



# Southend High School for Girls

## AN ACADEMY GRAMMAR SCHOOL

Southchurch Boulevard, Southend-on-Sea, SS2 4UZ  
Headteacher: Mr J Carey MEd (Cantab), BA (Hons), LLE, NPQEL

Friday, 14<sup>th</sup> February 2025

Dear Parents, Carers and Students,

Please find below information and updates from this week.

### ***Frozen Jr the musical***

A huge congratulations to all the students and staff involved in Frozen Jr., which was a resounding success. The dedication, talent, and hard work of our performers and backstage crew truly shone on stage, delivering an unforgettable experience for our sold-out audiences. A special thank you to Mrs Page and the entire Creative and Performing Arts Faculty for their leadership, creativity, and commitment in bringing this production to life.

We would also like to recognise Mrs Ladner and team for their outstanding work on the puppetry and costumes, which were of exceptional quality. Olaf the Snowman and Sven the Reindeer were so impressive that they are now being hired out to a local theatre school—a testament to the attention to detail that went into every aspect of the show.

We are incredibly proud of how our students represented the school, demonstrating not only their artistic abilities but also their teamwork and professionalism. This production highlights the fantastic opportunities our school provides, allowing students to develop confidence, creativity, and a love for the performing arts. We now eagerly await the announcement of our 2026 musical—watch this space!



### **Geography Frozen Week**

The Geography department ran 'Geography's Frozen Week' last week alongside the spectacular production put on by the CPA Faculty. We took a play on the Frozen elements of our world and the setting of Frozen itself to put on a week filled with geographical frozen games, competitions and activities! A big thank you to Ms Spilstead for creating the themed quiz and sporting an Elsa wig in each and every lesson! Thank you to Mrs Robinson for creating class bingo sheets (geography teachers were slipping in Frozen phrases throughout their lessons!) and thank you to the Geography Captains, Ella S, Bonnie S and Hollie V who worked on creating and running an activity each day. There were a lot of students who enjoyed spending their lunch watching 'Ice Age' and the 'Frozen Planet' by Sir David Attenborough amongst all of the other activities running last week which are outlined below:

### **Naming the mascot**



Congratulations to Arisha C (7APH) on naming our Frozen Week mascot – 'Atlas!' The Geography Department were delighted to see the amount of entries submitted to name the polar bear mascot and it was a tough decision! Some of our shortlisted favourites include Marshmallow, Snowdrop, Chilli Con Carne and Articus. Well done to Arisha on winning and we hope you enjoy taking care of the polar bear!

### **Frozen Quiz**

Ms Spilstead tasked each form group with a frozen themed quiz. Who knew we had such fans of 'Vanilla Ice' and 'Ice Age' in our school? There were 5 forms who got the same number of correct answers. Mr Andrews' form was picked from the hat! They each get 5 achievement points, and the other 4 forms get 1 achievement point each – well done!

### **Antarctica Flag Competition**

As Antarctica does not have an official flag, we ran an in-school competition to design a flag for this icy continent! We had a number of entries with a lot of creative penguins included! Congratulations to Matilda W (7HRA) for winning the flag competition (see entry below). Runners up include a joint entry by Ruby H and Elettra C and a special commendation to Ivy M for her entry utilising her annotation skills to explain all of her flag design's features!

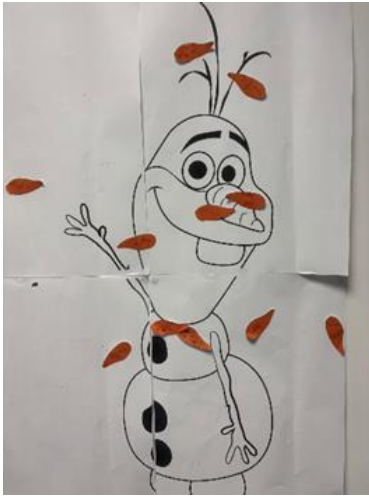


### **Treasure Hunt**

The Geography Subject Captains put together a grid reference map of the school and created a fun treasure hunt of the characters from Frozen. Students had to go around school to find the characters and a letter at each stop to spell out a word! Congratulations to Audrey I, Elettra C, Emma C, Reetikka B and Maanasi S (Year 7) who won the competition and attained 5 achievement points each! Well done to all those who participated as well.

