



Enriching our Student Experience: Classroom Changes

If the proposed lifting of restrictions continues to go ahead on schedule, we will be making some rooming changes for all classes after the Easter holiday. This is to enable students to experience their learning in subject-rich rooms where possible, and to benefit from being in the specific subject areas for their lessons. We can only do this if students and staff continue to follow the measures in place whilst moving around the school; wearing their masks in the building and staying in their year bubbles outside. This will also allow us to change some of the groupings in year 7, who currently are taught in their form groups for all subjects. We will adhere to the streaming, but groups within the streams in maths and science may change.

Students have received assemblies this week explaining the changes. On Monday, 19th April, they will attend their first lesson in their current normal classroom, where they will be given their new timetable with the new rooming. They will then follow their new timetable from period 2 onwards.

From Tuesday, 20th April

Students will enter the building as below. Their movement around the school will also be slightly altered. When students leave the building, they always move *down* stairs to the next exit (ground floor or bridge).

Year Group	Entrance at the start of the day	Waiting and line up area	Stairs to be used whilst in the building
Year 7	Ground floor	Top basketball court	Sports and Technology
Year 8	Ground floor	Apron canopy area	Sports and Technology
Year 9	Ground floor	Outside Sports Hall area	Sports and Technology
Year 10	Bridge Entrance	On the bridge	Central Stairs
Year 11	Bridge Entrance	On the bridge	Central Stairs

Of course, should there be any changes in the restrictions and limitations due to the number of cases rising in the North West, we will react appropriately to any advice or instruction we are given, meaning that we may need to change back to the strict zoning and bubble systems we have in place.

Easter Revision School

Throughout the half-term holidays, we will be offering bespoke intervention sessions for students in year 11. Letters have already been sent to parents and carers, but should you have any questions about the intervention sessions please contact Mr Wells.

Please can students wait on the apron near the school reception and a staff member will collect them.

Date		
Monday, 5 th April	BANK HOLIDAY	
Tuesday, 6 th April	09:00-11:00	English
	09:00-11:00	Music
	11:15-13:15	English
	11:15-13:15	Music
	11:15-13:15	Geography
Wednesday 7 th April	09:00-11:00	History
	10:00- 13:00	Health and Social Care – Group One
Thursday, 8 th April	09:00-11:30	Drama - Group One
	09:00-11:30	Music
	09:00-11:30	Geography
	12:00-15:00	Drama - Group Two
	11:15-13:15	Music
Friday, 9 th April	NETWORK MAINTENANCE DAY	

Date	Times of sessions	
Monday, 12 th April	09:00-11:00	Media Studies
	11:15-13:15	BTEC Sport
Tuesday, 13 th April	09:00-11:00	Spanish – Group One
	11:15-13:15	Spanish – Group Two
	11:15-13:15	English
Wednesday, 14 th April	09:00-11:00	Maths
	10:00-13:00	Health and Social Care- Group Two
Thursday, 15 th April	09:00-11:00	Science
	11:15-13:15	Science
Friday, 16 th April	09:00-11:00	Food and Nutrition- Group One
	11:15-13:15	Food and Nutrition- Group Two

School-based Formal Assessments

This week, students received their final booklet for School-based Formal Assessments. The booklet talks students through the different ways to revise for each assessment, and will be crucial in the process for revising and preparing. If you have any questions about the School-based Formal Assessment process, please email Grades2021@mossleyhollins.com

You may notice that we have NFER tests scheduled in this timetable. NFER stands for National Foundation for Educational Research. The organisation identify schools and students randomly to provide a valuable source of

evidence which the Office of Qualifications and Examinations Regulator (Ofqual) uses to understand changes in performance of students at a national level over time. In a typical year this evidence is used by examination boards when setting grade boundaries in GCSE English language and maths. Even though there are no GCSE exams this year and the results will not be used to set grade boundaries, this evidence is still vital and important as it will help Ofqual, the Department for Education and schools to understand the impact of COVID-19 on learning. Students do not need to prepare for the test. These tests will not count towards students' grades this summer. We expect that around thirty students will be randomly selected to sit the examinations in maths and English language.

