



# PAGET HIGH SCHOOL

RESILIENCE, INTEGRITY, COMMUNITY

# NEWSLETTER JULY 2024

Dear Families,

As we approach the end of another school year, I would like to express my heartfelt pride in our students. The overwhelming majority demonstrate excellent behavior, dedication to their studies, and commitment to our school community.

I encourage you to read through this newsletter for important updates and information regarding the upcoming academic year. We have made some adjustments to our uniform policy, including specific changes to acceptable footwear, to ensure a cohesive and professional appearance for all students. Additionally, there are new expectations regarding homework that are designed to support students' learning and development more effectively.

As the school year comes to a close, we must also say goodbye to several much-loved members of our staff who are moving on to pastures new. We thank them for their contributions to our school, and they will be greatly missed by students and colleagues alike. We wish them all the best in their future endeavours.

On a personal note, I want to extend my deepest gratitude for the warm welcome I have received as your Headteacher. The support from families, students, staff and governors has been overwhelming, and I am excited about the future we will build together.

Finally, I hope each of you enjoys a well-deserved summer break. Take this time to rest, rejuvenate, and spend quality time with loved ones. I look forward to seeing everyone refreshed and ready for an exciting new school year in September.

Lewis Fenn Griffin  
Headteacher

## STAFF CHANGES

**Thank you and goodbye** to Mrs Ryan, SENCO; Mrs Stanton, Head of Sixth Form; Mrs Younis, Health and Social Care Teacher; Mrs Jordan-Taylor, Exams Officer; Miss Cooper, Attendance and Admissions Assistant; Miss Mills, English Teacher.

**Welcome** to Mrs Kureczko, Head of English, Miss Hussain, Attendance and Admissions Assistant. A further welcome to Mrs Dowler taking on her new role as SENCO and Mr Kinrade beginning his role of Head of Sixth Form.

# SAFEGUARDING



**Miss Sutton**  
Designated  
Safeguarding  
Lead



**Ms Watton**  
Deputy  
Designated  
Safeguarding  
Lead



**Mrs Bone**  
Deputy  
Designated  
Safeguarding  
Lead

**If you are worried about yourself  
or another student you can**

talk to or e-mail any member of staff  
go to the Wellbeing Hub  
talk to or email a member of the Safeguarding Team  
[safeguarding@paget.staffs.sch.uk](mailto:safeguarding@paget.staffs.sch.uk)

**We are here to help.  
Please don't suffer in silence.**

# SAFEGUARDING

We want to reassure students and parents that if there is a safeguarding concern over the holidays you can email a member of the safeguarding team on [safeguarding@paget.staffs.sch.uk](mailto:safeguarding@paget.staffs.sch.uk)

During the school holidays, we aim to respond within 7 days. If you have an IMMEDIATE SAFEGUARDING CONCERN out of hours please call the police on 999 and/or Staffordshire Children's advice and support services:

0300 111 8007  
Monday-Thursday  
08:30-17:00  
Friday  
08:30-16:30

Out of Hours  
0345 604 2886

We wish all our students a happy and safe holiday and look forward to welcoming you back in September.

## Swimming in Open Waters:

With the current hot weather, children, particularly older children, may look to go swimming in open water to cool down and have fun. This comes with various risks – cold water shock, currents, hidden underwater dangers and diseases such as Weil's disease. 46% of drownings occur in the summer months and this rises to 75% amongst 13 – 17-year olds. Educating children on these dangers is important in preventing tragic incidents.

The Royal Life Saving Society and the Canal & River Trust have some good resources with more information on this to discuss with your children:

General:

<https://www.rlss.org.uk/Pages/Category/water-safety-information>

# START OF TERM UNIFORM

The first day of term for Year 7 and Year 11 will be Wednesday 4th September 2024.

All students will be in on Thursday 5th September 2024.

We will be moving to a two week timetable. The first week will be week A, and the second will be week B. The third week will be week A, and the fourth week B, and so on.

You will be able to see which week it is by looking on Go4Schools. Whilst this will take a little getting used to, many secondary schools have a two week timetable, so we are confident that with the support of families, students will soon get used to checking which week it is, and packing their bags accordingly.

