



## HEADMASTER'S WELCOME

It is regularly inspirational watching our pupils contribute so positively to their school and the wider community and there have been a number of striking examples of this in the last week or so. We had our Sixth Form Open Evening event this week and volunteers from the Sixth Form welcomed our pupils and parents from the Fifth Year here at Yarm as well as a large number of families interested in joining Yarm for the Sixth Form. The students were fantastic ambassadors for the school, and for their subjects and I was struck by the enthusiasm, articulacy and advocacy on show as they explained their experiences and discussed the move from GCSE to A Level. In a completely different context, I visited Phab Club at the end of last week and am so proud of the pupils who volunteer their time to be part of this terrific initiative, welcoming Phab Club members to the school for an evening of activities, fun and friendship.

This weekend will see our CCF cadets and other pupils representing the School at the town's Remembrance Parade and I am grateful to them all, and to the staff involved, for their contribution to this important event. We have our School Remembrance Service today, and I know how much hard work our musicians and others

have been doing to prepare for this important moment in the annual calendar where we remember those who gave their lives or were injured in service.

Our pupils' generosity will see many volunteer to help in the forthcoming Christmas Indoor Market, run by the YSA, which welcomes parents and our local community into the School for a fun-packed day and some festive shopping opportunities, whilst also raising funds for the YSA and local charities. I am grateful to pupils in advance for their time, and to parents for donations for the various YSA stalls - information on what and how

to donate is given within.

Pupils completing their Duke of Edinburgh Awards also contribute a great deal to others via their volunteering section. They have been given information on dates for future expeditions via the Google Classroom, but Mrs Guest outlines the main points for parents in the newsletter and I am grateful to the many staff involved in supporting the DofE programme, particularly those who take time to support the pupils' expeditions.

Dr Huw Williams



*Phab Club members met some unusual animals.*



  
**YARM SCHOOL**  
 EDUCATING FOR LIFE

*Yarm School Association*

# CHRISTMAS INDOOR MARKET

Saturday 19th November,  
10am - 4pm, Yarm School

£2 Adults, Children free, Pay on the door

Rudolph Rodeo  
Children's Games,  
Santas's Grotto!

Craft Stalls,  
Gift Ideas,  
Food & Drink

## ALL WELCOME TO HEAR POLITICS GUEST SPEAKERS ON FRIDAY LUNCHTIMES

The Politics Society typically meets at lunchtime and is made up of all Politics A Level students. However the Friday lunchtime sessions are open to all students and the guest speakers deliver talks that are age appropriate to all members of the Senior School. Please do encourage pupils to consider attending these events.

Week 4	Wed, 23rd Nov 19:30 - Leeds	<b>Alan Rusbridger</b> Former Editor-in-Chief of The Guardian <i>'What to Believe in a Fake News World'</i>
	Fri, 25th Nov SPaCE - PAA	<b>Matt Vickers MP</b> Member of Parliament for Stockton South <i>'Beyond the Westminster bubble: The role of an MP'</i>
Week 5	Fri, 2nd Dec 12:45 - FT	<b>Dr Skyler Hawkins</b> Lecturer in Politics of Race & Ethnicity, School of Geography, Politics and Sociology, Newcastle University, <i>'Social media, communities and campaigning: the place of women in US elections'</i>
Week 6	Fri, 9th Dec 12:45 - FT	<b>Prof Matthew Williams</b> Author, Analyst & Chair in Criminology, School of Social Sciences, Cardiff University Director - ESRC HateLab <i>'Exploring the nature of 'hate''</i>

## APPRENTICE STALLS AT XMAS MARKET

Not long now until the Yarm Apprentices get to run their stalls at the YSA Christmas Indoor Market.

The teams have been hard at work adding value to their stock, planning their pricing strategies, firming up staffing rotas and determining charities to support on the day.

Project Managers Ollie and Cassie are keen to profit maximise for their chosen causes and we hope that many of you will be able to support them on Saturday 19th November. So please come to their stalls in the Dining Room and please remember they will be operating on a cash only basis.

