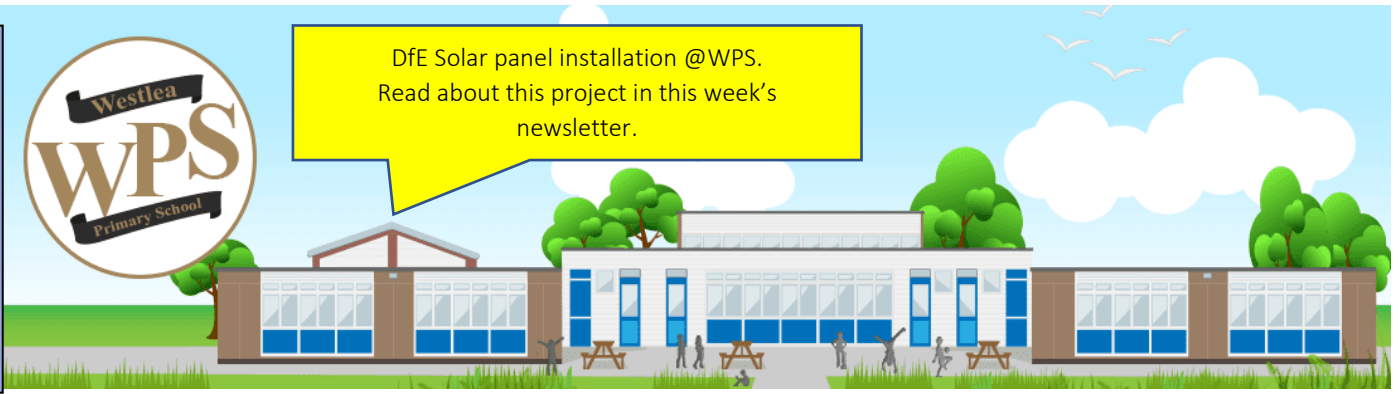




DfE Solar panel installation @WPS.  
Read about this project in this week's newsletter.



**Autumn term CARE values:**  
Every term we focused on 4 of our CARE values across school. I mention these in assemblies and the children and staff try to use these values throughout the term.  
Our new CARE values are; COMPASSION, ACTIONS, RESPONSIBILITY AND ENDEAVOUR

## KEY DATES

**MARCH – CAREERS MONTH**

- 16<sup>th</sup> Cricket coaching day
- 18<sup>th</sup> Superbowl competition
- 18<sup>th</sup> Reception vision screening
- 18<sup>th</sup> Nursery ladies day**
- 19<sup>th</sup> Year 2 trip – unipres
- 20<sup>th</sup> – year 3 beacon of light trip
- 20<sup>th</sup> – Red Nose Day – wear a red accessory**
- Week of 23<sup>rd</sup> March – Open Nights and egg competition
- 26<sup>th</sup> Class 5 parent assembly 2pm
- 26<sup>th</sup> – World Maths day
- 27<sup>th</sup> ‘When I grow up day’ (Come to school: Dress up as a career you could ASPIRE to be)**
- 30<sup>th</sup> Year 5 hancock museum trip

**APRIL**

- 2<sup>ND</sup> April – Colour run PM
- 3<sup>rd</sup> – bank holiday school closed
- Easter holiday – break up Thursday 2<sup>nd</sup> return 20<sup>th</sup>
- Week of 27<sup>th</sup> Mock SATs Y6
- 30<sup>th</sup> – Year 4 trip – Life centre

National Year of Reading 2026

### Another Fantastic Week at Westlea Primary

And just like that another wonderful week has flown by at Westlea Primary. It certainly been a busy and exciting one across school. It was lovely to welcome so many parents and carers into school for Class 4's curriculum assembly, where the whole school community came together to share and celebrate the pupils' learning. These assemblies give pupils the opportunity to speak for an audience and show creativity and learning.

**CLASS 4 AND CLASS 5 Learning Projects**  
Learning across school is in full swing and Class 4 and Class 5 have produced amazing half-term learning projects linked to current topics. Class 4's African topic with an animal and geographical focus where Class 5 produced projects surrounding Ancient Egypt was more historical in nature. All of these projects are on display in school for the school community to enjoy.

**CLASS 6 Learning encounter**  
Class 6, as part of their career's curriculum enriching experiences- had a question-and-answer session with a submariner! The students found out about the skills needed to be a submariner. They asked some extremely interesting questions.

**CLASS 3 Great fire of London- immersive learning experience**  
On Friday Class 3 as part of their history topic, have had an afternoon filled with exciting and engaging activities to help bring learning about a significant historical event to life! More details, phots and pupil responses about this in next week's edition.

### A WEEK OF SPORTING SUCCESS AND ENRICHMENT

It has been a busy week for sporting events with many of our children representing the school brilliantly. Well done to ALL of our Year 4 pupils who represented Westlea Priamry at a Basketball Festival at Peterlee College.  
Y5 and Y6 pupils also represented school ,in Basketball, playing competitive games with teams from across our district. Many thanks to Mr Unsworth and Mr Simmons for preparing these

Footballing fixtures are now up and running with our A and B Teams playing fixtures this week at The Ribbon...

### HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads	A student who reads	A student who reads
<b>20:00</b>	<b>5:00</b>	<b>1:00</b>
minutes per day	minutes per day	minute per day
will be exposed to <b>1.8 MILLION</b> words per year and scores in <b>90th PERCENTILE</b> on standardized tests	will be exposed to <b>282,000</b> words per year and scores in <b>50th PERCENTILE</b> on standardized tests	will be exposed to <b>8,000</b> words per year and scores in <b>10th PERCENTILE</b> on standardized tests

### REMINDER of LADIES DAY in the NURSERY 18<sup>th</sup> March

Call out for Nursery pupil's special ladies in their lives. Nursery are holding a ladies day activity session for the special women in your child's life. A special moment to share together.  
Main man day will be celebrated closer to Father 's day, later this term.

### REMINDER of RND 20<sup>TH</sup> March

Reminders red nose day will be celebrated at Westlea by wearing **school uniform** with a **red accessory of some kind**. This can be a red nose, a red ribbon in your hair, or a red pair of socks. Please no extreme red hair styles!

# THIS WEEK'S ATTENDANCE



	WE 13/03/26
Class 1	97.8
Class 2	91.4
Class 3	95.2
Class 4	97.7
Class 5	90
Class 6	96.8
Class 7	93.2
Class 8/9	97.9

## Attendance Update

We will continue to use our Attendopoly board with the classes to encourage great class attendance. Your child's class rolls the dice if they collectively have an attendance over 96% (which is our school target).

The pupils really enjoy participating with the game and finding out what space they will land on and what extra treat that might be for the class!

This week 4 classes reached 96% or above.

Keep up the great work!

Our whole school attendance for WE 13/03/26 is 95.3%

Our attendance for the year to date is 95.4%

Our target for this half term is **96%** we are currently at **96%**



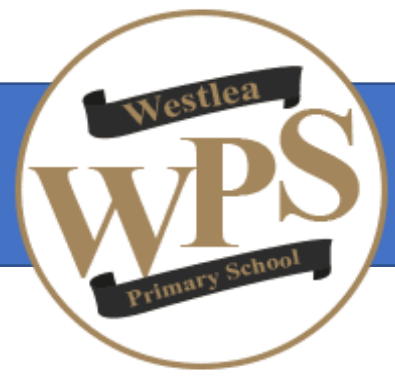
### SAFE GUARDING AND ATTENDANCE TEAM:

Mrs Scothern is our Designated Safe Guarding Lead with Mrs Davey and Mrs Simmons as Deputy Designated Safeguarding Leads. Please get in touch with any queries or concerns.

### ATTENDOPOLY OUTCOMES THIS WEEK

- Classes who rolled the dice this week won;
- Class1 – Fruit platter
- Class4 – Mini Disco
- Class6 – Mindfulness session
- Year 6 – No Homework

# THIS WEEK'S AWARDS



INDIVIDUAL CLASS STAR OF THE WEEK AWARDS	
WE 13/03/26	
Class 1	Amelia
Class 2	Indy
Class 3	Lucas
Class 4	Eliza
Class 5	Kianna
Class 6	Jayden
Class 7	Carter
Class 8 and 9	Lilly R and Carson

RIGHTS RESPECTING AWARDS	
WE 13/03/26	
Class 1	Elsie
Class 2	Kayden
Class 3	Addison
Class 4	Jayden
Class 5	Elliot
Class 6	Kayden
Class 7	Cleo
Class 8 and 9	Lewis and Isla D

**This week's Right of the week- Careers Month – article 16 you have the right to privacy**

Character values: CARE		
Autumn Term	Spring Term	Summer Term
Community	Compassion	Cooperation
Ambition	Actions	Achievement
Respect	Responsibility	Resilience
Enjoyment	Endeavour	Empowerment



**Pupil discussions:** We have been talking to children about clubs they attend or would like to see in school. As a result some of our year4 children who have not attended any clubs yet will join a lego club and our art and games club will be combined to make explorers club – named by the children – clubs are released to book on Monday 16<sup>th</sup> 5pm.



**Head teachers awards: Our CARE values this term are... COMPASSION, ACTIONS, RESPONSIBILITY AND ENDEAVOUR**

These are given to pupils in school who have shone outside of the classroom. It maybe they have shown excellent manners and held a door for a visitor or a friend or have shown our WESTLEA CARE values in some way. Perhaps they have cooperated with each other to play a game or complete a group activity or shown resilience to keep going when a task or a learning activity has been a challenge. Visitors and other members of staff can nominate these students so it is very special if you are recognised for your efforts or for just being you!

## In other news... Reader, Writer and Mathematician of the week



Well done to these students. They will all be entered into the end of term draw.