Over the past few weeks we have been communicating with students and parents / carers regarding our expectations from September 2024. Detailed information has been sent to all and can be viewed on our school website.

Please find a few points to note about what we will be expecting in September once students return

- A general school tie is required not a specific KS3 or KS4 one
- Ankle Socks - normal length socks not trainer or football socks
- Black dupatta or hijab (a tie must still be worn); ties do not need to be worn with a shalwar kameez.
- No nail extensions or nail ornamentation
- One pair of stud earrings per ear max
- One nose stud maximum
- School Rugby shirt for PE is now optional

## ATTENDANCE

In September there will be a new national drive on attendance. Staffordshire County Council and the Department for Education will be involved in tracking schools attendance. They will have the authority to issue increased fines for families of students with poor attendance.

We will be doing lots of work with students on the importance of reaching attendance of 97% or more in September.

If a student is not well please contact the school on 01283 248800 and select Option 1 or email [attendance@paget.staffs.sch.uk](mailto:attendance@paget.staffs.sch.uk).

All medical evidence should be emailed in to this email address prior to an appointment to allow for absence authorisation.

# SCHOOL BAG + STATIONERY

All students expected to have a school bag. It should be a backpack large enough to accommodate an A4 ring binder.

A pencil case will need a minimum of:

- 3 or more black or blue pens for written work
- 2 or more pencils for graphs and other drawing
- Coloured pencils
- Gluestick
- Scientific Calculator
- Ruler, preferably 30cm and in good condition
- Rubber
- Highlighter pens

## HOMework

From September 2024, we will be making a big effort to communicate to students the importance of homework. Homework has been proven many times to have a huge positive impact on students grades.

Paget offers a range of support to students to ensure they are able to complete their homework fully and to the best of their ability. All homework will be posted on Go4Schools so that students and parents can track tasks and deadlines. A homework club timetable will come out in early September, which shows when IT facilities are available to use. Furthermore, our Year 7 students will have a phased introduction to homework, to allow students to settle in and learn to manage their time.

Due to its importance, we will begin issuing students who don't complete their homework with detentions. These will be of a similar length to the homework that they didn't complete. We will let families know of any detentions in the usual way.

I am sure that you will support us in helping your child understand the importance of getting their homework done.

# ALWAYS FOLLOW THE WATER SAFETY CODE



Whenever you are around water:

## STOP AND THINK

Take time to assess your surroundings.

Look for the dangers and always research local signs and advice.



## STAY TOGETHER

When around water always go with friends or family.

Swim at a lifeguarded venue.



In an emergency:

## CALL 999

Ask for the Fire and Rescue Service when inland and the Coastguard if at the coast. Don't enter the water to rescue.



## FLOAT

Fall in or become tired - stay calm, float on your back and call for help.

Throw something that floats to somebody that has fallen in.



# SCIENCE

Students in Science (yr 7-11) have been introduced to a new learning called Tassomai. Each week students must reach their weekly goal as homework, which they can do all in one go or by using the little and often approach (the app recommends students use it x4 times a week to see the best results). Students have enjoyed using the app and watching their tree grow on the app as they answer more questions and watch the leaves go green as they get better at each topic. Tassomai has been proven to embed core subject knowledge and we hope students can see the benefits as they improve in Science in a fun and interactive way.

Tassomai has been proven to embed core subject knowledge and we hope students can see the benefits as they improve in Science in a fun and interactive way. Tassomai uses AI technology to provide a personalised approach to learning by setting different topics/questions to each student depending on their strengths and weaknesses, allowing students to learn at their own pace. Students don't have to complete their weekly goals over the summer holiday but we strongly recommend they continue to engage with the app and will be rewarding students that do so.

# PSHE AND PERSONAL DEVELOPMENT

On Thursday 4th July, after a half term of studying elections, voting processes and political parties through our PSHE curriculum, students at Paget High School finally took to the polls in the 'Paget Parallel Election'.

