Parent & Carer Information Evening

Thursday 25th September

- Children's public health
  Shaina Murphy, Maureen Tait and Laura Probert

- EDI
  Louise Stephens (AHT)

- Maths
  Madeeha Shakoor (AHT)

- Online Safety
  Kat Shelley DHT & Sam Norbury (AHT/SENCo)

- AI
  Chris Holt (AHT)

ENERGY DRINKS: A GUIDE FOR PARENTS

Helping parents understand health and safety concerns

Maureen Tait clinical lead for School Nursing

Laura Probert Specialist Community Public Health Nurse   September 2025

**Trafford Local
Care Organisation**

UNDERSTANDING ENERGY DRINKS

Trafford Local Care Organisation

WHAT ARE ENERGY DRINKS?

Purpose and Effects

Energy drinks boost energy, alertness, and physical performance by stimulating the central nervous system.

Key Ingredients

Common ingredients include caffeine, sugar, taurine, guarana, and B vitamins to enhance stimulation.

Differences from Sports Drinks

Energy drinks stimulate the nervous system, unlike sports drinks which focus on hydration and electrolytes.

Health Considerations

High stimulant content poses risks for children and young people, requiring parental awareness and caution.

Trafford Local Care Organisation

COMMON INGREDIENTS

Caffeine Content

Energy drinks contain 80mg to 200mg of caffeine per serving, similar to two espresso shots.

Sugar and Health Risks

Sugar adds taste and energy but poses risks like obesity and dental decay when consumed excessively.

Additional Stimulants

Taurine, a natural amino sulfonic acid that supports energy production, usually sufficient in a balanced diet, so extra intake isn't needed for most young people.

Guarana, these seeds contain approximately four times the amount of caffeine found in coffee beans.

Health Concerns for Children

High doses of combined stimulants can cause jitteriness, sleep disruption, and increased heart rate in children and young people.

Trafford Local Care Organisation

HEALTH IMPACTS ON CHILDREN

Trafford Local Care Organisation

PHYSICAL AND MENTAL HEALTH RISKS

Physical Health Effects

Energy drinks may cause headaches, stomach aches, increased heart rate, and high blood pressure in children and young people.

Mental Health Impact

Consumption can lead to sleep disturbances, anxiety, irritability, and depression, affecting mood and concentration.

Parental Awareness

Parents need to monitor and limit their children's energy drink consumption to prevent health complications.

Trafford Local Care Organisation

MARKETING AND SOCIAL INFLUENCE

Trafford Local Care Organisation

How Brands Target Youth

Marketing Strategies

Brands sponsor extreme sports, gaming, and music events to engage young consumers effectively.

Social Media & Influencers

Targeted ads on popular platforms and influencer endorsements embed products into youth culture.

Visual Appeal and Availability

Edgy packaging and low-cost, increase product appeal and accessibility to children and young people.

Parental Awareness

Parents are advised to discuss marketing tactics with children and young people to promote healthy decision-making.

Trafford Local Care Organisation
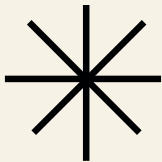
PARENTAL GUIDANCE

Trafford Local Care Organisation

TALKING TO YOUR CHILD/YOUNG PERSON.

Open Communication

Encourage honest talks about energy drinks to understand children's experiences and opinions.

Sharing Factual Information

Provide children and young people with clear facts about ingredients and health risks to help them make informed decisions.

Modeling Healthy Behavior

Demonstrate healthy choices and offer alternatives like water, smoothies, and milk.

Creating a Safe Dialogue Space

Foster a supportive environment where children and young people feel safe expressing their views and concerns.

Trafford Local Care Organisation

LEGAL DEVELOPMENTS

Trafford Local Care Organisation

Proposed UK Legislation

Legislation Objective

The UK aims to ban sales of high-caffeine energy drinks to children under 16 to protect health and well-being.

Scope and Definition

High-caffeine drinks are defined as those with at least 150mg caffeine per litre and the ban targets all retail outlets.

Enforcement and Penalties

Authorities may issue fixed monetary penalties as an alternative to criminal charges to enforce the ban effectively.

Public Consultation

The government proposes for parents, teachers, and businesses to participate in consultations for safer energy drink regulations.

Trafford Local Care Organisation
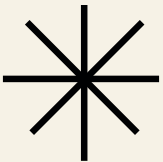
CONCLUSION

Trafford Local
Care Organisation

ENCOURAGING HEALTHY CHOICES

Parental Guidance Importance

Parents guide children by understanding energy drink ingredients, risks, and marketing tactics.

Role of Education and Communication

Open communication and education help children make informed, healthy decisions about energy drinks.

Advocacy and Legislation

UK legislation offers potential systemic change.

Healthy Alternatives and Empowerment

Providing healthy alternatives and fostering critical thinking empowers children and young people to make informed choices.

Wellington Parents Evening - Children's Public Health update September 2025

Catherine Martland (Violence Reduction Co-ordinator)

Shaina Murphy (Public Health Manager)

Maureen Tait (School Health)

Laura Probert (School Health)

Immunisations

Vaccines are the safest, most effective way to prevent infectious diseases in adults and children.

All vaccines are tested over many years to make sure they are safe

Measles:

Measles is extremely contagious and can cause serious illness and death

There are confirmed cases in GM – ongoing national and international outbreaks

The best way to protect against measles is through two doses of the MMR vaccine – a vaccine without porcine gelatine is available

Flu:

School flu vaccination programme begins soon – please look out for and complete consent form.

