

# New to Secondary School Workshop



Write questions on the slip during the session - FAQ sheet to be shared following the workshop

***What  
are you  
worried  
about?***

***What is  
your  
child  
worried  
about?***

# Settling in

***What  
are you  
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***What is  
your  
child  
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about?***

## Settling in

How do they differ?



## Concerns

- 1) Your child gets moved to a new maths group and is very upset. They say they are rubbish at maths and that their teacher hates them.
- 2) Your daughter has been at school for 6 weeks. She says she has no friends and is feeling lonely and wants to move forms.
- 3) You receive a text message to say that your daughter has a C3 for being unkind to another student. Your daughter says she didn't mean to upset the other girl and that it was just a joke.



## Concerns

For each of the scenarios write what you would do/say to encourage your daughter to be resilient and how to tackle the challenge she is facing.

How would this make you feel (as a parent)?  
What would you say to your daughter?



# Resilience

What do you think resilience refers to?  
Why do children need resilience?



## Resilience

- Resilience is the capacity to recover quickly from difficulties
- The ability to be happy, successful etc. after something demanding or bad has happened
- The capacity to cope and to thrive



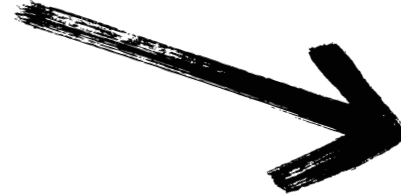
## What can Parents do?

- Teach skills and attitudes
- Share their own experiences
- Model the skills at home
- Provide opportunities to fail and learn
- Look after your own well-being and resilience





## BELIEFS



## ACTIVATING EVENT

- Fact
- Who, what, when, where

- The thoughts in our mind in that moment
- Explaining the causes and implications
- Often tough on ourselves and others

## CONSEQUENCE

- What we feel (emotions)
- How we act (behaviour)

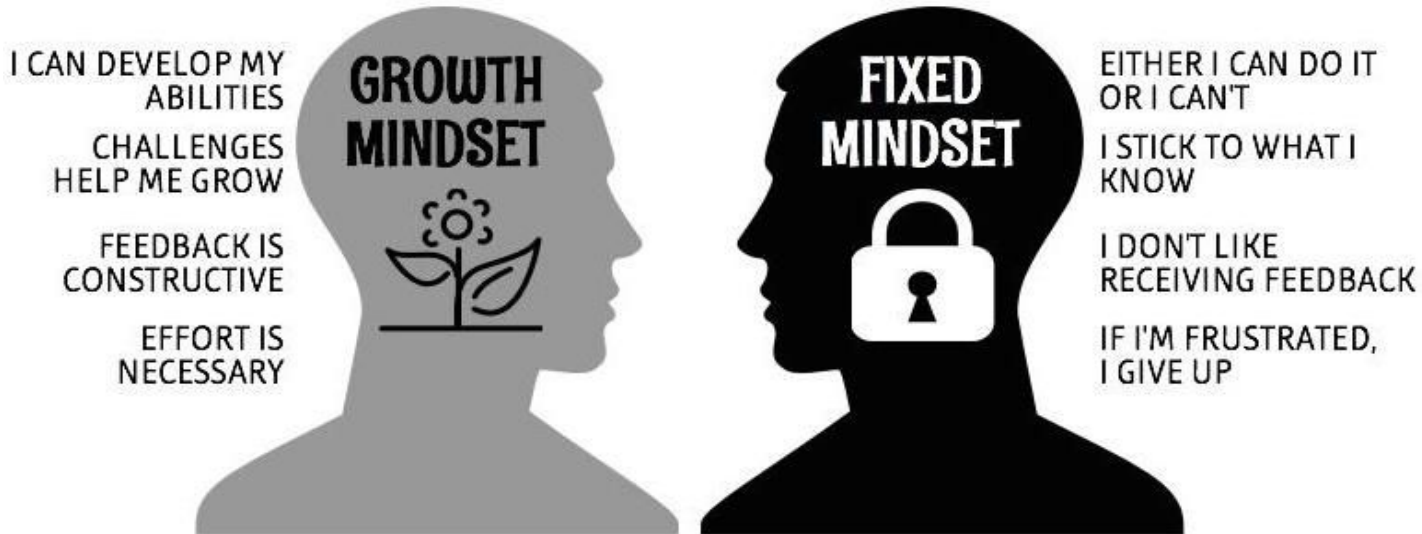
## WoBbLe

The order is important.

