

The Greater Horseshoe School



December 2024: Issue 38

Message from the Head Teacher

Dear Parents and Carers,

This half term, the students and staff worked hard to prepare for the Christmas Fair, and yet again, it was a very successful event. Thank you to all parents and carers who attended and supported us. We raised £321.81, which will be donated to a local charity in the new year.

It's been a busy half term with lots of learning taking place in all our departments, as well as some fantastic trips and activities organized by the staff and student council, such as Exeter and Plymouth stadium tours, theatre and cinema trips, visits to Ness Cove, Dartmoor, and many more.

I'm delighted to share that our students and staff have started using our refurbished and newly developed space at Musers. This is an absolutely amazing addition to our school, and the students love it.

We are very proud of our Rosie Underhill. She is a member of our Futures Team and has just qualified as a Level 3 Supported Employment Practitioner. Rosie was recently invited to the British Association for Supported Employment awards and came away with Learner of the Year!

Students return to school on Monday, 6th January. Wishing you a Happy Christmas and all the best for the coming new year from all of us at GHS.

Lukasz and the Team



**ACORN EDUCATION
AND CARE**

The Greater Horseshoe School

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War Horse Theatre Trip

On Thursday, 28th November, a group of staff and KS3/KS4 students from the Greater Horseshoe School attended the matinee of the theatre production of Michael Morpurgo's much-loved War Horse at The Theatre Royal Plymouth.

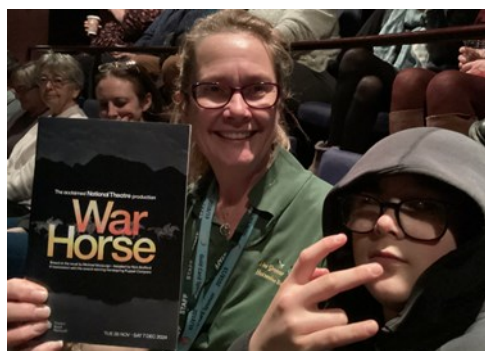


The show was enjoyed by all and a great way to finish this term's Reading Topic.

Students were able to relate to the show and enthralled seeing a story come to life. The amazing puppetry of the horses and other animals were life-like, and provided intrigue.

Everyone had a wonderful experience.

Thank you to all the staff involved in helping provide such cultural experience for our young people.



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Geography

This half term the focus in Geography has been all about Rocks and Soils. Students have been learning about what rocks and soils are, how they are formed, the processes that shape them and the features they create.

Activities have included testing rock and soil properties, making volcanoes and earthquake-proof buildings, making fossil imprints and using chocolate to explain the rock cycle.

Some students have also gone on offsite trips to look at rock formations and different types of erosion. Trips have included looking at sandstone cliffs at Ness Cove, exploring the granite tors of Dartmoor, investigating the different rock types in the River Dart and delving into the depths of the limestone caves at Kent's Cavern.

The Year 10 & 11 students have continued to work hard to work their way towards gaining their ASDAN Geography qualification, covering topics as varied as earthquakes, holiday destinations and renewable energy.

Next term we are studying Weather and Water, describing and measuring the weather, learning about the seasons, and finding out about the water cycle.



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Food Technology

We have had an exciting first term of the academic year. We have looked at carbohydrates and different recipes that include them. They have varied from potatoes, rice, bread and spaghetti meals. We took a look at international dishes including spaghetti Bolognese, Moroccan chicken and Chinese curry and we looked at foods enjoyed during the Diwali celebration.

We are currently in the festive mood where we have been making Christmas cakes, mince pies, festive sausage rolls and gingerbread men.

I am very proud of all the students for extending their food repertoire and trying new ingredients and dishes.

Wishing you all a wonderful Christmas and best wishes for 2025. I am looking forward to the new term where we will be exploring proteins and meat substitutes.