Start Time	Examination Title	Duration
Tuesday, 4 th May		
14:00	Spanish Listening- Higher	45 minutes
Wednesday, 5 th May		
08:45	NFER Tests for selected students	60 mins + 30 admin
14:00	NFER Tests for selected students	60 mins + 30 admin
Thursday, 6 th May		
08:45	English Language	75 minutes
11:15	Geography	50 minutes
14:00	BTEC DIT	60 minutes
Friday, 7 th May		
09:45	History	60 minutes
11:15	Maths	90 minutes

Start Time	Examination Title	Duration
Monday, 10 th May		
14:20	Spanish Listening - Foundation	35 minutes
Tuesday, 11 th May		
08:45	English Literature	60 minutes
11:15	Physics	70 minutes or 105 minutes
Wednesday, 12 th May		
08:45	Drama - Section A / Section B	50 minutes or 35 minutes
08:45	Computer Science	90 minutes
11:15	Music Theory	105 minutes
11:15	Statistics	90 minutes
Thursday, 13 th May		
08:45	Business	105 minutes
Friday, 14 th May		
09:45	Creative Media	60 minutes
11:15	Further Maths	120 minutes

Laptops Loaned to Students during Lockdown

We are still awaiting the return of some laptops loaned to students at the start of this term. These now need returning very urgently so that we can provide laptops to students for learning when in the school building. If your child has a school laptop at home, please ensure it is brought into school as soon as possible. Many thanks.

Medical Taster Session

One of our Year 7 students attended, Finlay Smith, attended the 4 hour medical taster session last weekend run by Oxbridge graduates and Elite medics.

“On Sunday, I took part in an online chemistry taster class organised by Elite Medics. Here is my short review on the session. In preparation for the session, I was asked to complete an exam paper on my own. I then attended a four-hour session on Microsoft Teams where we were guided through a selection of questions on the exam paper and given detailed explanations and answers.

We were also able to ask questions to the online moderator who was very knowledgeable on the subjects we were learning about. These subjects were topics such as chromatography, pure and impure substances and how to separate mixtures. I think the way that the answers and topics were explained to us was helpful and clear.

I now feel slightly more confident on explaining the answers to test questions to get the maximum mark for each question. I am pleased that I was given the opportunity to participate in the class.”



Scientist of the Week

Honey Cooper Year 11

Honey is showing fantastic resilience during her science lessons. Since returning to school, she has shown herself to be a true scientist each lesson. Well done Honey, keep up the hard work.

Miss Walton

Important – Re-introduction of confirmatory polymerase chain reaction (PCR) testing for positive lateral flow device (LFD) tests:

From Wednesday 31st March NHS Test and Trace have re-introduced confirmatory PCR testing for positive LFD tests conducted by staff and students. The PCR test should be booked immediately either online or by calling 119 and should be undertaken within 2 days.

Staff and students who had a positive LFD test result, and their close contacts and other members of their household, should self-isolate immediately in line with NHS Test and Trace guidance and while awaiting the PCR result. If the PCR test is negative, it overrides the LFD test and the staff member or student can return to school or college, and their close contacts can end their self-isolation.

Science Week STEM Challenge

During Science week 2021, Mossley Hollins students were set the challenge of building the tallest freestanding tower using 20 pieces of spaghetti, a length of tape and a marshmallow. The tower had to be strong enough to support the marshmallow unaided!

Students had to plan carefully to be able to balance stability with height, a wide base would not topple but it wouldn't be very tall. Going for height meant there was a risk the tower would not stand up without support.

The standard of entries was very high and the 1st, 2nd and 3rd place winners each won an Amazon voucher for their efforts. Well done to all who took part.



1st Place
Jack Briers (Y7)



2nd Place
Holly Dewsnap (Y8)



3rd Place
Jenna Kellock (Y10)

A big well done should also go to the following students who participated in the venture: Cara Dote, Marina Dote, Ava Hanson, Ava Jackson, Gabriella Walker, Matilda Webb, Mae Traynor and Amber Webster.

Life Skills

Next term, students will be exploring relationships as part of our pastoral curriculum.

