

## Message from the Chair of Governors



My governor colleagues and I have been delighted and heartened to hear how Bolder students, staff and parents continue to work together in successfully meeting

the challenges the lockdown is presenting for all schools.

So far this term our students have been exceptional in achieving 97% participation in remote learning and in completing their online assessments providing teachers with a clear idea of their next steps in teaching. Year 9 students have actively engaged in the options process. We know that this would not have been achieved without the encouragement and support of parents and carers, for which we are most appreciative; we know the pressures many of you are under balancing home working and supporting your child's learning.

Our staff continue to demonstrate their passion and commitment, doing everything they can to ensure our students continue to receive the very best education. As well as finding ways of dealing with so much time spent in front of a screen, they are now starting to pack for the first part of the move to the new building.

I was really pleased to join some of you at the recent *Mental Health & Well-Being* online event for parents/carers. It was good to hear about the range of support Bolder offers and the external support options available. The practical strategies suggested for responding to children's anxieties were very opportune; I would have really appreciated them when my own children were teenagers! I hope the session is run again and would urge you not to miss it.

Finally, we were incredibly pleased to be able to take the decision to bring

forward to June the move to the new building. This is a hugely exciting prospect to look forward to – something we all need just at the moment.

**Andrew Dodge**

**Governing Board Chair**

## Student Survey Results

It was great that so many of our students responded to the survey about returning to school. It has really helped us with our planning.

The findings of the survey are as follows:

### What the students are looking forward to most

- Seeing their friends again
- Seeing their teachers again
- The new school building
- Exercise / being able to move around
- Being in an environment for learning / studying

### What the students are not looking forward to...

- Seeing / being around other people
- Homework (amount and frequency)
- Concerns around Covid and the safety of themselves / their families as they will be mixing with other students
- Getting up earlier
- Having to 'catch up' with work and things they do not understand

### What students found worked well before the lock down to keep themselves safe...

- Hand sanitising
- Coming into school wearing PE kit
- Having reminders on the walls about good hygiene

### There were some really lovely comments such as...

*I am really thankful for all the teachers help during lockdown and I think that they are really coping well with this. I am looking forward to come back a lot!*

**Heidi Swidenbank**

## Academy Timings - September 2021

As we plan our move to the new building and our timetable for next September when we will be starting of our GCSEs for the first time, the timings of the Academy days will be as follows. We will continue to offer an extended day to all students Monday through to Thursday to enable everyone to take part in extracurricular activities. All year groups with the exception of students in year 10 will be able to leave early on Friday. Those students who are in year 10 and have not opted for PE GCSE or other qualification will stay until 3.15pm on Fridays.

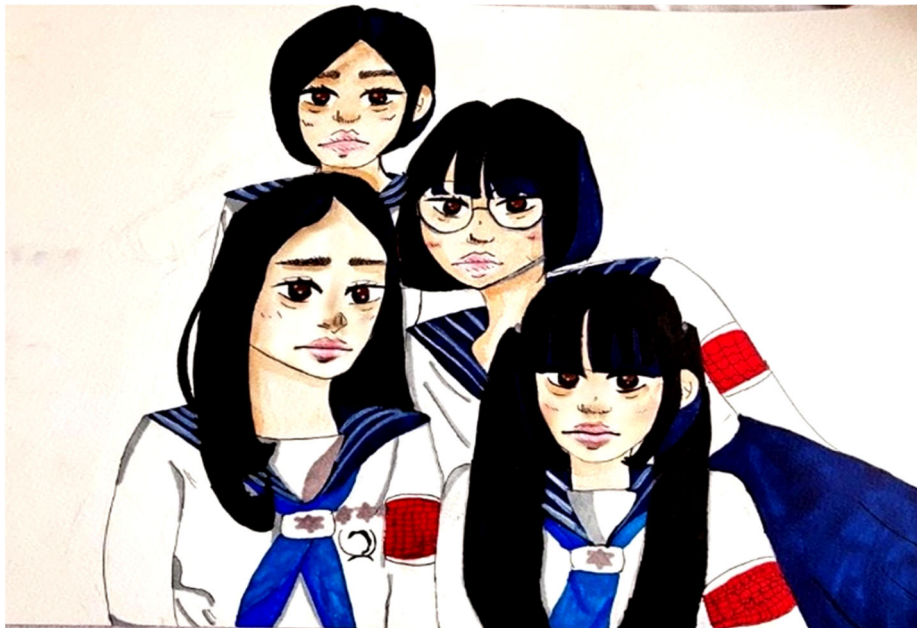
### Timings of the Day - Mon—Thurs

Time	Activity
8.15	Academy gates open
8.45 – 9.15	Personal Development
9.15 – 10.10	Lesson 1
10.10 – 11.05	Lesson 2
11.05 – 11.25	Break
11.25 – 12.20	Lesson 3
12.20 – 1.15	Lesson 4 or lunch for years 7 and 8
1.15 – 2.10	Lesson 4 or lunch for years 9 and 10
2.10 – 3.05	Lesson 5
3.05 – 4.00	Lesson 6

### Timings of the Day - Friday

Time	Activity
8.15	Academy gates open
8.45 – 9.15	Personal Development
9.15 – 10.10	Lesson 1
10.10 – 11.05	Lesson 2
11.05 – 11.25	Break
11.25 – 12.20	Lesson 3
12.20 – 1.15	Lesson 4
1.15 – 1.45	Lunch available
1.45 – 3.15	Core PE for Year 10

## Winners of Culture and Society House Competition



**First Prize**  
**Hanna 9C - £20 Amazon Voucher**

Thank you to everyone that submitted an entry for the Culture and Society competition. The task was to design a poster/ speech/ poem/ video on who inspires you to be a better person and why. It was such a difficult decision as there were so many amazing entries. Well done for being brave and strong and for all your efforts:

The girls I've chosen to draw are from a Japanese idol group called 'Atarashii gakko!' The reason I chose them is because their music, choreography and way of thinking are completely different than most of Japan.

In Japan, unfortunately, to become an idol, especially as a girl, you have to comply to multiple rules, such as no dating or drinking alcohol. But another rule that comes with this, is that the girl idols have to be seen as cutesy, so they have to look appealing to a man's eyes, which results in the topic of songs sang there ending up being about a breakup or romance. However, Atarashii Gakko! break free from this standard, their choreography consisting of very upbeat moves, such as in here <https://www.youtube.com/watch?v=GTjviAZHbl4>. This song talks about a relationship between a teacher and a student, which of course is illegal however lots of men fetishize it, so

they talk about how harmful it is.

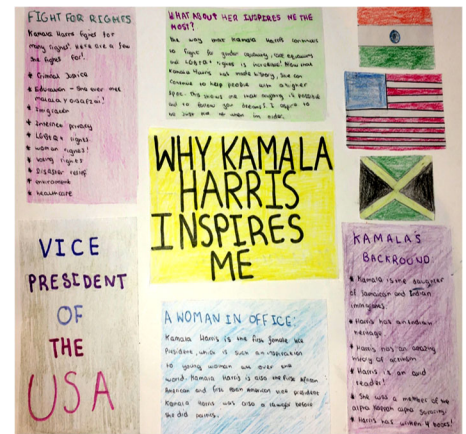
They are my role models because they don't try and be like the rest. They act like themselves, even if it means they aren't popular. They are who I aspire to be.

I also love how their outfits have a long skirt, because once again the men fetishize schoolgirls, especially in anime, making them have the shortest skirt ever and really tight clothes. Not that wearing that is a bad thing, it's just when men create their own little character with that uniform just creeps me out.

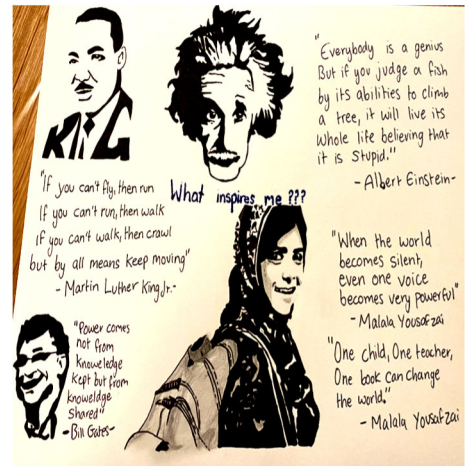
**Hanna 9C**



**Second place**  
**Nabiha 9B - £10 Amazon Voucher**



**Third place**  
**Karishma, 8D - £5 Amazon Voucher**



**Runner up**  
**Sabrina, 7A - £5 Amazon Voucher**

Thank you to all of these students for entering the competition. You have all received 5 house points!

