



NEWSLETTER

Spring HT1

12th February 2021

Headteacher's Message

Dear parents and carers,

We have so quickly reached the end of this strange and difficult half term. Staff are missing the energy, enthusiasm, and positive spirit that our pupils bring into the school and make it the vibrant place it is. School is nothing without the children in it.

Thank you again for the immense hard work you as parents and carers have given to supporting us and your children whilst they have worked from home this half term; it was encouraging and uplifting to see so many parents join us online for the remote learning sessions.

In this newsletter, we will show you examples of some of the things we are engaging pupils with, despite working remotely. It is vital we keep their personal development at the forefront of our work.

Unlike previous half term breaks, during the last lockdown period, we are following the latest government guidance which states that schools will not remain open for those pupils invited in, due to vulnerability or key worker status.

I hope you have a well-earned rest from overseeing online work this half term! Within the restrictions, I hope you are able to spend some 'R&R' time with your family at home this next week.

We sincerely hope we shall be back together very soon!

Take care of yourselves and yours.

Very best wishes,

Mrs. S. Finlay



Ms S. Finlay
Headteacher

Safeguarding Tip: Make sure that you take the time to rest and recover over the half term break.



#WellbeingWednesdayDTA

Year 9 Options Subject Videos

If your child is in Year 9, please visit our website to view our options subject videos.

<https://www.deantrustardwick.co.uk/year-9-options/year-9-options-subjects/>





Year 7 - Mrs Rashford *I would like to thank you for all your support.*

We are at the end of this half term. I am really proud of how Year 7 pupils have coped with working remotely from home for 6 weeks. I do know that many pupils have missed the normality of school. However, this has not deterred pupils from continually engaging in their school work. Wednesday 12th February was 'Well-being Wednesday'. The aim of the day was to vastly reduce the 'screen-time' for pupils. Staff provided a vast of different activities for pupils throughout the day. From speaking to a number of pupils and staff the day was a great success. I would like Year 7 pupils to take some photographs and upload evidence of their efforts. I would like to thank you for all your support in ensuring your child has engaged fully with remote learning. Take care and stay safe.



Year 8 - Mr Diaz *Well-being Wednesday was greatly enjoyed by everyone.*

It has been wonderful seeing Year 8s continued eagerness to learn whilst engaging with online studies. Year 8 pupils have been outstanding throughout this half term while working from home, submitting their work and engaging with recent live lessons. This Wednesday we celebrated 'Well-being Wednesday' and many pupils across all year groups engaged in active learning with their teachers, whether that was dance, live chats, cooking etc. It was greatly enjoyed by everyone. I would like to extend my thanks to you, parents/carers, for supporting your child, seeking help and advice from teachers and ensuring that your child has a balanced day while working from home. Together we're strong! I hope you all have a wonderful half term and stay safe.



Year 9 - Mr Chetwyn *Keep up your excellent standards of hard-work, commitment and dedication!*

Hello Year 9! I hope that you and your family are all safe and well. A lot may have happened since we last saw each other in person, but what has not changed is your ability to keep up excellent standards of hard-work, commitment and dedication. A lot of your teachers have been saying how great it is to see you all engaging in and enjoying your live lessons, and I am very keen for that to continue! In the first week back after half-term we have our 'Parents and Options' evening, which will be a great chance for staff to tell your families how well you have been working from home and a great opportunity for you to ask any questions about options. Have a very restful break. Stay safe! Stay Positive!



Year 10 - Mr Hull *I hope you prioritise your own well-being over the break!*

As incredibly as it seems, we have completed a whole half-term of remote learning. It is far from ideal and very difficult at such a key and vital time in your GCSE studies. However, I am immensely proud of you all, and intensely proud to be your Head of Year. You have done so well in difficult circumstances over the past half-term - showing real motivation, genuine independence and buckets of resilience in truly testing circumstances. Alongside your learning we have started the careers programme with high levels of interest - people arranging work experiences and meeting with our new Careers Advisor. I hope you prioritise your own well-being over the break - rest, spend time with your families and take the time to do something (safe and socially distanced) that you enjoy.



