



# Year 9 Helping Parents Help their Sons

25 September 2025



# Programme

Introduction and Welcome: **Miss Fairfax, Deputy Head**

Good study habits and supporting your son at home: **Miss Negus, Year 9 Progress Leader**

- Using the timetable, packing bags and keeping on top of books and materials
- Organising the use of time and keeping on top of homework
- Positive environments for study
- How parents can help their sons every day and especially when things become difficult

Reporting, subject support and pastoral support: **Mr Baggs, Director of Lower School**

Subject Specific Information:

- Mathematics: **Miss James, Director of Mathematics**
- English: **Mr Lilley, Key Stage 4 English Co-ordinator**
- The Sciences: **Miss Negus, KS3 Science Co-ordinator**
- Modern Foreign Languages: **Miss Fairfax, Teacher of French**

Careers at WHSB: **Mr M Atkinson, Careers Advisor**

Keeping safe online: **Mr Baggs, Director of Lower School**

Closing Remarks: : **Miss Fairfax, Deputy Head**



# Good study habits and supporting your son at home

## Positive environments for study

- Quiet and ordered space
- Well lit
- Uninterrupted and free from distractions
- Free from technology
- NOT IN FRONT OF A TV
- Firm chair and desk for written work



# Good study habits and supporting your son at home

## Using the timetable

- 2 week timetable – keep on top of whether it is an A week or a B week
- Keep copies by the desk and in a place where parents can see
- Keep a copy of homework timetables

## Keep on top of books and materials

- Keep plastic folders for all books and materials for each subject
- Keep all homework in the folder
- Every day pupils should be equipped with
  - A pencil case containing at least 2 pens, at least 2 pencils, a ruler, a sharpener, a rubber
  - They should also have calculators for maths and the sciences, and a geometry set for Mathematics and Science

## Packing bags

- Bags should be packed as soon as Homework is finished – never leave it until morning
- The contents of each folder should be quickly checked before they are packed into bags
- All materials should be named



# Good study habits and supporting your son at home

## Organising the use of time and keeping on top of homework

**Year 9** – each evening’s homework on a particular subject should take 30min

Monday	Tuesday	Wednesday	Thursday	Friday
English	Computer Science	Science	English	Science
MFL 1	MFL2	Mathematics	History	Technology
Mathematics	Geography	Religious Studies	MFL1	MFL2
	Art (A)			Music (B)

Homework should be recorded in the planner when it is set.

Note:

- MFL1 is Spanish if studied, else it is French.
- MFL2 is German if studied, else it is French.
- (A) means that this homework is only set in week A.



# Good study habits and supporting your son at home

## Organising the use of time and keeping on top of homework

- Homework should be set in a lesson BEFORE the night homework is detailed on the homework timetable (i.e. that day or the preceding lesson).
- Homework should not be expected back in until AFTER the night on which the subject is detailed on the homework timetable.
- The pupils should be reminded when a homework is set which night they are timetabled to complete it.
- Any issues should be addressed to the subject teacher, or to the Pastoral Office if necessary.



# Good study habits and supporting your son at home

## Organising the use of time and keeping on top of homework

- There is no harm in getting ‘ahead of the game’ and completing it earlier (but never later) especially if there is an evening commitment which may interfere with your son’s ability to complete work
- Complete homework early in the evening, preferably as soon as your son gets home, when it is still light and before the pupil becomes overly tired
- Split the homework into two chunks with a reasonable break, such as an evening meal, between (i.e. 2 pieces before dinner and one after)
- Try to get work complete with enough time for your son to properly relax afterwards
- Tick off work in the planner as it is completed and place completed work in the appropriate folder
- Before beginning each piece of work review with your son what needs to do, and after each piece of work is completed have him show you what he has done
- If no homework is set, or if it takes less than the time allocated, use the time instead to review the subject area concerned