### **Multi-activity fun & games**

Friday lunch time saw the Geography Subject Captains running a variety of icy themed games. We had a great turn out to pin the carrot on Olaf, creating snowflakes from recycled paper and designing a sustainable Arendelle! Thank you to all those who came along and participated!



### **SHSG Reading Strategy – Carnegie Medal for Writing Shadowing Scheme**

The Carnegies are the UK's longest running and best-loved children's book awards, recognising outstanding reading experiences created through writing and illustration in books for children and young people.

Every spring, [CILIP: the library and information association](#) invites reading groups from schools and libraries to join the exciting process of shadowing the **Carnegie Medals**. This experience gives young readers the chance to follow along with the official judging process as 'shadowers.'

From mid-March, shadowers read, discuss, and review books from two separate shortlists—one for writing and one for illustration. Each shortlist features up to **8 books**, and groups can choose to shadow one or both shortlists. Shadowers share their thoughts online and vote for their favourites in the **Shadowers' Choice Awards**. The winners of both the judges' and shadowers' medals are revealed in a **livestreamed ceremony in mid-June**. With thousands of groups participating in the UK and around the world, shadowing engages tens of thousands of young readers, sparking a love for literature and critical thinking.

We are very excited that SHSG has once again signed up to be part of the programme for this year's writing awards. Our Year 10 Reading Mentors will be running book groups for students in Years 7,8,9 and 10 as part of the shadowing scheme. Students in these year groups who are interested in joining a Carnegie book group should send an email including their name and tutor group to [library@shsg.org](mailto:library@shsg.org) by Friday 14th March 2025. Places are limited to 10 students per group, and names will be chosen at random if we receive a large number of requests. More information can be found on [The Carnegies](#) website.

### **Year 9 GCSE Options**

As part of our programme of support for Year 9 students to select their GCSE options, they have received presentations from teachers and Heads of Faculties and Departments providing information about the course content and assessment structure as well as super curricular opportunities. This has included presentations from subjects new to GCSE; Business Studies, Classics, Drama and Media Studies. A presentation on Psychology will follow next half term. We hope Year 9 students have found these presentations useful in informing their GCSE subject choices.

A reminder that parents / carers and students can receive some subject specific feedback at Parents' Evening on **Thursday 6<sup>th</sup> March** and the deadline for selecting GCSE Options through the Parent App is **Friday 14<sup>th</sup> March**. Further information about courses can be found on our website [Year 9 GCSE Options - Southend High School for Girls](#) and if parents / carers have any technical difficulties with the Parent App, please email [options@shsg.org](mailto:options@shsg.org) for assistance.

### **Year 9 Parents' Consultation Evening. Thursday 6<sup>th</sup> March**

A reminder that the Year 9 Parents' Evening will be taking place on Thursday 6<sup>th</sup> March online. Further details will follow in a letter after half term.



### ***Scholastic Book Fair Update***

In our run up to events for World Book Day, we had a great response to the visiting Scholastic Book Fair, selling almost £700 worth of books and making £267 for the school to spend on new books for the library! Thank you to parents and students for your support and a special thank you to our student librarians and reading mentors for your help in running the fair.

### ***F1 in Schools***

On Wednesday, four teams from Year 10 and Year 12 represented our school at the F1 in Schools London North Regional Final. After months of dedication, they showcased their engineering expertise, enterprise portfolios, and meticulously designed model cars. Congratulations to all teams for their outstanding efforts, with a special mention to Team Celeritas, who placed third overall and secured a wild card position—giving them the exciting possibility of competing at the national finals. We eagerly await the final selection! Additionally, our Year 10 teams will have the opportunity to progress into the professional class competition when they reach Year 12, further developing their skills in this STEM challenge.



### ***U16 Regional Netball Success***

On Saturday, the U16s netball team competed at regionals after training all season in preparation for this. We felt as prepared as we could ever be, with everyone putting their all into every game. Each person played to the best of their ability to come out with a result of 3rd place, which qualifies us as reserves for nationals!! After an exciting day resulting in four wins, one draw and one loss, we unfortunately just lost out to last year's winners in the semi-final.