Year 11 - Mr Smith *Over the half term break I would encourage all the pupils to take a break.*

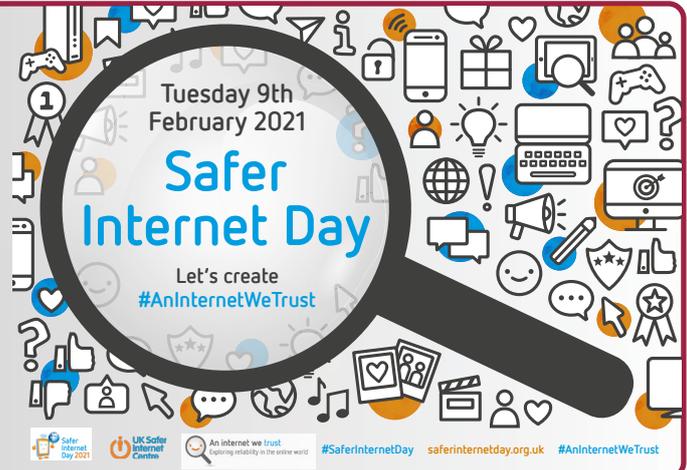
On Wednesday, Year 11 pupils had their first taste of 'Well-Being Wednesday' where there were a number of online sessions that aimed to get the pupils away from the screen, and involved in more practical based activities to try and help with their mental and physical well-being. The pupils in school thoroughly enjoyed the various activities from dodgeball, to 'Just Dance', along with board games such as chess. Over the half term break I would encourage all the pupils to take a break from learning and try and take part in as much physical activity as is possible under the current restrictions, this will help them to gain that mental break that is needed to reinvigorate their minds and replenish their motivational drive!



Safer Internet Day 2021 - 9th February 2021

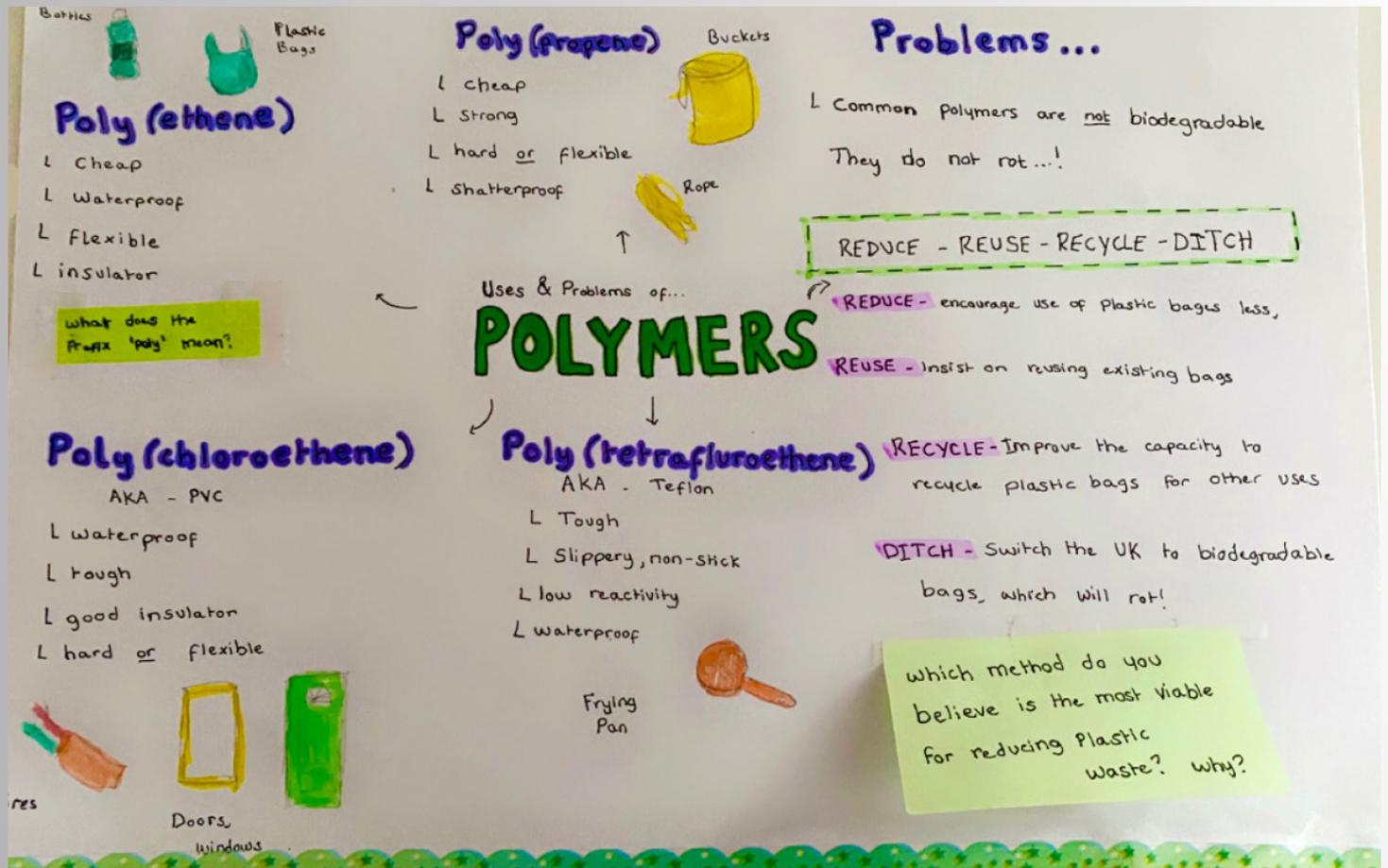
On Tuesday, our pupils took part in a number of activities to tackle the difficulties of trusting online sources of information. During the day pupils watched a narrated presentation created by Mr Martin which posed key questions and highlighted where pupils can access lots of information on this topic. If you would like to view this video, it can be accessed via our Twitter page:

