

# THE BLUE COAT SCHOOL WEEKLY NEWSLETTER



## STAY SAFE AROUND WATER THIS SUMMER

As we move into the warmer months, many families will be looking forward to spending time outdoors and enjoying visits to beaches, rivers, lakes, canals, and reservoirs. While these locations offer wonderful opportunities for recreation and relaxation, it is important to remember that open water can be unpredictable and, at times, dangerous.

Sadly, during recent periods of warm weather, there have been a number of tragic water-related incidents involving young people across the country. Our thoughts are with the families, friends, and communities affected. These heartbreaking events highlight how quickly situations can change around open water and serve as an important reminder of the need for vigilance and awareness.

We encourage all families to take a few moments to discuss water safety with their children before visiting areas near water. Having these conversations can help young people make informed decisions and enjoy outdoor activities more safely.



### Key Water Safety Messages

#### Be Aware of the Risks

Open water conditions can change rapidly. Factors such as strong currents, hidden obstacles, deep water, and sudden drops in temperature can make even familiar locations hazardous.

#### Supervise Children at All Times

Children should always be closely supervised when near water, regardless of their age or swimming ability. Confidence in the water does not remove the risks associated with open water environments.

#### Never Jump into Unknown Water

Jumping or diving into water that has not been checked for safety can be extremely dangerous. Hidden objects, shallow depths, and cold water shock can lead to serious injury or distress.

#### Learn the RNLI's "Float to Live" Advice

If someone finds themselves struggling in the water, the RNLI recommends:

- Tilt your head back with your ears submerged.
- Relax and try to control your breathing.
- Move your hands and feet gently to help you stay afloat.
- Call for help or swim to safety if you are able.

#### Know What to Do in an Emergency

If someone is in trouble in or near the water, call 999 or 112 immediately and ask for the Coastguard.

#### Working Together to Keep Children Safe

Water safety is everyone's responsibility. By helping children understand the risks and equipping them with simple, life-saving knowledge, we can reduce the likelihood of accidents and ensure that everyone can enjoy the outdoors safely.

# HEADS OF HOUSES 2026



## Heads of House Curie



Fraser

Ruby



## Heads of House Franklin



Louis

Zohal



## Heads of House Roscoe



Zakarya

Evie



## Heads of House Seacole



Shahin

Savannah



## Heads of House Tod



Adwin

Grace



## Heads of House Turing



Kai

Rita



## ATTENDANCE SUCCESS - THANK YOU FOR YOUR OUTSTANDING COMMITMENT

We are delighted to share some fantastic attendance news with our school community. Latest figures from the Department for Education show that Blue Coat's overall attendance stands at an exceptional **97.1%**, significantly above the national average of **91.9%**. Even more impressively, our rate of persistent absence is just **3.9%**, compared to the national figure of **21.4%**. These results place Blue Coat among the highest-performing schools nationally for attendance.

These figures are a reflection of the commitment shown by our students and the support provided by parents and carers every day. Attending school regularly gives students the best opportunity to succeed academically, participate fully in school life and build positive relationships with their peers and teachers. The message is clear: being in school matters, and our students continue to demonstrate this through their excellent attendance.

Particularly encouraging is the strong attendance across all pupil groups. Students eligible for Free School Meals and those receiving SEND support are attending well above national averages, highlighting our shared commitment to ensuring that every student feels supported, valued and able to thrive. This is a testament to the strong partnerships between home and school and the dedication of our pastoral and teaching teams.

While we are proud of these achievements, we know that excellent attendance is something we must continue to work on together. As we approach the final weeks of the academic year, every lesson counts. Whether preparing for examinations, completing projects or taking part in enrichment opportunities, students benefit most when they are present and fully engaged in school life.

Thank you to all our students, parents, carers and staff for helping make this success possible. These outstanding figures demonstrate what can be achieved when we work together. Let's keep up the excellent work and finish the year strongly, ensuring that every student continues to benefit from the opportunities available at Blue Coat.

