

The Seagull



Issue 715 Friday 11th November 2022

Next Week is Week 2

All Enquiries: 020 8270 6222
Email: headteacher@jorichardson.org.uk

Website: www.jorichardson.org.uk
Twitter: @JRCS_School 



HEADTEACHER'S NEWS

Year 11

We look forward to welcoming parents/carers on Wednesday 16th November for our first Year 11 Progress Evening for their child. This is an important event as we will be discussing your child's progress and providing information and advice about how your child can prepare for their upcoming mock exams in December.

If you've not done so already, please download the "My Child At School" (MCAS). to book your appointments online.

Remembrance

On Friday 11th November we held a two minute silence for Armistice Day. Students and staff across the school fell silent in lessons as an opportunity to mark the end of the First World War in 1918, and to remember those who have lost their lives at war.



They shall grow not old,
as we that are left grow old:
Age shall not weary them,
nor the years condemn.
At the going down of the sun
and in the morning,
We will remember them.

Our Student Voice teams have also been selling a range of poppy merchandise in support of the Royal British Legion.

Year 10

We have also had some of the Year 10 students taking part in workshops running with The Anne Frank Trust, learning about her life and reflecting on how she would have felt.

Ms Keane
Headteacher



GENERAL NEWS

Year 7 Parent Information Evening- Tuesday 22nd November 5:30-6:30pm

Dear parents/carers, I would like to thank you for your support with your child's transition to JRCS.

We have been impressed with the start they have made to secondary school and look forward to seeing them continue to flourish. We appreciate that the transition to secondary school is a significant milestone for your child and would therefore like to invite you to a Year 7 Parent Information Evening on Tuesday 22nd November. Please arrive from 5:30pm for a 5:45pm start, we expect to finish at 6:30pm.

The evening allows us to share important information about how you can best support your child academically as well as outlining the pastoral care and support we offer at JRCS. We also look forward to celebrating their successes so far with you.

Please could you sign your child's sticker in their planner to confirm your attendance. This will be checked by their tutor to ensure you have received this information.

Miss Simpson
Assistant Headteacher attached to Year 7



Date for your diaries: Support your child through KS4 exams

We are inviting parents/carers of Year 10 and Year 11 students to attend our session focused on supporting your child through the academic reading challenges of KS4.

The session will run at school on Wednesday 23rd November between 5:00pm-6:00pm.

What will you gain from the evening?

Academic questions you can ask your child while they are working so you can feel empowered in supporting them.

Ways to support pupils navigating exam papers.

Ways to break down the types of questions students will be asked, so you can support at home.

Easy ways to support with challenging exam reading so your child feels confident to read the large amounts of texts required at KS4.

Simple paragraph and essay structures so you can support with extended writing.

Please register your interest by emailing hgray@jorichardson.org.uk

Mrs Gray
Literacy Co-ordinator

Anne Frank Society



The Religious Studies department have had the privilege of working with the Anne Frank Trust this week.

Seventeen of our GCSE Year 10 students have been taking part in a two day workshop learning about the life of Anne Frank and reflecting on how she felt and what we can learn from this and use in today's society. They have explored all areas of prejudice and discrimination in today's world and have worked on presentations that they will show their peers.

Mrs Wing
Teacher of Religious Studies



JRCS EXPEDITIONS RELAUNCH

Jo Richardson has had an excellent history of taking our students to places beyond many of their imaginations. Previous expeditions have been to Malaysia, Nicaragua and the most recent to Borneo which saw our young students learn to Scuba Dive.

Covid meant that the planned trip to Vietnam never occurred, and we have been keeping an eye on the world and when it might open up to travel.

We are confident that now is the time to relaunch our expeditions with the company True Adventure. We are currently working on the best place to go and making sure the cost is kept as low as possible.

We are fully aware of the financial struggles that many face but feel with the payment plan and the fact we are looking to travel in the summer of 2024 it is something that is feasible. We also support our explorers in their own fund-raising so that parents do not bear the whole burden.

We are expecting the cost of the trip to be around £3000. There will be launch assemblies this half-term to students (Wednesday 16th November), followed by a parent meeting (Tuesday 22nd November 6:00pm – 7:30pm) with the company for those interested. The trip will be open to current Year 9-12 students (Year 11 dependent on intending to come to JRCS sixth form).

It is an exciting time to push boundaries and reach out around the world.

Miss Campbell
Expedition Leader
Deputy Director of Sixth Form

University of Essex outreach programme



On Wednesday 9th November a group of selected Year 11 GCSE PE students and Year 12 A Level students were given an elite opportunity to take part in a University of Essex outreach programme.

All students took part in two workshops designed to enhance their knowledge of exercise physiology and biomechanics. Within these workshops students were given the opportunity to use state of the art technology which is used in professional sporting equipment.

Both the Year 11 and Year 12 conducted themselves amazingly throughout the sessions and were a credit to the school. Well done to all!

Miss Pridie
PE Teacher

Year 7 and 8 Girls Football

On Tuesday 8th November the Year 7 and 8 girls represented JRCS at this year's first borough football tournament.

Despite the rain and wind both teams battled extremely hard. The Year 7 got off to a tough start and were beaten by All Saints 3- 1. However, after that the girls grew in confidence and managed to win the rest of the matches against Barking Abbey, Greatfields and Dagenham Park. with lots of goals from Charlotte, Emily and Esther.

The Year 8 team also put on a fantastic display of football throughout the whole tournament and also only lost one game to Dagenham Park. We had lots of goals from Marcella (6), Emma (7) and Bethany (1).

The next competition is in 2 weeks' time at Goals Dagenham. KS3 football is available to all students after school on Thursdays.

Well done girls.

Miss Pridie
PE Teacher

Online Safety



**National
Online
Safety®**

This week's parent guide focuses on Supporting Children to deal with upsetting

content online. We recognise the challenges faced by parents and careers in raising children in the digital age and we hope you find this guide useful in supporting students who may be upset by unsettling images, ideas, or stories online.