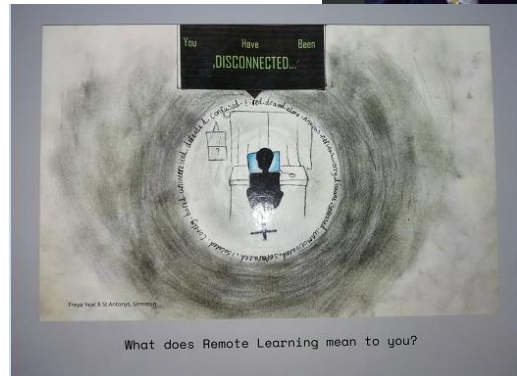
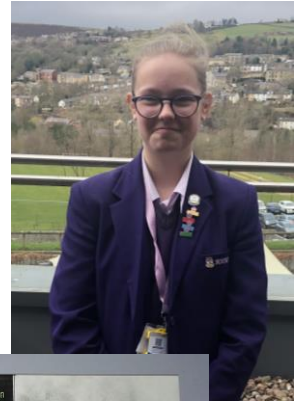
Year group	Topic
7	Family Life
8	Healthy Relationships
9	Readiness for sex
10	Managing the breakdown of relationships



Good News for Amber

Amber Earls has had her artwork published in a book during the past few months. Amber entered a competition that which she saw in our Newsflash and her work has since been published. We are so very proud of her

‘What does remote Learning mean to you?’



Y7 Design & Technology – Spaghetti Bridges



Well done to all of the Year 7 Design and Technology classes for their excellent spaghetti bridges. Each bridge had to support at least a 200g weight, for 1 minute and span a 20cm gap. Most beat this criteria and the winning bridge supported 3.8Kg. Great pair work and cooperation everyone.



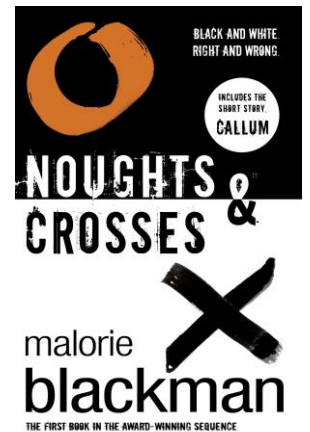
Year 8 Book Club

We are beginning book club with the first instalment of the young adult novels by Malorie Blackman.

This book is set in a dystopian world and explores the ideas of inverted racism; African people have colonised European people and made them their slaves.

This novel will provide such rich opportunity for discussion as well as exploring the impact segregation and division has on the environment.

If this book interests you, please feel free to join us on Monday lunchtime in 2:11.



The Masked Singer- Mossley Hollins Edition!

During the next half term, our staff will be taking part in the first ever Masked Singer- Mossley Hollins Edition!

Around 10 member of staff will be singing a verse/chorus of a pop song. These are voices that you hear every single day; surely you can tell who is singing behind the mask?

The idea is the that your form will enter guesses for the staff singing and vote a winner for each round as part of a from competition.

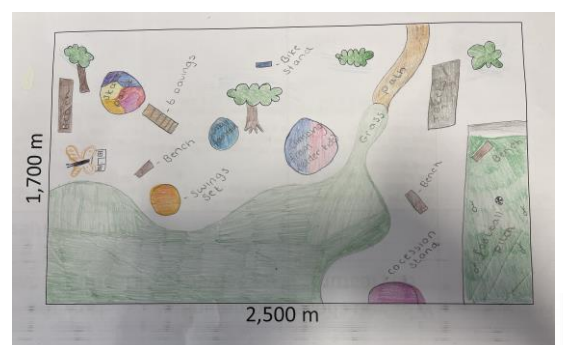


Maths Community Project

During our maths lessons this week, Miss Byrom and her Year 7 classes have worked on a project where they have designed their own 'dream parks'. This involved the students having to consider the people in our community and who would benefit from each feature! For example, *athletes would be a community of people who would really appreciate a football pitch, and dog walkers would appreciate the flower gardens, but all communities would appreciate benches!*



The aim of the project has been to encourage students to think more positively about their local community. Miss Byrom is so incredibly proud of their efforts. The project involved students creating park designs, budgeting, and reasoning behind their choice of features. The next step is for the students to present them to Miss Byrom during their next Maths lesson.



Reading for Pleasure



Our first recommendation this week is *The Woman in Black* by Susan Hill

The Woman in Black is a ghost story by Susan Hill, in which Arthur Kipps relates his haunting experiences at Eel Marsh House. The tale begins on Christmas Eve, when Arthur's step-children invite him to tell a ghost story. Arthur is too disturbed by his memories to share his story aloud, so he writes it down.



