

THE BLUE COAT SCHOOL WEEKLY NEWSLETTER

SUPPORTING THE MENTAL HEALTH AND WELLBEING OF OUR PUPILS



At The Blue Coat School, supporting the mental health and wellbeing of our pupils remains a central part of our pastoral provision and wider school culture. We recognise that young people face a wide range of pressures both inside and outside school, and we are committed to ensuring that pupils and families can access support, guidance, and trusted wellbeing services whenever they may need them.

Alongside the work of our pastoral teams, safeguarding staff, wellbeing provision, and wider support systems within school, we continue to work closely with external organisations that can provide additional specialist support for young people and families.

One of the key services we promote is Kooth, a free, safe, and anonymous online mental health and wellbeing platform for children and young people. Kooth provides immediate access to emotional wellbeing support without the need for a referral or lengthy waiting times.

Kooth offers a wide range of services designed to support young people with issues such as:

- anxiety and stress
- low mood and emotional wellbeing
- friendship and relationship difficulties
- exam pressure and school-related worries
- self-esteem and confidence
- family challenges
- bereavement and difficult life experiences

The platform allows young people to access support in a way that feels comfortable and accessible to them. Pupils can:

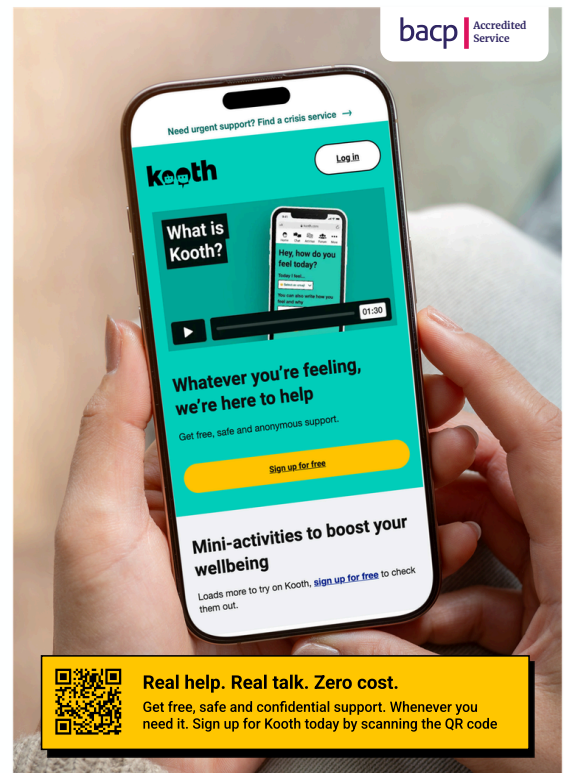
- speak confidentially with trained counsellors online
- access moderated peer support forums
- read helpful articles and wellbeing advice
- complete wellbeing activities and self-help resources
- keep online journals and track their wellbeing

Importantly, Kooth is available outside normal school hours, including evenings and weekends, helping ensure support is accessible whenever young people may need it most.

Kooth also provides information and guidance for families and carers, helping adults better understand how to support young people's emotional wellbeing and mental health.

We encourage pupils and families to explore the support available through [Kooth](https://www.kooth.com) and to speak with the school if they would like any additional guidance about accessing wellbeing support.

By working together — school, families, and external wellbeing services — we aim to ensure every young person feels supported, listened to, and able to thrive both academically and personally.



bacp Accredited Service

MEET THE EQUALITY, DIVERSITY, AND INCLUSION (EDI) TEAM

We are thrilled to officially introduce The Blue Coat School's Equality, Diversity, and Inclusion (EDI) team. Dedicated to fostering a safe, welcoming, and truly inclusive environment, our team works passionately to ensure that every student and staff member feels valued, respected, and celebrated for who they are.



Akul
Head of EDI

Hi! I'm Akul, the Head of EDI at Blue Coat, and my goal is to ensure everyone feels they truly belong while celebrating our school's amazing diversity. I'm committed to creating spaces for all voices to be heard through events, open conversations, and support.