Xois A	Daanya S
Duru A	Alice N
Shanaiyah	Liam D
Ryan H	Hanna B
Aimee M	Adnaan A
Victoria G	Bianca C
Heywan M	Tayla D
Evelina C	Arshia L
Chelsea A	Bhagya T
Talha A	Dhruti C
Tameem P	Ella A
Naima K	Kathreya S
Haya S	

Remember, keep an eye out for the other competitions and get your entries in!

**Miss Randall**



## Progress of the New Build

Our fabulous new school is tantalisingly close to being completed. Enjoy these photos!



## Timetabling and Curriculum September 2021

As you know we are always looking to the future and ensuring the very best learning for all of our students. Next year our students will follow a curriculum which will offer the following. We believe that this will support their future studies with us as we develop and grow our sixth form and also enable them to study at university or take up high quality apprenticeship.

### Year 7

Subject	Periods per Week
Maths	4
English	4
MFL (Either French or Spanish)	4
Science	3
History	2
Geography	2
PE	2
Culture and Society	1
Computing	1
Technology	1
Being Bold	1
Music	1
Art	1
Drama	1
<b>Total Periods Per Week</b>	<b>28</b>

### Year 8

Subject	Periods per Week
English	5
Maths	4
Science	4
MFL (Either French or Spanish)	2
History	2
Geography	2
PE	2
Culture and Society	1
Computing	1
Technology	1
Being Bold	1
Music	1
Art	1
Drama	1
<b>Total Periods Per Week</b>	<b>28</b>

### Year 9

### Year 10

Subject	Periods per Week
Maths	5
English	5
Science	4
MFL (Either French or Spanish)	2
History	2
Geography	2
PE	2
Culture and Society	1
Computing	1
Technology	1
Being Bold	1
Music	1
Art	1
Drama	1
<b>Total Periods Per Week</b>	<b>28</b>

### Mr Bones

Harlequins are offering an amazing

Subject	Periods per Week
Maths	5
English	5
Science	5
Remaining periods depend on options taken	
<b>Total Periods Per Week</b>	<b>28</b>

opportunities for students - 'Weekly Workout with Quins' (FREE)



Wednesday evening workouts (zoom) with a guest Harlequins player (starting Weds 24<sup>th</sup> Feb 5:00 - 5:30pm)

If you would like your child to be involved - please click on the link below:

<https://docs.google.com/forms/d/e/1FAIpQLSdbnlFMMf05XsCdHXHOqPznfGNYkF6nJlKeo6d-EppxZM2UEw/viewform>

### Mr Bones

## The Real Junior Bake Off!

Calling all avid bakers! Have you ever dreamt of entering the bake off tent? Well here's your golden opportunity.



Bake Off are looking for applicants aged 9 - 15 to enter. The closing date is Sunday 28th March 2021.



Get baking!

Good luck!

Ms Qureshi





## Responses to the Parent/Carer Survey

Thank you to all of the parents and carers who took the time to complete the survey. As ever, we really value your feedback.

It was just fantastic to hear how positive you feel about the communication as well as read the wonderful comments that many of you made about the staff. I will certainly pass these on and they no doubt will be delighted with these!

In terms of next steps, we have taken on board the three main themes coming out of the survey regarding assessment, too much screen time and time for students to interact on a more informal basis:

**Assessments** – All parents/carers should have received their child's report prior to half term. In addition, please be assured that staff continue to monitor not only student participation in lessons but their engagement and understanding.

At the end of each lesson students complete a quiz which identifies how well they have done in the lesson.

We are in touch with students and parents if we have any concerns.

**Screen Time** – I think for many of us excessive time behind a screen is taking its toll. We have now moved to a model where we will be ensuring that the creative arts and technology subjects ask students to do something practical in nature to support less screen time. Students will need to register at the start of these lessons and then join for the plenary at the end.

**Tutor Time and Social interaction** – We have very much listened to the students as well as our parents and carers about having a point in the week when students can interact in a less formal way. So, we will continue with our Friday morning assemblies and have introduced form time. These are held every morning from 8.45-8.55. For safeguarding reasons, students will need to continue keeping their cameras turned off, however, we hope that

having time with their tutor group and their tutor will give them more opportunities to interact with one another on a more social basis.

Finally, we leave you with some of the wonderful comments sent through in the survey – thank you!

*"Thanks, the lessons seem well pitched, appropriate in length and things like "pupil of the period" boost confidence.. The teachers are still maintaining a supportive relationship with students, who are given chances to talk and share ideas via the chat function and whiteboard on Teams. The P. E challenges have been fun too"*

*"Very good and understanding, enjoyable, supportive as a school and teachers are very helpful if a help needed."*

*"The school is building self confidence in the students. I love the sense of community. Thank you for taking care of my child, especially in these hard times. Thank you for all your efforts and your kindness."*

*"Agility to respond to changing external environment and organising continuity of school learning."*

*"Offers all students equal opportunities to develop. Ensure each child is called once a week to check in on mental wellbeing related to remote schooling. Create the*

*ability for classes to chat to each other informally once per day."*

*"The work@bolder email does not always pass on messages to teachers and receiving multiple phone calls and emails chasing information that has already been sent to the school can be inconvenient and frustrating."*

*Your approach to providing a full online timetable is amazing. General communication is great. I also do this it is good that if my son does not engage with a class this is picked up straight away. I appreciate all you are doing and extend my thanks to all staff as I am sure remote teaching is hard for them too."*

*"More after school opportunities like music instrument, art and drama lessons."*

*"Massive well done to all the staff for all of their hard work, for keeping going during this difficult time and doing the best they possibly can to keep the students happy."*

*"I think the teachers are fantastic in engaging pupils during online learning."*

*"Continuous strong level of teaching despite being online and not in school. Very good motivation and interaction from the teaching staff to the students."*

*"Maintaining good standards and processes in a Global pandemic. The switch to online learning, whilst not ideal, has been done very well. Schools are a bit like large businesses and especially in a crisis you can tell a lot about them from their culture and values and you hold that at the forefront of what you try and do each day—which is excellent."*

**Heidi Swidenbank**



**London Borough  
of Hounslow**



**LEARNHOUNSLOW**

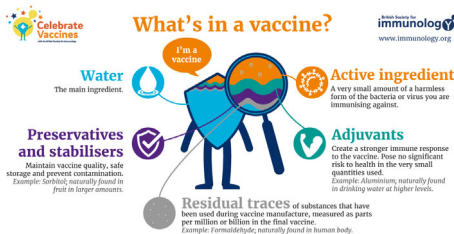
## FREE EASTER FAMILY FUN POTTERY COURSE





**CALL TO ENROL**  
**0208 583 6000**  
**WWW.HACE.AC.UK**

**Saturday 6th March**  
**4 Sessions**  
**10.30am-12pm**  
**Online Course**  
**Age: 5+ Years**



## The Facts about the Covid Vaccine

### The Coronavirus Vaccine

There have been a number of questions related to the effectiveness and safety of the new COVID-19 vaccines. Further details can be found: <https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/>

The coronavirus (COVID-19) vaccine is safe and effective. It gives you the best protection against coronavirus.

### How the COVID-19 vaccine is given

The COVID-19 vaccine is given as an injection into your upper arm. It's given as 2 doses. You will have the 2nd dose 3 to 12 weeks after having the 1st dose.

### How to get the COVID-19 vaccine

You will be contacted by the NHS when you will be eligible for the vaccine.

### How safe is the COVID-19 vaccine?

The vaccines approved for use in the UK have met strict standards of safety, quality and effectiveness set out by the independent Medicines and Healthcare products Regulatory Agency (MHRA).