Flu vaccination in children and young people prevents spread of the infection to more vulnerable members of the community.

Please support good handwashing and MMR vaccine and if suspect a child/young person has measles – isolate, call ahead GP/A&E, notify HP Team: Health.protection@trafford.gov.uk

School food and compassionate approach

"If all consumers exercised, did what they had to do, the problem of obesity wouldn't exist." - quote from PepsiCo CEO in 2010

- **Change the language we use, avoid childhood obesity instead talk about improving children's health or food-related ill health**
- **These better reflect the causes, reduce stigma and individual blame, generate more support for policy solutions**
- **Evidence shows the importance of good nutrition for children's attention, development, mood, behaviour and health**
- **School food work – phase 1 with primary schools, looking at what we can do to support secondaries next**
- **Broader strategies – planning, licencing, advertising, family support**

Violence and Crime Prevention support

- Trafford Youth Justice team can provide voluntary support that includes access to; VR headsets, speech and language support, counsellor, restorative justice (including the chance to achieve AQA's)

- Oasis provide 1-2-1 mentoring support for students (Navigators), they also provide support for parents (PACS), currently short waiting list for support for students, the next parents course starts in June

- Talk Listen Change provide support around unhealthy relationships with their parents/caregivers, siblings or partners

- Power2 provide 1-2-1 mentoring support for students that incorporates a sport

- Email violencereduction@trafford.gov.uk to discuss individual students, support for schools or for a copy of the recent Youth Endowment Fund webinars on school violence prevention

- School specific guidance from the Youth Endowment Fund can be accessed here.

Where to find support for CYP?

Resources and information for schools, parents, young people

- Padlets are for professionals, parents, and young people. They help you find the information you may need in one accessible space.

- Padlets are like a themed noticeboard online. Each padlet brings a wealth of resources together in one place around a particular theme.

- **Start for Life Padlet**

- **5-11 years (*New*)**

- **11-25 years (*New*)**

- **Children's Mental Health and Emotional Wellbeing Padlet**

- **Family Help Padlet**

- **Special Educational Needs and Disability (SEND) Padlet**

- **Barriers to Education & Emotionally Based School Non-Attendance (EBSNA) Padlet *(New)***
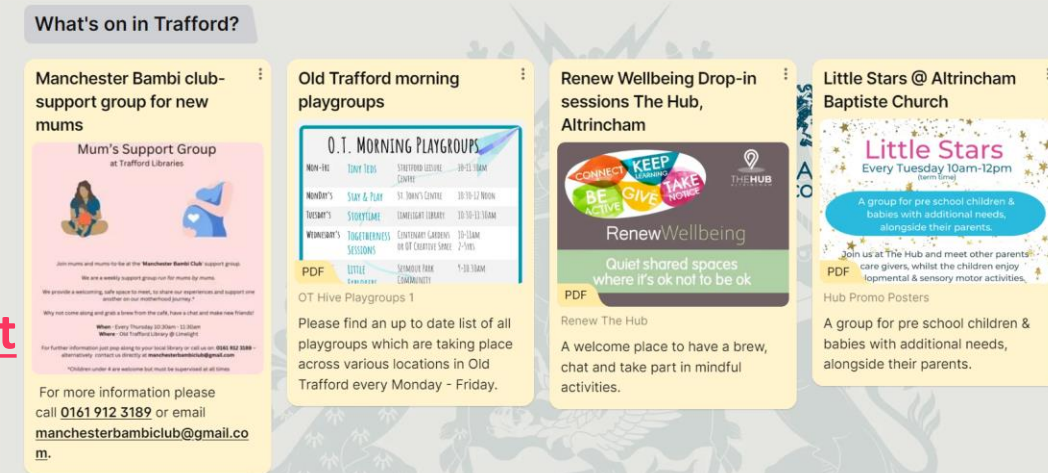
Resources and information for schools, parents, young people

- **HealthForTeens.co.uk** bite-sized information on broad range of topics – including sexuality, relationships, body image, managing anxiety & more - for yp. Evidenced based content by school nurses and co-designed with young people

- Trafford has partnered with Greater Manchester Family Hubs and Essential Parent to offer a free app for parents, parents-to-be and carers.

- The app includes more than 2,000 expert-written videos and articles to support you from pregnancy through to your child's teenage years. You can personalise the app by adding your due date or your child's date of birth. This helps you receive tailored information for your stage of pregnancy or your child's age **General app demo video**
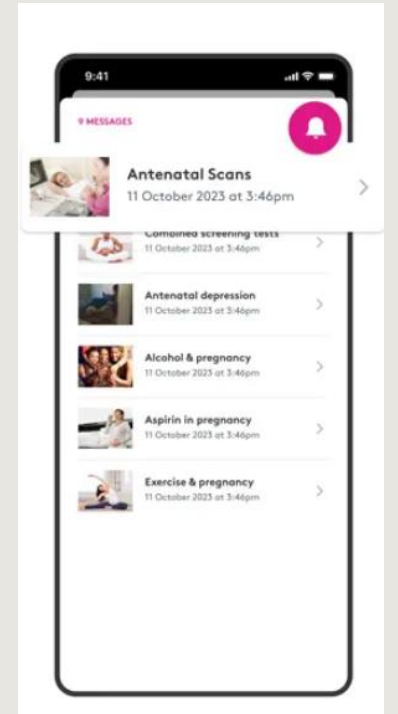
Vaping, Smoking, Drugs and Alcohol

Early Break

- **Early Break** offer 1:1 support for young people on smoking, vaping, alcohol & drugs.