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Musers

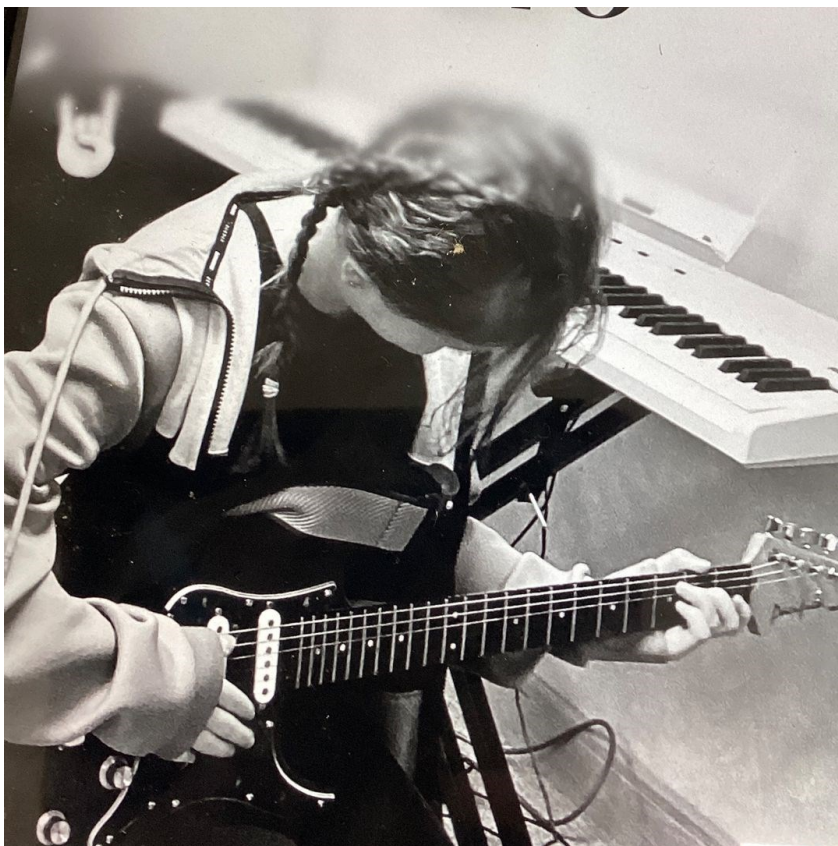
An exciting term for Musers! We've had lots of work done to our building, which has massively improved the learning environment for our students. The building has had a makeover and has improved sound proofing for our music rooms. We now have three new rooms in the upstairs area which allows us to have more English, Maths & Multi-Media spaces, as well as an open area for students' common room, library and games area.

Going forwards, we are working with our students to develop the space even more! This will involve decorating the common room, having a dedicated role-playing games area for DND (and more), a podcasting station in our new multimedia space and expanding on our comics and retro games collection.

In music lessons many of our students have been working hard on both their Arts Award accreditation where they have continued to research and present their knowledge on their favourite artist's career, as well as learning festive music to share on video or at our Christmas Fayre. Please join us on the 17th and sing along!

Media

With some time in Bovey Tracey football club, whilst Musers was being refurbished, we made a real focus on photography in nature. Having the amazing woods on our doorstep, being close to Haytor and the Parke estate; along with the river and Bovey, students became very creative in how they looked at the world and through the lens. We also looked into how we can make things portable and work on location. This sets us up nicely a new year project of making a short film using these surrounding and the technical aspects that we've been focusing on. All students have started using Adobe's Premiere Pro alongside the AI features in Photoshop and the endless creativity that this brings.



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Offsite Trips

This half term, the PE/ODE department has been busy organising a series of exciting offsite trips to professional football clubs. The first outing involved a group of students visiting Home Park, the historic stadium of Plymouth Argyle, a Championship club. During this tour, the students had the opportunity to explore the iconic ground and learn more about the history of the club. The trip provided a valuable benchmark for attendance numbers, setting the stage for the next adventure.