We are all very happy and proud with our performance and result, knowing we played to the best of our ability and that our hard work paid off. We can now look forward to attending the World Schools Netball tournament at Loughborough University in June!!

(Freya L, Team Captain).

### ***PE fixtures for after half term:***

These fixtures may be subject to change and all details are posted on the respective PE extra-curricular Microsoft Teams page. If your child has not been added to their year group page, and needs to be, please ask them to speak to member of the PE department. Thank you.

Monday 24<sup>th</sup> February: U13 Basketball Away v Thorpe Hall

Tuesday 25<sup>th</sup> February: Year 8A and B Netball Away v WHSG

Friday 28<sup>th</sup> February: Travel to National cross country finals, Leeds Grammar School

Saturday 1<sup>st</sup> March: National Cross country finals.

Please be aware that for safeguarding reasons we cannot accommodate spectators on site for matches. Many schools apply this policy so please check with the opposing school directly.

### ***Ski Trip***

This Thursday, 48 students from Year 10 and 12 are travelling to Jasper in Canada for a skiing trip. The students are really excited to have this opportunity and huge thanks to Miss Dawkins for all of her hard work organising the trip, as well as to all the staff attending! Have a great time everyone!

### ***Planet Action***

SHSG's Planet Action Group has taken part in the 'tubs2hubs' scheme run by the Greene King pub chain. The photo below shows our Geography Subject Captains with the main portion of the plastic tubs collected for recycling by SHSG students. This campaign has now finished and the tubs have been taken to the closest pub, 'The Walnut Tree.' This has been a successful campaign which aims to reduce the amount of plastic going to landfill. The Geography Department has awarded over 500 community achievement points to all pupils who have taken part. A huge thank you to everyone who contributed.



### ***Year 11 PGL Maths Revision weekend Friday 14<sup>th</sup> March – Sunday 16<sup>th</sup> March***

A reminder that there is an online Parent Briefing for the Year 11 Maths PGL trip on Monday 24<sup>th</sup> February at 18:00. Please check your emails for the link to this online MS Teams meeting.

### ***Pi Day, Friday 14<sup>th</sup> March (3/14)***

Pi Day is fast approaching. The Maths Faculty will be running many competitions from the 10<sup>th</sup>–14<sup>th</sup> March. Students will be able to express their creativity, linking it to maths. In the past we have had cakes/biscuits made in the shape of  $\pi$ . We have had poems about  $\pi$  (Piems), students have submitted art work linking the digits of  $\pi$  with symbols, students have been able to beat Mr. Shaikh and recite more than 200 digits of  $\pi$  and so much more. Your child will also have the opportunity to win this exclusive  $\pi$  badge.



### ***The Intermediate UKMT results are in!***

Congratulations to Abirami R, Georgina B, Lily W and Clementine T for making it through to the next round. They have been invited by the UKMT to participate in the Pink Kangaroo. [Competition Papers - UKMT](#). We would like to commend Clementine (Year 10) for her exceptional performance, she achieved best in school. This is an amazing achievement considering that this competition is aimed mainly at Year 11 students. We would also like to use this opportunity to thank Mrs Owens for organising this and future UKMT events.

### ***Week 4 Alan Turing Cryptology competition (organised by Mrs Pilkington)***

Can you solve this week's problem?

#### **Chapter 4**

*M: Groan. This one is more will get you in a spin. If you get mixed up. Take a deep breath and count to three.*

SIUG NNLO IYTENERG BSTWEENEON AED NNEOHU  
DRND EHAW IT TSE HARLESG PTOPRR ERAFTICN OHAT  
CTN AE BRIWTET WNTHIUTOUS NGITH LETTER E E?

### ***Lunar New Year Celebrations***

To celebrate the Lunar New Year students have enjoyed taking part in a range of activities which have included a treasure hunt based on the tale of the twelve Chinese zodiac signs, organised by Yao-Yi S and a house maths quiz organised by the Maths Subject Captains. The Year 7 and 8 representative of each house had fun working together, answering questions and picking up sweets with chopsticks to earn points. Congratulations to Athene and Aurora for coming joint first. Thank you to the Maths Subject Captains, Nethmi F, Mabel H and Nina B for putting in the time and effort to organise and lead on this event. They have learnt some valuable insights into how much time goes into preparing for events.