# Good study habits and supporting your son at home

## How parents can help their sons every day

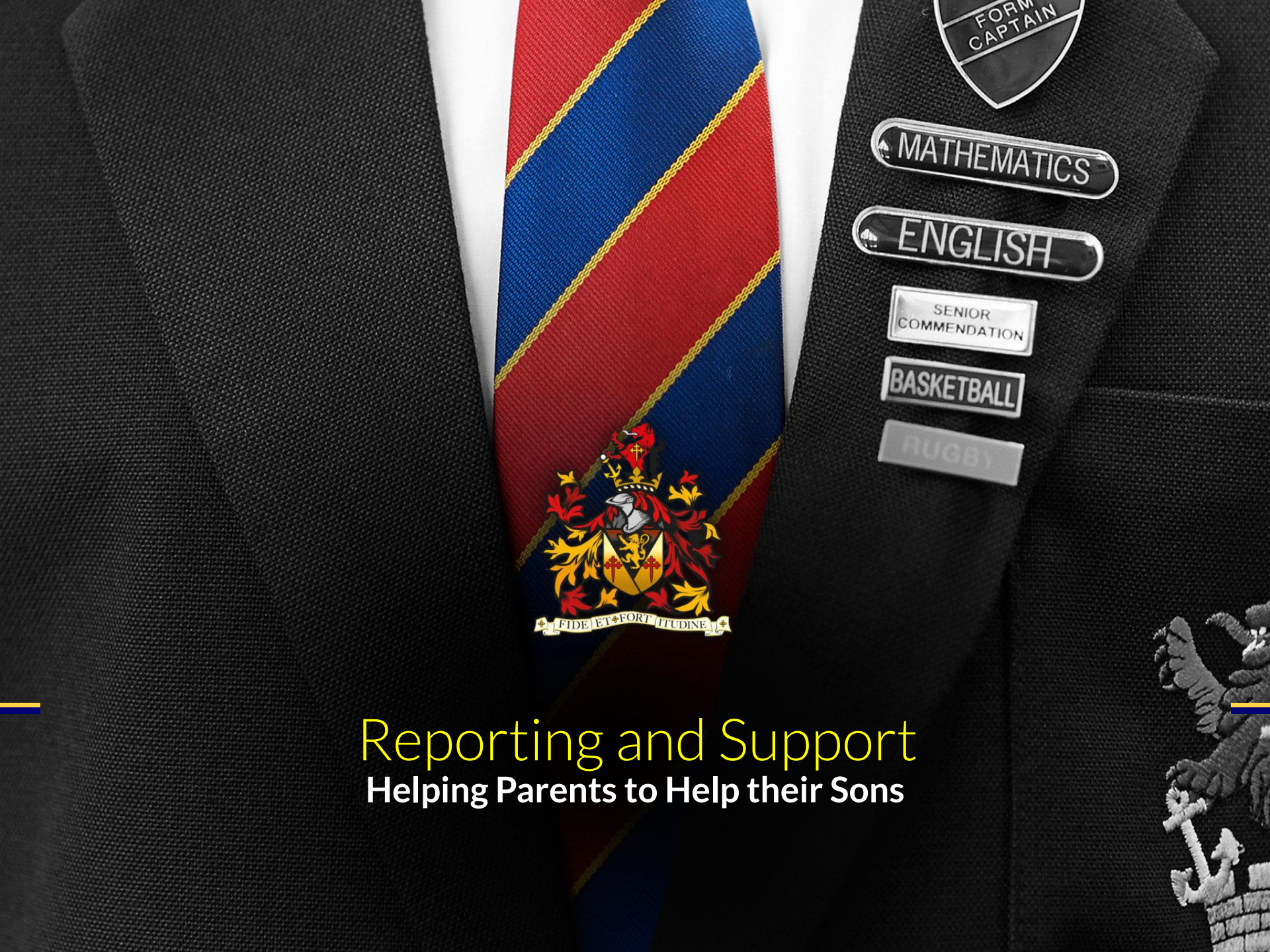
- Review homework work with your son before and after for a couple of minutes
- **SIGN PLANNERS WEEKLY** and make sure that homework is being recorded.
- Discuss what has been learned and ask your son to explain it – the process of explanation will help him to remember and consolidate his understanding
- Help your son initially to get into the habit of packing bags, checking timetables, cross checking planners etc.
- Show and encourage good presentation and organisation



# Good study habits and supporting your son at home

## How parents can help their sons when things become difficult

- Regular dialogue with your son so you can understand what is going on at School.
- Encouragement – lots of boys find it difficult to admit when they find something challenging.
- Failure is not an end – it's a learning opportunity. Teach your sons to deal with failure and disappointment by trying a different way.
- Model how you would answer a question or complete a piece of work and ask your son to try that.
- Review notes with your son.
- Review marked work.
- Help him complete questions from his book, including retrying questions he found difficult.
- Avoid his temptation to 'hope it will all go away' – it must be addressed head on as difficulties arise



