



FEBRUARY 2025

KINGSTHORPE COLLEGE

NEWSLETTER

Headteacher's Message

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Headteacher's Message

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Duke of Edinburgh

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Dear Parents/Carers

It has been an incredibly busy half term at Kingsthorpe College. Our students, as always, have been involved in a number of events and activities alongside their day-to-day learning. This includes CCF and Duke of Edinburgh training, a range of elective activities, Year 7 had an outside company deliver a session on impact of alcohol, several sports fixtures and the Ski trip, all of which you can read about in this newsletter.

We are extremely proud of our year 11 students who have shown immense maturity and excellent attitudes towards their learning, mock results, intervention and revision sessions. With just a few short weeks until their real exams start, students are encouraged to attend the revision sessions during half term, please see the emails that have been sent from Miss Gilligan. Mrs Williams has sent an additional newsletter to Year 11 parents detailing revision resources and upcoming dates for your diary.

Next term we look forward to welcoming our year 7 and 12 families into school on Wednesday 5th March and 19th March respectively for parents evening; please keep an eye out for an email to book your appointments in the coming weeks.

I am pleased to announce that Mrs Lloyd-Jones has been appointed to the position of Deputy Headteacher this term. She will be responsible for pastoral care, behaviour, and safeguarding.

School will reopen on Monday, 24th February, at the normal time. I hope you all have a wonderful break!

Your sincerely,
Mrs Matharu

Combined Cadet Force



The first week back this term, our year 10 cadets attended a camp at Chetwynd Barracks to complete their Skill at Arms training on the air rifle. The cadets all passed the weapon test and were able to shoot on the range. They all completed this to help support the next stage of their skill at arms training next term.

Training for year 9 continued this term with all cadets passing their St John's ambulance first aid badge, cadets learnt the primary survey of first aid, how to use the recovery position, CPR and to manage bleeding. They put these skills into different scenarios, learning valuable life skills.



This term began with our Gold award students taking to the first pool training session. Students were able to learn safety skills, paddle skills and how to enter the canoe safely along with capsized drills. This is in preparation for the paddle days which will follow on the River Nene, there will be another session for students to consolidate their skills with the canoe in March.

Both Bronze and Silver students continued with their DofE training afterschool, with Bronze completing navigation training ready for their first practice expedition day in March. Students took a look at the route they will be walking and have started planning their route cards.

All students have worked hard to gain the knowledge they need, putting themselves out of their comfort zones and building up confidence. They are looking for to next term with more training and expeditions ahead.



Electives

Cultural - Starting into Italian



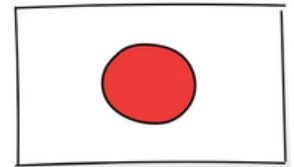
As part of the Elective Beginners Italian, the class made pizzas just before Christmas with a little bit of help from Mrs Lloyd-Jones and Miss Shered. We used a recipe which didn't involve yeast so that we could complete it within the hour. It was quite interesting to see how some students were totally at home in a kitchen and knew exactly what they were doing, whilst others were less confident about the different utensils and in some cases, even how to turn the oven on. This shows how important learning these life skills is in order that our young people can cope with everyday life as they get older! There were some really good pizzas made, and also some slightly less successful ones; but the students had fun and generally enjoyed the opportunity. Special mention to David Staicu who made an excellent pizza, helped other students and was by far the calmest and most competent person in the room!

