



29 April 2020

Dear Parents,

We can see that families are getting back into the habit of lockdown learning again. On our Seesaw platform across both primaries, we have had **5908** pieces of work posted in just the last 7 days, received **6876** comments and been visited **1512** times by families logging in to see children's work. And that's not counting all the work in Google Classroom or completed on Mathletics or Century Tech, etc. We currently have over 40 teaching staff at Hampstead setting work, running Meets and supporting children's learning and well-being online. In Grade 5, our PYP Exhibition groups are researching and coordinating online, meeting mentors twice weekly and finding new ways to work collaboratively in their research groups.

We know that some families find it easier than others and for others juggling home, work and now online learning is really hard. This week we are sharing some ideas on how we can keep on getting better together at this new lockdown living and learning.

#### **How do other parents make this work?**

It's different for every family and it's a new situation for all of us. There is no rulebook for this but sharing how others are juggling can often be reassuring. This video by parents from some of Cognita's Asian families who have been on lockdown since January gives some useful hints and is also quite reassuring that others are having to make the same decisions about how to make it work at home. Daily schedules, clear boundaries and personal workspaces seem to be the top tips for those families sharing space.

<https://vimeo.com/402150352>

#### **How do I talk to my child about Coronavirus?**

You are the best judge of how exposure to the news and media coverage of Coronavirus is affecting your child's well-being, as well as your child's understanding of what is happening. Children have different levels of awareness and of course different ages of maturity.

Here are some useful tips on how to share information but also be reassuring where you can. [https://www.cognita.com/wp-content/uploads/2020/03/Cognita\\_Coronavirus\\_tips.pdf](https://www.cognita.com/wp-content/uploads/2020/03/Cognita_Coronavirus_tips.pdf).

If you have lost an extended family member during this crisis, your child may need more and we can help guide you on how to support your child.

#### **Internet Connections**

The bane of everyone's life at the moment as internet providers struggle with everyone trying to be online at the same time. There's no magic solution here. Please flag with your child's teacher if you have an ongoing problem. Sometimes coming out of a live Meet and re-joining can solve a problem. Sometimes, it may be better to listen on audio and save video for actual participation. We know it's a challenge and can be inconsistent. Our staff are having the same challenges too in this strange new normal. We all just have to keep on trying our best and be resilient when things glitch because of a poor connection.

**COGNITA**

Southbank Hampstead  
16 Netherhall Gardens,  
London  
NW3 5TH, UK

Southbank Kensington  
36-38 Kensington Park Road,  
London  
W11 3BU, UK

Southbank Westminster  
63-65 Portland Place,  
London  
W1B 1QR, UK

Southbank Westminster  
17 Conway Street,  
London  
W1T 6BN, UK

Southbank Westminster  
377-381 Euston Road,  
London  
NW1 3AU, UK

Registered in England  
Trading as Cognita School Limited  
No. 2313425  
Registered Office: Seebeck House,  
One Seebeck Place, Knowhill,  
Milton Keynes MK5 8FR, UK



## Southbank International School 40th Anniversary

### Links don't work

Flag it to the teacher as often a link can also be sent by email. As this has gone on, children have become more resilient as they learn that the best plans sometimes go wrong and it can take a while to figure out the problem or find a work-round solution. Most of the links are working most of the time and the sooner we realise one isn't working we can fix it.

### Wellbeing for Parents

It's more important than ever that parents look after their own well-being while juggling so many things during lockdown. Here are some parents talking about how they have managed to adapt to our current new normal.

<https://vimeo.com/402150186>

### Wellbeing for Children

An interview with Beth Kerr, Cognita's Director of Well-being talking about how to support children during this period.

<https://vimeo.com/397402181/261dcd9fe1>

### Instrumental learning

Children should be posting after their week of practising, not immediately after the lesson has been posted, so they can show their progress over time.

This week we are trialing Suzuki Live Meet lessons with G3 - 5, with the timetables shared by Jacinda earlier this week. We know that juggling Live Meets if you have several children or are juggling your own work video conferences can be particularly demanding; some parents have asked for more of these as children are responding better to the direct interaction a live Meet allows.

### Learning Support

This week has seen an increase in the number of learning support Live Meets across the school to help children maintain learning in key curriculum areas such as reading, phonics, mathematics. Some of these have been in small support groups to complement online learning. Some additional Meets are being planned for direct support where children need a little more.