Keen groups of student volunteers had been campaigning for weeks to secure votes for their preferred political parties, whilst our student media team had been busy interviewing candidates and fact-checking information.

On Election Day, students mirrored those up and down the country by casting a ballot for their chosen political party, as well as voting for their Student Council Representatives for the next academic year.

Volunteers in Year 7 and 8, as well as the Year 12 Prefect Team, worked as Election Officials throughout the day: helping students register at our in-school Polling Station, receive their ballot paper, and vote in specially set up booths.

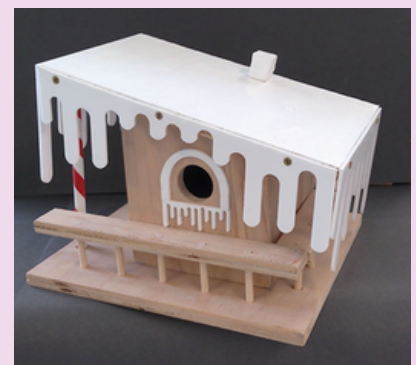
The widely anticipated results were released on Friday morning, showing a very similar pattern to the national picture.

The Labour Party emerged victorious, however the Green Party did exceptionally well across the school too. Two Student Council Representatives were elected from each year, working together with the aim of further improving the student experience at Paget High School.

# PRODUCT DESIGN

Our Year 11 Product Design class created these designs with the influence of a number of different designers and design movements including Memphis design, Camille Walala and Cecilie Manz.

Examples of the products made were lamp shades, coffee tables, bird boxes and lamps.



# HOSPITALITY AND CATERING

Year 10 Hospitality & Catering students have had a busy half term completing their mock exam in preparation for the 'real' exam in the Autumn term of Year 11.

They worked hard to demonstrate a wide range of skills including pastry making, de-boning a chicken, bread making, and a wide range of presentation skills.

Students were keen to practice as many high-level skills as possible resulting in some excellent dishes being prepared and served.





## BEDROCK

With Sports Day and final day celebrations (and some classes also impacted by Eid), though the same on the calendar, this half term was actually shorter than the last.

Despite this, nearly all Y7 and 8 classes managed to surpass their Summer 1 targets.

After a slow start to the school year, everyone has kicked on in the second half for every class to end on a high.

Well done!

## LIBRARY NEWS

The new school year will begin with a two week book amnesty, for long overdue library books to be returned without fines.

All students in 23/24 Y7 & 8 have had multiple reminders throughout the year, but there are still several outstanding.

Letters will follow for any books still not returned after this period.

# ART

Please find below final pieces created by our A level and GCSE art students, for final assessments.



# YEAR 7

It has been an absolute pleasure to see how the year group has matured and grown in confidence over the last year. There will be a change in tutor groups in September to even up the class sizes and to give students the opportunity to work with different children. The new form groupings have been carefully considered so each child is in the best group to support their academic and personal development. I hope the year group has a restful holiday and I look forward to continuing supporting them as they move into year 8.

Mrs Brown

# YEAR 9

I would like to congratulate Tilly, Brenda and Fajr for being the top 3 students in the Year group for achievement points.

The year group has now selected all of their options and students will receive their timetables in September.

I would also like to make you aware that from September, your child's Head of Year will be Mr Dales. I will still be at Paget supporting students but in a different role. Mr Dales has taught a number of students in the year group and has spent the last 6 weeks getting to know them better to ensure the transition to Year 10 is a smooth one.

I would like to take this opportunity to thank you all for your support over the last few years and hope to work with many of you again in the future.

Mrs Dowler

# YEAR 11

The Year 11 students had a great morning attending their final assembly on 26th June. Awards were handed out and students got their shirts signed before heading off for the summer. We look forward to seeing them on the morning of **Thursday 22nd August** from **9am** where they can collect their GCSE exam results and I will hopefully be seeing a lot of them returning in September to our Sixth Form.

Mrs Davies



# OFFICE UPDATES

Please ensure that ParentPay accounts for have enough money on them at all times. If there isn't enough money, students will not be able to access meals from the dining hall.

Free school meals allocation is £2.95 per day, for any additional purchases you are required to ensure that the ParentPay account has funds available.