The second recommendation is ... *Harry Potter* by JK Rowling

The story of Harry Potter begins as he is about to celebrate his eleventh birthday. But all things will forever change on Harry's birthday. He learns from a letter, given to him by an unknown, very large person named Hagrid, that he is not just a regular person. He learns that like his mother and father, he too is a wizard. Harry's life changes in an instant. The letter he receives is an acceptance and invitation to study at Hogwarts School of Witchcraft and Wizardry.

Upon arriving at Hogwarts, Harry is sorted into the Gryffindor House by the Sorting Hat. At Hogwarts, Harry will learn what it means to be a Wizard. He will learn many things about wizardry from his teachers and Head Master, Dumbledore. He will learn that not all people come from wizard families. Some, called Muggles, will also study at Hogwarts. For the first time, he will meet and make friends. Hermione Granger (Muggle born) and Ron Weasley (Wizard) will help Harry through a most challenging first year at Hogwarts.



Duke of Edinburgh's Award (DofE) and Junior Award Scheme for Schools (JASS)

In order to progress with the Duke of Edinburgh's Award and Junior Scheme for Schools, students are reminded they must attend regular check-ins with staff. For both DofE and JASS, students have been split into two separate groups to give them the opportunity to engage with mentors.

Please can ALL students participating in the award make sure they check regular updates on their Microsoft Teams pages and attend meetings. Upon return to school can students please make sure to attend as below.



Tuesday 20th April 2020

DofE GROUP TWO – ROOM G:01 1:15

JASS GROUP ONE (MOS1S2) – ROOM 2:05 1:30

Tuesday 27th April 2020

DofE GROUP ONE – ROOM G:01 1:15

JASS GROUP TWO (LEY) – ROOM 2:05 1:30



Absences Due to Non COVID Related Issues

We are aware that some parents have asked teachers for work when their son/daughter is absent from school due to illness. We want to work together with parents and carers but we feel strongly that any student who is well enough to work at home should be in the school building, attending lessons and completing their work with the expert guidance of their teachers. Please speak to your son/daughter's Head of Year if you have any questions or concerns regarding this matter. Thank you for your continued support.



Winners of Harry Potter Quiz

Congratulations to these wanna be Wizards for answering all the questions correct on the Harry Potter Quiz which was held earlier this month.

Also a huge well done to all pupils who took part!



Holly Dewsnap

Scarlett Langdon

Finley Buckett

Mossley Hollins Drama Clubs

Monday 3- 4pm in G03 – KS4 Drama Club

We are working on scripted pieces with a view to a live or streamed performance at the end of the year. Why not come and join us?



Thursdays 3- 4pm in G03 - Whole School Production

We are trying out different ideas before auditions take place after Easter. Everyone is welcome. We need actors, backstage, dancers, singers, technicians.



Friday lunch times – KS3 Drama Club in the dance studio

Years 7 and 8 students are welcome to come and join us to take part in drama games and improvisations.

Year 7 and 8 Drama Club Opportunity

Would you like to develop your confidence? Would you like to earn credit towards your Leadership Character Pillars Badge?

Why not come along to Year 7 and 8 Drama Club in the Dance Studio on a Friday lunchtime.

You could learn some new drama games and then volunteer to lead a do now activity in your Drama lesson and lead the class in one of the drama games you have learnt.



See Mrs Ryan for more details

Mossley Hollins Young Reporters' Club

Join our school's Virtual Young Reporters' Club to:

- Share stories that affect you
- Attend mini-masterclasses on how to craft news stories that engage your audience.
- Access opportunities to get your articles published.



Open to years 7-9. Will run at Tuesday lunch times in the library

Interested? Contact Ms O'Donnell in school, via Teams or at m.odonnell@mossleyhollins.com

Head Student Interview

Hello, my name is Jessica Mann and I'm the LGBT Representative on the Head Student Team.

In UK schools, honorifics such as Miss, Mrs and Mr are used daily when referring to members of staff. This can create challenges for non-binary teachers who may struggle to properly express their identity. Science teacher and Head of Year 9, Mx McLaughlin is changing their title from Miss to Mx after the Easter break. As Mx is not widely used in school we decided it would be a good idea to introduce and explain the title in the Newsflash. Last week I interviewed Mx McLaughlin about the title, and here is what she said.