### Century Tech G2 - 5

As with all new learning platforms, this has taken a little while to adapt to. The AI aspect can be a little disconcerting for children when they do their initial diagnostic online because the programme doesn't provide initial feedback to the children. What it does then do is give the teacher a huge amount of background information about how your child has completed the task, identifying whether they whizzed through without taking time to think about things or whether there were areas which were particular strengths or areas for future development. It then allows for a more personalised approach to support individual children. Teachers can also use the diagnostics to set up future learning "nuggets" to support development. As both teachers and children get more used to the new programme, we hope it will be another aid to support online learning in maths at home.

### Adaptations to Online Learning

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We knew that trying to get this right for everyone was going to take some time. We said it would be a bit like Goldilocks's porridge - too hard, too easy, too much, too little, not enough interaction, too much to juggle. We also knew that the spring break would change the rhythm a little and we would have to spend last week easing children back into learning online again.

Teachers have been adapting based on what seems to be working well, but also running new ideas for long enough for children and parents to adapt to tweaks and changes. Live Meets are adapting for our youngest students now they are more confident to talk and take part and moving into more curriculum areas. A blend of live and independent learning reflects what happens on a regular school day with teachers setting learning expectations and children completing tasks in small groups or individually.

It takes about a week to ten days to evaluate the changes we make as students get used to changes and teachers adapt their planning and delivery. Something which might not work the first time gets better as the week progresses or may need a re-think to adapt to an online way of working to get results. Teachers "Meet" in their teams regularly to review and make changes. Just like they do in their real classrooms throughout the term. Sometimes things which work in the classroom, don't work as well online or "Live" and need adjusting. They really are trying to get the best fit we can for everyone's different needs.

### **Safe Behaviour in Online Learning**

The vast majority of our students continue to respect the school digital safety agreement and post comments that are respectful, appropriate and relevant to learning tasks. However, we have had a number of issues recently where students have made less positive decisions and shared comments with teachers and classmates that are not in keeping with the high standards we expect. We understand that parents are under pressure and not always able to moderate what their children post, but please take time to remind your children to show responsibility and respect when posting through Seesaw or Google classroom.

We know because of the situation we are all in, children and young people are spending much more time on connected devices. Stuart Bain has attached some guidance to help parents navigate the challenges this brings about including a guide to online gaming - you will find this information helpful and I encourage you to read it. Further resources and information can be found on the excellent website, [internet matters](#).

Please also feel free to contact Stuart directly at [Stuart.Bain@southbank.org](mailto:Stuart.Bain@southbank.org) if he can be of support to you.

### **Virtual PTA**

Our PTA held a Zoom PTA meeting earlier this week to discuss their great idea of holding a new t-shirt design competition for the Southbank community. We'd encourage all the children to take part in helping to design a new t-shirt. Once a winning design has been chosen, the PTA will help collate orders and will pay for a t-shirt for each child. Details are attached. The closing date for emailed entries will be 18.00 Thursday 07 May. Finished designs should be sent to [Alex.Pearce-Crump@southbank.org](mailto:Alex.Pearce-Crump@southbank.org).



### **School Re-opening**

As I write, the UK government Education Secretary has announced in the Education Select Committee meeting that UK schools will re-open in a "phased manner" but without specifying which age groups will be expected to return to school first. No timings for re-opening have yet been shared with schools. When we know more, we will, of course, share it with parents.

As always, we are here to support and help, so please don't hesitate to get in touch.

Best wishes,

A handwritten signature in black ink that reads 'Shirley Harwood'. The signature is fluid and cursive, with a long horizontal flourish underneath.

Shirley Harwood  
**Principal**

Email me at [Shirley.Harwood@southbank.org](mailto:Shirley.Harwood@southbank.org)

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# "WE LOVE OUR SCHOOL" T-SHIRT DESIGN CONTEST

## SOUTHBANK INTERNATIONAL SCHOOL HAMPSTEAD CAMPUS

**2020**

As we are unable to have Sports Day this year, we won't need a Sports Day T-Shirt. However, that does not mean we can't still have a fun T-Shirt design contest! The PTA has the funds to get all students a T-Shirt and they would like to still do this for everyone!