https://twitter.com/DT_Ardwick/status/1359076643122348036



Science - Polymers in Chemistry

In Year 11 Chemistry, pupils prepared and delivered a pitch on how the government should tackle the plastic crisis. They did this in break-out rooms during a live lesson and Miss Carter was very impressed with the quality of discussion and debate. She was particularly impressed with Amina who went above and beyond by preparing a wonderfully informative poster.



Amina, Year 11 - Polymers



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SCHOOL MESSAGES

Modern Foreign Languages

We have had a fantastic final week in MFL this week. A lot of our Key Stage 3 classes have had the opportunity to engage in live lessons and this has went really well. Miss Martin would like to say a massive well done to all the pupils in 9D3 who attended her Spanish taster sessions for GCSE languages. Your behaviour and contribution was outstanding. In addition to this, Year 9 pupils had the opportunity to attend an online talk with representatives from Manchester University on Friday 5th February. This talk focused on the advantages of taking languages for GCSE and beyond.

As most of you are aware, this week we celebrated 'Well-being Wednesday'. MFL set pupils a cooking task, where pupils had the opportunity to make a *Tortilla Española*, *churros* or *French crepes*. We received some fabulous entries from pupils across all year groups. Please see some pictures below. A special mention to Eshaal in Year 7, who made granola bars to represent a *Tortilla Española*, so creative.

Finally, MFL would like to say a massive well done to all pupils for their efforts with remote learning this term, you have all adapted brilliantly and continued to build on the hard work that you have done in term 1 of this year. Have a lovely and restful half term. half term



SCHOOL MESSAGES

My Brain and I - A new podcast on mental health.

Pupils from Year 11 have teamed up with Mr Griffiths and the Manchester United Foundation to introduce a new and exciting project called, 'My Brain and I' podcast. The podcast will explore and discuss a variety of topics around mental health and the impact it has on different people. The podcast will feature 'special guests' such as teachers and students, with episodes scheduled to be released every fortnight. This is a fantastic project and a step in the right direction to end the stigma attached to mental health!