**Pastoral** - For any queries, the first point of contact should be a student's Form Tutor and then their Head of Year. If you are unsure of their email addresses please contact [pastoral@paget.staffs.sch.uk](mailto:pastoral@paget.staffs.sch.uk) who will forward your email onto the relevant person.

## Site Update

To improve safeguarding we will have a new gate system and student reception in place for the start of term. When you visit school please report to the main reception in all instances, including collecting and dropping off children for appointments.

Students will need to go to the student reception to sign out and then meet the parents at the main reception.

**SEND** - If you require any advice from the SEND team please contact [send@paget.staffs.sch.uk](mailto:send@paget.staffs.sch.uk)

# FREE SCHOOL MEALS

You may be entitled to free school meals for your child if you get any of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)

- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

You can apply online at [www.gov.uk/apply-free-school-meals](http://www.gov.uk/apply-free-school-meals)

We are really happy to help - let us know if we can support you with an application by emailing [office@paget.staffs.sch.uk](mailto:office@paget.staffs.sch.uk) or by calling the school.

# 10 Top Tips for Parents and Educators

## PROMOTING PHYSICAL WELLBEING

Physical activity isn't only beneficial for our bodies; it also plays a role in promoting mental wellbeing. With both the Euros and the Olympics this summer, it's an opportunity to engage young people in regular exercise which can reduce stress, improve mood and boost self-esteem. Despite these benefits, many children face barriers to participating in physical activity.

### 1 MAKE IT FUN

Incorporate activities that children enjoy, such as playing games or dancing. Encourage participation in team sports or group activities to foster social connections and a sense of belonging.

### 2 MIX MOVEMENT WITH LEARNING

Educational settings can incorporate movement breaks and physical activities to enhance focus, concentration and cognitive function. Embedding exercise into the curriculum can also reinforce learning and stimulate creativity. 'Revision walks' with podcasts and flashcards can benefit older learners.

### 3 CREATE OPPORTUNITIES

Provide clear chances for physical activity throughout the day, both indoors and outdoors. Schools can encourage active play during breaks and at lunchtimes, while limiting screen time at home can help keep children up and about.

### 4 PROVIDE POSITIVE REINFORCEMENT

Praise and encourage children for their efforts and achievements in physical activity. Recognise their progress and celebrate their successes to reinforce positive behaviours. Educators could do this in several ways, such as applauding their efforts at assemblies or celebrating their accomplishments in newsletters.

### 5 VARIETY IS KEY

Introduce a selection of physical activities to keep children engaged and prevent boredom. From swimming and cycling to yoga and martial arts, trying different types of exercise can help children to discover what they enjoy most.

### 6 ENJOYMENT OVER COMPETITION

Encourage children to focus on the enjoyment of physical activity rather than winning or achieving perfection. Emphasise effort, improvement and having fun rather than outcomes, to minimise the amount of stress that children can sometimes associate with sports and other competitions.

### 7 SET REALISTIC GOALS

Help children set achievable physical activity targets based on their interests, abilities and preferences. Celebrate their progress and successes to maintain motivation and enthusiasm.

### 8 MAKE IT ACCESSIBLE

Ensure that children have access to safe, suitable spaces for exercise at home, at school and in the community. Advocate for inclusive environments which accommodate diverse needs and abilities. Be a change maker in your community if facilities aren't already available.

### 9 LEAD BY EXAMPLE

Parents and carers can be positive role models by prioritising their own exercise and involving children in their fitness routines. Gentle walks, bike rides or sports activities can be wonderful opportunities for bonding and staying active together.

### 10 ENCOURAGE PERSISTENCE

Help children develop resilience and perseverance by encouraging them to overcome challenges and setbacks in physical activity. Teach them the importance of perseverance and the value of effort in achieving their goals.

## Meet Our Expert

Adam Gillett is a learning and development specialist who, as well as working for Minds Ahead, is associate vice principal for personal development at a large secondary school in Barnsley. He was asked to be part of an expert research group for the Department for Education, one of only three school leaders to be asked to do so.