Any coronavirus vaccine that is approved must go through all the clinical trials and safety checks all other licensed medicines go through. The MHRA follows international standards of safety.

Other vaccines are being developed. They will only be available on the NHS once they have been thoroughly tested to make sure they are safe and effective.

So far, millions of people have been given a COVID-19 vaccine and reports of serious side effects, such as allergic reactions, have been very rare. No long-term complications have been reported.

To find out more about the vaccines approved in the UK, see:

[GOV.UK: Pfizer/BioNTech vaccine for COVID-19 approved by MHRA](https://www.gov.uk/government/news/pfizer-biontech-vaccine-for-covid-19-approved-by-mhra)

[GOV.UK: Oxford/AstraZeneca vaccine for COVID-19 approved by MHRA](https://www.gov.uk/government/news/oxford-astrazeneca-vaccine-for-covid-19-approved-by-mhra)

[GOV.UK: Moderna vaccine for COVID-19 approved by MHRA](https://www.gov.uk/government/news/moderna-vaccine-for-covid-19-approved-by-mhra)

### How effective is the COVID-19 vaccine?

The 1st dose of the COVID-19 vaccine should give you good protection from coronavirus. But you need to have the 2 doses of the vaccine to give you longer lasting protection.

There is a chance you might still get or spread coronavirus even if you have the vaccine.

This means it is important to:

- Continue to follow social distancing guidance
- Continue to wear masks where you are required to do so.

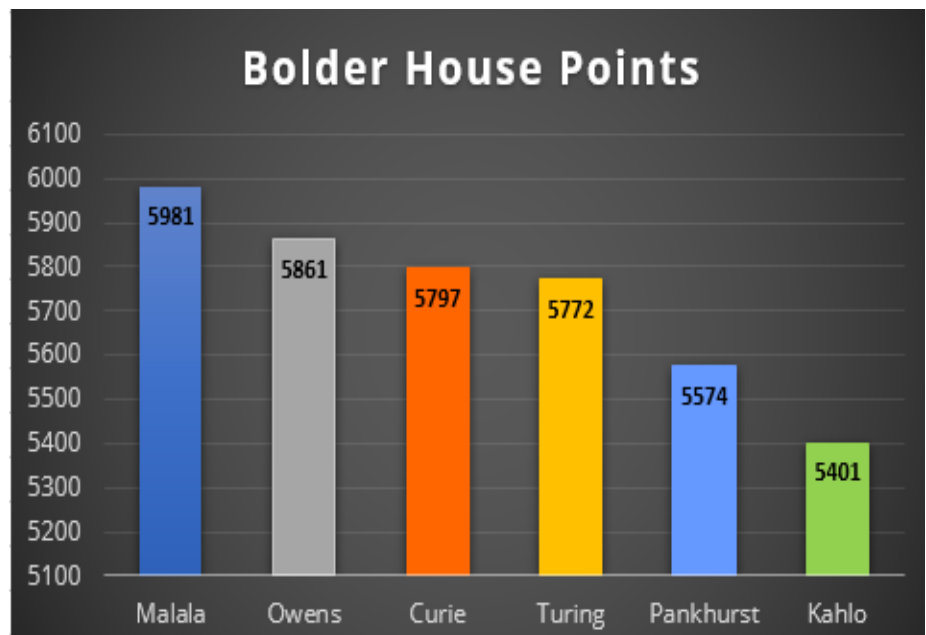
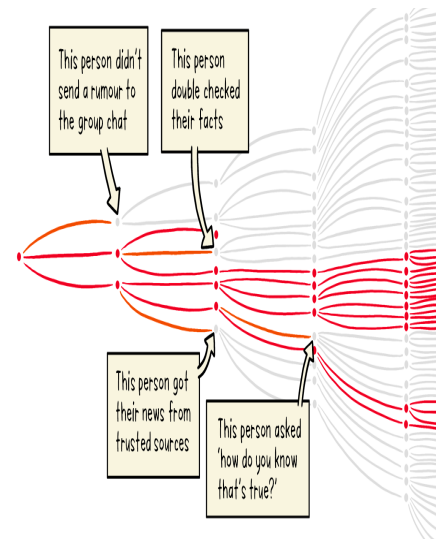
There is a lot of misinformation on the internet with myths about the vaccine and covid. Take care about the information that you read and go to reliable news sources for updates. Read more about why vaccines are safe and important, including how they work and what they contain:

[www.nhs.uk/conditions/vaccinations/why-vaccination-is-safe-and-important/](https://www.nhs.uk/conditions/vaccinations/why-vaccination-is-safe-and-important/)

### Fact Checker

It is important to get your information from a variety of different sources. Please do not rely on social media or one news site only as your only source of information.

Be led by the scientific facts and not conspiracy theorists! Use the available information from reliable sources to make an informed decision about if you or your family members should have the vaccine.



House points continue to be awarded during lockdown, so keep up the excellent work. Full details can be found on the House Bulletin here <https://padlet.com/bolderacademy/housebulletin> . **Well done Malala!**



## Student Voice - House Competition

The student council asked the students of Bolder their views on house competitions and we have listened!

You said:	We did:
"Receiving house points was not enough to encourage and motivate us to submit entries for house competitions."	House competitions now offer a variety of prizes such as vouchers for amazon and other online websites as an incentive.

You said:	We did:
"There is not a variety of tasks for us to complete - they aren't as fun."	House captains are involved in the designing of competitions and have suggested a variety of different options to suit everyone!

You said:	We did:
"We don't have enough time to take part in competitions."	House competitions have a minimum two week entry time to give time for students to enter the competitions.

You said:	We did:
"We want to be kept informed of the current scores and competitions through Microsoft teams, e-mails and announcements in assemblies."	<p>House competitions Teams have been set up for each year group to keep you informed.</p> <p>Your tutors also will be emailing you each morning. We have added the house scores to the end of your assemblies.</p> <p>We have added the house scores to the end of your assemblies.</p> <p>You can also now keep track of all the latest house news on our new House Bulletin: <a href="https://padlet.com/bolderacademy/housebulletin">https://padlet.com/bolderacademy/housebulletin</a></p>

## Houses at Bolder



Introducing our Malala House Captain Upravd.

My name is Upravd in 8B and I am the house captain for Malala. I wanted this role so that I have a challenge in school. Supporting my house is my favourite part of the role as well as getting rewards and prizes. There is nothing to explain what is the better house!

## Anti-bullying at Bolder

I'm Arshia and I am an anti-bullying ambassador. My job is to help everyone at Bolder feel safe and not worry about bullying. Due to lockdown we are all at home meaning we use technology more. At Bolder we can stop bullying if we see it, however it becomes a little harder to do so if you are a victim of cyberbullying. As we can't be there to stop it, I will be informing you about all of the different people you could go to if you are a victim of cyberbullying or know someone who is.

At Bolder Academy we have a specific email used for help with bullying. Anything you email to this address will remain confidential and will only be shared with the concerned bodies if necessary.

[reportbullying@bolderacademy.co.uk](mailto:reportbullying@bolderacademy.co.uk)

If you are having an issue regarding any form of bullying, all you need to do is give them an email and hopefully a solution will be found.

If you are not quite comfortable telling your school then there are other people you could talk to, one of them being **ChildLine: 0800 1111**

If you are in this situation, it is really important to tell your parents/carers.

They can help you through it.

Please also check out the anti-bullying ambassadors padlet! Here you can read all about the anti-bullying ambassadors as well as find information for help and support.



<https://padlet.com/bolderacademy/antibullying>

Stay safe!

### Arshia, 8E

My name is Malak and I am one of Bolder's anti-bullying ambassadors. I'm going to tell you what to do if someone is bullying you about your religion or your looks. Firstly, if someone is bullying you about your religion, don't fight back, just tell your teacher about what happened and they will help you or you can email the anti-bullying ambassadors at [reportbullying@bolderacademy.co.uk](mailto:reportbullying@bolderacademy.co.uk). If you want, you can send me an email at [mwar20@bolderacademy.co.uk](mailto:mwar20@bolderacademy.co.uk) and tell me your problem and I will solve it.



