

Newsletter



Mayville Primary School, Lincoln Street, London E11 4PZ

Urbis Academy Trust
Esse Optimus Qui Possum

04 | 02 | 2022

Trustees Message

Dear Parents and Carers,

In November 2021, Mayville Primary School was inspected by OFSTED under the new OFSTED framework.

OFSTED looked at five main areas; the quality of education, behaviour and attitudes, personal development, leadership and management and early years provision. Mayville received a good rating in three of these areas, while two were identified as requiring improvement.

First and foremost, OFSTED identified that the children at Mayville enjoy coming to school, and staff have high expectations of pupils' behaviour. Pupils behave well and are friendly. Bullying is rare, and pupils know there are caring adults they can turn to if they have any worries.

OFSTED's visit came very shortly after the appointment of our new and strong leadership team. Our highly experienced Head Teacher was appointed in February 2021, while the Deputy Head, who is also experienced, and our new and dynamic SEND co-ordinator were appointed in September. The leadership team is already in the process of improving the school in a number of areas, and a Rapid Improvement Plan has been drawn up.

There has been a swift response to implement the Rapid Improvement Plan, and the school is already addressing perceived shortcomings. Maths and Science were identified by OFSTED as having already benefitted from strong leadership, leading to a positive difference, with pupils producing high-quality work in these subjects, and having secure understanding of concepts. The Early Years curriculum was also identified as giving the pupils a firm foundation on which to build, and reading is well-promoted throughout the school.

Weaknesses were identified in PE, DT, RE and Music. This was, in part, due to the pandemic of the last two years, when pupils were frequently taught online. There was a lack of continuity and curriculums need to be updated to meet the needs of the pupils.

A dance teacher has already been employed by the school, and the PE staff, under the direction of the Deputy Head, who has been appointed PE lead, have been to observe PE in outstanding schools, to gain an insight into best practice in the subject

(Cont'd)...

Art and DT will be overseen by subject leaders, who will feed back to the leadership team to support improvement. A new curriculum (Discover RE) is being introduced to improve RE knowledge and understanding across the school.

In Computing, the curriculum was not organised to provide enough information on progression, and devices were out of date and not fit for purpose. This was already in the process of being addressed with the appointment of highly experienced and dynamic subject lead, and the acquisition of new devices for the students' use.

In Music, a new curriculum will be embedded and taught across the school, and staff will receive training in the delivery of the curriculum. Pupils are being given the opportunity to learn to read music and play instruments, with peripatetic teachers coming into the school. Subject leads will actively monitor pupil progress. These measures will ensure a rapid progression across these subjects.

OFSTED recognised that safeguarding arrangements are effective, and systems are in place which enable the school to respond swiftly to any concerns about pupils' welfare.

Recent appointments to the Board of Trustees have increased its effectiveness, and the Rapid Improvement Plan will ensure that the Trustees will have further training in their assigned roles to support them in their full understanding of their role.

The Board of Trustees are sure that with changes in place, the school will go into the future in a strong and secure position.

We hope you have an enjoyable weekend.

Kind Regards,



Rasheed Dauda
Chair of Mayville Trustees

MAYVILLE WHATSAPP

The school now has a WhatsApp messaging service to keep parents informed of upcoming activities. Parents are asked to download WhatsApp onto their mobile phones and input our phone number **07542 849560** in order to receive messages from the school. Please note however that this is a **no reply service** and parents are still expected to contact the school office for enquiries and to report lateness and absences.

MAYVILLE UNIFORM

Parents and Carers are politely reminded that children should be in their correct uniform each day. All children wear a Mayville school jumper or cardigan, a blazer for years 1-6 and school tie for reception – year 6. Children are also expected to wear grey trousers or grey skirt, a white shirt and black shoes. On the day your child has PE, they should wear a black tracksuit, white T-shirt and trainers to school.

Please note that no jewellery is allowed in school except studded earrings.

RIGHT OF THE WEEK

Article 1 (definition of the child) Everyone under the age of 18 has all the rights in the Convention.

