

Issue No 55  
17th March 2023



**DATES FOR  
2022/2023**

**March Mocks - Yr11  
Core Subjects**

13-20th March 2023

**British Science Week**

20 - 24th March 2023

**Year 10 Work  
Experience**

20-31st March 2023

**World Poetry Day**

21st March 2023

**Year 7 Progress  
Evening**

22nd March 2023

**Year 9**

**Options Evening**

29th March 2023

**Options Taster Days**

30th / 31st March

**End of Spring term**

31st March 2023

**Summer term begins**

17th April 2023

E-mail [admin@millfield.lancs.sch.uk](mailto:admin@millfield.lancs.sch.uk)

Website: [www.millfield.lancs.sch.uk](http://www.millfield.lancs.sch.uk)

Twitter page @millfieldhighsc  
#BeExceptional



# Millfield MESSENGER

Belvedere Road, Thornton Cleveleys, FY5 5DG

Telephone 01253 865929



Dear Parents and Carers,

It's been a very busy few weeks at Team Millfield!

A huge well done to Mrs Hill and Miss Kilmartin and all the staff and students who gave up their time to ensure our annual Celebration of Music, held at the Winter Gardens, was a success. On the evening, we enjoyed watching children from across the Fylde Coast schools perform on stage; our wonderful a cappella group and superb dancers ended the show. It was a

fabulous evening that hundreds of people in the audience thoroughly enjoyed. Well done to them all!

Another massive well done goes to Aran Rawlinson, in Year 10, who was entered into a competition at BAE, which he attended with the science team. In the competition, that saw over 50 Lancashire schools participate, Aran won the Recycling Award for his 3D printer challenge project!

What a commitment from our Year 10 sports leaders - they ran the events at the Year 5 and Year 6 Wyre and Fylde sport hall athletics final, and received some very well-deserved praise for being outstanding role models.

Our World Book Day celebration was a great success: led by Dr Gorst, all teachers discussed their favourite books with students and pinned a summary to their classroom doors. In the library, Mrs Bleakley ran an exciting carnival event – with lots of prizes won.

National Careers Week was also a massive success. In lessons, teachers discussed what careers their subject areas could lead to; they discussed local labour markets and pay. We also held a careers convention in the sports hall (attended by local employers, colleges and universities), which every student, in Years 7 to 11, had the opportunity to visit. Lots of students discussed how they learned a lot from the event but were also given some very useful careers tips and inspiration.

During the same week, we celebrated International Women's Day and Miss Gower took a team of Year 11 students to the annual event held at Blackpool Sixth Form. Students from across the Fylde Coast got to meet inspirational women and take part in an array of workshops.

Follow us on Twitter, the only whole-school media we use, where we celebrate our students and you will find reminders of upcoming events; you can follow us at [@millfieldhighsc](https://twitter.com/millfieldhighsc).

Best wishes

*N. Regan*  
Nicola Regan

Headteacher

**Be Exceptional!**

# HOME LEARNING - Why is it important?

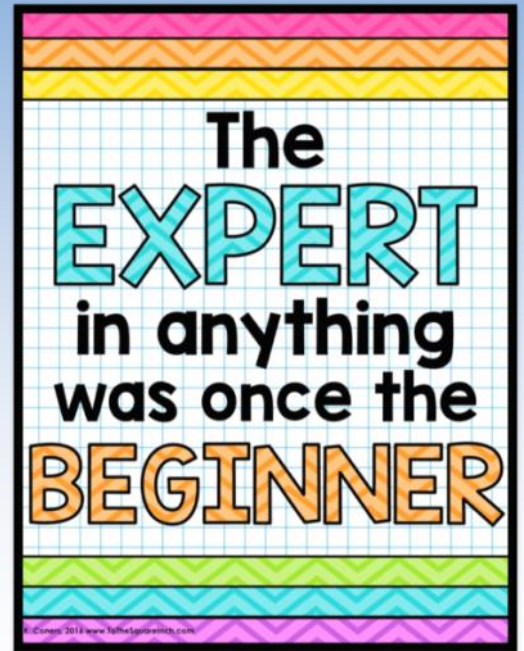
Home learning is something every child has had to go through during their schooling. It may have been preparing a presentation, drawing up a poster or completing a worksheet. This is one subject that guarantees vastly varying opinions. Some believe there should be none at all and others find a reasonable amount of it quite useful. Some think less should be set, some think more. So, what is the reason for such contrasting opinions? What is the significance of home learning? Home learning is important as it allows students to develop and hone important skills, such as time management and discipline.