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# What Parents & Educators Need to Know about SHARING INTIMATE IMAGES

An intimate image depicts sensitive – often sexual – content, and sharing these photos or videos is commonly known as ‘sexting’. As of January 2024, it is a criminal offence to distribute any intimate images shared by a third party without consent, with offenders facing prison time. Naturally, misuse of intimate images can lead to emotional distress and reputational damage.

## WHAT ARE THE RISKS?

### EMOTIONAL DISTRESS

Victims of the misuse of intimate images and so-called ‘sexortion’ (blackmail involving sexual material) often experience significant emotional distress. The threat of having these photos or videos shared publicly can lead to anxiety, depression and a sense of helplessness. This emotional turmoil can affect daily life, academic performance and personal relationships.

### DAMAGE TO REPUTATION

Intimate images being made public can severely damage a person’s reputation. This can lead to bullying, social ostracisation and long-term impacts on personal and professional relationships. If a blackmailer gets their hands on any intimate images, the fear of reputational damage can also make a victim far more vulnerable to ongoing extortion.

### PRIVACY VIOLATIONS

Once intimate images are shared online, it can be difficult to quickly control where they wind up and who else sees them. This loss of privacy can have lifelong repercussions, including identity theft and persistent online harassment.

### FINANCIAL EXPLOITATION

Perpetrators of sexortion may demand money from victims under the threat of releasing their intimate images publicly. This can lead to severe financial problems for victims and their families, compounding their emotional and psychological distress.

### LEGAL CONSEQUENCES

If a child or young person creates and/or sends intimate images to others – especially adults – this is considered a form of child abuse under UK law. Having to disclose this type of abuse, although necessary, can be harrowing, leading to further trauma. It’s crucial for parents, carers and educators to understand the legal processes and be able to provide proper guidance and support.

### TRUST ISSUES

Sharing of intimate images without consent can lead to long-term trust issues. Victims may find it difficult to trust others, impacting future relationships and their ability to form healthy, supportive connections. This erosion of trust can have profound effects on mental health and social wellbeing.

## Advice for Parents & Educators

### FOSTER A CULTURE OF OPEN COMMUNICATION

It’s vital to encourage open communication with children and young people about the dangers of sharing intimate images. Create a safe space where they feel comfortable discussing their online activities and any concerns they may have without fear of judgement. Be sure to respond to any worrying information with an attitude of support and learning.

### EDUCATE CHILDREN ON THE RISKS

Children and young people often want to understand why certain rules are in place. Educate them about the risks of sharing intimate images online, explaining the reasons for monitoring and other security measures. Highlight the potential for misuse, including sexortion, and the long-term consequences that can arise from these actions.

### PROMOTE DIGITAL LITERACY

Digital literacy is incredibly important for children and young people to understand how to protect their privacy online. Teach them about secure online practices, such as using strong passwords, enabling privacy settings and recognising suspicious behaviour. This empowers them to be proactive in terms of their own safety.

### PROVIDE SUPPORT RESOURCES

Ensure that children and young people know where to seek help if they become victims of sexortion or any other online abuse. Help them identify in advance which adults they can turn to and provide them with information about trusted resources like helplines (e.g. Childline) that they can access if they need help.

## Meet Our Expert

Gabriella Russo is a safeguarding and neurodiversity consultant with over 30 years’ experience working with children, families and adults in education, local authority and mental health settings in the UK and abroad.



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# What Parents & Educators Need to Know about ONLINE TROLLING

The term "Trolling" refers to sending hurtful or provocative comments – often done anonymously online – to provoke a reaction or cause emotional distress. Anonymity can embolden people into saying things they wouldn't dare say in person. Euro 2024 and other tournaments tend to put an emphasis on this, with the abuse of both players and fans often increasing during such events.

## WHAT ARE THE RISKS?

### ESCALATION

Many trolls begin with silly, banal comments before moving on to a broader pattern of offensive messages and posts. They can also turn their attention very quickly to a new target if they grow bored with an existing one, which makes engaging with one fruitless at best – and potentially dangerous at worst.