How do you pronounce Mx and what does Mx mean?

Mx is generally pronounced as 'mix'. Mx is a gender-neutral alternative to Miss, Mrs, Ms and Mr.

Why did you want to change your title to Mx?

I never liked the fact that the male title of Mr never changes, but a woman's title changes based on her marital status. However, mainly I have chosen to use Mx to denote gender neutrality, as I do not feel I sit strictly at either end of the gender binary, I do identify as a woman, however I would also state that I am somewhat non-binary.

What is gender binary and pronouns?

It refers to the set of pronouns, roles and expectations based on the idea that people can only be a man or a woman. Some people fit somewhere in between and some people don't identify anywhere on the spectrum at all. Pronouns are the way we refer to people in language. Most languages have gendered pronouns. For example, in English our gendered pronouns are she/her and he/him.

In a classroom, should students refer to you as Mx instead of Miss? Would it be the same for staff and parents?

Yes. For me, anytime you would have previously said "Miss", instead say "Mx". For example if you are answering a question in lesson, instead of responding with "Yes Miss", instead you would respond with "Yes Mx". Parents and staff should refer to me as Mx McLaughlin. My pronouns have not changed - therefore I would still ask that people refer to me as she/her or they/them.

How would you react if someone accidentally referred to you using the incorrect/your former title?

I would react in the exact same way as if someone referred to me as Sir, I would smile and politely correct them. I'd never get angry or frustrated at people who make a straightforward mistake. However, if someone purposefully uses the incorrect title persistently that would not only be hurtful but also very disrespectful.

When did you first start to identify as non-binary and use the title Mx?

It has been something I have been thinking about for a very long time. I have been using Mx outside of school for about a year. I feel very supported at Mossley Hollins and after discussions with other members of staff, I felt it was appropriate to start using the title in school.

Extra Curricular Clubs

SPORTS AND HEALTHY LIFESTYLE EXTRA CURRICULAR CLUBS (Easter 1)		
DAY	LUNCH TIME	AFTER SCHOOL
MONDAY	YEAR 8 X only (Boys and Girls) (ADo and JM) Table Tennis Badminton YEAR 11 Fitness (Max 10 pupils)	Year 8 X Football and Year 8 Y Football (ADo, JDa and JBt) Year 8 Netball – All Forms
TUESDAY	YEAR 8 Y only (Boys and Girls) (ADo and JDa) Table Tennis Badminton YEAR 11 Fitness (Max 10 pupils)	Year 7 Football and Netball (ADo, VDo, JMi and JDa) All Form groups 7M, 7O, 7S1, 7S2, 7L, 7E, 7Y.
WEDNESDAY	YEAR 8 Z only (Boys and Girls) (JBt) Table Tennis Badminton YEAR 11 Fitness (Max 10 pupils)	
THURSDAY	YEAR 10 – GCSE and BTEC only (ADo and VDo) Table Tennis and Badminton Volleyball	Year 10 – GCSE and BTEC only (ADo and VDo) Volleyball and Table Tennis Year 8Z Football (JMi and JDa)
FRIDAY	YEAR 9 – Exam PE only (ADo and JMi) Table Tennis Volleyball Badminton	YEAR 10 – GCSE and BTEC only (ADo) Table Tennis and Badminton

Arts & Sports News

Week 1 - 100 Rep Easter Challenge

This week's fitness challenge is to complete 100 Reps each day. The challenge is to complete each exercise and complete 20 reps. The exercises include press ups, sit ups, bicycle crunches, squats and lunges... or you can choose your own five exercises. Good luck everyone.



Out of the comfort zone.

Try to add 10 more reps to each exercise to make it a 150 rep challenge



Week 2 – One to Ten Easter Challenge

This week's fitness challenge is to complete the five exercises by doing one rep of each exercise, then two reps of each and so on until you complete 10 reps of each. The exercises include press ups, sit ups, bicycle crunches, squats and lunges.....or you can choose your own five exercises. Good luck everyone.

Out of the comfort zone.

When you get to 10 work your way back down going to nine reps, then eight then seven and then six etc.



Year 7 – Outstanding Achievement



Willow Ladyko-Tomlinson in Year 7 has been very busy during lockdown and has been working hard on improving her fitness levels. She has started to participate in Martial Arts over the last few weeks and has been training with her Dad at his gym making the most of the outstanding facilities. Willow is also a member of TCA Tycoons and has been taking part in zoom sessions for both cheer leading and hip-hop dance classes.