Building on the success of the Home Park visit, the department organised a trip to St James Park, the home of Exeter City FC. Thirteen students were able to attend an evening fixture where Exeter City faced top-of-the-league Wickham Wanderers. The match proved to be an exciting spectacle, ending in a dramatic 2-2 draw, keeping the students on the edge of their seats throughout the game. A special thanks goes to Jake for his role in primarily organising these trips, and to all the staff who supported and helped make these experiences possible for the students.



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The Farm Allotment

This term the pupils have been continuing to develop the allotment. There has been lots of good work going on, such as turning over and weeding the vegetable beds, collecting leaves to rot down for leaf mulch and tidying the raised flower beds adding winter flowers.

Our new leaf composter, made from recycled pallets

There has been lots of learning through play, time to build friendships and developing gross motor skills whilst tending the allotment. We are looking forward to seeing the results of our hard work in the spring when we will start sowing seeds in our new poly tunnel.



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Animal Care

This term students had the opportunity to work with employers and workplaces to set up Agrifest, based at the Westpoint Arena, Exeter. All students were a credit to the school as they took part in setting up animal pens, providing bedding, moving materials as well as assisting exhibitors with unloading animals and equipment. Hair dryers used on cattle and sheep wearing coats were two of the main things learnt. The show was very grateful for our assistance and are looking forward to us being able to assist another year – Thank you to all who assisted and attended.

Following the bad weather this term, Joy and Ginger (pigs) have moved into their winter accommodation. They are thoroughly enjoying spending time inside the building (especially when the sun is shining in on them). The other animals have enjoyed spending time with the students (especially the rabbits and guinea pigs when people arrive with treats such as Brussels sprouts).

In the new year we will be looking in more detail at all species of animals, understanding how they develop and their needs.



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Science

Key Stages 2 and 3

As we move through the autumn term, students have been diving deep into exciting Science topics! The journey began with our "Earth, Space, and the Seasons" unit, in which students explored the wonders of the solar system. They gained a clear understanding of planetary order, the concepts of rotation and revolution, and the effects of weather across different seasons. Engaging discussions, hands-on experiments, and research into our planet and its place in the universe have sparked curiosity and excitement in the classroom.

In Autumn Term 2, our focus shifted to the study of **Sound, Light, and Electricity**. With the help of new science equipment, students explored the fascinating world of sound, investigating how vibrations create sound waves. They delved into the anatomy of the ear to better understand how we hear, while also experimenting with various musical instruments.

The journey continued with the study of **Light**. Students examined the theory behind light and carried out investigations into the creation of shadows, how shadows change, and the principles of light reflection and refraction. This hands-on approach helped reinforce key concepts and brought the theory to life in a practical way.

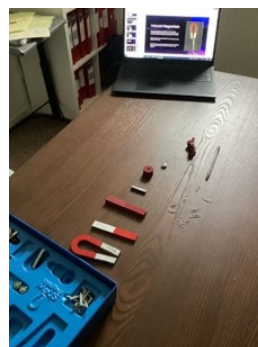
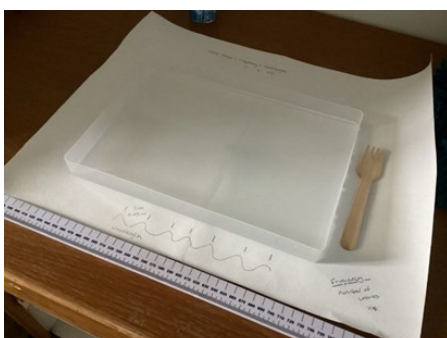
To round off the term, students have been exploring **Electricity**, learning about circuits, electrical inductors, and the differences between battery-powered and mains-powered appliances. They also focused on electrical safety and the potential dangers of electricity, all while building their own circuits to deepen their understanding.

It has been a busy term, filled with investigations and discoveries. We look forward to more exciting scientific explorations as we continue to inspire our students and help them grow their scientific knowledge.