Miss C E Rhodes

## LEARN WITH THE LORDS: POLITICS STUDENTS DISCUSS PARLIAMENT WITH BARONESS



On Tuesday of this week the Lower Sixth Politics lesson was a shift from the normal.

Having recently studied the nature of democracy in the UK, as well as the party political systems and voting systems, the students were able to cut their teeth on the nature, structure and effectiveness of parliament by quizzing a member of the House of Lords.

From the comfort of their Politics classroom the fourteen A Level students dialled in to the House of Lords for a half hour session of Q&A with the Labour Life Peer. After a brief presentation from Baroness Thornton the meeting opened up to questions. These ranged from frank

discussions about the legitimacy of the unelected Upper House, the role and contribution of the Lords to the law making process, issues of accountability within her role, as well as how the relationship between the House of Commons and Lords has changed over time and circumstances. Baroness Thornton also argued persuasively for the institutions capacity to hear otherwise unheard voices. Our guest was a fierce critic of the notion of hereditary peers, but also praised the blurring of party political lines within the Lords. It was a fascinating and much valued opportunity and we thank Baroness Thornton and the House of Lords for their time.

Mr S Edwards

## ECON BUS SOC

This week the EconBus Soc presentation came from neither an Economist nor a Business student, but from one of our wider audience, Aayush. In a fascinating and quirky session, initially reminiscent of story time from our Primary years, Aayush told us a story of a man from the past, who made some questionable investment decisions. We were asked to decide if the gentleman seemed intelligent and if his investments could be regarded as successful, before we were advised as to the identity of the mystery man and given details of his achievements in the world of science and beyond. A discussion about intelligence and its measurement ensued.

We are really grateful to Aayush for delivering such an interesting talk, and for his unusual approach in doing so, it was very well researched and very well presented.

We look forward to hearing from Lower Sixth student Simmi next week.

Miss C E Rhodes



Yarm School Music Department presents:

PRINCESS ALEXANDRA AUDITORIUM

# COMMUNITY CHRISTMAS CONCERT 2022

December 10th 6:30pm and December 11th 2:00pm

Tickets are £5.00 and are available from [www.thepaaonline.org](http://www.thepaaonline.org) or at the Box office on (01642) 792587

## WHITE WATER KAYAKING

On the first Saturday of half term, members of Fourth year and Sixth Form went on a kayaking trip. After the minibus ride, and on the second bus of the day, we arrived where we would get on the river and all changed into the correct gear.

After a while of working out how to put on the spraydecks, for some of us, we got into the river and off we went. To begin with, the rapids started off small but soon came to be

above head height. Some people \*cough cough Pippa\* capsized on more than one occasion.!

Dr Tulloch and our excellent guide helped us down the 7 km stretch of river and we all emerged unscathed. On the weir at the end of our journey, while everyone else carried their kayaks, Patrick Tulloch kayaked down the turbulent water.

Pippa Ferguson and Elsa Williams,  
Fourth Year



## FROM ACROSS THE WAVES...

This week we had a Google Meet Working Lunch all the way from Miss Rhodes's favourite place in the world, Jersey!!

Alice Tilly, class of 2018 is now employed as a graduate Accountant at PwC, and she was delighted to share her experiences of life after Yarm.

After studying what she described as a less than conventional mixture of subjects at A Level (Economics, French and Textiles), she moved to Heriot-Watt University in Edinburgh to study Accountancy and Finance. (Alice being at pains to highlight to the audience that for the first 18 years of her life, she didn't think she possessed a single mathematical bone in her body). After graduating from Heriot-Watt University with a First Class degree in Accountancy and Finance and having been

Vice-President of the University Sports Union, she initially considered staying in Scotland until a family friend suggested looking at the Channel Islands. The rest is history and Alice is now working for PwC in the very beautiful St Helier, specialising in Audit. Alice was happy to answer a plethora of questions and delighted to see her former tutor (Mr Law) amongst the enthusiastic audience!!

It was evident how much she is enjoying her role and she happily offered guidance to members of the Upper Sixth currently considering Financial Service careers paths.