WORD OF THE WEEK

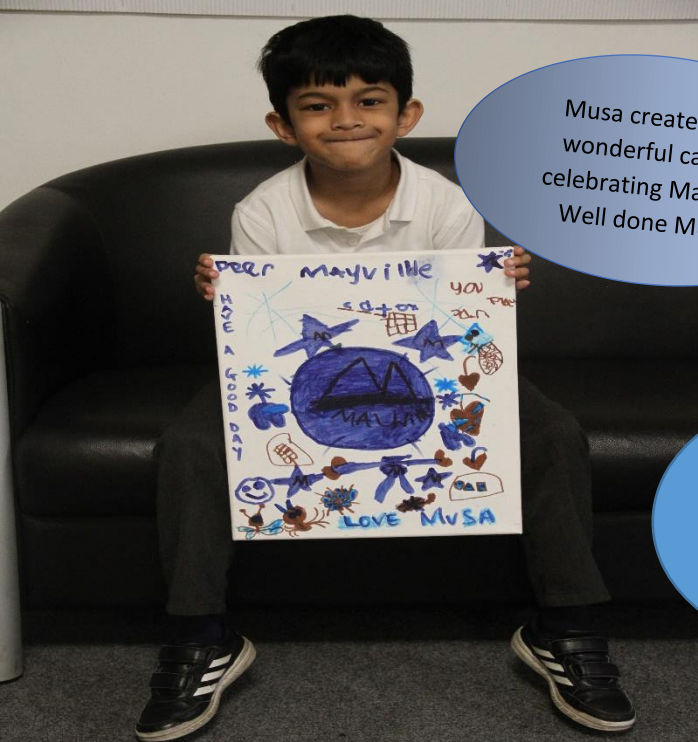
Effervescence

SONG OF THE WEEK

Let it Be

VIRTUE OF THE MONTH

Hardworking



Musa created this wonderful canvas celebrating Mayville. Well done Musa!



Well done Natali

Well Deserved Medal
Presentation for
Fabulous Football
skills!



GOING FOR GOLD

MAURICE SENDAK

Ismael – fantastic engagement
and participation in PE

Elitsa – great improvement in her writing

Anaya & Eesa – great improvement in Phonics

ALLAN AHLBERG

Christy & Jasmine – Excellent Effort

Ruzgar & Kevin – Talented Students

LOUIS SACHAR

Tia & Habibah - excellent singing and expressing themselves

Taiyo – conducting a fair science test by repetition with a full explanation

Layla – fantastic vocabulary during class discussion

Akram & Halima – fantastic role models who always manage distractions and
work hard

Bami – set herself goal to win gold and achieved this through hard work

Zulakha – great asset to class and manages distractions, giving 100%

JAMILA GAVIN

Nahla – created a fantastic Rainforest project

HAPPY BIRTHDAY!



Kevin	Allan Ahlberg
Muhammed	Allan Ahlberg
Sophie	Allan Ahlberg
Henry	Anthony Browne
Andreas	Cressida Cowell
Jacob	Eric Carle
Omarii	Eric Carle
Adelio	Eric Carle
Elyas	J K Rowling
Deluxshan	J K Rowling
Tishai	J K Rowling
Sienna	Jamila Gavin
Minahal	Jamila Gavin
Cristian	Jamila Gavin
Daniel-David	Jill Murphy
Ta'fari	Julia Donaldson
Stanislav	Julia Donaldson
Hafsa	Julia Donaldson
Bamidele	Louis Sachar
Zakariya	Malorie Blackman
Adonis	Michael Morpurgo
Ridwan	Michael Morpurgo
Liliana	Roald Dahl
Jakub	Tom Fletcher

Maths

In maths, we have been developing our skills in multiplication and division. We can now multiply up to 4 digits by 2 and divide up to 4 digits by 1! We have been learning to use the most efficient method solve multiplication and division reasoning problems.

