HUMBERSTON ACADEMY

NEWSLETTER

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PRINCIPAL'S SUMMARY

WELCOME TO THE LASTEST EDITION OF OUR NEWSLETTER

This has been a short half term with the additional bank holiday breaks. Nevertheless, there been a steady focus on high quality lessons which are designed to support students in order to access our curriculum but also ensure each student is challenged to meet their academic potential.

I have been incredibly impressed with all the students' applications in and out of the classroom since we have returned. Students have continued to showcase our Humberston Way principles including our 'charm' values. I have been in the fortunate position to circulate students during the school day to catch up on their personal successes and achievements. Each one sharing their sense of pride.

This is now a critical time for all Year 11 students across the country as they make the final preparations to embark on their GCSE examinations. Our Class of 2025 are no different and I have been impressed with the maturity and ownership of our eldest year group. They are role models to the lower years, and I continue to urge each one of them to be organised, focus on their revision and access every opportunity for intervention. My thanks go to the staff and students' commitment to attend the revision sessions that took place during the holidays to give them every opportunity to achieve. We of course wish every single one of them the very best of luck.

This term has seen the conclusion of our senior student application process. I hope you enjoy the article written within this newsletter about the process and successful candidates, but it also seems fitting to capture this year's team one last time (picture below) and thank you for their invaluable leadership this academic year.

Within our latest edition of the newsletter, you will find out about our Rainbow Flag re-accreditation as we continue to be inclusive, supporting diversity and ensuring equality amongst our school community. You will also find out more about our recent residential visits which took place during the Easter break, which now seems a distant memory.

Please enjoy the articles we have in this issue of our newsletter. I hope it allows you to reflect like I have on the amazing opportunities that Humberston Academy students receive regularly. I often speak to the student body about 'the more you put in, the more you get out'. The student who consumes themselves in the extracurricular activities we provide are most often the happier, more confident and positive of our student body. With new clubs introduced this Summer Term, I hope you can encourage your child to take part and thrive.

OUR NEW STUDENT LEADERSHIP TEAM

Meet Our New Student Leadership Team!

I am proud to introduce our new student leadership team for this academic year. After a competitive application and interview process, four outstanding students have been selected to represent the school and act as role models for our peers. Along with, hoping to inspire the next generation of senior students at HUA.

Charlie Holmes has been appointed **Head Boy**, alongside him; **Brooke Mayall** has been named **Head Girl.** Supporting, are our new **Deputy Head Girl and Boy**: **Kaitlyn Swann** and **Oscar Stephenson**.

The selection process involved a formal application, followed by an interview with members of the senior leadership team and Mr Ashford, our Chair of Governors. Candidates were assessed on their leadership potential, past contributions to the school community and their vision for the year ahead. We were all tasked with creating a 3 minute presentation, with the focus..."How has Humberston Academy shaped you to be Head Boy/Girl and how will you enhance our school culture".

We cannot wait to get started, over the next few weeks we will be assembling our wider senior student team, who will be integral in driving forward our culture and ethos. Together we hope to bridge communications between staff and students and create a sense of pride in the community.

If you have concerns, ideas or questions around school we will always be prepared to help out and listen. We also invite you to join our student council, this represents the best opportunity for you to share your voice and contribute to whole school improvements.
We look forward to the year ahead and everything we will achieve together.

Congratulations to all!

- **Brooke M (Head Girl)**

HISTORY TRIP TO KRAKOW

During the Easter break, the History team—Miss Walters, Mrs Ashcroft, and Mr Bogie—along with 24 students from Years 9 to 11, visited Krakow, Poland. The main focus of our trip was visiting Auschwitz to deepen our understanding of the holocaust in support of the GCSE curriculum, while also providing opportunities for students outside of History to learn about this tragic part of the past.

We visited Camps I and III. Camp I, Auschwitz, primarily served as a concentration camp before the implementation of the Final Solution following the Wannsee Conference in 1942 and the creation of Auschwitz-Birkenau, an extermination camp. Students were able to see where inmates were kept and view possessions belonging to some of the people who arrived at Auschwitz, from clothing such as shoes to personal effects like hair. This was, understandably, a difficult but moving day for all the students.

