



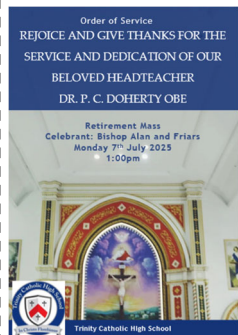
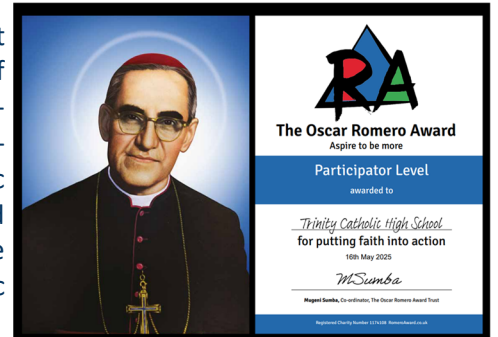
## A MESSAGE FROM THE HEADMASTER

Time hurtles on. We are now approaching the end of the academic year. We are not only bringing matters to a satisfactory conclusion, but working hard to ensure we have a smooth launch in September. I would like to thank everyone in our community for their good humour and generous support this academic year. On behalf of my Chairman and Governing Board I wish you and yours a most relaxing, pleasant vacation. God bless the 'good ship Trinity' and all who sail on her. Pax et Bonum. **Dr Paul C Doherty OBE**

## CATHOLIC LIFE IN THE SCHOOL

At Trinity, our Catholic life is deeply inspired by the example of Blessed Oscar Romero, a courageous advocate for justice and peace. As Archbishop of San Salvador, Oscar Romero spoke out against poverty, violence, and oppression, dedicating his life to standing with the marginalised and living out the Gospel message of love and compassion. His unwavering commitment to Catholic Social Teaching continues to guide and inspire us.

As mentioned briefly in our last newsletter, we are delighted to announce that Trinity has been awarded the Oscar Romero Bronze Award in recognition of our ongoing commitment to Catholic Social Teaching. This achievement reflects the hard work of our whole community in promoting social justice, charity, and respect for human dignity in both school life and beyond. The Catholic Social Teaching Club has enjoyed making links with the local care home and writing Christmas cards to refugees. Many staff have also completed the CAFOD Catholic Social Teaching training. Our policies also encompass Catholic Social Teaching. We look forward to continuing this work as we journey towards the silver award next academic year.



Recently, we marked a significant moment in our school's journey with a heartfelt celebratory Mass to honour the service of our departing Headteacher, Dr. Doherty. The Mass was a wonderful occasion filled with prayer, gratitude, and reflection. One of our students, Hannah P, wrote a beautiful poem titled "The Heart of Our School", which was read aloud during the service.

As we celebrate these milestones, we remain committed to living out the values exemplified by Oscar Romero—courage, compassion, and a dedication to making the world a better place for all. Together, we continue to nurture a school community grounded in faith, hope, and social responsibility.



**Mrs O'Boyle - Head of R.E. and Catholic Life of the School**

**Mrs Aleshe – Chaplaincy Lead**



### The Heart of Our School

Written by Hannah P

For forty-four years, with unwavering grace,  
You've guided our school a most sacred place.  
Not just with duty, but heart and with soul,  
You've shaped every corner, made each spirit whole.

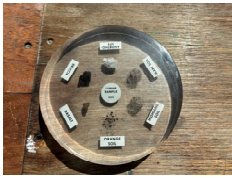
You called us Beloveds, a name we hold dear,  
A word that brought comfort, brought hope, brought us near.  
When the world hurried on, you showed us the way,  
To lead with compassion, to pause, and to pray.

Each morning you'd sit in the chapel's soft light,  
A calm, steady presence, gentle and bright.  
With a smile on your face and a kind word to start,  
You greeted the day with a wide-open heart.

Each day that you lead, each moment you gave,  
Lives on in the hearts you helped to shape.  
The seeds that you sowed with love and with grace,  
Are growing in hearts, in time and in place.