Now let's move on to what to do if someone is making fun of your looks. Firstly, don't answer back. You could tell them thanks and leave. It doesn't need to be a bad word or a mean word that can hurt someone. I went through similar experiences and I know how to solve them so **just remember you're not alone.**

To me, this video is very important as it's about bullying but there's something special about the video that we can relate to. Here is the link [JoJo Siwa - BOOMERANG \(Official Video\)](#)

Malak, 7D

## Student Council at Bolder



The Student Council have been meeting regularly to discuss several topics. These have been:

- Online learning feedback
- Feedback on the use of the Bolder Passport during Being Bold weeks
- Sporting activities at Bolder
- House competition feedback
- Updating the school planner for the next academic year

It has been a real privilege to work with such a dedicated team that are committed to ensuring they contribute to the wider school community and help to make changes in order support their peers and improve their learning experience. As a result of these meetings, we have:

- Added pages to our school planner for next academic year as suggested by the Student Council
- Made changes to how we run house competitions and the types of prizes we offer
- Reduced screen time students will have whilst learning from home after the half term by encouraging Creative Arts subjects and PE to set more practical tasks away from the screen

Well done to all members of the Student Council for your valuable feedback and suggestions!

## LGBTQ+ History Month

The LGBTQ+ leaders have worked incredibly hard to raise awareness of LGBTQ+ this month. They have worked together to produce and deliver a fantastic assembly live to the whole school, designed knowledge organisers as well as designing competitions to raise awareness and encourage others to show support for the LGBTQ+ community. It has been fantastic working with such a motivated and

dedicated team! So thank you very much to the following leaders:

### Miss Randall

Zoey 7E	Seaniya 8D
Ruby 7C	Remy 8E
Maya 7B	Athena 8F
Hadjer 7A	Faye 8D
Ava 7A	Charlotte 8C
Olivia 7F	Amina 8C
Marley 7F	Jenery 8D
Anyia 7F	Demi 9A
Ali 8E	Dan 9C
Katie 8A	Arjun 9E
Sophie 8A	Stevan 9E
Brooklyn 8C	Damien 9C



LGBTQ+ history month is from the 1st of February to the 28th of February. During this time, Pride parades are held in commemoration of how far we have come in gaining rights for all of the LGBTQ+ community. In 1951, Roberta Cowell was the first person to have a gender reassignment surgery. In 1972, The first pride march happened in London. In 1992, Sir, Ian McKellen came out as gay on the BBC radio. In 1992 – the World Health Organisation stopped calling Same Sex couples mentally ill.

Bolder is trying very hard to help any children questioning coming out. If you are feeling like you may be a part of the community, talk to a trusted adult. If you want to be an ally, be supportive! Support is really welcome as most new LGBTQ+ members are worried about what others think about them.

### Ruby, 7C

Here are some ways that you can be an ally:

### How can we be allies?

- Opening our eyes to struggles LGBTQ+ members of any community have to face
- Challenging homophobia,

transphobia, biphobia and all discrimination

- Supporting fellow classmates who are troubled by HBT behaviour
- Supporting classmates by using their correct pronouns or preferred name
- Actively engaging in activities to understand more about the subject
- Raise awareness
- Don't assume certain gender roles/stereotypes on anyone
- Involve yourself in LGBTQ+ workshops or research to show support
- Continue to ask questions if you are unsure – do some research



### If you need support:

- Mermaids - <http://www.mermaidsuk.org.uk/>
- Diversity Role Models - <https://www.diversityrolemodels.org/>
- Gendered Intelligence - <http://genderedintelligence.co.uk/>
- GIRES - <https://www.gires.org.uk/>
- Anti-Bullying Alliance - <http://www.anti-bullyingalliance.org.uk/>
- GALOP - <http://www.galop.org.uk/trans/>
- LGBT+ Switchboard - <https://switchboard.lgbt/#>
- TranzWiki - <https://www.tranzwiki.net/>
- LGBT Foundation - <https://lgbt.foundation/>
- Akt The Albert Kennedy Trust - <https://www.akt.org.uk/>
- CliniQ - <https://cliniq.org.uk/>
- Families Together London - <http://www.families-together-london.com/>
- Family Lives - <http://www.familylives.org.uk/>
- FFLAG/ Family and Friends of Lesbians and Gays - <http://www.fflag.org.uk/>



## Computing at Bolder

Students have been working hard preparing for their Assessments and we are thrilled with the high levels of efforts we received. We want to congratulate students for their hard work. We really are very proud of the progress and success that the students have achieved, particularly in these challenging times.

A particular shout out to Martina B (9D) who scored an incredible 95%, and our tired top scorers in year 7, Aman J (7E) and Fathima A (7E) and in year 8, Roan M (8B). We'd also like to acknowledge those students who have made a particular effort in their commitments to computing and have made lots of progress as a result. Very well done to: Arjun D (9E), Haris H (9B), Nerissa B (8E) and Muhsin K (7F).

### Computing Bronze and Silver Club

I am delighted to have started the computing addition of the bronze and silver clubs. So far we have been exploring operating systems with a virtual tour of the Android Park, obsolete technology and internet safety, in recognition of internet safety day (7<sup>th</sup> February 2021). Please do check out the top tip section below to reinforce the messages in keeping your child safe online.

Students have worked hard to complete timelines of technology, app designs programming a virtual magic 8 ball. Thank you to all of those that shared their creative ideas. Here are just a few below:

Molly B's (7E) idea is that you talk into your mic, say what brush you want and what colour. Then you say something like "draw a line from 3,B to 3,I" and the computer will do it.

#### From Roan A (8B)

The app I have designed is a robotic teaching app.

When I am not sure a topic in any subject, this app searches the entire web, e-books, everything for information about the exact topic I am stuck on, and gives a presentation about it. There will be an option for the computer to read it out to me if you can't understand words. This app is designed for people who might be home schooled, or for those who are having trouble with understanding topics, but, overall this could be for

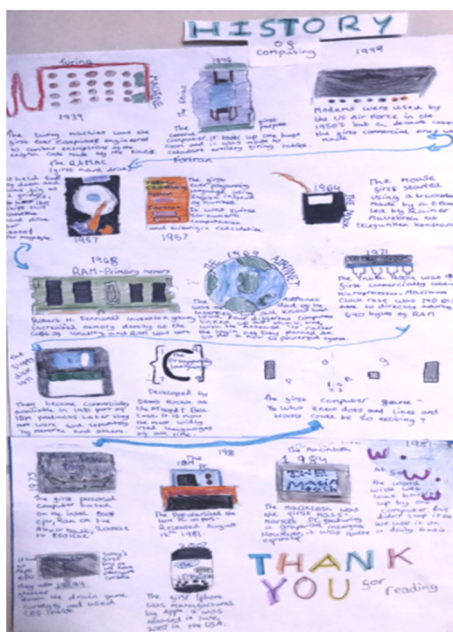
anyone. We would use this app because there has been many times where I have searched something on the internet but nothing on the topic has come up, this app won't stop until it finds something to do with the topic you are learning.

This uses a GUI and when you press the subject options or type in what subject you want to learn about, it takes you to a page where you can search what topic you want to learn.

It will ask you who you are, for example, it will ask you if you are a home schooler, and if you are then what ever topics you search, it will show you the basic knowledge of the subjects (unless, on the page where you choose the topic you need to know you click an option that says you already know some stuff on the subject). If you are a teacher it will ask you if you need this info to teach children, if so it will show things for children to learn about the subjects, and if you are a student it will just help you with things you want to know

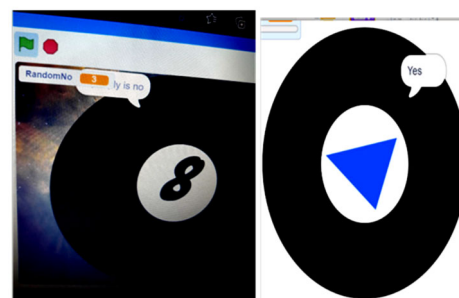
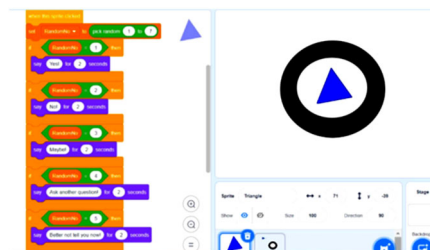
It will also tell you how long you have spent on it a day and it will tell you when to take breaks so you don't overdo yourself.