Reader of the week:

Class 1 – Joshua  
Class 2 - Nevaeh  
Class 3 – Ria  
Class 4 - Mailarni  
Class 5 - Morgan  
Class 6 – Layla B  
Class 7 - Robyn  
Year 6 – Harper  
+ Addison

Mathematician of the week:

Class 1 - Theo  
Class 2 - Flynn  
Class 3 - Alma  
Class 4 - Jessica  
Class 5 – Mia  
Class 6 - Grayson  
Class 7 - Kevin  
Year 6 – Darcie  
and Ava

Writer of the week:

Class 1 - Penny  
Class 2 – Archie  
Class 3 - Reuben  
Class 4 - Clara  
Class 5 - Harper  
Class 6 - Joah  
Class 7 – Zak  
Year 6 – Maggie  
+ Malaya

## In other news... Ready for the next step!



Westlea are committed to helping future educators in this profession.



We would like to welcome Miss Oakley to our school. Miss Oakley is a second-year student teacher and will be completing her second-year placement at Westlea in Year 5.

She will be mentored in school by Mrs Reed and will complete set teaching tasks and specific activities linked to the degree course and national teaching standards.

# In other news...

## Football 2 matches this week



Football updates Tuesday cup game at ribbon y5

Played really well – a solid team effort.

1 game – 0-0

2 game – lost 0-1



### Spotted in Class 3

It's lovely to see our pupils enjoying reading and looking at the weekly newsletter. What a great way of sharing a moment with your child and friends. You can discuss what events and learning is happening across school.

*Can anyone else be spotted reading the newsletter next week?*

# In other news...

## Basketball competition and festival



Team 1 – gold		Team 2– bronze	
Westlea1 v Deaf hill	10 - 4	Westlea2 v Cotsford	8 - 8
Westlea1 v Westlea2	18 - 2	Westlea2 v Westlea1	2 - 18
Westlea1 v Cotsford	18 - 0	Westlea2 v Deafhill	6 – 12



### Westlea B Team Shine at the SSP District Basketball Tournament!

The Westlea B Team (Ava, Lewis, Carson, Oakley, Lily, Emily, Abbie, Neveah) delivered a fantastic performance at this year's SSP District Basketball Tournament, proudly bringing home the **bronze medal** after a series of determined and spirited displays.

The team opened their campaign with an exciting **8–8 draw against Cotsford**, showing great teamwork and resilience right from the first whistle. Their second match saw them take on the school's A team — a tough challenge, but one they approached with real character and positivity.

Their standout moment came in the final fixture, where Westlea B produced a brilliant effort top score 8 baskets against **Deaf Hill**. The baskets scored secured their place on the podium and highlighted just how much the players have grown in confidence and skill.

Throughout the tournament, the team demonstrated excellent sportsmanship, strong communication, and a willingness to support one another (qualities that matter just as much as the results themselves). Every player contributed to the success, and their bronze-medal finish is something they should be incredibly proud of.

A huge well done to all involved. You represented Westlea brilliantly, and we couldn't be prouder of your achievement. A special mention to Emily and Lewis on representing the school for the first time and also a special mention to Carson for captaining his team showing excellent leadership qualities.

### A Dominant Run to the Gold

Westlea A (Seth, Isla, Taylor, Penelope, Averlyn, Maggie, Archie, Jacob) delivered a flawless performance throughout the tournament, winning all three of their fixtures with confidence, teamwork, and impressive skill.

They opened with a strong **10–4 victory over Deaf Hill**, setting the tone with fast transitions and tight defensive pressure. Their second match — the all-Westlea derby — saw the A team showcase their attacking strength in an **18–2 win** over the B team. They rounded off the group stage in style, producing a commanding **18–0 victory against Cotsford**, securing top position and the **gold medal**.

The team demonstrated outstanding communication, excellent shooting accuracy, and a real commitment to supporting one another on and off the court. Their undefeated record reflects the hard work they've put into training and the pride they take in representing Westlea.

A brilliant achievement from a talented group of players.

Well-done to all basketballers on both teams including those Year 6 pupils who attended our after school basketball club showing a great commitment and enjoyment for the sport.



## Basketball Festival

Well done to the whole of **Year 4** for travelling to East Durham College to take part in a Basketball festival. These pupils experienced lots of fun games linked to basketball skills and really enjoyed their time at the college. They attended the event with Y6 pupils who competed in a Basketball tournament.



Interested in Basketball? East Durham Lions Basketball club is based at East Durham College, Peterlee. Sessions are every Friday 6pm to 7pm £4 per session - the first is free.

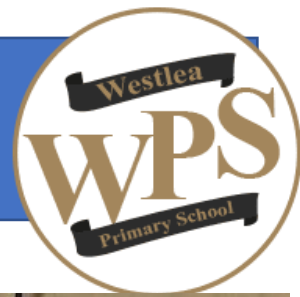
For info call David on 01915188310 or 07863806736

[East Durham Lions Basketball Club](#)



# In other news...

## Class 4 assembly



This week, Class 4, Year 2 children hosted a very special Mother's Day assembly. The assembly was a heartfelt moment and the pupils worked beautifully to prepare something meaningful.

