

# Newsletter



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## Headmaster's Welcome

The twinkles of the lights I mentioned in last week's newsletter have evolved into a festive Phoenix, courtesy of the Lower School Art Club, and the Phab Christmas party, with a visit from a certain festive celebrity causing much excitement among our guests, and no lesser excitement among some of the pupils hosting them too! I also thoroughly enjoyed watching the pre-prep nativity show 'A little bird told me' in the PAA - seeing the confidence and joy of some of our youngest pupils who remembered their lines, songs and dances - even under the bright lights of such a big stage - was a heartwarming experience. It unquestionably cemented the feeling that preparation for Christmas is certainly now well underway.

Certainly less cheerful, but with a power and impact that would be hard to match, I was awestruck by the performances of our Fifth Year pupils in The Diary of Anne Frank. Mature and sensitive portrayals of those around Anne, who lived for months on end in a secret attic, saw the humanity of their experiences expertly conveyed. It was difficult to watch, too, given the horror of the situation, but I was deeply impressed with our pupils and am grateful to them for such a powerful performance.

It is terrific to see that the Yarm Apprentice continues to have an impact - in this case with the winning recipe idea now being sold at Hobo's on the high street. The students are put through their creative, business and marketing paces in each task, and are clearly gaining skills and experience that will be relevant in all walks of life. They move on to the brutally honest 'customers' (pupils) at the prep school next - good luck! Talking of making a difference, the new focus of our Whole School Giving Week (6-10 December) is explained within, and I am grateful in advance to our pupils for taking this initiative seriously.

The newsletter contains much more to inform and entertain, from the CCF's recent activities, news of engagement with big geopolitical issues in Politics Society, Former Pupils supporting our pupils, History dinner, mock interview news and more fantastic news in sport including Paddy's football achievement and boys hockey success, to which can be added - hot off the press - the success of the U12 netballers who are now through to the last 8 in the National competition and more regional hockey success for the girls too - well done to all!

Dr Huw Williams

## Former pupil returns to discuss life in the Royal Marines

This week the Careers Department welcomed back to school Patrick 'Paddy' Hebblethwaite. We were delighted to hear from Paddy, who reached out having seen details of other Careers-related visitors on the school Facebook site. For the past five years Paddy has been with the Royal Marines and met with a group of pupils, including members of the school CCF in order to share his experiences and answer their questions.

In that period of time Paddy has undergone the initial intense training and selection process and is now based down in Dorset. He has travelled extensively in his career to date, and his calendar moving forward, focused on various training exercises, was equally global. He discussed the diverse set of skills and training programmes he has undergone as a Marine, and conveyed a huge sense of pride and sense of purpose for his role, as well as admiration and loyalty to those he serves alongside.

Questions ranged from ones addressing how Paddy chose the Royal Marines over other sections of the forces, issues over skill sets amongst Marines, the variety of operational matters, as well as skills and attributes gained whilst in the Marines. Paddy was then able to stay on after the talk to speak directly to a Sixth Former who currently has the specific intention of joining the Royal Marines, albeit after university.

I am enormously appreciative of the time and effort Paddy made to visit us. It was a pleasure to welcome him back and to see a former student so well placed, so well focused, and so meaningfully engaged in his career. We wish him all the very best for the future.



Mr S Edwards

## Fifth Year Play Review: The Diary of Anne Frank

A group of our Fifth Year students embarked upon a huge challenge back in October. With only 6 weeks of rehearsals, they were attempting to perform a well known story; the story of Anne Frank and her family. To say they achieved it would be an understatement, they absolutely smashed it!! The number of lines learnt, first of all, was a feat in itself. What was impressive was the camaraderie and the way the



cast helped and looked after each other. They sourced most of the props themselves and took real ownership over the play. Six weeks is no time at all to put together a full-length play, and this was a tricky play. The set was simple, the staging was static (by its nature) as it is set in an attic; there is nowhere to hide, the acting has to be good, and it was!

All the performers did a brilliant job, as even if they were not delivering lines, they were onstage most of the time. The activity in the background was brilliant, wherever you looked people were fully engaged and invested in their activities and fully in character. This really helped to set the scene and make the action feel real. People often neglect the supporting roles behind the dialogue, this was certainly not

the case here. That, for me, was the real stand out quality in this play, and huge credit should be given to the cast for their attention to detail and to Miss Iverson for her direction.

I don't think it would be fair to single out individual performances as this was such a strong ensemble piece. Suffice to say, the characters really drove the piece through, provided many moments of comedy and tragic moments.