Anyone (parents/professionals/young people themselves) can refer a young person directly to Early Break:

info@earlybreak.co.uk **/** Trafford: 0161 723 3880 / www.earlybreak.co.uk/referrals

- **School Health** can also support 1:1 health promotion and support referrals to Early Break.

SCAN ME!

Scan the QR code find out more about Early Break or complete an online referral form

TRAFFORD COUNCIL

# Vaping, Smoking, Drugs and Alcohol

Vaping resources:

• Supporting young people with stopping vaping:

**www.ncsct.co.uk/publications/young-people-stopping-vaping**

Trading Standards & Community Safety:

To report illicit and underage sales, or community safety concerns around tobacco, vapes, or substances:

• **Considering Education Officer** – can support schools on illicit sales etc.

• **Community safety – share any intelligence at safer.communities@trafford.gov.uk**
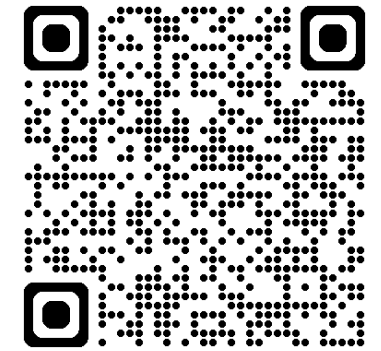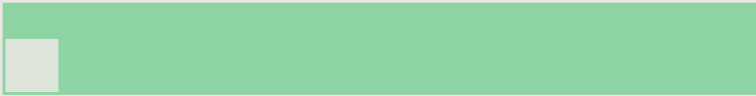

Young people and stopping vaping
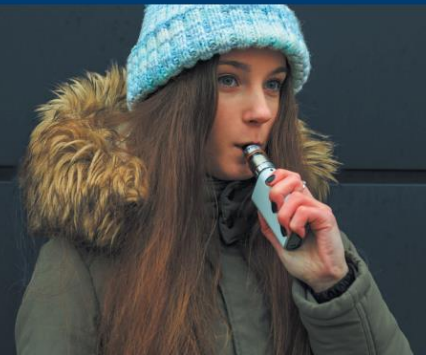
NCSCT

Department of Health & Social Care

# Sexual and relationships health & wellbeing

Talkshop

- 2 free sessions per school
- Experienced youth workers
- E.g. consent, misogyny, sexting, pornography, healthy relationships, sexual health
- Condom distribution and signposting
- *Toni.jackson-wilde@trafford.gov.uk to book your sessions*

Sexual Health – STI testing and contraception
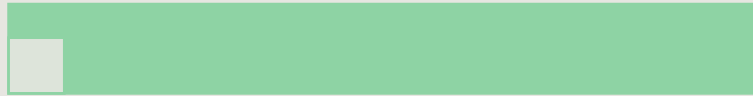
- SH24 new provider for online kits
- The Northern specialist provision and outreach
- Contacts: Trafford Directory | Sexual Health Services in Trafford
- Sexual Health Experts | SH:24

School Health:
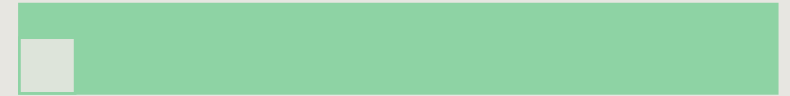
- 1:1 advice in school
- In-school drop-ins
- Tailored group / whole school sessions
- Condom distribution / signposting

Trafford Domestic Abuse Services (TDAS)

- **TDAS offer a 3 Tier Domestic Abuse Affiliation Certification as part of our 'Supporting Young People' project**

- **Bronze;** TDAS Short films, Teacher Training

- **Silver** TDAS Short films, Teacher Training, Healthy Relationship Workshop

- **Gold** TDAS Short films, Teacher Training, Healthy Relationship Workshop, Develop a Domestic Abuse Policy with TDAS support

- **To find out more please contact cyp@tdas.org.uk**

Creating an Inclusive Culture

EDI at the heart of our School

Why is this a vital consideration for our children?

School Vision, Mission and Values

School Vision
Empowering our community to make a difference

School Mission Statement

To foster an **inclusive community** built on our shared values, where individuals thrive, find purpose, and make a **positive impact on the world.** Through education, we equip young people with the knowledge, skills, and mindset to effect meaningful change.

School Values

HONESTY, EXCELLENCE, ENDEAVOUR, FAIRNESS, COMMUNITY
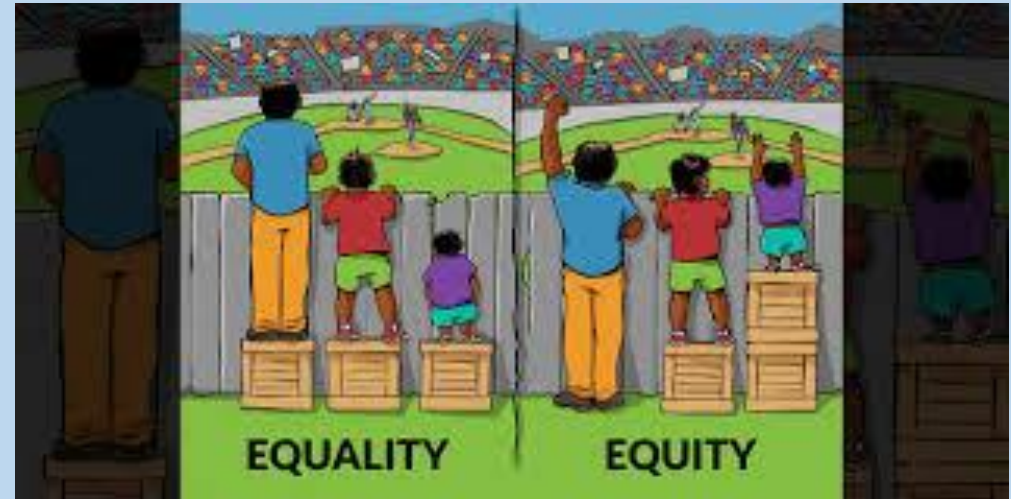
Definition Reminders