A reminder to parents to sign up to the National Online Safety app which provides further guidance and support to safeguard our students online.

<https://info.nationalonlinesafety.com/mobile-app>

Barking and Dagenham (BAD) Youth Forum.



On Wednesday 16th November we will have a

representative from the borough visiting JRCS to promote an opportunity with the Barking and Dagenham (BAD) Youth Forum.

Students in Year 8 and above can nominate themselves to be part of the forum meaning they will represent young people in the Borough and work towards making positive change.

On Wednesday 16th November, students will be able to find out more about the role and how to nominate themselves. Please follow the links below for more information.

This video is of young people who have been part of the Barking and Dagenham (BAD) Youth Forum for the last year or more, talking about their experience of it.

Please take 3 minutes to watch the video by scanning the QR code:



We are now looking for young people aged 13-19 years to nominate themselves to represent their school on the BAD Youth Forum. The Youth Forum is a great way to meet new people and make a difference to your local community, as well as gaining new skills along the way, it's also a great addition to a personal statement for university applications. If you like what you saw in the video, then click the link below to nominate yourself by completing the online form.

Nominate yourself here by scanning the QR code



An election will be held in your school in January and the 6 people with the most votes will be elected onto the Youth Forum, we will contact you to let you know if you were successful.

Once elected, you will choose your sub group and are expected to attend sub group sessions at the Vibe Youth Centre just once a week on either a Monday, Tuesday or Wednesday 5-7pm, you choose which day suits you best.

Other opportunities will arise during the year where you will be invited to give your views and opinions as a member of the Forum, as well as participate in trips and visits. Youth Forum sessions are very chilled and fun, you will meet new friends and have the chance to work on issues that affect young people in the borough.

If you have any questions please e-mail Sally.Allen-Clarke@lbbd.gov.uk

Miss Simpson
Assistant Headteacher

Weekly Outline of Out of School Hours Learning Activities - Autumn 2022				
Club	Year Group	Staff	Time	Venue
Monday				
Orchestra	7, 8, 9,10 & 11	Mr Jenner	8:15am - 8:50 am	MU1
KS3 Handball/Basketball	7, 8 & 9	Mr Watts	12:30 - 1:00pm	Sports Hall
KS4 Basketball	10 & 11	Miss Pridie	1:30pm - 2:00pm	Sports Hall
SDD Homework Club	7, 8 & 9	SDD staff	12:30 - 1:00pm	SDD
SDD Homework Club	10 & 11	SDD staff	1:30pm - 2:00pm	SDD
Indoor Athletics	All	Miss Pridie	3:00pm - 4:30pm	Sports Hall
Boys Dance Company	KS£	Mr Hazelwood	12:30pm - 1:00pm	DA1
Tuesday				
KS3 Basketball	7, 8 & 9	Mr Thomas/Mr Watts	7:44am - 8:15am	Sports Hall
Vocal Group	7, 8, 9, 10 & 11	Miss Harris	8:15am - 8:55 am	MU2
GCSE Dance Technique	11	Miss England	11:00am - 11:30am	DA1
SDD Homework Club	7, 8 & 9	SDD staff	12:30 - 1:00pm	SDD
SDD Homework Club	10 & 11	SDD staff	1:30 - 2:00pm	SDD
KS3 Netball	7, 8 & 9	Miss Emeny	12:30 - 1:00pm	Sports Hall
KS3 Netball	7, 8 & 9	Miss Emeny/Miss Pridie	3:15pm - 4:15pm	Netball Courts
Year 8 Football	8	Mr Watts	3:15pm - 4:15pm	Astro
Year 10 & 11 Football	10 & 11	Mr Howard	3:15pm - 4:15pm	Astro
Year 7 Rugby	7	Mr Kersey	3:15pm - 4:15pm	Field
Bronze DofE Expedition	Year 10 invited	Ms Montague	3:05pm - 4:35pm	SD4 starts 27/9
Textiles club	KS3	Ms Mir	3:05pm - 4:05 pm	DT4
DT Club	KS3	Ms Kamal/ Ms Dorma	3:05pm - 4:05 pm	DT6
Food Club	KS3	Ms Damian/ Ms Hinds	3:05pm - 4:05 pm	FC1
Wednesday				
Silver DofE Expedition	11	Ms Montague	7:30am - 8:30am	SD3 starts 28/9
Fitness Club	All	Mr Thomas	7:45am - 8:15am	Fitness Suite
Year 10 Band	10	Mr Jenner	8:15am - 8:50am	MU1
Jazz Band	7, 8, 9, 10 & 11	Miss Hurst	8:15am - 8:55am	MU2
Volleyball	All	Miss Pridie	7:45am - 8:15am	Sports Hall
Indoor Cricket	All	Mr Howard	1:30pm - 2:00pm	Sports Hall
KS3 Dance rehearsals	KS£	Miss England	1:30pm - 2:00pm	DA1
Pride and Allies	All	Miss Harland	1:30pm - 2:00pm	MS2
Thursday				
Fitness Club	All	Mr Watts	7:45am - 8:15am	Fitness Suite
Wind Band	7,8, 9, 10 &11	L Ellis	8:15am - 8:55am	MU2
Panathlon Club	7, 8 & 9 invited	Ms Montague	10:00am - 10:30am	S Hall from 29/9
Junior maths challenge club	7 & 8	Ms Aragroug and Ms Moody	12:30 - 1:00pm	MA4
KS3 Table Tennis/Badminton	7, 8 & 9	Mr Watts	12:30 - 1:00pm	Sports Hall
SDD Homework Club	7, 8 & 9	SDD staff	12:30 - 1:00pm	SDD
SDD Homework Club	10 & 11	SDD staff	1:30 - 2:00pm	SDD
GCSE Dance Technique	10	Miss England	1:30pm - 2:00pm	DA1
Year 13 Debate Club	13	M Ribbons and F Jabbar	1:30pm - 2:00pm	SF2
KS3 Dance Company	Audition 7,8 & 9	Miss England	3:00pm - 4:30pm	DA1
KS4 Netball	10 & 11	Miss Boulton	3:15pm - 4:15pm	Netball Courts
Year 7 Football	7	Mr Thomas	3:15pm - 4:15pm	Astro
Year 9 Football	9	Mr Cully	3:15 pm - 4:15pm	Astro
Girls Football	All	Miss Pridie	3:15pm - 4:15pm	Astro
Year 8 Rugby	8	Mr Kersey	3:15pm - 4:15pm	Field
Spanish Club (Week 1 only)	All	Miss Fernandez and Selene Damian	3:15pm - 4:15pm	MFL3
Electronics Club	KS3	Ms McKenzie	3:05pm - 4:05 pm	DT3
Computing Intervention	10 & 11	Mr Cambell	3:05pm - 4:05 pm	IT1
Friday				
KS4 Basketball	10 & 11	Miss Emeny	7:45am - 8:15am	Sports Hall
Music Theory Club	10 & 11	Mr Jenner	8:15am - 8:55am	MU1
KS3 Dance rehearsals	KS3	Miss England	10:00am -10.30am	DA1
KS3 Maths puzzle club	7,8 & 9	Ms Morozova and Ms Malik	12:30 - 1:00pm	Maths atrium
KS3 Trampolining	7, 8 & 9	Miss Pridie	12:30 -1:00pm	Sports Hall
SDD Homework Club	7, 8 & 9	SDD staff	12:30 - 1:00pm	SDD
SDD Homework Club	10 & 11	SDD staff	1:30pm - 2:00pm	SDD
Year 11 Football	11	Mr Cully	3:15pm - 4:15pm	Astro
GCSE Intervention	11	Miss England	3.00pm - 4.30pm	DA1