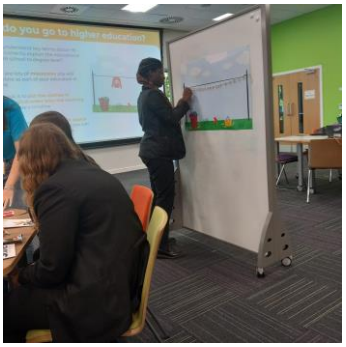
At Auschwitz-Birkenau, students were able to grasp the scale of the Holocaust, walking through the camp and stepping into one of the few remaining huts where prisoners were housed—the majority of the camp having been destroyed by the Nazis as the Soviets advanced from the east. Corvin and Jaden reflected, saying, “Even though everyone knows how badly the Jews were treated, no one really comprehends it until you visit.”

Beyond learning about the Holocaust, we also had the opportunity to explore Poland’s rich, deep, and complex history. As Flinn and Sam said, “Poland has a rich and expansive history dating back hundreds of years.” A favourite experience among the students was visiting the Salt Mines, where we descended more than 800 steps to reach a depth of 135 metres below the surface. We saw saline lakes and stunning underground chambers, including the unique St Kinga’s Chapel. We also learned about historical mining tools, machinery, and traditional methods of salt extraction and transport.

Our visit to Krakow also included Schindler’s Factory Museum, a trip to Wawel Castle, and we ended our stay with a quick visit to the Main Square—the largest in Europe.

- **Mrs Walters**

Y9 SHINE TRIP TO YORK UNIVERSITY



How much can you fit into one day?

Well after an early start, our Year 9 SHINE program students travelled to York University where they spent the day learning about University life.

Students had the opportunity to explored (guided) the University campus, understand about the different accommodation types, subject courses, finance, budgeting as well as sampled some of the University food!

As expected, our students were impeccably behaved and represented the academy well and gained further insight into what Higher Education is like.

The feedback from students was extremely positive:

- "The trip was really good, It made me think about our future. Thank you for the experience."
- "I enjoyed the trip it was a good experience."

- "The activities were enjoyable."
- "The trip was fun and gave us new experiences and ideas for the future."
- "I wasn't sure about the food but actually it wasn't too bad."

Also, huge congratulations to Ivy who was selected as a runner up in the SHINE prize draw & won a £10 Love2shop voucher!

Thank you to Mrs Ling for taking the time to communicate with all our Year 9 SHINE Programme students as well as attending with the students on what was an extremely long but beneficial day.

- **Mr Mundell**

Y10 SHINE TRIP TO YORK UNIVERSITY

Recently a group of ambitious Year 10 students had the fantastic opportunity to attend a two-day residential trip to the University of York as part of the SHINE programme (Supporting Higher Education and Nurturing Excellence). This overnight experience was designed to raise aspirations and give students a real insight into university life, both academically and socially.

From the moment we arrived, the University of York's friendly student ambassadors and outreach team made everyone feel welcome. After a short introduction to the SHINE programme and the university itself, our students were immersed in a full schedule of activities, including academic taster sessions, team-building workshops, and campus exploration.

A standout element of the trip was the chance to stay overnight in university accommodation. For many of our students, this was their first time away from home in a university setting, and it gave them a true sense of what independent living might feel like. Students shared flats in one of the halls of residence and enjoyed dinner in the student canteen—just like real university students.

During the academic taster sessions, students explored fascinating subjects such as Psychology and Sociology. These sessions gave them a feel for university-style learning, encouraging curiosity and critical thinking beyond the classroom. Many students were surprised by how interactive and discussion-based the sessions were, with one student commenting, "It wasn't what I expected at all, we got to share our opinions and think deeply about big questions, and I also learned a lot of new skills."

The trip also included workshops on key skills such as decision-making and planning for the future, helping students reflect on their goals and the pathways available to them after secondary school. These sessions were led by experienced staff who provided useful advice about qualifications, student finance, and university applications.

In the evening, students took part in fun group activities designed to build confidence, communication, and teamwork. The relaxed atmosphere gave everyone a chance to socialise and bond with students from other schools also taking part in the SHINE programme. For many, it was the highlight of the trip. Another students commented, "The quiz/sports night was brilliant, we got to work together with different schools and have loads of fun at the same time."