13.01.2022
LO: To be able to divide 2 digit by 2 digit

1. $68 \div 4 = 17$ ✓ 2. $95 \div 5 = 19$ ✓

3. $96 \div 3 = 32$ ✓ 4. $66 \div 6 = 11$ ✓

5. $85 \div 4 = 21$ ✓ 6. $86 \div 4 = 21$ ✓ 2

7. $88 \div 4 = 22$ ✓ 8. $98 \div 3 = 32$ ✓ 2

627:3=209 209
3|627

11.01.2022
LO: To multiply 4 digit numbers by 2 digit

1. $2000 \times 400 = 800000$
 $50 \times 6000 = 300000$
 $6 \times 8000 = 48000$
 $200 \times 200 = 40000$
 227000

2. 3282×7132
 24024×9764

209
3|627

11/01/22
LO: To multiply two digits by two digits

56×98

$50 \times 90 = 4500$
 $50 \times 8 = 400$
 $6 \times 90 = 540$
 $6 \times 8 = 48$
 $4500 + 400 + 540 + 48 = 5488$

53 x 32 = 1696 ✓

HTO 3. HTO 4. HTO

$23 \times 41 = 943$
 $23 \times 26 = 598$
 $690 + 820 = 1510$
 $1510 + 1066 = 2576$

$200 \times 10 = 2000$
 $60 \times 10 = 600$
 $10 \times 10 = 100$
 $3 \times 10 = 30$
 2730

13.01.2022
LO: To be able to multiply digits by 2 digits

$2000 \times 400 = 800000$
 $50 \times 6000 = 300000$
 $6 \times 8000 = 48000$
 $200 \times 200 = 40000$
 227000

6/1/2022
LO: To be able to multiply 2 digit numbers by 2 digits

$50 \times 3 = 150$
 $30 \times 20 = 600$
 $2 \times 100 = 200$
 $150 + 600 + 200 = 950$

HTO 3. HTO 4. HTO

$23 \times 41 = 943$
 $23 \times 26 = 598$
 $690 + 820 = 1510$
 $1510 + 1066 = 2576$

Literacy

In literacy, we have been reading the Boy at the Back of the Class. This is a fantastic story about a refugee child and the narrator's desperate attempt to reunite him with his parents. In the story, there are many different viewpoints explored in the text and we developed our understanding by creating a balanced argument.

Should more refugees be allowed into the UK?

A Refugee is a person who has been forced to leave their country in order to escape war, persecution or natural disaster. By the end of 2019, there were 25 million refugees and half of these were children. 5.7 million of the world's refugees are currently not registered. Around 1% of refugees are capable of working. Surprisingly, refugees make up 0.26% of the UK's population. Countries like UK have the least refugees of the world. In this report, you can find out more about refugees and reasons why people are sent for and against them coming to the UK.

It could be argued that having more refugees in the UK will be great because they would come with their ideas and culture. As a result of this the UK will be a better place for refugees because they would make more things and economy and do good things. Furthermore, they could introduce new things and new art that we can learn from them.

Alternatively, it could be argued that allowing more refugees into the UK could bring us more issues as we still have COVID 19 still fighting with the UK might get overwhelmed and we will be more vulnerable to deal more issues. Furthermore, without a job, they will not support poor or we more electricity.

Should more refugees be allowed into the UK?

A Refugee is a person who has been forced to leave their country in order to escape war, persecution or natural disaster. Sadly, 5.7 million of the world's refugees are currently not registered. By the end of 2019, there were more than 25 million refugees and half of them were children. Surprisingly, refugees make up 0.26% of the UK's population. In this report you can find out more about refugees their struggles and why people are against them.

It could be argued that having more refugees in the UK would be beneficial because they could bring over their ideas and culture. Also the UK will be more diverse and people can learn from one and another. Furthermore, they can introduce new experiences and art which will promote cultural diversity.

Alternatively, it could be argued that allowing more refugees into the UK could cripple our economy. They may find it difficult to find a job and employment which which may lead to financial hardship. Also without a job they will not pay taxes which will put a strain on British people with jobs.

To make a balanced argument

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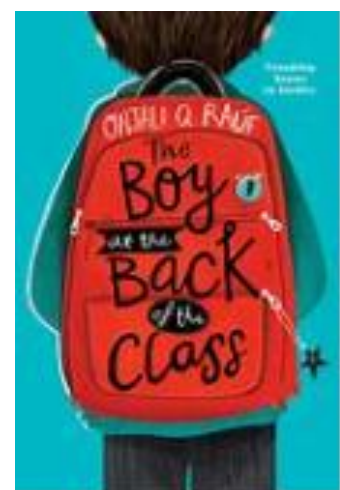
To develop an understanding of the character

Why?
He may not have any friends.
He may not be able to speak English.