Here is a fantastic timeline from Nessa H (7C), showing the evolution of technology and below some samples of the magic 8 ball programs that our brilliant year 7s produced.



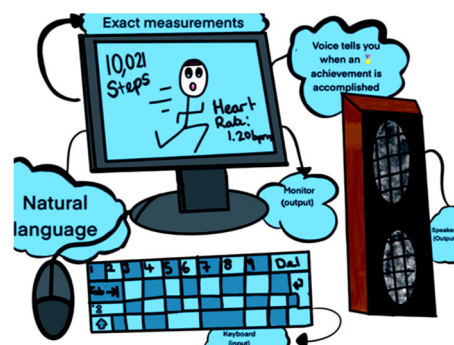
I also want to thank Poppy T (7E) who went above and beyond and has written her own contribution about her lesson in Bronze Club:

Today in Being Bold we learnt about



the OS (Operating System) and watched a virtual tour of Android's statue garden. Android is an example of an Operating System. Their operating systems used to be named after sweets, but isn't any more because they said that it made out of concern for inclusivity and accessibility and that weren't always understandable by everyone in the global community.

We looked at some jobs of the Operating System which includes that it provides a User Interface. We then explored the different user interfaces and designed an app which would use at least one of these. We also annotated our app to demonstrate our computing knowledge.



My App is a fitness app that can be downloaded on different Operating systems (android and IOS) and used across devices including smart-watch, mobile and web. You can set yourself goals to complete during your workout and a voice will announce that they have been achieved. They also give exact measurements!

#### Miss Tough

## Music at Bolder



### Champions of Minimalism

These pupils have composed pieces of minimalism that Steve Reich would be proud of, 'setting them up fantastically for the option of a Music Technology A Level :

9A - Weronika

9B - Duru

9C - Tony

9D - Rachel

9E - Stevan/Teodor

### Year 8 Music: Special Awards

#### Homemade Instrument Competition

Winners of the year 8 DIY Blues Instrument competition receiving a whopping **10 House Points** EACH:



8A - Calum W



8C - Xoix JK



8D - Karishma G



8F - Nolan B

8B - Upravd M

8E - Natan M



Special Year 8 Mention: Darnell J (8F) produced a fantastic poster for a Blues Music Festival- a budding artist as well as musician!

#### Online Learning in Music:

Learning music can be challenging at the best of times and is made even more challenging when trying to deliver and learn music online from home. There are students across the school that, despite the additional barriers to music that online learning presents, have risen to the challenge and are showing up to lessons keen to learn, ready to try new ideas and new technology, are persevering through the inevitable tech issues, and give every task their best attempt lesson after lesson. A special thank you from the music department to these students:

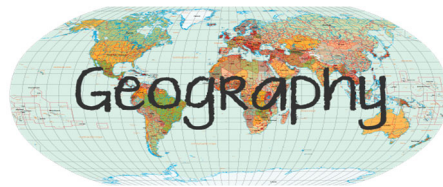
**Year 7:** Ali 7F, Olivia 7F, Safiya 7C, Nessa 7C

**Year 8:** Dhruti 8A, Lucas 8A, Brian 8C, Brooke 8C

**Year 9:** Esteban 9B, George 9E, Terri -Brooke 9C, Raphael 9D, Luca 9A

**Mr Williams**

## Geography at Bolder



The students of Bolder have continued to amaze the Geography department with their resilience and strength at learning in the virtual classroom.

We have been especially proud of the successes of our students in their recent assessments, which demonstrated their persistent engagement and motivation to succeed no matter the

Andrew P (7A)

Alice (7B)

Rahul (7F)

Xoix (7A)

Olivia G (7F)

Aini (8A)

Haya (8B)

Bianca (8C)

Faye (8D)

William (8F)

Elena (8A)

Roan (8B)

Oktay (8C)

Nerissa (8E)

Weronika (9A)

Duru (9B)

Sayakee (9C)

Laurie Ann (9D)

Ardit (9B)

Nabiha (9B)

Viktoria (9C)

Nevena (9E)

circumstances!

Shout outs for top AFE scores from Ms McGonigle & Ms Williams:

We have put together and uploaded onto teams a list of optional activities that students can complete if they wish to extend their learning in Geography! This is completely optional, but we know how much the students love to go above and beyond with their learning so a "daily dose of Geography" document with a number of documentaries, podcasts, and reading recommendations is there for students on teams if they wish.

**Ms McGonigle**



# Drama

Miss Deacon would like to congratulate the following students for fantastic monologue performances for their Health Check. These students have worked so hard this half-term in Drama. Keep up the good work!

Naima 7A Oscar 7D  
Sabrina 7A Filip 7D  
Kiah 7A Malak 7D  
Ruwaida 7A

Miss Randall would like to congratulate the following students on achieving full marks in their Drama Knowledge AFE:

Elisha 8C Saayakee 9C  
Lois 8C Nevena 9E  
Bianca 8C Teodor 9E  
Arshia 8E Arina 9E  
Molly 8E Viktoria 9E  
Dura 9B

Theses students also produced amazing monologues for their AFE.

Ayan 8A Demi 9A  
Eva 8A Alina 9A  
Harvey 8A Shania 9A  
Elena 8A Tayla 9A  
Calum 8A Weronika 9A  
Mille 8B Alfred 9A  
Mantas 8B Obaid 9B  
Nuwaila 8B Mija 9B  
Hope 8B Jasmine 8B  
Upravd 8B Duru 9B  
Jairaj 8B Nabihah 9B  
Dragostin 8C Sebastian 9B  
Bianca 8C Bailey 9C  
Brian 8C Luqman 9C  
Aimee 8C Saayakee 9C  
Lois 8C Sahib 9D  
Grace 8D Maya 9D  
Amy 8D Sharon 9D  
Aisha 8E Salo 9D  
Nerissa 8E Tanishq 9D  
Ahmed 8E Arjun 9E  
Klaudia 8E Evie 9E  
Molly 8E Viktoria 9E  
Zuzanna 8E Nikola 8F  
Nolan 8F Emir 8F  
Bhagya 8F

It was fantastic to see such enthusiasm and energy from these students! I am so impressed and loved watching your performances. Even though we cannot perform in person, this has been a fantastic way of demonstrating your performance skills - well done!

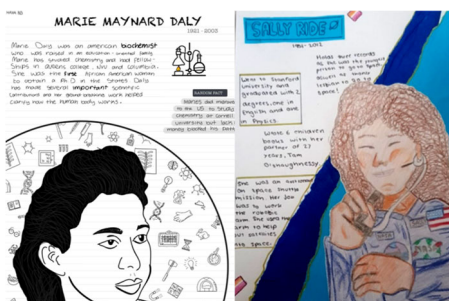
Miss Randall

## Diversity in Science

Bolder Academy students in Year 8 and Year 9 have been learning about diverse role models in Science and researching into the lives and discoveries of inspirational scientists who have often been under-represented in Science. During the week, the students produced phenomenal work whilst learning about the scientific excellence, creativity, bravery and remarkable hard work of a scientist of their choice!