# Reporting and Support

## Helping Parents to Help their Sons



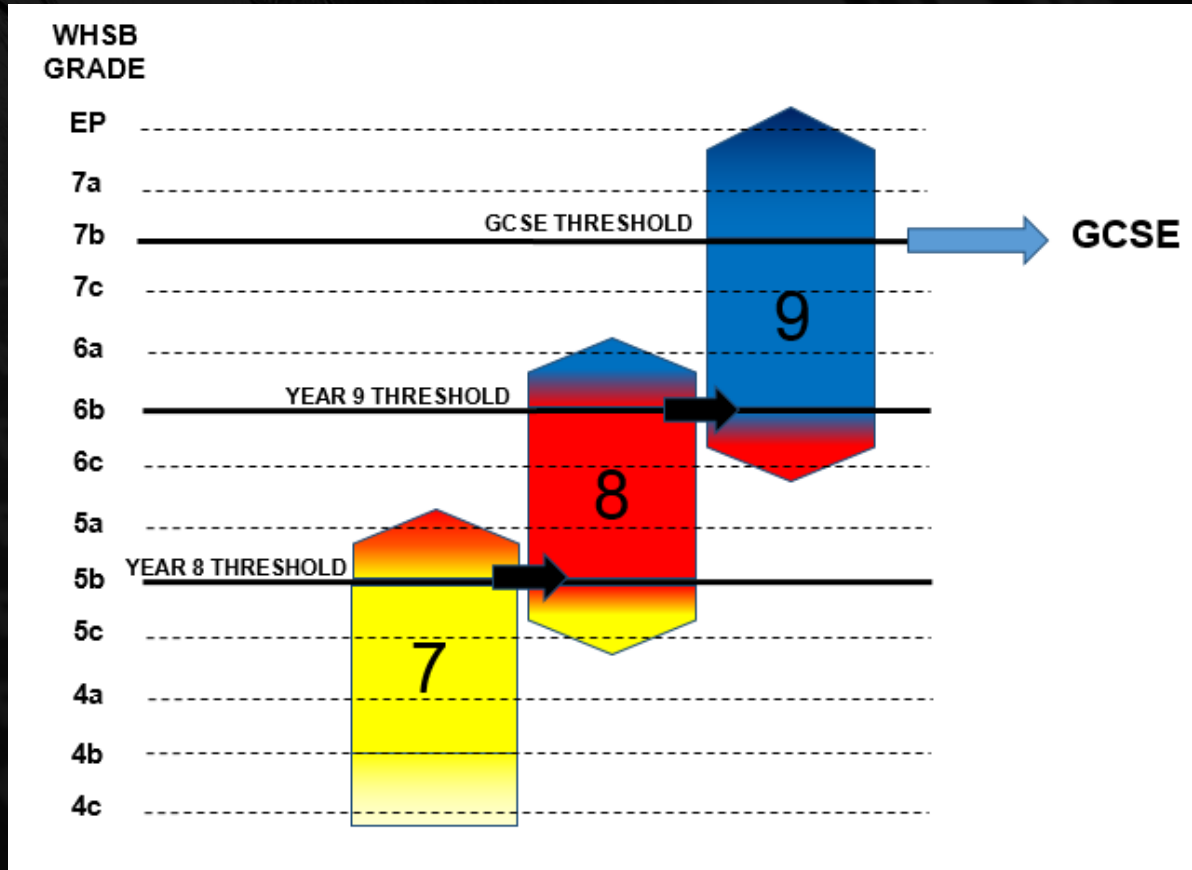
# Reporting and Support

## Reporting

- 3 reports a year
  - Phase 1 Data Report: 23 October 2025
  - Phase 2 Full Written Report: 2 March 2026
  - Phase 3 Data Report: 10 July 2026
- 1 parents' consultation evening with selected subject teachers
  - 16 March 2026
- GCSE Options Evening
  - 12 March 2026



# Grading system





## What the grades mean...

**Grade 6b** is the expectation of the knowledge, skills and attributes that pupils will require to confidently tackle Year 9 material at this selective school.