Easy no-yeast pizza recipe - BBC Food



Electives

Cultural - Japanese



In Japanese, students have been learning:

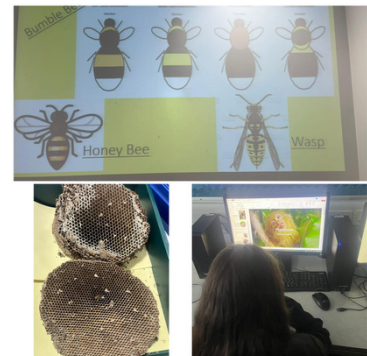
- Basic conversation
- Hiragana alphabet and Katakana alphabet
- Writing about Japanese food (words and sentences in Q&A format)
- Learning about Japanese schools
- Tea Ceremony
- Yukata
- Manga drawing
- Cooking okonomiyaki



Electives

Creative - Natural History

In Natural history we carry out the scientific study of the natural world. This includes study of plants, animals, minerals, and fungi. It involves observation, investigation, and research to understand how the natural world works. Some of the investigations we will be doing are making fossils and dinosaur research, volcanoes, nature journaling including tree identification, rock identification, Bee keeping and Astronomy.



Electives

Physical - Greek Dancing



An introduction to the world of Greek traditional dancing.

Greek dancing is regarded as one of the highest forms of arts and has been an expression of human feelings for hundreds of years.

This term we have been looking at the origin of the Kalamatianos, Hasaposerviko and Zonaradikos dances alongside their history, folklore, Greek traditions and customs and traditional Greek clothing to enhance our students cultural horizons.

Our students have also learnt to move rhythmically to traditional music following a set sequence of steps.



Electives

Cultural - Code Breaking

In the code breaking elective we strive to engage students with problem solving and lateral thinking.

We learn about different types of codes used through history, who used them and what their limitations were.

We also try to write coded messages and decode others.

Students who like solving puzzles eg Wordle, Suduko, codewords and crosswords find it gives them useful strategies to solve the puzzles more efficiently.

See if you can crack the code below provided by Miss Bailey.

Good luck!

Brief history

The Pigpen cipher has been used for centuries to encode messages. It was used by Freemasons in the 18th century to keep their records private, and by Union prisoners during the American Civil War.

Key:

A	B	C	J	K	L
D	E	F	M	N	O
G	H	I	P	Q	R

S	W
T	X
U	Y
V	Z

Code:

⊠⊡⊢⊣⊤⊥⊦⊧⊨⊩⊪⊫⊬⊭⊮⊯⊰⊱⊲⊳⊴⊵⊶⊷⊸⊹⊺⊻⊼⊽⊾⊿

P.S.H.E

Smashed Live Inspires Year 7 Students with Powerful Performance

Our Year 7 students recently had the incredible opportunity to experience Smashed Live, a touring theatre company that delivers engaging performances on the dangers of underage drinking, peer pressure, and its effects on the body.

Through a dynamic and interactive production, the Smashed team brought real-life scenarios to life, helping students understand the consequences of alcohol misuse in a relatable and thought-provoking way. The performance was followed by a workshop, where students actively participated in discussions about making safe choices, resisting peer pressure, and looking out for one another.

The feedback from students was overwhelmingly positive, with many saying the performance made them think differently about alcohol and the risks involved. Teachers also praised the engaging format, which encouraged honest conversations in a safe and supportive environment.

A huge thank you to the Smashed team for delivering such an impactful session. We look forward to welcoming them back in the future!



Humanities - Geography

Antarctic Flags

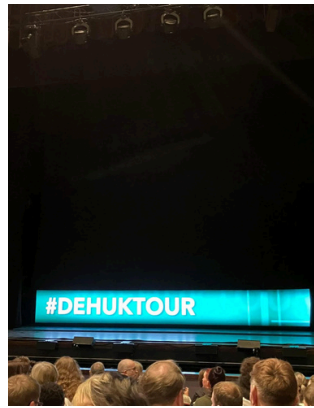
Continuing on the theme of Antarctic Flags, five more students have had their artwork displayed in Antarctica at Signy Research Station. Signy station is surrounded by penguin and Antarctic bird colonies, and is a hugely important site for the British Antarctic Survey, enabling them to research a variety of seabirds in their natural environment. Derren Fox, the zoological field assistant at Signy very kindly took these photographs of the students flags. In the background is a colony of Chinstrap penguins and their babies. Well done to Flora, Courage, Otilia, Louis and Dominik for their fantastic flag designs.