The trip concluded with students taking part in a variety of fun and engaging group activities, including quizzes, games, and team challenges. These activities helped students unwind and bond, while also testing their problem-solving and collaboration skills. From fast-paced general knowledge rounds to creative team tasks, the last day was filled with laughter, friendly competition, and a strong sense of community. Another comment from one of our students, "The shine trip helped me grow as a person and helped me gain an insight of university life, although the food was the best bit."

Overall, the overnight SHINE trip to the University of York was a truly eye-opening and inspiring experience. It gave students the chance to imagine their future in higher education and to begin making plans to turn those ambitions into reality—all while building friendships, confidence, and valuable life skills.

A huge thank you to the SHINE team, the University of York, and all staff involved in making this experience so memorable. Our Year 10 students represented Humberston Academy with pride, curiosity, and enthusiasm, we couldn't be prouder.

A huge thank you to Mr Ashton & Miss Lynch for attending with our Year 10 students.

- **Mr Mundell**

RAINBOW FLAG AWARD

We are proud to inform our school community that we have successfully renewed the Rainbow Flag Award! We will continue to promote and celebrate equality, inclusion and diversity at Humberston Academy. Thank you for everyone's support.

- **Mr Mundell**

PASTORAL COFFEE CLUB

On Monday 28th April, Humberston Academy held it's fifth pastoral Coffee Club at 12noon - 1pm. The topic for this event was parental controls and monitoring on apps and devices.

The majority of devices and platforms have built-in parental controls including: Windows, Mac, Android, iOS, gaming consoles, web filtering and Google SafeSearch. With our young people it is essential for parents/ carers to monitor technology, gaming and social media use due to the potential risk of online harm.

Online harm can involve: criminal or sexual exploitation, physical harm, psychological or emotional harm, bullying, discrimination and hate speech.

We continue to provide education in school through our PSHE curriculum, Tutor time, assemblies, awareness days/ weeks and our Safeguarding and Wellbeing Day. Please continue to work with us to best support your child in accessing online platforms and devices safely.

- **Miss Manners**

HUMBERSTONS GOT TALENT

Wow!

Humberston's Got Talent was once again an incredible display of talent. From singing to impressions!

A packed audience saw it all! Well done to all our students but a huge congratulations to this year's winner Paisley F Year 7, with an Elvis dance medley.

- **Mr Sleight**

U15 GIRLS GRIMSBY AND DISTRICT CHAMPIONS!

For the second year in a row Humberston Academy U15's girls football team have made it into the Grimsby and District Final - this year we were looking to defend our title! In a hard fought game, Cleethorpes Academy shaded the first half 1-0 as we struggled to find our feet... Amelia pulled us level with a freekick from 20 yards out into the right hand corner of the goal.

This sparked our confidence and soon after, after a magnificent ball across from Maisy, Scarlett produces a fantastic finish to beat the keeper - a real game changer. Brooke (who worked tirelessly all game) scored from around 40 yards lobbing the keeper and two further goals followed for Amelia and Ruby.

In the baking heat the girls grew into the game and the level of desire and effort was remarkable - these girls simply will not accept losing and the team spirit is so so strong.

Player of the match went to Ava - one of the hardest working performances of the season - 2 different positions today and must have won 50 tackles - simply will not give up - epitome of a team player. She has even played in goal when we have needed a back up keeper!

These girls give absolutely everything to the cause (some have played nearly 20 games for school this year) - a proper 'team' and the best group of students to be involved with.

Proud is an understatement.

- **Mr Lee**

U13 RUGBY SPRING CUP 2025

A huge effort against some really strong sides in the cold to compete in the U13 DRET Rugby Spring Cup. Through teamwork, resilience and hard work the team placed 3rd overall with a lot of close games!

A fantastic achievement after finishing last in 2024! Well done lads, we are so proud of you!

- **Team PE**

Y8 GRIMSBY AND DISTRICT CHAMPIONS!

Back to back champions!

A huge congratulations to our Year 8 boys football team for winning the Grimsby and District Final 2-1 against a strong Waltham Tollbar side!

Well played lads!

- **Team PE**

Y7 GRIMSBY AND DISTRICT CHAMPIONS!