Who?
A refugee who has been allowed in the UK. City of the back of the class.

What?
He may be feeling nervous, scared, alone, worried.

How?
He may be feeling nervous, scared, alone, worried.



Science

In Science, we have been investigating the properties of different materials. Last lesson we investigated foam by using shaving cream and microwaving two different soaps. We had no idea that when you microwave soap it creates foam! It was definitely very smelly!



Wednesday 19th January 2022

0. To investigate foam.

Foam - A Foam is a substance made from trapping air or gas bubbles inside a solid or liquid.

Solubility - Solubility is an ability for a substance to dissolve.

Reaction - Reaction is a chemical change which forms new substances.

15 They are

Sample A Dove Soap - 13 How big were the bubbles? They were big but dry and the surface area was small. 20 It only lasted 3-5 seconds. 30 It did spread but wasn't much.

Sample B Imperial Leather - 12 How big were the bubbles? They were quite small and dry and it wasn't that much. 20 It only lasted 3 seconds. 30 It was nearly the same as it had started.

Wednesday 5th January 2022

Properties of Materials

Properties of Materials

Material	Properties	Uses
Wood	Hard, strong, light, smooth, can be painted.	Tables, chairs, floors, doors, windows.
Plastic	Light, strong, smooth, can be painted.	Containers, toys, furniture, floors.
Glass	Hard, smooth, transparent, can be painted.	Windows, mirrors, bottles, jars.
Metals	Hard, strong, smooth, can be painted.	Tools, machinery, buildings, cars.
Concrete	Hard, strong, smooth, can be painted.	Floors, walls, pillars, bridges.
Brick	Hard, strong, smooth, can be painted.	Walls, chimneys, floors.
Clay	Soft, smooth, can be painted.	Plates, bowls, bricks, tiles.
Stone	Hard, strong, smooth, can be painted.	Buildings, floors, walls.
Marble	Hard, strong, smooth, can be painted.	Floors, walls, pillars.
Granite	Hard, strong, smooth, can be painted.	Floors, walls, pillars.
Slate	Hard, strong, smooth, can be painted.	Floors, walls, pillars.
Tile	Hard, strong, smooth, can be painted.	Floors, walls, pillars.
Carpet	Soft, smooth, can be painted.	Floors.
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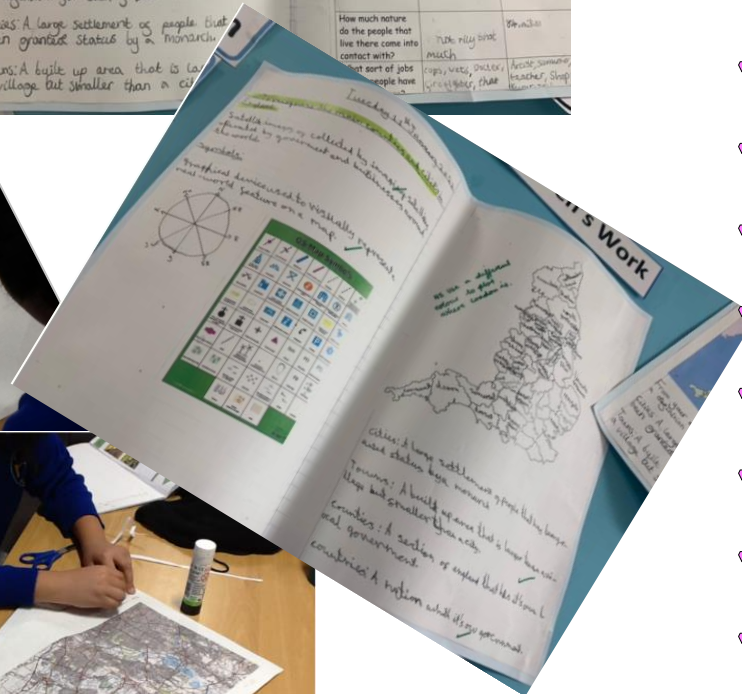
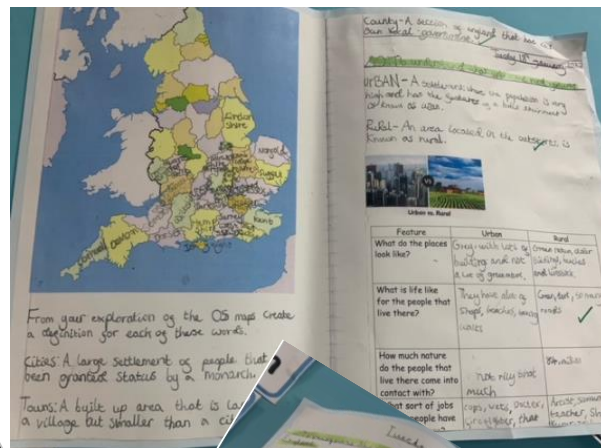