### HIDING BEHIND A SCREEN

Because trolls tend to use anonymous profiles, they enjoy a lack of accountability. This also means they'll often have multiple profiles, potentially switching between them regularly or posting across several of them at the same time, making a target feel as though there's no escape. After all, once you block one account, what's to stop them reappearing elsewhere?

### 24/7 CONTACT

The internet has given us the ability to remain in contact at any time, from almost anywhere in the world. A troll having the ability to reach you whenever they want can leave you feeling like their abuse is unavoidable. While they don't see you in real life, they can message you at any time, reach out to your peers online and even try to discover your personal information to scare you.

### HATE SPEECH

Sadly, many trolls resort to spewing racial slurs, homophobic attacks and awful stereotypes, as these often stand the best chance of causing emotional harm. This can add a hefty degree of weight to their attacks, moving from what might charitably be described as "teasing" into a genuine hate crime. After Euro 2020, three England footballers were racially abused, resulting in several prison sentences.

### IMPACT ON VICTIMS

It's not uncommon for the victims of trolls to shut down their accounts, disappear from public life, and try to stay out of the crosshairs for a time – with some even leaving social media forever. This can have a severe impact on children and young people's connections to friends and the world at large, and may not even actually stop the troll. The victims' families, for example, may have online profiles that trolls can still access.

### NORMALISATION OF TROLLING

It is, regrettably, inevitable that some people will go too far in their criticisms or comments, both online and in the real world. This can lead to many people seeing trolls and their abuse as part and parcel of social media – an inherent risk of interacting with others online. This doesn't mean, however, that it should be considered "normal" or even tolerated.

## Advice for Parents & Educators

### USE PARENTAL CONTROLS

While social media platforms (where most trolling tends to happen) aren't always helpful when responding to abusive behaviour, parents can set up screen time limits, so children only get to use certain apps at certain times. There's always the potential for trolling to occur anyway – such as friends showing screenshots to one another – but this would minimise the likelihood of children seeing it.

### ENCOURAGE EMPATHY

While every professional athlete aspires to maintain high standards, it's important to separate the player from the person. A player's performance doesn't make them worthy of abuse, and that can often be forgotten by younger children who simply see the colour of the shirt without considering the person wearing it. For all the rivalries between teams, it's essential children understand that players are still human beings, with families and lives outside of sport.

### DON'T ENGAGE WITH ABUSE

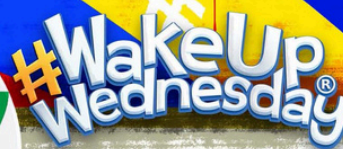
A well-known adage on social media is "don't feed the trolls". Fundamentally, if a child identifies a potential troll online, it's best not to engage with that individual directly. Instead, consider setting up a log to gather evidence for reporting them later on, including screenshots and quotes where possible.

### BLOCK AND REPORT

While anonymous accounts make it difficult to block trolls permanently – or even for very long – it's still good practice to help children learn to control who can engage with them online. It's not worth "feeding the trolls", and it's more helpful to block them, report them, and try to move on. Blocking and reporting is an anonymous process, too, so there'll be no indication of who specifically blew the whistle.

## Meet Our Expert

Lloyd Coombes is the Editor in Chief of GGRecon, and has been working in the gaming and tech industry for five years. A long-time fan of Arsenal, he's a parent who understands the importance of online safety. He's also a tech and fitness writer whose work has been published on sites including IGN, TechRadar and many more.



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# What Parents & Educators Need to Know about GAMBLING

## WHAT ARE THE RISKS?

Gambling can be defined as betting or risking money or something of value on the outcome of a situation involving chance. Under current regulations, gambling is legal for adults in the UK. Its potential impacts on the wellbeing of individuals, families and communities are well documented – emphasising the importance of safeguarding children and young people against these hazards.

### MANIPULATIVE ADVERTISING

FREE BET!!

Adverts for online bookmakers and betting exchanges can raise concerns about targeting vulnerable groups, fostering addiction, promoting misleading expectations, impacting mental health, affecting social norms, posing regulatory challenges, influencing minors and other ethical issues. Effective regulation, responsible advertising practices and public education are essential to mitigate these concerns and address the potential harms associated with excessive exposure to manipulative advertisements.