These are skills that students will find invaluable in the near future – including at higher education as well as their work career. It also acts as a way for the teacher, as well as the student themselves, to realise their current level along with their progress. Home learning also helps students to consolidate class work. Through this they can ensure full and clear understanding. Through completing their home learning students can gain several important life skills to make themselves more responsible.

Home learning gives students the responsibility of completing the given task by a given time. This encourages them to become more independent and disciplined. This may involve planning out their after-school time and deciding to complete a home learning task in a given time limit. For example, the student may plan to spend 20 minutes on their maths homework, take a ten-minute break, and then spend 30 minutes on geography. This is something they will find fundamental during exams as well as in their future careers.

**Here at Millfield we celebrate excellence and home-learning is no exception:-**

Congratulations go to students in Mathematics - who have produced outstanding examples of home learning, in which they have focused on solving problems involving direct proportion.



**Penny Atkinson**

**Solve problems involving direct proportion**

1. A shop sells school supplies.

a) Pens are sold in boxes. Each box contains 12 pens.

How many pens are there in 5 boxes?  $60$  ✓

How many pens are there in 50 boxes?  $600$  ✓

How many pens are there in 200 boxes?  $2400$  ✓

b) Pencils are sold in boxes. Each box contains 40 pencils.

How many pencils are there in 4 boxes?  $160$  ✓

How many pencils are there in 40 boxes?  $1600$  ✓

How many boxes do you need to buy to have 3,200 pencils?  $80$  ✓

c) Three boxes of rulers contain 150 rulers altogether.

How many rulers are there in 9 boxes?  $450$  ✓

How many rulers are there in 27 boxes?  $1350$  ✓

How many boxes do you need to buy to have 1,500 rulers?  $30$  ✓

How did you work out your answers? Talk about it with a partner.

2. Here is a recipe for 8 cupcakes.

Cupcakes (makes 8)

100 g butter  
100 g sugar  
2 eggs  
1 tsp vanilla extract  
120 g flour  
4 tsp milk

a) Complete these recipe cards.

Cupcakes (makes 4)

50 g butter  
50 g sugar  
1 egg  
½ tsp vanilla extract  
60 g flour  
2 tsp milk

Cupcakes (makes 20)

300 g butter  
300 g sugar  
6 eggs  
3 tsp vanilla extract  
360 g flour  
12 tsp milk

Cupcakes (makes 64)

800 g butter  
800 g sugar  
16 eggs  
8 tsp vanilla extract  
960 g flour  
32 tsp milk

b) Mo has half a kilogram of butter. What is the greatest number of cupcakes he can make using this recipe?  $40$  ✓

*You have calculated the amounts correctly using direct proportion.*

*Well done Penny!*

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## Reminder

In order to support your child with their home learning, please regularly log into Synergy to monitor the tasks that have been set and remind your child to complete them. The home learning policy can be viewed on our school website; this explains how much home learning your child should be set each week and the types of tasks they could be set.

Mr Wood

Lead Practitioner of Teaching and Learning (Technology).



This week the student council will be updating the **Equality Statement**. They will be discussing how equality is promoted at school and what they feel needs to be further developed.

This is also happening alongside the promotion of the **Positive Mental Health Project** which will be launched after the Easter holidays. Various activities will be happening during this half term.

The student council also have a meeting with a local charity group who are looking at developing Hawthorne Park. They have a meeting with their representatives, where they will visit the park and then discuss how it can be improved. The student council will also be hosting a charity event in school to raise funds for the park. The student council are firm believers in also developing our local community as well as the school.

## Graduation and Exceptional Awards

So far this half term the students have been working extremely hard to complete tasks and attend extra-curricular clubs. This programme has had a massive effect on the attendance figures for extra-curricular activities. In comparison to last year's attendance figures they have nearly doubled. This is a massive improvement.

The **Millfield party day** has been arranged for the 13<sup>th</sup> July: the inflatables have been booked and other parts of the day are currently being organised. More information will follow in the coming weeks.

Students need to be reminded that the cut off point for the graduation and exceptional awards is the Friday before the May half term. No tasks, improvements to attendance or BFL will be included after this point.

