







	EYFS and KS1	KS2
Tokens 	Fire and Air — These teams have had extra playtime to celebrate winning this term	
Attendance 	1st place: 2 and 8 2nd place: 3, 8 and 2 3rd place: 1 and 8	1st place: 10 and 13 2nd place: 16 and 10 3rd place: 13 and 14
Award Winners  	1 – Parker and Oakleigh 2 – Whole class gold 3 – Tommy, Bella, Helena and Sydney 4 – Ralph, Mark and Hooriya 5 – Kody 6 – Barbara, Dianna, Tommy L and Whole class gold 7 – Aaruhi and Viven 8 – Drew and Wyatt 9 – William, Ngoc, Watson and Maisie	10 – Hudson, Zyana and Tehilla 11 – Carter, Zahi, Bobby and Korede 12 – Gracie 13 – Nicole, Kane and Kaitlyn 14 – Maisie and Whole Class 15 – Dottie, Ehan and Hamilton 16 – Freddie, Farida, Camron and Reva 17 – Zina, Elsie and Whole Class 18 – Daisy-Leigh, Vansh, Louis and Emilie 19 – Alesia, Arrie, Bobby and Tito 20 – Hudson, Kundi and Ruby 21 – Matthew, Bobby, Lily and Ivy

Termly attendance winners

1st place:
Class 18 – bowling trip
2nd place:
Class 4 – class party
3rd place:
Class 10 – Extra play time

Ghyllgrove's Learning Powers



SCHOOL LIFE

I cannot believe this is the end of another fantastic year at Ghyllgrove! And what a busy couple of weeks we have had too!

Ghyllgrove hosted their first football tournament and it did not disappoint! Our girls' team won the competition and the boys played so well in each game. All displaying fantastic team efforts and brilliant sportsmanship.

Would you believe that dinosaurs visited our children in EYFS! They all had a great time and it was fantastic to meet the Ranger who led a wonderful day of activities. Sports Days took place and it was great to see so many people come and cheer the teams on. The children and staff had a great time and it was lovely to see them all using their learning powers!

Go Bonkers was another fun afternoon! A massive thank you to all the staff who stayed to help and support this event. We raised **£2,308** from Go Bonkers which we will use to buy much needed resources for the children. Thank you to everyone who helped us raise this money for school. Special thanks go to Vauxhall Motor Group, Bear Estate Agents, Hilbery Chaplin Estate Agents, Enlightened, Woodfire Pizza, Rock Hub, Sea Life, Mega Zone (Rayleigh), Camp Beaumont and Celebrate Gymnastics Club for supporting our event.

The Year 6 Leavers Disco took place last week and again this was a fantastic event. The children danced, shared memories over the years and had a lovely buffet of food to eat from!

Hot chocolate was last Wednesday and the HTA children this term were: Darren, Aniyah, Lelly, Noah, Freddie, Zakariya, Elsie-Ray, Parker, Daisy, Thaleia, Maria, Mahaujas, Jayed, Logan, Danny, Tehila, Deniz, Hudson, Ayla, Oliver, Cataleya and Hudson. *Well done to everyone!*

Meet the teacher was last Wednesday and children got to go to their new classes, meet the new staff and do a fun activity.

Nursery had a pirate day on Thursday and it was great to see them all having fun in their environment.

Our first ever 'Grove Fest' took place on Friday and children had lots of creative fun and children's creations from all works of art were exhibited throughout the day, to celebrate their creativity. We have had a busy couple of weeks in school and I would like to thank all of the staff who have supported at all of the different events we have had.

The Year 6 leavers lunch was such a special event and this was down to all the parents/carers who helped us create the event with their donations of delicious food. The Year 6 Trophy assembly is always a highlight of the year and this year our winners were – Tito, Katie, Bilal, Robbie, Layla, Freya, Cotty, Paul, Demi, Martina and Izach. We were all proud to see them be awarded their trophies.

The Year 6 production was outstanding. The children's performance was incredible and we will all be sad to see this cohort go, but are also excited to hear about their next adventures. We are very proud of all they have achieved here at Ghyllgrove and we will be thinking of them as they settle in to their new secondary schools in September.

We are sad to be losing Mrs. Foote, Miss Hawke and Miss Kateley this term. We all wish them well in their next adventure.

We are excited to let you know that Mr. Rider will be our new SENCO and Mrs. Dezso will be joining as a SEN LSA.