Well done Willow an outstanding achievement!



Congratulations to the 5k Challenge Winners



Earlier this year the pupils in Year 7, 8 and 9 took part in weekly running challenges both inside and outside of school to improve their fitness levels. This included 1 mile runs, 2-mile runs and 5 km runs. Ten pupils were rewarded and recognised for their outstanding achievements by the PE department and this week they finally received the vouchers for JD sports and Nike.

Congratulations and well done to the following pupils. The PE department are very proud of your positive attitude and outstanding performances.

Boys - Michael Alcock, Lucas Mason, Leo Moreland, Brian Fannon, Jacob Tohill

Girls - Ava Hanson, Holly Dewsnap, Ellyn Steen, Amy Starkey, Megan Hill,



Year 7 and 8 – Football and Netball

This week the turn out at the Year 7 and 8 Football and Netball clubs was fantastic. Over 100 pupils were involved on Monday, Tuesday and Thursday. The level of enthusiasm and enjoyment from the pupils was clearly evident throughout the games and the quality on show was very impressive.



We hope to get even more pupils taking part after Easter and the PE department will be offering even more opportunities in different sports. Please make sure you look out for information in the Newsflash



Sport Performer of the Week



Year 7 – Willow Ladyko Tomlinson for her exceptional commitment to fitness and health outside of school by taking part in Martial Arts sessions and Zoom sessions for dance and cheerleading.

Year 8 – Tracey Ojeaburu, Mia Griffiths Hall, Madeleine Crosby, Nieve Walne and Lilia Clegg for their outstanding performance in volleyball this week. They all performed to the highest level in competitive games.

Year 9 – Keano Wassall, Sam Baines, Ryan Lewis, Max Whitwam, Philip Dunne and Jacob Tohill for their outstanding attitude in table tennis this

week and their outstanding performances in games against each other.

Request from the PE department

The PE department would love to find out what fitness challenges or sports challenges the pupils of Mossley Hollins are taking part in outside of school over the Easter holiday. We would like all pupils to send/email photos of them taking part in their exercises with information about their achievements to Mr Doodson or Mrs Dodd on a.doodson@mossleyhollins.com or v.dodd@mossleyhollins.com.

Thank you to those pupils who have contacted the PE department since the start of the year with information, this is much appreciated.

GCSE POD End of Term Usage Report

Congratulations and well done for achieving great usage during such a challenging time. It's been a rollercoaster of a term that has seen teaching and learning evolve in incredibly innovative ways to ensure students are still engaging with the curriculum.

From 4th January to 31st March students and teachers watched: **7280 PODS!**

Job Vacancies

Kickstart Scheme

We have the following Kickstart roles available at Mossley Hollins High School –

- **I.T. Assistant**
- **Pupil Attendance Assistant**
- **Sports Assistant**
- **Administration/Reprographics & COVID 19 Assistant**

Jobs from the Kickstart Scheme run for a period of 6 months. They are open to 16-24 year olds, who are claiming Universal Credit and are at risk of long-term unemployment.

Please contact your local work coach via the Job Centre and they will talk to you about the Kickstart Scheme and whether it's right for you and will be able to provide further details on the above roles.

Further information can also be found on our school website - www.mossleyhollins.com/vacancies

We look forward to hearing from you.

Teaching Assistant (Numeracy+)

Permanent

30 hrs. per week (term time only)

Salary – Grade E (Point 11 – 16)

Actual Salary at Point 11 - £15,174

Required – As soon as possible

The Governors are seeking to appoint a Teaching Assistant to tutor students in Mathematics (in class or in small groups) and other lessons, to ensure they make accelerated and sustained progress and are able to access the full curriculum, joining a team in Learning Support and the Mathematics Faculty.

Education to degree level in the relevant curriculum area would be an advantage but, not essential.

The posts carry responsibility for planning, tutoring, marking and assessing the learning and progress of students.

The successful candidate will be expected to provide some cover supervision for absent colleagues and to be trained as a school first aider. In addition to this, you will be required to provide amanuensis support during busy exam periods and support your faculty area with ensuring pupil displays are current.