- 1. Worst case first – it's on your mind anyway**
- 2. Best case – this must be as extreme as the worst case**
- 3. Most likely**

Then a plan to help deal with the most likely

## Growth vs fixed mindset



## Language Used

The language used can have a positive or negative effect on the attitude a young person has. ***Change your words, change your mindset.***

INSTEAD OF...	SAY THIS...
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them





## Language Used: You could say...

- Is that an optimistic (positive) or a pessimistic (negative) thought?
- Is there any evidence to prove that this way of thinking is accurate?
- Have you ever done anything like this before and managed to get it in the end?
- Is there any other way you could think about this problem?



## Reflection

Is this evident in the scenarios completed initially?

Is there anything you would now change?

## Online safety

**In your groups, can you list any risks associated with the online/digital interface? For example, Cyberbullying**

## So what are the risks?

**Identity theft**

**Inappropriate  
Websites**

**Grooming**

**Trolling/Catfishing**

**Online Influences**

**Stranger Danger**

**Reputation**

**Blackmail**

**Personal information**

**Location**

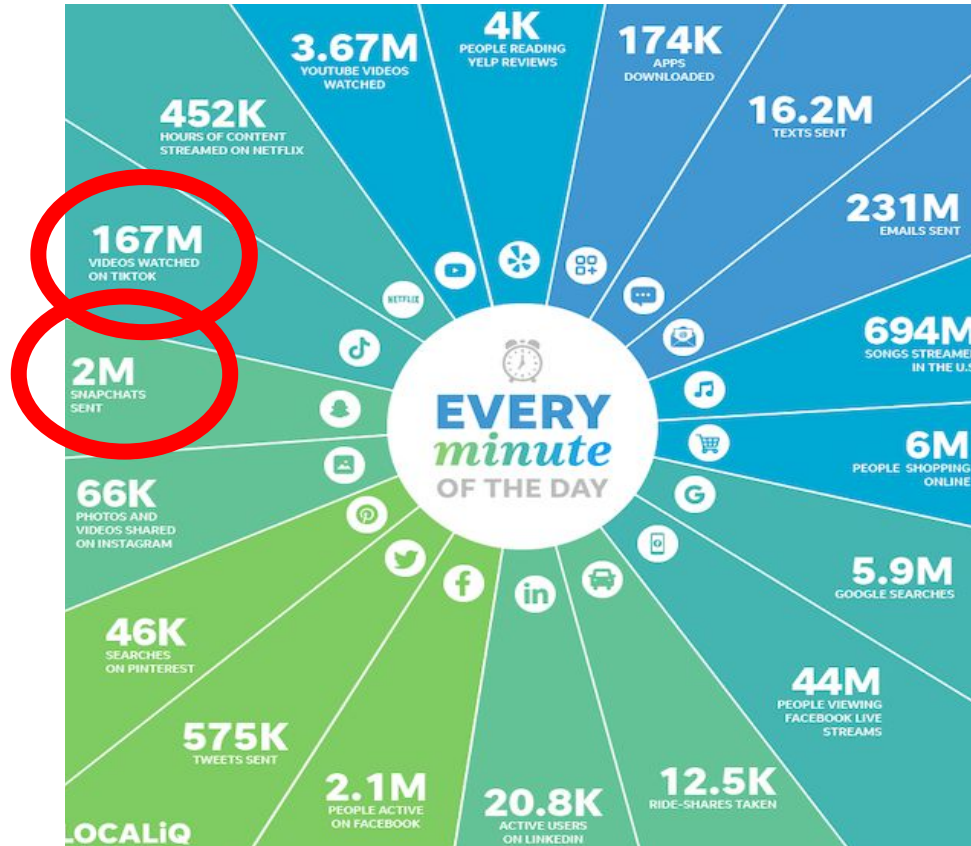
**Cyberbullying**

**Sexting**

**Financial theft**

**Future prospects**





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## Artificial Intelligence (AI) Awareness

