



# Every Student Thriving

20 March 2026

Dear Parent/Carer,

Last March we undertook an external review of our sixth form provision. This allowed us to get some different view points on our curriculum, teaching and general sixth form life. One of the very simple observations made was that, as outsiders, the team could not have ascertained that we even had a sixth form from our signage, logo etc. This made us think very carefully about how we promote not just the sixth form, but the school as a whole. As a result we commissioned the company that oversees our current website to modernise all aspects including new electronic prospectuses and a dedicated separate sixth form site. They have done a great job and the new site is ready to launch.

However, the final piece of the jigsaw is the school logo. I am therefore consulting with stakeholders about a change in logo. You can find a consultation document [HERE](#) with generated mocks-ups of potential new logos (as well as the current one). This form allows for a 'vote' as well as a free text response. Thoughts would be most welcome. This change would not impact on any uniform costs as any new logo would be phased in over time.

On the subject of external reviews we recently had a partnership review of our SEN provision. This is being conducted as part of our Challenge Partners quality assurance commitment and involves three schools assessing each other's provision. We are the first to be assessed in the group and in April and June the SENDCO and I will visit to assess the provision of the other institutions. Although this is a quality assurance exercise it also offers the opportunity to identify good practice elsewhere which may be pertinent to our own school. Here are some of the observations:

## **What Went Well:**

- "Positive relationships are a real strength across the school. Staff, teams, and students interact calmly, respectfully, and with genuine warmth. Students respond positively to instructions and are keen to participate. The school's inclusive ethos was highly visible."
- "There is a team of highly skilled LSAs who provide consistently effective support for SEN students across the curriculum."
- "Where teaching was strongest, staff used clear, structured approaches grounded in evidence-informed practice. Formative assessment, adaptive teaching, and inclusive routines helped move students from compliance to active learning."
- "Students described LSAs as a safe place for reassurance and guidance. This was reflected during learning walks where pupils who might struggle in other settings were successfully accessing mainstream learning."

## **Even Better If:**

- "The school is ambitious for the progress and attainment of SEND learners and this could be built upon developing consistency around higher levels of ambition in the work for SEND learners in the classroom."
- "The school developed a shared language around adaptive practice, including what it looks like in planning ..... and in lessons"

It was a great experience which acknowledged the distance we have traveled whilst establishing further areas that we need to build on.

Take Care & Eid Mubarak! - **Ian Brierly**

**Ready - Respectful - Responsible - Kind - Authentic**



## Every Student Thriving

# REMINDERS & NOTICES

### DATES FOR YOUR DIARY

Year 7 Parents Consultation Evening	26.03.26
Last day of term (2.55pm finish)	27.03.26
Return to school - Monday	13.04.26
INSET day	24.04.26

### ENRICHMENT WEEK



### SAFEGUARDING LEADS & INFORMATION

If parents have any concerns about safeguarding or believe that any young person at John Colet School might be at risk, then please do contact one of the members of our Safeguarding Team via - [safeguarding@johncolet.co.uk](mailto:safeguarding@johncolet.co.uk)

**The DSL (Designated Safeguarding Lead) is Mr B Crawford**

### VACANCIES

- We are looking to recruit a Governance Professional.

Please check our website for further details [here](#).

### EID STREET FAIR 2026

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## Every Student Thriving

Dear Adults of John Colet Students,

We are excited to announce our upcoming Eid Street Fair on **Monday 23th March**. This event has been organised by the Equity and Diversity School Council team and below is some information we think you might like to know about the event.

Our Eid Street Fair will be held at **lunch time** on the **23rd March** outside the **school hall**.

The fair will consist of the following stalls

- Henna tattoo ([adult consent required](#))
- Food and drinks
- Giant chalk drawings
- Art and & design competition

Each stall will require a £1 ticket, which can be purchased from the 1st March from outside the hall before school. All proceeds will go to putting on the event and supporting culture day in April this year.

We welcome your support for this event by donating food or beverages to provide during our street festival. If you wish to donate, please send your donations in with your child on Monday 23rd March and complete [the following form](#) about your food donation. We greatly appreciate your support for this celebration.

### Food Donation Guidelines:

- **All food donations should be brought to school on the morning of Monday 23th March.**
- Please ensure that all dishes are **nut-free** and clearly labelled with a list of ingredients to accommodate dietary restrictions.
- If required, provide serving utensils for your dish. Please label with your child's name so we can make sure all items from home do return home.

Through this event, we hope to foster a sense of belonging and appreciation for the diverse backgrounds that make our school community unique. Should you have any questions or require further information, feel free to contact [lparrott@johncolet.co.uk](mailto:lparrott@johncolet.co.uk)

Thank you for your support in making this event a memorable and meaningful experience for all.