Geography

In Geography, we have been exploring the difference between rural and urban areas. We completed a case study on Ms Wells and she explained through her diaries how different her life was living in a rural area compared to living in an urban area. We have also been investigating how Leytonstone has become more urban over time by using historic maps.

Unit 10: To identify the differences between rural and urban areas

Urban	Rural
population, diverse	quiet, clean, historic
modern, modern	usually wild life
busy, built up	Nature
crowded, villages plan	peaceful
expensive, modern	historic
building	less populated
people	farm
high cars	seasonal produce
populated	less commercial



Art

In Art, we have been developing our sketching skills. The artist we are focusing on is John Constable. He painted beautiful landscapes of Suffolk in the 1800s. We are exploring how he used shading in his sketches to show where the light is in the picture. We practised using different sketching techniques to draw apples.



Spring 1 Term 2022 Timetable				
Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast Club 7.30am to 8.30am				
Lunchtime Activities 12.45pm – 1.30pm				
		Bollywood Dancing Years 1&2	Debating Club Years 5 + 6	
Afterschool Club 3.30 pm – 6 pm				
Afterschool Activities 3.30 – 4.30 (Unless stated otherwise)				
Cooking Years 1 + 2 <i>Pick up Nursery Gate</i> Ballet Years 1 + 2 <i>Pick up Nursery Gate</i> Drama Years 4-6 <i>Pick up Nursery Gate</i> Colouring Club Years 1 + 2 <i>Pick up Nursery Gate</i> Photography Years 5 & 6 <i>Pick up Nursery Gate</i>	Gymnastics Years 3 + 4 <i>Pick up Hall</i> Hockey Years 3,4,5&6 <i>Pick up Hall</i>	Multisports Years 5&6 <i>Pick up Hall</i> Girls Football Years 3&4 <i>Pick up Hall</i> Engineering Club Years 5&6 <i>Pick up Nursery Gate</i>	Colouring Club Years 4-6 <i>Pick up Nursery Gate</i> Yoga Years 1 -3 <i>Pick up Nursery Gate</i> Karate Years 3, 4, 5 & 6 <i>Pick up Hall</i> Invasion Games Years 1-2 <i>Pick up Hall</i> Photography Years 4 <i>Pick up Nursery Gate</i> Art, Cooking, Nature Club Reception <i>Pick up Hall</i>	Modern Dance Years 3,4,5+6 <i>Pick up School office</i> Boys Football Group 1 <i>Pick up Hall</i> Boys Football Group 2 <i>Pick up Hall</i> Boys Football Group 3 <i>Pick up Hall</i>
Multisports Sports Years 1 + 2 <i>Pick up Hall</i> Girls Football Years 5+6 <i>Pick up Hall</i>				
Saturday				
Saturday School 9.30am – 11am				