Instead, this year we will have a "We Love Our School" themed contest. We are asking students who would like to participate to please take out their pencils, crayons or markers and submit a design they feel best shows their school spirit and love for Southbank Hampstead. It could represent how you are feeling at this time while we are home learning and maybe missing your teachers and friends. Suggested themes could be: "Southbank Strong" or "We Love Southbank" or "Thank You Teachers" - whatever images and words you think best describes your school spirit! The more fun, colourful and vibrant, the better!

Please submit your design via email to Alex Pearce-Crump **by 18.00 on Thursday, 07 May**. All designs will be submitted to the PTA Board who will then select the winning design with the help of staff and Student Council members. Class representatives will be in touch to get sizes for all students and the PTA will coordinate and organise the distribution. It is too early to know exactly what restrictions will be in place when the T-Shirts are ready to distribute but we will coordinate this accordingly. The PTA has already budgeted for the purchase of these T-Shirts so no payment will be required by families.

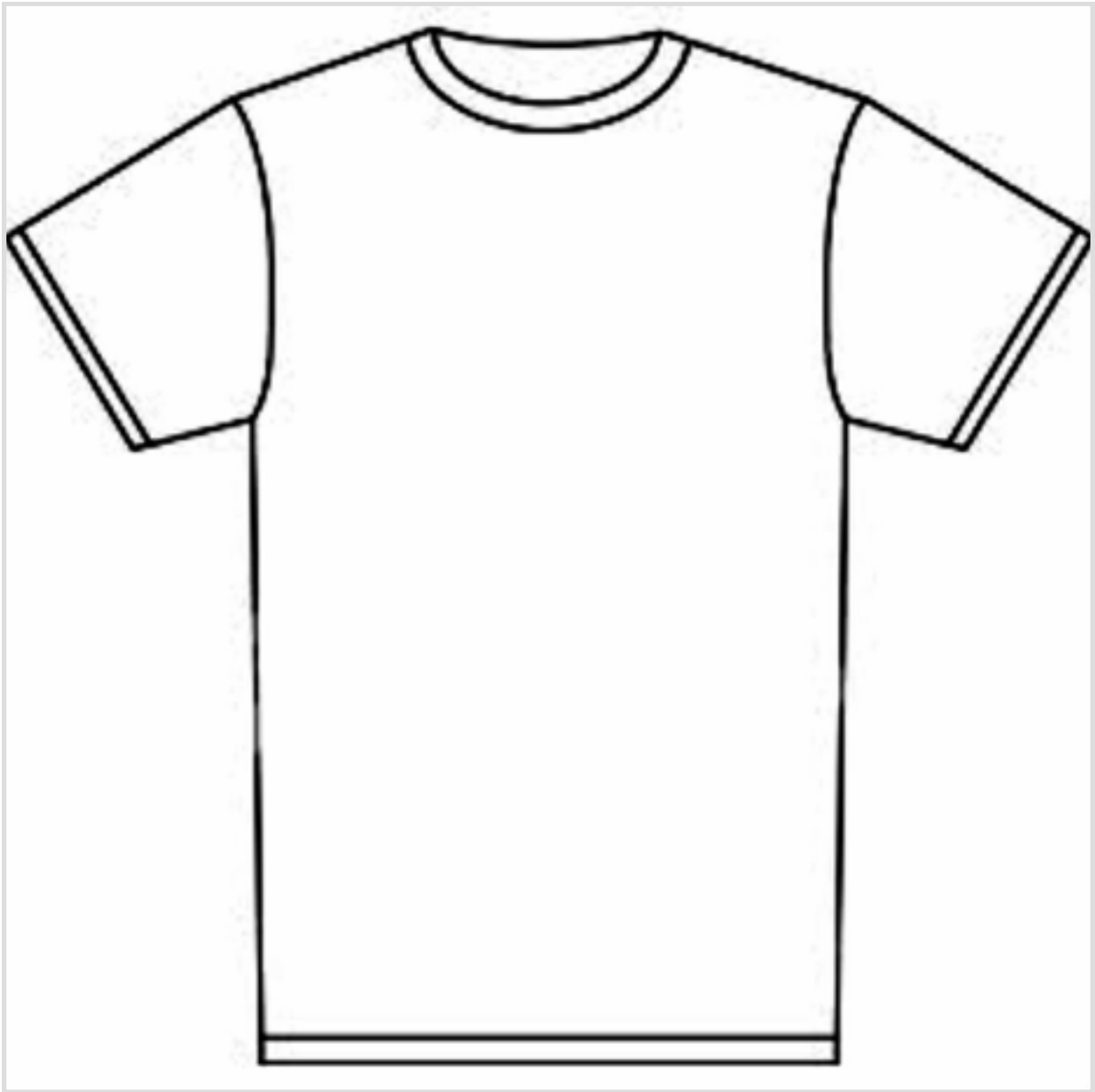
Good luck and have fun!