### KEY STAGE 4

It's been another busy time for our Key Stage 4 students. Year 11 have now received their revision programme and should be working their way through the daily tasks. Many students have reported that they appreciate the structure that this gives to their revision. Students are currently sitting mock exams in the core subjects and as always they are impressing us with their resilience and desire to achieve well.

Our Year 10 students have had an interesting array of experiences over the last two weeks. In addition to the careers day activities that all students took part in, year 10 have had an additional assembly in digital careers and the police have also delivered a session on cyber crime. Students have been very well prepared for work experience and we hope they have an interesting and enjoyable time.

Year 10 students are aware that we have begun the process of appointing a new senior student team. Please remember that the deadline for applications is 31<sup>st</sup> March.

**Miss Gower - Head of KS4**





# Teaching and Learning

Here at Millfield, we strive to ensure that all our students achieve highly, and that challenge lies at the very heart of our curriculum. Teaching staff work hard to ensure students remember more for longer by employing Teaching and Learning strategies such as **Metacognition, Retrieval, Challenge, Scaffolding and Interleaving**. This half term the Teaching and Learning team have been focusing on:

## Clarity and Questioning

Clarity in our instructions and clarity in our task delivery is vital to ensure teaching staff are challenging students and helping them achieve their potential. We have looked at ensuring we are being clear on what students will be learning in lessons and how this fits in to the “bigger picture”, being clear on expectations and providing model answers where appropriate.

Questioning is a key tool to assess a student’s understanding of a topic. At Millfield we encourage teaching staff to use a wide variety of questioning techniques; Cold calling, random name generator, giving students “think time” before answering a question, using level 2 interpretation questions such as “how did this occur?” and “why did this occur?”.

*If you would like to find out more about clarity and questioning here at Millfield, please don't hesitate to contact the teaching and learning team who will be happy to discuss this with you.*




Here are some of our numeracy leaders for maths. They have been chosen because they are really good at explaining and helping others.

They have been designated the job of helping students with numeracy in all subjects.



### CLARIFYING



**WHEN I CLARIFY, I:**

**EXPLAIN · REREAD · SOLVE  
MONITOR · REFINE · SIMPLIFY  
DEFINE · SHARPEN · REMEMBER**

**CLARIFYING QUESTIONS/STATEMENTS:**

• I need help understanding this part of this section.	• What context clues help you?
• Words I don't know or understand are...	• Add another example to figure out the meaning.

www.ccsk18.com



# Growth Mindset at Millfield

This year, one of our **Teaching and Learning** priorities is to encourage all students to have a '**Growth Mindset**'.



A growth mindset is a belief that abilities are not fixed, and that knowledge and skill can be developed over time; through effort and determination, capabilities can grow.

To support this, we have two initiatives running this half term. Please encourage your child to participate in the form 'Growth Mindset' lanyard challenge. All teachers have a positive phrase in their lanyard. The form which collectively gathers the most phrases before half term will win a prize.

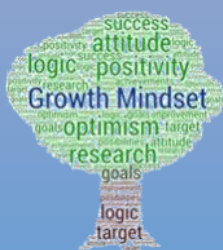
Additionally, we are trying a new concept with Year 8 - the Growth Mindset journals.

This requires all Year 8 students to spend two minutes at the end of each lesson asking themselves:

***'What could I not do?'***

***'What did I not understand?'***

They then need to spend some time at home, independently addressing these gaps in their knowledge - this may be through strategies including using the internet for research or speaking to a family member. We would be grateful if all Year 8 parents and carers would discuss these journals with their child. If these journals are effective in encouraging our students to become more independent learners, then this is something we will look to roll out to the rest of the school from September.