### ***The Oxford German Olympiad:***

Once a year, the Oxford German Network invites young learners of German in the UK to participate in its German competition "The Oxford German Olympiad".

Last year, a number of SHSG students took part and produced amazing pieces in German following in the footsteps of Franz Kafka.

This year's topic is "Spiel und Sport" (Games and Sport) – a topic which students from Year 7 to Year 13 will find very accessible. There is a wide range of tasks to choose from. From drawing to creating board games, puzzles, and video games, there's something for everyone! A letter will be sent from the German Department early next term explaining how students can enter this competition.

### ***Media Studies***

Year 12 Media Studies students attended the Media Magazine Student Conference at the BFI on the Southbank in London. This event allowed students to hear from industry professionals and academics. The day began with a talk from Professor Christopher Hogg, who discussed how AI has impacted the media industry and introduced Dr. Takeo Higuchi's work. Next, Alison Philips, former editor of the Mirror, shared insights on the newspaper industry. Hannah Ewan, researcher and author of *Fangirls*, then spoke about the evolution of fandom. Harv Frost, director of "Prelude to Ecstasy" for the band Last Dinner Party, offered valuable advice for music video projects which will be relevant to students' NEA projects. David Hesmondhalgh, theorist and author of *The Cultural Industry*, also spoke, and students had their books signed. Nida Manzoor, writer of *We Are Lady Parts* and *Polite Society*, shared her career journey in television.

At the end, Claire Pollard, the conference organiser, invited students to submit their reflections, and for the third year in a row, an SHSG student's account was featured in Media Magazine! Congratulations to Year 12 Media Captain Martha C, now a published (and paid!) journalist!





### Careers Events and Opportunities



### National Apprenticeship Week

We had a busy week exploring apprenticeships this week, including an information stand in the foyer, Key Stage 3 competitions and registration activities. In addition, Year 12 had a workshop presented by Exeter University that went through the application process and different types of degree apprenticeships available. The highlight of the week was our very well attended 'Meet The Apprentice' event where we were pleased to welcome back alumni and friends of SHSG from JP Morgan, Morgan Stanley, Deloitte and Legendre who told us all about their experience of degree apprenticeships and took questions from keen students in Years 10-13. Thank you to our speakers who were so generous with their time and advice.



### **Year 13 Student Finance**

Year 13 enjoyed a useful talk from a representative at the University of Exeter, focusing on student finance. This included information regarding fees, loans, grants and living expenses. This was supported with 2 Journey of Life sessions in form which asked students to consider weekly budgets and also luxury items and their cost. It was illuminating to hear what they think a 'luxury' item is! Students have been reflecting on their PPEs and using their teachers' feedback to put together focussed and proactive revision plans. After half-term, we are looking forward to them coming back, fully 'locked in' with their examination preparation. With only 9 weeks left at school, every minute really does count!

### **Year 12 Biology and Chemistry Students Meducators Healthcare Workshop**

We are thrilled to offer an exciting opportunity for students to take part in an engaging and educational Healthcare Workshop on Friday 16th May 2025, designed to inspire and inform young minds about the world of healthcare. This workshop will provide valuable insights into Heart Auscultation, reflexes, vital signs, X-ray Interpretation, medical ethics, surgery and suturing.

The cost for this experience is £41.00 per student, which includes all workshop materials and activities. Spaces are limited, if you wish your child to attend please make payment via ParentPay by Monday 24th February. If the event is oversubscribed places will be allocated by way of a draw and you will be informed if your child has been successful in securing a place for this event. If you have been unsuccessful, a refund will be provided.

### **Ford Apprenticeship Opportunity**

A great opportunity has been passed to us by a kind parent to make us aware that applications for degree apprenticeships at Ford are now open. Please [click here](#) for more information.



The banner features a dark blue background. On the left, the text 'Movers of the world' is in white, followed by a white lightning bolt graphic, and then 'Makers of the future' in white. Below this, the Ford logo is visible. On the right, a white box contains the text: 'Your career starts here', 'Applications for 2025 are now open.', and 'Start your journey today and apply now by clicking on the relevant opportunity below.'