Congratulations to our Year 7 boys football team who wwere victorious against John Whitgift Academy in the Grimsby and District Final!

Y7 Football Grimsby and District Champions!

Well done lads!

- **PE Team**

UK MATHS CHALLENGE

This half term our Year 7 and 8s have completed the Junior Maths Challenge. This encourages mathematical reasoning, precision of thought and fluency to make students think.

The results have come back from the UKMT and we are delighted to say that 44 students achieved either a Bronze, Silver or Gold certificate.

A huge congratulations goes to Chloe S and Kristofers D in Year 8 who have qualified for the Pink Kangaroo, taking place next half term. Well done to all students that took part!

- **Miss Leo**

YPAG BLUNDELL PARK VISIT

Two students went to represent the academy for the YPAG at Blundell Park on 24th April 2025. Toby N Y11 and Jack S Y7, had a great time on the tour! They also were able to input about ways to get information across about the Young Persons Action Group so more people were aware of it.

Of course they both enjoyed the lunch supplied which was a sandwiches and of course sausages and chicken drumsticks and chips which of course is a bonus. They were excellent ambassadors for Humberston Academy and gave great feedback both to YPAG and school afterwards.

- **Mrs Atkins**

Y11 MAY HALF TERM REVISION SESSIONS

During the May half term break, there are some revision sessions being offered to Y11 students to support with their preperations for their GCSE examinations. Please see below for the sessions being offered:

Date	Subject	Time	Staff
Monday 26 May	Bank Holiday		
Tuesday 27 May	Biology Music	9.00 - 12.00 12.30-3.00	MBN RST
Wednesday 28 May	History	9.00 -12.00	CAT RWS
Thursday 29 May			
Friday 30 May	Combined Science Foundation Maths Higher Maths	9.00-12.00 12.30-2.30pm 12.30-2.30pm	RC RMR SES DRN LLO

- **Mr Close**

HUMBERSTON POTTERY THROW DOWN

Our very own pottery club has been running for nearly a year now and is proving to be quite a success with some keen potters!

It is a very friendly and therapeutic club, where the students can engage in this really tactile past-time. They've produced some lovely, themed work, from Halloween pinch pots to Christmas slab building and experimenting with textures and glazes.

This term they have been working on some Spring-time trinket trays, which have incorporated coiling, getting them ready for the next project of building their very own coiled-mug...watch this space!

It has been lovely to see the potters grow in confidence and bring their own personalities to their practice. We look forward to seeing their future masterpieces!

- **Mrs Baker**

VE DAY CELEBRATIONS

On this special 80th anniversary of VE day. It truly was a Team Humberston celebration. The Flags were out to welcome our students, staff and visitors to our academy to recreate a sense of “This day in History” which was the theme of our celebrations.

In Tutor and in history lessons we discussed why it is important to remember those who made th e sacrifice at home and in battle for our freedoms. We shared stories of staff and students’ family members from VE day 80 years ago.

We tried to imagine what it would have been like wakening up the day after the announcement of Victory in Europe to a day of “brief celebrations” (Churchill, 1945) We explored how if they were a student in 1945, they may have been evacuated, and that rationing was in effect.

We displayed images from “This day 80 years ago” around the academy on the screens and in the history hallways and the canteen. We observed our 2-minute silence in remembrance.

Students took part in a create your own memorial design for the 80th Anniversary of VE Day, where students were encouraged to include a local focus.

Thank you to staff and students for their support.

- **Mrs Ashcroft**

MENTAL HEALTH AWARENESS WEEK

The Academy was once again proud to support and raise awareness of mental health during Mental Health Foundation Awareness week (12th - 16th May 2025). The theme for this year was Community.

It is important that Mental Health is at the forefront of our minds throughout each academic year, not just during awareness weeks. Mental Health has a prominent place and is frequently covered in our Personal Development (PSHE) curriculum across all year groups.

Our inclusive academy environment has clear supportive pastoral procedures, should a student have any worries or concerns.

As part of our whole school assembly, we shared '5 Ways to Well-being' and discussed the importance of looking after ourselves and others too.