Performing Arts

Aptitude students had a fantastic trip to the Derngate to see Dear Evan Hansen. They were visibly inspired by the talent on display during this show. An amazing storyline, exceptional vocals and stylish choreography. The students loved every moment and asked if we could stage this show in the future!

We continue to work with the RSC and Silhouette theatre company. This years' project sees our top actors working on 'Oh Lord what fools these mortals be!' – a combination of Shakespeare's comedies reflecting on the state of humankind. The KC actors have made an exceptional start with the organiser commenting on their focus and energy. Two more collaborative rehearsals and many hours at school and they will be on stage at the Royal Theatre on June 16th.

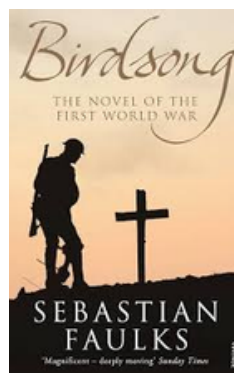


English

Birdsong: A Level Literature Trip

Our Y12& 13 Literature students headed out to Aylesbury Waterside Theatre on Thursday 13th February marking the 30th anniversary of this best-selling novel and in support of the Royal British Legion.

This gave our students the opportunity to see this core text for their exam on stage – a story of love and courage set in pre-war France, where a young Englishman must lead his men through the carnage of the Battle of the Somme and through the sprawling tunnels that lie deep underground, clinging to the memory of his love as his world literally and metaphorically explodes around him.



Visual Arts

It's been another busy month within the Visual Arts faculty, with year 11 students completing their first portfolios and starting their externally set assignment. Some of the work produced has been incredibly brave and creative.

As well as all the exciting things happening at key stage 4, Year 7 have been completing landscapes in the style of British artist David Hockney. Year 8 have been experimenting with the popular art movement known as Cubism, and year 9 have started to create portraits in the style of Indonesian artist Toni Agustian.

Students in year 10 fine art have been developing their painting skills by studying the portraits of Stephen Conroy. They've learned how to mix a range of skin tones using acrylic paints and are producing some beautiful artist studies. Skin tones are always a challenge but once you have the confidence, it feels like second nature. Next, we will be looking at how to use abstract colour in portraiture which is always a favourite with students- keep your eyes peeled for new works in next month's newsletter.

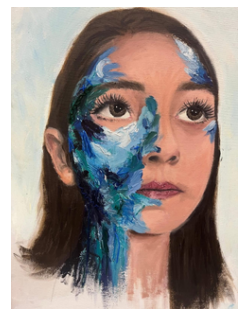
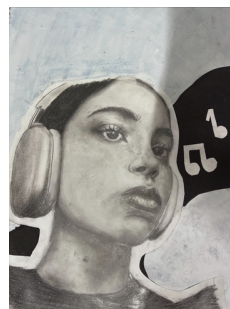
Meanwhile, year 11 are on the final leg of their fine art GCSE. In January, students began to create their exam project. Students have a choice of themes with many opting for hair, music and movies as their chosen themes. Whilst working on their exam projects, year 11 have been finishing off their impressive coursework outcomes and are looking forward to some arty time during half term with Miss Wade. It was lovely to display some of the current work at Y11 parents evening and students were so happy to hear the positive feedback. Well done #teamfineart.

3D design have been working on Slab built vases and clay tiles inspired by mechanical forms for their GCSE coursework. Whilst year 10 have made decorated pinch pots which were inspired by a trip to Birmingham Sealife centre.

In photography, year 10 pupils are currently completing a collage project that is inspired by the artist Lisa Creagh. Students have used a flatbed scanner to take high resolution images of flowers which are then isolated on photoshop, then duplicated, resized and rearranged to create a composition.

