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### What's been happening in school?

Our School Liaison Officer, PC Priamo, came to visit KS2 this week. She talked to the children about internet safety and being responsible online. We have also had the Holywell Historical Society visit school, showing artefacts and giving the children in Y5 and Y6 first-hand information about life during WW2. Thank you to the Historical Society for really enjoyable, informative sessions!

We had tremendous fun at the Easter Raffle this morning—I think we beat last year's prizes and donations, and it raised a huge amount for school! Events like this are really important for us. As you will know, this year, our fundraising theme is Digital Literacy. Thanks to the

fundraising efforts of the whole community, so far this year we have been able to purchase **8 NEW IPADS** for the foundation classes, as well as a **full new set of headsets and headphones** for the pupils. Between now and the end of the year, we will be purchasing **8 NEW LAPTOPS for the KS2 children**, replacing the older and no-longer-supported devices in school. Thank you everyone for your efforts, it really does help!

Lastly, a huge 'diolch yn fawr' for all the engagement with our parent consultations, it was wonderful to share the children's progress. Da iawn pawb! We would also like to thank Mr Redshaw for the donation of logs and wood for Forest School, as well as Mr Dennan for installing an outdoor tap in our Forest School area. We would also like to thank Mr Price for helping us with some maths equipment for the reception children. We are incredibly fortunate to have such a supportive network of parents, carers and community members who are so willing to support the school! From all the staff at Ysgol Bro Carmel, we hope you all have a restful Easter, and look forward to welcoming everyone back to school on Tuesday 14th April.

### Our fundraising theme for this year will be...



## DIGITAL LITERACY!

#### Fundraising will go towards:

- Devices, such as updating laptops, chromebooks and ipads
- Equipment, such as beebots, cameras and coding equipment
- Headsets and headphones



In order to maintain the safety of the children and other road users it is imperative that all parents and carers do not park on the yellow zigzags or double yellow lines outside of school. Thank you.

## Holidays in Term Time

In line with Flintshire Local Authority's attendance policy, parents do not have an automatic right to withdraw pupils from education during the school term for a holiday. Under the Education (Pupil Registration Wales) Regulations 2010, it is the Head Teachers discretion whether to authorise a holiday of up to 10 days during term time. It should be noted that children whose attendance is below 92% will not have a holiday authorised during term time . (Or below 92% in the previous school year, if the request is for a holiday during the autumn term.) This is in line with Flintshire's attendance policy.

The Headteacher can only authorise absence in exceptional circumstances which are rare, significant, unavoidable and short. The Headteacher will make the decision and should take account of the following contributory factors:

- ⇒ Time of year.
- ⇒ Length of time.
- ⇒ Overall percentage of attendance.

All requests for holidays must be completed on the schools holiday request form by the parents/guardians. Full attendance information can be found on our school website:

[www.ysgolbrocarmel.co.uk/parents-and-carers/attendance-absence-and-illness](http://www.ysgolbrocarmel.co.uk/parents-and-carers/attendance-absence-and-illness)

## National College Newsletter

Attached is a newsletter from the National College—this newsletter is released on Wednesdays and contains really useful information for parents and schools. This week's issue focusses on adult animation, which can look child-friendly but often includes explicit themes, violence and dark humour. Adult animated content is increasingly visible on platforms such as YouTube, TikTok and streaming services.

### Diary Dates:

Please see below for a brief overview of key dates for the next two weeks.

*Every Tuesday —piano teacher in school*

*Every Tuesday—drum teacher in school*

**Friday 27th March—Last day before Easter break**

**Monday 30th March—Friday 10th April—Easter break**

**Monday 13th April—Inset Day—Pupils not in school**

**Tuesday 14th April—Pupils return to school**

Thursday 16th April—XPlore Workshop - Year 6

Kind regards,



Mr M. Martell  
Headteacher / Pennaeth





Last week Dosbarth Alwen had a wonderful time visiting the village hall and performing their poem and song to the local community. Da iawn pawb!

Dosbarth Brenig have had lots of fun planting different seeds and making cards.



For Science week, Dosbarth Llyn Dinas enjoyed working together to investigate why paper boats float and test their floating creations!



The sun was shining on Year 5 at PGL on Friday morning as the children took on the giant swing! There were plenty of squeals, laughter, and brave faces as everyone soared through the air. A fantastic start





During Science week, Dosbarth Meithrin have enjoyed listening to the story of 'The Tiny Seed' by Eric Carle. We have planted three seeds in our classroom, one outside, one in a box and one on the window sill to see which one grows the biggest!



Dosbarth Celyn have been learning to play 'hot cross buns' in their music lessons!



Thursday afternoon at PGL for Year 5 was spent rifle shooting, with the children showing fantastic focus and control on the range. A few even managed to hit the bullseye - da iawn!



On their first day at PGL, Y5 began with the zip line which was llawer o hwyl i pawb!

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

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.

## WHAT ARE THE RISKS?

### 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.

### 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.

### 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.

### 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®

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See full reference list on our website