## DEVELOPING A GROWTH MINDSET



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

Keep Up  
The  
Good  
Work



## HOT CHOCOLATE WITH THE HEADTEACHER

Millie Walsh	8 R3 CCR
Cameron Carr	8 H4 TYE
Holly Leece	8 R3 CCR
Faith Smith-Wells	8 S3 PTY
Sophie Shreve	8 R3 CCR
Kean Goddard	8 S3 PTY

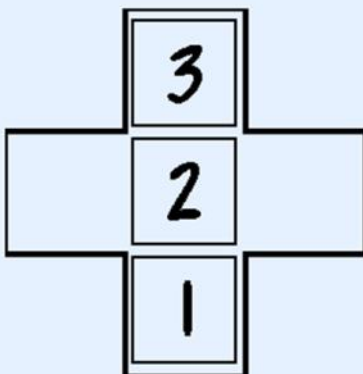
All of the above students have been nominated by Mrs Hall  
for their excellent work in Maths

*Be Exceptional*



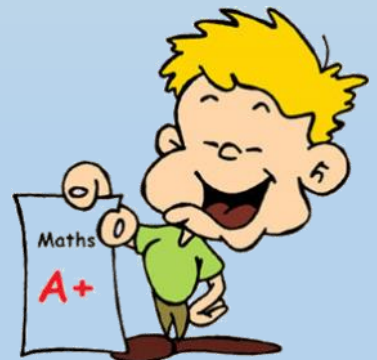
## Deputy Headteacher's Maths Challenge - Blockslide Puzzle

The diagram below shows a cross-shaped box containing three numbered blocks.



The puzzle is to slide the blocks around the box until the numbers read 1,2,3 as you go down.

How do you do it? And how many moves does it take?



Please email your worked solution to Mr Humphreys - [b.humphreys@millfield.lancs.sch.uk](mailto:b.humphreys@millfield.lancs.sch.uk)



# CAREERS WEEK



Wow! What a week! Last week was Millfield Careers Week. In lessons, as always, staff shared the bigger picture with students about what they were

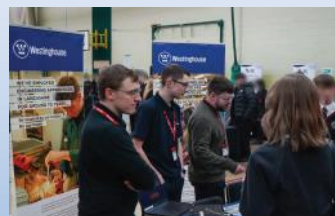
learning and how this will be used in the future. This enables students to have a better understanding of



why they are learning the different topics and skills and see the links and applications for the knowledge and skills in the future.

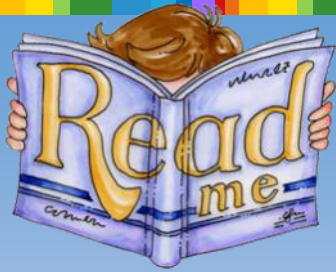


Careers week also coincided with the dropdown day on Wednesday where students developed skills in various career related activities such as CV writing and interview techniques. As part of the day, we also invited into school various education providers and employers from the local area for students to interact with and ask questions about their own future career paths at our Careers Fayre. I would like to thank all the employers and educational providers for giving up their time to take part in this fantastic event



Choose a job you love,  
and you will *never*  
have to *work* a day in your life.





# Recommended Reads

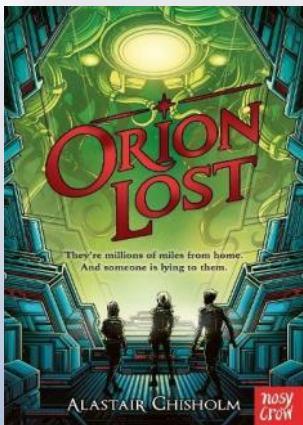
This fortnight's 'Library Books of the Week' are 'Orion Lost by Alastair Chisholm, and 'Am I Made of Stardust?' by Dr Maggie Aderin-Pocock

Week A's Library Book of the Week is

'Orion Lost'

After a catastrophic Unknown Event leaves the colony ship Orion stranded deep in space, it's up to 13-year-old Beth and her friends to navigate through treacherous and uncharted territory and reach safety.

But a heavily damaged ship, a mysterious alien species, space pirates, and an Artificial Intelligence which Beth suspects may be lying to her mean that getting home has never been so difficult.

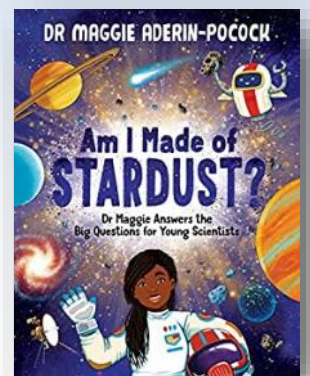


Hugely gripping, with incredible twists and a fast-paced, action-packed story, this is an unputdownable science fiction adventure – perfect for fans of Mortal Engines and Star Wars.