Parents' Open Day

School Closes at 1.30 pm

30th June 2022

SPRING TERM 2022

Starts Wednesday 5th January 2022

Ends Friday 11th February 2022 @ 3.30 pm

Half Term - Starts Monday 14th February 2022 Ends Friday 18th February 2022

Starts Monday 21st February 2022

Ends Friday 1st April 2022 @ 1.30 pm

Easter Holiday - Starts Monday 4th April 2022 Ends Tuesday 19th April 2022

SUMMER TERM 2022

Starts Wednesday 20th April 2022

May Bank Holiday 2nd May 2022

Ends Friday 27th May 2022 @ 3.30 pm

Half Term - Starts Monday 30th May 2022 Ends Friday 3rd June 2022

Starts Monday 6th June 2022

Ends Thursday 21st July 2022 @ 1.30 pm

[Link to Mayville Website School Calendar:](https://www.mayville.waltham.sch.uk/calendar/?calid=2&pid=25&viewid=2)

<https://www.mayville.waltham.sch.uk/calendar/?calid=2&pid=25&viewid=2>

ONLINE FAIR PLAY

The Dos and Don'ts of Online Conduct

Alongside individual skill, impressive teamwork and some truly epic matches, one of the most enjoyable things about this summer's European football championships has been the sense of sportsmanship and fair play. Players have competed fiercely, but they've (mostly) remembered that they're representing their country – and that bad behaviour, dangerous play or outright cheating tends to last in people's memories for a long time after tournaments are over. The same is true of how we act online – one error of judgement or loss of control might only take a second, but can have results that are difficult to forget. Instead, just like the heroes of the Euros, we should aim for people to see us as cool, test proud and inspired. So, in a five-a-side line-up (with five "dos" and five "don'ts"), here are our top tips for playing fair online.



FAIR PLAY



1 Organise your defence

Use strong passwords to protect your personal information, accounts and data. A trusted adult, like a teacher or a relative, can help you choose one that's easy for you to remember but hard for anyone else to guess.



2 Keep possession

Only share personal information online with people you know well, like friends and family. A trusted adult will be able to help you change your online privacy settings so strangers can't find things out about you.



3 Use teamwork

Before you use a device for the first time or download a new app, always check with a trusted adult. They'll be able to check if it's safe for you to use and make sure the privacy settings are right for you.



4 Be respectful

Treat people online like you would treat them in real life. Remember your manners and be polite and kind in your posts, comments and messages.



5 Catch attackers offside

If someone is trying to bully you online, a trusted adult can help you to gather evidence and report that person to the authorities. You should also tell a trusted adult if you see anything online that makes you feel worried, upset, frightened or sad.



FOUL PLAY



1 Don't ignore possible danger

Never accept a friend request from a stranger. If somebody you don't know tries to contact you online, tell a trusted adult straight away.



2 Don't lose control & retaliate

Although it can be tempting, it's best not to respond if someone attempts to bully you online or sends you hurtful messages. Tell a trusted adult what happened, and then block the person from contacting you again in future.



3 Don't hurt people deliberately

It's important to behave online just like you would in real life. Don't post anything that can make you look like a bad person, because the things we put online can stay there for a long time.



4 Don't cheat your way to victory

Don't copy another person's work that you found online or pretend that it's yours. This is called plagiarism and can get you into a lot of trouble.



5 Don't play for extra time

It can be easy to spend too much time online. Instead, take a break to go outside for some fresh air and exercise. Not using your device just before bed will also help you get a good night's sleep so you can be fresh and focused the next day.



National
Online
Safety

#WakeUpWednesday



www.nationalonlinesafety.com



@natonlinesafety



/NationalOnlineSafety



@nationalonlinesafety

Users of this guide do so at their own discretion. No liability is entered into. Content as of the date of release: 01/07/2021

What children need to know about

ONLINE BULLYING



What is online bullying?