Equality
is treating people fairly, ensuring that
people are not discriminated against
because of their characteristic(s).

Diversity
is recognising, respecting
and valuing differences.

Inclusion
is ensuring that everyone is given
the opportunity to participate.

EQUALITY   EQUITY

EQUALITY ACT- 2010

EDI in action at Wellington
What does this look like?...

- Areas of focus include- SEND, PP, Racial Equality, LGBTQ+, Religions & Gender.

- EDI committee

- Work of the Hub/Hive, Anti-Racism ambassadors, cultural celebrations, anti-bullying ambassadors.

- Our REC and GEC have been relaunched this academic year- student voice will be at the heart of these planning sessions.

- Cultural project planning- year 7 focus

- Zero Tolerance Policy (more on this in a moment)

- Lesson planning & delivery

- MHFA support

- Inclusive language

- Every single person in our community is vital for creating a community that demonstrates EDI- especially the students.

- PSHE & C4L has EDI topics embedded throughout and this academic year is adding new topics to address relevant issues e.g. incel culture and misogyny.

ZERO
TOLERANCE

A rule that is **always** enforced

Breaking that rule requires **action**

No Excuses
You will be challenged
every time

Call it out, report it, challenge it
Every single incident is logged
A message via Class Charts is all it takes

We ALL have the right to feel safe in our:

- **Race**
- **Ethnicity**
- **Religion**
- **Gender**
- **Gender identity**
- **Sexuality**

and be free from,

- **Racism**
- **Misogyny**
- **Homophobia**
- **Transphobia**
- **Disableism**

Our Response to any issues- Education is key.

- Our EDI policy states that **education is always at the heart** of every incident.

- RA will be made if education needs to be repeated.

- Key concerns addressed with radical candour and honesty and in line with our school values of Community and Fairness. We know you will support us with this.

Our Objectives

- Objective 1

To work towards the **eradication of the use of identity-based abuse-** particularly homophobic, transphobic, disableist, sexist and racist language by students in the school. This will be carried out through educational means and will be in line with our relational behaviour policy.

- Objective 2

To ensure that the **school recognises and celebrates diversity and cultural heritage** by enabling students to see themselves represented and develop a wider lens in which to see the world and their place in it as global citizens.

- Objective 3

To continue to **close gaps in attainment and achievement** between students and all groups of students: by gender, disadvantage, Special Educational Needs and Disabilities, Looked After Children, and students from different heritage groups.

How to help your child succeed in Maths
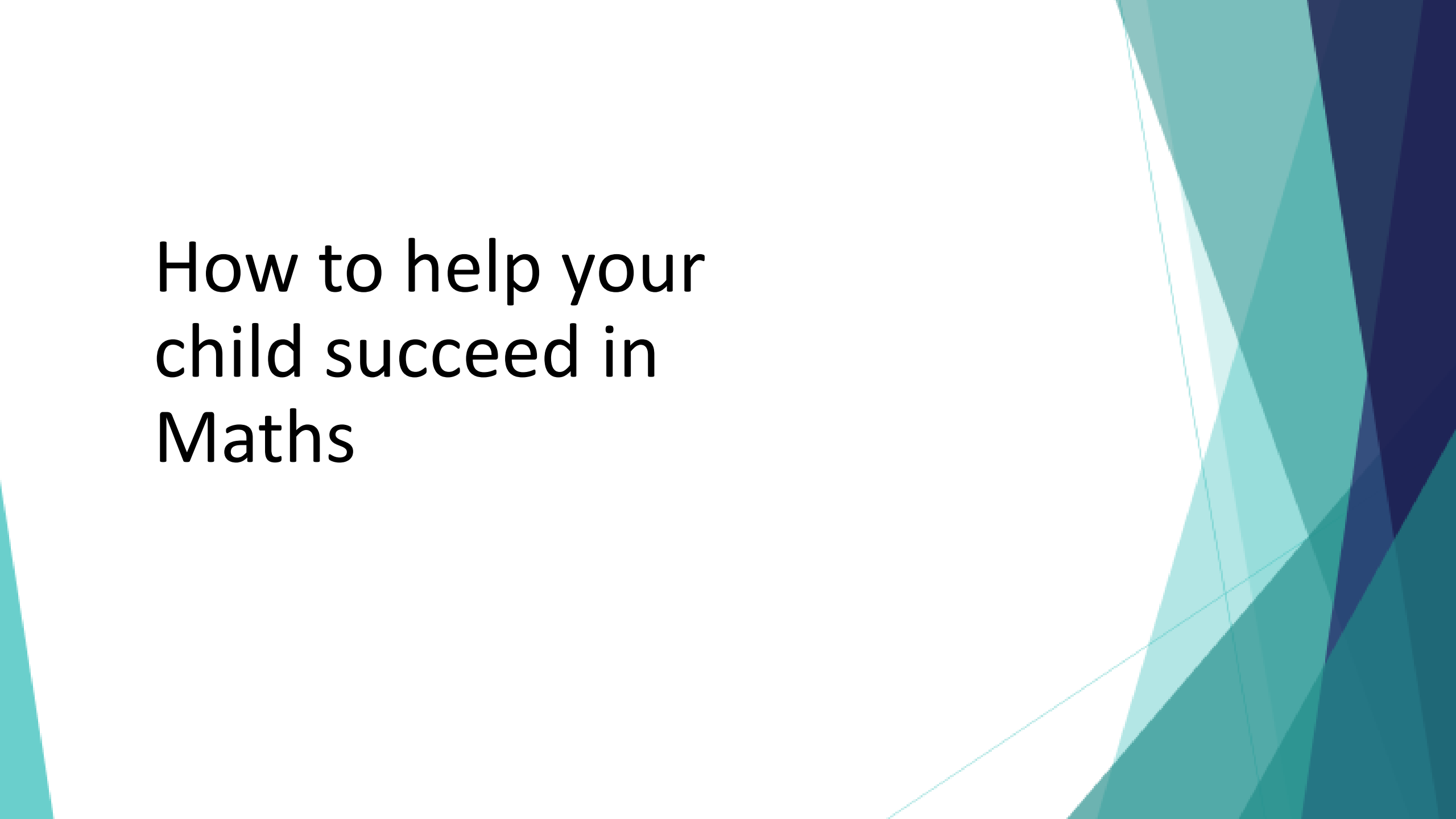
"Multiplication is vexation, division is bad. The rule of three doth puzzle me, and practice drives me mad."