### ADDICTIVE FEATURES

All gambling products carry safety concerns, but some can be even riskier and more addictive. The frequency with which people can place bets can encourage them to do so often – with rapid spins and multiple betting options, for example. Betting on sports events, especially with live in-play betting options, can be highly engaging and habit forming. The 24/7 availability of online platforms can also increase the risk of excessive gambling, particularly among young people.

### PEER PRESSURE

Exposure to gambling through friends, influencers or social circles can normalise risky behaviour and create unrealistic expectations about the chances of winning. Addressing peer influence requires support services, responsible advertising practices and effective education on the subject to minimise the impact on children and promote healthier choices.

### IMPACT ON MENTAL HEALTH

Gambling can exacerbate mental health issues such as anxiety, depression, and stress – especially if it leads to financial loss. Individuals with existing mental health conditions may use gambling as a coping mechanism – but the cycle of gambling can worsen their symptoms, creating a detrimental impact on overall wellbeing. Integrated support services and treatment options are crucial to address these interconnected challenges effectively.

### GATEWAY BEHAVIOURS

Certain features of other products – such as video games that offer in-game purchases – can lead to gambling among young people. These mechanisms can sometimes be designed to exploit psychological vulnerabilities, encouraging repeated spending to acquire virtual items or advantages. Such practices can normalise the associated risks and desensitise young people to putting their or their family's money in danger.

### FINANCIAL DIFFICULTIES

The most common impacts of online betting come in the form of financial losses and debt. This, in turn, can lead to distorted perceptions of money, deterioration of relationships, social isolation, and poor academic and career outcomes. Regular gambling can even exacerbate other risky behaviour by making it seem less significant – potentially leading to a cascade of health impacts and financial loss.

## Advice for Parents & Educators

### ENCOURAGE OPEN DISCUSSIONS

Sporting events can be a good opening for conversations about gambling, as some sponsorships may reference and even glamourise it. Talk to children about how these promotions make them feel and encourage frequent conversations about any concerns they may have. Adverts, influencers and online platforms may also feature gambling products. As a child grows, it's important to encourage their critical thinking skills to help them avoid being manipulated by this type of marketing.

### MONITOR SPENDING

In-game purchases can be appealing to children, allowing them to unlock new features or cosmetic items in a fraction of the time it would take to win them by playing. Talk to children about how they spend money online; an interest in what video games they play can encourage the conversation. Consider setting up restrictions on their devices, requiring their parent or carer's permission before making any purchases. Talk about finances regularly and openly.

### KNOW THE WARNING SIGNS

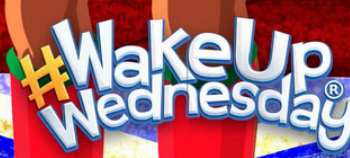
Parents and educators should be vigilant for signs of gambling harm among young people. Look for changes in their behaviour such as increased secrecy, unexplained money issues, mood swings or withdrawal from their usual activities. Open conversations about gambling risks and maintain a supportive, non-judgemental environment. Try to familiarise yourself with resources and helplines for assistance and guidance.

### GET FURTHER SUPPORT

Support and treatment for young people is available via the Young People's Support Service at GamCare, who can be contacted at 0808 8020133. A link to their website has also been included in the sources of this guide, along with links to several other support networks. Your GP and local NHS gambling clinic are also available if you require additional advice. Don't hesitate to reach out for help if you're concerned about a child's gambling behaviour or their financial situation.

### Meet Our Expert

Ygam's mission is to prevent children and young people from experiencing gaming and gambling harms through awareness raising, education, and research. The charity was established in 2014 as a result of the lived experience of their founders.



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# What Parents & Educators Need to Know about WORRY AND ANXIETY

Worry and anxiety are common emotions experienced by children, often triggered by uncertainty or fear. While worry involves concern about future events, anxiety is a persistent feeling of dread or apprehension. Current statistics indicate a rising prevalence of anxiety disorders among children, and this guide has some expert advice on understanding and addressing these concerns.