Times of the Day

2022/23



THE JO RICHARDSON

SUCCESS FOR ALL

C O M M U N I T Y S C H O O L

ACHIEVE

YEARS 7-9	7.45 -8.30 am	8.35 am	P1a 9.00 am	P1b 9.30 am	P2a 10.00 am	P2b 10.30 am	P3a 11.00 am	P3b 11.30 am	P4a 12.00 pm	P4b 12.30 pm	P5a 1.00 pm	P5b 1.30 pm	P6a 2.00 pm	P6b 2.30 pm	P7a 3.00 pm	P7b 3.30 pm	4.00 pm
Monday	Breakfast available	Reg/ assembly	P1a	P1b	Break	P2b	P3a	P3b	P4a	Lunch	P5a	P5b	P6a	P6b	P7a	P7b	End of day
Tuesday	Breakfast available	Reg/ assembly	P1a	P1b	Break	P2b	P3a	P3b	P4a	Lunch	P5a	P5b	P6a	P6b	End of day		
Wednesday	Breakfast available	Reg/ assembly	P1a	P1b	Break	P2b	P3a	P3b	P4a	P4b	P5a	End of day/ Lunch	Optional school activities				
Thursday	Breakfast available	Reg/ assembly	P1a	P1b	Break	P2b	P3a	P3b	P4a	Lunch	P5a	P5b	P6a	P6b	End of day		
Friday	Breakfast available	Reg/ assembly	P1a	P1b	Break	P2b	P3a	P3b	P4a	Lunch	P5a	P5b	P6a	P6b	End of day		

YEARS 10-13	7.45 -8.30 am	8.35 am	P1a 9.00 am	P1b 9.30 am	P2a 10.00 am	P2b 10.30 am	P3a 11.00 am	P3b 11.30 am	P4a 12.00 pm	P4b 12.30 pm	P5a 1.00 pm	P5b 1.30 pm	P6a 2.00 pm	P6b 2.30 pm	P7a 3.00 pm	P7b 3.30 pm	4.00 pm
Monday	Breakfast available	Reg/ assembly	P1a	P1b	P2a	P2b	Break	P3b	P4a	P4b	P5a	Lunch	P6a	P6b	P7a	P7b	End of Day
Tuesday	Breakfast available	Reg/ assembly	P1a	P1b	P2a	P2b	Break	P3b	P4a	P4b	P5a	Lunch	P6a	P6b	End of day		
Wednesday	Breakfast available	Reg/ assembly	P1a	P1b	P2a	P2b	Break	P3b	P4a	P4b	P5a	End of day/ Lunch	Optional school activities				
Thursday	Breakfast available	Reg/ assembly	P1a	P1b	P2a	P2b	Break	P3b	P4a	P4b	P5a	Lunch	P6a	P6b	End of day		
Friday	Breakfast available	Reg/ assembly	P1a	P1b	P2a	P2b	Break	P3b	P4a	P4b	P5a	Lunch	P6a	P6b	End of day		

Schools and Colleges Early Support Service

Information regarding Webinars for Parents/Carers November 2022

Dear Parents/Carers,

We would like to invite you to attend the November 2022 webinar series specially tailored for parents/carers of adolescents, in collaboration with the Schools and Colleges Early Support Service.

Five topics have been chosen to reflect core developmental processes in adolescence and common difficulties parents can struggle with. The content is psychoeducational, strategy-based and solution focused. The webinars will cover the following topics:

- Adolescent self-harm: how to make sense of it and when to seek support
- Managing teen behaviour that challenges: tips and tricks
- Anxiety in adolescence: how can parents help?
- Weathering the storms of strong teen emotions: do's, don'ts and when to consider talking to someone
- Building resilience, staying connected and nurturing your relationship with your teen

Further details on each webinar are below. To register please click on the relevant Zoom link.

Managing teen behaviour that challenges: tips and tricks

Date: Friday 11th November

Time: 12-1pm

Venue: Virtual via Zoom

Most adolescents will at some stage in their development engage in behaviour that parents find challenging and worrying, for instance, substance misuse, being overly argumentative and rejecting, oppositional behaviour and excessive social media use. It can become difficult for parents to find ways of discussing their concerns with their teens who may increasingly not want to hear any advice their parents have to offer. This webinar will provide an overview of adolescent development and the brain, including common challenging behaviours during adolescence. It will discuss different parenting styles and offer tips for parents on how to approach and discuss challenging behaviour with teens, and how to set boundaries. Places on this webinar won't be limited and there will be an opportunity to ask questions at the end.