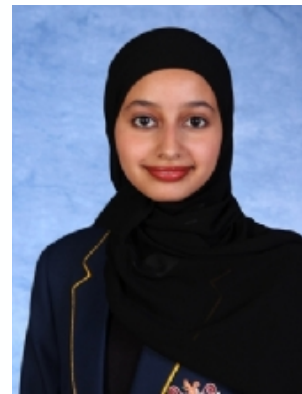
Holly
Deputy Head of EDI

I am thrilled to take on the role of Deputy Head of EDI, bringing my passion and ideas to enhance inclusivity and togetherness in our school community. With the EDI team's support, I look forward to organizing events that celebrate our diverse identities and encourage everyone to contribute their ideas for improvement.



Kenn

My aim is to ensure that all students, both new and current, feel as welcome as I did when I first joined the school. I want to create an environment where everyone feels included, free to express their individual identities, and supported in their academic journey.



Noor

Having been part of our school community since Year 7, I aim to foster a sense of belonging and celebrate our diverse backgrounds as a prefect of the EDI team. I believe that by embracing our differences, we can create a more inclusive environment where everyone feels valued and heard.



Rosh

Since Year 7, I've received tremendous support from the Blue Coat School community, and now I have the chance to give back as an assistant prefect on the EDI team. This role is a privilege and an opportunity to help ensure that everyone at our school can thrive.



Ava

I am dedicated to creating a school environment where every student feels valued and included. Indian classical dance has played a significant role in my life, shaping my identity and inspiring me to promote the understanding and appreciation of diverse cultures. I particularly enjoy supporting events such as Diwali and Chinese New Year celebrations.



Annika

Over the last couple of years, I have developed confidence, built strong connections with other pupils and gained a real appreciation for the importance of inclusivity and community. Within this role, I hope to help create an inclusive environment, and I am excited to contribute to various school celebrations, including Diwali Ball, Culture Day and many more.



Hiqma

I want to be a part of the EDI team because I enjoy being active in school life and helping to create an environment where everyone feels included and comfortable being themselves. I hope to support events and initiatives that celebrate the diversity within our school community and encourage students to get involved.



BLUE COAT STUDENTS SET OFF FOR SPANISH ADVENTURE!



Students are currently enjoying an exciting and enriching visit to Madrid, where they are experiencing the language, culture and history of Spain's vibrant capital city.

After arriving in Madrid on Wednesday evening, students settle into their accommodation in the lively Lavapiés district before preparing for a packed programme of activities. On Thursday, the group takes part in a guided walking tour of the city, visiting famous landmarks including the Royal Palace, Plaza Mayor, Puerta del Sol and the bustling San Miguel Market. Students also visit the impressive Santiago Bernabéu Stadium, home of Real Madrid, which proves to be one of the highlights of the trip.

Throughout the visit, students travel around Madrid using the metro system, developing both their independence and confidence in speaking Spanish in real-life situations. They are encouraged to use Spanish as much as possible while navigating the city and interacting with local people.

The group also visits the historic city of Toledo, the ancient capital of Spain and a UNESCO World Heritage Site. Students explore the beautiful medieval streets and learn more about the city's fascinating history and culture. Back in Madrid, they spend time relaxing in the famous Retiro Park and continue exploring the city.

The trip concludes with a visit to Warner Bros. Theme Park before the group returns home after what is proving to be a memorable and rewarding experience for everyone involved. Staff are delighted with the way students are representing the school throughout the visit.



YEAR 6 INTO YEAR 7 TRANSITION MEETINGS

As part of our Year 6 into Year 7 transition programme, we have been delighted to welcome many of our new pupils and their families into the school this week for transition interviews and meetings ahead of September.

This year's transition theme has focused on pupils sharing their goals and aspirations for their time at The Blue Coat School. These conversations have provided a valuable opportunity for staff to learn more about each child as an individual, including their interests, ambitions, strengths, and any areas where additional support may help them settle confidently into secondary school life.

The transition interviews are an important part of ensuring that every pupil feels known, supported, and valued before they officially begin their journey at Blue Coat. They also provide an opportunity for families to meet key staff, ask questions, and begin building positive and supportive relationships with the school community from the very beginning.