Scottish mathematician
John Napier - 1570

L'Oreal agrees to change 'bad at maths' boast advert

27 February 2015

Anxiety of maths

How Parents Can Help Develop Confidence

Work on confidence building

Boost necessary numerical skills in students

Take a 'one step at a time' approach.

Gamify Mathematics

Make room for a growth mindset.

Resources

Websites
Sparx
BBC bitesize
Exam Q
Corbett maths
Maths Genie
First Class Maths
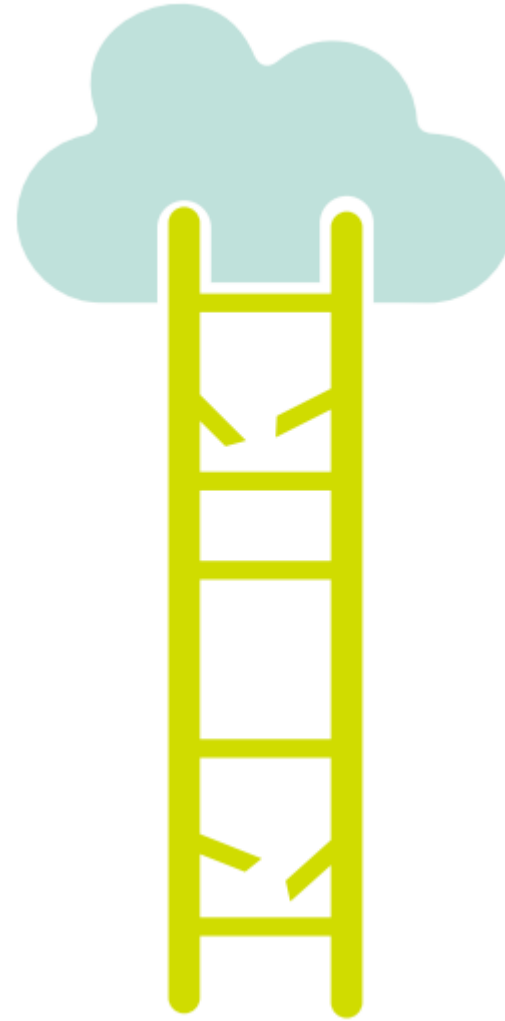
Key Take Aways

1. Talk positively about maths
2. Point out maths in everyday surroundings
3. Praise effort not talent
4. Practise, practise, practise

Keeping Our Young People Safe in the Digital World:
Social Media Smarts

Positives

▶ Learning
▶ Connection
▶ Creativity

'This isn't about instilling fear and worry, its about developing awareness and practical tools'

Risks

- Privacy settings
- Exposure to inappropriate content/people
- Online abuse
- Impact on mental health

What can parents do?

▶ Set clear boundaries that you are comfortable with

▶ Regularly check privacy settings

▶ Make sure you understand the apps that your child has downloaded and how they work

▶ Encourage your child to have open conversations to build trust

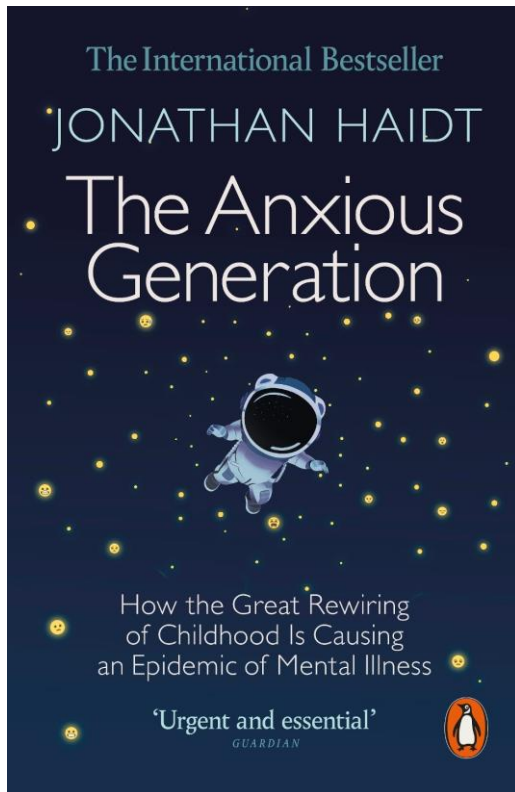▶ Support your child in building digital resilience