We wish Alice every success with her exciting career and hope that she will be able to visit us in person in the not too distant future!!

Miss C E Rhodes

## PLEASE DONATE

A final call for donations for the YSA Christmas Indoor Market Tombolas. Please bring to Senior School Reception by Fri 18th :

- **Bottles for the bottle tombola** - bottles of \*anything\* from bottles of wine to fruit juice or vinegar, or a box of bottled beers.
- **Adults tombola items** - we require selection boxes, advent calendars, chocolates, boxes of biscuits or small gift items.

All proceeds from the adult tombola will support Heel & Toe Children's Charity, and proceeds from other tombolas will support the YSA.



## CAREERS AMBASSADORS

The following members of staff are happy to speak to interested pupils about careers and courses in their chosen area. They can be emailed or approached in person - or email Mr Edwards, Head of Careers,

[se@yarmschool.org](mailto:se@yarmschool.org)

Mr Graeme Addison	Engineering
Miss Catherine Dixon-Barker	Research & Resources
Mr Adam Bridges	Languages
Mr Stephen Edwards	PPE, Politics, International Relations, International Development
Mrs. Finola Picknett	Law & Criminology
Ms Ashleigh Jackson	Creative Arts & Design
Mr Dan Spence	Architecture & Product Design
Mr Jonathan Brash	Psychology Routes
Mr Andrew McIntyre	Performing Arts
Mr Tom Newman	Health Professions
Miss Caroline Rhodes	Business, Finance, Management, Accountancy
Mrs Emma Pinkham	Teaching & Education
Mr Chris Webb	Sport Science, Training & Performance
Mr Tim Taylor	Humanities
Dr Arran Tulloch	Science & Research Routes
Mr Peter Collins	Computer Science

## PHAB FUN

Our fortnightly Phab Club had a visit from some special animal guests last week! Phab Club members and Yarm School pupils had the opportunity to meet and find out about a range of species including snakes, tortoises, lizards when local specialists, Animal Story, visited us.

Phab inspires and supports disabled and non-disabled children, young people and adults to make more of life together. Our Phab Club is open to new members 11-18; to register an interest please email Sophie Hussey on [slh@yarmschool.org](mailto:slh@yarmschool.org)



## BRONZE DUKE OF EDINBURGH'S AWARD 2023: EXPEDITION DATES

Many of our pupils in the current Fourth and Fifth Year have been actively pursuing sections of their Bronze DofE Award with their Skill, Volunteering and Physical sections completed (or near completion). Wonderful personal goals have been accomplished through a wide range of activities in and out of school.

Pupils are now invited to four opportunities in 2023 to complete their final Expedition, which involves pre-trip planning, good team work and competent navigation and camping skills. The 2023 expeditions will all be based in the North York Moors, using a campsite in Kildale.

### Dates Available

- Saturday 1st April & Sunday 2nd April
- Saturday 22nd April & Sunday 23rd April
- Friday 26th May & Saturday 27th May
- Saturday 9th Sept & Sunday 10th Sept

### Group Considerations

Check dates carefully - school calendar / out of school commitments / family events etc

EVERYONE in the group must be involved in planning the expedition - a lack of input could mean individuals or even the team being withdrawn from the expedition.

A staff team leader will be allocated to groups to help with planning (meetings may be at lunchtimes or during activities or after school). All planning will be via a Google Drive for each group.

All planning for expeditions must be submitted by the following dates:

1st & 2nd April = plans submitted by start of Feb Half Term

22nd & 23rd April = plans submitted by start of Feb Half Term

26th & 27th April = plans submitted by start of Easter Holidays

9th & 10th Sept = plans to be submitted by start of May Half Term

Fourth Years: The aim is for all sections to be completed by the end of the Summer Term 2022

Fifth Years: To be able to plan and complete any expedition, you must already have completed all three sections of your Bronze Award : Skill / Volunteering / Physical.

A great deal of time and effort is put into organising the staffing and logistics for these expedition weekends. Withdrawal from a confirmed expedition weekend (no matter how early or late) may incur additional charges.