On Friday the KS4 Oxbridge Pathway group met for our half term catch up. We discussed opportunities that students had applied for and next steps in applying for new schemes that are running. A close deadline to be aware of is for students in Year 10 for Target Oxbridge. Applications should be made by Sunday 23<sup>rd</sup> February.

### **Target Oxbridge Year 10 Programme**

The Target Oxbridge Year 10 programme provides students of Black African and Caribbean heritage in Year 10 and Year 11 with an insight into life as an Oxbridge student and how to prepare to make an Oxbridge application. It also provides students with an insight into the A Level subject combinations that will enable them to study the subjects they are interested in at university. The programme consists of four online webinars in Year 10, taking place once a month between April and July. Students are then invited to join two further webinars in Year 11. [More](#)



information is available [here](#). We also looked at 'Springboard Oxford' which hosts a wide variety of supercurricular videos for students in Years 11,12 and 13 to engage with. [Link here](#).

### ***Year 12 Work Experience 23<sup>rd</sup> – 27<sup>th</sup> June***

With Work Experience set to take place in June we want to ensure that our students secure the very best placements, most suited to their area of interest. These experiences are incredibly valuable for young people and provide much needed insight into the world of work. The deadline for placements to be secured and uploaded to Unifrog is Friday 21<sup>st</sup> March.

### ***Safer Internet factsheets for parents***

To continue the focus on safer internet use and supporting families with this, please find attached three more factsheets. The first two are regarding the popular online games ROBLOX and Fortnite. They contain useful guidance around the dangers of these very popular platform games and advice about how they can be enjoyed safely. The final factsheet is about fake news and how we can help our young people navigate through the barrage of information from popular sites such as TikTok and Instagram. I hope that you find them to be useful.

### ***Children's Wellbeing Day , 7<sup>th</sup> February 2025***

Thank you to our students for engaging with children's mental health week. There was a lovely atmosphere in room 3 on Friday 7<sup>th</sup> February, where students spent lunchtime chatting, making bracelets, doing crosswords or word searches. We savoured this quiet, pressure free moment together, prioritising our wellbeing.

### ***Mental Health & Wellbeing at SHSG***

At SHSG, we often talk about how to look after our health in lessons and in tutor time. If you need support or information about how to cope with your emotions, you can visit the school website and look at [Mental Health & Wellbeing - Southend High School for Girls \(shsg.org\)](#).

There, you will find some articles, videos and useful links. The school has also put together a Padlet for Lower and Middle school and one for Sixth Form for you to browse. Please find the links below:

[Lower and Middle school SHSG Mental Health Board \(padlet.com\)](#)

[SHSG Mental Health Board \(padlet.com\)](#)

### ***Key Dates***

The calendar on our website is regularly updated and contains key dates of activities and events that are taking place in school. A full list can be found [here](#).

Please remember that we will return to school on Monday 24<sup>th</sup> February on a week B.

Wishing you a restful half term!

Yours faithfully,



Jason Carey  
Headteacher

# Keep your child safe on Fortnite

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- Fortnite is an online video game made by Epic Games, where players play together in different ways. Some modes involve shooting and competition, but others are more relaxed and non-violent. Fortnite includes player-made content
  - Although (in some modes) players shoot each other using a range of lethal weapons, the brightly coloured and cartoon-style graphics, as well as the lack of bloodshed, mean Fortnite doesn't feel too gory or graphic
  - Fortnite has a [PEGI](#) age recommendation of **12 and above** (some modes do have lower recommended age ratings, like LEGO Fortnite and Rocket Racing). However, you don't have to provide your age when creating an account, so younger children can do this easily
  - Fortnite **is free to download** on PC/Mac, Xbox, PlayStation, Nintendo Switch and Android devices (you currently can't download it on Apple devices in the UK)
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## What are the concerns?

