

# St. Joseph's Catholic Primary School



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Newsletter  
March 2025

# MESSAGE FROM HEAD OF SCHOOL



**Dear Parents and Guardians,**

Welcome to our March newsletter! As we move through March, we are delighted to witness the arrival of beautiful spring weather, blossoming spring flowers, and longer days filled with light. This month also marks the Season of Lent, a time of reflection and preparation as we approach the most significant event in the Church's calendar – Easter.

**This month** we are also thrilled to share the excitement of another successful World Book Day celebration at our school.

We want to emphasise the importance of reading and vocabulary acquisition in your child's learning journey. Research shows that a child's vocabulary at age 5 is a significant predictor of their future success and mental well-being. Children with limited vocabulary are three times more likely to experience mental health issues as adults.

Therefore we urge you to continue reading with your children regularly, as it is one of the most impactful activities you can engage in with them. Let's nurture their love for learning and language together!

As we continue to navigate through the academic year, we are grateful for your ongoing support and partnership in your child's education. Together, we strive to create a nurturing and enriching environment for every student to grow and learn.

On behalf of myself and our wonderful team may we take this opportunity to wish you all a peaceful Easter holiday when it arrives

**Best Wishes and God Bless      Sarah Pascoe**

# THE CATHOLIC LIFE OF OUR SCHOOL

19th March was St. Joseph's Day. To celebrate our Patron Saint the whole school walked to church in Newton Abbot town centre where we attended a special Mass for our school. We ended the day celebrating in our classes. St. Joseph was the husband of Mary and is known for his love, devotion and steadfast faith in God. He is also the patron saint of fathers among other things.



# STARS OF THE WEEK



# VALUE GUARDIANS

<p>Rosie Easterbrook Lucy Harris Isaac Heyworth- Maclean Whole Class</p>		<p>Elijah Evans Ellie Rowe Whole Class</p>
<p>Violet</p>		<p>Isaac</p>

# STARS OF THE WEEK



# VALUE GUARDIANS

<p>Nicolas Amelia Andrii Michael</p>		<p>Bella Ebru Tori Kyleigh</p>
<p>Logan</p>		<p>Maisie Amelia</p>



# CURRICULUM HIGHLIGHTS



We had an **amazing** time on *World Book Day*, dressing up as favorite characters or getting cosy in pajamas while sharing stories! 📖 ✨

In **Forest School**, we made delicious porridge like *Goldilocks and the Three Bears* 🍲, and in **Design & Technology**, the children been using a needle and thread to create beautiful bookmarks. 🧵 📖

A month full of creativity and fun!





# CURRICULUM HIGHLIGHTS

💖🌸🌟 We had a lovely Mother's Day assembly and Stay & Play morning, celebrating all the amazing ladies in our lives! 🌟🌸💖





# CURRICULUM HIGHLIGHTS

## St. Vincent's March Highlights 🌸☀️📖

March has been a busy and exciting month at St. Vincent's! The children have enjoyed extra PE lessons in the beautiful spring sunshine, making the most of the fresh air and outdoor activities. We also had a fantastic **Dogs Trust workshop**, where pupils learned about responsible pet care and the amazing work the charity does. **Forest School** has been full of adventure, with fun outdoor learning sessions helping the children connect with nature. A definite highlight was our **magnificent World Book Day**, where creativity and a love of reading took center stage! From wonderful costumes to engaging storytelling.

Looking forward to more exciting moments as we head into April!





# CURRICULUM HIGHLIGHTS

In PE we have been learning how to work together collaboratively as a team, learning the rules of Tag Rugby!



As Scientists, we investigated in order to prove if our predictions were correct. We discussed the importance of a fair test and how Scientists must ensure all conditions are the same, except the one variable: the surface which we changed.

In RE we have been considering the stations of the cross. When we went to mass at St Joseph's church we looked closely at each station represented in beautiful art, discussing the key moments in each of Christ's journey.





# CURRICULUM HIGHLIGHTS



## St Oscar's Exciting March Adventures!

March has been a fun-filled month for St Oscar! Our students took part in the *'Becoming a Mathematician'* workshop at Coombeshead, where they learned some clever maths tricks to share with their classmates. They also had a fascinating experience, creating smoke with their fingertips using a special resin!