Roan M - Year 8



Haya A - Year 8

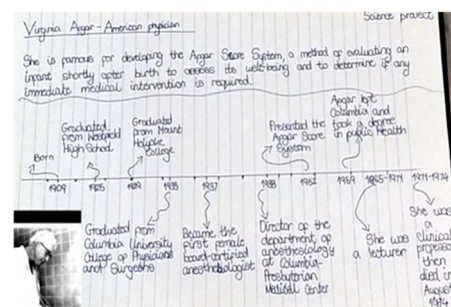
Zuzanna - Year 8



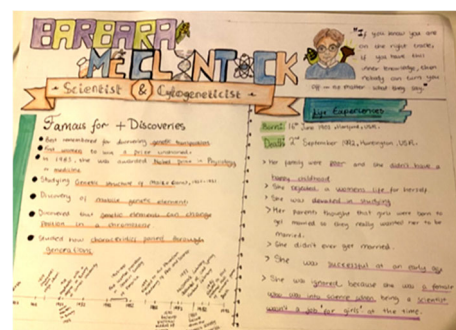
Duru A - Year 9

## Science Experiment Shout Outs

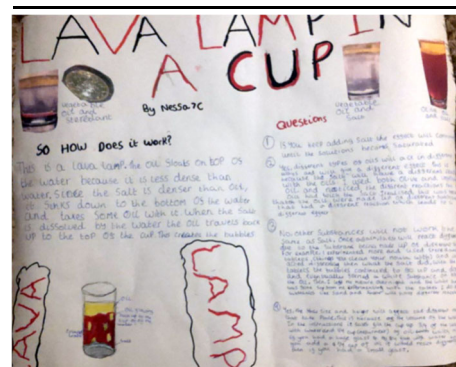
Special shout outs to **Arshia L - Year 8**



Nevena A - Year 9



Rachel L - Year 9



and **Nessa H - Year 7** for your fantastic experimental work that you carried out at home! Great homemade lava lamps! It is really super to see you engaging in Science experiments from home! We are really proud of you! Well Done - you have both received three house points as a prize!

Miss Taylor

## Maths at Bolder



The Year 7 maths team are pleased to present to you the exciting new group on MS Teams, containing helpful links for any Year 7 students (or parents!) needing extra help with maths. We will also be posting competitions and fun maths challenges to ensure everyone's enjoyment of the subject and hopefully to encourage you to solve problems away from your screens too!

Keep a close eye on it especially from the 29th March, which is Maths Week. Plenty of house points and prizes to be won!

### Ms King

## English at Bolder

It has been a busy half term moving to remote learning – and the English Department remain amazed at the bravery, kindness and strength our students continue to exhibit through thick and thin.

All year groups have completed their first Health Check on their Shakespearian text and the English teachers are very excited to mark all of the fantastic work!

The English Department launched the Reading Challenge where every entry will receive 5 house points each and the winners will get book prizes!

We want to take the opportunity to share some fantastic student responses to previous reading challenges.

Oscar W, Molly B, Arshia L and Emir K in Year 8 read the short story Growing Up Pains. Here is what they had to say about it:

"I would recommend this story to someone because it can help anyone know that they aren't the only ones going through what they're going through and they can always get support." (Oscar).

"The story starts off with the main character looking at his acne in the mirror. We later find out that he has a cold and amna and appa are praying for him and give him medicine. The

main character then wants to go to a party but he is told he can't go. We then get to see what scares him, and we find out that he thinks it is cowardly to be scared. He then debates with himself whether he is a child or a grown up. At the end his friends reassure him that it is okay to have fears and that they will be there for him.

I liked this story because it has some relatable parts to it and I think it teaches people that even adults have fears and it is okay to be scared." (Molly)

"It was about a 14-year-old teenage boy who was talking about his insecurities and how he fears that he gradually becoming distant from his parents. He feels like his parents don't understand what they are making him feel when they sometimes act as if Sameer is a kid and other times says that he is grown up and should act like it.

I actually liked the story and I feel like some of his insecurities and feeling would relate to the majority of teenagers nowadays.

I would definitely recommend this story to most people around the age of 13-16. I feel like teenagers around this age are a bit new to the changes that are happening to them: physically and mentally. Around this age the hormones would start to kick in and this age group would start to feel more distant from their parents so when reading this short story, they would relate and it's always nice to read or watch something that you can connect to because it is similar to what is happening to you." (Arshia)

"I liked the story. It reminded me that I'm not the only one who's having problems. I would recommend it to people who might be new to puberty so that they know what's coming or what's happening." (Emir)

Nakul Sahota in Year 7 read the short story Planet Omar. Here is what he had to say about it:

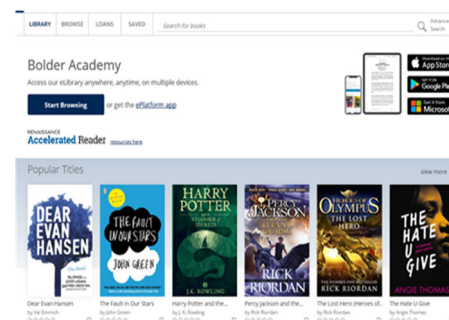
"I rate this book 5/5 because it makes me feel very calm and relaxing. Personally, I would love if others read the story because this it shows how enjoyable school can be. I would recommend this book to other people especially people who are my age because this book feels very special and very funny."

Alice Nowell in Year 7 read the short story A Decision. Here is what she had to say about it:

"Overall, the story made me feel like I can have any job I want. I would recommend this to people who are thinking of what they want to be when they are older."

### Miss Howley

## EPLATFORM E-book and audiobook Website



Half term was a fantastic opportunity to get to grips with the Bolder E-Platform where students can pick from a whole range of audio books and e-books. Also, a lot of these books are on Accelerated Reader so this is a fantastic opportunity to boost up your ZPD ranges!

<https://bolderacademy.eplatform.co/>

### Login Details for Eplatform

Username: Your school username/the beginning of your email address

**Example:** HPo19 Or HPotter19

**Password:** library1

- Use our Bolder Academy Ebook Website!
- Borrow Ebooks for up to 2 weeks at a time.
- Borrow Audiobooks for up to 2 weeks at a time.
- Borrow Accelerated Reader books at your book level.
- Download the EPlatform App to use it on a phone or tablet/lpad.
- Enjoy the 'wellness collection' – there are lots of books, guides and audiobooks to support students with their wellbeing and mental health.

### Miss Richardson



## World Book Day House Competition!

This World Book Day we want you to get creative! Please design your own World Book Day character out of a toilet roll or you can design your own bookmark. Please send all entries to Miss Richardson by Friday 12<sup>th</sup> March.

The winner in each Year Group will receive 10 house points and a book! All runners up and any entries will achieve 5 house points each. Remember this is house competition so there will also be points added for the most amount of entries in each house.

## World Book Day film with The Children's Book Project



We have been invited to take part in a special film that will see 1,000 children from schools throughout London, each holding a book that is special to them. It might be a book that they read repeatedly when younger, that they recall an adult reading to them or that they identify with now they are older.

### How does it work?

Students send a photograph of themselves with their favourite book – names will not be shared in the video. Ideally the picture will be taken against a blank wall (of any colour).

Send any photos to Miss Richardson [erichardson@bolderacademy.co.uk](mailto:erichardson@bolderacademy.co.uk) by the 2<sup>nd</sup> March.

### Miss Richardson



## French at Bolder

Bolder French students have been showing their creative side off-screen in recent weeks.

Year 7 learned about the French festival of Mardi Gras and created their very own masks:

While Year 8 have been complementing their studies of the Francophone world by watching the animated film 'Kirikou et la Sorcière', a story based on West African folk tales about a special baby who defends his village with amazing speed, intelligence and courage!

### Ms Mitchell



Zoey



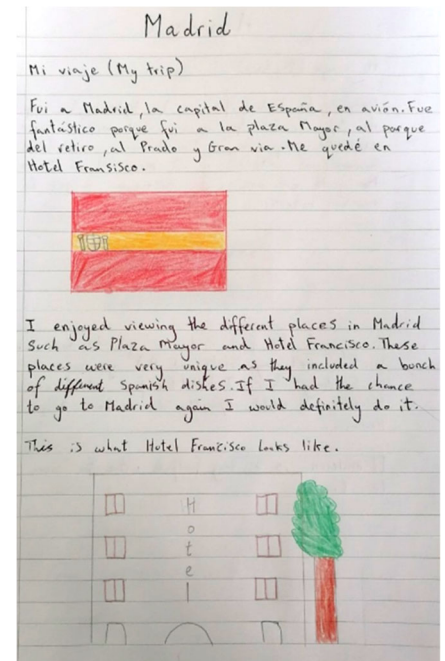
Georgia



Xois also created this lovely poster showcasing her ideal pets

## Spanish at Bolder

Although it is difficult to go on Holiday at the moment, Year 7 Spanish students enjoyed a Virtual Trip to Madrid and to Havana. Talha created this poster detailing the trip in Spanish and his favourite parts on his travels.