Week B's Library Book of the Week is

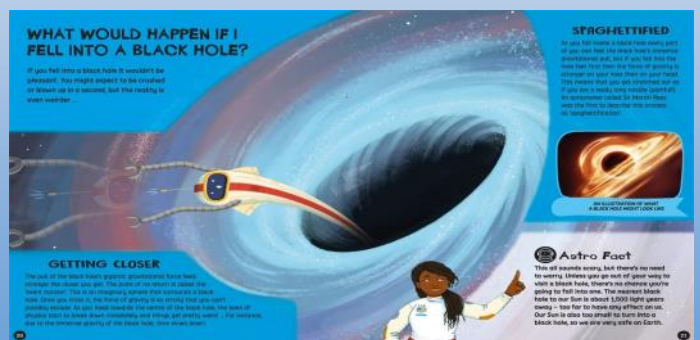
'Am I Made of Stardust?'

This is a collection of thrilling information for aspiring astronauts. Our Y7 students were lucky enough to take part in a virtual author visit with Dr. Maggie, last week.



*What would happen if I fell inside a black hole? Would I get a phone signal in space? From whether there are rainbows on other planets to what dinner tastes like on the International Space Station, this book is packed full of fabulous facts, mind-blowing insights and engaging explanations from the renowned space scientist.*

Written in Dr Maggie's fun, accessible style, and featuring out-of-this-world illustrations throughout, it's guaranteed to bring the wonders of space and science to life for young readers.





**Attendance continues to be excellent!**

We are currently 2.5% above the national average.

*Students who have excellent attendance from now until July will be invited to participate in our amazing activities day.*

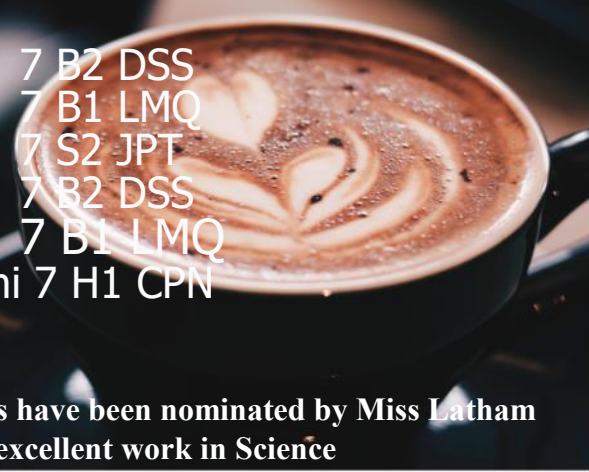
*More information to follow.*



With more students coming to school on bikes now spring is here, please remember **BIKE SAFETY**

**HOT CHOCOLATE WITH THE HEADTEACHER**

- Jake Eastwood 7 B2 DSS
- Lotus Diep 7 B1 LMQ
- Holly Hulse 7 S2 JPT
- Kourtney Anderson 7 B2 DSS
- Darcey Hart 7 B1 LMQ
- Emmanouela Sitzani 7 H1 CPN



All of the above students have been nominated by Miss Latham for their excellent work in Science

**WHAT TO DO ON THE ROADS**

When you get on your bike you should look around for traffic and pedestrians. Only set off when it is clear and safe.

Before making an maneuver you should look around to make sure it is safe, and then make a clear arm signal to show to other road users what you intend to do.

You should always keep your hands on the handlebars unless you are signaling a maneuver.

You should always take notice of traffic lights and road signs.

Whenever you can you should use a route away from busy roads. Always use a cycle path if it is available.

At road crossings and roundabouts it is often safer to get off your bike and walk across - like you would as a pedestrian.

It is always better to be safe than sorry. If you are unsure, take your time and wait for it to be clear.



This sign means Recommended route for cycles

Don't cycle where you see this sign.



**Bike Safety**

**BRAKES**  
- Test your brakes before you set off. Make sure they can stop your bike, and that they are not rubbing on the tyre.

**SEAT**  
- Your seat should be at the right height. Your feet should comfortably reach the ground when you are stationary.

**BELL**  
- A bell can be used to alert other people of where you are so that you don't crash into each other.

**LIGHTS**  
- If you are going to ride when it is dark make sure your bike is fitted with lights that are clean and working.

**HELMET**  
Always wear a helmet when riding your bike, it will help to protect your head if you fall.

**BRIGHT CLOTHING**  
Wearing bright clothing, a reflective sash, or a colourful bag will help other road users to see you.