As part of the process, each new member of the school community has received their Blue Coat school tie alongside a summer transition workbook designed to help pupils prepare for September and begin engaging with life at the school over the coming weeks.

We have been incredibly impressed by the enthusiasm, confidence, and ambition shown by our incoming Year 7 pupils and are very much looking forward to welcoming them back for the Liverpool Induction Day and Transition Day later this term. These events will provide another exciting opportunity for pupils to meet their peers, experience lessons, and become even more familiar with their new school environment ahead of September.



ESFA NORTH WEST LEAGUE CHAMPIONS 2025-26

Congratulations to Year 8 students Will McG and Nico L, who were part of the hugely successful Liverpool SFA Under 13s side crowned ESFA North West League Champions 2025-26.

The team secured top spot in a highly competitive league, finishing ahead of strong opposition from across the North West. Their title-winning campaign saw Liverpool SFA collect 13 points from six matches, scoring 17 goals along the way to become league champions.

Both Will and Nico played important roles throughout the season, contributing to a memorable year for the squad. The success is made even more impressive given the competitive nature of the league and the commitment required across the entire season.

The team also enjoyed an unforgettable football experience with a tour to Dubai earlier in the year, helping create memories and friendships that will last a lifetime.

Everyone at school is incredibly proud of Will and Nico for their achievement, dedication and sportsmanship. Representing Liverpool School Boys at regional level is a fantastic honour, and to finish the season as league champions is an outstanding accomplishment.

Congratulations to both boys on a brilliant season and a well-deserved title win. 🏆



DEGREE APPRENTICESHIPS: COMBINING UNIVERSITY STUDY WITH REAL-WORLD EXPERIENCE

Apprenticeships are becoming an increasingly popular and respected option for students after the age of 18, including those at selective grammar schools. While university remains an excellent pathway for many students, apprenticeships now offer an alternative route into highly skilled professions such as engineering, finance, law, technology, healthcare, and cybersecurity. Many leading employers now provide higher and degree apprenticeships, allowing students to gain valuable qualifications while beginning their careers immediately after sixth form.



One of the main advantages of an apprenticeship is the opportunity to “earn while you learn.” Apprentices are employed by a company, receive a salary, and complete professional training or degree-level study at the same time. Unlike traditional university courses, apprenticeships do not usually involve tuition fees for the student, as the costs are funded by employers and the government. This means students can gain industry experience, professional qualifications, and often a university degree without building up significant student debt.

Degree apprenticeships are particularly competitive and are offered by prestigious organisations such as PwC, KPMG, Rolls-Royce, Google, and BBC. Students applying for these programmes are expected to demonstrate strong academic performance, excellent communication skills, leadership qualities, and a genuine interest in their chosen career sector. The recruitment process often includes online assessments, interviews, and assessment centres, making early preparation extremely important.

Students interested in apprenticeships should begin researching opportunities early in Year 12 or the beginning of Year 13, as applications for many programmes open in the autumn term. Useful websites include [Find an Apprenticeship](#), [UCAS Apprenticeships](#), and [Amazing Apprenticeships](#). These platforms allow students to explore vacancies, compare career pathways, and learn more about entry requirements and application deadlines.

Choosing between university and an apprenticeship is a personal decision, and students should carefully consider which route best suits their ambitions, learning style, and career goals. Apprenticeships are no longer viewed simply as alternatives for vocational careers; they are now highly respected pathways into many of the UK's most competitive industries. For academically able students seeking professional experience, financial independence, and strong long-term career prospects, apprenticeships can provide an outstanding post-18 opportunity.



KNIFE CRIME AWARENESS WEEK: EDUCATION, AWARENESS AND COMMUNITY ACTION

This week marks Knife Crime Awareness Week, a national campaign led by the Ben Kinsella Trust to raise awareness of the devastating impact of knife crime and promote positive action within schools and communities. Taking place from 18th–24th May, the week encourages schools, families, charities, police forces and young people to work together to create safer environments and support vulnerable young people.