Entry Level 1

This half term the students have been continuing their Physics unit within the Entry level 1 qualification and many of them have completed (or are about to complete) their end of unit module paper. Students have been studying magnetism in more detail – looking in depth at magnetic field patterns. They have been exploring waves and different examples of longitudinal and transverse waves. Finally, they have drawn all of their skills together to explore the electromagnetic spectrum. After Christmas the students will be moving on to the Chemistry module, which will focus on elements, mixtures and compounds.



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Entry level 2

This half term students have been continuing the Physics module that they started in September. They have been exploring forces, weight and elasticity, showed how forces can be represented as arrows, and how they are measured. The students have used their knowledge of forces and applied this to real life situations by exploring stopping distance, thinking distance and what factors affect the ability of a car to stop. They then used this to calculate speed and interpreted speed/time graphs. Finally, we have explored atoms and nuclear radiation and the dangers associated with unstable atoms. After completing the unit exam, the students will be moving on to the Chemistry module in the spring term, which will focus on Chemistry In Our World.



Friction Experiment

| | | |
|----------------|-------|-------|
| Smooth surface | 2.00 | 2.00 |
| | | 2.00 |
| Rough surface | 0.675 | 0.482 |
| | | 0.762 |

Prediction: The car will go further with smooth \Rightarrow less Friction



GCSE

The students embarking on the GCSE have two options: they can either study 'Trilogy' (which covers Biology, Chemistry and Physics) or Biology.

Those studying Trilogy have been simultaneously working towards biology, chemistry and physics modules relating to the GCSE Trilogy exams. Alongside the extensive knowledge content, they have also been completing and observing the required practicals for the GCSE exam. So far this year the students have covered a huge range of topics through all three channels of Science and have been making excellent progress.

Those studying Biology have been working on the building blocks of life. They have been focusing on the cellular make-up of animals and plants and what is contained in the cells. They have explored and experimented with the way materials move in and out of cells. They have then stepped up to look at different tissues formed from cells to entire organ systems in animals and plants.



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Learner of the year Winner—Rosie Underhill

We are very proud of our Rosie Underhill. She is a member of our Futures Team and has just qualified as a Level 3 Supported Employment Practitioner, making her one of the few members of staff in OFG who hold this qualification.

Rosie was recently invited to the British Association for Supported Employment awards and came away with Learner of the Year!

She worked really hard to achieve her qualification so we are really pleased that this was recognised.



Enterprise

I have had the opportunity to run the enterprise group this year at the Farm. What a Team! This group have worked so hard to make an amazing selection of craft that we will be selling at the school Christmas Fair. I am so proud of how the group have worked on their skills. Some students started the term with virtually no carpentry skills and have turned into angle cutting whizzes, producing the best Christmas trees you will see this side of Bristol! We hope that you will get a chance to see and maybe buy some of their craft to brighten up your homes.



Futures

Since the beginning of the academic year a few of our students have taken part in virtual work experience. We had the opportunity to talk to professionals about their careers and find out more about their roles in helping our wildlife thrive and becoming 'Greener'. We have exciting plans for work experience in the new year, we are going to be supporting our year 11, 12 and 13 students to take part in off-site or on-site work experience placements. We are working hard behind the scenes to ensure that these students find a placement that will be beneficial to them and help them gain skills and knowledge to assist with their futures. Each week in assembly, we have a career of the week, or a careers activity and we talk about our local labor market. This helps our students have information on what jobs are available to us locally and gives an insight into the pay, hours and qualifications needed for this job.

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Supported Internships

What are Supported Internships?

A Supported Internship is a fantastic opportunity for students to gain real-world work experience while receiving personalised support tailored to their individual needs. These internships are designed for students, particularly those with special educational needs or disabilities (SEND), who may require additional assistance to succeed in a workplace environment.

Here's how supported internships work:

Workplace Experience

Interns have the chance to work in real jobs, gaining valuable skills and knowledge that will prepare them for future employment. They might work in industries that are related to their interests and career goals.