We would like to thank all students for their hard work and dedication to the visual arts. Without them, none of this beautiful artwork would be possible.

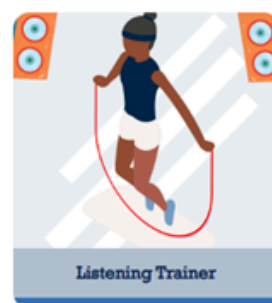
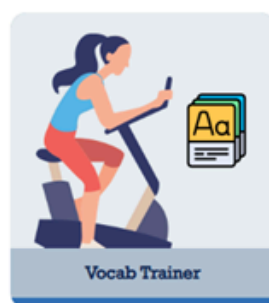
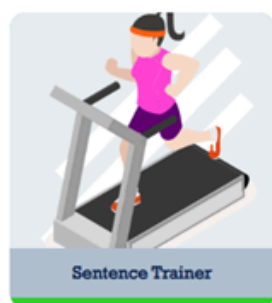
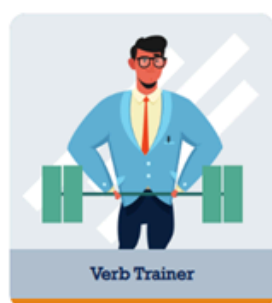
Don't forget to check on the VA Instagram for all our latest news and inspiring work by our artists at KC.



M.F.L

The Languages Department continues to use The Language Gym website Language Gym - Home to support our language learning. This is a website designed by Gianfranco Conti, who is a specialist in applied linguistics, and how we learn languages. Every student who studies a foreign language is given access to the Language Gym, which can be used for self-study, as well as for homework assignments and revision. There are many different exercises and games on the site that promote vocabulary learning, sentence building and fluency – for example try the Boxing Game to increase your speed in using the target language! We hope your children find the site useful; their teachers will have explained how to access the website. Students and parents alike are welcome to explore the site unaided to improve their language, rather than wait to be set some homework. Here are some of the different games you can play:

language-gym.com



Bonne chance/viel Glück!

Year 11 French & German students have just completed their mock speaking exams; and congratulations to everyone who gave it their best shot! Although it is natural to be nervous about an exam which involves speaking in a foreign language, it was clear many of them had really revised and taken the opportunity to do the best they could, before the real exam at the end of April. Intervention in French & German continues to run on a Tuesday after school; but if you can't make it then talk to your teacher to see how they can support you over the next few months.

Bien fait/gut gemacht!

My Match Report

Team 1:	KC	Team 2:	Football tournament at Duston School
Venue & Date:	16.01.25		
Match details:	<p>We travelled over to the Duston School with 2 teams consisting of Year 7/8 girls and Year 9/10 girls to play in the Northampton Schools Futsal tournament.</p> <p>The tournament was played in pools, with our Year 7/8 team winning 4 out of their 5 games, narrowly missing out on a place in the final by losing to Northampton School 2-1. They therefore finished runners-up in their pool.</p> <p>The Year 9/10 team won each of the games in their pool and progressed to the final where they faced Duston School. They won this game 2-0 and became tournament champions.</p> <p>They now progress on to the regional event in Kettering after half term.</p> <p>A special mention must be made for Esme S who was outstanding throughout.</p> <p>All of the girls were a credit to KC – they demonstrated a mature approach, teamwork and resilience throughout. All of the games were played in good spirit and demonstrated fair play and respect.</p>		
Player of the Match:	Everyone!		
Final Score:	7/8 girls narrowly missed out on the final. 9/10 girls won the final vs The Duston School.		
Report written by:	Mr Smith	Year Group	