## FREE ONLINE PARENT & CARER INFORMATION SESSION: KETAMINE USE AMONG YOUNG PEOPLE

River Liverpool Young People Support Services is inviting parents, carers and family members to a free online information session focusing on the use of ketamine among young people.

The session will be led by Jiordan, a children's substance misuse worker, and will provide:

- An overview of River Liverpool Young People Support Services
- Current concerns around ketamine use in Liverpool
- Signs and indicators to look out for
- How local services are responding
- Referral pathways for support
- Information about IMPACT services

This is an important opportunity to gain up-to-date information, ask questions, and understand how best to support young people.

**Date:** Friday 19th June

**Time:** 17:30 – 18:30

**Location:** Online via Microsoft Teams

**Organised by:** River Liverpool Young People Support Services. To book a place, please email:

**Jiordan Lloyd** – [Jiordan.Lloyd@cgl.org.uk](mailto:Jiordan.Lloyd@cgl.org.uk)

### Ketamine...what do you need to know as a parent/carer?

A conversation with Jiordan - Children's substance misuse worker.

#### Contents:

- A brief overview of River.
- What we are seeing in Liverpool around ketamine
- How we are responding
- How to refer into service
- More about IMPACT

Date: Friday

19<sup>th</sup> June

Time: 17:30 -

18:30

Microsoft

teams

email

[Jiordan.lloyd@cgl.org.uk](mailto:Jiordan.lloyd@cgl.org.uk)  
to enquire/book

# River

Liverpool Young People Support Services

## HAVE YOUR SAY IN THE BIG FUTURE SURVEY

We are encouraging all our students to take part in The Big Future, a national survey led by the Children's Commissioner for England, Dame Rachel de Souza. This important initiative gives children and young people the opportunity to share their views, experiences, hopes, and ambitions for the future.

The survey asks young people about the things they enjoy, the challenges they face, what they would like to change in their communities, and what they believe makes a good childhood today. By taking part, students can help ensure that the voices of young people are heard by decision-makers at the highest levels and contribute to shaping policies that affect children across England.

Participating in The Big Future is a valuable opportunity for students to engage in civic life and make a real difference. The findings will inform national discussions about education, wellbeing, communities, and opportunities for young people for years to come. Students who help promote the survey as "Student Champions" may also receive formal recognition from the Children's Commissioner's Office for their contribution to amplifying young people's voices.

We strongly encourage all students to take part and share their views. The survey can be completed online at: [www.childrenscommissioner.gov.uk/thebigfuture](http://www.childrenscommissioner.gov.uk/thebigfuture). Together, we can help ensure that the experiences and aspirations of young people are represented and heard.



# REMEMBERING EDMUND CRIGHTON

It is with great sadness that we share the news that Edmund Crighton, a retired member of the Senior Leadership Team and a much-valued member of the Blue Coat family, passed away on Sunday following a battle with lung cancer.

Edmund dedicated many years of service to the school as an English teacher and later as Deputy Headteacher. Throughout his career, he made a significant contribution to the life of the school, supporting countless students and colleagues with his knowledge, leadership and commitment to education.

Many long-serving members of staff and Old Blues will remember Edmund fondly for his professionalism, warmth and dedication to the Blue Coat community. His influence extended far beyond the classroom, and his legacy remains part of the school's history.

Our thoughts and condolences are with Edmund's family, friends and all those who had the privilege of working alongside him during his years at the school. He will be remembered with great affection and gratitude by all who knew him.



Mr Crighton, SR, 1984

## Edmund Crighton

As the Christmas anticipation reached fever pitch in the corridors of the Blue Coat School in December 2009, a great, joyous roaring could be heard along the so-called "W" corridor. Let us first establish that great roarings are seldom heard in the school's well-governed, even-tempered precincts. What then could be the cause? Was it a choir practice gone horribly wrong; an announcement that the final "festive special" sandwich was on sale in the canteen; or perhaps the news that school was to close a week early in order to reduce CO<sub>2</sub> emissions? No, it was in fact a teacher whose presence had excited such a response from the student body – and a retired teacher at that. Mr. E. J. Crighton (Blue Coat School 1980 to 2009), now proudly sporting a "visitor" badge, had come to call.