## UNDERSTANDING WORRY AND ANXIETY

Worry and anxiety are emotional responses to stress or uncertainty. Worry is typically associated with potential misfortune, while anxiety is characterised by feelings of fear, apprehension or unease. Both can manifest physically through symptoms such as restlessness, fatigue or muscle tension. Understanding the distinction between worry and anxiety is crucial for effectively addressing these concerns in children.



## DIFFERENTIATING WORRY FROM ANXIETY

While worry and anxiety share similarities – in that they both involve concerns about possible trouble – anxiety tends to be more constant and overwhelming. Worry may come and go depending on circumstances, whereas anxiety can linger regardless of the situation. It's essential to recognise when the former crosses into the latter, as anxiety can significantly impact a child's daily functioning and wellbeing.



## WHAT ARE THE RISKS?

### LONG-TERM CONSEQUENCES

Untreated worry and anxiety in childhood can have potentially lifelong impacts on a person's mental health and wellbeing. Chronic anxiety may increase the risk of developing anxiety disorders, depression or other mental health conditions later in life. Additionally, unresolved worry and anxiety can negatively impact self-esteem, confidence and overall resilience. It's essential to address these concerns proactively and provide appropriate support and intervention.



### THE IMPACT ON CHILDREN

Excessive worry and anxiety can have profound effects on children's mental and emotional health. It may interfere with their ability to concentrate, sleep or participate in daily activities. Chronic worry and anxiety can also lead to physical symptoms such as headaches, stomach aches or difficulty breathing. Left unchecked, these concerns can escalate and potentially contribute to the development of anxiety disorders later in life.



### THE EMOTIONAL TOLL

The emotional impact of worry and anxiety on children can be significant, affecting their overall quality of life and wellbeing. Children experiencing chronic worry or anxiety may feel overwhelmed, irritable or helpless. They may also withdraw from social activities or avoid situations that trigger their anxiety, leading to feelings of isolation or loneliness. Addressing these concerns early can help prevent long-term emotional distress and promote healthy coping strategies.



### ACADEMIC & SOCIAL IMPACTS

Impacts on the academic performance and social interactions of children and young people are very possible. Frequent worry or anxiety may impair concentration, memory and problem-solving skills, making it difficult for children to succeed in education. Anxiety can also hinder social development by causing children and young people to avoid social situations or to struggle with communication and interpersonal relationships, potentially leading to feelings of isolation or exclusion.



## Advice for Parents & Educators

### ENCOURAGE OPEN COMMUNICATION

Parents and educators can foster a supportive environment by encouraging children to express their worries and anxieties openly. Actively listening and acknowledging young people's emotions can help them feel understood and supported, reducing the situation's intensity. Creating opportunities for regular check-ins and discussions about one's feelings can promote healthy coping strategies and strengthen communication bonds.



### CREATE A SUPPORTIVE ENVIRONMENT

Parents and educators play a crucial role in creating a supportive environment that promotes emotional wellbeing. Establishing routines, providing predictability and offering reassurance can help relieve anxiety and create a sense of security for children. Foster a culture of empathy and understanding, where children feel safe enough to express their emotions and seek support when needed.



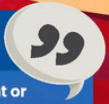
### TEACH COPING STRATEGIES

Empowering children with effective coping strategies is essential for managing worry and anxiety. Encourage the use of relaxation techniques such as deep breathing, mindfulness or progressive muscle relaxation to calm anxious thoughts and promote a sense of composure. Additionally, teaching positive self-talk and problem-solving skills can help children develop resilience and confidence in managing challenging situations.



### SEEK PROFESSIONAL HELP

Recognising when to seek professional help is vital for addressing significant or persistent worry and anxiety in children. If worry or anxiety significantly impacts a child's daily functioning, interferes with their relationships or academic performance, or causes significant distress, it may be necessary to consult with a mental health practitioner. Early intervention can prevent long-term consequences and promote positive outcomes for children's psychological wellbeing.



### Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, which collaborates with schools on improving their mental health provisions.



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