My Match Report

Team 1:	Kingsthorpe College	Team 2:	Malcolm Arnold Academy
Venue & Date:	30.01.25		
Goal scorers & Times			
Match details:	<p>The boys played MA on a cold Thursday afternoon. The game kicked off and it was a cagey start from both teams.</p> <p>The Malcolm Arnold team were strong and physical and took early possession of the ball.</p> <p>The KC team defended well and some good saves were made by Platon. The KC defence was under pressure but holding out, the MA strikers were strong and created some good chances. The defence was finally broken!</p> <p>KC battled hard and continued to close down the attack. Substitutions were made and the players who came on, including Temi, made a difference to our attack.</p> <p>A tough game; every player tried their best but in the end, MA ran out 2-0 winners. We move onto the next game.</p>		
Player of the Match:	Platon S		
Final Score:	KC 0 - 2 MAA		
Report written by:	Mr Smith	Year Group	

My Match Report

Team 1:	KC	Team 2:	Moulton
Venue & Date:	28/1/2025 at Kingsthorpe College		
Goal scorers & Times	Esme S – x2 Tori O – x1		
Match details:	<p>This fixture was a County Cup quarter final game. Having received a bye in the previous round, this was the girls' first chance to play together this season.</p> <p>KC were far too strong for the Moulton side and the scoreline would have been significantly different if the Moulton GK didn't have an outstanding performance.</p> <p>The first goal came as a result of some good work down the right-hand side with the ball being delivered to Tori who managed to stay onside to finish it off and make it 1-0.</p> <p>All the play was in Kingsthorpe's favour, however the Moulton goal came from a terrific shot into the top corner by their striker to make it 1-1. That was the score as the HT whistle came.</p> <p>Coming out for the second half was much the same with Kingsthorpe having all the play. Finally, we got the breakthrough with a precise finish from Esme, the second goal came shortly after with again a precise finish.</p> <p>Overall a good performance, but we may need to step it up against Magdalen College in the Semi-finals.</p>		
Player of the Match:	Esme S		
Final Score:	KC 3 - 1 Moulton		
Report written by:	Mr Kingsnorth	Year Group	10/11

Italy Ski Trip

With its brilliant range of ski runs and picturesque landscape, students of Kingsthorpe College and Southfields School for Girls had a culturally enriching experience within Sestriere, Italy.

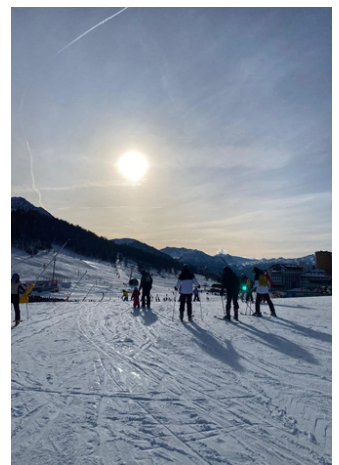
We arrived at Sestriere in the afternoon of January 1st and students were promptly fitted for ski equipment in preparation for the following day. We were delighted to see such fine, clear weather upon waking up the next morning, which made for great skiing conditions.

Throughout the week, students were broken up into ski groups and had four hours of ski school each day. Each group had the support of an attentive ski instructor that helped students go from strength to strength. Whether that was beginners learning the fundamentals of skiing, or students that were more advanced honing their technique. It was a delight to watch students grow in confidence throughout the week and develop a passion for skiing.

In the evenings, students had the opportunity to purchase souvenirs and mementos from the local village and take some well-earned down time at the hotel. We all dined within the town of Sestriere one evening and had copious amounts of delicious Italian pizza! Margarita, pepperoni, sausage and even chip topped pizzas were brought out to students in abundance. On the penultimate afternoon, students also tried thick, authentic Italian hot chocolate in a local restaurant at the bottom of the slopes.

Throughout the week students made amazing progress with their skiing, formed new friendships and were immersed in Italian culture, while also being a credit to the Orbis Trust. I know the 2026 Orbis Ski Trip will be just as enriching.

Miss Napier-Gibbins.