Parents will be sent a Consent Form including the cost once dates are confirmed.

How to enrol:

Pupils have access to the enrolment form which is on their Bronze DofE Classroom for their year group.

DEADLINE IS 08:00hrs  
NOVEMBER 25th 2022 (Early responses are welcome)

Mrs J Guest



## SPORT WEEK AHEAD

The weeks ahead are now available online.

You can [view them here](#).

## THE VALUE OF UNIVERSITY?

More than ever before students and their families are putting the cost of university on the scales and evaluating the extent to which the experience is 'worth' it. There are an increasing number of alternatives that exist, not least the variety of apprenticeships, be they with or without a combined degree.

Estimates vary, but some suggest the average university student debt hovers around £50,000 - with almost £30,000 of this paid towards tuition fees. With such figures in mind, students need to be certain that this is a sensible and meaningful investment and experience.

Degree apprenticeships, aside from the 'earn whilst you learn' arrangement, are also credited for their being tied into vocational areas. The newly emerging [Multiverse](#) has just been approved to deliver their own degrees separate from universities, albeit with an initial focus on science and technology. There is nowadays less of a distinction between the vocational and academic routes or approaches as each seeks to harness the benefits of one another.

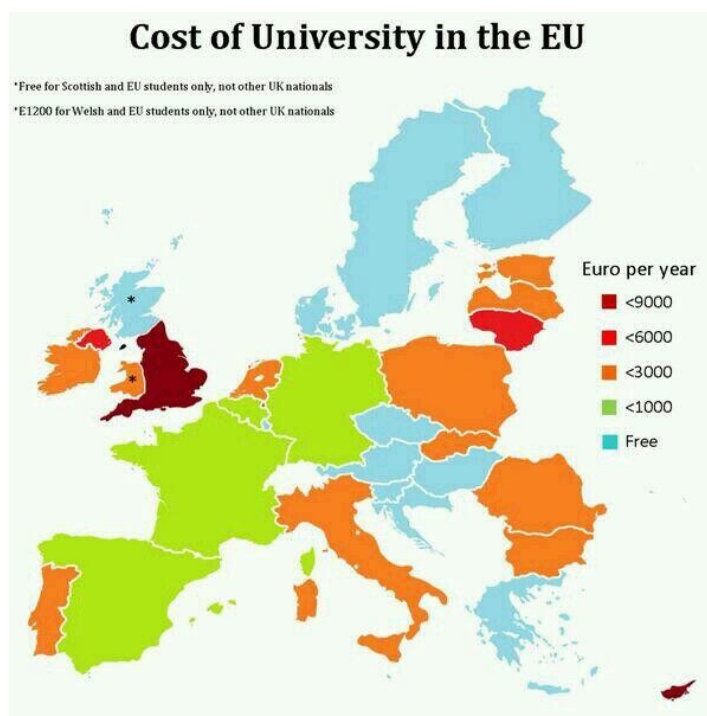
It is still very much the case that a university degree enhances your future earning potential, with 80% of graduates estimated to have gained a financial benefit from their choice. But that 80% acknowledges the remainder who will not yield in this

way. Whilst it used to be the case that the quality of degree operated as a key discriminator for employers, with the hike in the percentage of First Class and Upper Second Class degrees awarded there is a swing back to the reputation of the university and the additional skills and experiences possessed by applicants. And there remains significant merit in choosing a course that you believe you will enjoy and make a success of. There are innumerable league tables out there that will quantify the earning potential of subjects and institutions, but the decisions must be more nuanced than a scramble to the simplistically most rewarding. Choosing the wrong course is a costly error, so there should be no sense of being obliged to study a certain course, or feeling that you are making this decision against the

best measure of your skills and attributes. Equally it should be considered that a university degree is not simply to be evaluated in terms of its earning power and usefulness. Suitability is key as demonstrated by the high rates of dropout from courses that have been selected by students simply for their earning potential rather than their interest in the course.