**Grade 7b** is the expectation of the knowledge, skills and attributes that pupils will require to confidently tackle GCSE material at this selective school.



## Subject Support

- HoD following recommendation by classroom teacher.
- Lasts for 4 weeks.
- Completed at the end of each lesson by subject teacher and pupils are required to share it with parents (it must be signed).
- Parent informed by letter when monitoring commences and when it finishes or if it is to continue for a further 4 week cycle.
- Operates independently of Pastoral Support/ Monitoring.



## Pastoral Support

### Interim Monitoring

1 week long snapshot.

- Teachers report on a card
- Parents informed if there are particular outcomes



# Pastoral Support

## Pastoral Support

4 week long in Lower School

Bespoke targets.

3 Grades ONLY

N -Target Not Met

M- Target Met

E - Target Exceeded

Parents informed of period of support by letter.



# WESTCLIFF HIGH SCHOOL FOR BOYS

Year 9 Mathematics

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# Classes in Year 9

- ✚ In Year 9, we have accelerated groups (3 groups) and non-accelerated groups (4 groups). All pupils have the same curriculum.
- ✚ This was determined by their tests throughout the year and their end of year examinations in Year 8
- ✚ As pupils move into GCSEs, we have 4 accelerated groups who take Level 2 Further Mathematics as an additional GCSE equivalent qualification
- ✚ Pupils who gain a 7 in GCSE Mathematics are eligible to complete A Level Mathematics, and pupils who gain an 8 are eligible for A Level Further Mathematics – there is no requirement at this school to have taken the Level 2 qualification



# Assessment

- Synoptic Tests occur 3 times per academic year
  - October (Monday 6<sup>th</sup> October)
  - January (1 non calculator paper, 1 calculator paper)
  - End of Year Examinations (1 non calculator paper, 1 calculator paper)
  - Revision list given for all tests
- Directed Revision Questions (DRQs)
  - End of topic tasks completed either as homework or during lessons
  - Pupils are encouraged to use all resources available to them
  - Pupils can identify areas of the units to further improve on
- Mental Maths Maestros
  - 20 quick questions on Key Skills
  - 5 minutes to complete
  - Marked in class and teacher reviews



# Homework

- 🦁 Four tasks every fortnight (twice a week)
  - Weekly Skills Homework on Dr Frost Maths set by Mr Lo; implementing retrieval and revision of topics throughout the year
  - Set each Monday, due the following Monday
  - Two other tasks set by class teacher (either on paper or online)
  
- 🦁 If your son has tried and struggled, he should find the teacher before the lesson to explain his difficulties.
  
- 🦁 Maths Help Club on Monday & Thursday lunchtime in M2, with older students able to give advice and guidance (your son is welcome to bring his lunch/leave to get lunch when appropriate)



## Stretch and Challenge

- Pupils are regularly challenged in lessons, however, a secure foundation of knowledge and skills for other subjects and future years at WHSB is equally as important as having challenging questions.
- All pupils will be challenged to become better mathematicians in their lessons. We believe that a successful mathematician will:
  - Be able to think critically about problem solving, especially with multi-stage problems
  - Be able to consider the legitimacy of their solution in context
  - Be able to clearly explain their reasoning verbally and in a written format
  - Be able to present their work and reasoning in a neat and mathematically sound format



## Extra-Curricular

- **Countdown Club** is run every Monday lunchtime in M1. Some of our pupils are aiming to appear on the TV show!
- **Gauss Group** (formerly known as Maths Society) is on Tuesday lunchtimes in M1 and is available for pupils to attend to expand on their mathematical knowledge. It is run by Sixth Form students, many of whom are applying to study Mathematics or Mathematics-related degrees at university
- The top 10 pupils in Year 9 will be invited to take part in the Intermediate Maths Challenge that takes place in January (this is aimed at Year 11 pupils)



## How Parents Can Help

Pupils must have a Casio FX-83GT CW or Casio FX-85GT CW calculator (available from Amazon, stationery shops and large supermarkets)

**Allow your sons to solve day-to-day mathematical problems** e.g. calculating discounts, reasoning which product is the best value per 100g. Silly mistakes with key skills is often how Year 9 pupils lose marks

**Ask questions;** if he uses a different method to one you are familiar with to answer questions, ask him to explain it to you; this will help to consolidate his understanding

**Encouragement and build confidence;** if he is stuck or unsure on how to do a question, ask some of the following: Has he looked back at his notes and examples? Has he tried an alternative method? Has he used all information provided? Does his answer make sense?