The story, as most people know, is a sad one, and the play bookends the story of Anne's diary beautifully with a section of action set post war, where Anne's father revisits the attic hideaway. This both sets the scene at the start and sums up the play brilliantly. There is however an overwhelming feeling of joy in the face of adversity, which is strangely uplifting. The play does however leave you feeling emotionally drained by the end of it. For those who missed it...you missed a real treat!

We hope you will join us in February for Beauty and the Beast and a French Play, then in March for the Fourth Year Play and The Theatre Studies Exam Performances

Mr D Brookes





# Senior History Society Banquet at Blackfriars in Newcastle

*If you don't know history, then you don't know anything.  
You are a leaf that doesn't know it is part of a tree'*

Michael Crichton, US author, 1942 - 2008

On Thursday last week forty Presidents of the Yarm School History Society made their way to Newcastle's Blackfriars Banquet Hall. With its origins dating back to 1239 and a long and turbulent history that included a spell as a hostel to accommodate King Henry III, Blackfriars confidently lays claim to being the oldest dining room in the UK!



Over the course of a lengthy banquet we were treated to four key areas of discussion intersected between courses, to help students formulate their own opinions on what constitutes the academic study of History. Firstly, Maddy Jackson read an excerpt from Penelope J Corfield, Professor at Royal Holloway introducing us to the idea that History is a key component of what makes us human.

Next we heard from Tom Howard who read an excerpt from the famous Tudor Historian Diarmaid MacCulloch. MacCulloch discussed 'big men' in History using Ghengis Khan, Margaret Thatcher and Slobodan Milosevic as examples of individuals who had greatly impacted History. This led nicely into a debate among the audience regarding the extent to which the individual has significant impact on Historical events or whether causation can be attributed more to other factors such as cultural, religious or social developments.

Following the main course Tilly Armstrong superbly read an extract from Simon Schama, a Historian who takes great joy in the stories within History and specialises in the French Revolution. We then debated how far History should be a leisure activity rather than the pursuit of fact, and the idea that History is too great to know everything. Mr Newman, a scientist, struggled with the idea that we can never know the exact reality of what caused things such as the First World War.

Finally, our academic discussion ended with Raph McNicholas. Raph read from Herodotus, the 'first historian'. The reading demonstrated the long History of History itself. We heard about different groups and their different anthropological components. We were then able to nicely round off events by debating the future of History as an academic subject and why it is important to keep the past alive through research and debate.

Overall a brilliant evening, one which we will seek to replicate and perhaps make an annual fixture. Thank you to Mr Edwards for putting the extracts together. Thank you to our readers for speaking with confidence and thank you to all presidents of the Yarm School History Society for their enthusiasm and open minds in debate and discussion.

Mr T Taylor

Some reviews of the evening from our Presidents:

Archie Baker James:

*'The History Society Dinner provided an evening containing both entertainment as well as stimulating academic discussion about the ideas of history. I particularly enjoyed when the central discussion broke down into a more intimate setting with those around you on the table.'*

Oliver Johnson:

*'Good food, good conversation, good company, and a truly intellectual atmosphere.'*

Shilpi Nanda:

*'The History Society Dinner was a delightful experience full of delicious food and thought-provoking intellectual discussion.'*

Tom Crack:

*'The History Society dinner provided a perfect opportunity, post-covid, to engage in historical conversations with our fellow history enthusiasts. It allowed an intellectual crossover across the year groups.'*

Tarrun Sandhu:

*'I enjoyed the history dinner as not only was the evening pleasant for private discussions with an intellectual atmosphere, but the wider questions posed by Mr Edwards provoked interesting conversations on the themes of history as subject.'*

Maddy Jackson:

*'A Great opportunity to be surrounded by all the history students listening to one another's perspective on the subject; as well as it being a nice chance to meet pupils in the year below.'*





# NEWS

## Ever considered a career in Optometry?

**Specsavers**

the significant advantages of the profession is the potential to combine a medical career with one grounded in running a business. Franchises such as those of Specsavers allow significant autonomy in the structuring and management of the business side of matters.

On Monday we will be hosting a live remote event at school. The event starting at 12:30 in the Friarage Theatre will be run by Lucy Knock, the Specsavers Early Careers Manager.

There will be a hands-on element to the session whereby students will be able to download the free vision simulation app 'Via Opta Sim'.

Anyone in from the Fourth Year to the Upper Sixth is warmly invited to this event, even if only a little curious to learn of some of the career options available.