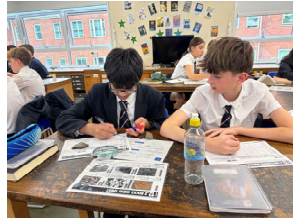
Through every school day and term that flew past,  
You quietly held us, strong, steady, and steadfast.  
You led not for praise, nor honour, nor fame,  
But out of deep love and we honour your name.

You built something lasting in each passing day,  
A legacy written in hearts that will stay.  
Your wisdom will echo in all that we do,  
And with all of our hearts, we say thank you.



## MOON ROCKS

In mid-June our Science lessons were literally out of this world as we had NASA moon rocks in school. Year 7 and 8 carried out the meteorite hunters activity. Students were introduced to igneous, sedimentary and metamorphic rocks but in the context of planetary geology. Besides a hands-on experience identifying the rocks students were able to view meteorites collected from the Sahara desert and specimens brought back by the Apollo Moon landings. We invited our partner schools, St Antony's and St Mary's to join with us and experience lessons in one of our Science laboratories.



## DESIGN DIVAS



In June and July, some Year 7 & 8 pupils and staff have been busy designing and making UV resin jewellery pendants and earrings with the Design Divas after-school in our DT classroom.



Some very creative ideas, creating these exceptional outcomes!



## Star Students of the Month



**Molly C (Y7)**  
Consistent effort & excellence



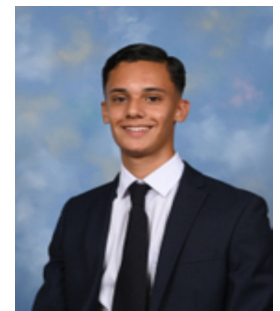
**Kyla K (Y8)**  
Exceptional behaviour in lessons



**Freya DO (Y9)**  
Outstanding academic achievement across core subjects



**Laura D (Y10)**  
Fantastic effort & attitude this half term



**Alex B (Y12)**  
Contribution to the Sixth Form



**Alex L (Y7)**  
Commitment to reading and life of the library



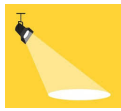
**Samuel L (Y8)**  
Mature behaviour across the year



**Fiona Y (Y10)**  
Fantastic effort & attitude this half term



**Bella L-B (Y12)**  
Contribution to the Sixth Form



## **SPOTLIGHT ON: PSYCHOLOGY & SOCIOLOGY**

### **GCSE Psychology**

Year 10

The GCSE Psychology cohort have kicked off the summer term with the study of social influence. Students tend to find this topic really exciting because it helps students understand how and why people change their behaviour based on those around them. They explore fascinating real-life examples like conformity, obedience, and group pressure—topics that reveal the hidden forces shaping everyday decisions. It offers a chance to learn not just theories, but also how psychology applies to real-world situations, making the subject both interesting and practical.



***“I really enjoy learning about social influence because it explains why people sometimes do things just to fit in or follow others. It’s eye-opening to see how powerful things like peer pressure and obedience can be in everyday life.” - Keri B***

***“Social influence is fascinating because it like shows how our behaviour can be affected without us even realising it. The experiments we learn about, like those on conformity, make the subject feel really relevant and interesting.” - Jamal H***

Year 12 Psychology

### **A Level Psychology & Sociology**



Researchers at Cambridge University Hospitals NHS Foundation Trust (CUH) have developed a programme to align medical technology (June 2025) with the unmet needs of brain injury survivors. This directly links to the Psychology topic of **biopsychology**, where students study **brain plasticity** and **functional recovery** — the brain’s ability to adapt and reorganise itself after injury. The research offers a powerful **real-life application** of these concepts, showing how scientific understanding of neuroplasticity is being used to develop treatments and technologies that support cognitive and physical recovery. Classroom debates arising from this research have encouraged critical thinking and

active engagement, as students examined the complex interplay between beliefs and behaviour. These discussions sparked interest in further exploring the biological and psychological underpinnings of human actions, leading to increased enthusiasm for studying bio-psychology. It also further demonstrates how classroom knowledge can be applied to real-world healthcare innovations, deepening students' understanding of the brain’s potential to heal and adapt.

