# Allanson Street News

20th November 2026

Our value this month is:

## Integrity






## Dates for your diary

- 27th Nov- Own clothes day
- 3rd Dec- Christmas Fayre

### Reminders



Please make sure your child is wearing the correct school uniform. Complete guidance can be found on the school website. If you have any questions regarding uniform, please speak to your child's class teacher.

Remember that we have plenty of pre-loved uniform in our Unicycle centre. If you'd like to access this service, please contact Mrs Browne or Mrs Tyrer via **Pastoral ClassDojo**.




## What have we been doing this week?

**Nursery-** In Nursery we continued to learn about the artwork of Guiseppe Arcimboldo and develop our creative skills, using fruit and vegetables images to represent different facial features. We used the "flipper flappers" to exercise our fingers, wrists, elbows and shoulders to help prepare for early writing. The children then practised making up and down marks.

**Reception-** This week we read the story 'The Wide awake Hedgehog'. We have already met Isaac the hedgehog in a story we read a few weeks ago. We have been learning about hibernation and how animals behave during winter. We have been practising our drawing skills by doing observational drawing of leaves. In maths we have been looking at comparing numbers by using the language 'more than' and 'fewer than'

**Year 1-** This week we have been writing our openings and build up of our retelling of Rapunzel in English. In Maths we have been learning about money and how to recognise the different coins and have been using plastic coins to make given amounts. In computing we experimented with paint programs to see which one we preferred. In art we have been drawing faces with Mrs Rooney.

**Year 2-** This week we have been writing narratives about Noah overcoming his fear of fireworks and using exciting vocabulary and conjunctions. In Maths, we have been practising our 5 times tables through fun fluency games. In History, we have created timelines showing important dates, including our year of birth and the first flight.

**Year 3-** This week we have been planning our narrative about a grumpy ghost, in English. In Maths, we have been working on multiplying and dividing by 8. In Science, we have explored contact and non-contact force and in Geography we have been learning about cities in the North-West.

**Year 4-** This week in English we have been writing reports to persuade people to visit a marvellous magic show. We have also started work on calculating the perimeter of 2D shapes in Maths, enjoyed researching different countries in Europe during Geography lessons and worked hard to consolidate our scientific understanding by building our own electrical circuits in Science.

**Year 5-** This week, we have been writing a return narrative about finding a home for a lost thing. We have been focussing on extending our sentences using relative clauses and using exciting vocabulary to contrast the dull city with the mysterious creature. In Maths, we have been practising multiplying and dividing by 10s,100s and 1000s, and using this knowledge to help us with words problems. In Science, we have been thinking about how our view of the world has changed over time through scientific discovery.

**Year 6-** This week we have been writing amazing under-sea adventure stories in English. We have also conducted an investigation in science about how the width of an artery impacts blood flow as well as discussing reasons that arteries can become constricted. In geography, we have been learning about the different layers of the Amazon rainforest.

# This Week's Value Stars!!

| | |
|---|---|
| **Nursery**: Lucca W, Marley | **Reception**: Sylvie, Dominic, Bonny, Michael |
| **Year 1:** Yousef, Brooke, Adam, Athea | **Year 4:** Caleb, Alister, |
| **Year 2**: Eliza, Ollie, Josie, Levi | **Year 5:** Mia, Lincoln, Gracie-Mae, George |
| **Year 3**: Oliver V, Johnboy, Abdul, Theo | **Year 6:** Jaxon, Isaac |

# Weekly Winners

The top Reading Plus readers this year, so far, are:

1. Y3NO (26/27)
2. Y3MC (26/27)
3. Y4MM (26/27)
4. Y5GW (26/27)




Freya B

## Mathswhizz

| | |
|---|---|
| 1st | Y6KK |
| 2nd | Y5GW |
| 3rd | Y6EB |
| 4th | Y2TE |



Most used:




# Attendance

School Target: 96%

**Nursery** 100%

**KS1 –** RKL 98% RLB 96.4% Y1PT 96.3% Y1LA 96.4% Y2TE 99.3% Y2NC 93.5%

**LKS2 –** Y3MC 93.7% Y3NO 96.4% Y4EH 94.3% Y4MM 95.2%

**UKS2 –** Y5RG 94.3% Y5GW 99% Y6EB 93.9% Y6KK 92%

(This week's winners are highlighted in yellow)




# This Week's Learning at Home

## Word of the Week:

**Nursery** – features
**Reception** – hibernation
**Year 1** – currency
**Year 2** – religion
**Year 3** – non-contact
**Year 4** – border
**Year 5** – Polis
**Year 6** – capillary

**Text and Connect**, our new NHS text messaging service for parents, carers and young people across Cheshire East and St Helens has launched today, providing a simple and accessible way for people to connect with our health visiting and school nursing teams for advice, support and guidance.