His was a career that defied convention. While interviews for teaching posts nowadays are likely to feature carefully chosen questions about Key Stages, pastoral care and class management strategies, Edmund Crighton's experience twenty-nine years ago in front of the headmaster, Peter Arnold Craft, was markedly different. He recalls being given a sort of quiz about the antiques to be seen in the Head's Study - the monk's bench and the billiard cue stand. After passing the test with flying colours, Mr. Arnold Craft looked over his spectacles and said, "Would you like the job?" A couple of years later and at a time when there were very few teacher absences and no in-service courses, Edmund asked Mr. Arnold-Craft if he could go on a week long residential course at the Royal Shakespeare Theatre in Stratford upon Avon. He was treated to another of those famous stares and the words: "Mr Crighton, when I appointed you I was under the impression that you were already qualified". He was, however, allowed to go that year and to a similar event in Stratford the following year. Other early duties included supervision of the Parachute Club during which incumbency he did a jump in the Lake District. Ah...the paper work you would have to do for that nowadays in this health and safety obsessed world! Similar "action man" qualities came to the fore in the same period of Edmund's career when he survived being snowed up, with a school party, at the now defunct school farmhouse in North Wales, until they were dug out by rescuers.

And Edmund's travels with parties of students went far beyond these shores. Many students and staff will remember fondly visits to Holland and Paris, odysseys to Russia (where Edmund famously sported a fake leopard skin fur hat around the streets of St. Petersburg) and trips to the United Nations in Geneva and New York. Each journey served to enrich the cultural and political understanding of its participants.

Central too to Edmund's pedagogy was the notion that young people should learn to grapple with ethics and matters that might now come under the umbrella of Citizenship. He started the Bar Mock Trial competition and took his team to the National Finals in London. He ran the Debating Club for many years and organised a Sixth Form Forum - a kind of "Question Time" for sixth formers. To these events he summoned judges, a prison Governor, and even a real live prisoner. He recalls that the Governors were not keen on his extending an invitation to this last guest - but he persuaded them it would be safe. When the students heard that he was going to collect the prisoner himself in his own car - they were horrified and asked if he would be shackled with a ball and chain. They were amazed when Edmund told them that he and the convict would stop off for a bite to eat at a pub on the way to school. At school, before the event, he noticed pupils chatting to him - before asking, "Well where's the prisoner?". They were amazed when Edmund pointed him out "...but we've just been chatting to him about music etc...he can't be the prisoner..." they said, amazed.

L MAGAZINE

Generations of former Blue Coat students will remember Edmund's involvement in the legendary school shows of the nineteen eighties and nineties, both on stage and as a director. Whilst he produced a number of Shakespeare plays, he is perhaps best remembered for his role as Wishy Wasly in *Aladdin* where he became temporarily stuck in the on-stage washing machine. A thespian's scar he bears was inflicted by Mrs. Roberts, whose attempts to bring verisimilitude to both their roles resulted in her somewhat over enthusiastic flinging of a stage prop at Edmund's head. Later, as Mr. Bumble in *Oliver* he claimed his largely improvised part was not down to a failure to learn his lines but rather a deliberate homage to the techniques of Lee Strasberg and Stella Adler's New York Actors' Studio.

From Teacher i/c farmhouses, parachutes and minibuses, Edmund rose to the rank of Assistant Head Teacher during the headship of Mr. M. G. Tittershill. It was during this time that he brought his skills to bear upon the timetable and the cover supervision list. He also organised the annual Founders' Day and Prize Giving ceremonies. In 2008 during the school's tercentenary, he wrote a special interlude for the former occasion. When no student would volunteer to go on the high "bridge" of the Cathedral and speak this part, he did it himself. Wired for sound, he announced to the congregation: "I am Bryan Blundell", words that have become the stuff of school legend.