***“This topic has helped me understand how our brain and body work together to influence behaviour. It’s amazing to see the science behind emotions and actions.” - Rebecca O***

***“I find bio-psychology fascinating because it connects psychology with biology, showing how chemicals and brain structures affect the way we think and feel.” - Myles M***

During the summer term in Sociology, the focus has been on Beliefs in Society, exploring how religious, political, and ideological systems influence social behaviour and institutions, in a global context. This topic has proven highly relevant to real-life applications, particularly in understanding complex global conflicts such as the Palestine-Gaza war. By applying sociological concepts like collective identity, socialisation, cultural defence and ideological hegemony, we can see how deeply held religious, political, and national beliefs shape the actions, attitudes, and divisions of the people involved. This sociological lens helps explain how these belief systems not only contribute to the persistence of the conflict but also influence international responses, public opinion, and the social dynamics within the affected communities. Overall, beliefs in society help explain not just why the war started, but why it persists — rooted in identity, historical narratives, and social structures that reinforce division.

Year 12 Sociology

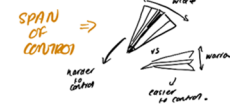


***“Beliefs in Society has opened my eyes to how religion and other belief systems shape cultures and social behaviours. It’s interesting to explore the role beliefs play in both uniting and dividing communities.” - Tommy G***

# YEAR 10 & 12 BUSINESS LESSONS

## LESSON BRAINSTORM

ORGANISATIONAL STRUCTURES ⇒ TALL VS FLAT  
→ 3000 CHAIRS + 40000 COACHES

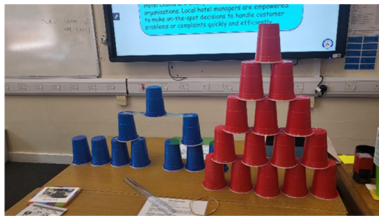


CHAIN OF COMMAND ⇒

OR: 'PASS A BALL' (GIVE COMMAND)  
ADD INFORMATION → BREAK THE CHAIN

ALT: DID YOU LEADER → MANAGE → SUCCESS.  
TEACHER → MANAGE → SUCCESS.  
STUDENT → PARTICIPATE

## Year 10 Miss Zoya - emergent learning rooted in play and discussion



Mid way into their starter tasks students were suddenly met with the sight of Miss Zoya trying to stack solo cups into a wobbly tower. Confusion at first... until a few students started to make the link to business. Cue curiosity, a bit of competitiveness, and some brilliant "eureka" (Horrid Henry anyone?) moments. The concept Miss Zoya demonstrated visually was organisational structures: Tall vs. Flat. Students began to naturally link the model to centralisation vs. decentralisation.

Tall = many layers, slower decisions

Flat = faster communication, broader span

## Year 12 Football – the business side talk



Mr Davies, our School Business Manager, visited Year 12 Business students to talk about running a football club on 30 June and 2 July. Mr Davies has previously been General Manager of Wycombe Wanderers and Bromley Football Club.



The talk built on previous learning about revenue, costs and profits of business, highlighting the importance of utilising assets, generating revenue from secondary sources and in particular how clubs rely on non-football sources of income. Mr Davies explained sponsorship and advertising and in particular highlighted how using football players in social media can be limited due to players' rights and image protection. The talk was a great experience for students and put their business learning into a real-world example of the issues of controlling costs and challenges of making a profit in the lower leagues.

## INTRODUCING... OUR EXAMS MANAGER AND TEAM



My name is Mrs C. Nunn, the Exams Manager at Trinity Catholic High School. I am supported by Mrs G. Slattery, our Exams Assistant Manager, and a dedicated team of experienced invigilators who have worked tirelessly to support our students throughout the exam period.

Earlier this term, we welcomed a JCQ inspector to review our examination procedures. We are proud to share that the visit went extremely well. The inspector praised the school for "operating efficiently and effectively" and highlighted the calm, professional environment of our exam rooms. Our students were commended for being well-prepared and fully aware of examination regulations.

As we approach Results Day, the Exams Office will be open to support students and families with any queries or next steps. We are committed to ensuring a smooth and professional experience for all. Please visit the school website for full details on how to collect results.