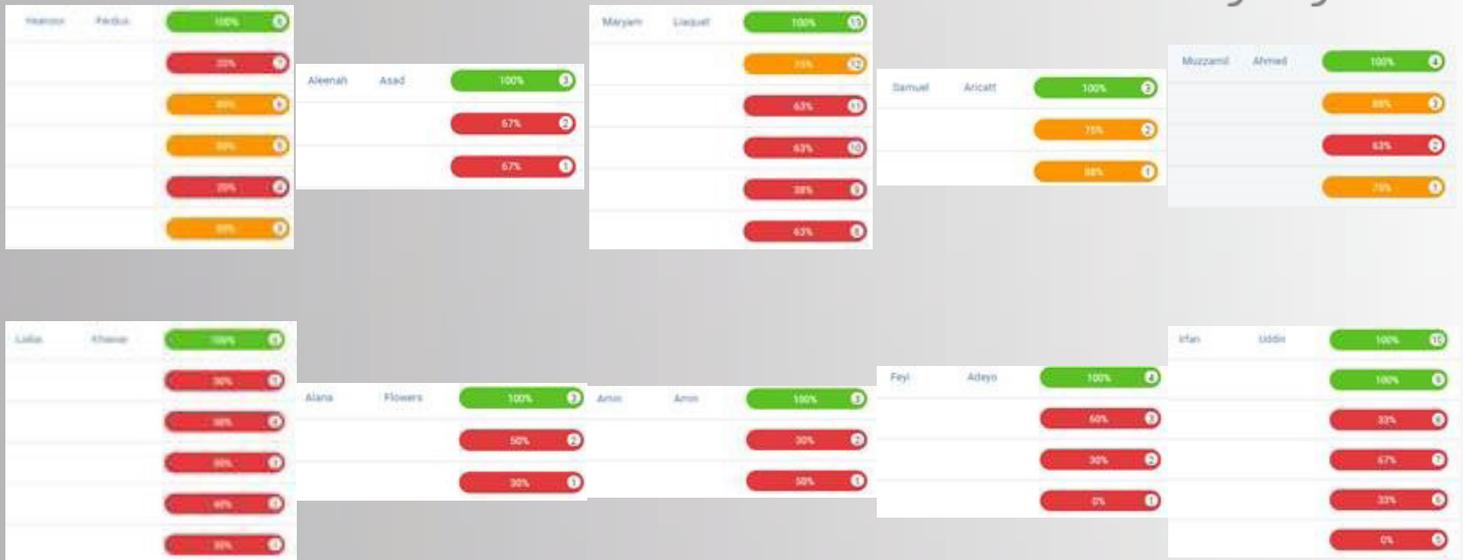


Mathematics - Hegarty Maths Tasks

Pupils have been demonstrating their resilience, and ambition to obtain academic excellence, in their refusal to accept anything less than 100% during their Hegarty Maths task this week. The images below show how these pupils have persevered with the task, repeating it until they scored 100%. They really do want to become the best mathematician they can be!



hegartymaths



LGBT+ History Month Badges

Mrs Rashford wanted to share this wonderful badge that Raida designed for the LGBT+ History Month competition.



MAKE IT POWERFUL - MAKE A DIFFERENCE

Mathematics - Outstanding examples of home learning!

We have even more examples of home learning that we would like to show off. Below are examples of work produced by Laraib, Neeraj, Abdul, Amna and Arifah in Year 10. Well done!

Abdul

Lesson	Score
224 - Factorise quadratic expressions 2	100% 1
225 - Factorise quadratic expressions 3	100% 1
228 - Factorise quadratic expressions 6	100% 1
221 - Sums & products	100% 1
222 - Quadratic expressions	100% 1
223 - Factorise quadratic expressions 1	100% 1
170 - Simplifying expressions by factorising 1	100% 1
169 - Factorise simple expressions 2	100% 1
168 - Factorise simple expressions 1	100% 1
160 - Expand a single bracket	100% 1

Abdul

Amna

Friday 29th January 2021

How can we simplify algebraic fractions?

Do you see? You do:

- $\frac{8x}{12} = \frac{2x}{3}$
- $\frac{3}{12} = \frac{1}{4}$
- $\frac{5}{10} = \frac{1}{2}$
- $\frac{1}{3} = \frac{1}{3}$
- $\frac{15}{20} = \frac{3}{4}$

Take 1

- $\frac{16+4m}{4} = 4+m$
- $\frac{2x+4}{4} = \frac{x+2}{2}$
- $\frac{2m^2+6}{6} = \frac{m^2+2}{3}$
- $\frac{2x^2+4}{4} = \frac{x^2+2}{2}$

Amna

Arifah

Lesson	Score
229 - Simplify algebraic fractions (involving quadratics)	90% 1
224 - Factorise quadratic expressions 2	90% 1
221 - Sums & products	100% 1
222 - Quadratic expressions	100% 1
223 - Factorise quadratic expressions 1	100% 1
169 - Factorise simple expressions 2	90% 1
168 - Factorise simple expressions 1	100% 1
160 - Expand a single bracket	100% 1
161 - Expand two single brackets & simplify	58% 2
511 - Trigonometry (find angle) (1)	100% 2

Arifah

Laraib

Thursday 28th January 2021

How do we simplify algebraic fractions?