AI solutions are becoming increasingly popular. Trained on vast datasets of text (such as books, articles and websites) in order to learn patterns and relationships, AI solutions can generate text, images, audio, video, code or synthetic data, and can be used for things such as crafting poems or books, creating digital imagery or delivering video content. Recently there's been significant discussion in relation to the benefits and risks of AI solutions, with many undecided on whether it will be a force for good or potentially reduce the need for some job roles.

### ROOM FOR INACCURACY

AI solutions, such as language models, generate their responses purely based on the data they've been trained on, which often comes from sources on the internet. Whilst questions will often illicit relevant responses, if some of the information they've been 'fed' is incorrect, it follows that the answers too may contain factual errors or inaccuracies.



### REINFORCING BIAS

AI solutions, such as those generating content or images, can perpetuate existing biases present in the data they were trained, whether through the algorithms written by humans or the content taken from the web. This could easily lead to biased responses and potentially reinforce existing stereotypes, such as those around gender, race or disability.



### IRRELEVANT INFORMATION

AI solutions don't have the ability to understand the context or meaning behind a question or a user request. Although highly advanced, the AI relies entirely on the data it's been exposed to and is devoid of independent thought or reasoning, which could lead to irrelevant or even nonsensical responses to queries.



### STIFLING CREATIVITY

One of the potential risks of children and young people continually using AI solutions for things (such as their homework) is that eventually, they might become reliant on it. In the long term, this could potentially impact their development and hamper their ability to think creatively or solve problems independently without the aid of an AI tool.





## Artificial Intelligence (AI) Awareness

### Advice for Parents & Carers

#### CREATE A SAFE ENVIRONMENT

If possible, try to be around when your child uses any type of AI solution and employ content filters to try and reduce the chance of profanity or age-inappropriate subjects appearing in responses. As with any kind of technology, it's important to ensure that children are using AI solutions responsibly and to be there to enable opportunities to discuss their use as part of a safe environment.

#### PROMOTE CRITICAL THINKING

Explain to your child that AI solutions can be used as one of many tools to help them research and learn, but that they shouldn't simply accept the responses they receive as the truth. Encourage them to question, verify and think critically about the information they get back – all of which apply equally to any website or platform they use.

#### DISCUSS BIAS

Talk to your child about the potential biases that may be present in the data that AI solutions are trained on, and how these viewpoints might find their way into the responses that AI generates. Again, with many things children might read online, it's healthy for them to consider whether the information is factual and presented fairly.

#### ENCOURAGE HUMAN INTERACTION

Not only should children supplement any use of software like AI with additional resources such as books and reputable internet sites, but they also should remember what they can learn from interaction with other people. Discussing things with teachers, relatives and friends isn't just an important and often invaluable aspect of learning – it's an essential part of life, too.

#### CHECK SCHOOL RULES

Make yourself aware of any rules or guidance your child's school might have about the use of AI solutions. Most software is still extremely new, so many schools may not yet have a policy, however, it's important to make sure your child is aware of how to use it appropriately and will be using it for the right reasons.

## Ofcom - Media use and attitudes report 2022

**Nearly all children went online in 2021 (99%); the majority used a mobile phone (72%) or tablet (69%) to do so.**

More than six in ten children aged 8-17 said they had more than one profile on some online apps and sites (62%); the most common reason, overall, was having one profile just for their parents, family or friends to see

The majority of 12-17s were confident that they could tell what is real and fake online, but only 11% correctly selected, in an interactive survey question showing a social media post, the components of the post which reflected that it was genuine.

Using video-sharing platforms (VSPs) such as YouTube or TikTok was the most popular online activity among children aged 3-17 (95%);

Seven in ten parents of children under 16 were concerned about the content their child saw online; the aspects of greatest concern were age-inappropriate content such as violence, bad language and disturbing content and sexual or 'adult' content.