**Reminder:** Results will not be issued over the phone or by email under any circumstances.

We wish all our students the very best of luck and a restful, enjoyable summer break!

### Key Results Dates:

- **A Level Results Day:** Thursday 14<sup>th</sup> August
- **GCSE Results Day:** Thursday 21<sup>st</sup> August

### Exams Office Opening Times:

Date	Availability
Thursday 14 <sup>th</sup> August	8am to 2.30pm
Friday 15 <sup>th</sup> August	9am to 12.30pm
Monday 18 <sup>th</sup> August	9am to 12.30pm
Tuesday 19 <sup>th</sup> August	9am to 12.30pm
Wednesday 20 <sup>th</sup> August	Closed to students
Thursday 21 <sup>st</sup> August	9am to 2.30pm
Friday 22 <sup>nd</sup> August	9am to 12.30pm
Monday 25 <sup>th</sup> August	BANK HOLIDAY
Tuesday 26 <sup>th</sup> August	9am to 12.30pm
Wednesday 27 <sup>th</sup> August	9am to 12.00pm



## **DON'T FORGET – upcoming events**

### **Start of New Academic Year**

Tuesday 2 September— INSET day (closed to all pupils)

Wednesday 3 September— New Year 7 in school only

Thursday 4 September— Pupils in Y8, 9, 10, 11, 13 return

New Year 12 students will have induction from 3-5 September and lessons will start on 8 September.

**Summer Holiday FUN** — Redbridge Youth is offering free summer clubs and trips for children entitled to free school meals. Details in attached poster.

**Foster for Redbridge Council** — Over 300 children in Redbridge are unable to stay at home for a variety of different reasons and need foster care. Be the positive change that they need and help to make a difference to their life. If you have a place in your heart and home to foster a young person, please call us on 020 8708 6068 or join us at our next virtual information session on 18 July 2025, 10am to 11am. Visit <https://www.redbridge.gov.uk/fosteringschools> to book a place.

## **EMPATHY DAY**

On Thursday 12 June, we celebrated Empathy Day by taking part in a virtual live author event organised by the Empathy Lab, in partnership with the National Literacy Trust. Thirty of our Year 8 students had the opportunity to watch the event in the Library. The empathy-themed session with the brilliant poet and former Children’s Laureate, Joseph Coelho and teen favourite, neurodivergent author Elle McNicoll comprised some fun book chat where the authors discussed the importance of empathy, especially when creating their characters and poems. It was great finding out how important it is to have the ability to ‘jump into someone else’s story’ (the theme of this year’s Empathy Festival) and to be able to see things from the perspective of others.



The session ended with some live Q&A, where the schools taking part were able to put their questions to the authors themselves. Following the event, students were treated to a selection of cakes, while settling down to watch the first episode of the televised version of Elle McNicoll’s book ‘A Kind of Spark’. It was a fun way to bring the Empathy Day Festival to a close!

## **MR REED’S SAFEGUARDING & WELLBEING UPDATE**



With the summer holiday arriving and the potential for children to be online more. OFCOM have outlined the new guidance which is an interesting read for parents. <https://www.ofcom.org.uk/parents>

We at school have evolved our Wellbeing Referral system please see the below webpage which leads to our new online model in which pupils can seek support. <https://www.tchs.org.uk/mental-health-wellbeing-hub/>

Also, attached at the back of this newsletter please find information from The National College on AI-enabled scams that parents need to know about.

Enjoy the summer and stay safe...

## **EasyFundraising**

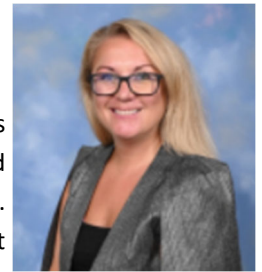
An initiative that we are reigniting within our Trinity Catholic High School community. This is for everyone: staff, students, and families alike! It is such an easy way to support our school without costing you a penny. By shopping through EasyFundraising, you will help raise funds for our school every time you shop online with participating retailers. The more of us involved, the bigger the impact we can make for our budgets. **Sign up today**



When you join through this QR code, if not already, it raises an extra little donation as a supporter after you do your first online purchase through it.