Post 16

Over the Summer of 2024, the Post 16 building had a make-over, giving us a wider study area and some updated furniture. A wall was knocked through from the original study area into a smaller classroom giving us a bigger study space which could be arranged differently. The centre was also provided with new furniture giving the space a much more modern and purposeful feel. We now have a quiet working room, an updated kitchen area with new facilities and a big central study room with group tables and individual work booths. We have found that this has created a much better working environment which is appreciated by our students.

Our Year 12 students are currently benefiting from school group study skills sessions which are helping them to adapt to the different demands of Post 16 study. These include note taking, time management and independent study skills. We are also supporting these students as they secure work experience placements for March; many of these students were unfamiliar with how to approach employers and we have helped them write letters or emails of application, make phone calls and provide CVs.

Year 12 have also benefitted from a trip to Northampton University. It will not be long before we begin launching UCAS and the university application process to them and visiting a local campus is an excellent way to introduce university life to them. All Year 12 attended along with Mr Murray, Mr Campbell, Mr Hobbs and Mrs Brown and had an informative and engaging day.

Our Year 13 students are fully immersed in the UCAS cycle with 92% of them applying to university. We have been thrilled by the number of offers students have already received; several of them have received all their replies and are starting to make their firm and insurance choices. We have a rigorous quality assurance process for our UCAS applications and this is reflected in the number of offers our students are receiving. We will shortly be delivering information on student finance to ensure our students receive the correct information and allocations.

Year 13 are now approaching their last set of mock exams and we are increasingly seeing students remain after the end of the school day to work within the study centre. It is fantastic to see our students committed to their studies and we hope to see many of them at our annual 'Big revision' evening soon.

Post 16 students have also been fortunate to have had a number of useful talks from Nottingham Trent University on topics such as alternative degree options, study skills and an upcoming one on student finance.

Finally, we have been thrilled with the number of applications we have received to join our Year 12 in September 2025, both from Kingsthorpe Students and a number of external candidates. We are already planning our transition days for June 2025 and are excited to run some new subjects this year.



Inclusion Update

Welcome to the new Inclusion space!

We are feeling fantastically lucky to have our brand-new space available for use! As you can see from the pictures, we have some brilliant resources to help support students at Kingsthorpe College, such as the Cubbie, the Provision room as well as the breakout rooms which are being utilised for smaller group interventions. The furniture is purpose built for the new space, giving us the much needed facilities to help our students flourish here at KC. Whilst there are still some more changes to come, we are feeling very grateful to be able to offer this place to work in such a fresh and spacious environment for some of our students.

In addition to our new inclusion space please see the dates and times we have for targeted intervention and homework club:

Monday

Homework club 3.15-4.15pm

Group reading support (targeted intervention) 3.15-4pm

Tuesday

Homework club 3.15-4.15pm

Thursday

Homework club 3.15-4.15pm



Meet the SENDCO

Dear Kingsthorpe College Community,

I am thrilled to introduce myself as the new Special Educational Needs and Disabilities Coordinator (SENDCO) at Kingsthorpe College. Having recently relocated from London, where I held a similar role, I bring over 10 years of dedicated experience in Special Educational Needs. My journey in this field has been shaped not only by my professional background but also by my personal experiences, which have deepened my understanding and commitment to supporting all students.

Joining such a vibrant school and a dynamic department fills me with excitement. I am eager to collaborate with you to create an inclusive and supportive environment for your children. To foster open communication, I will be hosting SENDCO drop-in calls every Monday, which can be booked in advance via email.

I look forward to working together to promote SEN and make a positive impact on the lives of the young people here at Kingsthorpe.

Warm regards,

Miss Konadu - Aboagye
SENDCO, Kingsthorpe College
nana.konadu-aboagye@kingsthorpecollege.org.uk



Dates for your Diary - KC Drop In's

Kingsthorpe College Drop In's

Need to speak to a member of staff about your child?

Want to give some feedback or ask for ways to get some support for your child?

The senior leaders of the school would like to make you aware that we are offering parent drop in sessions each month, no need to book - just turn up on the following dates and we will be here with a cup of tea and a listening ear.