Closing date for completed applications – Monday, 19th April 2021 – 12 noon

Application forms and further details from the school website www.mossleyhollins.com/vacancies

Safeguarding Our Students Online

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to build an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on a platform or many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know about CHATROULETTE

Age Rating 18

In the words of its creator, Chatroulette "pairs random users for webcam-based conversations". Reporting more than two million monthly users, it claims to be the largest random video chat website worldwide. Users are matched arbitrarily (hence 'roulette') and can end a video chat whenever they like – at which point, they are connected (again, at random) to someone new. Once considered outdated, Chatroulette unexpectedly flourished in the early months of lockdown, with the number of daily users doubling to above 100,000.

Adult Content

Chatroulette is strongly associated with adult content. Following its launch in 2009, inappropriate – usually sexual – content was reported to have rapidly become 'rampant' on the site. An early study found that one in eight matches on Chatroulette involved someone naked, exposing themselves or engaging in sexual acts. Our research found that this ratio is now closer to seven out of eight.

Blackmail Scams

It's not especially difficult for another Chatroulette user to record the feed from your webcam. Scammers have been known to lure people into committing a compromising act during a video call (often using an attractive, flirtatious decoy persona as a 'hook') and then threaten to release the footage to their friends and family, in an attempt to blackmail them.

Mobile Chatroulette

Parents should be aware that young people can now access Chatroulette via their phones. Although it does not have an app of its own, Chatroulette can be accessed through Minichat (on iOS devices) and OmegleTV (on Android). The minimum age to download either app is 17, but the verification is far from robust if they are determined to use the service, a child could simply input a false age.

Anonymous Chat Partners

The site doesn't require users to register any personal details (nor indeed to verify their age). It is also possible for someone to use 'fake webcam' software to hide their identity with face-changing filters and effects. This relative anonymity can embolden users to do or say extreme things on the platform. Bear in mind that, when a person ends a chat, they do not know – and cannot control – who they are going to interact with next.

Damaging Self-Esteem

Many users purposely go on Chatroulette to mock, insult and ridicule other people. In addition to this kind of deliberate trolling, the ease with which someone can end a call and move on to the next chat participant can lead to a continued sense of rejection. We would advise that anyone who suffers from self-esteem issues or low self-confidence should avoid using Chatroulette.

Hacking Potential

Although Chatroulette does not collect information such as your name or email address, the site does let people discover your IP address if they know how to look. Armed with that information, a hacker can attempt to connect directly to your home network and begin probing it for possible security weaknesses that they can then exploit.

Advice for Parents & Carers

Choose the Correct Category

Recent modifications have now divided chats into three categories: 'Filtered', where no sexual content is allowed; 'Unfiltered', where participants are asked to adhere to safe content (this is not enforced and relies on users' honour and honesty); and 'Random', which comes with a clear warning that it may contain adult material. Under-18s are not allowed in these latter two types of chat.

Block and Report

If three users complain about the same individual within a five-minute period, that person is temporarily banned from Chatroulette. Anyone using the site should familiarise themselves with the reporting process. As a general rule (not relating specifically to this site), try to ensure that your children know how to report inappropriate or offensive behaviour in any app, game or site that they use.

Consider the Consequences

If you have an older child, you could talk to them about Chatroulette and apps like it. Explain the possibility of being recorded doing anything on webcam (even on an adult) that could be used against them or could subsequently damage their digital footprint. It might be a slightly awkward conversation to have, but you'll be insulating them against even worse embarrassment in the future.

Disable the Camera and Mic

If you do not allow your microphone and webcam to be activated when Chatroulette requests it, then the site will not pair you up with another user. Covering up the webcam would also protect privacy effectively – however, other users will tend to aggressively question this action and most likely become very offensive on the audio.

Explore Alternatives

Despite its recent revisions, we would still strongly suggest that Chatroulette is not a site to be used by minors. Indeed, we would recommend that even adults proceed with extreme caution if using it. If a young person is adamant that they want to use a video chat service, then do some research and look at what else is available – there are lots of child-friendly alternatives out there.

Meet Our Expert

Jonathan Taylor is an expert on online safety, social media and online grooming. Having previously worked as a police officer, he has been involved in the investigation of more than 10 years. He has worked extensively with UK and international schools to deliver training and guidance around the latest apps, platforms and dangers.

National Online Safety
#WakeUpWednesday

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