Let us make this a success together—it is a no-brainer! If you have any questions or need help getting started, feel free to contact [finance@tchs.org.uk](mailto:finance@tchs.org.uk). Thank you for supporting our school community!

## MRS MCGRORY'S KS3 CURRICULUM UPDATE



Students' teachers have been busy marking end of year assessments and completing detailed reports about students' progress and areas for improvement. We hope that parents, guardians and students find these reports informative and constructive. We urge all to remember that a child's learning is a journey. They have many more years ahead of them and these end of year reports are one of many and do not determine where they may be in the future.

This half term, the KS3 curriculum has been enriched with our sports days and Y9 trip to Normandy. We already have exciting plans in place for the formation of the students in our care including more Mandarin lessons, trips to Oxford University and to Bletchley Park in the autumn term.

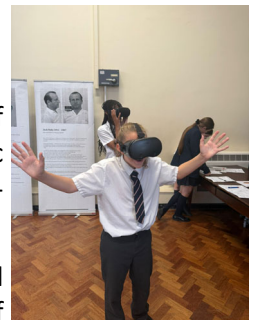
On Monday 14 July we welcomed our new Year 7 students to Trinity. Students had the opportunity to meet their form tutor and their Head of Year, Mrs Harding-Stowe. Students experienced a taste of the KS3 curriculum and took part in a range of lessons including PE, science, geography and drama. Students spent the day on lower site making new friends - such an important part of the transition process. Students were gifted with a copy of 'Relic Hamilton: Genie Hunter' by Joseph Coelho as their welcome to Trinity gift. Students have also been given a Curriculum Transition Pack with lots of fun reading activities connected to 'Relic Hunter' and students are encouraged to complete these activities over the summer holidays.

On Tuesday 15 July, we then welcomed our new Year 7 parents to school. Mr Linnane (our new Headteacher from September 2025), Mrs McGrory and Mrs Harding-Stowe gave presentations about what parents can expect as their children begin their high school journey. We hope parents found this information evening useful. We look forward to seeing our new Year 7 cohort in September 2025.



### "WHO KILLED JFK?" WORKSHOP

In June, our Year 9 students had the unique opportunity to step into the shoes of forensic scientists during the "Who Killed JFK?" workshop, organized by Forensic Fun Limited. Over the course of two days, students delved into the intricate details of one of history's most famous cases.



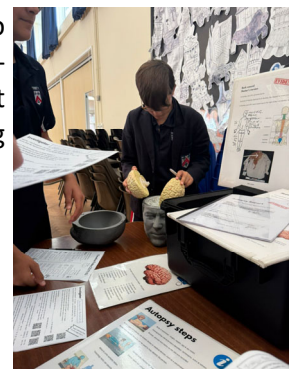
The workshop was a hands-on experience where pupils examined police reports, analyzed forensic evidence, and studied the types of guns used in the assassination. They explored various types of bullets and compared the forensic evidence found at the scene. One of the highlights was the use of Virtual Reality (VR), which allowed students to immerse themselves in the historical context and gain a deeper understanding of the events.



Students also conducted experiments to detect gunpowder residue, mirroring the techniques used in the actual investigation. The enthusiasm was palpable, and student feedback indicates that more than half of students are now keen to learn more about forensic science, with many considering it as a potential field of study or career.



A heartfelt thank you to all the staff who supported the event and to the parents who contributed to making this enriching experience possible. The "Who Killed JFK?" workshop was not only educational but also incredibly engaging, leaving a lasting impression on our budding forensic scientists.



## SPORTS TEAMS



It has been a fantastic term for Trinity School's sports teams, with strong performances across a range of competitions. We are proud to celebrate an outstanding achievement at this year's District Athletics Championships, where our students delivered exceptional performances across all year groups. With 20 schools competing, Trinity emerged as dominant champions in multiple categories. We are thrilled to announce that Trinity were crowned District Athletics Champions in the following team events: Girls: Year 7, 8, 9, and 10, Boys: Year 7, 8, and 10. Our Year 9 boys also put in a stellar effort, earning the title of runners-up

in a tightly contested field. Adding to the excitement, eight school athletics records were broken by our talented athletes. Congratulations to: Grace and Henry (Year 7), Asia and Jemimah (Year 8), Ethan and Joy (Year 9). Their record-breaking performances are a testament to their dedication, talent, and hard work. A huge thank you to all our athletes, teachers, and supporters who contributed to this incredible success. Trinity School continues to shine on and off the field – we are so proud of you all!