Contest Rules:

1. Use no more than four (4) colours, plus black and white.
2. Colours cannot overlap. A colour cannot be layered on top of another colour.
3. Include the school name and the year 2020 in your design.
4. Only one (1) design to be submitted per student.
5. Write your name and your class on the design sheet.
6. Take a photo or scan your final design and send it to Alex Pearce-Crump via email at [alex.pearce-crump@southbank.org](mailto:alex.pearce-crump@southbank.org).

The PTA will arrange to collect the original entry from the winner if required by the T-Shirt manufacturer.

**USE THIS TEMPLATE OR A BLANK A4 SHEET OF PAPER TO SUBMIT YOUR DESIGN**



NAME \_\_\_\_\_

CLASS \_\_\_\_\_

Children are bound to spend lots more time on devices during school closure. **DON'T FEEL BAD ABOUT IT** – lots will be schoolwork or catching up with friends. But there are ways to keep them safe, healthy and happy.

## Don't worry about screen time; aim for screen quality

Scrolling through social media isn't the same as making a film or story, or Skyping Grandma. Use the Children's Commissioner's 'Digital Five A Day' to plan or review each day together.



## Check the safety settings are turned on

Whether it's your home internet, mobile devices, consoles, apps or games, there are lots of settings to make them safer. The key ones are - can they chat to strangers, can they video chat or 'go live', are their posts public? **Internet Matters** has hundreds of guides to parental controls.



## Get your children to show you their apps and games

You don't need to know all about the latest app or game, but if your child shows you what they are doing and with whom, you'll probably see if it's appropriate or not. Remember 18 games are not more advanced – they are harmful to children! For parent guides to apps, including recommendations for kidsafe apps and video platforms, search for **Common Sense Media** or **NSPCC's NetAware**. And why not download the **BBC Own It** app?



## Don't try to hide the news about coronavirus

If you don't talk about it, your children might read inappropriate pages, believe scare stories or simply catastrophise in their heads. Why not watch **Newsround** together and talk about how they feel – there is guidance from **Childline** to help you.

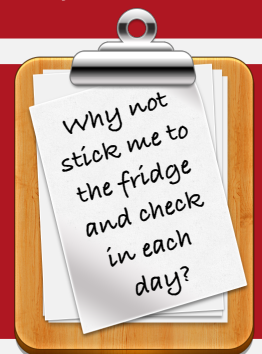


## Remind them of key online safety principles

There are too many to list, but remember human behaviour is the same online and offline. Remind your children to be a good friend, to ask for help if they are worried or if someone is mean, not to get undressed on camera and most important of all... if somebody tells them not to tell or ask for help because it's too late or they will get in trouble, **THAT'S A LIE!**

## If you aren't sure, ASK!

Your school may be able to give you advice, but there are plenty of other places to ask for help as a parent or a child, whether it is advice or help to fix something. Lots of sites are listed at [reporting.lgfl.net](https://reporting.lgfl.net), including ones to tell your kids about (they might not want to talk to you in the first instance).





# ONLINE GAMING:

## An introduction for parents and carers

### **1: An introduction to online gaming**

Online gaming is hugely popular with children and young people. Annual research conducted by OFCOM shows that gaming is still one of the top activities enjoyed by 5-16 year olds online, with many of them gaming via mobile devices and going online using their games console.

From sport related games to mission based games and quests inspiring users to complete challenges, interactive games cater for a wide range of interests, and can enable users to link up and play together.

Most games now have an online element to them;

allowing users to take part in leader boards, join group games or chat to others. Internet connectivity in a game adds a new opportunity for gamers as it allows players to find and play against, or with, other players. These may be their friends or family members or even other users in the game from around the world (in a multi-player game).

We know that parents and carers do have questions and concerns about games, often about the type of games their child plays, who they may be speaking to and for how much time their child is playing.

This leaflet provides an introduction to online gaming and advice for parents specifically related to gaming.

### **2: Online gaming; how and where to play**

There are many ways for users to play games online. This includes free games found on the internet, games on smartphones, tablets and handheld consoles, as well as downloadable and boxed games on PCs and consoles such as the PlayStation, Nintendo Wii or Xbox. Here are some of the most common devices on which online games are played.