In addition, we enjoyed an engaging **Dogs Trust** workshop, and got creative in a **paper-making** workshop. It's been a month full of hands-on learning and new experiences!





## Breakfast Club

- Available **Monday – Friday** from **8:00 AM**
- Cost: **£4 per session**



## Booking Information:

All bookings should be made via **ParentPay** prior to the session. For any last-minute bookings, please call the **school office**.



## After School Club

- Available **Monday – Friday**
- Until **5:00 PM** – **£6.75**
- Until **5:30 PM** – **£10.00**
- **Fridays close at 5:00 PM**



## After School Activities

- **Tuesday – Football**

## Important Notice:

Any accounts with arrears of **£50 or more** will not be permitted to use the **Breakfast Club** or **After School Clubs** until the balance is cleared.



# FRIENDS OF ST JOSEPH



 **Friends of St. Joseph's Easter Treats Raffle!** 🐣🍫

 **Ticket Sales:** Monday 31st March- Wednesday 2nd April

 **Time:** 3:30 - 3:45 PM

 **Location:** School Playground

 **Cost:** £2.00 per strip

The **raffle draw** will take place on **Thursday, 3rd April** – don't miss your chance to win some egg-citing treats! 🥚✨



Every Friday – Cookies in the playground after school



10% off birthday parties at iTown & iBounce using code:

StJosephs10

# Attendance Matters



## Attendance Feb/March

	87.08%
	95.32%
	92.53%
	92.80%

## Important Notices & Reminders

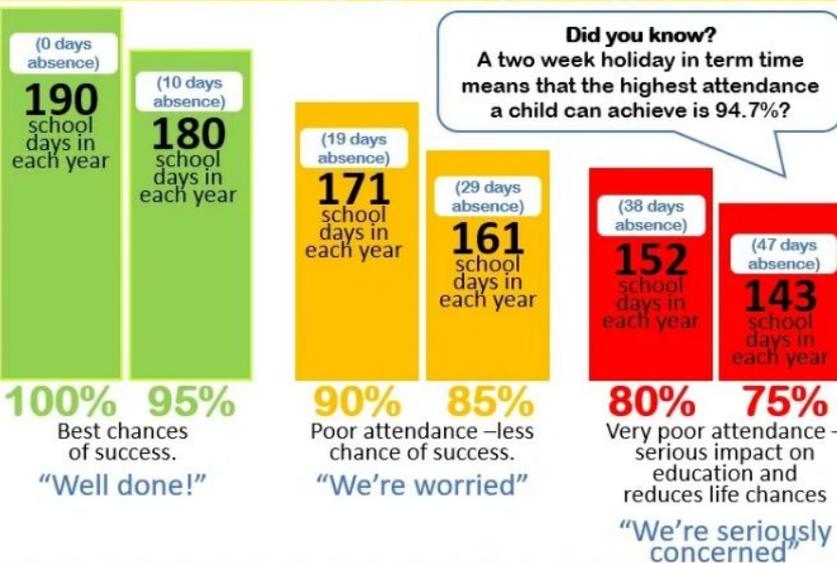
If your child is late for morning registration, arriving late at school after 9am, please ensure you or their accompanying adult reports to the school office to ensure that they are registered.

**Good attendance means...**  
being in school at least 95% of the time or 180 to 190 days

## 175 days not at school!

All this time for shopping, holidays and appointments

365 days in a calendar year



**Did you know?**  
A two week holiday in term time means that the highest attendance a child can achieve is 94.7%?

# Attendance Roadmap

In line with the DfE Statutory Guidance (in force from 19th August 2024) we offer a supportive, stepped, attendance approach. We will offer a welcoming ethos with high expectations for all. We will assess data to identify absence trends & use preventative discussions/meetings with families to listen, understand & support to remove barriers. Where needed, we will formalise support to nurture improvement with Attendance Contracts & as a last resort we will consider intensifying support &/or enforce legal sanctions.



Did you know, arriving after the register has closed (30 mins from school starting) = an absence?



Did you know, 90% attendance = approx. 95 missed lessons/hours of learning?