Knife Crime Awareness Week aims to start honest conversations, provide education, and challenge the idea that knife crime is inevitable. The campaign highlights that prevention, trusted relationships and early intervention can make a significant difference in keeping young people safe. Across the country, schools and organisations are hosting workshops, assemblies, discussions and training sessions designed to help students understand the risks associated with carrying knives and the long-term consequences for individuals, families and communities. As part of this national initiative, teachers from our school have been actively participating in specialist training sessions delivered in partnership with Merseyside Police to better identify risks and support our students.

For schools, the campaign provides an opportunity to reinforce important messages about personal safety, responsible decision-making and the importance of seeking support when needed. Educational resources encourage students to think critically about peer pressure, social media influence and conflict resolution, while also promoting the role of trusted adults in supporting young people. The campaign places strong emphasis on education as a preventative tool rather than relying solely on enforcement measures.

Recent national discussions have also highlighted the importance of community involvement in tackling youth violence. New initiatives across the UK include mentoring programmes, specialist school support, parent workshops and community partnerships aimed at identifying risks early and offering practical support to young people. Experts continue to stress that meaningful relationships, positive opportunities and open communication are key factors in preventing violence and protecting vulnerable students.

As a school community, Knife Crime Awareness Week reminds us all of the importance of empathy, awareness and collective responsibility. By encouraging open discussion, supporting one another and promoting positive choices, schools can play a vital role in helping young people feel safe, valued and empowered. Further information and educational resources can be found through [Knife Crime Awareness Week](#) and the [Ben Kinsella Trust](#).



HOUSE CAPTAIN ELECTIONS 2026/27 – YEARS 7–10

During House Assemblies next week, House Leaders will be introducing the election process for the 2026/27 House Captains for students in Years 7–10. Please note that new Year 7 and Year 12 House Captains will be appointed separately at the start of September.

The election process will formally begin during form time in the week commencing **8th June 2026**, following a structure developed by **Louis Walsh (Head of School Council)**. Staff are kindly asked to support this process by allocating time within Form Time provision and ensuring students are fully informed about the expectations of the role.

Overview of the Role

House Captains play an important leadership role within the school community. They will:

- Serve on the House Student Council
- Act as key representatives for their form and year group
- Support communication between students and staff
- Have opportunities to contribute to a smaller School Council group

This is a valued position that requires commitment, responsibility, and a willingness to represent the voice of their peers.

Election Timeline and Process

Week commencing 8th June 2026 – Nominations and Presentations

Form Tutors should invite students who wish to stand for House Captain to put themselves forward. It is important that students understand the significance and responsibility of the role before doing so.

Candidates will be asked to present their candidature to their form group through **either a short speech or a brief video**, outlining:

- Why they would like to represent their form
- Why they feel they are well suited to the role

Following all presentations, each form will conduct a **democratic ballot-style vote** to select their House Captain.



ROYAL SOCIETY OF CHEMISTRY SCHOOL ANALYST COMPETITION

This term, students at our school took part in the prestigious Royal Society of Chemistry School Analyst Competition, an exciting national event designed to challenge and inspire young scientists through practical chemistry investigations.

A total of 10 teams participated in the competition, giving up their time after school to attend a series of practical sessions in preparation for the event. Throughout the competition, students developed valuable laboratory skills, teamwork, and problem-solving abilities while exploring the world of forensic science.

National results for the competition will be released in July, and we look forward to hearing how our teams performed against schools from across the country.

A huge thank you goes to Katie McLinden, Science technician whose hard work, support, and organisation made this opportunity possible.

We wish all of our teams the very best of luck when the results are announced!



DOFE SILVER ASSESSED EXPEDITION – YEAR 10

We would like to congratulate the Year 10 students who participated in the Duke of Edinburgh's Silver practice expedition. The expedition was a great success. Throughout the challenging weekend, the students demonstrated remarkable resilience, independence, and problem-solving skills as they overcame obstacles and navigated their journeys smoothly.



WORLD CUP 2026 STOCK MARKET SIMULATOR COMPETITION

Get ready for a unique World Cup challenge! Year 12 student Harnoor is launching a fun and interactive Stock Market Simulator Competition linked to the upcoming FIFA World Cup 2026. The competition is designed to give students a taste of how the stock market works, including how prices can rise and fall depending on performance and success.