**Children were more likely to experience being bullied via technology than face-to-face: 84% of 8-17s said they had been bullied this way (i.e., via text or messaging, on social media, in online games, through phone or video calls, or via other apps and sites) compared to 61% being bullied face-to-face.**

**Just four in ten parents of 3-17s knew the minimum age requirement for using most social media; 42% correctly said 13. Four in ten parents of 8-11-year-olds said they would allow their child to use social media (38%).**

Six in ten children aged 3-17 played games online in 2021, increasing to three-quarters of 12-17s.

Only a third of children knew how to use online reporting or flagging functions (32%); and just 14% had ever used them.

## Support from STAGS - Online Safety

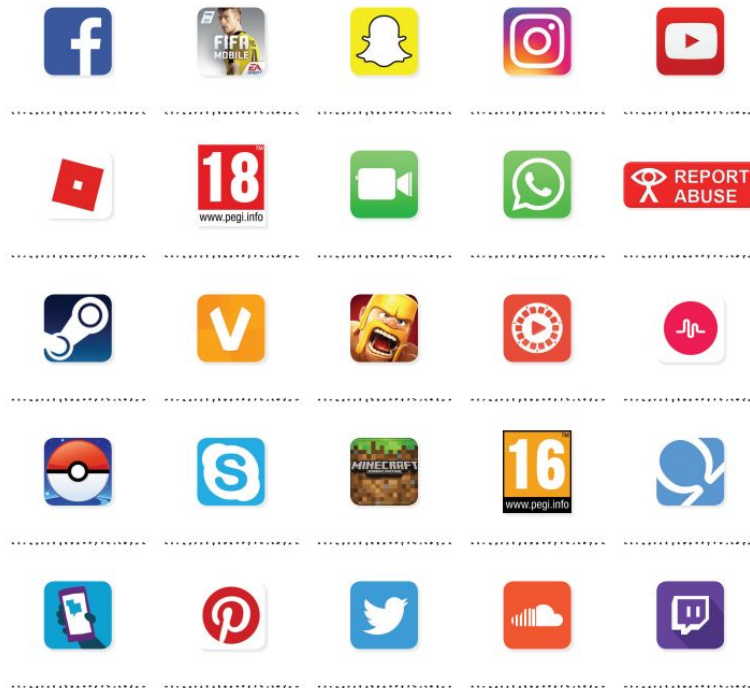
- PSHE Curriculum
- Regular awareness in ICT/computing lessons
- Regular assemblies
- Form Group discussions
- Online safety posters around the school - e-safety and cyberbullying
- Regular reminders to report any behaviour of concern
- Fully informed and sympathetic staff community
- Extremely strong firewalls and online protection
- User agreements, students and staff are required to sign
- Use of consequence system to give a firm message to those who abuse social media
- 1:1 conversations with students who abuse social media or put themselves at risk



# Social Media

## Social Media and Online Safety

1. How many of these app and game related logos can you identify?



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## Social Media and Online Safety



Facebook



FIFA Mobile Football



Snapchat



Instagram



YouTube



Roblox



PEGI 18 / 18+



FaceTime



WhatsApp



Report Abuse Button



Steam



ooVoo



Clash of Clans



Flipagram



Musical.ly



Pokémon GO



Skype



Minecraft



PEGI 16 / 16+



Omegle



Childline App



Pinterest



Twitter



Soundcloud



Twitch

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## Issues with Social media

**Can you think of any peer issues that could arise from social media?**



## Social Media and Peer Issues

- Prolonged screen time leads to reduced sleep
- FOMO - Fear Of Missing Out
- Group chats - STAGS rules states max. 5 students per group chat
- Image sharing - no images/videos are to be taken/shared of students in uniform or members of staff
- Online vs. Reality
- Uniform/location sharing

## Social Media - Apps

### MEETME



MEETME IS A DATING SOCIAL MEDIA APP THAT ALLOWS USERS TO CONNECT WITH PEOPLE BASED ON GEOGRAPHIC PROXIMITY. AS THE APP'S NAME SUGGESTS, USERS ARE ENCOURAGED TO MEET EACH OTHER IN PERSON.