8.30- 9.30am Thursday 6th March 2025
2.30-4pm Thursday 24th April 2025
2.30-4pm Thursday 8th May 2025
8.30- 9.30am Thursday 5th June 2025
2.30-4pm Thursday 3rd July 2025



What Parents & Educators Need to Know about

TIKTOK

AGE RESTRICTION

13+

(Certain features are restricted to over-18s only)

WHAT ARE THE RISKS?

Adults tend to associate online videos with YouTube – but among teens, TikTok is king. The app provides a stream of short clips tailored to users' interests, based on what they've already watched. Around half of British children use TikTok, and while much of the content is benign, Ofcom considers it the app where youngsters "were most likely to encounter a potential harm".

AGE-INAPPROPRIATE CONTENT

CENSORED

While TikTok's Following feed only displays videos from familiar creators, For You is a collection based on a user's previously watched clips. Most of these videos will probably be inoffensive, but the app could potentially show something unsuitable. If children then engage with this content, more like it will follow. TikTok's guidelines prohibit the sharing of illegal or inappropriate content, but the huge number of uploads means that a small amount inevitably slips through.

BODY IMAGE AND DANGEROUS CHALLENGES

According to Ofcom, most online harms for teens are body image related for girls (promoting unhealthy eating, body shaming and so on) and dangerous stunts for boys. Both are prevalent on TikTok. One extreme example of the latter was the 'blackout' trend, which encouraged users to hold their breath until they passed out from a lack of oxygen. This led to two families filing lawsuits against TikTok over the tragic deaths of their children.

IN-APP SPENDING

TikTok is free, but users have the option to buy TikTok coins, which can be used to purchase gifts for content creators. Coin bundles range from £9.99 to an eye-watering £99, while that may not sound appealing, the app still generated £7.9 billion in user spending in 2023. TikTok's policy is that under-18s can't make in-app purchases, but it's possible to bypass this with a fake birth date.

CONTACT WITH STRANGERS

With more than 1.5 billion users globally, the potential for contact from strangers on TikTok is high – especially as accounts created by over-16s (or young people using a fake date of birth) are set to public by default. This means that not only is someone's profile visible to everyone else on the app, it also suggests their videos to others and enables anyone to download or comment on them.

MISINFORMATION AND RADICALISATION

Although the short videos on TikTok tend to be more frivolous than the longer ones on YouTube, clips can still influence impressionable minds in a negative way. Not only is there plenty of dangerous misinformation on TikTok, but Ofcom reports that nearly a third of 12 to 15-year-olds use TikTok as a news source – so you should be wary of misogynistic, racist or conspiracy-themed material shaping how they see the world.

ADDICTIVE DESIGN

With its constant stream of eye-catching videos, TikTok can be addictive to young brains. In 2024, UK children spent an average of 127 minutes per day on the app: that's twice as much as in 2020. Excessive use can interfere with young people's sleep patterns – often leading to irritability – and distract them from other, healthier activities. The instantly skippable nature of bite-size videos may also impact children's ability to maintain focus.

Advice for Parents & Educators

ENABLE FAMILY PAIRING

Family Pairing allows parents to link their TikTok account to their child's, and control settings remotely. Parents can then turn on Restricted Mode (reducing the chances of a child seeing inappropriate content), set screen-time limits, make accounts private and manage whether their child can send messages – and if they can, to whom. Children can't alter these settings without parental approval.

DISCUSS THE DANGERS

If a child wants to use TikTok and you're happy for them to do so, it's good practice to discuss the potential risks. Ensure that they don't share any identifying personal information, and that they know to talk to a trusted adult if they're worried by interactions on the app. With more teens using TikTok for news, it's also worth talking about misinformation and propaganda, and how to identify it.