- $\frac{12x}{18} = \frac{2x}{3}$
- $\frac{3}{12} = \frac{1}{4}$
- $\frac{5}{10} = \frac{1}{2}$
- $\frac{1}{3} = \frac{1}{3}$
- $\frac{15}{20} = \frac{3}{4}$

Laraib

Laraib

Thursday 28th January 2021

How can we add and subtract algebraic fractions with a common denominator?

- $\frac{1}{4} + \frac{1}{6} = \frac{3}{12} + \frac{2}{12} = \frac{5}{12}$
- $\frac{1}{4} - \frac{1}{6} = \frac{3}{12} - \frac{2}{12} = \frac{1}{12}$
- $\frac{1}{4} + \frac{1}{6} = \frac{3}{12} + \frac{2}{12} = \frac{5}{12}$
- $\frac{1}{4} - \frac{1}{6} = \frac{3}{12} - \frac{2}{12} = \frac{1}{12}$

Laraib

Neeraj

Lesson	Score
229 - Simplify algebraic fractions (involving quadratics)	100% 1
228 - Factorise quadratic expressions 6	100% 1
225 - Factorise quadratic expressions 3	100% 1
224 - Factorise quadratic expressions 2	100% 2
223 - Factorise quadratic expressions 1	100% 1
222 - Quadratic expressions	100% 1
221 - Sums & products	100% 1
169 - Factorise simple expressions 2	100% 1
168 - Factorise simple expressions 1	100% 1
161 - Expand two single brackets & simplify	100% 2

Neeraj

Neeraj

Friday 5th February 2021

How do we add algebraic fractions?

- Work out:
 - $\frac{1}{4} + \frac{1}{6} = \frac{3}{12} + \frac{2}{12} = \frac{5}{12}$
 - $\frac{1}{4} + \frac{1}{6} = \frac{3}{12} + \frac{2}{12} = \frac{5}{12}$
 - $\frac{1}{4} + \frac{1}{6} = \frac{3}{12} + \frac{2}{12} = \frac{5}{12}$
- Emily is washing out. Signi is washing out. Here is her washing out:

$$\frac{1}{4} + \frac{1}{6} = \frac{3}{12} + \frac{2}{12} = \frac{5}{12}$$

What mistake has she made?
She didn't multiply the 7 by 11.
What's the correct answer?
 $\frac{1}{4} + \frac{1}{6} = \frac{3}{12} + \frac{2}{12} = \frac{5}{12}$
- Work out:
 - $\frac{10a+2}{10} + \frac{3}{10} = \frac{10a+2+3}{10} = \frac{10a+5}{10}$
 - $\frac{10a+2}{10} + \frac{3}{10} = \frac{10a+2+3}{10} = \frac{10a+5}{10}$
 - $\frac{10a+2}{10} + \frac{3}{10} = \frac{10a+2+3}{10} = \frac{10a+5}{10}$

Neeraj

Neeraj

Friday 28th January 2021

How do we simplify quadratic expressions?

- $1. (x+2)(x+3) = x^2+5x+6$
- $2. (x+5)(x+4) = x^2+9x+20$
- $3. x^2+4x+20 = (x+4)(x+5) + 4$
- $4. x^2+4x+20 = (x+4)(x+5) + 4$
- $5. x^2+4x+20 = (x+4)(x+5) + 4$

Neeraj

English - An Inspector Calls

Below is an extract from a GCSE English Literature answer from Lynn, Year 10 focusing on the character Gerald Croft in the thriller *An Inspector Calls*. Lynn uses sophisticated vocabulary to present an original and insightful viewpoint when analysing this character's complex relationship with women during the play. She produced a super answer – here is the opening extract.

Written just after the Second World War, JB Priestly decided to set *An Inspector Calls* in 1912. This was a time where capitalist values, as well as social classes and misogyny, were ingrained into society. Priestly uses the superficially charming and immensely shallow character of Gerald Croft to present his ideas on social responsibility and gender equality.

In the original description of Gerald, he is said to be "much the easy well-bred man about town." This is a link to Gerald's social status. As a member of the aristocracy, it is unsurprising that he has been well taken care of and has many advantages in life, confirmed by the word "easy." Priestly shows him as a walking symbol of nepotism and he clearly thinks of himself as superior to the lower classes. This is reinforced by his treatment of tragic Eva Smith.

English - *The positive effects of cultural diversity on British Culture.*

Mariam in 9D1 has created a very well-thought essay on the positive effects cultural diversity has on British culture. She makes some very interesting points and her writing is crafted with lots of persuasive techniques!