Mr S Edwards

All too often overlooked by students interested in careers within the health professions, there are significant opportunities within optometry. For some one of

## A Festive Phoenix from our Christmas Creatives

The Lower School Art Club have produced this amazing, festive Phoenix for the front of the Friarage. Go and have a look for some Christmas Cheer!

Jessica Jenyns, Artist in Residence



## Hobo adds Winning Dish to High Street Menu

The winning Yarm Apprentices from Task One were delighted to taste test their new menu item as it has been added to Hobo's Winter Warmers Menu.

The sandwich and soup combo proposed by the teams, and effectively pitched in October to Hobo's owner Lucy, is now available to buy. Project Manager Belle was delighted to see the results of her team's effective market research come to fruition.

Thanks to Hobo for giving our students such great real life experience and supporting the incredibly popular Yarm Apprentice competition - celebrating its 10th year this year!

Miss C E Rhodes



Looking for gift inspiration?

**BUY OUR  
CHARITY  
CALENDAR!**



A stunning picture  
each month by a  
Yarm School pupil

All proceeds to the South Cleveland Heart Fund

Organised by Olivia Davies, Upper Sixth

**Calendars £10 each from  
Senior School reception**

(volume discount available)





## Yarm Apprentice: ABC easy as 123?

Time for Task 3...

The two teams have been on location (across the road) this week for the setting of their latest task. With a new Lord Sugar, in the guise of Mrs Speight, the Yarm Apprentices, Project Managed by Poppy and Eizad, have been given the daunting challenge of developing an EYFS Maths game for pupils at the Pre-Prep. The game must be interactive and kinesthetic and will be prototyped and pitched in the Boardroom on Tuesday 25th January 2022.

Miss C E Rhodes

## Giving Week: 6th - 10th Dec

We are delighted to be holding our first whole-school Charity Week - 'Giving Week' - in the penultimate week of term, Monday 6th to Friday 10th December.

The 'Giving Week' intends to be an opportunity for pupils to consider the impact that material objects have on people's lives and how donating unneeded things to those less fortunate than themselves can make a big positive difference. This is particularly pertinent in the lead up to the festive period when many forms of advertising are targeted in a materialistic way at "having more".

Pupils will be asked to bring in specific items into School to donate over the course of the week. Each House has a different focus, as detailed below, in order to cover the range of items that are often difficult for people to afford themselves.

It is hoped that every pupil and student at the School can contribute in some way to the Giving Week, rounded off by Christmas Jumper Day on the final day (Friday, 10th December), which will also raise money for the House charities.

Dr T Craig

## Former Student Inspires with GSK Careers Discussion

This week our Working Lunch speaker was former pupil Ben Bradley (Class of 2012) who spoke about his life after Yarm and inspired the large audience of Lower and Upper Sixth Economics and Business students. Ben described how he had gone to Northumbria University to study Business Leadership and Corporate Management, a degree which incorporated 2 years of industrial placements. He explained that, whilst it was very intense, it allowed him to gain practical real world experience to enhance his employability.



One of his placement years was at GSK and, after successfully gaining his first post as a supply manager, he has been promoted 5 times in 7 years gaining increased responsibilities with each new role. He feels that this is an exciting time for GSK because they are in the middle of separating into 2 companies, Pharma and Consumer. The new pharma company is focusing on what's described as "speciality" medicine and Biopharms. His current role is the Strategic Execution Lead for the Specialty business, meaning that he must analyse the current portfolio of drugs, the new products being developed and any acquisitions, to then determine where and how these drugs will be manufactured to meet the patients' needs.

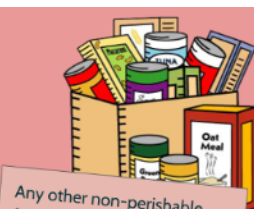
It was evident how much Ben enjoys his role and how enthused he is by corporate life. He willingly answered a multitude of questions and gave a lot of super careers advice and suggestions to the students present. We are really grateful to Ben for giving up his time so willingly.