**Consoles:** These games are played on home entertainment consoles designed to work with a TV. Consoles are capable of connecting to the internet via

a home network just like other devices. This allows users to purchase and download games, purchase additional content for games (eg extra levels, characters, features) as well as playing online, although a subscription may be required to use a particular gaming network. The main manufacturers (Nintendo, Sony and Microsoft) include parental controls in their consoles that are linked to age ratings systems (FAQ 3).



**Mobile App Games:** Mobile games can be free or chargeable and are downloadable through app stores like Google Play or Apple App Store. There

may be costs associated with mobile gaming as within some games, even free ones, there are opportunities to purchase added functionality such as 'in-app' purchases. However, these functions can be deactivated, either through settings on a device or via settings on an account used to access the app store.



**Handheld Games:** Handheld games are played on small portable consoles. As with other devices, handheld games are also internet enabled. This allows gamers to download games, purchase additional content, get new features and play and chat to other gamers.



**Web Games:** Some games are accessed through unique websites hosting hundreds of different games. Many of these games are free of charge online, although some may have paid-for components. These sites have become hugely popular with many young people as they often offer a creative element which allows a user to create their own games.



**PC Games:** These games are played on a computer the same way as other software programmes. There are also a large number of 'free games' available to download and play that offer limited features with an option to buy extra features or unlock all features via a monthly subscription. Many PC games make use of the internet, and many 'Massively Multiplayer Online' (MMO) games, where gamers interact together in virtual spaces, are PC games.



**Augmented Reality (AR):** This is an element of games where a live view of the real-world environment is altered to include moveable graphics allowing players to experience digital game play in the real world. It is usually achieved by using the camera on a mobile device and can be seen in games like Pokémon Go where Pokémons appear to be actually stood in front of you.





**Virtual Reality (VR):** This is immersive wearable technology which creates environments and allows you to explore them as if you are actually there.

Experiences can vary but most contain sensors which allow you to mimic your movements in the virtual world. This is usually achieved through wearing headsets, which range in terms of price and experience. Inexpensive cardboard structures have also been developed which allow you to turn your smart phone into a VR headset by downloading an app. Manufacturers are currently recommending that under 12s are to be supervised by an adult when using a VR headset.



### **3: Online gaming, the risks**

Internet safety advice is directly applicable to the games environment because risks of **Content, Contact, Conduct** and **Commercialism** also apply to games.



**Content:** inappropriate material is available to children online.

The quality of graphics in many games is very sophisticated and realistic. Some games might not be suitable for your child's age as they might contain violent or sexually-explicit content or scenes intended to invoke horror or fear.



**Contact:** potential contact from someone online who may wish to bully or abuse them.

If your child takes part in multiplayer games on the internet (where they play against other people, potentially from all around the world) they might be at risk of hearing offensive language from other players, being bullied, or making themselves vulnerable to contact by those with a sexual interest in children if they give out their personal details. Bullying on games is known as 'griefing'. This is when players single out others specifically to make their gaming experience less enjoyable by sending hurtful messages or destroying parts of their gaming world.



**Conduct:** children may be at risk because of their own and others' online behaviour, such as the personal information they make public.

Specific conduct risks for gamers include excessive gaming use to the detriment of other aspects of their lives. This is sometimes referred to as 'addiction'. Some websites might not have the game owner's permission to offer a game as a download i.e. copyright infringement, the same as for music and film, and by downloading it the user might be breaking the law.



**Commercialism:** young people's privacy can be invaded by aggressive advertising and marketing schemes.

Children and young people can get themselves into difficulty by inadvertently running up bills when playing games online. Some online games offer enticing 'in app' purchases, eg buying more lives or gems to complete a level.



### **4: Online gaming, Top-tips**

- » It may seem daunting, but one of the best things you can do is to engage with the gaming environment and begin to understand what makes it so attractive to young people as well as the types of activities that they enjoy! If you're not sure what they are, ask them to show you how they play and have a go yourself.
- » Read game reviews to understand more about potential risks or difficulties other players have experienced and content they have seen. App store and Google Play offer reviews but you can also find app reviews on [www.net-aware.org.uk](http://www.net-aware.org.uk) or game reviews on [www.commonssensemedia.org](http://www.commonssensemedia.org).
- » Some games may offer children the chance to chat with other players by voice and text. Ask them who they are playing with and find out if they are talking to other players. If chat is available, look at the type of language that is used by other players.
- » Remember that much of the chat within games can be simply about the game itself and different strategies. Speak to your children about never revealing personal information or agreeing to meet up offline.
- » Remember that the same safety rules for going online apply to playing games on the internet. Familiarise yourself with the **SMART** rules, and encourage your children to do so as well.