I often find people looking at other people's background and of course they start to judge them. For example if a person sounds "funny" to them because of their accent which also makes their self-esteem low and their accent is what makes them unique and people will like that about them. In the UK there is a lot of cultural diversity which makes you meet different people so it's nice to learn about different cultures making them interested and knowledgeable about their way of life.

In addition, just because someone is wearing something different or "weird" to you doesn't mean you humiliate them because you're not wearing the clothes are you?
We all have different tastes and that's completely normal but if you're going to disrespect someone for their clothing you forget your basic manners really. Cultural outfits are really important to people because it represents who they are and they want to express themselves but all they get back is judgemental looks when they weren't seeking attention. So having a cultural diversity will make you explore new things once again making you educated and respectful.

Cultural diversity is fascinating because we're all human but the way of life is either different or similar to some. We can learn so much about different cultures and not be judgemental about it because meeting new people while expressing their culture is amazing and it makes them feel appreciated that you are there listening to them which shows respect to them.

In conclusion all cultures are fascinating and beautiful because we can learn so much from them which makes the people proud because you acknowledge and respect them. People shouldn't be manipulated by the negative stereotypes on the media saying this culture is bad because they haven't *experienced* the true colours of the culture and appreciate it but instead stay in denial and say what they want. If you really want to say something bad to their culture don't because you're humiliating their culture which is important to them. It's a part of them.

English - *LGBT+ History Month Creative Poem*

For LGBT+ History Month the English faculty are running a creative writing competition! Prizes will be awarded for fabulous pieces of work, and a selection of the best pieces will be turned into a book alongside artwork from the art department to be kept in the school library. Entries must be submitted by the end of 28th February on the Google Classroom (code: ekfzgwg). We have already had some amazing entries, including this thoughtful and expressive poem from Shaheer:

Expression

Such tragedy,
You laugh at me,
As if I am some lesser being,
An animal without emotions,
A horror, something revolting,
For you to face.

You act as if I'm not allowed,
To express my emotions,
Upon this vivid world,
But I am human,
Just like you, I have feelings,
I have a right to express them,
And so I will.

I shall lurk in the shadows no more,
I shall be held down no more,
I am no vile creature,
But rather a human,
And so, I shall come forth.

SCHOOL MESSAGES

Technology - Baking for Positivity

For Well-being Wednesday, the technology faculty ran a 'Baking for Positivity' activity to encourage pupils to have some fun developing their baking skills alongside making some tasty treats. Pupils made a variety of cookie recipes and the results were fantastic! We were spoilt for choice when it came to showing off the delicious cookie creations! Special mention to the following pupils for baking some amazing cookies – Maysaa, Ayesha and Minha from 7D2, Hamna, Farah and Labeebah from 7T1, Tayba from 7T4, Anika from 7D4, Wasim from 8T5, Jannat, Lyana, Mariam & Iqrah from 9D1 and Saima from 11C.



MINHA - 7D2



MAYSAA - 7D2



TAYBA - 7T4



ANIKA - 7D4



JANNAT 9D1



LYANA - 9D1



IQRAH - 9D1



LABEEBAH - 7T1



WASIM - 8T5



SAIMA - 11C



MARIAM - 9D1



FARAH - 7T1



HAMNA - 7T1



AYESHA - 7D2

If I were Prime Minister...

Key Stage 3 pupils were asked to write a speech entitled 'If I were Prime Minister...' We have had some amazing responses that have shown excellent knowledge of the political spectrum and awareness of current events. Nicole in 8T2 wrote a particularly moving speech which we think shows a caring approach to running a country:

"If I were Prime Minister I would want to be the Prime Minister of the UK. This is because of issues like knife crime, poverty etc which I could help and make sure everyone is safe and has a home and that they have food. People should vote for me because I don't care about the power. I care about making sure everyone has their rights and are happy and safe. I will also make sure that we make changes to plastic and littering because of climate change and animals getting trapped and killed in the ocean because of people throwing rubbish into the water."

Nicole, 8T2

Year 9 Positive Messages - Mr Chetwyn

We continue to receive positive messages, showcasing excellent examples of home learning by Year 9 pupils. We have received some lovely feedback from both parents and pupils regarding our positive stories and so we would like to share some more!

Year 9 Positive Messages - WC 25th Jan

AMAZING!