Register in advance for this meeting:

Our Patron: **Her Royal Highness The Princess of Wales**

Anna Freud National Centre for Children and Families is a company limited by guarantee, company number 03819888, and a registered charity, number 1077106.

<https://annafreud.zoom.us/meeting/register/tJwld-uhrzgsHdEMqcScQlvXo6DGDoAP0la5>

After registering, you will receive a confirmation email containing information about joining the meeting.

Anxiety in adolescence: how can parents help?

Date: Monday 14th November

Time: 5-6pm

Venue: Virtual via Zoom

It is normal to sometimes feel anxious, however for some adolescents, anxiety can become a significant problem that stops them from doing things, e.g., talking to new people, going out with friends, or doing their best in exams. The focus of this webinar will be on what parents/carers can do to help their teens who are experiencing anxiety. It will cover when anxiety is normal vs. problematic, common anxieties during adolescence (exam stress, social anxiety and worries about identity and development), the relationship between parent-child anxiety, and how and when to access support for you and your child. We will also discuss a couple of 'real world' examples of common adolescent anxieties and different strategies that may be helpful in those situations.

Register in advance for this meeting:

<https://annafreud.zoom.us/meeting/register/tJYtdeippj8pG9OyA9DL9Ka3f8nrCFwxO1If>

After registering, you will receive a confirmation email containing information about joining the meeting.

Weathering the storms of strong teen emotions: do's, don'ts and when to consider talking to someone

Date: Monday 21st November

Time: 12-1pm

Venue: Virtual via Zoom

Adolescence inherently consists of many storms that parents, families, and young people have to weather, many of which are driven by an intensity of emotions that is unique to this developmental stage. Teenagers grapple with their own identity, their social relationships, and their need for autonomy, and in turn parents face the challenge of being left out, managing their own reactions to strong teen emotions, and finding different ways of connecting with their teens. This webinar will provide an overview of the changes adolescents go through, why teenagers experience such strong emotional fluctuations and how these are linked to processes in the brain. It will offer ideas on how to support teenager with their strong feelings and what to best avoid. Lastly, the webinar will discuss the difference between normal emotional difficulties in adolescence and issues that may need additional support. Places on this webinar won't be limited and there will be an opportunity to ask questions at the end.

Register in advance for this meeting:

<https://annafreud.zoom.us/meeting/register/tJAlfuyhqj8vE9WohsO1dpEM4foBbSIVFBNl>

After registering, you will receive a confirmation email containing information about joining the meeting.

Our Patron: Her Royal Highness The Duchess of Cambridge

The Anna Freud National Centre for Children and Families is a company limited by guarantee, company number 03819888, and a registered charity, number 1077106.

Building resilience, staying connected and nurturing your relationship with your teen

Date: Monday 28th November

Time: 5-6pm

Venue: Virtual via Zoom

Adolescence is a time of insecurity, strong feelings and growing autonomy which naturally affects the parent-child relationship and requires parents to find new ways of connecting with their teenagers. Parents may feel left out and worried, and they may experience a sense of loss over the relationship they used to have with their children when they were younger. This webinar offers ideas on how to maintain and build trust with teenagers, how to stay connected and how to nurture the relationship with their teen. Places on this webinar won't be limited and there will be an opportunity to ask questions at the end.

Register in advance for this meeting:

<https://annafreud.zoom.us/joining/register/tJAIfu2hrjsrHNL8A2RMhbU6PrBGZfZAevPO>

After registering, you will receive a confirmation email containing information about joining the meeting.

Our Patron: **Her Royal Highness The Duchess of Cambridge**

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**Anti-Bullying
Week 2022**

A TOOL FOR PARENTS AND CARERS



**ANTI-BULLYING
ALLIANCE**

ORGANISER

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REACH

OUT

#ANTIBULLYINGWEEK
MONDAY 14TH TO FRIDAY 18TH NOVEMBER



kidscape

Help With Bullying

PARTNER

Part of the family
NATIONAL CHILDREN'S BUREAU

THE ANTI-BULLYING WEEK 2022: CALL TO ACTION

"Bullying affects millions of lives and can leave us feeling hopeless. But it doesn't have to be this way. If we challenge it, we can change it. And it starts by reaching out."

From teachers to parents and influencers to politicians, we all have a responsibility to help each other reach out.

It takes courage, but it can change lives. So, this Anti-Bullying Week, let's come together and reach out to stop bullying."

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INTRODUCTION

As parents and carers, we all want our children to be happy and safe and it is natural to worry about bullying - particularly if we have experienced bullying ourselves, or we think our child may be more vulnerable to bullying. The good news is you are not alone! The Anti-Bullying Alliance and its members are here to work with children, families and schools to help keep children safe.



#ANTIBULLYINGWEEK

Every November schools throughout the United Kingdom take part in Anti-Bullying Week. This is an opportunity to shine a spotlight on bullying and consider the steps we can take together to stop it. Anti-Bullying Week 2022 is taking place from Monday 14th to Friday 18th November this year and it has the theme 'Reach Out'.

As a parent or carer, you are a vital piece of the puzzle in tackling bullying. You have a unique role to play in guiding and supporting your child through their school years and there are lots of positive steps you can take to help keep your child safe from bullying and harm. One of the steps is knowing when to ask for support. At the end of this resource we have included details of organisations like Kidscape who can help.

This tool was written by the Anti-Bullying Alliance and Kidscape and designed to give you information about bullying, tips about what to do if you're worried about bullying, and the tools to help you talk to your children about bullying.



kidscape

Help With Bullying

If you are worried about bullying and need some advice or support you can contact the Kidscape Parent Advice Line. You can find out more about it at: www.kidscape.org.uk.