### **5: SMART rules**

- S Safe:** Keep safe by being careful not to give out personal information when playing online. This includes your e-mail address, phone number and password, as well as images and videos of yourself, friends and family
- M Meeting:** Meeting someone you have only known online can be dangerous. Remember that no matter how long you have spoken to someone for, or how nice they are, if you have never met this person before then they are still a stranger. If anyone asks to meet up then tell an adult immediately.
- A Accepting:** Accepting gaming requests, direct messages or clicking on links from people you don't know can lead to problems – they may contain viruses, inappropriate content or nasty messages!
- R Reliable:** People we speak to online might not always be who they say they are as it is very easy to give away false information online. Try to only speak to your friends and family.
- T Tell:** Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

## 6: Online gaming, FAQs

### 1. How can I keep my child safe whilst they chat in games? What tools are available to help?

Many games offer users the ability to chat with other gamers during the game. Players can communicate by typing messages which can be seen by all players or by sending private messages to just one player. Some games also allow users to chat using a headset which is similar to talking on the phone.

Parental control tools are available on PCs and consoles, and these can limit gameplay functionality, including chat. Make sure your children know how to protect their privacy by locking down privacy features. These could include using a voice mask to disguise their voice in a multiplayer game as well as how to block and report other players and use the mute function which can disable chat in many games.

Advise them never to give out any personal information (including pictures of themselves) or agree to meet someone in person when using online chats or sharing information in their user profile. Encourage your child to use an appropriate screen or character name (sometimes called gamertags) that follow the rules of the game service.

In addition, many gamers chat on community forums about the games they are playing. Gamers use these sites to exchange information about the games as well as to provide tips and hints to others. It is important to encourage your child to be positive and respectful as well as manage their privacy on these sites too and locate the means for reporting any issues they encounter.

### 2. How do I know which games are appropriate or suitable for my child?

The Pan European Game Information (PEGI) age rating system exists to help parents make informed decisions when buying or downloading games, similar to the BBFC ratings for films. The rating on a game confirms that it is suitable for players over a certain age, but is not indicative of the level of difficulty. PEGI age labels appear on the front and back of games packaging, on sites and services that sell games online and on some app stores (such as Google Play and the Windows Apps store).

Additional 'descriptors' shown on the back of the packaging indicate the main reasons why a game has received a particular age rating. Encourage your child to only access online games that are appropriate and always check the age rating on any game before buying it for your child, as well as considering whether it has an online component. Remember most games will have an online element to them which may not be apparent from the game packaging or description.



### 3. Do games have parental controls?

Lots of games have safety or privacy features to keep young gamers safe which you can set based on your child's age and maturity. These settings may limit who players can chat with or what they can say. These features may also control the game content they can play. Games and services will approach privacy and safety in a variety of ways so it is worth getting to know the features on the games your child plays. However, these controls aren't a substitute for parental involvement. You can find out more information about how to set up the parental controls on each device by visiting [www.saferinternet.org.uk/parent-tech](http://www.saferinternet.org.uk/parent-tech).

### 4. How can I report inappropriate behaviour by other users?

Sadly cyberbullying can occur in online games. If your child is being harassed by another player on a game, follow the game's reporting guide to report this behaviour or visit [www.childnet.com/resources/how-to-make-a-report](http://www.childnet.com/resources/how-to-make-a-report). Inappropriate behaviour can also be reported to the moderator on a moderated game and in many instances you can contact the customer support team for further assistance. If your child does encounter inappropriate behaviour in an online game, encourage them to block that user. If you are suspicious that another player is wishing to meet up with your child, or asking them to share personal information or images and videos of themselves, then you can report them to the police at [www.ceop.police.uk](http://www.ceop.police.uk).

### 5. How long should I let my child play games for?

Consider what is appropriate for the users in your house and their gaming needs. This may depend on the type of game they are playing, as quest based games for example are unlikely to be completed within 30 minutes.