Warm regards - Equity and Diversity School Council Team

**Ready - Respectful - Responsible - Kind - Authentic**

# Every Student Thriving

PARENT SUPPORT : Click [HERE](#) for Higher Res PDF

## What Parents & Educators Need to Know about ADULT ANIMATED CONTENT

### WHAT ARE THE RISKS?

Bright, bold, and widely shared, adult animated content is more popular than ever, but not always what it seems. These videos, which may appear cartoonish and harmless, often contain strong language, explicit themes, graphic violence, or dark humour. Many are accessible through platforms like YouTube, TikTok or streaming services, where filters may not catch them in time.

### MISLEADING VISUAL STYLE

Many adult animations mimic the colourful, exaggerated look of children's cartoons. This can easily mislead not just children, but also adults, into thinking they're suitable for younger viewers. Without watching the content fully, parents or educators might approve a show or video that contains explicit jokes, graphic imagery, or highly inappropriate language, all disguised beneath a playful and fun visual style.

### EXPOSURE TO HARMFUL THEMES

A number of adult animated shows and online videos explore mature or disturbing themes, such as addiction, trauma, abuse, self-harm, or violence, and often do so in a stylised or humorous way. Younger viewers may not have the emotional maturity to process this content, leading to confusion, distress, or the normalisation of very serious issues that should be discussed in a supportive context.

### RISK OF DISTRESS AND FEAR

Some adult animations, especially horror-based content or 'creepypasta' style stories, include disturbing imagery, unsettling music, and sudden scares. These videos sometimes feature distorted versions of well-known children's characters, such as Sonic the Hedgehog or Peppa Pig, in frightening or violent scenarios. Children can be negatively affected if they come across this unexpectedly, leading to sleep disturbances, anxiety, or long-lasting fears, especially if children have existing worries or sensitive personalities.

### INFLUENCE OF EDGY HUMOUR

Dark, edgy humour is common in adult animation and often includes jokes about topics like sexism, racism, mental illness, or abuse. When children hear these jokes, they may repeat them without fully understanding their meaning. This can lead to inappropriate behaviour in school or online spaces, and in some cases, it can reinforce harmful stereotypes or desensitise children to real-world injustice and discrimination.

### ALGORITHMIC RECOMMENDATIONS

Video platforms are designed to keep users watching by suggesting similar content. If a child watches one mature animation, they may quickly be shown more, including even darker or more extreme videos. These recommendations are based on viewing patterns, not age-appropriateness. Without strict settings in place, this can lead to a rapid spiral into unsuitable, upsetting, or even harmful content online.

### DESENSITISATION TO VIOLENCE

Stylised violence in animation is often exaggerated and constant. Repeated exposure to it can reduce a child's emotional response to harm, making aggression or cruelty appear entertaining or acceptable. Over time, children may become less empathetic or more tolerant of harmful behaviours in real life, especially if they see others online reacting with humour, memes, or praise for violent characters or scenes.

## Advice for Parents & Educators

### LEARN WHAT CHILDREN ARE WATCHING

Take time to ask children what they're watching and who their favourite creators are. Sit down and watch a few videos to get a full understanding. This helps you spot inappropriate content early and shows children that you're interested and engaged in their online world, not just policing it.

### TALK ABOUT WHAT'S APPROPRIATE

Keep communication open and non-judgemental. Talk about why certain themes or jokes are not appropriate for children, even if they appear in animated form. Help children understand that just because something is popular or shared widely, it does not mean it's suitable or safe. If they've seen something upsetting, respond calmly, offer reassurance, and explain things in an age-appropriate way.

### USE PLATFORM SETTINGS WISELY

Make use of built-in safety tools like content filters, restricted mode, and age settings on platforms such as YouTube, Netflix or TikTok. Turn off auto-play where possible and regularly review what children are being recommended. Although these settings aren't foolproof, they add an important layer of protection and help reduce the risk of children encountering disturbing or adult content accidentally.

### ENCOURAGE CRITICAL THINKING

Help children think carefully about what they watch. Talk about the difference between fictional exaggeration and reality, while helping them question why certain content is made. Is it informative, entertaining, or meant to shock? This builds digital resilience and encourages them to make safer choices in future, rather than simply following viral trends or peer pressure to watch mature content.

### Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. We offer memberships and packages to help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

#WakeUpWednesday®

The National College®

See full reference list on our website



# Every Student Thriving

## COMMUNITY SUPPORT

**TITANS FOOTBALL ACADEMY**

**FRIDAYS**  
**AYLESBURY**

CLASS TIMES AND YEAR GROUPS:

- 17:00 - 18:00 RECEPTION TO YEAR 4
- 18:00 - 19:00 YEAR 5 TO YEAR 10

VENUE: JOHN COLET SCHOOL, WHARF RD, WENDOVER, AYLESBURY, HP22 6HF

- 1000+ children attending our development centres on a weekly basis
- Matches against pro clubs for selected players
- Over 75 children signed to pro clubs
- Tailored coaching programmes designed by ex and current professional academy coaches

**Surface - 4G Astro**

*Must wear plastic moulded football boots*

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**BUCKINGHAMSHIRE HOCKEY ASSOCIATION**

**EASTER TRAINING CAMPS 2026**  
FOR AGES U12 to U15

**WEEK 1:**  
Tue 31 Mar | 1000 - 1200  
Wed 1 Apr | 1000 - 1200  
Thu 2 Apr | 1000 - 1200

**WEEK 2:**  
Tue 7 Apr | 1000 - 1200  
Wed 8 Apr | 1000 - 1200  
Thu 9 Apr | 1530 - 1730

**ALL AT BISHAM ABBEY**

**FOR MORE DETAILS CONTACT:**  
[ADMIN@BUCKSHA.ORG.UK](mailto:ADMIN@BUCKSHA.ORG.UK)

**BUCKINGHAMSHIRE COUNCIL**  
Free Parenting Programmes

Our parenting programmes will help you develop new and existing parenting skills, offer advice and build your confidence as a parent.

Proud to be part of **Family Hub Network** Buckinghamshire

Scan me

**LITTLE TALKERS**  
18 months to 3 years old

- Focuses on children's speech, language and communication skills and how parents can promote them
- Designed by Buckinghamshire Speech and Language Therapy

**PARENT PUZZLE**  
0 to 5 years old

- Understand challenges and how to address them
- How to support your child's growth for calmer parenting

**TALKING TEENS**  
11 to 18 years old

- Focuses on relationships within the family, communication, negotiating, decision-making and strategies to reduce conflict
- Learn more about teenagers and their needs

**THE NURTURING PROGRAMME**  
3 to 11 years old

- Help deal with the challenges that come with parenting
- Think about what we do, why we do it and how it makes us feel

**BALANCEABILITY**  
2.5 to 5 years old

- Accredited learn to cycle programme
- Develops confidence, spatial awareness, dynamic balance, and how to ride without stabilisers

**KEEPING YOUR CHILD IN MIND**  
All ages

- Work together in ways that support growing children and a calmer family life
- Explore the conflict between parents/carers both in a current or previous relationship

01296 383293  
[familyinfo@buckinghamshire.gov.uk](mailto:familyinfo@buckinghamshire.gov.uk)

Every Student Thriving

**CODE NINJAS**  
Ofsted Registered  
Childcare Vouchers / Tax Free Childcare

# EASTER CAMPS

AYLESBURY

build games, learn coding skills and make new friends in a fun, small group environment

**CODE NINJAS**  
Ofsted Registered  
**EASTER CAMPS**  
AYLESBURY

Transform your child's love for tech into an exciting Code Ninjas camp experience this Easter!

Full Day Camps: 9.30am to 4.00pm  
Half Day Camps: 9.30am to 12.45pm

All kids need to bring (other than a terabyte of enthusiasm and curiosity) is a nut-free packed lunch (if on camp for a full-day), snack, and water bottle. We'll take care of the rest - all required equipment, hardware, software and licences are provided.

DOJO Location: Bucks New Uni Campus, Walton Street

**Camps Info:**  
See over for Minecraft, LEGO, AI and more...

**AYLESBURY**  
Ofsted Registered

**MINECRAFT® ADVANCED MODDING** 31st Mar-2nd Apr  
3-Day Camp Ages 8+

Level up your Minecraft skills! Designed for creative players aged 8+, this camp teaches kids to customise their worlds - designing tools, weapons, and enemies to transform Minecraft into their own fully personalised adventure.

**JR LEGO ROBOTICS & CODING** 31st Mar-1st Apr (mornings)  
2 x Half-Day Camp Ages 5 to 7

Get ready to build, code, and play! Kids explore robotics with SPIKE Essential, learn coding basics through games and Minecraft projects, and bring creations like moving rides and speedy cars to life in this hands-on engineering adventure.

**AI CODING & MACHINE LEARNING** 1st-2nd April  
2-Day Camp Ages 8+

Step into the world of AI! Kids explore how artificial intelligence works through coding, games, and robotics—creating smart projects while learning how AI shapes the future and how they can use it to make a positive impact.

[aylesburybkmuk@codeninjas.com](mailto:aylesburybkmuk@codeninjas.com)  
[www.codeninjas.co.uk](http://www.codeninjas.co.uk)

More information and registration