Each of the above roles was fitting for this "Blue Coat Man". Colleagues remember his fortieth birthday celebrations held in the Boardroom. In recent years Edmund, accompanied by Mrs. Roberts, carried a petition containing hundreds of signatures opposing the Church of England's claim upon the school to Downing Street. Ever the one to seize the main chance, he hit upon the idea of taking two pupils with him dressed in the school's Eighteenth Century uniform in the sure and certain knowledge that the nation's press could not resist the chance to photograph a piece of educational heritage. He was not disappointed. For the tercentenary celebrations he wrote and published a history of the school.

But so much for the wider roles of this schoolteacher, understandably garnered during his lengthy career at The Blue Coat School. What of the man in the classroom? In Rob Reiner's classic mockumentary *Spinal Tap*, bass player Derek Smalls is proud to see himself as the "lukewarm water" between the "fire" and "ice" personalities of his band's two guitarists. Never could such a tepid description be levelled at Edmund. He describes his own teaching methods as unorthodox and it is true that his lessons often drew heavily upon personal charisma and the ability to inspire, rather than on the personalized learning styles or tightly structured, objective-focused lessons much vaunted by teaching colleges today. His lessons though were far from "sound and fury" signifying nothing: there was a wealth of knowledge to be imparted which stood him in good stead as an English teacher. He was a master story-teller too. He could, however, polarise opinion amongst the student body; sometimes students felt that they were not being taught. "Don't plan your coursework; just write whatever comes into your head," he once told his Year 12 Literature class. In September 2009 his GCSE class mobbed him in the corridor and asked how they had all had achieved such fantastic English results when they "hadn't done any work whatsoever". He replied that they had enjoyed the lessons so much that they hadn't noticed that they were learning. It was with Sixth Form classes where he found greatest reward, often tackling the most challenging of texts. Deconstruction seemed to be at the heart of his critical thinking; as his Head of Department I was often faced with the pleasant task of moderating his students' coursework and could clearly see where they had enjoyed being encouraged to challenge assumptions and received wisdom.

As a colleague, I will remember Edmund as remaining fiercely

SQUIRREL

## Valete

loyal to the English Department and, during his time as a member of the Senior Management Team, sympathetic to the special burdens reserved for English teachers. He was helpful without self-interest - often assisting with mundane administrative tasks that accompany the entry of coursework marks. Government initiatives came and went like Prufrock's women and some more beautiful than others. Edmund never dismissed any of them out of hand, remaining affirmative and optimistic about change.

It is a cliché to say that the staff room is a less colourful place without him, but it is true. Discretion was seldom the better part of valour as far as Edmund was concerned and he possessed a Widow Twanky sized wooden spoon with which he occasionally stirred the soup. "We had the telephone, the telegraph... and tell Eddie," it was sometimes said. It is also important to record, however, that he often spoke up on important issues that he saw would affect the school, its staff and most importantly, its pupils. Another educational establishment now has the benefit of his teaching skills - a sixth form college not far from here. He has, however, promised to stay firmly out of politics.

Mr T. C. Kershaw



# IMPORTANT CHANGES TO FREE SCHOOL MEALS FROM SEPTEMBER 2026

The Government has announced significant changes to the Free School Meals (FSM) system in England, which will take effect from September 2026. These changes are designed to widen eligibility and ensure that more children can benefit from support with school meals.

## What is Changing?

From September 2026, all children from households receiving Universal Credit will be entitled to Free School Meals, regardless of household income.

At the same time, the current transitional protection arrangements will come to an end. These protections have previously allowed some pupils to continue receiving Free School Meals even if their family's circumstances changed. Transitional protections will cease at the end of the 2025/26 academic year.

As a result, all schools are required to carry out new eligibility checks for pupils ahead of the 2026/27 academic year.

## Action Required from All Families

To enable us to complete these checks using the Department for Education's updated eligibility system, we are asking all parents and carers to complete the Microsoft Form provided by the school.

Please complete the form even if your child:

- Currently receives Free School Meals;
- Has received Free School Meals in the past; or
- You are unsure whether your family qualifies.