MENTAL HEALTH FOUNDATION
MENTAL HEALTH AWARENESS WEEK
12-18 MAY 2025

Our fantastic staff supported this event, as they usually do, by wearing green clothing to work on Friday 16th May.

Thank you to everyone for supporting and further raising awareness of Mental Health.

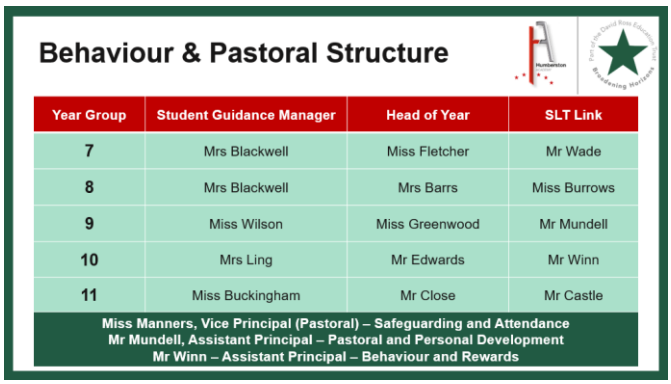
If you have any queries, please don't hesitate to make contact with the Academy.

- **Mr Mundell**

MENTAL HEALTH SUPPORT

We wanted to remind parent/carers that our Pastoral Team are here to support.

Students are also able to speak to their Tutor. If you have any queries please do not hesitate to make contact with the academy.



Behaviour & Pastoral Structure

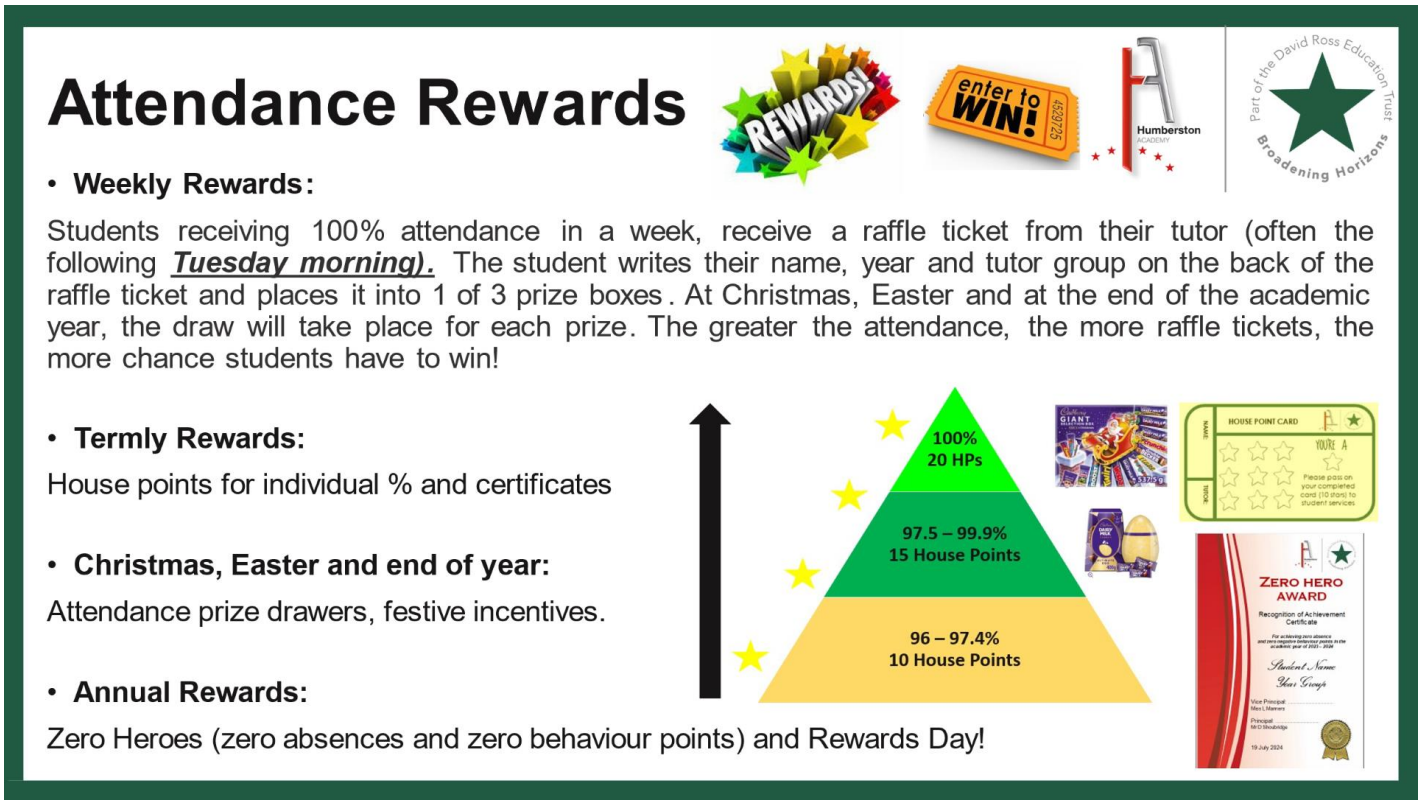
Year Group	Student Guidance Manager	Head of Year	SLT Link
7	Mrs Blackwell	Miss Fletcher	Mr Wade
8	Mrs Blackwell	Mrs Barrs	Miss Burrows
9	Miss Wilson	Miss Greenwood	Mr Mundell
10	Mrs Ling	Mr Edwards	Mr Winn
11	Miss Buckingham	Mr Close	Mr Castle