The assembly wasn't just about celebrating mams—it was about honouring all the incredible women who support, guide, and inspire our children every day. Grandmothers, aunts, step-mums, carers, family friends, and all the remarkable women who play a loving role in their lives... this celebration was for you too.



The assembly was filled with smiles, songs, confident speakers and a few surprises (we all enjoyed the dance moves and tambourines). The children are very proud of their performance and were composed and confident. It was a joyful moment to pause, appreciate, and celebrate the extraordinary women who help shape who they are becoming. Well-done Class 4 for delivering such a polished and entertaining assembly.



# In other news...

## Attendopoly prizes



Class2 – extra pe



Classes 2, 3, 4, 6 and 8 & 9 ALL had a collective attendance of 96% of above and rolled the dice to see where they would land on the Attendopoly board.

Due to bad weather class 6 and year 6 will enjoy their extra PE next week.

Class3 - mindfulness



Class4 – mindfulness



Remember – we find out every Friday morning if our class get to roll the dice on the attendopoly board

# In other news...

## Quality of Education



Every month we will be sharing information about recognised artists, musicians, and scientists through our newsletter and also during lessons and assemblies. This is one of many strategies used to enrich the curriculum and broaden student horizons, building cultural capital and representation.

Banksy is a famous street artist from England who creates clever and funny artworks that often make people think about important issues.

Banksy is an anonymous Artist- he is known for keeping his identity a secret. No one knows exactly who he is, but he has been creating art since the 1990s.

He paints on walls, buildings, and bridges all over the world, using a special technique called stencilling. This means he cuts out shapes and sprays paint over them to create his art quickly.

### Banksy



#### Banksy's factfile

<b>Date of birth:</b>	Unknown
<b>Place of birth:</b>	Unknown
<b>Type of art:</b>	Graffiti / stencilling
<b>Known for:</b>	Art in public places



### Artist of the Month

March

### Ever wondered who invented the X-Ray machine?

**Marie Curie** (born November 7, 1867 – died July 4, 1934) was a brilliant [Polish](#) and French [physicist](#) and [chemist](#). She is famous for her ground breaking work on [radioactivity](#). Marie Curie was the first woman to become a [professor](#) at the [University of Paris](#). She was also the first woman ever to win a [Nobel Prize](#). Even more amazing, she was the first person to win *two* Nobel Prizes! She won one in physics in 1903 and another in chemistry in 1911. Her physics Nobel was for her research into [radiation](#), which was first discovered by [Henri Becquerel](#). Sadly, Marie Curie died because she was exposed to too much radiation in her [laboratory](#). At the time, scientists didn't know how dangerous radiation was, so she had no protection.

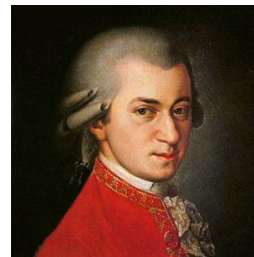
### Scientist of the Month

March

Marie Curie (1867-1934)



### Musician of the Month



Wolfgang Amadeus Mozart

Classical Music

March

Wolfgang Amadeus Mozart was born in Salzburg, Austria, where his father Leopold was a violinist and composer. Wolfgang (or Wolfertl, as his family called him) was a child prodigy. He composed his first piece of music at age five; he had his first piece published when he was seven; and he wrote his first opera when he was twelve. By the time Wolfgang was 6, he was an excellent pianist and violinist. He and his sister Maria Anna (known as Nannerl) traveled all over Europe performing for royalty.

When he grew up, Mozart moved to Vienna, and tried to earn a living as a pianist and composer. But he had a lot of trouble handling the fact that he was no longer a child prodigy. Mozart was still a musical genius, but after he stopped being a cute kid, people stopped making a big fuss over him. Back then, musicians were treated like servants, but Mozart did not, and could not think of himself as a servant.

Mozart was only 35 when he died. During his short life, he composed in all different musical forms, including operas, symphonies, concertos, masses, and chamber music. Today, he is still considered a genius!