**ANTI-BULLYING
ALLIANCE**

The Anti-Bullying Alliance has lots of tools and resources on our website to help you about bullying:
www.anti-bullyingalliance.org.uk



#ANTIBULLYINGWEEK



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Help With Bullying

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ALL ABOUT BULLYING

WHAT IS BULLYING?

The Anti-Bullying Alliance defines bullying as:
"the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power."

Put simply this means any situation where your child is being deliberately and repeatedly hurt by other people and they find it hard to defend themselves. This could be face to face or online, in school or in the community. It may be physical, or it could be verbal or emotional. For example, your child might be pushed around by others, called names, or be excluded from friendship groups.

Children may also target aspects about people they feel are 'different' – this could include disability, race, faith, gender, sex, sexuality, poverty, talent, skin conditions, allergies, or situation at home. Children are influenced by the home, community, and society they grow up in, by the things they see, read, and hear, and the people around them. We all have a role to play in creating communities where children feel safe and valued, where we stand up to prejudice and are united against bullying. Most children will experience or witness bullying during the school years: they may be the target of bullying, may be involved in bullying others, may stand by while others are being bullied or may take positive action to stop bullying.

As a parent you have a vital role to play in helping your child recognise bullying and what you can do together to stop it.

HOW DO I KNOW MY CHILD IS BEING BULLIED?

You know your child best. Look out for any changes in their behaviour – for example becoming quieter or withdrawn or acting out and getting in trouble. They may also be reluctant to go to school or take part in their usual activities, may become upset after using their phones or devices, or may complain of frequent unexplained illnesses like tummy upsets or headaches. You may also find that their sleep is disturbed, and they are showing signs of sadness or anxiety.

Your child may share with you that other people are unkind to them or have said or done things to hurt them. Always listen and take them seriously, consider the facts, and work with them on next steps. Children are developing physically, emotionally and socially and need our help to understand how to behave towards others and when they have crossed a line. For example, children need to learn when teasing or 'banter' can become bullying behaviour (e.g. when it's offensive and/or causes hurt).

For some children it may be particularly difficult to regulate their behaviour or actions, and they may need additional support. Others will be copying prejudicial or harmful behaviour they have learnt from others. It's also common for children to have arguments and friendship fall outs and they will need our guidance to resolve conflict, make amends and move on. The following bullying temperature check can help you decide the situation your child is in – but please remember every situation is different, and if you are not sure, always ask for help.



24/7 BULLYING HELP



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BULLYING TEMPERATURE CHECK

GREEN

My child seems happy and content. They like to go to school and have good relationships with other children and staff. While they have the occasional situation where others say or do unkind things to them, or they have said or done unkind things to others, they have been able to resolve the situation (including saying sorry if they have hurt someone else).



AMBER

My child is sometimes sad and can be reluctant to go to school. While they mention one or two friends they seem to have regular fall outs with other children and have mentioned a number of situations where children have said or done unkind things to them, or they have said or done unkind things to other children. They seem unsure how to resolve these situations and I am not sure they are receiving enough help.



RED

My child is often sad or upset and does not like school or their usual activities. They do not seem to have friends and I am concerned that other children often say or do unkind things to them. They urgently need help to resolve the situation and to enjoy their school and social life.



WHEN SHOULD I STEP IN?

It is a fact of life that your child will not be liked by everyone, will probably be on the receiving end of name calling or negative comments, occasionally will feel left out or alone, will make friends and lose friends, have arguments and disputes, may be involved in physical fights and may get in the occasional spot of bother for hurting someone else. It's important to prepare them for this and work through strategies for handling these situations.

For example, if someone calls them a name – do they retaliate, shrug it off or tell a teacher? What might be the outcome of any of these decisions? How can they handle an argument? Do we have to be right all the time? How can we be a peacemaker and resolve a disagreement? As much as it hurts when people no longer want to be our friend, what can we control or what else might we do? What can we say or do if someone wants to fight with us?

Working through these scenarios will help your child to feel confident and prepared. You know your child and their situation best, refer to the **Bullying temperature check** (to the left of this page) and work with them to consider next steps. If your child has been seriously harmed or is at risk of serious harm this is a safeguarding issue and you should seek immediate help (e.g. call 999 and/or your local children's services team). If your child has been on the receiving end of prejudicial behaviour because of their race or faith, disability, gender, sex or sexuality, even if this was a one-off incident and you don't consider it to be bullying, it's important to alert the school as it may point to a wider cultural issue in the school that needs to be addressed.

HELP! MY CHILD IS BULLYING OTHERS

We are all capable of bullying behaviour. What is important is that we recognise it and endeavour to stop it, and where we have hurt others, learn to take action to put things right. If you have been told by others that your child is showing bullying behaviour, it's important to stay calm and ask for examples of the things they have said or done and the impact this has had on others.

This is your opportunity to explore with your child what has happened, the impact this has had, whether there is anything that has upset or hurt them that has led to that behaviour, what needs to change, and the actions they can take to show they are sorry (e.g. if they have repeatedly left a child out of a game, making sure they include them in the future). Many children who bully others are in a difficult place themselves and will need help to explore how they are feeling, what led to the behaviour, and what needs to change.



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WHAT ADVICE CAN I GIVE MY CHILD?

1. **Be kind and respectful to others:** you have a vital role to play in modelling positive relationships. Your child is always watching you and learning from you. It's important to talk kindly about other people and support your child to be kind and respectful to others, challenge behaviour that is hurtful or offensive and show your child that you reach out to others who may be seen as 'different', lonely or isolated.



2. **Recognise and stand up to injustice:** help your child to understand that throughout history people have not always been treated with kindness and respect. Support your child (in an age appropriate way) to understand prejudice and inequality. There are many good books and resources available on these issues. Make these discussions part of your everyday life. Talk about how they would respond if they were targeted in this way or witnessed behaviour or language that targeted difference and what actions they could take. Be clear that it is never okay for a child to experience prejudice.



