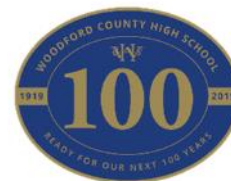


# Woodford County High School for Girls

## Bulletin

Issue No. 389

1st February 2022



Dear Parents,

AllAboutSchoolLeavers are hosting free virtual apprenticeship events and open evenings for students across the UK.

### **Post-16 events**

We are working with Rolls Royce, BT and AstraZeneca for students post-16. These opportunities are not limited to practical roles (e.g. technician/engineering) and also include business and marketing roles.

Students can sign up by clicking the below links.

#### **Rolls Royce - Benefits of Apprenticeships**

8th February 2022, 4.30pm-5.30pm

<https://www.schoolleaverfair.co.uk/auditorium/live-webinars/60/benefits-of-apprenticeships>

#### **Virtual open evening with BT**

10th February 2022, 4pm-5pm

<https://www.schoolleaverfair.co.uk/auditorium/live-webinars/64/virtual-open-evening-with-bt>

#### **Introduction to AstraZeneca & Making an Apprenticeship Application**

10th February 2022, 5pm-6pm

<https://www.schoolleaverfair.co.uk/auditorium/live-webinars/66/introduction-to-astrazeneca-making-an-apprenticeship-application>

### **Post-18 events**

We are working with Standard Chartered and Schroders at post-18 level, for students interested in a career in finance.

Students can sign up by clicking the links below.

#### **Standard Chartered - virtual open evening**

27th January 2022, 4pm-5pm

<https://www.schoolleaverfair.co.uk/auditorium/live-webinars/61/virtual-open-evening-with-standard-chartered>

#### **Schroders - virtual open evening**

2nd February 2022, 4pm-5.30pm

<https://www.schoolleaverfair.co.uk/auditorium/live-webinars/59/virtual-open-evening-with-schroders>

***Students, parents and schools can browse and sign up for all of our events here:***

<https://www.schoolleaverfair.co.uk/auditorium/live-webinars>

# Apprenticeships Build The Future

National Apprenticeship Week 7-13 February 2022



Earn while you learn with an apprenticeship. Find out more from our schools team: [Click here](#)



We deliver apprenticeship training at employers premises or at one of our college campuses: Ardleigh Green, Epping, Hackney, Havering Sixth Form, Redbridge or Tower Hamlets.



## MYTH BUSTER

**Apprenticeships are for people aged over 18...**

**BUSTED:** Apprenticeships are rapidly becoming the preferred way for 16 to 18-year-olds to get a foothold on the career ladder. Employers are being actively encouraged by the government to take on apprentices aged between 16 and 18 and they are often eligible to claim incentives for employing young people in this age bracket.

## MYTH BUSTER

**If I choose to do an apprenticeship I won't be able to go to university...**

**BUSTED:** Apprenticeships are formal, recognised qualifications and can be used as an alternative route into university or into degree level study. Please seek further advice and guidance from college staff (Admissions or Business Development) as there are variations on what is available according to the subject area taken. You can now achieve a degree as an apprentice.



Employers all over the UK recognise and value apprenticeships as they show you've been trained in the skills you need.



A day in the life of an apprentice. [Check out these videos](#)

## JOIN IN THE CONVERSATION



**Tuesday 8 February**

**#AskTheEmployer with Wates Construction Live Session 9-10am**

Join Wates Construction and some of their apprentices from LBOH as they discuss apprenticeship opportunities and answer all your burning questions.

[Access the session here](#)



**Wednesday 9 February**

**#AskTheApprentice**

Join us as our NCC apprentices take over our twitter for the day to answer all your questions.

[Join in the conversation here @NewCityCol](#)

**Have you set up your NAS Account?**

[Click here](#) for a simple guide



**Find out more**

0330 135 9000

[www.ncclondon.ac.uk/become-an-apprentice](http://www.ncclondon.ac.uk/become-an-apprentice)

# Apprenticeships Success Stories

## DESINA

College: Attlee A Level Academy

Studied: A Levels

Apprenticeship: Accountancy Degree Apprenticeship with KPMG in Canary Wharf.