# In other news... Personal Development C6 and y6 Career Encounters

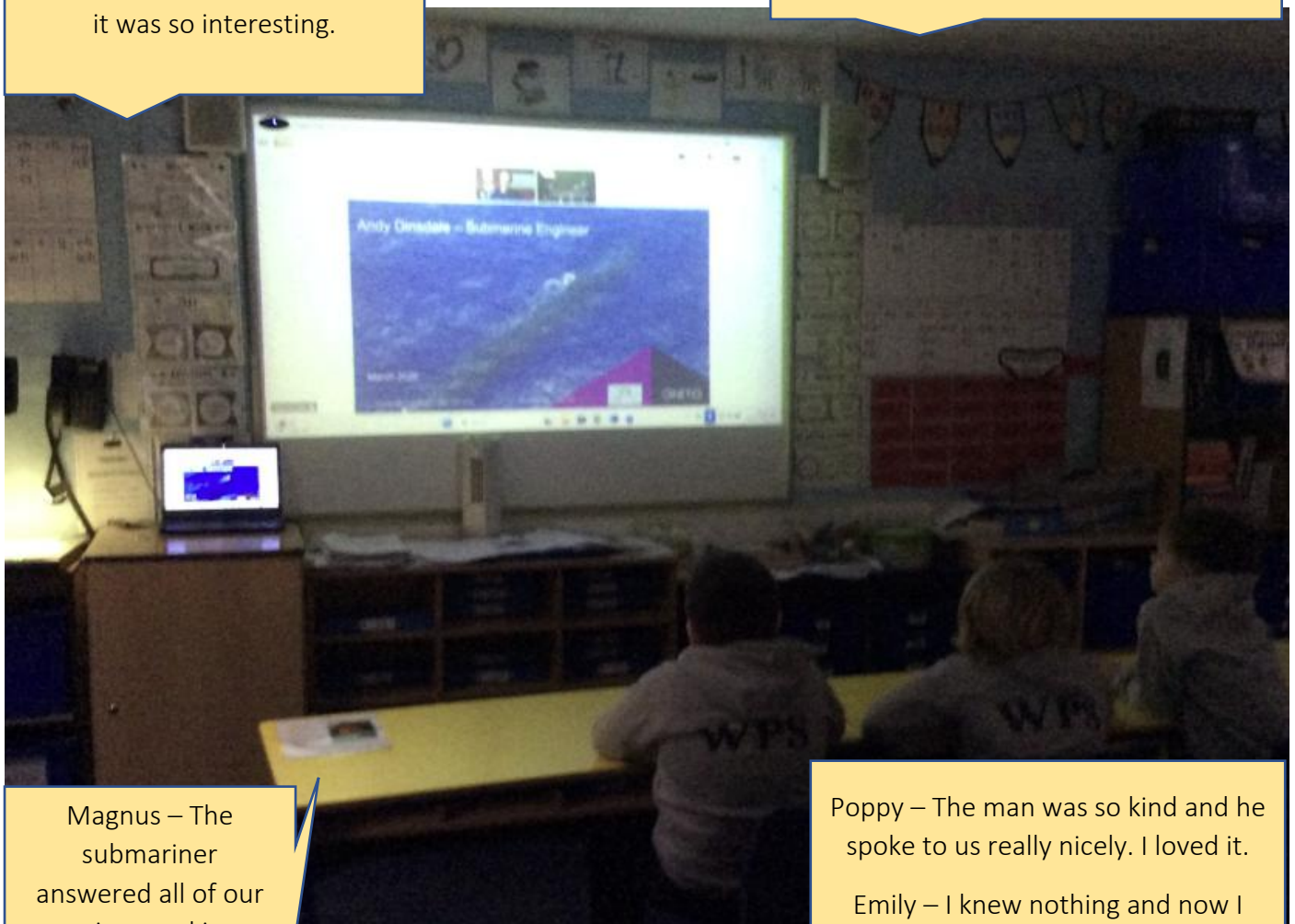


## What does a submariner do?

Class 6 had a fabulous morning as part of our careers work. Andy Dinsdale a submarine engineer told us all about his amazing and interesting job. We asked some brilliant questions and lots of children are now thinking about a career in engineering.

Oscar F – I had no clue about this job but I figured it out and it was so interesting.

Charlotte – I loved all the different photos of the submarines



Magnus – The submariner answered all of our questions and it was really fun.

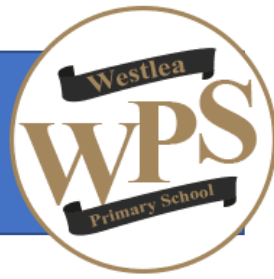
Poppy – The man was so kind and he spoke to us really nicely. I loved it.

Poppy – I didn't even know there was this job!

Emily – I knew nothing and now I feel like I know everything.

# In other news...

## Mini Police: Year 5



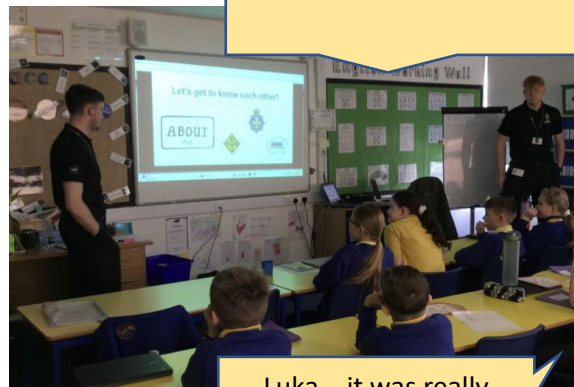
The Durham Mini-Police programme is an innovative initiative aimed at pupils aged 9–11-year-old. It is designed to;

- Introduce policing as a positive influence and build relationships with children.
- Nurture feelings of social and moral responsibility and encourage engagement with local community policing teams.
- Provide educational and fun activities to help children associate positively with policing from an early age.
- Operate as a partnership between local police and primary schools, enhancing trust and confidence in law enforcement.