Miss C E Rhodes

### AIDAN HOUSE - FOOD

Each tutor group will be challenged to complete a list of a variety of food items which will be a selection of:

- ★ Canned/jarred goods including:
  - Vegetables
  - Fruit
  - Custard
  - Pulses
  - Soup
  - Meat and fish
- ★ Dried pasta
- ★ Cereal
- ★ Biscuits/crackers
- ★ Rice/couscous
- ★ Tea/coffee/hot chocolate
- ★ Christmas pudding



Any other non-perishable food items are also welcome:

- ★ UHT milk
- ★ UHT fruit juice
- ★ Sauces
- ★ Tinned tomatoes
- ★ Sweets

### BEDE HOUSE - TOILETRIES

These should be any new and unopened toiletries such as:

- ★ Deodorant
- ★ Shampoo/conditioner
- ★ Toothpaste and toothbrushes
- ★ Sanitary products
- ★ Soap



### GIVING WEEK

6th-10th DECEMBER

### CUTHBERT HOUSE - TOYS AND ELECTRONICS

These should be new and unwrapped toys with a label indicating intended age. For example:

- ★ Bath toys
- ★ Colouring sets
- ★ Craft kits
- ★ Football
- ★ Lego

OR

Used electrical goods, both working and not working to be given to those in need or recycled.

NB. All e-waste is subject to full 3 tier data erasing to Government Standards.



### OSWALD HOUSE - CLOTHES

This should be new or unwanted, clean clothing in good condition (not underwear).

For example:

- ★ Shirts/blouses/t-shirts.
- ★ Trousers/skirts
- ★ Warm winter clothing.
- ★ Baby/children's clothes that no longer fit.



## Artists' Corner

This week's submission is from Magnus Garshol-Roy:



The details are gorgeous and Magnus has created some really lovely tones in this graphite portrait. It's beautiful! Well done Magnus.

Jessica Jenyns, Visiting Artist

## University Applicants: Virtual Open Days

Given the restrictions and limitations many universities are operating under, often with a blended approach of in person seminars and 'remote' lectures, the vast majority of them have elected to go entirely virtually for this season's open days. At last count only five Russell Group universities were offering in-person open day events. The autumn term is a popular period for prospective students and their parents to make insightful visits to the university sites, timely given the fact that the vast majority of students make their applications in the autumn term. Some universities, such as Bristol and Manchester, are permitting on site visits to allow prospective students to have a look around, and this can be a valuable part of getting a feel for a new town and campus. But the invitation does not regrettably extend to looking at accommodation offerings. Most universities are offering varieties of remote events to provide the necessary insight into their offerings. Students wishing to explore universities, be they current applicants in Upper Sixth or prospective applicants in other year groups, should look at the university webpages of individual universities to see what is currently being offered.

Mr S Edwards

## The Effect of Climate Change on the Economy

After several weeks of our numbers being swelled by keen students from outside the department, the Econ & Bus Soc were delighted this week to have a presentation which saw speakers from Geography and Economics come together (Maddie Lane in the room and Emily Carter on Google Meet) to examine the effect of climate change on the economy.

In a thought provoking and fascinating session, Maddie and Emily considered the plausible solutions to climate change and discussed what economic impact they might have. They pondered whether COP26 negotiations have really helped, whilst asking whether we really create a sustainable and 'green' economy?

The audience were intrigued to explore the economic, geographical and political aspects of this complex issue facing the modern world and I am really grateful to Maddie and Emily for their thorough preparation and confident presentation.



Next week, it is the turn of Society Chairs Owen and Lily to lead a session, whilst many of the Lower Sixth will be working hard to sell their Yarm Apprentice Christmas stock from the Dovecote.

Miss C E Rhodes

## Mock Interview Programme Concludes

This week saw the conclusion of the School's Upper Sixth mock interview process. The Careers Department offers an opportunity for every member of the Upper Sixth to have an individual bespoke interview in the field of their intended post-18 direction. This can be to university or conservatoire course, to drama or art school, in the direction of a form of apprenticeship or to the world of employment.

They are designed to allow the students to concentrate their thoughts on their future direction, as well as to provide essential exposure to and experience of a formal interview. Whilst many university courses, for example, would not interview as part of their application process, interviews will form a part of students' experience at some point in their study, training and employment pathways. It may be for the likes of a summer internship, or a part time job at university, but we feel it is a vital part of their life beyond Yarm School.

The interviews at Yarm were conducted by a group of staff many of whom have considerable experience in interviewing. The interviewers were supported in their role by the submission of interview questions tailored to



subject areas provided by external professionals.

A huge debt of gratitude is owed to Miss Rhodes for her design and orchestration of the process that has been running for all of this half term. To give you a sense of the breath and scale of the programme the following statistics should be illuminating.

**Number of students interviewed - 91**

**Number of interviewers - 28**

**Number of different courses/directions - 34**

We very much hope that the students felt supported by the process and that it will have proved beneficial for their future.