KIDSLOX
Parental control app

"People can't really multitask; all we can do is shift attention back and forth between tasks while wasting a lot of it on each shift.["
— Jonathan Haidt, The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness

"The phone-based life makes it difficult for people to be fully present with others when they are with others, and to sit silently with themselves when they are alone."
— Jonathan Haidt, The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness

"the two big mistakes we've made: overprotecting children in the real world (where they need to learn from vast amounts of direct experience) and underprotecting them online (where they are particularly vulnerable during puberty)."
— Jonathan Haidt, The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness

Support

- School- Designated Safeguarding Team
- NSPCC – Lots of online resources available
- CEOP- Child Exploitation and Online Protection

Key messages

- ▶ Talk openly and often with your child
- ▶ Regularly check privacy settings on their phone

Understanding AI: From Basics to Breakthroughs

What is Artificial Intelligence?

Artificial Intelligence (AI) is the use of computer systems to simulate human mental processes, such as interpreting and generating language.

GPT means 'generative pre-trained transformer' ·This is a type of large language model: a neural network trained on a very large amount of text to produce convincing, human-like language outputs.
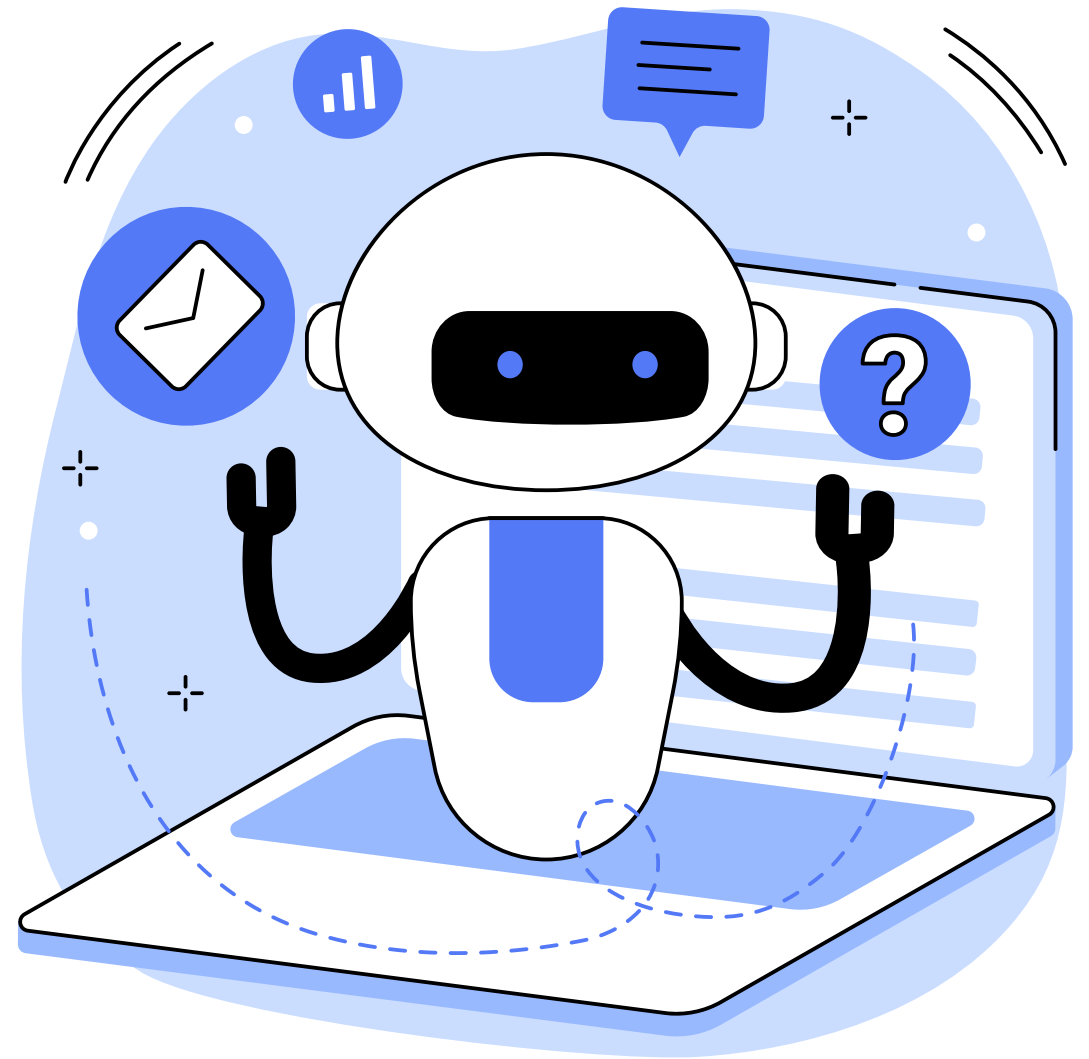
Examples of Artificial Intelligence