# WESTCLIFF HIGH SCHOOL FOR BOYS

Year 9 English

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# The Year 9 English Curriculum

- 🦁 **Theme: Power and Conflict**
- 🦁 **TERM 1: *Macbeth***
  - Literature Paper 1 focus
  - Language skills embedded
- 🦁 **TERM 2: *The Victorian Novel***
  - Language Paper 1 focus
  - Literature skills (AO3 context) embedded
- 🦁 **TERM 3: Journey's End & AQA Power and Conflict Anthology (war cluster)**
  - Literature Paper 2 focus
  - Some early teaching of GCSE content



## Assessment Task Formats

- ✦ GCSE style assessment tasks focused around AQA questions
- ✦ Mark scheme correlates to Westcliff Levels
- ✦ Some introduction of Assessment Objectives (AOs) in this year
- ✦ Year 9 will cover a shadow of AQA Paper 1 in English Language and English Literature Papers 1 and 2.
- ✦ End of year exam will be English Language Paper 1 and English Literature Section A Paper 2
- ✦ Emphasis on progress over time; assessment per h/t



# Homework

- 🦁 Set twice a week by classroom teacher, including Core Homework tasks.
- 🦁 Some based on revision
- 🦁 Some based on knowledge/consolidation of teaching
- 🦁 Summer Homework to supplement and encourage learning
- 🦁 Support for those who require extra assistance





## Stretch and Challenge

- 🦁 Opportunities to read a range of texts/source material in class and through library lessons.
- 🦁 Challenging and varied texts, with a focus on developing understanding of the literary timeline.
- 🦁 Opportunities to pursue the creative elements of the subject in and out of the classroom – competitions, clubs and trips.
- 🦁 Higher-level thinking through Socratic questioning – allowing students to develop a necessary critical mindset.
- 🦁 Pegasus Club – for those who aim high at GCSE.



## Supporting Reading

- 🦁 The most valuable support parents can provide!
- 🦁 Recommend private reading where possible, with an emphasis on enjoyment
- 🦁 Challenging texts: classic and contemporary fiction; non-fiction including literary biography, travel writing and journalism (please see the KS3 English Reading List)
- 🦁 Ten minutes of shared reading/discussion per day
- 🦁 Model good reading habits within the family
- 🦁 Listen to your son's thoughts on what he has read
- 🦁 Encourage him to respond to what he has read



## Extracurricular

- 🦁 Jack Petchey Speak Out Challenge in Year 10
- 🦁 Weekly Creative Writing Club on Wednesday lunchtime - E20
- 🦁 Termly trips to theatre.
- 🦁 Drama
- 🦁 World Book Day/National Poetry Day
- 🦁 Library meetings
- 🦁 Competitions, including essay writing





# WESTCLIFF HIGH SCHOOL FOR BOYS

## Science

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## The Year 9 Science Curriculum

- 🦁 Year 9 Science builds the foundations of scientific knowledge and skills required at GCSE.
- 🦁 Your son will now receive:
  - 9 periods of Science per fortnight (3 of each Science)
  - Specialised teachers with degrees/ postgraduate degrees in a specific science
- 🦁 This is the time for your son to develop good study habits and good organisation, if they have not already.



# The Year 9 Science Curriculum

## BIOLOGY

- The curriculum aims to develop pupils' understanding in key aspects of Biology and develop their experimental skills and ability to analyse and evaluate data.

## CHEMISTRY

- A sequential look at both the foundations of Chemistry to current frontiers of research and debate looking at both nanomaterials and environmental science. Pupils are encouraged to question the validity of conclusions and the source of data including the possibility of bias.

## PHYSICS

- The course aims to develop a strong conceptual foundation of the quantitative appreciation of nature including knowledge, necessary skills and other key mathematical skills. This enables advanced topics to be more accessible when taught at GCSE.