Completing the form does not automatically mean your child will receive Free School Meals, but it does allow the school to assess eligibility on your behalf.

## Information You Will Need to Provide

The form asks for information required to complete the eligibility check, including:

- Parent/carer full name
- Date of birth
- Home address
- National Insurance Number or National Asylum Support Service (NASS) number
- Child's details and year group
- Confirmation of qualifying benefits, such as Universal Credit

Without this information, we may be unable to verify eligibility under the new national system.

## Why Completing the Form Matters

Submitting the form will help ensure that:

- Eligible students receive Free School Meals from the beginning of the Autumn Term 2026;
- Families can access any additional support linked to FSM eligibility;
- The school receives the appropriate government funding to support eligible pupils.

The Department for Education has advised schools to complete these checks before the start of the new academic year wherever possible.

## What Happens Next?

Once we receive your completed form:

1. The school will submit the details through the official eligibility checking system.
2. We will notify families of the outcome once checks have been completed.
3. All information will be handled securely and in accordance with data protection legislation.

## Deadline for Completion

Please complete the Microsoft Form by **Friday 19 June**.

### The Blue Coat School Liverpool – Fill in Form

If you require assistance completing the form or would like confidential support, please contact the school office on 0151 733 1407.

Thank you for your cooperation in helping us ensure that all eligible students receive the support available to them.



## MRS CONWAY COMPLETES HER '5K A DAY IN MAY' CHALLENGE

A huge congratulations to Mrs Conway (English Department) on successfully completing her inspiring '5K a Day in May' challenge in support of the Bowelbabe charity.

Throughout May, Mrs. Conway demonstrated tremendous commitment and determination by running 5 kilometres every day. By the end of the challenge, she had covered an incredible 112 miles (approximately 181 kilometres) over the course of the month.

Thanks to the outstanding generosity of colleagues, friends and supporters, Mrs. Conway has now raised £763 for the charity. The total reflects the kindness and support of so many people who sponsored her efforts and encouraged her throughout the challenge.

Mrs. Conway said: "Massive thanks again to everyone who has sponsored and offered words of encouragement for my 5k a day in May running challenge. The total raised now stands at £763, which shows incredible generosity from so many people."



For anyone who would still like to make a donation, Mrs. Conway will continue to share her fundraising page and would be grateful for any additional support.

<https://fundraise.cancerresearchuk.org/page/hannahs-giving-page-347089>

Congratulations once again to Hannah on this fantastic achievement and for making such a positive contribution to an important cause.

## SUPPORTING EVERY LEARNER TO SUCCEED

At Blue Coat, we are committed to ensuring that every student feels valued, supported and able to achieve their full potential. We are delighted to report that our SEND (Special Educational Needs and Disabilities) provision continues to go from strength to strength, with 108 students currently receiving additional support tailored to their individual needs.

Over the past year, our Student Support Team has further developed a structured and therapeutic approach to supporting students. Through carefully planned one-to-one and small-group interventions, students are receiving the right support at the right time. This has helped improve engagement, emotional regulation and readiness to learn, allowing more students to access lessons confidently and successfully every day.

A particular focus this term has been supporting the transition of our new Year 7 students. Staff have been working closely with primary schools to gather information, meet pupils and families, and ensure that appropriate support is in place before students arrive in September. We have also introduced a new SEND Transition Guide for parents, designed to provide reassurance, information and practical advice as families prepare for the move to secondary school.

This important work has been led by Ms Jones, whose commitment and dedication over recent weeks has been instrumental in ensuring a smooth and successful transition process. We would like to extend our sincere thanks to Mrs Jones (HOY 11 and the wider transition team, led by Mr Haslam, Head of Year 7, for the tremendous work they have undertaken in supporting our newest students and their families.

Alongside this transition work, staff have continued to participate in specialist training on inclusive classrooms, autism, anxiety and emotional regulation, helping us build an even more inclusive school community. We are proud of the progress being made and remain committed to ensuring that every student feels they belong, flourishes in their learning and has every opportunity to thrive at Blue Coat.