BLOCK IN-APP SPENDING

If a child is using an iPhone or Android device to access TikTok, you can alter their settings to prevent them from making in-app purchases. We'd recommend enabling this feature, as it can be quite easy for a young person to spend a significant amount of real money buying TikTok coins to unlock more features of the app – sometimes without even realising.

READ THE SIGNS

If you're concerned that a child is spending too much time on TikTok, or that they've been emotionally affected by something they've seen, it's important to know how to spot the signs. Increased irritability and a lack of concentration are potential red flags, as is failing to complete homework or skipping meals. Remember, the parental controls are there for a reason, and it's never too late to introduce limits.

Meet Our Expert

Alan Martin is an experienced technology journalist who has written for the likes of Wired, TechRadar, Tom's Guide, The Evening Standard and The New Statesman.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/tiktok-2025>

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/www.thenationalcollege

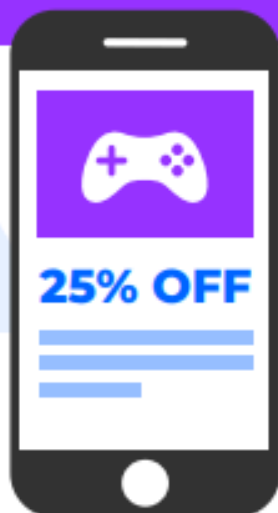
@wake.up.wednesday

@wake.up.weds

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How to protect young people from social scams

internet
matters.org

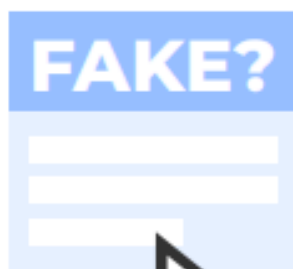


Talk to children about the issue using news stories to start conversations

- When there is a story in the news about the latest online scam then **share this with the whole family** – don't just target young people as anyone can be affected by these things and the more we talk about online issues the more natural and normal it will become!

Encourage young people to check their privacy settings on their social media accounts

- **Most social media platforms and popular apps are public by default**, but most will allow users to control their privacy for example choosing who can see their content or who can contact them. You can find information on [how to access these privacy settings here](#). Once the privacy settings are in place it is still important to remind children and young people to think carefully before sharing too much information.



Encourage young people to be more critical about the ads they see on social media

- Adverts on social media will often look genuine and encourage you to click to visit their website to make a purchase, **it is especially important to make sure that you are on the site that you think you are on**. If in doubt, then browse to the site yourself rather than relying on a link in the advert. [Also, have a read of our online critical thinking guide](#) to help young people learn how to make smarter choices online.



If you are in any doubt about whether an offer or a post is genuine then visit the website yourself

- Encourage young people not to click on any links in a social media post or email – type in the address, login if necessary and see whether the offer or claim is indeed genuine.



Reinforce the importance of protecting personal data

- Remind young people that their bank will **NEVER** ask them to provide online banking password details or a One-Time-Passcode if they are using two-factor authentication via an email or social media platform, nor will their bank ever ask them to transfer funds to a safe account or say their money is at risk.

Always report if something looks like a scam

- If you or your children become aware of something that looks suspicious online, then it is important to act. **Report it to the platform** ([you can find out how to do that here](#)) and you can also report to [Action Fraud](#). Action Fraud is the UK's national reporting centre for fraud and cybercrime and is the place where we should report scams if we live in England, Wales, or Northern Ireland. In Scotland this can be reported directly to the [police](#).

Free

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COMMUNITY 



February 2025

NTFC FEBRUARY HOLIDAY COURSES

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Monday 17th February until Friday 21st February

NTFC SOCCER SCHOOLS

Monday 17th until Friday 21st February, 9am - 3:30pm,
for ages 5-14

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Monday 17th, Wednesday 19th & Friday 21st February,
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Please note: under 7's will require an adult to stay
with them throughout the whole session.
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WE ARE NOT AFFILIATED WITH THE CHURCH