Tyler – it was amazing – I can't wait until the next session



Hugo – I found it really fun!



Luka – it was really interesting



Grace – I learned all about different vehicles used in the police force



Jacob – It was enjoyable and we found out a lot in one hour

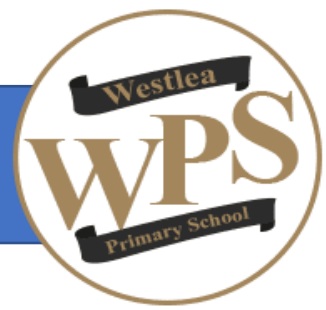


Class 4 have produced some outstanding projects on Africa. We are absolutely amazed by the quality and would like to thank everyone at home for their support in producing these. They are on display in the sports hall corridor for the whole school to see. When asked about what the pupils enjoyed, they said that spending time with special adults to complete the projects was the best part. Many thanks to all that took the time to do this.



# In other news...

## Careers spotlight – Year 6



Karen Alexander kindly offered to deliver workshops in school linked to construction and project management.

The children looked at the challenges associated with the careers involved – how to keep customers and local people happy while building and ensuring the end goal was met. Pupils looked at the points of view of each 'role' and acted out how situations may play out. Someone was almost sent to HR for upsetting a customer!

Learning was fun and engaging and we really hope that Karen will join us in school again – what an amazing experience for our pupils. If anyone would like to share their career with the school community please let us know.

Please check out their website <https://www.farrans.com/>



It was so funny when we had to act out the phone calls! Gracie

It was a really challenging experience that got us to try new things – Seth

Because of this workshop I found out about a new job I could do – I want to be a project manager – Maggie

We did a lot of problem solving and acting things out – it was so much fun – Chloe

I thought it was a really good experience – Layton

I loved it. It also inspired me to take good care of the earth – I would like to be a health and safety worker – it also pays tons of money! - Eden

This was so exciting – I got to act as the angry shop keeper – Ava

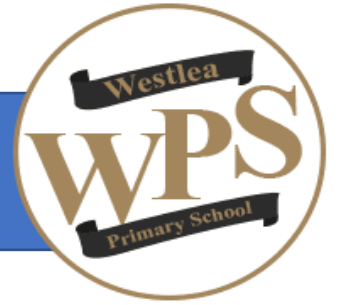
We had to use a lot of team work and speak to each other and listen to points of view – we all play a part – Darcie

The lady was really nice to us – she made everything enjoyable and funny so we all joined in – Lilly

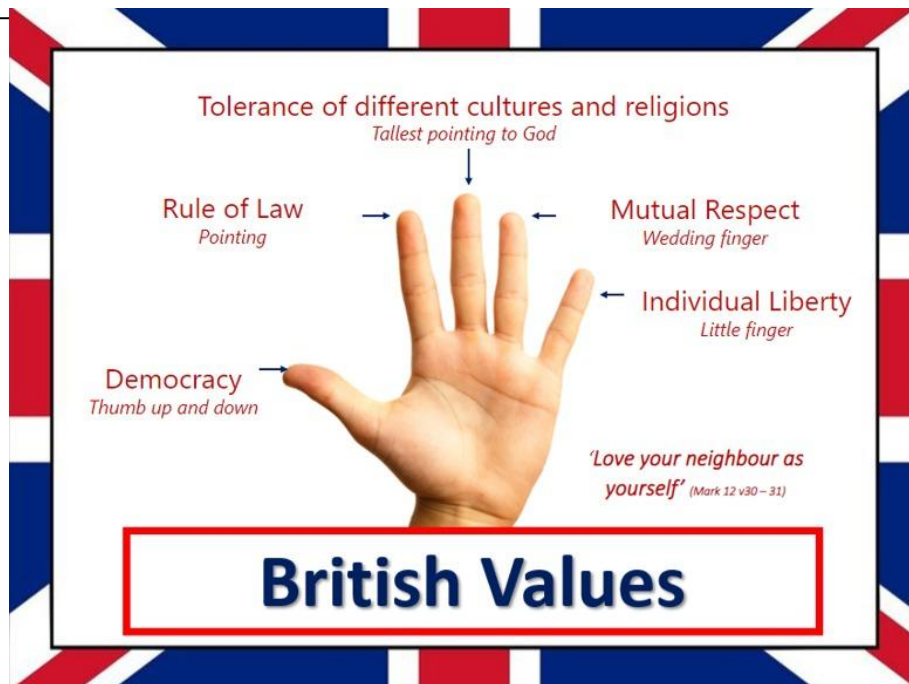
It was interesting to see how many different roles and jobs are in just one business – it was great – no negatives 😊

In other news...