## OUR LEARNING PRIORITIES FOR 2026–2027

At Blue Coat, we want every student to feel that they belong, can flourish and have the opportunity to thrive. Next year, we will be focusing on making lessons even more engaging, inclusive and effective so that all students can achieve their best. Our goal is to ensure that every classroom is a place where students feel supported, challenged and confident in their learning.

As we prepare for the new academic year, staff have been working incredibly hard behind the scenes. Over the last few weeks, teachers and support staff have taken part in training, curriculum planning and preparation activities to ensure that lessons, resources and support systems are ready from day one. This work helps us continue to improve the learning experience for all students and ensures that we are fully prepared to welcome everyone back in September.

One of our main priorities is making sure every student feels included and valued. This means creating classrooms with clear routines, positive relationships and opportunities for everyone to participate. We want all students to feel comfortable being themselves, sharing their ideas and knowing that they are an important part of our school community.

We will also be helping students make even better progress by improving the way teachers check understanding during lessons. You may notice more opportunities to answer questions, discuss ideas with classmates and receive feedback that helps you improve. By identifying misunderstandings quickly, teachers can adapt lessons and provide support so that everyone can succeed.

Another focus will be on developing high-quality teaching in every classroom. Teachers will continue to use strategies that help students remember knowledge, think more deeply and apply their learning confidently. This will include clear explanations, worked examples, collaborative learning and activities that challenge students to think hard and achieve their potential. By the end of next year, we hope to see even greater student engagement, strong attendance, positive behaviour and improved outcomes across the school. Most importantly, we want every Blue Coat student to feel proud of their achievements, confident in their abilities and excited about their future.



## THE BLUE COAT WORLD CUP 2026: A SCHOOL-WIDE CELEBRATION OF SPORT

This year, Blue Coat School is celebrating the 23rd FIFA World Cup, hosted by the USA, Canada, and Mexico, with the launch of the Blue Coat World Cup 2026. Following the success of The Blue Coat Olympics in 2024, students and staff are preparing for another exciting programme of inter-house competition and school spirit.

Over the coming weeks, students will compete in a range of inter-house events, including Football, Netball, Badminton, Table Tennis, and the Form Door Display competition. These events will provide students with opportunities to demonstrate teamwork, determination, and house pride while earning valuable points towards the House Cup.

The highlight of the celebration will be Sports Day on the 16th June at Wavertree sports centre, where forms from Years 7, 8, 9, 10, and 12 will compete in a variety of athletics events. To capture the spirit of the FIFA World Cup, each house has been assigned a participating nation to represent throughout the competition.

The house-country pairings for the Blue Coat World Cup 2026 are:

Curie – England  
Franklin – USA  
Roscoe – Senegal  
Seacole – Spain  
Tod – Japan  
Turing – Argentina

Students have already begun embracing their assigned countries through creative form door displays, banners, and posters. These displays will showcase national pride and help create a vibrant atmosphere around the school in the lead-up to Sports Day.

Excitement is building as students prepare to represent both their house and their country. With a combination of sporting competition, creativity, and teamwork, the Blue Coat World Cup 2026 promises to be a memorable event and a fantastic celebration of the global game.

We wish all houses the very best of luck and look forward to seeing which house will be crowned Blue Coat World Cup champions and take a step closer to winning the House Cup.

## SPORTS ROUND-UP

It has been another busy period for school sport, with several teams representing the school in cup competitions.

### Football

The Year 9 football team's excellent run in the Liverpool Cup came to an end in the semi-final, where they were defeated 3-1 by Notre Dame. Despite the result, the team should be proud of their achievements in reaching the last four of the competition.

### Basketball

The Year 7 basketball team competed against Great Sankey in the Junior NBA competition. The boys produced a determined performance but were narrowly beaten by 8 points in a closely contested match.