You may have seen news reports or heard concerns raised about:

- **Communication between players:** they can talk to each other via messaging or a headset and microphone. Children could speak to strangers or be at risk of cyber-bullying
  - **In-app purchases:** children can build up large bills on their parents' accounts by buying items like outfits and weapons for their character (known as 'skins')
  - **Player-made experiences:** these are activities and games made by other users, called 'islands'. Epic Games moderates these, but they aren't made by the people who make Fortnite itself
  - **Inappropriate content**
    - Players can wear skins of characters from pop culture that might not be age-appropriate for them, such as horror movie characters
    - Music in Fortnite can include songs already censored for explicit content (like swear words), but that may still be inappropriate for your child
  - **The game's addictive nature:** some children might have a hard time putting the game down, especially if they're on a winning streak or having fun with their friends
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## 3 steps to take to keep your child safe

### 1. Use the parental controls on your gaming device

- Most devices allow you to **set time limits** on game play, **set age limits** for content, and **restrict in-app purchases**. Go to the website below for links to instructions on your child's device – it covers Fortnite, as well as devices like Nintendo Switch, PlayStation and Xbox:
  - [Ask About Games](https://www.askaboutgames.com/get-started/setup-parental-controls/) – <https://www.askaboutgames.com/get-started/setup-parental-controls/>
- Fortnite has its own [Parental Controls](#), allowing you to set age limits for content, screen time limits and prevent unauthorised spending

### 2. Adjust your child's voice and text chat options

Speak to your child to make sure they understand how to use this feature safely. Use [Parental Controls](#) to limit who your child can talk or chat to. You can also [follow these instructions](#) to change text and voice settings in the game or block or mute individual players.

Encourage them to report any offensive or inappropriate chat or texts in the game. See the Fortnite FAQs on [voice and text reporting here](#)

### 3. Make sure your child knows how to report inappropriate behaviour

To **report** players or player-made experiences that make your child feel uncomfortable, follow the steps on [Epic Games' website](#).

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## What else can I do?

- Download and play the game to help you understand it
- Talk to your child about what they're doing online, and make sure they know they can talk to you about anything that has upset them. See more guidance from the NSPCC about [talking to your child about online safety](#)
- Check your bank statements and gaming system account balance regularly for in-app purchases you're not happy with, and to make sure your child isn't getting around any passwords you've set up

### Sources

This factsheet was produced by [The Key Safeguarding](https://thekeysupport.com/safeguarding):  
[thekeysupport.com/safeguarding](https://thekeysupport.com/safeguarding)

- [Fortnite, Epic Games](#)  
<https://www.fortnite.com/?lang=en-UK>
- [Epic Games Parental Controls](#): <https://safety.epicgames.com/en-US/parental-controls>
- [Set up Parental Controls](#): [https://www.epicgames.com/help/en-US/c-Category\\_Fortnite/c-Fortnite\\_Accounts/how-do-i-set-up-parental-controls-for-fortnite-a000084812](https://www.epicgames.com/help/en-US/c-Category_Fortnite/c-Fortnite_Accounts/how-do-i-set-up-parental-controls-for-fortnite-a000084812)
- [Report inappropriate voice or text](#): <https://www.fortnite.com/voice-text-reporting-faqs>
- [Report bad player behaviour](#): [https://www.epicgames.com/help/en-US/c-Category\\_Fortnite/c-Fortnite\\_PlayerBehavior/how-to-report-bad-player-behavior-in-fortnite-a000086135](https://www.epicgames.com/help/en-US/c-Category_Fortnite/c-Fortnite_PlayerBehavior/how-to-report-bad-player-behavior-in-fortnite-a000086135)
- ['Fortnite chat raises stranger danger fears from NSPCC, BBC News, 3 May 2018](#)  
<https://www.bbc.co.uk/news/technology-43988210>



# Fake news and disinformation online

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## What's the problem?

Fake news is false or misleading information presented as genuine news.

Your child might have seen fake news online about world events and conflicts, like Russia's invasion of Ukraine or conflict in the Middle East. Images and videos might misrepresent events, or be from an entirely different conflict or situation.

More recently, AI has been used to alter or completely make up fake images and videos. In some cases, it's very difficult to spot what's real and what's fake.