## STEP 1 - Identify, Assess & Prevent

Our daily actions & processes aim to promote relationship building with children & families to prevent absence. This involves monitoring data trends & absence patterns to inform our conversations with you (& your child where age allows). The trigger for conversations is where absence is at risk of reaching the new National Threshold (**10 sessions (10 half days/5 days) within a 10 week rolling period**). Other daily actions involve promoting attendance positively, using praise & incentives, swift absence follow up, email &/or letter communication to raise your awareness of emerging concerns, processing requested or unrequested 'Term Time Exceptional Absence' & doing Home Visits to meet our safeguarding duties as required.

## STEP 2 - Early Absence Support

We move to this step if the National Threshold for absence is met (authorised or unauthorised) to prevent further absence occurring. Discussions & meetings will be offered to identify if early support or reasonable adjustments are needed. This will be done using discussions &/or meetings to create a supportive action plan. An Early Help Assessment (EHA) may be required for some support to be accessed along with a Team Around the Family (TAF) Meeting Process

Please talk to us about how we can support you &/or your child at any time.

## STEP 3 - Formalised Support

Where absence continues & initial support needs to be increased an Attendance Contract (AC) will be offered to formalise support. This is a 3-6 month nurturing plan of improvement to prevent further escalation. Achievable & individual targets will be set & reviewed regularly. Medical &/or other information will be actively sought at this point if required to work collaboratively with you & other agencies. An AC can run alongside other meetings e.g., TAF meeting.



Did you know, 90% attendance = 4 weeks of absence over a year?

## STEP 4 - Warnings - Concerns Remain

Where STEP 2 or STEP 3 support has been unsuccessful &/or declined, a 'Formal Warning' if AC has failed, or a 'Notice to Improve' Letter if no AC appropriate, will be issued to reinforce the need for immediate improvement. A Family Court Order such as an Education Supervision Order will also be considered as an alternative to prosecution.



Did you know, good attendance increases academic success?



## STEP 5 - Legal Action - No Improvement

Legal action (Penalty Notice or Prosecution) MAY be requested from the Local Authority (LA) if Unauthorised Term Time Absence is taken, or if overall absence continues to occur & reaches or exceeds the National Threshold for absence, despite STEPS 1-4 being attempted. Statutory Guidance States a Referral to Children's Social Care for children with 'Severe Absence' (less than 50%) should be considered to obtain 'Intense Support'.

### PENALTY NOTICES & LEGAL ACTION

**1st Offence** (after 19th August 2024) of **Term Time Leave** &/or **Irregular Attendance** (10 sessions of Unauthorised Absence or more) = Fine of £160 per parent, per child if paid within 28 days. If paid within 21 days fine is reduced to £80 per parent, per child.  
**2nd Offence** within 3 years (from 19th August 2024) = Fine of £160 per parent, per child payable within 28 days, no reduction available.  
**3rd Offence** within 3 years (from 19th August 2024) **NO PENALTY NOTICE** considered. The case will be presented to **Magistrates' Court** under s444(1) or (1a) of the Education Act. If found guilty, a fine of up to £2500 per parent, per child can be issued. Convictions for s444(1a) offences will show on DBS record.

# IS MY CHILD TOO ILL FOR SCHOOL?

Should I keep my

## child off school?

### Yes

Until...

Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

### No

but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice	Tonsillitis
Threadworms	Slapped cheek



SCAN ME

### Advice and guidance

To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minfex>.

"THIS MORNING, HE HAD A STOMACH ACHE... BUT LOOK AT HIM NOW!"

MOMENTS  
MATTER,  
ATTENDANCE  
COUNTS.

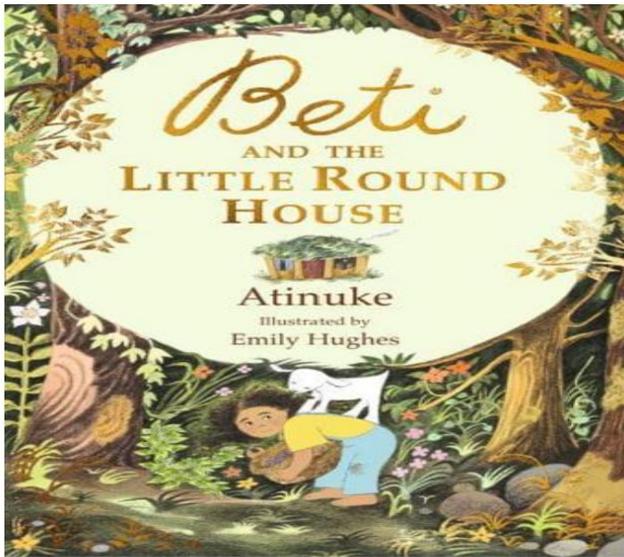


HM Government

Head to the NHS website to find out more.