The competition is open to all students, but spaces are limited to just 250 participants, so make sure to sign up quickly via ParentMail if you would like to take part. Once signed up participants will receive the link to a Microsoft Form to complete their entry.

Each investor will receive £1000 in virtual credits to build their portfolio. Participants must choose 3 teams to invest in, with the option to buy multiple shares in each team. For example, you might invest heavily in one favorite team or spread your credits across several lower-valued teams.

Team values will change throughout the tournament depending on their results and progress, making strategy and smart investing key to success.

Entry costs £3 per person, with one entry allowed per participant. Half of the proceeds will go towards the school charity, while the rest will be shared between the competition winners (awarded as Amazon vouchers).

Good luck, and happy investing!



WORLD CUP 2026

A STOCK MARKET SIMULATION

Choose 3 teams, invest your 1000 credits, and build the best portfolio!



ENTRY DEADLINE
1ST JUNE 2026
3:30 PM

Open to all students, teachers and parents.

ENTRY FEE

£3

ONLY
250 PLACES

HOW TO PLAY

- You have 1000 credits to build your portfolio.
- You must choose EXACTLY 3 different teams (stocks).
- You can buy multiple shares in each team.
- Your total investment must not exceed 1000 credits.

PORTFOLIOS TO BE INDICATED THROUGH MICROSOFT FORM.

PRIZES

50% OF COLLECTED FUNDS WILL BE AWARDED AS VOUCHERS

- 1st Place – “Bull Market Ballon d’Or” – 50%
- 2nd Place – “Champions League Trader” – 25%
- 3rd Place – “Europa League Contender” – 15%
- Last Place – “Relegation Zone Portfolio” – 10%

HOW THE POINT SYSTEM WORKS

How far each of your chosen team advances in the World Cup changes its stock price.

AFTER THE GROUP STAGE

- 1st Place +50%
- 2nd Place +25%
- 3rd Place +10%
- 4th Place -75%

KNOCKOUT STAGES

- Win +50%
- Loss -20%

TIE-BREAKER RULE

In the case of a tiebreaker all participants have to predict the number of goals scored in the whole tournament when entering.
The closest guess would win the tiebreaker but if your guess was over the actual number of goals scored you would be eliminated from the tiebreaker.

ONLY 250 PLACES AVAILABLE!



TEAM STOCK PRICES

(PRICE PER SHARE IN CREDITS)

TEAM	PRICE
France	750
Spain	750
England	750
Brazil	750
Germany	750
Argentina	500
Portugal	500
Netherlands	500
Belgium	450
Colombia	450
Morocco	450
USA	450
Turkey	400
Uruguay	400
Sweden	400
Senegal	400
Ghana	400
Mexico	400

TEAM	PRICE
Ecuador	350
Croatia	350
Paraguay	350
Switzerland	350
Australia	300
Canada	300
Ivory Coast	300
Egypt	300
Czechia	300
DR Congo	250
Bosnia	250
Austria	250
Iran	250
Tunisia	250
Saudi Arabia	200
New Zealand	200

TEAM	PRICE
Qatar	150
Cape Verde	150
South Korea	150
Uzbekistan	150
Scotland	100
Curaçao	100
Algeria	100
Haiti	50
Iraq	50
Jordan	50
Panama	50
South Africa	50



SPORTS ROUND-UP

The summer sports season has continued at a busy pace, with pupils representing the school with commitment and determination across both cricket and rounders fixtures this week.

Cricket 🏏

In cricket, the U14 side enjoyed an excellent 50-run victory against St Hilda's School in the Lancashire State Cup. After posting a strong total with disciplined batting throughout the innings, the team backed this up with a confident bowling and fielding display to secure a convincing win. The result reflected the progress the squad has made in both teamwork and match awareness during the season.

The U14s also competed in the Lancashire Cup against St Mary's College. Despite a competitive performance and some resilient bowling spells, the team were ultimately defeated by six wickets in a closely fought match. The players continued to show excellent effort and resilience throughout the game.

The U12 cricket team travelled to face Merchant Taylors' School in the Lancashire Cup. Facing strong opposition, the team battled hard but were defeated by 43 runs. There were still many positives to take from the performance, including improved communication in the field and some encouraging batting partnerships which will provide confidence going into future fixtures.