Hello 9T1,

Congratulations to the majority of you who completed all your science work to a high standard. Also, thank you to those who completed some, please make use of all to avoid falling behind. This is how the league table stands, the competition is getting better

1st place - Reema (380/400)
 2nd place - Moshin/Luqman (360/400)
 3rd place - Yotham (350/400)
 4th place - Wahab/Michelle/Mashud (340/400)
 5th place - Marryam (330/400)
 6th place Noshin (320/400)
 7th place- Zaineab/Zak (310/400)

Once again, congratulations and keep up the good work

Thank you,
 Mrs Anyanwu

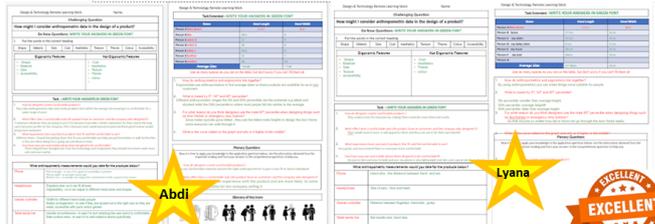
EXCELLENT

DEAN TRUST ARDICK

Year 9 Positive Messages - WC 25th Jan

AMAZING!

9D1 have been producing some amazing work for Design & Technology & exploring different areas of designing and thinking about the user. In particular **Abdi** & **Lyana** have produced some fantastic research and detailed explorations of ergonomics and anthropometrics! Keep up the great work! Well done from **Miss Green**



Abdi **Lyana**

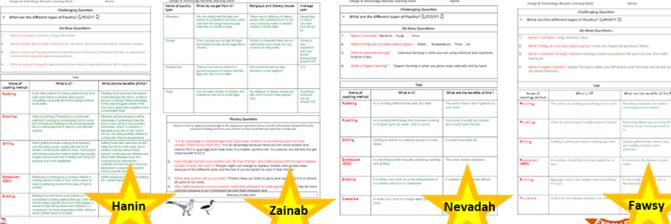
EXCELLENT

DEAN TRUST ARDICK

Year 9 Positive Messages - WC 25th Jan

AMAZING!

9D3, 9T4 & 9D5 have been working hard on a new topic within Hospitality & Catering and learning about the various different food commodities. Pupils have begun their investigations into the various types of poultry and what poultry provides for our diets. Special mention in particular to **Hanin** & **Zainab** in 9D5, **Nevadah** & **Fawsy** in 9D3 & **Hafeez** in 9T4. Well done from **Miss Green**



Hanin **Zainab** **Nevadah** **Fawsy**

EXCELLENT

DEAN TRUST ARDICK

Year 9 Positive Messages - WC 25th Jan

AMAZING!

Mr Hull's English class

Some amazing work from 9d/En4. It has been great to see so many people joining the classroom and completing outstanding work.

In particular: **Precious**, **Iwowari**, **Zohaib**, **Mohammed** and **Shaife** have consistently produced fine work this week. Consistent brilliant performances like Phil Foden and Kevin De Bruyne!

Also **Sean Bandede**'s work has really improved too. He's beginning to come into form like Ilkay Gundogan.

Well done! You're as successful as Manchester City. Let's stay top of the league!



EXCELLENT

DEAN TRUST ARDICK

Year 9 Positive Messages - WC 25th Jan

AMAZING!

This week 9D Rylands took part in their second live form time. Although not everybody logged into the live session, those that did engaged well. We played Kahoot quizzes using social sciences and practised using the enterprise facilities. Well done to those who attended, continue to work hard with your remote learning!

Top effort by **Joshua** during his online English session with Miss Gadsbey! :-)

EXCELLENT

DEAN TRUST ARDICK

Year 9 Positive Messages - WC 25th Jan

AMAZING!

This week in **English**, it has been a joy to read some really interesting extended pieces of writing on 'Online Learning VS Face-to-Face'. The following people went above and beyond with the use of persuasive techniques and a variety of ideas used in their writing:

- Hifza
- Taha
- Jannat
- Lyana
- Faria
- Mariam
- Anas
- Shad
- Syed
- Ayanna
- Jamelia
- Iqra
- Abdi
- Ayanna
- Hafsa

Keep up the excellent work 9D1!
 By Miss Polychronidou

EXCELLENT

DEAN TRUST ARDICK

AGE RESTRICTION
13+



yubo

Yubo is a location-based social networking app previously known as 'Yellow.' It has been dubbed 'Tinder for teens' due to its similarities with the adult dating app, in which users swipe to find matches. Yubo allows users to livestream themselves to anyone watching, and rate other users.