### Cricket

Our cricket teams have also been in cup action recently. The Under-14s were defeated by 5 wickets against St Mary's in the Lancashire Cup, while the Under-15s lost by 6 wickets to St Augustine's in the Lancashire State Cup. Both teams showed commitment and resilience throughout their fixtures.



## THE LIVERPOOL BLUE COAT SCHOOL



**4 WEEKS TO GO!**

# GOLF DAY 2026

**AT WOOLTON GOLF CLUB**

**FRIDAY JULY 3<sup>RD</sup> 2026**

**12.30PM REGISTRATION**

**2.00PM TEE OFF**

**7.00PM DINNER & SOCIAL**

**£80/player or £320/team**

enter as individual, pair or team

**INCLUDES: LIGHT LUNCH, ROUND OF GOLF, 2 COURSE MEAL,  
ENTRY TO ADDITIONAL COMPETITIONS: CLOSEST TO PIN, LONGEST DRIVE**



**REGISTER NOW!**

[seo@bluecoatschool.org.uk](mailto:seo@bluecoatschool.org.uk)

Friends, family and colleagues welcome  
(This is an adult only event)



**£25 for dinner only**

**£50 to sponsor hole**

All proceeds will go towards Blue Coat School Development Fund



## KEY DATES

| Date  | Event   |
|---|---|
| Monday 8th June 2026                          | UKMT National final                                     |
| Tuesday 9th June 2026                         | Junior maths Kangaroo / Olympiad                        |
| Tuesday 9th June 2026                         | Y10 Parents' Evening                                    |
| Thursday 11th June 2026                       | Y10 Geography Trip                                      |
| Thursday 11th June 2026                       | Y12 Liverpool University visit                          |
| Tuesday 16th June 2026                        | Sports Day  |
| Tuesday 16th June 2026                        | Y12 UCAS Discovery Day                                  |
| Thursday 18th June 2026                       | Y10 Geography trip                                      |
| Friday 19th June 2026 – Sunday 21st June 2026 | Y10 DoF Silver assessed & Y12 Gold practice expeditions |
| Monday 22nd June 2026                         | Y9 Geography trip                                       |
| Friday 26th June 2026                         | Y12 Geography trip                                      |
| Monday 29th June 2026                         | Y12 Military School Day                                 |
| Tuesday 30th June 2026                        | Y8 Military School Day                                  |



**LAITH (7TO)**



**YADIAIL (7FR)**



**ETHAN (09RO)**



**SAAHAS (7TO)**



**HASAN (9TO)**



**ISAAC (7CU)**



## SUPPORT THE EXPERIENCES THAT HELP SHAPE STUDENTS

From clubs and competitions to creative projects and performances, our students gain so much from extracurricular opportunities, and your support keeps them going.

A contribution of just £10 per term (£30 per year) per student makes a real difference. Plus, every £10 donation earns a chance to win £50 in our monthly raffle!

See Parentmail for payment details and give today, together we can keep our enrichment programme rich, varied, and open to all.



### The Liverpool Blue Coat School Foundation

**EVER FANCIED HAVING YOUR NAME  
LITERALLY WRITTEN INTO  
BLUE COAT'S HISTORY?**

Chris ('89), John ('92)  
and the Smith Family

The Ahmad Family  
May 2026

Steve, Nick and James  
U18 Cupwinners 2026

In memory of a great  
Chemistry teacher, Mrs Burns

### NOW'S YOUR CHANCE!

We're inviting alumni, families, and friends to leave a lasting (and rather stylish) mark by sponsoring a personalised plaque on one of our chapel pews. For just £100, you can dedicate a plaque in your own name, your family's name, or in memory of someone special—creating a small but meaningful legacy that will be seen by generations to come.

Feeling sociable? You can even team up with friends—up to seven names can share a bench—making it a wonderful way to celebrate friendships as well as memories.

It's a lovely way to honour your connection to the school, support our beautiful chapel, and secure your place as part of its story!