Rounders 🏏

In rounders, the Year 9 team secured an impressive 7-5 victory against Calderstones School. The team produced an energetic and well-organised performance, combining accurate fielding with confident batting to maintain control during key stages of the game. The victory was thoroughly deserved and reflected the enthusiasm and teamwork shown by the squad throughout the fixture.



KEY DATES

Date	Event
Friday 22nd May 2026	Term ends at 3:30pm
Monday, 25th May 2026 – Friday 29th May 2026	Half term break
Monday 1st June 2026 – Friday 5th June 2026	Mock exams week
Monday 8th June 2026	UKMT National final
Tuesday 9th June 2026	Junior maths Kangaroo / Olympiad
Tuesday 9th June 2026	Y10 Parents' Evening
Thursday 11th June 2026	Y10 Geography Trip
Thursday 11th June 2026	Y12 Liverpool University visit
Tuesday 16th June 2026	Sports Day
Tuesday 16th June 2026	Y12 UCAS Discovery Day
Thursday 18th June 2026	Y10 Geography trip
Friday 19th June 2026 – Sunday 21st June 2026	Y10 DofE Silver assessed & Y12 Gold practice expeditions
Monday 22nd June 2026	Y9 Geography trip



ADHWIKA (8FR)



KATHERINE (7SE)



HADLEY (8TU)



YADAIL (7FR)



PRITHVI (8TO)



LAUREN 10SE



SUPPORT THE EXPERIENCES THAT HELP SHAPE STUDENTS

From clubs and competitions to creative projects and performances, our students gain so much from extracurricular opportunities, and your support keeps them going.

A contribution of just £10 per term (£30 per year) per student makes a real difference. Plus, every £10 donation earns a chance to win £50 in our monthly raffle!

See Parentmail for payment details and give today, together we can keep our enrichment programme rich, varied, and open to all.



The Liverpool Blue Coat School Foundation

DEDICATE A PLAQUE ON OUR CHAPEL PEWS



We invite alumni, families and friends of the school to leave a lasting mark on our community by sponsoring a personalised plaque on a chapel pew.

For £100, you can dedicate a plaque in your name or in memory of a former student, becoming a meaningful part of the school's history for generations to come. This is a unique opportunity to honour a loved one, celebrate your connection to the school, and support the ongoing care of our cherished chapel.



Email: foundation@bluecoatschool.org.uk for more information





THE LIVERPOOL BLUE COAT SCHOOL



GOLF DAY 2026

AT WOOLTON GOLF CLUB

FRIDAY JULY 3RD 2026

12.30PM REGISTRATION

2.00PM TEE OFF

7.00PM DINNER & SOCIAL

£80/player or £320/team

enter as individual, pair or team

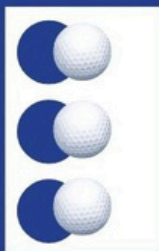
**INCLUDES: LIGHT LUNCH, ROUND OF GOLF, 2 COURSE MEAL,
ENTRY TO ADDITIONAL COMPETITIONS: CLOSEST TO PIN, LONGEST DRIVE**



REGISTER NOW!

seo@bluecoatschool.org.uk

Friends, family and colleagues welcome
(This is an adult only event)



THE COMPETITION WILL FOLLOW A SHAMBLE GOLF FORMAT: ALL TEAMS TEE OFF, SELECT THE BEST DRIVE, AND THEN EACH PLAYER PLAYS THEIR OWN BALL FROM THAT POSITION FOR THE REST OF THE HOLE. THE THREE BEST SCORES FROM THAT POSITION WILL THEN BE USED, HOWEVER, A MINIMUM OF 3 SHOTS MUST BE USED FROM EACH PLAYER. PLAYERS MUST SUBMIT THEIR GOLF HANDICAP PRIOR TO THE EVENT, WHICH WILL BE FACTORED IN TO THEIR TEAM SCORE CARD WITH A MAXIMUM HANDICAP OF 24. PLAYERS CAN PURCHASE MULLIGANS AND GRENADES TO HELP THEIR ROUND!