ChatGPT

Gemini

Chatbots

Smart assistants

E-Payments

Search algorithms

Media streaming
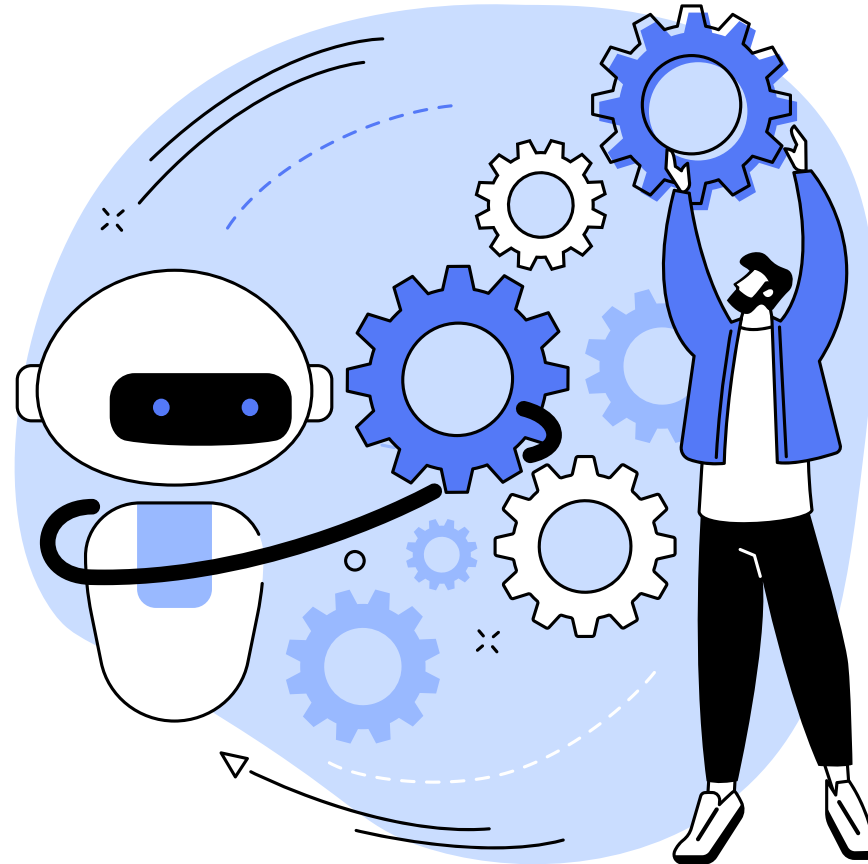
Smart cars

Navigation apps

Facial recognition

Text editors

Social media feeds

3. Responsibility - What is your experience with using AI tools such as ChatGPT?

0%
Never heard of it

6%
Not used it but aware of it

47%
I have tried using it a few times

45%
I use it regularly

2%
It's fully embedded in my practice

'A human should always be in the loop'

Teaching and Learning: AI Acceptable Use Guidelines

Wellington School

01 Understand the Tools you Use

-Understand the capabilities and limitations of the platform you use

**02 Model Responsible and Ethical Use**

-Transparency
-Modelling usage
-Awareness of bias and accuracy
-No compromise to QFT

03 Create Clear Guidelines

-Task design
-Prohibited usage
-JCQ guidelines

04 Feedback and Assessment

-Ideal for low stakes assessment
-Staff must read work themselves and review for plagiarism

05 Standardisation

-Valuable for smaller department especially
-Final decision must be that of a teacher

Academic and Professional Integrity 06

-Valuing pupils' original thoughts over AI
-Appropriate usage for reporting, etc - evaluation and personalisation
-Data that feeds into AI remains in AI - anonymisation

Promoting Critical Thinking 07

-Discuss the role, value - and concerns and limitations - of AI in your curriculum

Equitable Access 08

-Poverty Protection
-AI in the classroom

Professional Development 09

-Seek CPD - lots of great content on National College
-AI CPD Directory
-T&L Newsletter content and video links

Balance 10

-Leverage AI for tasks that will save you time

AI PUPIL GUIDELINES

How to use AI to learn fairly and excellently

WHAT IS AI?

- AI stands for Artificial Intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT, Microsoft Copilot and Google Gemini can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased

WHAT TO REMEMBER:

It's really important that when using any online resources, including AI, that you use them as a tool and not to replace your learning with that of a computer! While they can be great for research, inspiring ideas, presenting your work, checking and improving spelling, grammar and vocabulary, and even as a translation tool, they must be used with honesty (one of our values). Your teachers will easily spot any work that is not your own (plagiarism) and there will be logical consequences applied where this is the case.

Plagiarism can also bring your integrity into question when it comes to submitting work for external assessments, NEA and examinations where consequences such as removal from qualifications might be enacted by the School or examination boards according to JCQ regulations (see page 3)

EXPECTATIONS

1. Be Honest About Using AI

2. AI is Your Co-pilot, Not 'the' Pilot

3. Always Double-Check and Give Credit

4. Use AI to Learn, Not to Cheat

5. Every Teacher Has Their Own Rules

PLEASE ALSO SEE:

The School's homework policies on the School website

The AI page on the School website

Your teachers – and Mr. Holt and Miss Hitchens if you need!