Text and Connect offers a simple, confidential and accessible way for families and young people to connect directly with our health visitors and school nurses for trusted advice, support and guidance. Please can you share this with families you work with.




Text and Connect is a free, confidential text messaging service for parents, carers and young people across St Helens.

It offers parents, carers and young people across St Helens direct access to advice and support from local health visitors and school nurses via a free, confidential text messaging service.

Designed to be quick, convenient and discreet, the service enables people to ask questions, seek guidance or raise concerns from the comfort of their own phone, with no need to provide their name.

Brought to you by the Health Visiting and School Nursing Services parents, carers and young people can access confidential advice and support via text - **07507 329908** on a range of health and wellbeing issues.

## Support for parents and carers

### Babies, toddlers and pre-school children

Our health visitors can help with:

- Breastfeeding and infant feeding
- Weaning and nutrition
- Toileting
- Sleep and behaviour concerns
- Child safety advice
- Dental health
- Emotional health and wellbeing
- Information about local services and community groups
- SEND and local signposting

### School age children

Our school nurses can help with:

- Behaviour and parenting concerns

- Bullying and friendships
- Healthy eating and active lifestyles
- Emotional health and wellbeing
- School worries and exam stress
- Relationships
- Sleep
- General health and wellbeing questions
- SEND and local signposting

**Support for young people**

- Feelings, emotions and mental wellbeing
- Anxiety, stress and worries
- Friendships and bullying
- Relationships
- Anger management
- Healthy eating and nutrition
- Body image and self-esteem
- Sexual health
- Alcohol and substance use
- General health and wellbeing

Text and Connect provides advice, information, and guidance, as well as signposting to other local services if needed. It does not replace face-to-

face services, but it does make it easier for a young person to get in touch with a school nurse confidentially and anonymously.

It also offers a way to get in touch for those who feel reluctant to talk about difficult or sensitive issues.

**How Text and Connect works**

Text and Connect is available Monday to Friday, 9.00am to 5.00pm, including school holidays (excluding bank holidays) and is accessed by texting **07507 329908**.

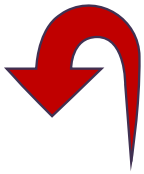
When a message is sent to **Text and Connect**, the user will receive an automatic acknowledgement confirming it has been received. A health visitor or school nurse will aim to respond within **three working days**. Messages are monitored during service operating hours only.

**Important information**

- The service is monitored **Monday to Friday, 9.00am to 5.00pm**.
- If urgent support is needed before a response is received, individuals should contact their GP, a member of school staff, or another healthcare professional.
- **Text and Connect is not an emergency service.** In an emergency, people should call **999** or attend their nearest Emergency Department.
- The service can receive text messages only and cannot accept voice calls or picture messages (MMS).
- Users can opt out of the service at any time by texting **STOP**.

Having personal information shared online without consent can be a frightening experience, particularly for young people. Known as ‘doxing’ or **‘doxxing’**, this practice can expose sensitive details such as home addresses, phone numbers and private family information. It can also lead to repeated harassment, blackmail, emotional distress and even physical danger, with some groups facing disproportionate risks.

Our #WakeUpWednesday guide, created with expert insight from Dr Holly Powell-Jones, explores the potential consequences of doxing for both victims and perpetrators. It also offers parents and educators practical advice on protecting young people's privacy, improving online security, recognising possible criminal behaviour and responding swiftly to incidents, helping them support children in navigating the digital world more safely.



At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips, please visit nationalcollege.com.