3. **Understand true friendship:** you can teach your child the qualities of a true friendship such as kindness, respect, boundaries, laughter, forgiveness, and trust. This will help your child recognise if others are being unkind or manipulative towards them. Encourage your child to be open to friendship rather than insisting on one best friend. Experience shows you can be vulnerable if they decide not to be your friend anymore!



4. **Grow in confidence:** we all have times when we feel shy and self-conscious. Some children are naturally more confident than others, others are quieter, and are happy with their own company or the company of a small group of friends. If your child is unhappy and wants help to grow in confidence then talk to the school to see what support they can give (e.g. a buddy or peer mentor system) and consider activities and groups outside of school that might help your child grow in confidence (e.g. sports, Scouts and Girl Guides, arts and drama, martial arts, volunteering).



5. **Role play together how to handle difficult situations:** it is likely that your child will experience name calling, will get into arguments and may even be involved in physical fights. Role play together the different options you have in these situations, what you could say or do, and who; else could help.



6. **Establish physical boundaries:** help your child to understand that their body belongs to them, and that everyone has their own physical boundaries. This means it is not okay to be rough with other people, or to touch, hug or grab them without their consent. It is never okay for someone to physically hurt someone else and children need our help and guidance to learn to give people personal space.



7. **Make sure your child knows who else can help:** there may be times, particularly as your child grows older, where they do not always tell you what is on their mind. This could be because they are worried about how you might react, or they do not want to upset or worry you. Help them think about other people in their lives who they can talk to. This could be a friend, a family member, a teacher at school or another adult they know and trust. You can find details of more organisations who can help children and families below.



HOW CAN I WORK WITH THE SCHOOL TO RESOLVE A BULLYING SITUATION?

1. **Understand your legal rights:** Schools have a legal duty to prevent all forms of bullying and harassment. Most schools will have an anti-bullying policy or strategy, or their response to bullying will be included in their behaviour policy. This is often found on the school website and if not, schools must provide you with a copy of this by law. Schools are also inspected for their response to bullying prevention. If you are concerned that the school are not taking enough action it can be helpful to refer to government guidance (see <https://www.gov.uk/government/publications/preventing-and-tackling-bullying-for-england>, and <https://gov.wales/school-bullying> for Wales). Remember that the school may have a different view of the situation and it is important to keep an open mind.



ANTI-BULLYING EXP

★ ANTI-BULLYING ALLIANCE

ORGANISERS

#KIDSCOPE
Help with bullying

METHOD

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2. Stay calm and focus on stopping the bullying situation:

You may be upset and angry but it is important that you approach the school calmly and focus on what you can do together to resolve the bullying situation. You may find it helpful to use the **Kidscape** log and school contact record to share what has happened, the impact it has had on your child, and to keep a note of any contact with the school. Try not to get into the rights and wrongs of a situation (a lot of time can be wasted trying to 'prove' something was bullying) but focus on the impact the situation has had on your child, and what action your child needs to resolve the situation.



3. Make sure your child feels included: It is important that your child feels included in any discussion and action taken. They may not be part of every meeting or phone call, but it is important that you have listened to what they want to happen next and their ideas of what would help. Even if the situation has been resolved it may be that it has had a negative impact on your child, and you think they would benefit from additional support such as small group work, counselling or peer mentoring. Kidscape ZAP workshops can also support children and young people with building resilience and assertiveness skills.



4. Next steps: If you are unable to resolve a bullying situation with the school, you may choose to follow the school's complaints process, and they must provide you with a copy of this by law. It is important to note that this will not necessarily resolve a situation, and the priority should always be making sure your child is safe, happy, and able to access education. You may want to consider an alternative school arrangement such as a change of school or home education, but it is important to involve your child in any decision making and seek advice from your local authority.



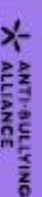
Don't forget!
The Kidscape Parent
Advice Line can also
give further support.



www.kidscape.org.uk



EXTRA BULLYING RESOURCES



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CONVERSATION STARTERS TO HELP YOU TALK TO YOUR CHILD ABOUT BULLYING

The questions below can help you to start talking to your child about bullying.

FOR YOUNGER CHILDREN



- What does bullying mean to you?
- What does it mean to be a good friend?
- What do you look for in a friend?
- What are some of the ways you can be kind to other people?
- What can you do if other people are being unkind to someone?
- What are all the ways that people can be different?
- Why is it important to accept people for who they are?
- How can you help someone who is sad or lonely?
- Who can help you if you are worried about bullying or something someone has said or done?

FOR OLDER CHILDREN



- What does bullying mean to you?
- Have you seen people bullying others?
- What are the different roles people have in a bullying situation?
- What would you do if you saw or heard someone being bullied?
- What would you do if someone said or did something hurtful to you?
- What does it mean to be a good friend?
- How do you know when you have crossed a line and hurt someone?
- What can you do if you have hurt someone?
- In what ways are face to face and cyberbullying the same/different?
- How can children protect themselves from bullying online?
- How can children support others who are being bullied online?
- When might bullying behaviour be a crime? (e.g. if someone is threatened with harm or encouraged to harm themselves, is physically hurt, is targeted for their race, faith, disability or sexuality, is harassed sexually)
- What advice would you give to younger children who are being bullied?



REACH OUT

REACH OUT: WHAT WE CAN DO AS A FAMILY

Children who are going through a bullying situation can feel very alone. It is also a very challenging time for parents and carers, who may have lots of different emotions, including fear, sadness, and anger. Talk to your children about some of the signs that someone might be experiencing bullying or struggling with loneliness - for example, spending time alone in the playground or at break times, not being picked for sports or games, being deliberately left out by others, and seeming sad, depressed, or angry. Encourage your child to show friendship and kindness to people who are outside of the main group, particularly those children who are seen as 'different' from other children. Talk to them about the importance of not joining in with cruel and hurtful comments and actions - whether face to face or online. Encourage your child to talk to you, a teacher, or someone they trust, if they are worried about another child.