At Yarm School students are encouraged to research widely and flexibly. There are a number of tools available that can assist students; their Fifth Year Morrisby reports, the Unifrog website, university and apprenticeship provider websites, in addition to the advice and guidance offered by their tutors, Heads of Year, Career Ambassadors and the Careers Department.

Mr S Edwards



## THE LAW OF WAR: INTERNATIONAL LAWYERS AND MILITARY PLANNERS



When we consider the grand sweep of history we might wonder if we are 'building a better world', becoming more humane. For some, what became a 'myth of progress' was revealed at the gates of Auschwitz, in that we could no longer consider a neat upward curve of human development in the face of such mechanised, orchestrated, deliberate barbarity. Reflecting on our own age we often renew the faith and seek to convince ourselves that we live in a largely benevolent world, whereby so long as we play by the rules, all will come out in our favour. One prism for further consideration of this moral reckoning was provided by Friday's guest speaker, Dr Craig Jones from Newcastle University. A significant part of Dr Jones' research centres around the application of international law in the field of war and conflict, and more specifically the relationship that has been constructed over time between international lawyers and military planners. For viewers of the film 'Eye in the Sky' you will recognise this dynamic of military commanders

wrestling for control of action and authorisation from the military lawyers, all wrapped up in seeking legitimacy for a particular act of war.

As Dr Jones revealed, such scenarios might include the military and strategic desire to call in a missile strike against a human target, let us say a leader of Hamas or an Isis operative, whilst recognising that the action will certainly cause innocent and civilian loss of life.

Whilst such concepts of appropriate action even predate early Christian notions of a 'just war', the interplay between lawyers and military operatives has accelerated in the wake of 9-11 and the so-called War on Terror. Some argue that this is due to the shifting categorisations of combatants and make up of the enemy, as well as the increasingly asymmetric nature of war, no longer always played out by two opposing forces on a battlefield. More optimistically some have suggested that this is a tidying up or humanising of war, acting only when certain pre-established rules and conditions have been established, those of necessity, proportionality and the like. It remains a contested point as to whether the dynamic is making it cleaner or just more clinical or cleverer.

Dr Craig's research involved multiple interviews with military

lawyers in both the United States and Israel, revealing to him the decision-making process involved in legitimising or rejecting actions.

Over time the acceptable figure for 'legitimate target' to innocent death ratio has shifted over time. This is an actual number that is part of the reckoning and argument before a strike; for example at the height of 'Shock and Awe' in 2003 the number was 30, 26 during the 'Surge' in Afghanistan in 2007, 0 for ISIS targets in 2015, and then 10 in Ramadi and other 'dangerous areas' in Iraq in 2016.

It was a truly fascinating session with some intriguing questions from a sizable lunchtime gathering of students across a range of year groups. One question in particular stood out, focusing on the prevalence of PTSD in the military lawyers, a question that was answered by Dr Jones through personal experience of a senior military lawyer attached to the Israeli Defence Force who presided over one thousand such decisions but later experienced significant trauma as an after effect. Our sincere thanks go out to Dr Jones for his visit from Newcastle and for sharing such a fascinating if sobering overview of his research and findings.

Mr S Edwards



## POLITICS BOOK REVIEW: THE HEALTH GAP BY MICHAEL MARMOT

The Health Gap by Michael Marmot is an in depth explanation of the discrepancies between healthcare standards across the world. He approaches this by making comparisons across different nations, for example with the fact that 1/21 girls in Sierra Leone will die before they are 18 due to maternity complications whereas this figure is 1/17000 in Italy. He also points out the stark differences which occur within a nation. This can be seen clearly in London as on the Jubilee underground line each stop east from Westminster in Central London drops in life expectancy by a year. Marmot uncovers the health gaps by looking at a variety of different influences such as education/employment, upbringing and also a government's approach.

Upbringing and early child development is how the book begins with discussions mentioning both regional differences and international differences. The key finding was that children who have both parents in well paid employment are much more likely to have better health outcomes.