ONLINE BULLYING – ALSO KNOWN AS CYBERBULLYING – IS BULLYING THAT TAKES PLACE ON THE INTERNET OR VIA ELECTRONIC DEVICES AND MOBILE PHONES. IT CAN INCLUDE:

1. SENDING SOMEONE MEAN OR THREATENING EMAILS, DIRECT MESSAGES OR TEXT MESSAGES
2. HACKING INTO SOMEONE'S ONLINE ACCOUNT
3. BEING RUDE OR MEAN TO SOMEONE WHEN PLAYING ONLINE GAMES
4. POSTING PRIVATE OR EMBARRASSING PHOTOS ONLINE OR SENDING THEM TO OTHERS
5. CREATING FAKE SOCIAL MEDIA ACCOUNTS THAT MOCK SOMEONE OR TRICK THEM
6. EXCLUDING SOMEONE FROM AN ONLINE CONVERSATION OR BLOCKING THEM FOR NO REASON

BE KIND ONLINE

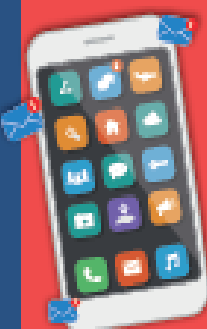
BEFORE PRESSING 'SEND' ON COMMENTS, ASK YOURSELF THESE 3 QUESTIONS...

1. WHY AM I POSTING THIS?
2. WOULD I SAY THIS IN REAL LIFE?
3. HOW WOULD I FEEL IF SOMEBODY SAID THIS TO ME?



National
Online
Safety

#WakeUpWednesday



Why does it happen?

GOING ONLINE MAKES IT EASIER FOR PEOPLE TO SAY AND DO THINGS THEY PROBABLY WOULDN'T DO FACE TO FACE. ONLINE BULLIES DON'T GET TO SEE THEIR VICTIMS' REACTIONS IN REAL LIFE, SO THIS CAN COOCH THEM FROM THE REAL DAMAGE THAT THEY ARE DOING. QUITE OFTEN, PEOPLE BULLY BECAUSE THEY ARE GOING THROUGH SOMETHING DIFFICULT THEMSELVES AND TAKING IT OUT ON OTHERS IS THE ONLY WAY THEY KNOW HOW TO GET CONTROL OF THEIR OWN EMOTIONS.

How does it feel to be bullied?

BEING BULLIED CAN IMPACT ON YOUR SELF-ESTEEM, CONFIDENCE AND SOCIAL SKILLS. BECAUSE IT HAPPENS ON YOUR PHONE, TABLET OR COMPUTER, IT CAN FEEL LIKE YOU ARE UNDER THREAT EVEN WHEN YOU'RE IN A SAFE ENVIRONMENT, SUCH AS YOUR BEDROOM. DON'T FORGET...IT IS NOT YOUR FAULT IF YOU'RE BEING BULLIED.



Am I an online bully?

SOMETIMES IT ISN'T OBVIOUS THAT WHAT YOU ARE DOING IS WRONG, BUT IF YOU USE DIGITAL TECHNOLOGY TO UPSET, ANGER OR EMBARRASS SOMEONE ON PURPOSE, THIS MEANS YOU'RE INVOLVED IN ONLINE BULLYING. IT MIGHT BE AS SIMPLE AS 'LIKING' A MEAN POST, LAUGHING AT AN ONLINE VIDEO, OR SPREADING A RUMOUR. BUT THE PERSON BEING BULLIED COULD FEEL LIKE THEY ARE BEING GANGED UP ON. THINK ABOUT HOW IT WOULD MAKE YOU FEEL IF IT HAPPENED TO YOU. EVERYONE CAN MAKE MISTAKES, BUT IT'S IMPORTANT TO LEARN FROM THEM – GO BACK AND DELETE ANY UPSETTING OR NASTY POSTS, TWEETS OR COMMENTS YOU'VE WRITTEN.

Who do I tell?

YOU DON'T HAVE TO DEAL WITH THE BULLYING ON YOUR OWN. TALK TO AN ADULT THAT YOU TRUST – A PARENT, GUARDIAN, OR TEACHER. MOST WEBSITES, SOCIAL MEDIA WEBSITES AND ONLINE GAMES OR MOBILE APPS LET YOU REPORT AND BLOCK PEOPLE WHO ARE BOTHERING YOU. YOU COULD ALSO CONTACT CHILDLINE (WWW.CHILDLINE.ORG.UK), WHERE A TRAINED COUNSELLOR WILL LISTEN TO ANYTHING THAT'S WORRYING YOU – YOU DON'T EVEN HAVE TO GIVE YOUR NAME.