As a parent or carer, you have a vital role to play in reassuring other parents and carers. They may have concerns that their child is being bullied, or their child may have been accused of bullying others, and they're not sure what to do next. Let them know they are not alone, and that help is out there. Signpost them to charities that can help. For example, you can share details of the [Kidscape Parent Advice Line](#), or the [Anti-Bullying Alliance website](#).

[Alliance website.](#)

REACH OUT: WHAT WE CAN DO AS A COMMUNITY



We all have a role to play in creating kind and supportive communities. We can reach out to our local schools, sports, and youth clubs, and encourage them to get involved in Anti-Bullying Week. We can ask to see their anti-bullying policies and share with them any concerns about bullying behaviour we may have witnessed. We can celebrate and promote values like kindness and respect, and support and celebrate diversity in our families and communities. We can educate ourselves about bullying and different types of discrimination, and support campaigns like Anti-Bullying Week. We can share details of anti-bullying charities like Kidscape and the Anti-Bullying Alliance on our own social channels whenever we see news, stories, or posts about bullying, and encourage schools and other youth providers to participate in bullying awareness training.

WATCH OUR REACH OUT VIDEOS WITH YOUR CHILD



Primary



Secondary



ANTI-BULLYING WEEK



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ACTIVITIES TO DO WITH YOUR CHILD DURING ANTI-BULLYING WEEK

ACTIVITIES WITH YOUNGER CHILDREN

1. **Being Me** – helping your child to celebrate who they are. Help or ask your child to draw round their hand. Ask them to write or draw on each finger one thing they like to do. Ask them to write or draw on their thumb one thing they would like to do. Talk about what makes them special and unique, how we are all different, and that sometimes we like the same things, sometimes we like different things and that is okay!



2. **Finding friendship** – understanding the true meaning of a friend. Draw an outline of a person, or you could find one on the internet, or draw round your child (or they could draw round you). Use pictures or words to describe all the things that make up a good friend. Alternatively, you could cut out pictures from newspapers or magazines of words or photos that represent friendship. Use this to talk about what is important in a friend (e.g. a big heart, a smile, kindness, trust, fun).



3. **Showing kindness** – “Carry out a random act of kindness, with no expectation of reward, safe in the knowledge that one day someone might do the same for you” – Princess Diana. There are always opportunities in every day to show kindness to someone. Work with your child to think of lots of random acts of kindness you could do. Write these on paper or post it notes and pop them in a jam jar. Pull one out every day and have a competition as a family to see who has managed to do the act of kindness!



4. **Me and my power** – learning to be assertive. Assertiveness is not shouting or demanding your own way, it is having the power to stand up for yourself and for other people. Help your child practice different ways of sitting or standing (e.g. shy, scared, brave, strong, confident). Help your child practice saying or signing, ‘No and ‘Stop’. Help them understand how important it is to say no or stop to something that that makes them feel scared or they do not like. Practice saying no and stop in a firm clear voice. You could then combine this with sitting or standing in a position that makes them feel calm and powerful. It may help to read books or watch TV programmes with characters demonstrating assertiveness.



5. **Who can help** – It is important to think about all the different people that can help us in a difficult situation. Here are some examples you could talk through with your child... Who could help....?

- If I am sad at school
- If I have seen something on the internet that makes me scared
- If I see someone who is lonely
- If a family member or friend is poorly
- If I get lost in a shop
- If I see someone being unkind



ACTIVITIES WITH OLDER CHILDREN

1. **Understanding my journey** – helping your child develop a positive sense of self. It is important to help children explore their family history, to see the hurdles they have overcome, and to consider the resources they already have to manage future events and challenges. Draw a timeline on a piece of paper. Help them plot out the main events in their life, and their family life. Write or draw the good and bad times, events they particularly remember, people who have been important to them, things they are proud of. Talk about who or where they might be in five- or ten-years’ time. What can they do, who can help or what will need to happen? What strengths do they already have that could help them on their journey? Where are the areas they would like to grow or learn new skills?



2. **My relationships** – supporting your child to develop positive relationships with others. As your child grows older, they may have already established their friendship group, or they may still be struggling with what it means to be a friend and finding it hard to develop positive relationships. If they are moving up to secondary school, they may also be anxious about meeting new friends, and it is very common for children to fall in and out of friendships. As they grow older, they may also start to develop romantic and/or sexual relationships with others and as their parent you have a vital role to play in encouraging positive relationships. Help them think about their current friendships and the qualities they value in their friends. If they have a phone, they could share with you their



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KIDSCAPE
Help with bullying

ANTI-BULLYING WEEK

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favourite photos or videos of their friends. Talk about what makes a good friend, times their friends may have let them down and how they dealt with it. If they struggle to form relationships practice how you might introduce yourself to someone else (e.g. say or sign hello, ask them something about themselves and really listen to their reply, take it in turns to listen and ask questions). Talk about the difference between friends and followers online and the importance of having a circle of trust. You could draw this circle of trust on a piece of paper and ask them to put in the circle those people with whom they feel they can share their thoughts and feelings. Who would be outside of that circle of trust? Why might it be important to be careful what you share with others – particularly online?



3. Being the change: Children and young people have a huge capacity for challenging injustice and bringing about positive change. It is important as parents that we encourage this and help children identify their values and their passions. Explore with your child what really matters to them and what they would like to change. Once they have found their passion help them think about positive actions they can take. For example, if their passion is challenging racism, they could find out how other learners in their school feel about racism, what their school are currently doing and how learners can get involved. If their passion is climate change, they could research books and podcasts to listen to, find out what personal action they can take (e.g. reducing plastic use) and write to their local MP.

4. What I can and cannot control. It is challenging for all of us to recognise what we can and cannot control. In a bullying situation it may be very difficult for us to change someone else's behaviour, but we can control how we react. Talk through the following scenarios with your child and explore what they can and cannot control.



	WHAT YOU CAN CONTROL	WHAT YOU CANNOT CONTROL
You read something offensive or hurtful online		
Someone calls you a horrible name		
Your parent loses their job		
You see someone who is always on their own		
Your area goes back into lockdown		



REACH OUT



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5. Safe in my world. As your children grow older it is important that they recognise situations that are unsafe and strategies they can use to keep themselves safe. You will not always be with them in every situation but as a parent you can guide them and help think through their options. Try to resist answering for them or imposing your expectations, or what you would like them to do. Here are some scenarios you could talk through together (See below).