A reminder that from September the school day will finish as follows:

EYFS at 3.10pm

Years 1 and 2 at 3.15pm

Years 3-6 for and 3.20pm

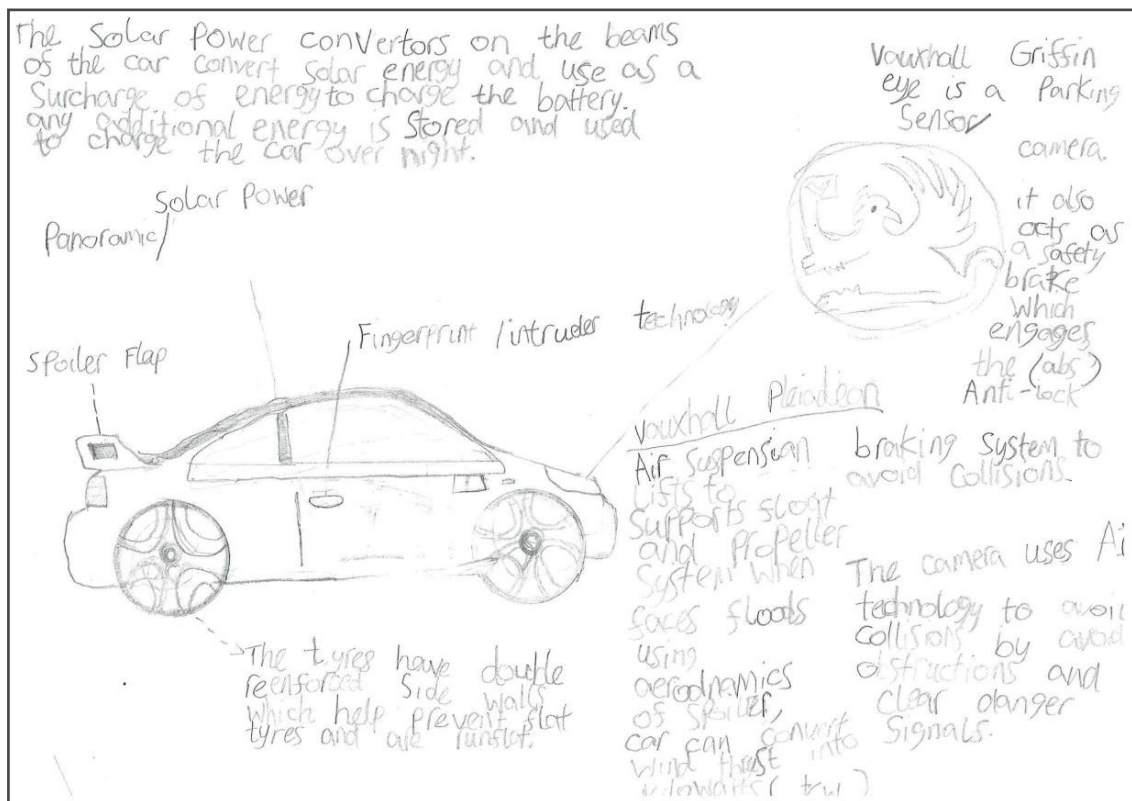
***Children will need to be collected from their teacher,
as children will not be going to their sibling classes anymore.***

I would like to wish you all a happy, safe and fun summer. I look forward to seeing you all on Wednesday 3rd September.