£25 for dinner only

£50 to sponsor hole

All proceeds will go towards Blue Coat School Development Fund



What Parents & Carers Need to Know about AGE-INAPPROPRIATE CONTENT

"Inappropriate" means different things to different people. What's acceptable for one age group, for example, may be unsuitable for a slightly younger audience. Online, young people can chance upon inappropriate content in various ways – from pop-up ads to TikTok videos. The increasingly young age at which children become active in the digital world heightens the risk of them innocently running into something that they find upsetting or frightening. Trusted adults need to be able to help children be aware of what to do if they're exposed to age-inappropriate content.

WHERE IS IT FOUND?

SOCIAL MEDIA

Age-inappropriate content is easily accessible through many social media platforms. TikTok, for instance, is hugely popular with young people but is arguably best known for clips featuring sexualised dancing or profanity. Some social media users also express hate speech or promote eating disorders and self-harm, which could cause lasting damage to a child's emotional and mental health.

GAMING

Gaming is an enjoyable source of entertainment, but many popular titles can expose children to inappropriate material such as violence, horror, gambling or sexually explicit content. Playing games unsuitable for their age risks normalising to children what they are seeing. Some games also include in-game chat, where other (usually older) online players often use language that you probably wouldn't want your child to hear or repeat.

STREAMING

The range of video streaming services available online means that users can find almost anything they want to watch on demand. Children are therefore at risk of viewing TV shows and movies which contain nudity, drug and alcohol abuse, explicit language and extreme violence. Unfortunately, these streaming platforms can't always determine that it's not an adult who's watching.

ADVERTS

Online adverts frequently include age-inappropriate content: usually gambling and nudity or partial nudity, although adverts for alcohol or cigarettes are also common. Some search engines also feature adverts that are responsive to your search history: so if you've recently looked up a new horror movie, shopped for lingerie or ordered alcohol online, then the ads appearing on screen could reflect this the next time your child borrows your device.

18 Advice for Parents & Carers

TALK IT THROUGH

Embarrassment or fear of getting into trouble can make it difficult for children to talk openly about age-inappropriate content they've watched. Remind your child they can always come to you if they're troubled by something they've seen online, without worrying about consequences. Before offering advice, discuss what they saw, how they felt and how they came to find the content in question.

CAN WE HAVE A CHAT?

CONNECT, DON'T CORRECT

If your child's been particularly distressed by exposure to content that wasn't suitable for their age, it's important to offer guidance to prevent them from repeating the same mistake – but it's equally vital to help them deal with the emotions that the situation has raised. You could tell them about any similar experiences you might have had at their age, and how you dealt with it.

BLOCK, REPORT, CONTROL

After discussing the problem, you and your child can take action together. This could include blocking any inappropriate sites and reporting any content which violates a platform's rules. To further safeguard your child online, set up parental controls on internet-enabled devices that they use. This will significantly reduce the chances of your child being exposed to age-inappropriate content in future.

GET SPECIALIST HELP

Age-inappropriate content can potentially have a negative impact on a child's mental health, which is sometimes displayed through changes in their behaviour. If the problem becomes more severe, you might consider reaching out to a mental health professional or an expert in this field who can provide you and your child with the proper support.

STAY CALM

Even though it is obviously difficult to stay rational in a situation where your child has been put at risk, it's essential to think before you react. Your child may well have hesitated to open up to you about watching inappropriate content for fear of the consequences, so being calm and supportive will reinforce the notion that it would be easy to talk to you about similar issues in the future.

Meet Our Expert

Cayley Jorgensen is a Registered Counsellor with The Health Professions Council of South Africa, and she runs a private practice offering counselling to children, teenagers and families. Her main focus is creating awareness and educating the community on the mental health pressures of today's world, as well as resources and techniques to understand and cope better.



NOS National Online Safety®
#WakeUpWednesday

Sources: <https://www.education.gov.au/documents/about/programs/bullying/prevention/inappropriate-content> | <https://www.nos.gov.au/education/training-professionals/professional-learning-program-teachers/inappropriate-content-factsheet/> | <https://www.wellbeing.gov.au/wp-content/uploads/2020/04/children-media-twe-year-7.pdf>

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