# The Year 9 Science Curriculum

Term	Biology	Chemistry	Physics
1	Cell Biology, Microscopy and Transport in Cells	History of the Atom, Atomic Structure, Formulae & Equations and The Development of the Periodic Table	Motion and Forces
2	Health, Infection and Response	The Periodic Table and The Earth's Atmosphere	Waves and Space
3	DNA and Plant Tissues and Organs	The Earth's Resources and Bonding & Structure	Isaac Physics Skills



## Homework, Revision and Assessment



- Regularly review previously taught material.
- The textbook has questions which your son should complete as part of classwork, homework and revision.
- When testing your son, sometimes their answer might be right, but not how it is written down. Maybe ask 'can you explain it differently'
- Use BBC Bitesize
- Revision apps are readily available. 'CGP' are standard useful publishers that also provide other resourceful revision aids.
- A simple query on a search engine can quickly produce resources that could be used, such as 'drawing graphs'



# Extracurricular

## KS3 Help Club

Encourage your son to attend Science Help Club

A teacher and pupil mentors are available





# How can parents support

## Good attitude and work ethic

- Never say, I hated *Science* or I struggled with *Science*.
- After each lesson, your son should read the material of that lesson to see if he understands. Any questions, he should write down and ask next lesson.
- Ask each day what they did and can they explain it to you? If you can teach another, *usually...* you will be able to understand it better yourself.
- Engage with your son on their homework.
- Ensure your son reads about current affairs or discuss in the news situations and events with a link to science.

## Good organisation and presentation

- Are they equipped correctly? Exercise book, lab book (Biology), textbook, pen, pencil, ruler, calculator.
- How well are they looking after their notes? Does the exercise book need a cover?
- Are they writing their working in full?
- Are they writing down homework in their planner?
- Is their handwriting neat and legible?



# WESTCLIFF HIGH SCHOOL FOR BOYS

Year 9 Helping Parents to Help Their Sons  
MODERN FOREIGN LANGUAGES



# The Modern Foreign Languages (MFL) curriculum

- Year 9 pupils all study two languages and will be able to choose to continue with both at GCSE, or just study one language.
- Pupils in top and middle sets are strongly encouraged to continue with two languages to GCSE. Many dual linguists achieve grade 9 in both languages, and the vast majority gain at least grade 7 or 8 in both.
- Pupils have already learned tenses of the past, present and future in Years 7 and 8. In Year 9, they will consolidate these, and also learn the imperfect, future simple and the conditional
- Pupils will expand their vocabulary through topics that they may be studying in other subjects, such as fair trade and ethical issues.



## ASSESSMENT IN MFL

- 🦁 Pupils should expect to have regular vocabulary tests
- 🦁 They should also revise verbs for tests on the various tenses studied (regular and irregular verbs)
- 🦁 At the end of each module, pupils will have a series of tests involving the following: Translation into the foreign language; a short essay; a spoken assessment
- 🦁 In the End of Year Examinations, pupils will be tested on Listening and Reading skills, as well as Translation



# HOMEWORK IN MFL

- 🦁 Pupils will have homework according to the homework timetable for each language studied
- 🦁 Some homework tasks will be to complete reading and listening exercises at home, using the text book or ActiveLearn (online)
- 🦁 Other homework tasks will be to learn vocabulary or grammar for tests or End of Module Assessments
- 🦁 Some homework will involve correcting work



## STRETCH AND CHALLENGE IN MFL

- 🦁 Pupils are taught in sets in Year 9, and teachers are experienced in stretching the more able, including native speakers, as well as supporting other pupils
- 🦁 Pupils are given opportunities to go beyond the curriculum through exposure to more complex structures and more advanced vocabulary
- 🦁 We have libraries in each department (French, German and Spanish) and pupils can borrow books
- 🦁 After the End of Year Examinations, pupils have the opportunity to study a film and broaden their cultural understanding of the countries where the languages are spoken



# EXTRA-CURRICULAR OPPORTUNITIES IN MFL

- ✎ We offer a number of different competitions throughout the year:
- ✎ The Anthea Bell Prize (Translation from French, German, Spanish, Mandarin, Italian and Russian)
- ✎ Have Your Say (French, German and Spanish dialogues)
- ✎ The Spelling Bee (French, German and Spanish, held as house competitions)
- ✎ The Stephen Spender Prize (Translation of a poem or song from any language)
- ✎ Mother Tongue, Other Tongue (a poetry competition to celebrate heritage languages and languages studied at School)
- ✎ The MFL Department also organises language events and competitions during The Africa Cup of Nations, World Cup and Olympics



# HOW PARENTS CAN HELP THEIR SONS AT HOME WITH MFL

- 🦁 Encourage your son to practise aloud at home and to spend enough time going over what he has learned in his MFL lesson that day
- 🦁 Offer to test your son when he has a vocabulary or grammar test
- 🦁 Have a positive attitude to learning languages, and praise your son for his efforts and achievements
- 🦁 Suggest your son seeks help from his teacher(s) if he feels like he is struggling in one or both languages; we have mentoring at lunchtimes for each language, led by our Year 10 Language Leaders, and attending mentoring can be very beneficial for some one-to-one guidance and support.