We are delighted with the excellent student participation in our rounders and tennis clubs this term. It has been fantastic to see so many pupils getting involved, developing their skills, and enjoying sport outside of lesson time. Thank you to everyone who has taken part—your enthusiasm and commitment make our school sporting community thrive!

A special congratulations goes to our Year 7 rounders team, who were crowned District Champions after an

outstanding series of matches. Meanwhile, our tennis teams have also enjoyed success this term, with notable performances in matches against both Bancroft's and Woodford County High School. Our swimming teams impressed at the District Championships, returning with an impressive collection of medals and demonstrating skill, determination, and team spirit in every event.



## DUKE OF EDINBURGH



We are delighted to share the continued success of the Duke of Edinburgh Award programme at Trinity School, with a record number of students participating and progressing through the different levels of this prestigious award. This year, 117 Year 9 students successfully completed the expedition section of their Bronze Award at Herts Young Mariners Base. Overcoming challenging conditions in the heat and working together as teams, they showed great determination, teamwork, and resilience throughout the journey. In Year 10, 60 students completed their Silver expedition in the stunning South Downs. One of the highlights of their three-day trek was the iconic Seven Sisters

coastal walk, completed on day three—a physically demanding but incredibly rewarding experience for all involved.

We are also proud to support our Sixth Form students in the final stages of their Duke of Edinburgh journey. Currently, 17 students are working towards their Gold Award, taking on significant personal challenges and demonstrating outstanding commitment. Well done to all our participants—you have not only developed new skills and friendships but have also embodied the spirit of adventure and perseverance that the Duke of Edinburgh Award celebrates.



## HIGHER EDUCATION EVENING



We are pleased to share that our Higher Education Evening, held on Tuesday 1 July in Ratcliffe Hall, was a success. The event is a key part of our support for Year 12 students as they begin to consider their next steps after Sixth Form. It offered valuable insight into the UCAS application process, student finance, and the wider benefits of higher education, with sessions designed to help both students and parents feel more informed and confident about the journey ahead. We were honoured to welcome Mr. Mike Nicholson, Director of Recruitment, Admissions and Participation at the University of Cambridge, as our keynote speaker. Mike delivered two sessions: a clear and insightful overview of the admissions process, and a dedicated talk earlier in the day for students considering early entry applications. Both sessions were extremely well received, and his advice was described by many as invaluable. Our own Mr D. Baker (Director of Sixth Form) shared important information about student finance and the benefits of higher education, while Mr P. McGrory (Head of Year 13) introduced the Unifrog platform and outlined how the UCAS process is managed at Trinity, ensuring every student receives personalised support. We are proud to offer events like this as part of our ongoing commitment to ensuring every student at Trinity is well supported in their post-18 journey.

## YEAR 12 INDUCTION DAY

On Friday 4 July, we were delighted to welcome our Sixth Form applicants to our Year 12 Induction and Taster Day. A key event designed to introduce students to life in the Trinity Sixth Form. The day was very well attended, with a strong turnout from both current Trinity pupils and prospective students from other schools. The morning began with a warm welcome from Mr D. Baker (Director of Sixth Form) and Mrs C. Leslie (Head of Year 12). Students also heard from current Sixth Formers, who spoke confidently about their experiences and offered valuable insight into the academic and wider opportunities available at Trinity. External students enjoyed a rich and informative schedule which included talks on The Duke of Edinburgh Award, LAMDA, and Catholic Life at Trinity, as well as a school tour led by our Year 12 student ambassadors. The morning ended with an engaging presentation on the value of Core Maths and an extended Q&A session with staff. In the afternoon, all students took part in two carefully tailored Sixth Form taster lessons, offering a valuable first experience of the subjects they have chosen to study from September. These sessions provided a real flavour of the A level curriculum, with engaging, high-quality teaching that reflected the academic challenge and depth of Sixth Form study. The lessons were both interactive and inspiring, giving students greater confidence and enthusiasm as they look ahead to the next stage of their education. Thank you to all staff and students involved in making the day such a success. We look forward to welcoming this promising cohort into Year 12 in the new academic year.