Tailored Support

Students are provided with a job coach or mentor who offers on-the-job training and guidance. This support can include help with learning tasks, improving communication skills, or adjusting to the work environment.

Real-World Skills

Supported internships focus not only on job-specific skills but also on building essential workplace behaviours, such as time management, teamwork, and problem-solving. These skills are invaluable and help boost students' confidence as they transition from school to work.

Post-Internship Employment Opportunities

Many supported internships can lead to paid employment if the student and employer are a good match. Even if full-time employment isn't immediately offered, the experience gained through an internship can make it easier to find future job opportunities.

Supported internships provide a great way for students to explore career paths, build their CVs and gain independence—all with the right support.

If you hadn't become a Head Teacher, what alternative career path might you have chosen?

- I was very interested in model making and woodworking when I was young. I also worked for my uncle over the weekends, who owned a furniture warehouse making parts for IKEA. This inspired me to pursue a college path as a joiner.

What or who influenced your career choice?

- When I completed college, I decided to participate in Camp America, where I started working with children. This experience shaped my career choice to work in education. Initially, I started working as a Learning Support Assistant whilst completing my degree and PGCE.

What do you know now that you'd wish you'd known then (linked to careers education at school or after)?

- I would probably try to attend more career meetings to help me understand the options available to me.

What is your greatest achievement?

- Being the head teacher of this amazing school is definitely one of my greatest achievements.

What was your first job?

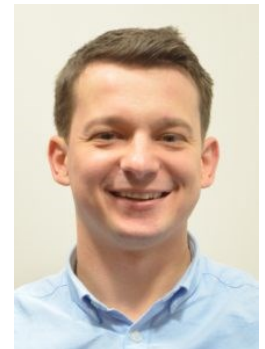
- When I was young, I completed a number of different jobs, and I'm very proud of this as it taught me my work ethic while also helping me gain valuable skills.

What was your worst job?

- I don't think I have one. I believe you learn from every job you do.

If you could go back in time and study any subject no matter what level what would it be and why?

- I would love to study math more. I didn't really like this subject when I was young, but it fascinates me now.



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Post-16 winter social event

For this term's social event, we invited our older students for a game of bowling in Torquay followed by a walk along the Bay of lights.

All the students had the opportunity to socialise with their peers in a supported environment and to show off their competitive skills. I think we could all agree that George was our bowling champion!

We sat together and had a meal before dispersing into the arcades for some fun. We then made our way down to the seafront, admiring the Christmas lights and displays. Some students took spending money and chose to buy snacks and gifts.

We as staff were proud of how well they rose to the social challenge, and it was lovely to see them enjoying each other's company offsite.

Thank you to our students for working so hard this term.

The Futures team



The Greater Horseshoe School Therapies Team

Educational Psychology

Hannah is an educational psychologist. Educational psychologists use their understanding of psychology to help to remove students' barriers to learning and progressing at school. They work at a school wide level to continue to develop a therapeutic and relational approach to learning, including delivering training and consultations with school staff. They may work with groups of students focussing on a specific area of development. They may work with young people, school staff, parents/carers and the wider multi-disciplinary team to formulate an understanding of an individual student's needs. Our educational psychologist has developed specific interests in conflict resolution, solution focused practice, video interaction guidance, analysis of attachment styles, neurodiverse affirming practice, eliciting and representing the voice of students.



Speech and Language (SALT)



Phoebe Woods is the Speech and Language Therapist at GHS. Phoebe works as part of the therapy team and with the staff here supporting our students with language needs and with social, emotional and mental health needs. Phoebe works with students with a Developmental Language Disorder, ADHD and ASC and other communication needs. Phoebe may work directly on a 1:1 or group basis with students and provide indirect advice, support, training and advice to staff.