We have been really impressed with Year 8 and 9 top quality speaking exams. Speaking in a different language requires a lot of bravery but Bolder Students have risen to the challenge.

After assessments, students have been practicing how to order food and ask for directions by watching "Mi Vida Loca", an immersive video mystery set in Madrid.



Ms Ventura





This month we are excited to introduce our online Bolder Art Gallery! This is a platform where pupils can submit artwork to be seen by fellow pupils, teachers, parents, friends and our wider Bolder family. So far, we have exhibited a variety of artworks and I cannot wait to see the collection grow as the sheer talent of our pupils is recognised. Follow this link to access our Gallery:

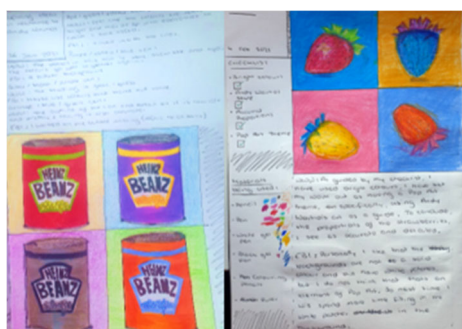
<https://padlet.com/misshandleyart/bolderartgallery>

Your feedback is welcomed!

### Artist of the Month!



This month we celebrate the incredible artwork of **Victoria in 8F!** She has consistently gone beyond what is asked in lessons, taking pride over her sketchbook and finishing work to an incredible standard. She produced impressive artist research followed by a response which used the Pop Art styles successfully and thoughtfully. Keep it up Victoria!

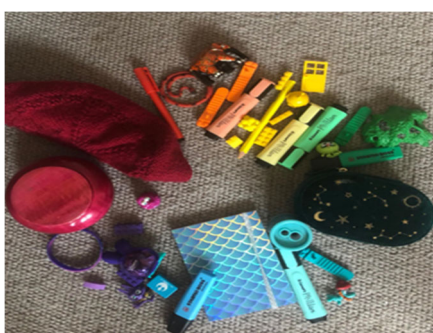


### Year 7

7B and 7E have done a phenomenal job learning new art skills from home. They have been practising implementing tonal shading skills through observational drawing. They've adapted well to embracing a creative introduction to colour theory where they have produced some excellent home assembled colour wheels to show primary, secondary and tertiary colours.



Anisa 7B



Georgia 7E



Nyla 7E

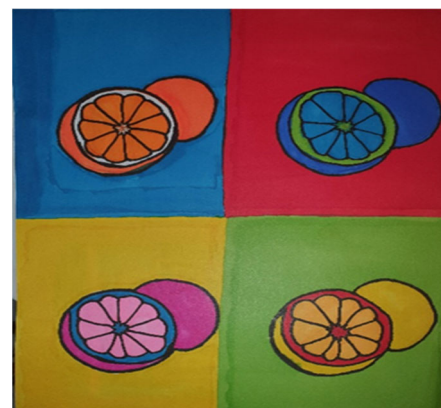
### Year 8

In year 8 we have been continuing to refine our Pop Art styles through observational drawing. They used home objects such as cans and fruit



Roan 8B

to represent the art of Andy Warhol, using repetition, colour and outlining. I am very proud of their hard work, analysing the techniques used by the Pop Artists and becoming Pop Artists themselves!



Molly 8E

### Year 9

Year 9 have concluded their art project looking at Jon Burgerman, David Shillinglaw and Banksy by producing some imaginative outcomes based on the theme of 'Dreams'. They have used elements of doodles, graffiti and zentangle to achieve this.



Sebastian 9B



Manisha 9A

**Miss Handley**



## Celebrations at Bolder

House Points continue to be awarded to students to demonstrate our values of being kind, strong and brave during this period of remote learning. Keep up the excellent work, we are so proud of you all.

### Mr Walthaus

YEAR 7		
Ruwaida	7A	Platinum
Talha	7A	Platinum
Adriana	7A	Platinum
Nessa	7C	Platinum
Hanna	7F	Platinum
Alex	7A	Gold
Ava	7A	Gold
Paula	7A	Gold
Archie	7A	Gold
Idris	7A	Gold
Sabrina	7A	Gold
Cooper	7A	Gold
Ike	7B	Gold
Bashir	7B	Gold
Saffron	7B	Gold
Theo	7B	Gold
Mateusz	7B	Gold
Beatriz	7C	Gold
Sara	7C	Gold
Finlay	7C	Gold
Sayed Ahmadsh	7C	Gold
Alex	7C	Gold
Momchil	7C	Gold
Libby	7C	Gold
Miroslav	7C	Gold
Avi	7D	Gold
Zahir	7D	Gold
Lishay	7D	Gold
Bisera	7D	Gold
Filip	7D	Gold
Suna	7D	Gold
Charlie	7D	Gold
Lexi	7D	Gold
Araf	7D	Gold
Muhammad	7D	Gold
Poppy	7E	Gold
Tyler	7E	Gold
Nyla	7E	Gold
Ollie	7E	Gold
Olaf	7E	Gold

Adnaan	7E	Gold
Wojciech	7F	Gold
Amelia	7F	Gold
Cormac	7F	Gold
Julia	7F	Gold
Finnlay	7A	Silver
Issac	7A	Silver
Nakul	7B	Silver
Rayyan	7B	Silver
Sayed Alishah	7B	Silver
Anisa	7B	Silver
Luena	7B	Silver
Liam	7B	Silver
Mohammed	7C	Silver
Artur	7C	Silver
Callum	7C	Silver
Ahlan	7C	Silver
Rakeem	7D	Silver
Malak	7D	Silver
Nawal	7D	Silver
Sophie	7D	Silver
Keely	7D	Silver
Isabella	7D	Silver
Adrian	7E	Silver
Hayden	7E	Silver
Emmanuel	7F	Silver
Gabriela	7F	Silver
Ali	7F	Silver
Louis	7B	Bronze
Saule	7C	Bronze
Callum	7C	Bronze
Daniel	7C	Bronze
Harry	7D	Bronze
James	7D	Bronze
Sabella	7D	Bronze
Ladan	7D	Bronze
Clayton	7E	Bronze
Roberto	7F	Bronze
Sreekara	7F	Bronze

YEAR 8		
Calum	8A	Gold
Posy	8A	Gold
Gracie	8B	Gold
Amy	8B	Gold
Chelsea	8B	Gold
Lorenzo	8B	Gold
Kristiyan	8B	Gold
Nuwaila	8B	Gold
Haya	8B	Gold
Mia	8B	Gold
Dragostin	8C	Gold
Tameem	8C	Gold

Brooke	8C	Gold
Sebastian	8C	Gold
Nishtha	8C	Gold
Faye	8D	Gold
Karishma	8D	Gold
Safiya	8D	Gold
Jenery	8D	Gold
Abdisalam	8D	Gold
Hisham	8D	Gold
Klaudia	8E	Gold
Molly	8E	Gold
Victoria	8F	Gold
Sullivan	8F	Gold
Alyssa	8F	Gold
Nizar	8F	Gold
Lucas	8A	Silver
Elena	8A	Silver
Aini	8A	Silver
Harvey	8A	Silver
Benjamin	8A	Silver
Rhys	8B	Silver
Christian	8B	Silver
Melisa	8B	Silver
Nura	8C	Silver
Reece	8C	Silver
Holden	8C	Silver
Alfie	8D	Silver
Stacy	8D	Silver
Grace	8D	Silver
Ali	8E	Silver
Liridon	8E	Silver
Nolan	8F	Silver
Alex	8F	Silver
William	8F	Silver
Matteo	8F	Silver
Amira	8A	Bronze
Ameera	8A	Bronze
Jasleen	8A	Bronze
Iqra	8A	Bronze
Kai	8A	Bronze
Aleksandra	8A	Bronze
Fahan	8A	Bronze
Sophie	8A	Bronze
Katie	8A	Bronze
Mal	8B	Bronze
Daniel	8C	Bronze
Som	8D	Bronze
Seaniya	8D	Bronze
Remy	8E	Bronze
Ezbon	8E	Bronze
Shekeel	8E	Bronze
Evelina	8F	Bronze
Smart	8F	Bronze