Mr S Edwards

## The CCF meets the Yorkshire Warriors



On Monday 29th December the CCF received an engagement team from Quebec Company of the Fourth Battalion the Yorkshire Regiment known as the 'Yorkshire Warriors'. The 4th Battalion the Yorkshire Regiment is part of the British Army's reserve capability, meaning they are made up of men and women who have full time jobs and also have a part time role within the Army. They have company locations across Teesside and Yorkshire and conduct their training on Tuesday evenings and weekends. The Company is mainly an infantry regiment but also employs men and women as medics, paramedics, clerks and chefs.

The aim of the evening was to give cadets a greater insight into what life in the Army Reserve is like, not as a recruitment opportunity for the Yorkshire Regiment. Cadets were given information to help them make an informed decision should they wish to consider joining the Army Reserve in the future. Additionally the engagement team talked about the multitude of different skills that came from working within the Army Reserve including leadership, teamwork, communication and discipline.

The cadets heard about recent training opportunities and exercises that the Yorkshire Warriors have taken part in. These included multi-national deployments in Lithuania and Slovenia alongside NATO allies. As well as training exercises in Canada and Kenya. Over the last ten years the Yorkshire Warriors have deployed operationally to Iraq, Afghanistan, Uganda and Tunisia. Additionally the Yorkshire Warriors deployed as part of Operation Rescript in response to the Covid 19 Pandemic, this operation constitutes the largest ever homeland military operation in peace time by the Ministry of Defence. Their role during Operation Rescript was to lead the government's response in testing and vaccinating to help bring the virus under control. Over the next 12 months there are exciting opportunities for the reservists to deploy to Kenya and Oman.

The cadets had the opportunity to ask questions about the role of both the Yorkshire Regiment itself and the wider Reserve Army. Cadets posed interesting questions regarding the commitment and the way in which being a reservist works alongside having a full time job. In response cadets were told about the Armed Forces Covenant which a growing number of employers have

signed up to support those working in the reserves alongside holding a traditional full time job.

Overall it was a really good engagement event experience and the cadets gained a valuable insight into what life was like within the reserve forces.

Captain Taylor



## Puzzling over a 10,000 piece jigsaw: Post-war Iraq and the role of Isis

It is a testament to the intellectual curiosity of many Yarm School students that over forty students, mostly Sixth Form, gathered on Friday lunchtime to wrestle over the enormous complexities of the politics and identity of post-war Iraq. There has been a growing interest among students for a better understanding of global politics in general, with the number of students choosing to read International Relations at university. This was certainly an area of focus that galvanised interest.

Dr Eriksson, lecturer in Politics and Tutor for Admissions at the University of York, had just recently returned from Iraq where he had been participating in a conference focused on the rebuilding of civil society and the mechanisms and architecture required for a peaceful transition to a higher functioning, coherent and peaceful state and society.



The challenges of Iraq are immense; from the fallout and recrimination from the years of Saddam's Hussein's dictatorship, to the impact of the Iraq War and the collapse of civic order and descent into sectarian violence in the aftermath. Add to this the spread of Isis, filling the power vacuum of those years, with nearly all chapters exploiting rather than harmonising sectarian divides, and you have a territory where the weight of history is palpable.

Notes of optimism were suggested in the recent demonstrations, where Sunnis, Shias and Kurd, as well as other minority groups, have protested together, for security and for essential services. It is hoped that this could see the emergence of a more uniting civic nationalism and in that way for the country to move forward in all of its splendid but so troubled diversity. Dr Eriksson was eloquent, skilful and concentrated in his ability to convey immense complexity, and certainly left us with a clear sense of the considerable challenges facing Iraq in the future.

Mr S Edwards

# SPORT

## Paddy Selected for North East Football Squad

Congratulations to Second Year pupil Paddy Key who plays football on a Saturday in the Junior Premier League, which is a league that operates nationwide. Paddy has been selected to represent the North of England Junior Premier League representative team.

The first training camp is scheduled for 22nd December and fixtures will follow next year with an end of season tour in June/July. We wish him luck and look forward to reading about future match/tournament reports.

Well done Paddy!

Mr G Ferguson



## All Three Age Groups Qualify for North East Indoor Hockey Final

Our U14, 16 and 18 boys indoor hockey teams will all contest the North East Indoor Finals when they travel to Bradford on the 9th December. The Under 14 team will be competing for the title of North East Indoor Champions following on from their North title at Under 12 level (Pre-Covid). The Under 16 and 18 teams will be aiming to win the final to gain a place at the National Finals to be held in January. All three teams have beaten local opposition to make the finals day and are a testament to the great strength in depth of the sport at Yarm School. Good luck to all!