1. BE HONEST ABOUT USING AI

Just like you'd tell your teacher what book you used for a report, you should always be upfront about using an AI tool for your schoolwork. Acknowledge when and how you use it. This shows you're being honest about your work and helps your teacher understand how you got to your final answer. Your teachers can easily check: we know how you write, what you know, and will spot issues like grammar and Americanisms

2. AI IS YOUR CO-PILOT, NOT 'THE' PILOT

Think of AI as a helpful sidekick, not the one doing all the work. It can help you come up with ideas, fix grammar mistakes, or explore big topics. But the final assignment you hand in has to be your own. The point is to learn, not just to get an answer.

3. ALWAYS DOUBLE-CHECK AND GIVE CREDIT

AI tools can sometimes make things up or be biased. This is a common problem known as "hallucinating." So, it's your job to fact-check any information you get from an AI and read a range of sources to avoid bias. If the AI helps you find a great article, you need to cite the article itself, not the AI.

4. USE AI TO LEARN, NOT TO CHEAT

AI is a great tool for practice. For example, you can use it to help you learn a new language, summarise a difficult text, or explain a concept in a new way. But using AI to do a whole assignment for you is considered cheating. The whole point of school is to learn and grow your own skills.

5. EVERY TEACHER HAS THEIR OWN RULES

The rules for using AI might be different for each of your classes. Always check your curriculum or ask your teacher directly about their specific rules for each assignment. If you're not sure, just ask! It's always better to be safe than sorry.

JCQ CIC — AI and Assessments
A quick guide for students

What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased

How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!

How do I make sure I don't misuse AI?

1 Know the rules
- You're **not allowed** to use AI tools when you're in an exam
- Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
- Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work

2 Reference reference reference!
If you're allowed to use AI tools, you must reference them clearly
- Name the AI tool you used
- Add the date you generated the content
- Explain how you used it
- Save a screenshot of the questions you asked and the answers you got

3 Declare it's all your own work – When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references

What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

DON'T RISK IT!

REMEMBER
Misusing AI is cheating!
Know the rules
Talk to your teachers
Reference clearly

JCQ CIC — Preventing AI Misuse in Assessments
A summary for teachers

As artificial intelligence (AI) technology is rapidly evolving, it's essential you understand how it can be used and misused within assessments. This summary provides key points to consider, to make sure assessment is fair for all.

1 Know your school or college's approach to managing AI in assessments

- Know what AI is and how it can be used
- Familiarise yourself with the JCQ *AI Use in Assessments* guidance
- Know what the risks are and how your school or college is managing them
- Understand how the approach applies to your subject

REMEMBER
Your malpractice policy MUST include the use of AI

- What AI is
- The risks of using AI
- What AI misuse is
- How AI misuse will be treated as malpractice
- When AI may be used
- How AI should be acknowledged

You're responsible for confirming the authenticity of students' work!

2 Plan how to prevent AI misuse in assessments

- If possible, find time for students to complete work under exam-like conditions/in class to help you understand the standard they are currently working at
- Talk to students about their work to check their understanding on an ongoing basis – before you start marking

AI does have its benefits...

Benefits of AI for learning

Research

Students can use AI to research anything (it lacks factual accuracy and bias recognition however) as well as providing models and examples

Presentation Ideas

Students can request images and design templates to improve presentations. Canva is a great tool for this too!

SPAG

Use AI to improve phrasing, conciseness, spelling and vocabulary - just make sure you understand it! It will also translate for you!

Revision Planning

AI can be used to create flashcards, summarise information, create list of quotations, mind-maps from your own notes, etc.

...but AI also poses its challenges!

Problems AI can pose to education

Lack of Personalisation

Although AI tools are constantly evolving, they lack the human emotions that are sometimes necessary for effective teaching and learning.

Bias and Discrimination

Bias can occur in AI systems because of the data used to train them. AI algorithms may reflect societal biases, prejudices, and stereotypes.

Dependence on Technology

Both students and teachers may become too dependent on technology, hindering their ability to think critically or solve problems.

Plagiarism

It can be tempting to resort to plagiarism (copying others) as a 'quick win' but ultimately is cheating as it is not your work. AVOID AT ALL COSTS!

Guidelines

1. Be Honest About Using AI

Just like you'd tell your teacher what book you used for a report, you should always be upfront about using an AI tool for your schoolwork. **Acknowledge** when and how you use it. This shows you're being honest about your work and helps your teacher understand how you got to your final answer. Your teachers can easily check: we know how you write, what you know, and will spot issues like grammar and Americanisms

2. AI is Your Co-pilot, Not the Pilot

Think of AI as a helpful sidekick, not the one doing all the work. It can help you come up with ideas, fix grammar mistakes, or explore big topics. But the final assignment you hand in has to be your own. The point is to learn, not just to get an answer.

3. Always Double-Check and Give Credit

AI tools can sometimes make things up or be biased. This is a common problem known as **"hallucinating."** So, it's your job to **fact-check** any information you get from an AI and read a range of sources to avoid bias. If the AI helps you find a great article, you need to cite the article itself, not the AI.

4. Use AI to Learn, Not to Cheat

AI is a great tool for practice. For example, you can use it to help you learn a new language, summarise a difficult text, or explain a concept in a new way. But using AI to do a whole assignment for you is considered cheating. The whole point of school is to learn and grow your own skills.

5. Every Teacher Has Their Own Rules

The rules for using AI might be different for each of your classes. Always check your curriculum or ask your teacher directly about their specific rules for each assignment. If you're not sure, just ask! It's always better to be safe than sorry.

Parent Information Sessions - Feedback