### GRINDR



GRINDR IS A DATING APP CEARED TOWARDS GAY, BI AND TRANSGENDER PEOPLE. THE APP GIVES USERS OPTIONS TO CHAT, SHARE PHOTOS AND MEET UP BASED ON A SMART PHONE'S GPS LOCATION.

### SKOUT



SKOUT IS A LOCATION-BASED DATING APP AND WEBSITE. WHILE USERS UNDER 17-YEARS-OLD ARE UNABLE TO SHARE PRIVATE PHOTOS, KIDS CAN EASILY CREATE AN ACCOUNT USING A DIFFERENT AGE.

### WHATSAPP



WHATSAPP IS A POPULAR MESSAGING APP THAT ALLOWS USERS TO SEND TEXTS, PHOTOS, MAKE CALLS AND VIDEO CHATS WORLDWIDE. WHATSAPP USES AN INTERNET CONNECTION ON SMART PHONES AND COMPUTERS.

### TIKTOK



TIKTOK IS A NEW MOBILE DEVICE APP POPULAR WITH KIDS USED FOR CREATING AND SHARING SHORT VIDEOS. WITH VERY LIMITED PRIVACY CONTROLS, USERS ARE VULNERABLE TO BULLYING AND EXPLICIT CONTENT.

### BADOO



BADOO IS A DATING AND SOCIAL NETWORKING APP WHERE USERS CAN CHAT, SHARE PHOTOS AND VIDEOS AND CONNECT BASED ON LOCATION. WHILE THE APP IS INTENDED FOR ADULTS ONLY, TEENS ARE KNOWN TO CREATE PROFILES.

### BUMBLE



BUMBLE IS SIMILAR TO THE POPULAR DATING APP TINDER HOWEVER, IT REQUIRES WOMEN TO MAKE THE FIRST CONTACT. KIDS HAVE BEEN KNOWN TO USE BUMBLE TO CREATE FAKE ACCOUNTS AND FALSIFY THEIR AGE.

### SNAPCHAT



SNAPCHAT IS ONE OF THE MOST POPULAR APPS IN RECENT YEARS. WHILE THE APP PROMISES USERS CAN TAKE A PHOTO/VIDEO AND IT WILL DISAPPEAR, NEW FEATURES INCLUDING 'STORIES' ALLOW USERS TO VIEW CONTENT FOR UP TO 24

### KIK



KIK ALLOWS ANYONE TO CONTACT AND DIRECT MESSAGE YOUR CHILD. KIDS CAN BYPASS TRADITIONAL TEXT MESSAGING FEATURES. KIK GIVES USERS UNLIMITED ACCESS TO ANYONE, ANYWHERE, ANYTIME.

### LIVE.ME



LIVE.ME IS A LIVE-STREAMING VIDEO APP THAT USES GEOLOCATION TO SHARE VIDEOS SO USERS CAN FIND OUT A BROADCASTER'S EXACT LOCATION. USERS CAN EARN 'COINS' AS A WAY TO 'PAY' MINORS FOR PHOTOS.

### HOLLA



HOLLA IS A SELF-PROCLAIMED 'ADDICTING' VIDEO CHAT APP THAT ALLOWS USERS TO MEET PEOPLE ALL OVER THE WORLD IN JUST SECONDS. REVIEWERS SAY THEY HAVE BEEN CONFRONTED WITH RACIAL SLURS, EXPLICIT CONTENT AND MORE.

### WHISPER



WHISPER IS AN ANONYMOUS SOCIAL NETWORK THAT PROMOTES SHARING SECRETS WITH STRANGERS. IT ALSO REVEALS A USER'S LOCATION SO PEOPLE CAN MEET UP.