<b>30.03.25</b>	<b>Daylight Saving Time begins</b> <b>Mothering Sunday</b>	<b>05.05.25</b>	<b>Early May Bank Holiday - School Closed</b>
<b>31.03.25</b>	<b>Last swimming day for STC</b>	<b>07.05.25</b>	<b>ST TERESA - DAWLISH WARREN TRIP</b>
<b>03.04.25</b>	<b>Easter Draw</b>	<b>12.05.25</b>	Year 6 SATS Week Begins  Sun Awareness Week
<b>04.04.25</b>	<b>Holy Week Service - 10:00 am in the school hall - All are welcome.</b>  <b>Break up for Easter Holiday</b>	<b>22.05.25</b>	<b>Y5 - Funky Moves - Coombeshead</b>
<b>22.04.25</b>	<b>Summer Term Begins</b> <b>World Earth Day</b>	<b>23.05.25</b>	Break up for Summer Half Term
<b>28.04.25</b>	<b>Swimming begins for Year 2</b>	<b>02.06.25</b>	Non-Pupil Day - School closed
<b>30.04.25</b>	<b>PE Impact Day - Whole School</b>	<b>03.06.25</b>	Children back to school for Summer 2
<b>02.05.25</b>	<b>Y5 - NAC - Sports Festival</b>	<b>17.06.25</b>	Sports Day and Family Pic-Nic



## BOOK RECOMMENDATIONS

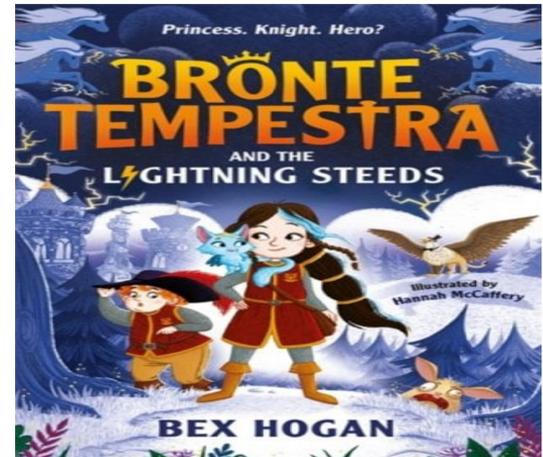
**‘ If you don’t like to read,  
you haven’t found the right  
book. ’ *J.K Rowling***

### **Beti and the Little Round House by Atinuke**

This exquisitely presented hardback collection of diverse short stories celebrates friendship, the wonders of the seasons, and the power of nature. Through Beti’s escapades with her family and friends, including her goat, Naughty, young readers will be enchanted by the masterful storytelling and delightful illustrations. *Beti and the Little Round House* is the perfect short story book for children who are interested in the countryside.

### **Bronte Tempestra and the Lightning Steeds by Bex Hogan**

In Bex Hogan’s enchanting debut we meet Bronte Tempestra, a princess determined to rewrite the rules and become the first princess-knight in the Storm Kingdom. However, knight school isn’t the heroic journey she envisioned. When the Lightning Steeds vanish, chaos ensues, and Bronte, accompanied by her gluttonous friend Tonk, must save the kingdom. The narrative, beautifully complemented by Hannah McCaffery’s illustrations, combines humour and imagination. A perfect introduction to fantasy adventures for Year 3 children, the story unfolds with a delightful blend of silliness and heroism.





## SAFEGUARDING

Safeguarding at St. Joseph's is always a priority. Should you have any enquiries or concerns, please contact our Designated Senior Lead for Child Protection: Mrs Day or Mrs Pascoe on 01626 352559. Our named governor for child protection is Tim van Kroonenburg.

### WELFARE

Our Family Support Worker is Rachel Ripley. Please let us know if you would like her to contact you for ANY support. Everyone needs a Rachel in their lives!