Agree together rules of playing games online, which as well as covering safety considerations could include play time limits. You may find it more appropriate to set a weekly quota for their internet use or to agree that certain games should only be played at a weekend. UKIE, the body that represents the interactive entertainment industry in the UK recommends that all games should form part of a healthy and balanced lifestyle and as a guide games players should take five minute breaks every 45 – 60 minutes.

You could use our Family Agreement as a way of structuring these rules, which can be found at [www.childnet.com/resources/family-agreement](http://www.childnet.com/resources/family-agreement)

### 6. What else should I consider?

As well as staying safe when playing online games, it's also important to stay legal. It may be tempting to download cheat programmes to skip to a higher level, but these, and downloading games for free (and infringing copyright), can expose users to unsuitable content and viruses affecting your devices.

# 7: Support and information

## Childnet resources and websites



**Childnet:** Childnet International is a non-profit organisation working in partnership with others around the world to help make the internet a great and safe place for children. The Childnet website hosts all the online resources detailed below, as well as a number of recommended resources for young people, parents, carers and teachers. [www.childnet.com](http://www.childnet.com)



**UK Safer Internet Centre:** Childnet is part of the European Commission appointed UK Safer Internet Centre. Together with partners the **Internet Watch Foundation** and the **South West Grid for Learning**, we raise awareness about internet safety, develop information materials and resources and organise high profile events such as Safer Internet Day. You can access a range of resources from across the UK, Europe and wider afield at [www.saferinternet.org.uk/parents](http://www.saferinternet.org.uk/parents).



**Need help?** Information about what to do if a child comes to you for help and advice about how to report online concerns such as cyberbullying, inappropriate content or illegal behaviour. [www.childnet.com/parents-help](http://www.childnet.com/parents-help)

## Information and tools for parents and carers



**Parents' Guide to Technology:** The UK Safer Internet Centre has created this guide to answer commonly asked questions and introduce some of the most popular devices used by children, highlighting the safety tools available and empowering parents with the knowledge they need to support their children to use these technologies safely and responsibly. [www.saferinternet.org.uk/parent-tech](http://www.saferinternet.org.uk/parent-tech)



**Safety Tools on Social Networks and Other Online Services:** Information and advice on the safety tools, age requirements and terms and conditions for a variety of online services popular with young people. [www.saferinternet.org.uk/safety-tools](http://www.saferinternet.org.uk/safety-tools)



**NetAware:** NSPCC and O2 have created a guide with information and advice for parents and carers on the most popular social networks and interactive apps and games used by children and young people. The information is also available in an app for Apple and Android devices. [www.net-aware.org.uk](http://www.net-aware.org.uk)



**Common Sense Media:** A US non-profit organisation that provides independent reviews, age ratings and other information about movies, games, apps, TV shows, websites, books and music for families and children. [www.commonsensemedia.org](http://www.commonsensemedia.org)

## Online gaming



**Childnet's gaming hot topic:** On our website you can access hot topics on a range of issues, including online gaming. The **Parents and Carers** area also contains key advice, information on reporting and on setting up a family agreement [www.childnet.com/parents-and-carers/hot-topics/gaming](http://www.childnet.com/parents-and-carers/hot-topics/gaming)



**Ask About Games:** Information and advice for parents and gamers about the PEGI age rating system for video games and how to play games responsibly and safely. [www.askaboutgames.com](http://www.askaboutgames.com)



**UKIE:** The Association for UK interactive entertainment (UKIE) is a trade body for the UK's games and interactive entertainment industry. They offer advice about how to play games safely and sensibly from the 'playsafe' area of their website. [www.ukie.info/playsafe](http://www.ukie.info/playsafe)



**PEGI:** Visit the Pan European Game Information website to find out more about age ratings and content descriptors used on the packaging of games and in app stores when downloading games. [www.pegi.info/en/](http://www.pegi.info/en/)

## Where to report



**Child Exploitation and Online Protection (CEOP):** A police agency tackling child abuse on the internet. This website includes a unique facility that enables parents and young people to make reports of actual or attempted abuse online. [www.ceop.police.uk](http://www.ceop.police.uk)  
CEOP's **Think U Know** website contains information for children and parents, as well as a link for children to report abuse online. [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)



**ParentPort:** A website run by the UK's media regulators, allowing you to report content unsuitable for children found in a programme, advert, film, video game, newspaper/magazine or other forms of media. [www.parentport.org.uk](http://www.parentport.org.uk)