SCENARIO	WHAT ARE MY VALUES? WHAT MATTERS TO ME?	WHAT ARE MY CHOICES?	WHAT MIGHT BE THE CONSEQUENCE OF THOSE CHOICES?	WHO COULD HELP ME?
Your friendship group has been repeatedly laughing at a boy on your journey to school and some of the group have posted comments about him online.				
You have been bullied by another young person for some time now and someone suggests you should carry a weapon to protect yourself.				
You have formed a relationship with someone online. They have asked you to send photos and videos of yourself, but you do not feel comfortable about it.				
You are not enjoying your time at school and have been coming up with reasons not to go in. This is upsetting your Mum.				
You have noticed that this girl is always on her own at lunchtime. The other people in your group think she is strange, but you want to help.				



EARLY INTERVENTION



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SOURCES OF ADVICE AND SUPPORT

FOR PARENTS AND CARERS



kidscape

Help With Bullying

Kidscape provides advice and support for parents and carers concerned about bullying. Information is available through the Kidscape website and social media channels, through the Kidscape Parent Advice Line, and regular peer to peer support groups. Parents also can attend workshops to help them support their children through their school journey. For more details visit www.kidscape.org.uk

- Family Lives www.familylives.org.uk
- Parent Zone (digital family life) www.parentzone.org.uk/home
- Red Balloon Learner Centres www.redballoonlearner.org
- YoungMinds (for support with mental health) www.youngminds.org.uk
- Papyrus UK (suicide prevention support) www.papyrus-uk.org
- Report Harmful Content (for cyberbullying and online harms) www.reportharmfulcontent.com
- Childnet International (for cyberbullying and online harms) www.childnet.com
- Internet Matters (for cyberbullying and online harms) www.internetmatters.org/issues/cyberbullying/

ANTI-BULLYING ALLIANCE: PARENT AND CARER ONLINE TOOL



ANTI-BULLYING ALLIANCE

ABA has developed an online anti-bullying information tool for parents and carers. The tool will help parents and carers who are:

- Concerned that their child may be vulnerable to bullying at school
- Worried that their child might be getting bullied
- Aware that their son or daughter is being bullied
- Just wanting to learn more www.anti-bullyingalliance.org.uk/parenttool

FOR CHILDREN AND YOUNG PEOPLE

- Anti-Bullying Pro www.anti-bullyingpro.com
- Childline www.childline.org.uk
- The Mix www.themix.org.uk
- Report harmful Content (for 13+ concerned about cyberbullying and online harms) www.reportharmfulcontent.com
- Childnet International (for cyberbullying and online harms) www.childnet.com
- YoungMinds (for mental health) www.youngminds.org.uk
- Papyrus UK (suicide prevention support) www.papyrus-uk.org



ANTI-BULLYING CENTRE



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World Cup Day

Monday 21 November



World Cup Day Monday 21st November

Stadium Menu

Grab & Play Halal Hot Dog
Vegetarian Hot Dog
Crispy Onion
French Mustard
Pizza & Chips
Champions Burgers
Halal Beef or Veggie
A classic Coleslaw
Round Ball Wedges
Chocolate Chip
Cookies
Ice Cold Slush



Aspens



2022



Noodle Bar

Date - 29/11/2022

Slurp your way
to 5 a day with
our brand new
Noodle Bar

Aspens
aspens





Noodle Bar

Menu

Choose your Noodle:

Egg Noodle

Or

Special Fried Rice

Choose your Protein

Chinese Chicken

Or

Kung Po Chicken Style

Choose your Side

Prawn Crackers

Sweet Chilli Broccoli

Asian Cucumber Salad

Kimchi

Homemade Lychee Iced Tea

Aspens
SINCE 1988





Noodle Bar

Meal Deal

Noodle Pot

With

1 Side or Water

£2.45

Aspens



SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From the continuing impact of COVID-19 to the war in Ukraine, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

FIND OUT WHAT YOUR CHILD KNOWS

There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they have seen.

RIGHT TIME, RIGHT PLACE

Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.

KEEP IT AGE APPROPRIATE

With younger children, try and keep the conversation more general and avoid leading questions and complex detail. You can go slightly deeper into the specifics with young teenagers but keep monitoring their emotional response. With older teens, you can be more open about the realities and consequences of what is happening – but again, do stay aware of their emotional state.

EMPHASISE HOPE

Upsetting content can make us feel angry, scared. Upsetting content can make anyone feel angry, scared, sad or overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.

MONITOR REACTIONS

All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgmental space and try to stay mindful of how they might be feeling.

CONSIDER YOUR EMOTIONS

It's not only young people who find upsetting news difficult to process: adults also have to deal with strong emotions in moments of stress. Children develop coping strategies by mirroring those around them, so staying on top of how you appear to be regulating your emotion on the outside is important for supporting your child through worrying times.

SET LIMITS

Managing screentime and content can be difficult at the best of times, but especially in unusual or stressful periods (at the start of the pandemic, for example). It's virtually impossible to keep children away from upsetting content completely, but it's important to try and at least limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screentime limits.

TAKE THINGS SLOWLY

Try not to overwhelm your child with information all at once. Instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.

ENCOURAGE QUESTIONS

Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.

FIND A BALANCE

There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and risking becoming overwhelmed by bad news.

BUILD RESILIENCE

News has never been more accessible. While our instinct may be to shield children from upsetting stories, it's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.

IDENTIFY HELP

It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of who their trusted adults are. It is essential that children understand that they're not alone, and that help is available if and when they need it.

Meet Our Expert

Cayley Jorgensen is the director of FaceUp South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. FaceUp helps give a voice to bystanders by encouraging them to speak up and get the help they not only want but need.



National Online Safety

#WakeUpWednesday

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