### ATTENDANCE

*Hi, my name is Steph, I'm the Attendance and Welfare Officer here at St Joseph's. I monitor attendance regularly to ensure that, where possible, every child is in school on time every day. If you have any concerns around your child's attendance, please leave a message with the office and I will contact you.*



### CPOMS and Operation encompass

At St. Joseph's we use CPOMs as our system for recording information that we consider to be safeguarding information. Further information about the programme can be found here -

**<https://www.cpoms.co.uk/privacy-statement/>**

Operation Encompass is the reporting to schools, prior to the start of the next school day, when a child or young person has exposed to, or involved in, any domestic incident.

Operation Encompass will ensure that a member of the school staff, known as a Key Adult, is trained to allow them to liaise with the police and to use the information that has been shared, in confidence, while ensuring that the school is able to make provision for possible difficulties experienced by children, or their families, who have been involved in, or exposed to, a domestic abuse incident.

# EASTER SATURDAY

COURTENAY STREET

19TH APRIL, 10AM-2PM

## FREE FAMILY EVENT

Crafts with 'Creative Newton Abbot'

Balloon modelling

Face painting

The Hot House Combo

Spectrum Orchestra

Walkabout characters

Easter egg giveaway



**PAVILIONS**  
Teignmouth  
Children & Families

## UPCOMING EVENTS

FOR CHILDREN & FAMILIES  
THIS EASTER!



### MONDAY 7 APRIL

The Amazing Squirrel Circus. 2D stop motion animation workshop.  
10:30 AM - 12:30 PM  
£15.00 (+booking fee).  
Suitable for ages 5-11 years

### MONDAY 7 APRIL & WEDNESDAY 9 APRIL

Dog Man (Film)  
Cert U / Animation  
Adventure / 1hr 29mins  
2:00 PM  
Adults £7.00, Children £5.00  
(+booking fee)



### WEDNESDAY 9 APRIL & WEDNESDAY 16 APRIL

Family Drumming workshop  
11:00 AM - 12:30 PM  
£15.00 for 1 adult & 1 child.  
£5.00 for each extra child.  
(+booking fee)



### THURSDAY 10 APRIL

Captain America: Brave New World (Film)  
2:30pm & 7:30pm  
Cert 12A / Action Adventure /  
1hr 58mins  
Adults £7.00, Children £5.00  
(+booking fee)



### FRIDAY 11 APRIL

The Goose & Mrs Frost  
Live Children's Theatre.  
2:00pm  
£10.00 (+booking fee)



### MONDAY 14 APRIL 2:00PM, WEDNESDAY 16 APRIL 2:00PM & THURSDAY 17 APRIL 2:30PM

The Sloth Lane (Film)  
Cert U / Animation Comedy /  
1hr 30mins  
Adults £7.00, Children £5.00  
(+booking fee)



Den Crescent, Teignmouth, TQ14 8BG

For more information, contact us on 01626 249049  
or visit our website [www.pavilionsteignmouth.org.uk](http://www.pavilionsteignmouth.org.uk)



Libraries  
Unlimited

# BRUNEL'S ATMOSPHERIC RAILWAY: PLAY, LEARN, EXPLORE!

Monday 14th April  
10am-11:30

Newton Abbot Library

Working in teams, children will learn about Brunel's Atmospheric Railway through games, challenges, and quizzes.

Featuring the library's new Wize Floor technology!



WizeFloor

Libraries Unlimited is a registered charity 1170092.  
To donate, please visit [librariesunlimited.org.uk](http://librariesunlimited.org.uk)

Ticket price  
£2  
best suited for ages 8-  
11 years



Plant to  
takeaway

 **Mane Events**

## PLANT & PLAY

- ✓ Wednesday 9th April
- ✓ Thursday 10th April
- ✓ 3 x 90 minute sessions per day
- ✓ £7 per child - ages 3-7
- ✓ Mini plant workshop

*PP*

Ullacombe  
Farm Shop



10am - 1130am  
12pm - 130pm  
2pm - 330pm



# ONLINE SAFETY TIPS

At The National College, our WakeUp Wednesday empowers and equips parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](http://nationalcollege.com).