Email: [foundation@bluecoatschool.org.uk](mailto:foundation@bluecoatschool.org.uk) for more information



# What Parents & Carers Need to Know about AGE-INAPPROPRIATE CONTENT

"Inappropriate" means different things to different people. What's acceptable for one age group, for example, may be unsuitable for a slightly younger audience. Online, young people can chance upon inappropriate content in various ways – from pop-up ads to TikTok videos. The increasingly young age at which children become active in the digital world heightens the risk of them innocently running into something that they find upsetting or frightening. Trusted adults need to be able to help children be aware of what to do if they're exposed to age-inappropriate content.

WHERE IS IT FOUND?

## SOCIAL MEDIA

Age-inappropriate content is easily accessible through many social media platforms. TikTok, for instance, is hugely popular with young people but is arguably best known for clips featuring sexualised dancing or profanity. Some social media users also express hate speech or promote eating disorders and self-harm, which could cause lasting damage to a child's emotional and mental health.

## GAMING

Gaming is an enjoyable source of entertainment, but many popular titles can expose children to inappropriate material such as violence, horror, gambling or sexually explicit content. Playing games unsuitable for their age risks normalising to children what they are seeing. Some games also include in-game chat, where other (usually older) online players often use language that you probably wouldn't want your child to hear or repeat.

## STREAMING

The range of video streaming services available online means that users can find almost anything they want to watch on demand. Children are therefore at risk of viewing TV shows and movies which contain nudity, drug and alcohol abuse, explicit language and extreme violence. Unfortunately, these streaming platforms can't always determine that it's not an adult who's watching.

## ADVERTS

Online adverts frequently include age-inappropriate content: usually gambling and nudity or partial nudity, although adverts for alcohol or cigarettes are also common. Some search engines also feature adverts that are responsive to your search history: so if you've recently looked up a new horror movie, shopped for lingerie or ordered alcohol online, then the ads appearing on screen could reflect this the next time your child borrows your device.

## 18 Advice for Parents & Carers

### TALK IT THROUGH

Embarrassment or fear of getting into trouble can make it difficult for children to talk openly about age-inappropriate content they've watched. Remind your child they can always come to you if they're troubled by something they've seen online, without worrying about consequences. Before offering advice, discuss what they saw, how they felt and how they came to find the content in question.

CAN WE HAVE A CHAT?

### CONNECT, DON'T CORRECT

If your child's been particularly distressed by exposure to content that wasn't suitable for their age, it's important to offer guidance to prevent them from repeating the same mistake – but it's equally vital to help them deal with the emotions that the situation has raised. You could tell them about any similar experiences you might have had at their age, and how you dealt with it.

### BLOCK, REPORT, CONTROL

After discussing the problem, you and your child can take action together. This could include blocking any inappropriate sites and reporting any content which violates a platform's rules. To further safeguard your child online, set up parental controls on internet-enabled devices that they use. This will significantly reduce the chances of your child being exposed to age-inappropriate content in future.

### GET SPECIALIST HELP

Age-inappropriate content can potentially have a negative impact on a child's mental health, which is sometimes displayed through changes in their behaviour. If the problem becomes more severe, you might consider reaching out to a mental health professional or an expert in this field who can provide you and your child with the proper support.

### STAY CALM

Even though it is obviously difficult to stay rational in a situation where your child has been put at risk, it's essential to think before you react. Your child may well have hesitated to open up to you about watching inappropriate content for fear of the consequences, so being calm and supportive will reinforce the notion that it would be easy to talk to you about similar issues in the future.

## Meet Our Expert

Cayley Jorgensen is a Registered Counsellor with The Health Professions Council of South Africa, and she runs a private practice offering counselling to children, teenagers and families. Her main focus is creating awareness and educating the community on the mental health pressures of today's world, as well as resources and techniques to understand and cope better.



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Sources: <https://www.education.gov.au/documents/about/programs/bullying/prevention/inappropriate-content> | <https://www.nos.gov.au/education/training-professionals/professional-learning-program-teachers/inappropriate-content-factsheet/> | <https://www.wellbeing.gov.au/wp-content/uploads/2020/04/children-media-twe-year-7.pdf>

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