**SHORTS**  
Wear shorts or roll up your trousers when riding your bike - loose clothing can get caught in the chain or spokes.

**SHOES**  
Make sure you are wearing sensible shoes when riding. You don't want to graze your toes or hurt your ankles.

**REFLECTORS**  
- Reflectors can help motorists to spot your bike. Make sure they are clean and fitted securely.

**DRINK**  
- If you are going on a long ride, take a drink with you. Cycling uses lots of energy so you should make sure that you replace it.

**TYRES**  
- Make sure your tyres are pumped up - give them a squeeze to check. If they are a low pump them up before you set off, get help from an adult if you need it.

# Have yourself a plastic free(ish) Easter

It is that time of year when we celebrate Easter with chocolate eggs, Easter bonnets, and egg painting competitions. Have you ever noticed, however, how much single use plastic there is at this time of the year?

## ***So, what can we do to reduce plastic waste this Easter?***

It can be tempting to buy plastic or polystyrene eggs, but they will often end up in land fill eventually, even if we do keep them for sentimental reasons for a few years. Try to avoid buying these and use real eggs instead. There are lots of websites with instructions on how to do this whilst avoiding any nasty smells or broken eggshells. You can use these for an egg hunting competition instead of plastic ones, but we use the small, foil wrapped chocolate eggs that come in cardboard boxes, and my children hunt for these.



Easter bonnets are another popular craft at this time of year. We try to avoid buying the usual decorations in the shops, and instead use natural materials, such as dried flowers and wool, to make our creations.



Why not get extra creative this year with chocolate too. There are lots of moulds you can buy to make your own chocolate egg, and you can decorate them and fill them with anything you choose. It makes the chocolate much more personal and would be a lovely gift. You can also use moulds to create your own chocolate lollies and small treats, instead of buying the plastic wrapped ones. If you do buy your chocolate eggs, have a look and see if there is any plastic packaging involved. Chocolate companies are getting better, but some still rely on the plastic insert to place their egg in.

The last thing you can do will save you money whilst also reducing plastic. When out shopping, try not to be too tempted to buy Easter decorations that come wrapped in, or are made of, plastic. Do you really need that plastic, inflatable bunny? Or the plastic egg tree? Or those foam eggs that, let's be honest, won't last long enough to be used next year. There are lots of wooden and paper crafts you can buy these days, so why not make your own decorations this year, and have some family fun at the same time.



[How to make a chocolate Easter egg | Jamie Oliver](#)



# NOTICE BOARD



**Attendance continues to be excellent!**  
We are currently 2.5% above the national average.



Students who have excellent attendance from now until July will be invited to participate in our amazing activities day. More information to follow.



Follow us on twitter @Millfieldhighsc

**Millfield Science and Performing Arts Coll...** @Millfieldhigh... · 19h ...  
The students at #TeamMillfield learnt The Art of Chinese Calligraphy in Mandarin Club today.  
#BeExceptional

**Millfield PE Dept** @MillfieldPEDept · 20h  
Our sports leaders excelling themselves again at the Lancashire School Games Sports Hall Athletics Finals for primary schools - a long day but still smiling! @WyreandFyldeSGO @Millfieldhighsc

**Millfield Science and Performing Arts Co...** @Millfieldhigh... · Mar 8 ...  
What an amazing day, all students in yrs 7 to 11 enjoyed chatting to local employers and colleges in our Careers Convention. Thank you to all the colleagues from the different sectors who gave up their time today, much appreciated.  
#NCW2023  
#TeamMillfield



## TERM DATES

Close	Friday	31st March 2023
Open	Monday	17th April 2023
Close	Friday	28th April 2023
Open	Tuesday	2nd May 2023
Close	Friday	5th May 2023
Open	Tuesday	9th May 2023
Close	Friday	26th May 2023
Open	Monday	5th June 2023
Close	Wednesday	19th July 2023



**Road safety**

**POLITE REMINDER:**

For the safety of all of our students at the start and the end of the day can I remind parents who are dropping off and picking up by car not to drive too quickly down Belvedere Road and to be courteous of other road users when parking. Many thanks for your understanding and support.



# What Parents & Carers Need to Know about

# GROUP CHATS

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## WHAT ARE THE RISKS?