## 10 Top Tips for Parents and Educators ENCOURAGING CHILDREN TO CHOOSE RESPECT

- Sometimes, differences between children can escalate into bullying, potentially impacting their mental health in a way that can persist into adulthood. While it's natural to disagree sometimes, teaching children the importance of respect is essential – especially in difficult situations. This guide provides strategies for encouraging considerate behaviour, even during a dispute, to foster a kinder, more inclusive environment for everyone.
- 1 LEAD BY EXAMPLE**  
As adults, we play a crucial role in modelling respect and behaviour for children: they observe and learn from our actions every day. Be mindful of the way you interact with others in front of children. Keep in mind that you should always engage others with an attitude of mutual respect, even if you disagree with them. Demonstrating this behaviour can influence young people to help them to handle their own conflicts in a healthy way.
  - 2 AGREE TO DISAGREE**  
Make sure children know that it's fine to have differing opinions – and that disagreeing with someone doesn't mean you can't get along or respect each other's point of view. Help them understand that sometimes we can agree to disagree, using active listening skills when doing this can also help to build agreement and understanding of others.
  - 3 PROMOTE ACTIVE LISTENING**  
Teach children about the importance of active listening: that is, making a genuine effort to listen to the other person's perspective without interrupting, before responding in a way that shows you understand their viewpoint, even (or perhaps especially) if you disagree with it. This enables people feel respected and allows for a better comprehension of their point of view, which in turn can make it easier for you to communicate your own options to them.
  - 4 ENCOURAGE THE USE OF "I" STATEMENTS**  
If a child finds themselves in a disagreement with someone, it can be useful to encourage them to use "I" statements during the discussion. Framing their thoughts and feelings using statements like "I feel..." or "I think..." can help them avoid an accusatory tone and encourages them to take responsibility for their own emotions.
  - 5 FOCUS ON BEHAVIOUR, NOT CHARACTER**  
When disagreements happen, encourage children to focus on critiquing and addressing the specific actions or behaviours that caused the upset, rather than attacking the person's character. For example, "I didn't like how you interrupted me" is better than "you're so rude". This can help children avoid hurting someone's feelings, which is likely to inflame the situation.
  - 6 STAY CALM AND TAKE BREAKS**  
It's perfectly normal to feel upset during a disagreement – especially if it's getting heated. Remind children that if they feel overwhelmed, they should try to take deep breaths or even go for a short break to help them stay composed. A conversation becomes less intense, however, if there is a "timeout" continuing it later or in a different setting. This can prevent things getting out of hand, allowing cooler heads to prevail.
  - 7 START CONVERSATIONS ABOUT RESPECT**  
Take openly to children about what respect means – to you and to them. Discuss how they might show respect to each other, by friends to strangers and even to people we might disagree with. You could use examples of considerate or inconsiderate behaviour in books, films or TV to open discussions about the importance of giving someone our regard.
  - 8 SEEK COMMON GROUND**  
When a disagreement has occurred between children, they may find it hard to move past it. You can support them in finding a more positive way of helping identify areas of agreement or common ground with the other party. This can help to build bridges between differing opinions and foster a more cooperative atmosphere, as well as preventing those involved from demonising each other.
  - 9 AVOID MAKING THINGS PERSONAL**  
It's important that we make it clear to children they must avoid name-calling, swearing or derogatory comments, generalising with the other party. This can help to build bridges between differing opinions and foster a more cooperative atmosphere, as well as preventing those involved from demonising each other.
  - 10 REFLECT AND LEARN**  
After a child has had a disagreement, encourage them to reflect on the experience and think about what they can learn from it. What did they do well at? How might they improve their communication skills to handle conflicts more effectively in the future? You could use role play, writing and drawing pictures, or hypothetical scenarios to further develop their skills in resolving disagreements in a disagreement.

### Meet Our Expert

The Anti-Bullying Alliance (ABA) co-ordinates Anti-Bullying Week each year. ABA is a unique coalition of organisations and individuals, working together to achieve their vision to stop bullying and create safer environments in which children and young people can live, grow, play and learn. Their website [www.theantibullyingalliance.org.uk](http://www.theantibullyingalliance.org.uk) provides a range of resources that support this vision and support a free network of thousands of schools and colleges.



Source: See full reference list on guide page 10

At The National College, our WakeUp Wednesday empowers and equips parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](http://nationalcollege.com).