## READING FOR PLEASURE LEADS TO ACADEMIC SUCCESS!

As well as being proven to support and improve mental health, studies have shown that children who read frequently tend to have higher vocabulary scores, which directly correlates with better academic performance across various subjects. In fact, time spent reading has a greater impact on achievement than any other school activity. Regular reading not only improves critical thinking and comprehension abilities (skills which are needed for the majority of the curriculum), it also enhances focus and concentration. This can counteract the negative impact of regular mobile phone use.



Reading for  
Pleasure

"The more you read  
the more things you know.  
The more that you learn  
the more places you'll go."  
-Dr. Seuss



**We urge you to encourage regular reading for pleasure at home!**



## YEAR 10 GEOGRAPHY FIELDTRIP



Year 10 Geographers went to Juniper Hall in Surrey for their Geography GCSE fieldtrip from 2-4 July. Students completed work on the impact of urban sprawl on the settlements Ashted and Brockham. They also looked at the changing channel characteristics of the River Tillingbourne. Students really enjoyed their fieldwork experience, and apart from the geography work which is



crucial for their Paper 3 exam, they also got a chance to relax and enjoy the beautiful setting of Juniper Hall in the Surrey countryside. Well done Year 10 geographers!



## YEAR 11 LEAVERS PROM



On Monday 30 June, our Year 11 students gathered at the Kings Oak to celebrate their Prom. The event was exceptionally well-attended, with the majority of year group present. For many students, Prom represented more than just a celebratory event; it offered an opportunity to share a final evening as a cohort before transitioning to the next stage of their academic journeys. While most students will remain at Trinity for Sixth Form, others will continue their education at different schools or colleges, adding particular significance to the occasion.

The effort students put into their suits and dresses was clear from the very start. The entire year group arrived in impressive formal attire, showcasing a wide range of stylish and thoughtful outfits. A few boys chose a slightly more relaxed look by pairing their suits with high-end designer trainers, but the overall standard of dress remained exceptional. Among a sea of well-dressed students, Sophia D stood out and was awarded Best Dressed Girl, while Brian and Trevor shared the title of Best Dressed Boy.

A highlight of the evening was the much-anticipated announcement of the Prom King and Queen. With so many deserving students, choosing just two was no easy task. After much deliberation, the honours were awarded to Steve and Isabella S, both of whom were met with enthusiastic cheers and warm congratulations from their peers.

Staff members in attendance expressed their admiration for the students, commending their exemplary behaviour, respectful attitude, and positive energy throughout the event. The prom provided a fitting and memorable conclusion to the academic year.

Congratulations to all of Year 11. You've made Trinity proud!



## YEAR 13 LEAVERS PROM

Our Year 13 Prom was held on Friday 27 June at The Tower Hotel. The hotel is in a spectacular location opposite the Tower of London and overlooking Tower Bridge. The evening began with a drinks reception in an area of the hotel with views over the river and city. Year 13 students had exclusive use of this area through the evening along with another room where there was a sumptuous buffet and disco. Students also received a souvenir photograph from a professional photographer. Our students also had unlimited use of a photo booth throughout the evening where they could also receive complimentary photographs. We also hired a professional magician who entertained the students through the first half of the evening. Our students were an absolute credit to the school which was commented on by the hotel staff. They were absolutely delightful throughout the evening and we were all so pleased that they enjoyed this event.



# What Parents & Educators Need to Know about AI-ENABLED SCAMS

## WHAT ARE THE RISKS?

Artificial intelligence (AI) is quickly becoming a widely used tool, with lots of positive applications being discussed and developed. Sadly, however, as with most technology tools, there are those who will seek to use it for malicious and dishonest practices, with children and other vulnerable groups particularly at risk.