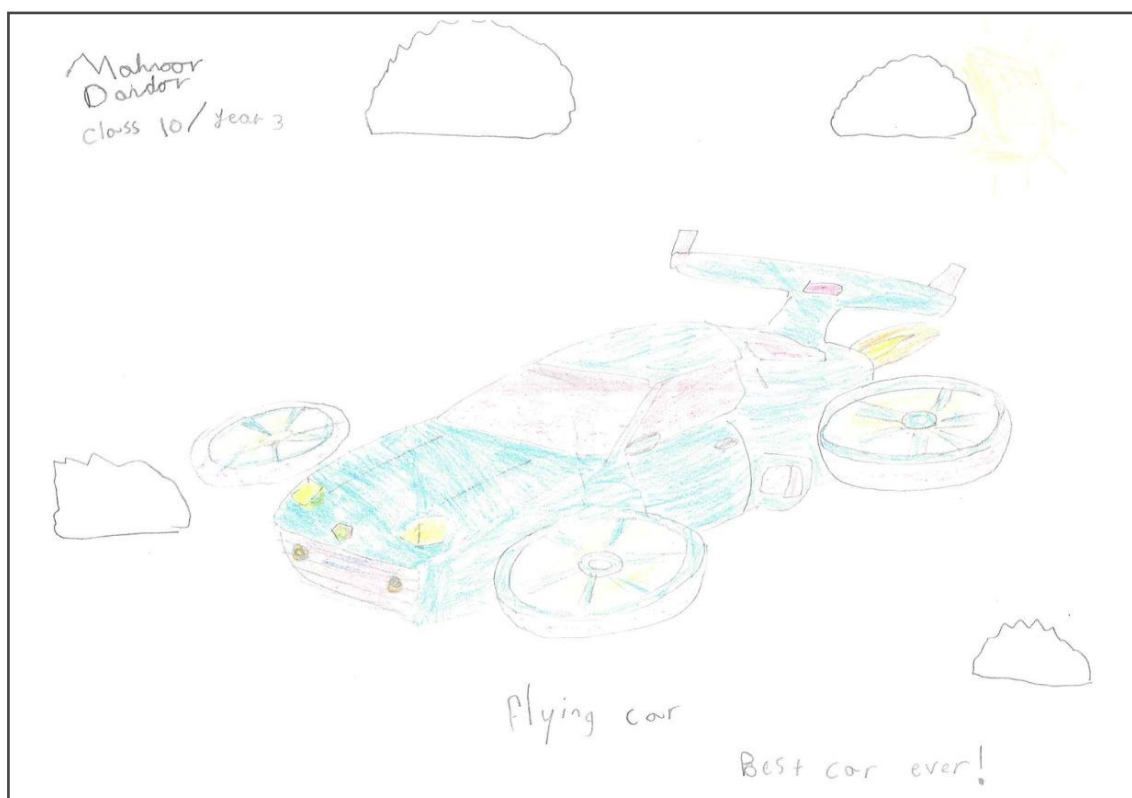
Take care – Mrs Tidiman

VAUXHALL - DESIGN A CAR COMPETITION

WINNER: ErKay S. (class 11)



RUNNER UP: Mahnoor D. (class 10)



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.

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 for more.



#WakeUpWednesday

The National College

What Parents & Educators Need to Know about EMOJIS

WHAT ARE THE RISKS?

GENERATIONAL MISCOMMUNICATION

An emoji like 🍷 (thumbs up emoji) might seem friendly to adults, but teens often interpret it as sarcastic or passive-aggressive. These differing interpretations can create confusion or unintended tension in cross-generational conversations.

SHIELDING BULLYING OR PEER PRESSURE

When embedded in emojis, mean-spirited jokes or exclusionary language can fly under the radar. Terms like 'mid' or 'delulu' may seem harmless, but they can be used to undermine peers in subtle ways.

RAPIDLY SHIFTING MEANINGS

Emoji meanings can change overnight. A person standing emoji (🧑) once signified awkwardness but might now be repurposed for something entirely different. This ever-changing lexicon can leave adults in the dark and young people vulnerable to misunderstanding or misuse.

MASKING DISTRESS OR HARM

Some emojis are used to discreetly signal troubling behaviours. For instance, 🍂 (falling leaves emoji) or 💊 (pill emoji) might suggest drug use, while 🌵 (wilted flower emoji) could hint at emotional struggles. Such usage can obscure serious issues, making them harder for trusted adults to detect.

NORMALISING RISKY BEHAVIOURS

Emojis can make harmful actions seem light-hearted or fashionable. Strings like 🍷🍷🍷 (fire + 'woozy' face + pill emojis) may appear humorous but can reference partying, intoxication or dangerous challenges, which might otherwise raise red flags.

Advice for Parents & Educators

LEARN THE LINGO

Stay updated with emoji trends and definitions using resources like emojipedia.org or Urban Dictionary. Knowing current meanings builds confidence when engaging with young people and helps spot potential concerns early.

ASK, DON'T ASSUME

Approach unfamiliar emojis with curiosity rather than suspicion. A light-hearted "What does 🍷 (juice box emoji) mean these days?" can open conversation and show that you respect their knowledge.

CREATE SAFE SPACES FOR DISCUSSION

Encourage casual chats about emojis, online slang, memes, or social media trends. Showing interest without judgement reassures young people that they can talk about their digital world openly and safely.

PRIORITISE TRUST OVER SURVEILLANCE

While parental controls and monitoring tools can be useful, emotional safety matters most. Be someone children and young people feel they can come to – not just someone who's watching them.

EMOJI CHEAT SHEET - The following slang terms and emojis are some common examples – please be aware this isn't an exhaustive list.

COMMON EMOJIS:

🤡 (Clown face) Foolishness or clowning around	🥰 (Pleading face) Over-affectionate or 'simping'
😎 (Cold face) Cool, stylish or ruthless	👁️ (Eyes) Watching drama unfold
😘 (Hot face) Intense attraction or excitement	🐐 (Goat) Greatest of all time (G.O.A.T.)
😐 (Mood) Stone-faced, unbothered	👉 (Nails) Confidence, sassiness, or indifference
👑 (Crown) 'Slaying', as in doing great	🚩 (Triangular flag) Red flag; a warning sign about someone's behaviour

POTENTIALLY CONCERNING EMOJIS

🍷 (Ear of corn) Slang for pornography (avoids censorship algorithms)	🌵 (Wilted flower) Often used to convey emotional struggle or sadness
❄️ (Snowflake, snowman, snow cloud) Can symbolise cocaine	🐍 (Snake) Can represent betrayal or being 'two-faced'
🗝️ (Key, lying face) Related to cocaine use	🔫 (Water pistol) Sometimes used to reference violence or self-harm
🍃 (Falling leaves, herb, maple leaf) Can symbolise cannabis	⚠️ (Warning) Used to emphasise drama, threats or emotional turmoil
💊 (Pill) May reference drug use or prescription misuse	🍜 (Steaming bowl) Refers to nudes ('noods' is an abbreviation of noodles)

Meet Our Expert

Keith Broni is a globally renowned emoji expert and the Editor in Chief of emojipedia.org, the world's number one emoji resource. He has an MSc in Business Psychology from University College London and an MBA from Quantic School of Business and Technology.



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