Occurring through messaging apps, on social media and in online games, group chats are among the most popular ways that young people engage with their peers online. Involving, by definition, three or more individuals, these groups allow users to send messages, images and videos to everyone in one place. While they are useful for helping friends, people with shared interests or members of a club to communicate and coordinate activities, they can also leave young people feeling excluded and bullied – as well as providing opportunities for inappropriate content to be shared and viewed.

### BULLYING

Unkind comments or images which are purposely aimed at an individual can be shared freely in a group chat – allowing and often encouraging others to join in the bullying behaviour. If this content is shared in a group of their peers (especially a larger group), it serves to amplify the hurt, embarrassment, anxiety and isolation that the victim feels.

### SHARING GROUP CONTENT

It's important to remember that – while the content of the chat is private between those in the group – individual users can easily share a message, photo or video with others outside of the group or screenshot what's been posted. The risk of something your child intended as private becoming public (and potentially going viral) is higher if there are people they don't know well in the group.

### EXCLUSION AND ISOLATION

This common issue with group chats can happen in several ways: starting a new group, for instance, but deliberately excluding a certain child. Likewise, the chat may take place on an app which one child doesn't have access to, meaning they can't be involved. A child can also feel isolated when a group chat is used to discuss or share images from an event that everyone else but them attended.

### UNKNOWN MEMBERS

Within larger group chats, it's more likely your child will be communicating with people they don't really know. These strangers may be friends of the host, but not necessarily friendly toward your child. It's wise for young people not to share personal details and stay aware that they have no control over the messages and images they share after they've put them online.

### INAPPROPRIATE CONTENT

Some discussions in group chats may include inappropriate words, swearing and unsuitable images or videos. These could be viewed by your child if they are part of that group, whether they actively engage in it or not. Some chat apps have a disappearing message function, so your child may be unable to report something they've seen because it can only be viewed once or for a short time.

### NOTIFICATIONS AND FOMO

A drawback of large group chats is the sheer number of notifications. Every time someone in the group messages, your child's device will be 'pinged' with an alert; potentially, this could mean hundreds of notifications a day. Not only is this highly distracting, but young people's fear of missing out on the latest conversation results in increased screen time as they try to keep up with the chat.

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## Advice for Parents & Carers

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### CONSIDER OTHERS' FEELINGS

Group chats are often an arena for young people to gain social status. This could cause them to do or say things on impulse, which could upset others in the group. Encourage your child to consider how other people might feel if they engaged in this behaviour. If your child does upset a member of their group chat, support them to reach out, show empathy and apologise for their mistake.

### GIVE SUPPORT, NOT JUDGEMENT

Remind your child that they can confide in you if they feel bullied or excluded in a group chat, instead of responding to the person who's upset them. Validate their hurt feelings and help to put them back in control by discussing how they'd like to handle the situation. On a related note, you could also empower your child to speak up if they're in a chat where others are being picked on.

### BLOCK, REPORT AND LEAVE

If your child is in a chat where inappropriate content is being shared, advise them to block the users sending the material, report them to the host app or platform and exit the group. If any of this content could be putting a minor at risk, contact the police. Emphasise to your child that it's OK for them to simply leave any group chat that they don't feel comfortable being a part of.

### PRACTISE SAFE SHARING

In any online communication, it's vital for young people to be aware of what they're sharing and who might potentially see it. Discuss the importance of not revealing identifiable details like their address, their school or photos that they wouldn't like to be seen widely. Remind them that once something is shared in a group, they lose control of where it may end up and how it might be used.

### AVOID INVITING STRANGERS

Sadly, many individuals online hide their true identity to gain a child's trust – for example, to gather information on them, to exchange inappropriate content or to coax them into doing things they aren't comfortable with. Ensure your child understands why they shouldn't add people they don't know to a group chat – and, especially, to never accept a group chat invitation from a stranger.

### SILENCE NOTIFICATIONS

Having a phone or tablet bombarded with notifications from a group chat can be a massive irritation and distraction – especially if it's happening late in the evening. Explain to your child that they can still be part of the group chat, but that it would be healthier for them to turn off or mute the notifications and catch up with the conversation at a time which better suits them.

### Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



Sources: <https://www.bbc.com/news/health-56182841> | <https://www.nos.org.uk/keeping-children-safe/online-safety/social-media/chat-apps/>



[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)



@natonlinesafety



/NationalOnlineSafety



@nationalonlinesafety

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