## Personal Development and quality of education: British Values



British values are fundamental principles that shape the identity and social fabric of the United Kingdom, encompassing democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs. We teach and follow these guidelines to help shape and mould our pupils into young people who can contribute positivity to their communities ensuring that they are 'ready for the next step'.



## British Values

				
<p><b>Rule of the law</b> Rules and Laws are set by the government and apply to the whole country. They are designed to be fair and keep us safe.</p>	<p><b>Individual Liberty</b> Individual liberty is the freedom to express an opinion and be yourself. We all have the right to be accepted and protected.</p>	<p><b>Tolerance</b> Tolerance is accepting, respecting others and learning from everyone's differences, religion, beliefs and faiths.</p>	<p><b>Democracy</b> Democracy means freedom and equality for all. Everybody has a voice and can be part of decisions that affect us.</p>	<p><b>Mutual respect</b> Mutual respect is celebrating diversity and being kind to others regardless of their differences.</p>

## In other news...

# DfE Solar Panel Project- What is means for our School



We're delighted to share that our school is taking part in the **Department for Education (DfE) Solar Panels Project**, a national initiative designed to help schools become more energy-efficient, environmentally friendly, and financially sustainable. These will be installed next week.

### Why the DfE is Installing Solar Panels in Schools

The project is part of the government's wider commitment to:

- Reduce carbon emissions across the country
- Support schools in cutting energy costs
- Promote cleaner, greener ways of generating electricity
- Teach children about sustainability through real-life examples



The solar panels will be installed on the Sports hall pitched roof.

By installing solar panels on school buildings, the DfE aims to help schools produce their own renewable energy, lowering reliance on traditional power sources.

### What This Means for Our School

**COST SAVINGS**

Taking part in the project brings several benefits:

- **Lower energy bills** Solar panels will reduce the amount of electricity we need to buy, helping the school save money that can be reinvested into learning, resources, and enrichment opportunities.
- **A greener school environment** Generating clean energy means we are reducing our carbon footprint and playing our part in protecting the planet for future generations.
- **Real-world learning for pupils** Children will be able to see renewable energy in action. This supports our curriculum in science, geography, and environmental education, helping pupils understand how energy is produced and why sustainability matters.
- **No cost to the school** The installation and equipment are fully funded through the DfE programme, meaning the school benefits without any financial burden.

### What Parents/Carers Can Expect



The installation process is carefully planned to ensure:

- Minimal disruption to the school day – we sent a letter re possible changes to class 9 and breakfast club – we may be using the patio doors for entry.
- Safe working practices at all times
- No impact on teaching and learning

Once the panels are in place, they will quietly generate clean electricity throughout the day, helping the school operate more sustainably.

#### Looking Ahead

We're proud to be part of a project that not only **supports our school financially** but also sets a **positive example** for our pupils. It's a practical step toward a **greener future** and a fantastic opportunity for **children to learn about**

# In other news...

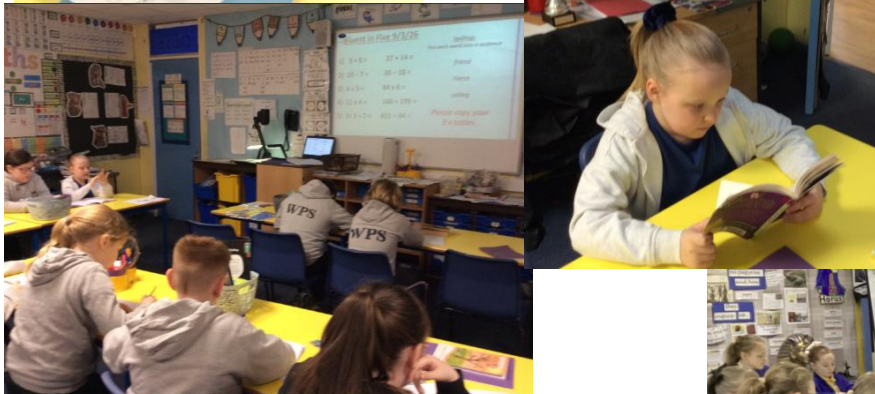
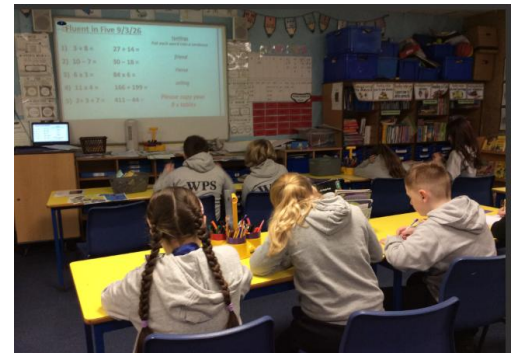
## Quality of Education: Foundational learning



**Every class** starts school **every day** with **purpose and drive**. Pupils enter school to set tasks from their teachers. The activities are carefully designed to practise past learning, specific to each pupils individual learning needs.