YEAR 9		
Saayakee	9C	Platinum
Weronika	9A	Gold
Manisha	9A	Gold
Vanessa	9A	Gold
Hanad	9A	Gold
Eve	9A	Gold
Obaid	9B	Gold
Nabiha	9B	Gold
Haris	9B	Gold
Mija	9B	Gold
Aleezah	9B	Gold
Esteban	9B	Gold
Abdirahman	9B	Gold
Ayna	9B	Gold
George	9B	Gold
Maria	9C	Gold
Tiah	9C	Gold
Tony	9C	Gold
Terri-Brooke	9C	Gold
Martina	9D	Gold
Mariam	9D	Gold
Daria	9D	Gold
Rachel	9D	Gold
Salo	9D	Gold
Arjun	9E	Gold
Nevena	9E	Gold
Ryan	9E	Gold
Adam	9E	Gold
Arina	9E	Gold
Yasmin	9E	Gold
Stevan	9E	Gold
Alina	9A	Silver
Tayla-Bella	9A	Silver
Aaron	9A	Silver
Sebastian	9A	Silver
Keyla	9A	Silver
Mackenzie	9A	Silver
Kameron	9A	Silver
Ella	9B	Silver
Shereen	9B	Silver
Jasmine	9B	Silver
Insha	9B	Silver
Ridhiwanah	9B	Silver
Jaiya	9B	Silver
Daniel	9B	Silver
Daniyal	9B	Silver
Mhamed	9B	Silver
Chloe	9B	Silver
Shaza	9B	Silver
Sulieaman	9B	Silver
Lucas	9C	Silver
Jaime	9C	Silver

Kaylia	9C	Silver
Gabriella	9C	Silver
Dhruv	9D	Silver
Raphael	9D	Silver
George	9E	Silver
Tyler	9E	Silver
Kareem	9E	Silver
Viktoria	9E	Silver
Ellie	9E	Silver
Evie	9E	Silver
Teodor	9E	Silver
Nakeisha	9E	Silver
Anas	9A	Bronze
Julia	9B	Bronze
Holly	9C	Bronze
Heywan	9D	Bronze
Tanishq	9D	Bronze
Sahib	9D	Bronze
Maya	9D	Bronze
Kareem	9D	Bronze
Kayley	9E	Bronze
Jashan	9E	Bronze
Ellie-Mae	9E	Bronze
Mia	9E	Bronze
Ella	9E	Bronze

## Support options for children and young people affected by domestic abuse

### Worried about domestic abuse whilst self-isolating with a partner or family member?

#### Creating a safety plan that you and your children know can help

If you're at risk of immediate harm call 999. Try to leave the property, go to a neighbour or into a public place.

Use opportunities, such as when the perpetrator is in the shower/at the shops to seek help or to leave the property.

If you can't leave the house and suspect that your partner or family member is about to attack you, go to a lower risk area, i.e. where there is a way out and near a phone. Avoid rooms where you may be trapped including kitchens and garages.

Teach your children how and when to call 999 and what to say, i.e. name and address.

Keep important documents such as birth/marriage certificates, immigration papers, bank details or benefit information in a safe place, or give copies to a trusted person.

Keep your mobile phone with you and fully charged.

Identify someone you trust (family member/employer/friend) to check in with you and agree a code word that should you use it, it means you are unsafe and need assistance.



## Useful contacts

During the COVID-19 restrictions, domestic and sexual violence services will continue to provide support and advice to you. These services may not be able to meet in person but will be available on the telephone or online to help you keep you and your family safe.

Phone lines may be busier than usual at the moment, if you don't get through to a service please keep trying.

<b>Hounslow Domestic and Sexual Violence Outreach Service and One Stop Shop</b> Monday - Friday 9am - 5pm Email: <a href="mailto:CommunitySafety@hounslow.gov.uk">CommunitySafety@hounslow.gov.uk</a> One Stop Shop venue temporarily closed	07810 031 780
<b>National Domestic Abuse Helpline</b> Available: 24/7	0800 2000 247
<b>Victim Support West London</b> Available: 24/7	0800 168 9111
<b>Women and Girls Network &amp; Rape Crisis</b> Monday - Friday 10am - 12.30pm 2.30pm - 4pm Late opening Wednesday 6 - 9pm	0800 801 0770
<b>Men's Advice Line</b> Monday and Wednesday 9am - 8pm Tuesday, Thursday and Friday 9am - 5pm	0800 801 0327
<b>Southall Black Sisters</b> Monday - Friday, 9am - 5pm	020 8571 9595
<b>National LGBT Domestic Abuse Helpline</b> Monday, Tuesday and Friday 10am - 5pm Wednesday and Thursday 10am - 8pm	0800 999 5428
<b>NSPCC</b> Available: 24/7	0800 800 5000

Find more information at [www.hounslow.gov.uk/dvinfo](http://www.hounslow.gov.uk/dvinfo)

## Hounslow Youth Counselling Service

Free, 1-2-1 counselling service just for young people aged 11-25. Telephone: 020 8568 1818 SMS: 0778 4481 308

[ask@hycscounselling.co.uk](mailto:ask@hycscounselling.co.uk)

[www.hycscounselling.co.uk/](http://www.hycscounselling.co.uk/)

## Phoenix Counselling & Psychotherapy Services

Affordable and accessible community-based therapy services in Feltham

Telephone: 0208 890 3133

[www.phoenixcounselling.org/](http://www.phoenixcounselling.org/)

## YUVA Service

Confidential support for young people ages 11-18 (up to 25 for young people with additional needs) who want to change their behaviour, develop improved awareness of healthy communication and relationships, look at their abusive behaviour and find safe, non-abusive alternatives. Telephone: 020 8741 8020 or 07501 722 609

<https://dvip.org/for-young-people/>

## Hounslow Family Service Directories

Online guides to services and information on local organisations for parents, children, young people, providers and practitioners.

<https://fsd.hounslow.gov.uk/synergyweb/>



# ONLINE CONTENT

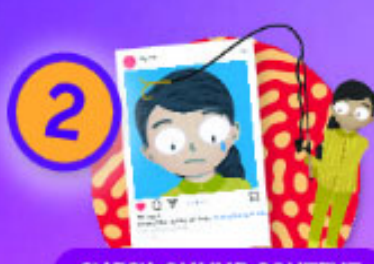
## 10 tips to keep your children safe online

The internet has transformed the ability to access content. Many apps that children use are dependent on user-generated content which can encourage freedom of expression, imagination and creativity. However, due to the sheer volume uploaded every day, it can be difficult for platforms to regulate and moderate everything, which means that disturbing or distressing images, videos or audio clips can slip through the net. That's why we've created this guide to provide parents and carers with some useful tips on keeping children safe online.



### 1 MONITOR VIEWING HABITS

Whilst most apps have moderation tools, inappropriate content can still slip through the net.



### 2 CHECK ONLINE CONTENT

Understand what's being shared or what seems to be 'trending' at the moment.



### 3 CHECK AGE-RATINGS

Make sure they are old enough to use the app and meet the recommended age-limit.



### 4 CHANGE PRIVACY SETTINGS

Make accounts private and set content filters and parental controls where possible.



### 5 SPEND TIME ON THE APP

Get used to how apps work, what content is available and what your child likes to watch.



### 6 LET CHILDREN KNOW YOU'RE THERE

Ensure they know that there is support and advice available to them if they need it.



### 7 ENCOURAGE CRITICAL THINKING

Talk about what people might post online and why some posts could cause distress.



### 8 LEARN HOW TO REPORT & BLOCK

Always make sure that children know how to use the reporting tools on social media apps.



### 9 KEEP AN OPEN DIALOGUE

If a child sees distressing material online; listen to their concerns, empathise and offer reassurance.



### 10 SEEK FURTHER SUPPORT

If a child has been affected by something they've seen online, seek support from your school's safeguarding lead.