Occupational Therapy

Mia is a Regional Specialist Occupational Therapist – occupation meaning the everyday activities an individual wants, likes or needs to do in their daily lives – who works across Red Moor school and the Greater Horseshoe school. Mia utilises her background and passion for creativity, neurodiversity and play to work with children and young people; using the activities they enjoy as a therapeutic tool, as well as supporting adaptations of the environment and activity. Mia can collaboratively support children and young people with their physical, mental health, spiritual and sensory needs to enable health and wellbeing through meaningful engagement.

Therapies Assistant

Abi is a Therapies Assistant at GHS. Abi assists with delivering Speech and Language, Occupational Therapy and Psychology interventions to our young people. Abi also supports with staff training, advice to staff, supporting staff to in-corporate different techniques into their sessions and putting in place any visual support our young people may need.



Assistant Psychologist

Olivia is an Assistant Psychologist working alongside the therapy team. Olivia assists with the delivery of Psychology interventions in the school. Olivia may work one-to-one or in groups with students to support their needs.

Sensory Processing Top Tip

From GHS Therapies Team



Proprioception

Our sense of body position and movement (proprioception) is a 'sixth sense' which provides our brain with information, along with sight, hearing, taste, touch and smell. It sends messages to our brain from our muscles and joints and gives us our awareness of limb position and movement.

When our sense of proprioception is engaged, we make continual, automatic adjustments to our position. For example, walking in a regular pattern and up and down kerbs (without having to think about where our feet are), holding cutlery or pens with correct grasp and pressure and knowing how to move through spaces or around objects. If this sense is working differently and needs varied amounts of input, a person may have to pay attention to things that should happen automatically. They may also have to use vision to compensate and work out how to adjust their body position, or they may talk themselves through tasks. This can take up a lot of energy and can make a person feel clumsy, frustrated and even fearful. For example, walking downstairs but not knowing exactly where your feet are. 'Heavy' activities which involve stretch across the joints and pressure through the joints are useful to stimulate the sense of proprioception. These same activities also tend to have a calming and organising effect on the nervous system and can also be useful for a person who is over-alert or excitable and needs to regulate or concentrate on an activity.

For children who are hypermobile, ensure that they are not over-extending their joints while doing these activities, nor carrying items that are too heavy. Build up strength gradually.

Activity Suggestions to support proprioception or to provide a calming effect:

- **Wall press-ups:** the person stands at arm's length from a wall, then with feet remaining in position, the person places their palms on the wall (shoulder width apart) and slowly lowers their body towards the wall until their nose touches the wall, then they push themselves too upright again. Make sure that they keep their back straight, not arched, while doing this. Repeat 5 or 6 times.
- **Chair push-ups:** While sitting on a dining chair or classroom chair, the person grasps the seat of the chair and pushes through their arms to lift their bottom off the seat.
- **Pushing palms together** or pushing palms of hands onto desk. This activity, together with chair push-ups and wall press-ups can be useful to do immediately before writing to stimulate the sense of body position.
- **Home 'heavy work' activities** such as carrying bags of shopping, laundry basket, or using a vacuum cleaner or lawn mower, digging in the garden.
- **Jumping**, feet together - either on the floor or on a trampette.
- **Tug of war** - using rope or bicycle inner tube (make sure valve is taped over to prevent injury).
- **Using a Gym Ball** – bouncing/rocking / squashing under / pushing against etc
- **Outdoor play equipment:** Climbing frame, wall bars, monkey bars, climbing ropes – but make sure the person is actively holding on.
- **Fine Motor:** Using plasticine, Theraputty or clay (play dough for younger children)
- **Food:** Eating chewy or crunchy foods or chewing on a liquorice root can have a calming effect.



Congratulations Mandy on Completing her Thrive Practitioner training.

Mandy has been establishing her relationships with the Young people in the school and will continue to develop individual sessions catering to the young people's needs in her sessions being supported by our Thrive Online assessment tool.



Emotional Wellbeing

In Thrive we recognise that how we behave and respond to the world depends on the brain and body working together. The brain and body are inextricably linked, which is why when we experience strong emotions and feelings we can have a physical reaction. We feel butterflies in the stomach when we are nervous, start shaking when we are frightened and clench our fists when we're angry.