How do I prove it?

WHEN CYBERBULLYING HAPPENS, IT IS IMPORTANT TO DOCUMENT AND REPORT THE BEHAVIOUR, SO IT CAN BE ADDRESSED – RECORD THE DATES AND TIMES WHEN CYBERBULLYING HAS OCCURRED, AND SAVE AND PRINT SCREENSHOTS, EMAILS, AND TEXT MESSAGES.

How can I stay safe?

MAKE SURE YOUR PRIVACY SETTINGS ARE SET SO THAT ONLY PEOPLE YOU KNOW AND TRUST CAN SEE WHAT YOU POST. NEVER GIVE OUT PERSONAL INFORMATION ONLINE, SUCH AS IN PUBLIC PROFILES, CHAT ROOMS OR BLOGS, AND AVOID FURTHER COMMUNICATION WITH THOSE SENDING THE MESSAGES. KEEP AWARE OF FAKE PROFILES AND INTERNET USERS PRETENDING TO BE SOMEONE THAT THEY ARE NOT.



10 Ways You Can SHARE KINDNESS ONLINE

Last year, around one in five young people aged 10-16 in England and Wales admitted experiencing online bullying: most commonly being insulted or sworn at, or having hurtful messages sent about them. To someone who's being bullied, the world can seem like a bleak, negative place – but just one kind word can be a ray of hope: a turning point that brightens their day and refreshes their perspective. That's why 'One Kind Word' is the theme of Anti-Bullying Week 2021. We're supporting this year's event by bringing you ten top tips for beating online bullying by replacing it with kindness.

1 PRAISE WHERE IT'S DUE

Sometimes a friend or relative might post online about something they're proud to have achieved: maybe an exam they've passed, a new skill they've learned or a task they've completed. Celebrate their hard work and determination by being kind enough to praise them for it publicly.

2 REACH OUT

It's not always easy to tell what kind of mood someone is in just from what they post online. Simply dropping somebody a message to say 'hi', to ask if they're OK or to tell them that you're thinking of them could totally make their day.

3 RECOMMEND FUN THINGS

If there's something you enjoy doing online – perhaps you play a particular game, or you've found a really cool site – share it with someone you think will enjoy it. Even recommending a film or TV show you think they'll like can bring a little happiness to someone who really needs it.

4 OFFER TO HELP

Sometimes you might see a friend or family member posting a question online or asking for help with something they can't do themselves. Don't just ignore it – if you can help, get in touch. Something that's difficult for them might be no trouble for you!

5 POST POSITIVELY

Lots of people seem to go online purely to complain about things or be negative. Just because you're communicating online (and not face to face) doesn't mean you can't be positive, though! Post about things that make you happy and that you're thankful for. It could brighten someone else's day.

6 SHOW YOUR APPRECIATION

If somebody that you know has done something positive or shown kindness themselves, go online and thank them with a message or a post. Expressing your gratitude costs nothing and showing someone that you appreciate them will really make them feel good.

7 BE UNDERSTANDING

Showing empathy towards others is an act of online kindness which often gets overlooked. If you notice that someone you know is upset, drop them a message. Sometimes people just need someone else to listen to them and understand their situation.

8 SHARE INSPIRATIONAL POSTS

When you see something online that inspires you or makes you feel happy, share it with people you know. A spot-on quotation, a beautiful photo or an uplifting video can lift someone's spirits and help them to feel better about life.

9 THINK BEFORE COMMENTING

Thinking before we act can be just as important as acting in the first place. Taking a second to consider what you're saying in advance could stop you from posting something negative, hurtful or offensive – even if you don't mean to. It's better to post positively or not post at all.

10 LIKE, LOVE AND ENGAGE

If somebody posts something that you like on social media, don't just scroll past – take the time to like it, love it or leave an appreciative comment! Reacting positively to other people's posts might seem like a small gesture but could mean a lot to them.

Meet Our Expert

Cathy Page is an experienced technology journalist with more than 15 years of experience in the industry. Previously the editor of tech tabloid The Independent, Cathy is now a freelance technology journalist, editor and consultant.



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