Miss Manners, Vice Principal (Pastoral) – Safeguarding and Attendance
Mr Mundell, Assistant Principal – Pastoral and Personal Development
Mr Winn – Assistant Principal – Behaviour and Rewards

- **Mr Mundell**

HUMBERSTON NEW ATTENDANCE INITIATIVES!

"At Humberston Academy we consistently promote and reward excellent consistent attendance due to the impact it has on academic success and personal development. Our previous attendance rewards structure included the following:



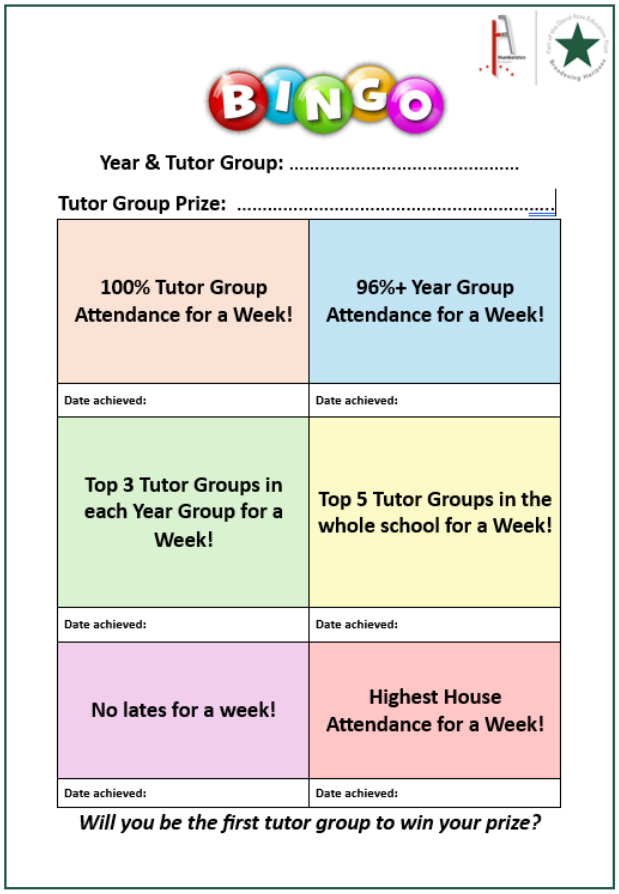
However, this half term we went one step further, and built upon on our current offer! We launched four new initiatives and rewards to increase the awareness and visibility of attendance.

1. **100% Weekly Tutor Group Attendance** - If any **tutor group** gains **100% attendance for a week,** they will receive a **tub of sweets/ chocolates!** Three Tutor groups have received in a four week period!

2. **Tutor Room Attendance Door Signs -** Every **Monday morning** Tutors receive a door sign displaying their Tutor group's attendance for the previous week. The door sign is colour-coded dependent upon their attendance. Every Tutor group wishes their sign to be green or pink!