At Thrive, we encourage children to put words to their feelings and body sensations - words such as fluttery, tight, achy and tingly. We can then help them to make sense of what they are feeling in their body and help them to interpret what the underlying emotions might be. By doing this, we are better able to support them to make choices about how they behave in response to these emotions. Rather than react by lashing out or alternatively by pushing the feeling inside, we can be alongside them and help them understand that their emotions are normal. Building a warm and caring relationship, which is non-judgmental, with young people is key.

We need to explain to children that emotions such as anger and sadness are not bad but it is what we do with them that is important. By pushing them inside, denying or repressing them, we risk contributing to mental health problems in the future.

The Thrive Approach provides a range of different ways to help children express strong emotions, which will help them to take control of their response.

- Watch out for quiet students who may be bottling up their emotions inside as a result of what is going on around them.
- Allow students to find creative and expressive outlets for managing their strong emotions such as music, sport and art.
- Provide a safe place for students who are having difficulty handling their emotions to go to where they can be supported and have time to reflect.
- Create a space where they can express their emotions in a safe way such as expressing anger by throwing clay, tearing newspaper or using a punch bag.

Being aware of the importance of our children's wellbeing 'inside and out' is crucial. By noticing and putting words to body sensations and feelings, and by responding with empathy to what they are experiencing, we will be helping them to handle their emotions in the face of life's ups and downs.

<https://www.thriveapproach.com/news/language-feelings-mental-health>

The Greater Horseshoe School



Family Support

It's nearly Christmas! This term has gone so quickly! It was lovely to be able to see so many families at the Christmas Fair, this week, and to be able to talk to some of you in person. I hope that you enjoyed the afternoon and I'm sure that you were all proud of how hard the students (and staff) have worked to put this amazing event together.

Please keep looking out for emails on upcoming events, support services, courses and funding as during the I will continue to send out information about what is available for families but, should you have any specific worries or issues that you would like to discuss, then please get in touch. You can contact me directly by email on SarahS@enhancedlearningservices.co.uk and I am also available to contact on 07435 815755, from 8.30am to 4.30pm, Tuesday to Friday during term time.

I hope that you and your families all have a very happy Christmas!

Support Services during the holidays

During the holidays, there are several services which you will be able to contact for support and advice, should you need it:

The Devon Information and Advice (DIAS) service is a really helpful resource to look at. DIAS provide specific advice, links and guidance to families for children and young people with Special Educational Needs and Disability. <https://devonias.org.uk>

[Devon Connect](#) lists events, services, and volunteering opportunities provided by not-for-profit organisations across Devon.

[Give Food](#) enables you to find the nearest foodbank.

[Devon Services](#) lists public and community service providers.

[Buy with Confidence](#) provides a register of businesses that have been thoroughly vetted and approved by Trading Standards.

[Devon Communities Together](#) provide a range of information, including a list of village halls across Devon.

For services in Torbay, please visit the Torbay Council website www.torbay.gov.uk.

For services in Plymouth, please visit the Plymouth Online Directory [Plymouth Online Directory - Plymouth Online Directory](#).

If a child or young person (under 18) is experiencing a mental health crisis, you can now access Child and Adolescent Mental Health Services (CAMHS) 24/7. Please contact 03300 245 321 during normal hours (8am-5pm, Mon to Fri) or 0300 555 5000 outside these hours. You can now also ring 111 to access mental ill health support. There are also services such as Shout, Kooth and Young Devon, who are able to support young people with mental health needs.

<https://parents.actionforchildren.org.uk/> for parents of children aged 0 – 19 to get in touch to ask questions and talk 1-1 about any parenting questions.

Organisations such as South West Autism, the National Autistic Society and Ambitious About Autism, all have links to support and resources on their websites and Autistica have just launched their new app, the Autistica Tips Hub, which can be downloaded to your phone.

