable sessions to help them achieve their best possible results.



Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	History and Geography	Maths	Sociology Comp Science Travel & Tourism  (Additional Languages)	Creative Arts: 3D Art Fine Art Graphics Photography Food Prep	Film Studies Health: Sports Studies GCSE PE Child Development Health and Social Care
2	Science	English	Business Ancient History  Yr10 Citizenship Online 4-5pm	Languages French Spanish German  Lunchtime also available	Triple Science Performing Arts: Dance Drama Music

## Join Our Governing Body – We Need Your Skills!

Our school is looking for new governors to help guide and support our community. Being a governor is a rewarding way to make a real difference to the education and wellbeing of our children.

We are particularly keen to hear from parents or community members with experience in:

- **Navy or Military** – to represent and support our large community of service families
- **Finance** – to help oversee budgets and strategic planning
- **Health & Safety** – to ensure we maintain the highest standards of care and compliance

Governors play a vital role in setting the school's vision, holding leaders to account, and ensuring every child thrives. Full training and support are provided.

If you are interested or would like to find out more, please contact [clerk.trafalgar@salterns.org](mailto:clerk.trafalgar@salterns.org).

Help us shape the future of our school - your skills can make a lasting impact!



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## Blue Skies Project Launch with JETS

We are delighted to be partnering once again with JETS for the Blue Skies Project and to launch our new Year 8 cohort, who took part in their first session this week.

Students will remain on the programme for three years, developing key skills in teamwork, leadership, and employability.

We are incredibly grateful to be able to offer this valuable opportunity to a new group of students and look forward to seeing their growth and achievements over the coming year.



## Reading Plus Winner

Congratulations Anna in Year 9, our Reading Plus winner of the week!

Anna chose *The Fault in our stars* by John Green. She had heard of the story and wanted to read it. Happy reading!

Also, well done 7G1 for topping our reading leaderboard!



### Leaderboard

Top Classes - Total Avg. Reading Lessons (SR)

1. 7G1/En 25/26	13.2
2. 7G3/En 25/26	12.7
3. 7R1/En 25/26	12.1
4. 9R3 25/26	11.2
5. 8G4 25/26	10.2

Don't forget to help your class climb the table by keeping up with your English home learning.



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# What Parents & Educators Need to Know about GROUP CHATS

## WHAT ARE THE RISKS?

On messaging apps, social media and online games, group chats are one of the most popular ways that children connect. Group chats allow messages, images and videos to be shared in one place and help friendships flourish; however, they also come with a number of risks.

### TEASING AND BULLYING

Children of all ages are keen to fit in socially, and group chats can sometimes complicate that process. While group chats can foster connection, they can also give way to mean comments or jokes at someone's expense, especially when others join in for laughs. When bullying happens publicly, in front of friends and classmates, it can intensify the emotional impact – adding to embarrassment, anxiety and feelings of isolation for the child being targeted.

### UNKNOWN MEMBERS

Children often can't control who is added to a group, which can lead to privacy concerns. Sharing personal details in group chats can be dangerous, and children have no control over what others do with the material they send. Some members of the chat might even decide to use such information maliciously.

### PEER PRESSURE

Children may feel they have to constantly stay engaged just to be included and keep up with the conversation. In some cases, they might partake in inappropriate behaviours – like sharing explicit photos, jokes or teasing – just to fit in. Group settings can also encourage children to act in ways they normally wouldn't, or stay silent when they know something is wrong, out of fear of being excluded. Some children may find it difficult to leave toxic group chats.

### INAPPROPRIATE CONTENT

Some group chats may include inappropriate language or imagery. Even if a child isn't actively participating in the conversation, they may still be exposed to this content simply by being part of the group. Some apps have disappearing messaging features, where content is only available once or for a few seconds, which makes it harder for children to report something they've seen.

### EXCLUSION AND ISOLATION

Exclusion in group chats is common and can take several forms. Sometimes a new group is created specifically to leave one child out on purpose. In other cases, the chat may happen on an app that a child doesn't have access to, making it impossible for them to join in. This can cause feelings of being left out – even unintentionally.

### VIDEO AND LIVE CHATS

Many popular apps allow children to engage in live streaming with interactive chats or have group video chats. Anyone can be added to these streams, and often children tag peers in the comments and have conversations which are unmoderated. There's a risk of being exposed to inappropriate or violent content and offensive language, either in the group videos or via the group chats.

## Advice for Parents & Educators

### CONSIDER OTHERS' FEELINGS

Group chats can become an arena for children to compete for social status. Help children consider how people might feel if they behave unkindly. If a child does upset someone, encourage them to reach out, show empathy and apologise for their mistake.

### SET SOME GROUP CHAT RULES

Discuss safe group chat practices, such as asking a peer for consent before adding them to a group chat, or leaving a group chat if a stranger is added. Tell children that if they're added to a group they didn't agree to beforehand, it's OK for them to leave immediately.

### BLOCK, REPORT AND LEAVE

If a child encounters inappropriate content or feels uncomfortable in a group chat, encourage them to block and report the sender and leave the group. Make sure children know it's OK to leave a group chat if they feel uncomfortable or unsafe.

### SUPPORT, NOT JUDGEMENT

Group chats are an excellent way for children to connect and feel like they belong. However, remind them that they can confide in you if they feel bullied or excluded, instead of responding to the person who's upset them. Validate their feelings and empower them by discussing how they'd like to handle the situation. You can also encourage children to speak up if they witness others being bullied.

### PRACTISE SAFE SHARING

It's vital for children to be aware of what they're sharing and who might potentially see it. Ensure they understand the importance of not revealing personal details – like their address, their school, or photos they wouldn't like to be seen widely. Remind them that once something is shared in a group, they can't be certain where it might end up or how it might be used.

### SILENCE NOTIFICATIONS

Being bombarded with notifications from a group chat can be an irritating distraction – especially if it's happening late in the evening. Explain to children that they can still be part of a group chat while disabling notifications. In fact, it would be healthier for them to do so, helping them avoid the pressure to respond immediately.

## Meet Our Expert

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



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