However this is not the only determinant of good health. In 49 other countries, 16-year-old boys have better prospects of living to 60 than the USA - many of these countries could be classed as LICs (Low Income Countries) and

developing nations. This shows that it is not just HICs (High Income Countries) with the majority of the population having a comparably more 'affluent' upbringing that have health benefits as this is not always the case. This demonstrates that health inequality is a complex issue which cannot be easily fixed and altered to suit the majority.

Employment was the chapter with some of the most overwhelming information and statistics in relation to health inequalities. Marmot talked frequently about three 'imaginary' characters who reflected different areas of the UK population - one who is unemployed and in and out of prison, another who is in a low paying job, and the other who is on a fairly high wage with a stable job.

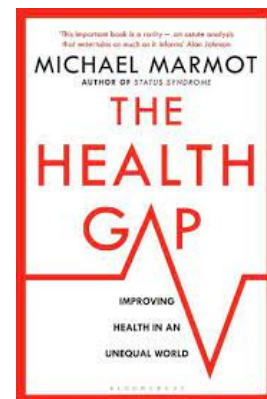
Unsurprisingly, those on a higher income are more likely to have a greater level of health and can access more treatment readily. He also discussed that people with 'low status' jobs have less of a perception of control over their lives and conditions which results in poorer health outcomes. To provide real life examples of this the Whitehall studies of civil servants were briefly mentioned and these were conducted by Marmot himself. They produced many results showing the increased risk of disease caused by employment conditions.

Marmot throughout the book

mentions a range of political ideologies and political thinkers to relate them to fundamental theories and

approaches to healthcare. Alongside this, the point of views of economists were also discussed. On the whole, economists have a more cynical view in that people are responsible for their own healthcare and it is their fault if they cannot afford sufficient support due to their life circumstances - whether that be their upbringing or education as previously mentioned. The influence of 'think tanks' was also mentioned and their influence on policy, for example with David Cameron and his plan to introduce a minimum unit price for alcohol - this in the end did not end up passing Parliament. It was also noted by Marmot that centre left and centre right governments have shown to do very little to reduce economic inequality which has a further impact on health.

To conclude, Marmot's presentation of the evidence of the differences of health is eye opening and demonstrates that a radical change would be needed to make an influential change.



Izzy Stone, Upper Sixth

## EARLY DEAL ENDING 30TH NOV: BANFF FILM FESTIVAL

Embark on a thrilling night of adventure with a brand-new collection of short films from the world's most prestigious mountain film festival!

The Banff Mountain Film Festival joins the world's best adventure film-makers and explorers as they push themselves to the limits in the most remote and stunning corners of the globe. Witness epic human-powered feats, life-affirming challenges and mind-blowing cinematography – all on the big screen! Age Guide: 12A



**Thursday 23rd February 2023 7:30pm**

[Book Online Here](#)

## EARLY DEAL ENDING 30TH NOV : KILLER RHAPSODY

Now in their 10th year, Killer Rhapsody continues to be Europe's hottest and most riveting tribute to Freddie Mercury and Queen.

A performance synonymous with the energy and passion of one of the world's biggest bands, Killer Rhapsody use their years of experience in live music to produce the most genuine and authentic Queen and Freddie Mercury experiences in Europe today!

Performing a spectacular show, running for over 2 hours long.



**Saturday 22nd July 2023, 8:00pm**

[Book Online Here](#)

## COMING SOON : ANDRE RIEU IN DUBLIN

André and his Johann Strauss Orchestra will delight you with romantic melodies, popular classics, party tunes and beloved waltzes.

André in Dublin is the maestro's first recorded concert in the Irish capital for more than 20 years – it is a truly special event not to be missed.

PLEASE NOTE THIS IS A LIVE STREAMED PRODUCTION AND IS NOT PERFORMED LIVE AT THE AUDITORIUM.