There is also funding available through the Household Support Fund for eligible families. If you need support or a referral for one of the food banks, please contact Sarah on 07435 815755 or email SarahS@enhancedlearningservices.co.uk.

The NSPCC also have lots of information and advice on how to support children in young people, particularly if you have a concern about them. Please visit their website on www.nspcc.org.uk.

If you are concerned about the safety of a child in Devon and want to speak to someone, or if you are a child worried about your own safety, contact the Multi-Agency Safeguarding Hub (MASH) on 0345 155 1071 or email mashsecure@devon.gov.uk and give as much information as you can.

If your child is at immediate risk, ring 999

The Greater Horseshoe School



Online issues and cyberbullying

During the holidays, many young people spend more time online. Although the internet is a wonderful tool, it does come with some issues and risks.

It may be that you, or your child, come across something upsetting or concerning online. It is important that you feel confident about what to do if you do see something inappropriate online, or if your child tells you they've seen something. There are several agencies that can support you including the NSPCC, UK Internet Safety Centre and CEOP.

If you're worried about something a child or young person may have experienced online, you can contact the NSPCC Helpline, for free support and advice, by calling [0808 800 5000](tel:08088005000) or emailing help@NSPCC.org.uk. Due to an increase in demand across the service, **the voice Helpline is currently available 10am–2pm Monday to Friday**. You can still email help@NSPCC.org.uk at any time for free, and you don't have to say who you are. If your child needs more support, they can contact [Childline](http://Childline.org.uk) on 0800 1111 or visiting the website to get advice on other ways to get support.

You can also contact the police if you have a concern. CEOP works to keep children safe from sexual abuse and grooming online. You can make a report if you are concerned that a child is being sexually abused or groomed online. This might be from someone they know or someone they have only ever met online. They also have lots of useful information on their website www.thinkuknow.co.uk. Things you can report to CEOP are:

- I am worried that a child is being groomed online
- A child has shared a nude picture online and is now being threatened
- A child is meeting up with someone they met online
- A child has been asked to live-stream by people they do not know
- I've noticed changes in a child's behaviour which I think may be due to someone they met online
- A child has learning difficulties and I am worried about the people they are talking to online
- I am worried that a child's abusive parent or relative is trying to contact them online

Know when to report

If you or your child have seen something online that is illegal, upsetting or harmful, then it is always best to report it. Remember, illegal content includes sexual images of under 18s and unlawful terrorist content. You can also report something that may be legal but is still considered harmful such as content that includes bullying, self-harm or suicide, impersonation, online abuse, threats, violence, unwanted sexual advances or pornographic content.

Report to the correct place

Depending on the content, reports need to go to specific places for the correct support. If you want to report child sexual abuse material, go to the [Internet Watch Foundation](http://InternetWatchFoundation.org.uk). If it is terrorist content, visit [ACT \(Action Counters Terrorism\)](http://ACT.org.uk). Many online platforms also have reporting functions available to users. Make sure you utilize these when experiencing harmful online content. You can go to [Report Harmful Content](http://ReportHarmfulContent.org.uk) to find out how to report across some of the most well-known social media sites and other popular online platforms.

Understand community guidelines

Many online platforms will have their own [community guidelines](#) when it comes to harmful online content. If you are looking to report a piece of content, it must violate the platforms community guidelines in order to be taken down. Familiarise yourself with each platform's expectations towards behaviours and understand why certain reports will be actioned and others may not. If you have made an unsuccessful report but still feel it violates community standards, you can then visit [Report Harmful Content](http://ReportHarmfulContent.org.uk) for further escalation and review.

Encourage reporting

Reporting is a practice that can work towards making the internet a safer place for all. Ignoring a piece of harmful online content can lead towards others experiencing this type of harm. Encourage discussion around the importance of children and young people reporting upsetting content to a parent, carer, or trusted adult. This can add to further awareness and critical thought around what is harmful online content and ways we can all tackle it.