### ASK.FM



ASK.FM IS KNOWN FOR CYBER BULLYING. THE APP ENCOURAGES USERS TO ALLOW ANONYMOUS PEOPLE TO ASK THEM QUESTIONS.

### CALCULATOR%

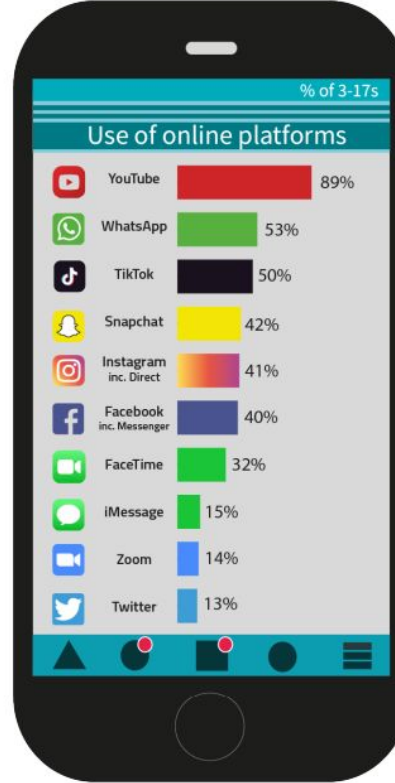


CALCULATOR% IS ONLY ONE OF SEVERAL SECRET APPS USED TO HIDE PHOTOS, VIDEOS, FILES AND BROWSER HISTORY.

### HOT OR NOT



HOT OR NOT ENCOURAGES USERS TO RATE YOUR PROFILE. CHECK OUT PEOPLE IN THEIR AREA, AND CHAT WITH STRANGERS. THE GOAL OF THIS APP IS TO HOOK UP.



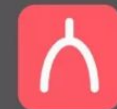
**Instagram**  
Many kids are now creating fake accounts to hide content from parents. Kids also like to text using Instagram because messages are deleted once a user leaves conversation.



**Burn Book**  
Post anonymous rumors about people through audio messages, texts, and photos.



**Omegle**  
A free online chat website that promotes chatting anonymously to strangers.



**Wishbone**  
An app that allows users to compare kids against each other and rate them on a scale.



**Yellow**  
This app is designed to allow teens to flirt with each other in a Tinder-like atmosphere.

## Tips to help keep your child safe on the internet and when using social media

- Talk to your children - explore online together
- Make sure they know that sharing with you does not mean you will take their IT away
- Know who your daughter is talking to online
- Use parental controls to restrict, monitor or report content <http://parentalcontrols-on.org/>
- Make use of privacy settings and reporting tools
- Set rules and agree boundaries
- Make sure they know who to tell
- Look at information on the school website
- If your child makes you aware of any inappropriate online content about our STAGS community, please report it to us

# St Albans Girls' School



## Thinkuknow

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Information and advice around keeping children and young people safe online. You can find resources for different age groups, as well as films, Q&As and advice around privacy, bullying, grooming, sexting, selfies and more.

## Internet Matters

[www.internetmatters.org](http://www.internetmatters.org)

Not-for-profit organisation helping to keep children safe in the digital world. Comprehensive information on specific issues, advice for parents, controls and how to get further help or report issues.

## ParentZone

[www.parentzone.org.uk](http://www.parentzone.org.uk)

Information for families and schools on issues that are caused or amplified by the internet. Advice covers areas such as social media, apps, a guide on how to talk to your child, digital footprints and more.

## Kidscape

[www.kidscape.org.uk](http://www.kidscape.org.uk)

Equipping young people, parents and professionals with the skills to tackle bullying and address safeguarding issues. Parent Advice Line open Monday-Wednesday from 9.30am-2.30pm.

Phone: 020 7823 5430

Information for parents: [www.kidscape.org.uk/advice/advice-for-parents-and-carers/internet-safety-and-addressing-online-risk](http://www.kidscape.org.uk/advice/advice-for-parents-and-carers/internet-safety-and-addressing-online-risk)

## UK Safer Internet Centre

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

Provides a range of resources for primary and secondary age ranges, as well as information for parents.