Fake news and disinformation has also been linked to radicalisation by extremists and attempts to skew people's world views. Extremist narratives include:

- Extreme right-wing narratives, which promote a belief that the world is ending and far-right groups can accelerate its end
- White-nationalist extremism, which can include antisemitic, anti-Islamic and racist conspiracy theories to promote white-nationalist ideology
- Islamist extremism, which promotes violence against those who don't share their beliefs, support for terrorist organisations, and opposition to values like democracy and the rule of law
- 'Incel' narratives, which promote extreme misogyny and frequently anti LGBTQ+ views as well

Reading information like this can upset or worry your child unnecessarily. Fake news also helps create a culture of fear and uncertainty, with children trusting reputable news outlets less as a result of fake news.

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## How can I help my child spot fake news online?

Tell them to ask themselves:

- **'What's the source?'** Is it a reputable news source, and are mainstream news outlets reporting it too?
- **'When was it published?'** Check the date an article was published, as sometimes old stories are shared on social media. This could be an accident, or it might be to make it look like something happened recently
- **'Have you seen anything similar elsewhere?'** What happens if you search for it on Google or check it using a fact-checking website like Full Fact?
- **'Do the pictures look real?'** Images might have been edited. They might also be unrelated images that have been used with the story
- **'Why might this have been created?'** Could someone be trying to provoke a specific reaction, change your beliefs, or get you to click a link?

Encourage them to **read beyond the headline** too. Many people share stories having just read the headline, then discover the actual story is quite different.

Point them to the government's SHARE checklist (<https://sharechecklist.gov.uk/>) and advice from Childline (<https://bit.ly/3oYfsgd>) too.

For more information about fake news, take a look at Educate Against Hate's [resources and guidance](#).

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## What signs of radicalisation should I be alert to?

It's worth knowing what signs to be alert to, just in case. If you do see these signs, it doesn't necessarily mean your child is being radicalised – it could be nothing at all, or it could be a sign that something else is wrong.

- Becoming more isolated from friends and family
- Not being willing or able to talk about their views
- Becoming more angry
- Talking as if from a script
- A sudden disrespectful attitude towards others
- Being more secretive, especially about their internet use

**If you're worried about your child, contact your child's Head of Year or Pastoral Support Officer.**

### Sources

This factsheet was produced by [The Key Safeguarding](https://thekeysupport.com/safeguarding): [thekeysupport.com/safeguarding](https://thekeysupport.com/safeguarding)

- [How to spot fake news, Childline](https://www.childline.org.uk/get-involved/articles/how-to-spot-fake-news/)  
<https://www.childline.org.uk/get-involved/articles/how-to-spot-fake-news/>
- [COVID-19: how hateful extremists are exploiting the pandemic, GOV.UK – Commission for Countering Extremism](https://www.gov.uk/government/publications/covid-19-how-hateful-extremists-are-exploiting-the-pandemic)  
<https://www.gov.uk/government/publications/covid-19-how-hateful-extremists-are-exploiting-the-pandemic>
- [Safeguarding – Prevent in education, Education Scotland](https://education.gov.scot/improvement/learning-resources/safeguarding-prevent-in-education)  
<https://education.gov.scot/improvement/learning-resources/safeguarding-prevent-in-education>
- [Fake news and critical literacy: final report, National Literacy Trust](https://literacytrust.org.uk/research-services/research-reports/fake-news-and-critical-literacy-final-report/)  
<https://literacytrust.org.uk/research-services/research-reports/fake-news-and-critical-literacy-final-report/>
- [Protecting children from radicalisation, NSPCC](https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/protecting-children-from-radicalisation/)  
<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/protecting-children-from-radicalisation/>
- [Fake news, hoaxes and misinformation, NSPCC](https://www.nspcc.org.uk/keeping-children-safe/online-safety/inappropriate-explicit-content/fake-news/)  
<https://www.nspcc.org.uk/keeping-children-safe/online-safety/inappropriate-explicit-content/fake-news/>
- [SHARE Checklist, GOV.UK – HM Government](https://sharechecklist.gov.uk)  
<https://sharechecklist.gov.uk>
- ['Fake news', disinformation and misinformation – Educate Against Hate](https://www.educateagainsthate.com/fake-news-misinformation-disinformation/)  
<https://www.educateagainsthate.com/fake-news-misinformation-disinformation/>
- [Let's discuss: Islamist extremism – Educate Against Hate](https://www.educateagainsthate.com/resources/lets-discuss-islamist-extremism/)  
<https://www.educateagainsthate.com/resources/lets-discuss-islamist-extremism/>

# Keep your child safe on Roblox

## What potential risks are there?

Roblox can be a fun way for children to be creative and work together, but there are some potential risks you should be aware of.