# What Parents & Educators Need to Know about DOXING

## WHAT ARE THE RISKS?

Doxing, or 'doxxing' (short for 'dropping documents'), is when someone's personal information is shared without their consent. This could include their phone number, home address, place of work or study, or sensitive information about their family, health, or other private matters. According to Ofcom, 5% of UK 13- to 17-year-olds say they've seen or experienced doxing online. It's often a malicious act and, depending on the circumstances, may be a crime.

### REPEAT OR MULTIPLE ATTACKS

Doxing is rarely a one-off incident. Information may be shared across multiple sites or groups, meaning an instance of doxing can escalate quickly. Some victims experience targeted, coordinated campaigns instigated by several people at once, which can feel overwhelming. Even when the information is successfully removed from online platforms, it may reappear on different accounts or sites, making it difficult to escape repeated harassment.

### CAMPAIGNS OF CONTROL

Doxing, or the threat of it, can be used to manipulate and control victims. It's a known tactic used by cybercriminals to exploit young people online and can also be used to punish or control victims of domestic abuse. Blackmail, threats, harassment, stalking, and coercive control can constitute criminal offences, so incidents may need to be reported to the police.

### MENTAL HEALTH IMPACTS

Doxing is linked to mental health risks, including stress, depression, and anxiety. Having sensitive personal information exposed online can feel violating, leaving victims feeling powerless. Doxing can also be seen as an 'invitation' for others to harass or 'pile on' to a target, making them feel increasingly vulnerable. Victims may need support and safe spaces to discuss the impact of a doxing campaign on their wellbeing.

### UNEQUAL IMPACTS

Doxing can disproportionately affect those who are already marginalised, including women and girls, racially minoritised groups, LGBTQ+ people, those with disabilities or health conditions, and people from lower socioeconomic backgrounds. While anyone can be a victim, research shows that women are more likely to experience image-based or sexualised harassment and online 'mobbing' alongside doxing. One study found that 10% of young women aged 16 to 24 reported being doxed.

### OFFLINE RISKS

When doxing reveals someone's location or address, it can put them at risk of offline harm or harassment. Victims may face vandalism, unwanted contact from strangers, being recorded or followed, or receiving items they did not ask for. Others living with them, such as family members, may also be at risk. Limiting the personal information available online can help reduce exposure, while harassment can be reported to the police.

### CRIMINAL CONSEQUENCES

There are risks for those who take part in doxing, too. Under UK law, teenagers have been prosecuted for targeting other young people online. 'Swatting', which involves making false emergency reports to trigger an armed police response, is also linked to doxing and can be a criminal offence. Hacking into others' online accounts is illegal, too. Young people need to understand what constitutes a crime online and where to seek advice.

## Advice for Parents & Educators

### KNOW THE LAW

Doxing sometimes overlaps with criminal offences, including hacking, harassment, stalking, threats, coercive control, exploitation, blackmail, and image-based abuse. Depending on the circumstances, some victims may also have grounds to bring legal action against the misuse of their private information. Make sure that young people understand the potential legal consequences, both as victims and perpetrators, and contact the police about any suspected criminal activity.

### ACT SWIFTLY

If a child or young person has experienced doxing, take it seriously and act quickly. Keep a record of the posts and accounts involved, report the doxing content to the platform, and consider whether temporarily limiting account activity could help. Seek advice from online safety organisations such as Internet Matters or CEOP and report any criminal activity to the police. In educational settings, follow safeguarding procedures. Signpost young people to Childline or The Mix for confidential support.

### EXPLORE PRIVACY SETTINGS

Talk through the various digital privacy and security settings available online with young people. Show them how to make their accounts private, limit who can see their posts or contact them, and manage any location sharing settings. Encourage them to review these settings regularly, particularly when joining new platforms, to help them stay in control of their personal information and reduce the risk of being doxed.

### TALK INFORMATION SECURITY

Doxing becomes easier when a person's information security is weaker. Ask young people what might be unsafe or compromise their privacy when posting content publicly online. Parents and educators should likewise be cautious about what they share and should try to model good cybersecurity habits, such as updating their passwords and using two-factor authentication.

## Meet Our Expert



Dr. Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in media law, online safety and young people. Her PhD investigates youth understandings of criminal and legal risks in a digital context. She works in schools to provide award-winning education on the criminal, legal, and ethical considerations of rapidly advancing technologies.

#WakeUpWednesday®

The National College®

See full reference list on our website



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