## What Parents & Educators Need to Know about SCAMS AND FAKE NEWS

**WHAT ARE THE RISKS?**

"Fake news" refers to fabricated or misleading material presented as a legitimate account of events. It's often used by malicious actors online to push an agenda, or even by criminals as a way of making scams more persuasive. Scammers can trick us into handing over personal information, security details and even our hard-earned cash.

**"CLICKBAIT" PHISHING SCAMS**

A message arrives saying "Here you see this video of yourself?" or you might be sent an attention-grabbing headline of celebrity that's been shared on social media. This kind of "click" is produced by scammers to draw us to click on an unsafe link, where malware could be downloaded to our devices. These scams rely on our curiosity and our "need to know" instinct.

**SALES, DEALS & DISCOUNTS**

Some scammers appear as adverts, offering a chance to buy something – such as designer products, experiences or tickets to a popular show – at a reduced price. Such plays often include a time limit or countdown, urging us to hurry as we don't miss out on the deal. This pressure encourages us to ignore security details or payment information before pausing to check if it's legitimate.

**YOU'RE A WINNER!**

This kind of scam involves luke warmers, opportunities or treats. It could be a message saying we've won a prize draw or competition. Or it could be a gift, free trial, bonus credit, and so on. It might claim that a package or return is waiting. All these techniques are used to prompt us to share our personal information, thinking that there's something to be gained by doing so.

**HAPPENS REAL**

**FALSE FRIENDSHIPS**

Scammers often pretend to be someone they're not to gain their victims' trust. They may appear to be someone you already know. They connect with that they're a child of similar age with shared interests. Warning signs include a high volume of messages (often with unanswered), generic or inappropriate levels of intimacy, quick liking, emotional manipulation, threats or blackmail.

**PANIC MODE**

To trigger a sense of panic, scammers may claim that a child's account has been hacked, or that they've been involved in a crime, or a number of other scary scenarios. They may claim to be able to fix the problem or offer a solution – if the child hands over control of the device or sensitive information. Scammers receive immediate information, such as names, claiming that they're in trouble and need help.

**FAKE CELEBRITY ENDORSEMENTS**

Impersonating influential people online is a common tactic for scammers, who can use technology to create fake photos, audio and even videos that look authentic. These can be used to convince us, for example, to buy a product, sign up for so-called "business opportunities" or invest in cryptocurrency schemes – all of which are fake or otherwise untrustworthy. Many scammers use an impersonation of popular celebrities' social media accounts, as well as those of individuals.

### Advice for Parents & Educators

- STAY INFORMED**  
Stay up to date with the latest information and best practice on scams. See what scam alerts are reported and make note of what tactics were used. Keep up with your parents' digital lives: talk to them about what they're doing online and use your own research to learn what risks certain sites and apps pose to young users.
- TALK TOGETHER**  
Chat often and openly with young people about fake news, online scams and how they both work. Encourage them to ask you before using or liking any content they're worried about online. If a child claims to have been scammed, don't pass judgement. Blaming the victim may deter young people from asking you for help. Remember, adults are scammed just as often, if not more.
- ENCOURAGE HEALTHY SCEPTICISM**  
Most scams rely on emotional or psychological manipulation, tapping into our human tendency to "follow the herd" or to be curious. Help others find answers, make friends, avoid losing out or to become something we really want. Encourage children to recognise that pressure to act or to check out something on social media, especially if what's on offer sounds too good to be true.
- BE PROACTIVE**  
Children increasingly use digital devices for education, socialising, shopping and play. Don't wait for a problem to arise before you discuss the risk of scams, fake information and fake news. Highlight what to look out for and clearly communicate when what circumstances the child might be likely to be in. Emphasise that they're aware of the support services that are available to them (such as Childline).

### Meet Our Expert

Dr Holly Powell-Jones is the founder of Online Media Law UK and a leading expert in digital safety, mental health and young people. Her PhD investigates children's understanding of risk online. She works with schools, businesses and universities to provide award-winning education on the criminal, legal and ethical considerations for the digital age. Visit [OnlineMediaLaw.co.uk](http://OnlineMediaLaw.co.uk) for more.



Source: See full reference list on guide page 10 <https://www.thenationalcollege.com/guides/fake-news-and-scams>

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