# WESTCLIFF HIGH SCHOOL FOR BOYS

Careers

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## Development of Careers Knowledge through the Years

- ▶ At WHSB, we have a Careers curriculum which runs from Year 7 through to Year 13
- ▶ In Year 9, we focus on employability, financial management and resilience, in addition to preparing pupils for their GCSE options.
- ▶ We Increase their knowledge and understanding of sectors.
- ▶ We advise them so as to maximise their chances of finding employment.
- ▶ Knowledge is power!



## Key Transition Points and Significant Milestones

- Year 9:** Take Your Child to Work Day  
Making GCSE Options choices
- Year 10:** Careers Carousel Day (July Enrichment Day)
- Year 11:** Connexions Interviews  
Choosing post-16 pathways
- Year 12:** Securing a Work Experience Placement
- Year 13:** Choosing post-18 pathways e.g. University,  
Degree Apprenticeships, world of work



## Changes due to Government Legislation...

**Over Years 7 to 9:** Pupils to experience 5 days of work-related learning

**Over Years 10 & 11:** Pupils to experience 5 days of external work experience

**Over Years 12 & 13:** Students to experience 5 days of external work experience



## For WHSB Pupils

This will translate as:

**Over Years 7 to 9:** Pupils to experience 5 days of work-related learning

**Year 10:** 5 days external Work Experience

**Year 12:** 5 days external Work Experience



## Unifrog is for Pupils and Parents

- ▶ Every Pupil uses our careers-based platform called Unifrog to broaden their knowledge and understanding of Careers.
- ▶ It is important to note that all work experience is administered via Unifrog.
- ▶ Unifrog is incorporated into PSHEE Careers lessons.
- ▶ We also encourage Parents to open an account on Unifrog (Careers section of the website - Unifrog Parental Information - Unifrog Parental Letter).
- ▶ Unifrog contains plenty of information regarding the labour market and Universities, as well as industry webinars.



## Careers help in Y9 at WHSB....

- ▶ Dedicated Year 9 Careers Teams Page
- ▶ Form Periods / Assemblies
- ▶ PSHEE lessons
- ▶ Unifrog
- ▶ Curriculum Lessons
- ▶ Visits from industry experts



## How to assist with your son's Careers education

- ▶ Open a Unifrog account so you and your son can discuss Careers at home.
- ▶ Support Careers events, Careers Evenings, Take your Child to Work Days and assist with Work Experience placements.
- ▶ WHSB welcomes parental assistance with their Careers provision. Please contact Mr Atkinson for further details.



# Staying Safe Online

Working with parents to support our pupils

# Where are young people going in the digital environment?

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Content, Contact , Conduct and Commerce



Snapchat



Tiktok



Monkey



Be real



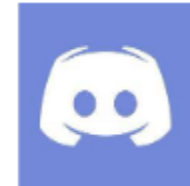
IMVU



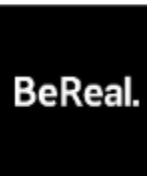
Instagram



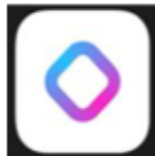
Bigo



Discord



Be Real



Reality



Steam

# The Iceberg Effect

Offline risks you  
can see

Digital risks you  
can't see

Changes in behaviour

Injuries / bruises

Deterioration in academic  
performance

Absenteeism

Requests for help

Known domestic risks

Tip offs from others

Online conversations about  
drugs / extremism / being  
harmed / intention to harm

Incels

Chatroom conversations  
with inappropriate adults

Bullying / violence

Self-generated  
sexual content

Overly abusive language

Feelings and emotions  
typed in a document  
(even if deleted)

Harmful image sharing

Child-on-child abuse

Searches for risk-based  
content e.g. suicide, self-harm

Oversharing personal  
information

# The 4 C's of Online Safety



01

## Content

Being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.