3. **Weekly Spin the Wheel** – one student in every year group who achieves **100% attendance** in the previous week, will be chosen at random to **spin the 'wheel of opportunity'** in assembly and **win 1 of 7 prizes.** Prizes were chosen by **student voice. Prizes include:** free dessert, £10 Amazon voucher, HUA water bottle, golden ticket to leave 5 minutes early, chocolate/ sweets, queue jump and a further spin! The excitement for who has been chosen each week is quite something!

4. **Weekly Attendance BINGO -** specific weekly challenges are promoted in assembly a week in advance. Results from the weekly challenge is shared in assembly every week! If a Tutor group achieve a challenge, they can tick off a bingo square. When the Tutor group achieves a 'full house' they gain a non-uniform day for the whole of their Tutor group! So far Mr Bogie's Tutor group are leading the way, ticking off 4 squares, and having only two more to go!



The feedback from our staff and students regarding our new initiatives has been extremely positive and we hope that over time our attendance becomes even stronger. Ultimately we wish for students to be intrinsically motivated to attend school and fully comprehend the reasons why it is important.

Thank you to all our students who continue to attend school every day, and to our parents/ carers who continue to promote it's importance. If you feel your child has any emerging attendance barriers, we will continue to work with you. Please do not hesitate to contact the academy. We look forward to hearing from you!

- **Miss Manners**

ONLINE SAFETY ADVICE

In 2025, we all need to be more aware of how we can help to keep ourselves safe online, as we use technology now more than ever before!

This academic year, we wish to further complement our 'Online Safety' whole school offer. We actively liaise with student council to receive student feedback and have formed an action plan for this academic year.

We will be further educating students and raising more awareness of online safety through the following platforms: PSHE curriculum, half termly newsletters and assemblies, the tutor programme, emails to students, display boards, themed days, Humberston Academy social media platforms and half termly pastoral coffee mornings.

We aim to ensure that students and parents/carers can keep abreast of new developments, trends and key information relating to online safety.

We will be focusing upon 12 key online safety topics over the course of the academic year, covering two per half term. We hope that these key topics encourage us all to be safer through increasing knowledge and understanding of just how vulnerable we can be online! The two topics we are referring to today and this half term are:

- Parental controls & monitoring
- Mental Health & Wellbeing online

Some built-in Parental Controls available are:

Most devices and platforms provide built-in parental controls, including:

- Windows & Mac: Family safety settings to restrict content, set screen time and monitor activity.
- Android & iOS: Google family link and apple screen time allow content filtering, app management and screen time limits.
- Gaming consoles: Parental controls restrict purchases, online interactions and screen times.

Web Filtering & Safe Browsing:

- Google SafeSearch: Helps filter explicit results in google searches.

Social Media & App Monitoring:

- TikTok, Instagram, Snapchat and YouTube: These apps offer restricted modes and parental control settings.
- Third-Party Monitoring Apps: Apps like Bark, Net Nanny and Qustodio help monitor social media activity, detect harmful conversations and alert parents of potential risks.

Location Tracking & Screen Time Limits:

- Apple's Find My/Google Family Link: helps track your child's location.
- Life360: Offers family location tracking with driving reports and SOS features.
- Screen Time Management: Tools like Circle with Disney, Google Family Link and Apple's Screen Time help enforce healthy device usage.

Open Communication & Digital Literacy:

- Talk about online Safety: Explain the risks of cyberbullying, inappropriate content and online privacy.
- Set Rules Together: Create a family agreement and screen time, social media use and safe browsing.

Manage Screen Time Mindfully:

- Set daily limits to avoid overconsumption.
- Use tools to track and manage your usage.
- Take regular breaks from screens, follow the 20-20-20 rule – every 20 minutes, look at something 20 foot away, for 20 seconds.

Curate you Online Space:

- Unfollow or mute accounts that make you feel anxious, stressed or insecure.
- Follow positive, uplifting and educational content that aligns with your values.
- Engage in supportive communities that promote wellbeing rather than toxic discussions.