Their helpline provides support to professionals working with children around online safety issues. Open Monday-Friday 10am-4pm.

Phone: 0344 381 4772

Email: [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)

## Ditch the Label

[www.ditchthelabel.org](http://www.ditchthelabel.org)

Advice and blogs about cyberbullying and updates on the latest social media apps.

## NSPCC

[www.nspcc.org.uk](http://www.nspcc.org.uk)

Advice on a range of online issues, including how to talk to your child about online activity, at [www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety](http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety)

Their helpline provides information and advice to anyone worried about something a young person may have experienced online. Open Monday-Friday 8am-10pm and weekends from 9am-6pm.

Phone: 0808 800 5000

Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## CBBC

[www.bbc.co.uk/cbbc/findoutmore/stay-safe-facts](http://www.bbc.co.uk/cbbc/findoutmore/stay-safe-facts)

Internet information and advice

## YoungMinds

#Take20

[www.youngminds.org.uk/take20](http://www.youngminds.org.uk/take20)

Ideas and suggestions to help parents find 20 minutes to do something together with their child to support confidence, self-esteem and resilience.

## Parents Lounge

[www.youngminds.org.uk/find-help/for-parents/parents-lounge](http://www.youngminds.org.uk/find-help/for-parents/parents-lounge)

Our Parents Helpline experts answer questions on exam stress.

## Top Tips

[www.youngminds.org.uk/take20/top-tips-for-you-and-your-child](http://www.youngminds.org.uk/take20/top-tips-for-you-and-your-child)

Supporting a child through a time of difficulty or change.





# Social Time - Getting to know other parents

## FAQs from the workshop

Q - How do students choose clubs? Do they overlap with lunchtime and will they have time to eat?

A - Extracurricular timetables are shared every term. In the first half term Year 7 Students will attend an extracurricular fair. All students who attend a club are given a pass which entitles them to get their food from the restaurant first.

Q - How do we find the balance between being too limited and too open to new technology/apps etc? Will school provide guidance?

A - Establish clear expectations and an open dialogue in relation to online access with your child, allowing for monitoring and encouraging understanding. Parents will be invited to attend an online safety workshop.

Q - Where can I find school bus information?

A - [Welcome Booklet - Travel Information](#) - Pages 24/25

Q - How are houses allocated?

A - Students with siblings already at STAGS are placed into the same house. Information from primary school visits and individual learner information are also used to inform allocations. Students joining us from the same primary school are distributed across the houses.

Q - Where can I find information about uniform and mandatory/non-mandatory items?

A - [School Uniform](#)



Q - How does the house system work?

A - [The House System Information](#)

Q - Are there lots of opportunities to get involved in non-sporting events?

A - We have extensive extracurricular and enrichment opportunities for students to get involved in. From performing arts to charity events, and much more. There is something for everyone.

Q - Are there any requirements for students PE bag or the colour of trainers?

A - There is a STAGS PE bag available to purchase but this is not compulsory. There is no requirement to purchase trainers of a particular colour.

Q - Do students require their device on day one?

A - Students will not require a device on the first day of school. They will be told when they are first required to bring it in.

Q - What is the mobile phone policy during school time?

A - Students must keep their phone in their lockers for the duration of the school day. If found to have it on them, they will receive a consequence.





Q - Where do you park/drop off if driving?

A - There is no parking available for parents on site or outside the front of school. The turning circle is only used for public transport. Please find a suitable and safe location nearby.

Q - Can students carry their own medication?

A - Students are not permitted to carry their own medication - unless agreed with the School Healthcare Officer. All medication must be stored in our medical area.

Q - Does the restaurant cater for allergies?

A - Aspens is able to cater for a range of dietary needs and requirements. Please contact the school directly to make us aware of any needs.

Q - Is there any supervision available for early drop offs/late pick ups?

A - Students are allowed on site from 7:30am and can remain onsite until 4:30pm - During these times, students must be in the library or restaurant only.

Curriculum Specific Questions - [Subject Information](#)

Gateway Specific Questions - [School Gateway](#)