What parents need to know about

YUBO

(Formerly 'Yellow')



WHO IS USING YUBO?
Although its official guidelines suggest the app is for people aged 18+, those aged between 13 and 17 can create a profile with parental permission. Furthermore, the app does not verify ages or identities upon sign-up, leading to fears that it could be exploited by those seeking to target children. Adults can set up fake profiles for sexual reasons, while children younger than 13, with access to the Internet, could pretend to be older than they are.

LIVE-STREAM FOOTAGE
Yubo states that it uses a combination of technical tools and human moderators to check the content created by Yubo, but since users can comment on footage in real-time this could mean that children could be exposed to derogatory or unpleasant language. Media reports indicate that teens are being pressured into undressing live on camera for strangers, sending nude photos, and are even lured into face-to-face meetings on Yubo. Any users can take screenshots or copies of live streams, alter them and share them with others.

SNAPCHAT
While the Yubo app doesn't directly link to Snapchat anymore – users still tend to share their Snapchat usernames on their profiles, making them very easy to add on Snapchat without ever speaking to the individual. On Snapchat, if your child's location feature is switched on, there is a high chance that strangers can find your child's exact location.

BULLYING & MENTAL HEALTH
The way Yubo works is that users 'swipe' to accept or decline to talk to someone. Whether users accept or decline is all based on their profile picture, meaning there is the potential that children could be left with low self-esteem if declined. Receiving comments about their appearance can have a negative impact on a child's emotional wellbeing, leaving them feeling less confident about how they look or how interesting they are. Bullying includes actions such as making threats or spreading rumours about people. As users have the ability to screenshot copies of live streams and private messages etc., they can use these screengrabs as forms of blackmail, making the person feel victimised, embarrassed and unsafe.



Top Tips for Parents



HAVE A CHAT
Start a conversation with your teenager so that they know how to stay safe online. Don't be embarrassed to talk about inappropriate online content with your children and look out for secretive or reserved behaviour when it comes to their Internet devices.

DISCUSS YUBO GUIDELINES
Take time to go through Yubo's Community Guidelines, which all users receive a link to, when they sign up to the app. Anyone who does not follow the guidelines may have their content removed or account suspended. Guidelines include advice on not posting any fake pictures or pretending to be anyone else.

YUBO GUIDELINES FOR PARENTS
Yubo offers a guide (<http://parents-guide.yubo.live>) to reassure parents about their child's usage. It explains how the app works, how children can stay safe and outlines its 'five-step approach to safety' including Sign-up, Profile Settings, Community Guidelines, Moderation and Reporting.

REMOVE LOCATION FEATURE
In their 'Profile' settings, children can hide their city and choose to connect with people who are only located within a certain radius of their location.

PROOF OF AGE
Yubo recently updated its security settings so that users who attempt to change their date of birth after signing up now have to send proof of ID to the app in order to verify the change.

ENCOURAGE RESPECT
Remind your teenager to always consider anything they are about to share online and to think about whether they would do that in the 'real world', or whether they are posting something they may regret at a later date. Encourage your child to think about the language they use online and to think carefully before making a comment on content posted by someone else.

AVOIDING UNEXPECTED IMAGES
Yubo suggests that teenagers ask the person they are talking with to share a picture of themselves with a spoon on their head to prove they are really who they say they are in their picture. Another tip is to avoid profiles with only one photo as these are often 'catfish' – someone who pretends to be somebody else by creating false identities.

AVOIDING UNEXPECTED IMAGES
Report any suspicious activity. You can report any concerns by clicking on the 'flag' icon within the app or by visiting 'Yubo's Safety Centre' at <http://safety.yubo.co>. This includes pornographic, sexually implicit content, bullying, grooming and fake accounts.

PREPARE FOR 'GOING LIVE'
Yubo users can 'Go Live' during a chat with friends or choose to live stream 'Anyone' on Yubo. To help your child avoid sharing too much, help them to consider whether they really want the world seeing what they are doing. If they are going to watch streams they should also know how to report anything that makes them feel upset, uncomfortable



A whole school community approach to online safety
www.nationalonlinesafety.com
Email us at hello@nationalonlinesafety.com or call us on 0800 368 8061