**Saturday 14th - Sunday 15th January 2023**

[Book Online Here](#)

# What Parents & Carers Need to Know about HOW TO COMBAT ONLINE BULLYING

Defined as "ongoing hurtful behaviour towards someone online", cyber-bullying makes its victims feel upset, uncomfortable and unsafe. In the digital world, it has numerous forms – such as hurtful comments on a person's posts or profile; deliberately leaving them out of group chats; sharing embarrassing images or videos of someone; or spreading gossip about them. Cyber-bullying can severely impact a young person's mental health ... so, in support of Anti-Bullying Week, we've provided a list of tips to help trusted adults know what to look for and how to respond to it.

## 1. GET CONNECTED

Playing online games together with your child or connecting with them on social media (providing they're old enough) is not only fun but also an excellent way of establishing some common ground to discuss things you've both seen or done online – as well as keeping an eye on who your child is communicating with in the digital world.

## 2. KEEP TALKING

Regular chats with young people about their online lives are good practice in general, but they can also be an excellent refresher to help prevent cyber-bullying situations. Topics you might want to revisit include why it's important to only connect online with people we know and trust, and why passwords should always remain secret (even from our best friends).

## 3. STAY VIGILANT

Observe your child while they're using technology and just after they've used it. Are they acting normally, or out of character? Possible signs of a problem may include seeming quiet or withdrawn, jumpy or anxious, angry or repeatedly checking their phone. When you feel it's the right time, you may want to check in with them to see if everything is OK.

## 4. MAKE YOURSELF AVAILABLE

If an online bullying incident does occur, it may take a while before your child is ready to open up about what happened. Just gently remind them that they can always come to you with any problems – and that they won't be in trouble. You might also suggest a trusted family member they could turn to, in case they feel too embarrassed to tell you directly.

## 5. BE PREPARED TO LISTEN

When conversations about online bullying do take place, they're likely to be difficult, emotional and upsetting for both you and your child. Actively listen to your child while they're bringing you up to speed, and try not to show any judgement or criticism – even if they haven't dealt with the situation in exactly the way you would have hoped.

## FURTHER SUPPORT AND ADVICE

If you or your child need additional help with an online bullying issue, here are some specialist organisations that you could reach out to.

**Childline:** talk to a trained counsellor on 0800 1111 or online at [www.childline.org.uk/get-support/](http://www.childline.org.uk/get-support/)

**National Bullying Helpline:** counsellors are available on 0845 225 5787 or by visiting [www.nationalbullyinghelpline.co.uk/cyberbullying.html](http://www.nationalbullyinghelpline.co.uk/cyberbullying.html)

**The NSPCC:** the children's charity has a guide to the signs of bullying at [www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/](http://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/) and can be reached on 0808 800 5000

## 6. EMPOWER YOUR CHILD

Depending on their age, your child might not want a parent 'fighting their battles for them'. In that case, talk through their options with them (blocking the perpetrator, deleting the app and so on). By allowing your child to choose the path they take, you're putting them in control but are also demonstrating that you're there to support them along the way.

## 7. REPORT BULLIES ONLINE

Cyber-bullying often takes place through a particular app, social media platform or online game. If this is happening to your child, encourage them to report the offender to the app or game in question – ideally with screenshots to support their complaint. Most games and apps have reporting tools specifically to stamp out abusive behaviour and protect users.

## 8. ENCOURAGE EMPATHY

Protecting themselves online is the priority, of course, but young people should also feel empowered to help if they witness other people falling victim to cyberbullying. Even if they don't feel confident enough to call someone out on their abusive behaviour online, they can still confidentially report that person to the app or game where the bullying occurred.

## 9. SEEK EXPERT ADVICE

Victims of online bullying frequently experience feelings of isolation and anxiety, a loss of self-esteem and potentially even thoughts of self-harm or suicide. If you think that an incident of cyber-bullying has affected your child's mental wellbeing, then seek psychological support for them. There are some useful contact details in the central panel below.

## 10. INVOLVE THE AUTHORITIES

If the nature of any online bullying makes you suspect that your child is genuinely in imminent physical danger – or if there are any signs whatsoever of explicit images being shared as part of the bullying – then you should gather any relevant screenshots as evidence and report the incidents to your local police force.

## 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.



**NOS** National Online Safety®  
#WakeUpWednesday