- **Inappropriate content:** Roblox's user-generated content isn't rigorously age-rated like other platforms
- **Contact:** strangers might try to talk to your child. This could be harmless, but some adults use platforms like Roblox to make contact with children to build relationships with them and later cause them harm
- **Bullying and grieving:** 'grieving' is where someone intentionally ruins the game for others
- **In-game purchases:** the game is free to play, but users can buy upgrades using the game's currency known as 'Robux'

### What is it?

An online game-creating platform where you can create and publish games (Roblox calls these 'experiences') and play other users' games.

## 8 steps to keep your child safe

### 1. Create your own Roblox account and link it to your child's account

- Go to the Roblox website and select 'Sign up', then follow the steps to make your account
- Login to your **child's account** on the Roblox website, then select 'Settings'
  - On computers: select the 'gear' icon in the top-right corner
  - On mobiles: select 'more' (bottom right), then the 'gear' icon
- Select 'Parental controls', and then select 'Add parent'
- Follow the on-screen steps to verify your age (you'll need some kind of ID or a credit card)
- Select 'Agree' to link your account to your child's account

### 2. Filter content by using Roblox's content maturity restrictions

To do this, go to 'Settings' then:

- Select 'Parental controls'
- Select 'Settings you manage'
- Adjust the slider to select the maturity level you think is appropriate for your child. You can find a full description in Roblox's [parental controls overview](#).

### 3. Set controls on interactions

Change settings to control who can chat to your child or send them messages.

To do this, go to 'Settings' (as above), then:

- Select 'Parental controls'



- Select 'Settings you manage'
- Select 'Communication'
- Select 'Experience Chat'
- Select whether you want your child to be able to communicate with others in the following ways:
  - Experience chat – your child can speak to anyone else in the same 'experience' (game) as them using text chat
  - Experience direct chat – your child can send and receive direct, private messages from other users in the same 'experience' as them

#### **4. Tell your child to be careful about talking to people they don't know**

Anyone can pretend to be a child online, so they should be careful about what they share and who they accept 'Friend Requests' from.

Roblox will automatically stop children under 13 sharing personal information, but it would be possible to make contact on Roblox and then move the conversation to another platform.

#### **5. Set monthly spend restrictions to limit spending**

Go to 'Settings' (as above), then:

- Select 'Parental controls'
- Select 'Settings you manage'
- Select 'Spending restrictions'
- Set a monthly spending limit:
  - The limit will reset each month and not roll over
  - You can also set notifications for your child's spending – see the [parental controls overview](#) for more details

#### **6. Make sure your child knows how to report and block users**

Roblox explains how to do this:

<https://en.help.roblox.com/hc/en-us/articles/203312410-How-to-Report-Rule-Violations>

<https://en.help.roblox.com/hc/en-us/articles/203314270-How-to-Block-Another-User>

## 7. Talk regularly with your child about what they're doing online

Make it more of an ongoing conversation – that way, they're more likely to tell you if something goes wrong or upsets them.

See tips from the NSPCC on talking to your child about online safety:

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety/>

## 8. Tell our school about any bullying your child experiences

If it involves other children in our school, we can follow our anti-bullying procedures. And even if it doesn't, knowing about it will help us to look out for your child.

### Sources

This factsheet was produced by [The Key Safeguarding](https://www.thekeysupport.com/safeguarding):  
[www.thekeysupport.com/safeguarding](https://www.thekeysupport.com/safeguarding)

- [Parents' guide to Roblox and how your kids can play it safely, Internet Matters](https://www.internetmatters.org/hub/esafety-news/parents-guide-to-roblox-and-how-your-kids-can-play-it-safely/)  
<https://www.internetmatters.org/hub/esafety-news/parents-guide-to-roblox-and-how-your-kids-can-play-it-safely/>
- [Online games, NSPCC](https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-games/)  
<https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-games/>
- [Parents, Safety and Moderation, Roblox](https://en.help.roblox.com/hc/en-us/categories/200213830-Parents-Safety-and-Moderation)  
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