Protect your Mental Health on Social Media:

- Limit comparisons: remember that most people only share their highlights, not their struggles.
- Set boundaries; avoid scrolling first thing in the morning and last thing before bed.
- Doomscrolling; excessively consuming negative news can impact mental wellbeing.

Prioritise Digital Detoxes:

- Take scheduled breaks from social media and digital devices, especially before bed.
- Try activities that don't involve screens, like reading, exercising or meditating.
- Consider offline hobbies that promote relaxation and creativity.

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about SNAPCHAT

SNAP STREAK 97 DAYS

AGE RESTRICTION 13+

Snapchat is a messaging app which allows users to send images, videos and texts to others. Its best-known feature is that anything sent 'disappears' 24 hours after it's been viewed; however, users are known to take screenshots or use another device to obtain a photo of their screen. In 2023, Snapchat added a chatbot function called 'My AI'.

WHAT ARE THE RISKS?

ARTIFICIAL INTELLIGENCE

My AI is Snapchat's new chatbot, which replies to questions in a human-like manner. However, the software is still in its infancy and has significant drawbacks, such as biased, incorrect or misleading responses. There have already been numerous reports of young users turning to AI for medical help and diagnoses, which could be inaccurate and therefore potentially dangerous.

PREDATORS AND SCAMS

Predators can exploit Snapchat's disappearing messages by, for example, telling a user they have naked photos of them and will post them unless they're paid. Snapchat's own research found that 65% of teenagers had experienced this – on this app or others. This likely isn't helped by 'SnapMaps' – a feature which highlights your exact position in real-time. This is meant to help friends keep track of each other, but could be used for more sinister reasons.

MY EYES ONLY

Snapchat has a hidden photo vault called 'My Eyes Only'. Teens can conceal sensitive photos and videos from parents and carers in this folder, which is protected by a PIN. You can check for this by clicking on the icon which looks like two playing cards. This takes you to the 'Memories' folder which stores photos, stories and the My Eyes Only folder.

SCREEN TIME ADDICTION

Snapchat prioritises user engagement, with features like streaks (messaging the same person every day to build up a high score). The app also has sections called 'Discover' and 'Spotlight', which show tailored content to each user. However, this could also be seen as an attempt to hook users into watching videos endlessly. Furthermore, constant notifications can lure people into using the app.

INAPPROPRIATE CONTENT

Some content on Snapchat simply isn't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's 'disappearing messages' feature also makes it easy for young people to share explicit images on impulse – so sexting continues to be a risk associated with Snapchat.

ONLINE PRESSURES

Although many of Snapchat's filters are designed to entertain or amuse, the 'beautify' effects on photos can set unrealistic body image expectations – creating feelings of inadequacy in younger users. Snapchat now also has 'priority' notifications (which still get displayed even if a device is in 'do not disturb' mode), increasing the pressure on users to log back in and interact.

Advice for Parents & Educators

UTILISE PARENTAL CONTROLS

Snapchat's 'Family Centre' lets you view the details of the child's account – their friends list and who they've spoken to in the last week – and report any concerns. You must invite a child to the Family Centre for them to join. To keep the child's location hidden on the app, go into settings and turn on 'Ghost Mode' and 'Hide Live Location', and ensure they know not to share their location with anyone.

FAMILIARISE YOURSELF

Before you allow a child to download Snapchat, download it yourself and familiarise yourself with the app. Snapchat has produced a parents' guide to the app to help you understand how it works and any protections they have in place. A link for this can be found in the sources below.

BLOCK AND REPORT

If a stranger *does* connect with a child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending sexual images to them, the child can tap the three dots on that person's profile and report or block them. There are options to state why they're reporting that user – such as annoying or malicious messages, spam or masquerading as someone else.

ENCOURAGE OPEN DISCUSSIONS

Snapchat's risks can be easier to handle if you nurture an open dialogue. For example, discuss My AI's responses to questions and how reliable they are. Talk about scams and blackmail before letting children sign up. If they're lured into a scam, encourage them to tell you immediately. Talk openly and non-judgementally about sexting, emphasising its inherent risks. Furthermore, explain how popular 'challenges' on the platform can have harmful consequences.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.

#WakeUpWednesday®

The National College®

Source: See full reference list on guide page at: https://nationalcollege.com/guides/snapchat-2021

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