02

## Contact

Being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them.



03

## Conduct

Online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, online bullying etc,



04

## Commerce

Risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).



# What children find hard about having these conversations **and how to make it easier**



**It's awkward / embarrassing**




**1 Start conversations early**, before your child gets a phone or social media account. Keep the conversation going over time, adapting to your child. Don't let awkwardness or 'taboo' subjects build. The [Thinkuknow](#) website has age-appropriate conversation-starters.

**2 Keep it casual**, find everyday opportunities to speak about relationships and the online world – like when you're walking or driving somewhere. Young people told us that they didn't want 'the big talk'!

**3 Use your own experiences**, be vulnerable. Share your own memories and experiences of being a child/teen. You could talk about something that happened when you were young, and how different it might have been if it had ended up online.

**4** If you don't know how to start, try watching an [#AsktheAwkward](#) video together – use this to **open up a conversation and ask them questions**.

**5 It's okay to laugh!** Our young people told us that laughing with their parent can break tension and makes everyone feel more comfortable – they don't want you to be too serious or scary.



## Parents don't know enough

- 1** Young people want their parents to **learn about new technology and trends**, including risky behaviours and dangerous spaces online. We share links to brilliant resources and expert organisations at the end of this guide.
- 2** If you're not sure, **ask your child**. *Allow them to be the expert*. Our young people told us this is a really simple way to build mutual trust.
- 3** If you're still not sure, **ask a teacher or trusted professional**. They will be able to point you in the right direction for extra advice and support.
- 4** **Be involved in your child's decision-making early on**. Young people told us that parents who took an active interest early on were far better equipped to step in when things went wrong.

## Fear of consequences

- 1** **Create a safe and trusting home environment**. Young people told us the home environment is key, they want to share things with their parents but don't always feel able. Help your child to feel comfortable talking about apps they're on and what they're experiencing online.
- 2** Before punishing them and taking away their phone, try to be **non-judgmental and help them** out of bad situations. Young people want parents to know that if they think they will not be allowed to go online *they won't tell you what is happening*.
- 3** **Be ready to step in and help** if something goes wrong. This guide provides advice on these issues, so you can know where to go if a nude image of them is shared without consent, or if you find out they're being bullied, or sexually abused or groomed.
- 4** **Be honest and explain**. If you take their phone or limit social media access give reasons. It is understood that in some situations this is reasonable, but needs to be explained properly. If not, trust can be damaged and children might not open up a second time.
- 5** **Establish ground-rules** and agree these with your child. Be prepared for rules to change over time. Reassure your child that you trust them, especially as they get older.

# Summary of top tips

**1** Do start speaking to your children about these issues before you first give them a phone or set up a social media account. This might feel very early, but you can do it in an age-appropriate way. It is better to be proactive than reactive.

**Don't wait for the crisis.**

**2** Do keep the conversation going. Adapt to your child's maturity levels.

**Don't mention it once and think that's enough.**

**3** Do keep it casual, find everyday opportunities to speak about these issues – like when you're walking or driving somewhere.

**Don't scare them with 'the big talk'.**

**4** Do focus on your child's emotions first. Your immediate instinct might be to punish them when something goes wrong, but your child needs you to listen and to be non-judgmental.

**Don't punish them before listening and understanding.**

**5** Do keep curious about the technology your child is using and stay up to date with platforms, apps and trends.

**Don't pretend these issues don't exist and that your child is not involved.**

**6** Do set boundaries. Use filtering tools to limit your child's exposure to harmful content. Decide on rules and boundaries with your child, allowing them to input. Explain which monitoring and filtering tools you are using, and why.

**Don't leave your child unsupervised. You wouldn't leave them alone in the park or the street, apply the same level of protection online.**

# Conversation starters



What do you use apps/social media for most?

How do you stay safe online?

What's your favourite app at the moment? Show me...



What do you think might worry me about you being online? What might worry you about me being online?

Do you think a family agreement for online use is a good idea? How might this look for us?

How much do you think I should know about what you do online?

What are the warning signs that someone online is lying or isn't who they say they are?



What are the reasons why young people might share a nude?



Do people say things online they wouldn't say in person? Why?