Mr G Ferguson

## YARM SCHOOL RUGBY TEAM OF THE WEEK

22nd - 28th November



## YARM SCHOOL TEAM OF THE WEEK

22nd - 28th November





# What Parents & Carers Need to Know about AGE-INAPPROPRIATE CONTENT

"Inappropriate" means different things to different people. What's acceptable for one age group, for example, may be unsuitable for a slightly younger audience. Online, young people can chance upon inappropriate content in various ways – from pop-up ads to TikTok videos. The increasingly young age at which children become active in the digital world heightens the risk of them innocently running into something that they find upsetting or frightening. Trusted adults need to be able to help children be aware of what to do if they're exposed to age-inappropriate content.

**WHERE IS IT FOUND?**

## SOCIAL MEDIA

Age-inappropriate content is easily accessible through many social media platforms. TikTok, for instance, is hugely popular with young people but is arguably best known for clips featuring sexualised dancing or profanity. Some social media users also express hate speech or promote eating disorders and self-harm, which could cause lasting damage to a child's emotional and mental health.

## GAMING

Gaming is an enjoyable source of entertainment, but many popular titles can expose children to inappropriate material such as violence, horror, gambling or sexually explicit content. Playing games unsuitable for their age risks normalising to children what they are seeing. Some games also include in-game chat, where other (usually older) online players often use language that you probably wouldn't want your child to hear or repeat.

## STREAMING

The range of video streaming services available online means that users can find almost anything they want to watch on demand. Children are therefore at risk of viewing TV shows and movies which contain nudity, drug and alcohol abuse, explicit language and extreme violence. Unfortunately, these streaming platforms can't always determine that it's not an adult who's watching.

## ADVERTS

Online adverts frequently include age-inappropriate content: usually gambling and nudity or partial nudity, although adverts for alcohol or e-cigarettes are also common. Some search engines also feature adverts that are responsive to your search history: so if you've recently looked up a new horror movie, shopped for lingerie or ordered alcohol online, then the ads appearing on screen could reflect this the next time your child borrows your device.

## Advice for Parents & Carers

### TALK IT THROUGH

Embarrassment or fear of getting into trouble can make it difficult for children to talk openly about age-inappropriate content they've watched. Remind your child they can always come to you if they're troubled by something they've seen online, without worrying about consequences. Before offering advice, discuss what they saw, how they felt and how they came to find the content in question.

### CONNECT, DON'T CORRECT

If your child's been particularly distressed by exposure to content that wasn't suitable for their age, it's important to offer guidance to prevent them from repeating the same mistake – but it's equally vital to help them deal with the emotions that the situation has raised. You could tell them about any similar experiences you might have had at their age, and how you dealt with it.

### BLOCK, REPORT, CONTROL

After discussing the problem, you and your child can take action together. This could include blocking any inappropriate sites and reporting any content which violates a platform's rules. To further safeguard your child online, set up parental controls on internet-enabled devices that they use. This will significantly reduce the chances of your child being exposed to age-inappropriate content in future.

### GET SPECIALIST HELP

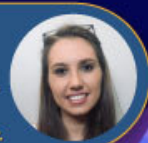
Age-inappropriate content can potentially have a negative impact on a child's mental health, which is sometimes displayed through changes in their behaviour. If the problem becomes more severe, you might consider reaching out to a mental health professional or an expert in this field who can provide you and your child with the proper support.

### STAY CALM

Even though it is obviously difficult to stay rational in a situation where your child has been put at risk, it's essential to think before you react. Your child may well have hesitated to open up to you about watching inappropriate content for fear of the consequences, so being calm and supportive will reinforce the notion that it would be easy to talk to you about similar issues in the future.

### Meet Our Expert

Cayley Jorgensen is a Registered Counsellor with The Health Professions Council of South Africa, and she runs a private practice offering counselling to children, teenagers and families. Her main focus is creating awareness and educating the community on the mental health pressures of today's world, as well as resources and techniques to understand and cope better.



**NOS** National Online Safety®  
#WakeUpWednesday

Sources: <https://www.education.gov.uk/documents/about/program/bullying/online-inappropriate-content.pdf> | <https://www.nos.gov.uk/education/training-professionals/professional-learning-program/teachers/inappropriate-content-fact-sheet/> | <https://www.reading.gov.uk/wp-content/uploads/2020/04/childrens-media-view-year7.pdf>



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