### PHISHING EMAILS: BETTER & QUICKER

Phishing scams – emails designed to trick people into handing over login details or money – are not new, and do not rely on AI; however, AI has made them far more dangerous. Criminals can now generate highly convincing emails at speed, mimicking an organisation's tone, branding and language with ease. This makes phishing attempts harder to spot, especially for young people who may not yet know what to look out for.

### ONLINE MARKETPLACE FRAUD

Online marketplaces are now a common way to buy and sell everything, from second-hand clothes to cars. Criminals are exploiting this by using AI to enhance or completely fake product photos and videos, and pressure buyers into paying deposits or full amounts upfront. These tactics are becoming more advanced, making it vital to pause, check, and verify the sale before parting with any money.

### VOICE IMPERSONATION

AI can now realistically impersonate a person's voice when given a small sample of someone's speech patterns. This is especially concerning where voice has been enabled as an alternative to password-based logins. One such example was the use of AI deepfake audio as part of a fake kidnapping scam: the criminals used an AI voice clone of a 15-year-old to convince her parents she had been kidnapped and elicit a ransom.

### EMPLOYMENT SCAMS

Using AI, criminals can create fake online profiles that seem completely real. These synthetic identities can chat with young people about fake job offers, asking for money to secure a visa or paperwork. In 2025, The Guardian reported a scam targeting young people with promises of quick cash, posing as TikTok staff.

### INFLUENCER & INVESTMENT SCAMS

AI tools now make it easy to manipulate video and audio, with technology available that can generate entirely fake content using the likeness of celebrities or influencers. Criminals are using this to create convincing videos of well-known figures promoting fake products or services, which young people can be particularly susceptible to. Cryptocurrency scams are a common tactic, luring people into investing in schemes that do not exist. Once payment is made, the criminal simply disappears with the money.

### ROMANCE SCAMS & SEXTORTION

AI chat bots can now mimic real conversations, often accompanied with realistic fake photos and videos, which makes it easier for criminals to build trust with young people – among other things, this can lead to fraud or sextortion. In 2024, the NCA's CEOP Safety Centre received 380 reports of sextortion. Alarmingly, in the first five months alone, police received an average of 117 monthly reports involving under-18s, showing how serious and targeted this threat has become.

## Advice for Parents & Educators

### THINK CRITICALLY

The key to addressing the increasing growth of AI-enabled scams is to think critically and show caution. Inform children that if something is too good to be true, then it probably is. Encourage them to stop and carefully consider what they are seeing and reading before taking any action. For example, if a social media post expresses urgency, proceed with caution; if content seems unusual, even from a known person, it may be that their account has been hacked.



### USE TRUSTWORTHY SITES AND SERVICES

Online marketplaces are useful when buying and selling items; however, where possible, encourage children to use reputable companies and their online shopping sites. These companies are likely to have more sophisticated cyber-security safeguards in place, underpinned by consumer legislation, enabling them to control how products and services are displayed and traded on their sites.



### SEEK TO VERIFY

Criminals may breach an influencer's account or spread misinformation and fake content; however, their approach will generally be limited to a single account, site or service. Where possible, show children how to verify information to check its legitimacy before proceeding. Small actions, such as phoning the person who is the subject of a suspicious email, or checking content via an individual or company website or social media sites can make the difference. The greater the risk, the more effort we should expend to confirm whether the information presented is true or false.



### REPORT IT

As the sophistication of scams increases, the likelihood of being tricked by them also increases, especially when not paying attention or acting quickly. It is important that young people know how to report incidents as they happen. Show children how to report their concerns to the social media site, Action Fraud, banks, and other individuals or organisations linked or involved. If you are unsure of the most effective reporting channel, contact Action Fraud.



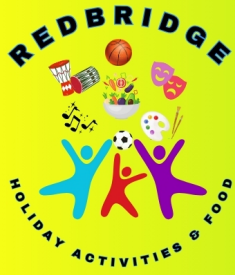
### Meet Our Expert

Gary Henderson is the Director of IT at Millfield, a large independent boarding school in Somerset, as well as a member of the Digital Futures Group, Vice Chair of the ISC Digital Advisory Group and an Association of Network Managers in Education (ANME) Ambassador.



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