Reinforced learning of skills

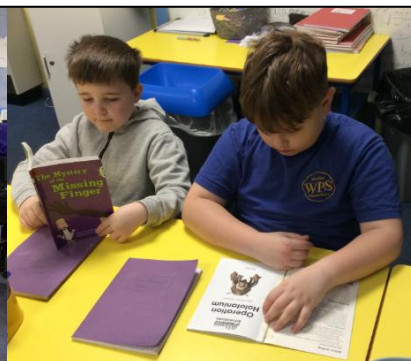


Productive learning, just think of all the extra practise and skills our pupils experience in our morning starter sessions.



Targeted support also happens first thing on a morning. Staff work directly with pupils on specific targets and intervention tasks.

Strong Foundations



**Strong Foundations:** Word reading, reading fluency, spelling, handwriting tasks, math consolidation of arithmetic skills and high quality interactions all occur in that first vital 15-30 minutes.

Our Nursery pupils go straight into provision and staff support them in these areas.



**Motor Skills:**

- Fine motor control
- Dexterity and precision
- Hand-eye coordination

**Visual Skills:**

- Spatial awareness
- Visual-spatial processing

**High quality interactions.**



**Maths:**

- Shape identification and recognition
- Pattern creation and understanding

**Cognitive Skills:**

- Following directions and instructions
- Critical thinking through problem-solving
- Creative thinking and imagination
- Concentration and focus

**Every class starts school every day with purpose and drive.** Pupils enter school to set tasks from their teachers. The activities are carefully designed to practise past learning, specific to each pupils individual learning needs.



**Strong foundations:** Handwriting and fine motor skills practise. Letter and number formation. Explicit teaching.



At The National College, our WakeUpWednesday guides empower and equip 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 VIOLENT CONTENT ONLINE

Around 70% of teenagers say they've seen real-life violence on social media in the past year – often from as young as primary school age. Just 6% actively seek it out; most encounter it through group chats or social media algorithms. From fights and pranks to hate speech and graphic media, exposure to violent content online is more widespread – and more harmful – than many adults realise.

## WHAT ARE THE RISKS?

### MENTAL HEALTH AND TRAUMA

Children and young people report feelings of anxiety, guilt, shame or fear after seeing violent content. For some, these effects may be short term, but for those with existing vulnerabilities or past trauma, the impact can be more severe. Many also feel pressured to 'laugh off' violent content to fit in with friends, even when they find it distressing.

### BEHAVIOUR CHANGES

Exposure to online violence can lead to fear and avoidance behaviours – such as skipping school or staying indoors. When children see weapons used in videos, it can heighten their perception that the world is unsafe and, in rare cases, increase the likelihood they'll consider carrying a weapon themselves, such as a knife for protection.

### ESCALATION AND PARTICIPATION

Violent videos often go viral quickly. What begins as an online argument can spill into real-world fights – which are sometimes filmed and shared to gain views or status. Some children even admit to sharing or creating violent content themselves to gain attention or boost their reputation.

### DESENSITISATION

Older teens may become numb to violent content after years of exposure, admitting they're unlikely to report it. Younger children also tend not to report it – usually because they don't believe anything will be done or because they're afraid of being labelled a 'snitch' by their peers.

### HARMFUL IDEOLOGIES

Violent content online may overlap with racist, misogynistic or otherwise extremist ideas. These messages can dehumanise others or glorify violence as a way to gain power, popularity or notoriety. Over time, this can normalise dangerous behaviours and attitudes among impressionable viewers.

### DISPROPORTIONATE IMPACT

Not all children are affected equally. Those who are excluded from school, marginalised, disabled or neurodivergent are often more vulnerable to the effects of online violence. It's essential to consider wider context – including home life and access to safe spaces – when thinking about potential harm.

## Advice for Parents & Educators

### CREATE SUPPORTIVE SPACES

Many children feel adults are too busy or won't understand their experiences online. Take time to build trust through non-judgemental conversations about what they're seeing. If they don't want to speak to you directly, gently signpost towards trusted services they can turn to for support.

### KNOW WHAT'S ILLEGAL

Some violent content is simply upsetting, while other examples may be criminal or a safeguarding matter that needs reporting. Help children understand the difference by staying informed about online laws and social media reporting procedures. A useful resource is [reportharmfulcontent.com](http://reportharmfulcontent.com).

### AVOID HARSH RESTRICTIONS

Fear of punishment is a major reason young people stay silent about violent content. Try not to overreact or threaten to take away devices. Instead, reassure children that they can speak openly and that asking for help won't get them into trouble.

### UNDERSTAND TECH AND TRAUMA

Older children may already know how to block accounts or avoid triggering content. Help younger or more vulnerable children learn these tools and encourage habits that reduce exposure. Just as importantly, teach techniques that help them process distress – building resilience and emotional literacy for both online and offline life.

## Meet Our Expert

Dr. Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in digital safety, media law, and young people. Her PhD investigates children's understandings 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 [onlinemedialawuk.com](http://onlinemedialawuk.com) for more.