## HIBBAN MUSTHAFA

Former school: Eastlea School

College: Sixth Form

Studied: A Levels

Apprenticeship: Architectural Assistant on a Trailblazer Apprenticeship with Scott Brownrigg, then progressed to continue an apprenticeship at Shephard Epstein Hunter.



## ELLIS VANNER

Former School: Coopers Coborn School

College: Sixth Form

Studied: Business BTEC Ext. Diploma

Apprenticeship: Royal Bank of Canada.



## MATTHEW TURNPENNY

Former School: Brentwood County High School

College: Havering College of Further & Higher Education

Studied: Level 2 BTEC and Level 3 Apprenticeship in Engineering

Apprenticeship: Mechanical & Management Apprenticeship with Costain and now working as a Project Engineer on the Crossrail project.



## CHARLOTTE SMALLEY

Former School: Emerson Park Academy

College: Sixth Form

Studied: A Levels

Apprenticeship: Audit Associate Apprenticeship at EY (Ernst & Young) in the City.



## GEORGIA WAZNY

Former School: Hall Mead School

College: Sixth Form

Studied: A Levels

Apprenticeship: Merchandising Admin Assistant Apprenticeship with Arcadia at Topshop, in Oxford Street.



## FEMI ANTHONY-WILLIAMS

Former School: Harris Academy Rainham

College: Sixth Form

Studied: A Levels

Apprenticeship: NatWest Degree Apprenticeship.



## ELLIE-MAY BEARMAN

After completing an undergraduate degree in English Language and Linguistics, I thought I'd have a world of opportunity at my fingertips. However, I quickly realised many of the job roles I had an interest in required further study. I was stuck with a degree with little prospects.

After looking into the different pathways, I applied to New City College for a **Digital Marketing Apprenticeship**. This role has given me access to enter an exciting new career but the support I have received along the way has been motivational.



**Find out more**

0330 135 9000

[www.ncclondon.ac.uk/become-an-apprentice](http://www.ncclondon.ac.uk/become-an-apprentice)



## Ending self Isolation early using Lateral Flow Device (LFD) Tests from 17 January 2022

Day of Isolation					
Day 0	Days 1 – 4	Day 5	Day 6	Days 7-9	Day 10
Self-isolation starts  1 <sup>st</sup> day of symptoms or day of positive covid-19 test (PCR or LFD)	Self-isolate	Self-isolate  Take an LFD test (preferably early in the morning)	Self-isolate  Take an LFD test <b>24 hours</b> after the last one	Self-isolate  Take an LFD test <b>24 hours</b> after the last one	Continue to self-isolate if previous LFD tests were positive
		<b>POSITIVE LFD</b> Continue to self-isolate	<b>POSITIVE LFD</b> Continue to self-isolate	<b>POSITIVE LFD</b> Continue to self-isolate	
		<b>Negative LFD</b> Continue to self-isolate	<b>Negative* LFD</b> Self-isolation ends**	<b>Negative* LFD</b> Self-isolation ends**	<b>End Self Isolation at 23.59 hours at the end of day 10</b>
<p>* Students can stop self-isolating &amp; return to school provided that they feel well and DO NOT have a raised temperature</p> <p>** Evidence required of 2 confirmatory negative LFD test results from 2 consecutive days (from day 5 onwards) to end isolation early</p>					



### Self-isolation periods for those who test positive for COVID-19



From Monday 17 January 2022, people who are self-isolating with Covid-19 will have the option to reduce their isolation period after 5 full days if they test negative with an LFD test on both day 5 and day 6, they feel well and they do not have a raised temperature. For example, if they test negative on the morning of day 5 and the morning of day 6, they can return to their education setting immediately on day 6. Please note that day 0 is the 1st day of symptoms or the day of the test if no symptoms are present. The 1st test must be taken no earlier than day 5 of the self-isolation period and the 2nd must be taken the following day. All results should be [reported to NHS Test and Trace](#) as well as emailed to [covidresult@woodford.redbridge.sch.uk](mailto:covidresult@woodford.redbridge.sch.uk). If the results of either are positive, the student should continue to self-isolate until they get negative results from 2 LFD tests on consecutive days or until they have completed 10 full days of self-isolation, whichever is earliest. Anyone who is unable to take LFD tests or anyone who continues to have a raised temperature will need to complete the full 10 day self-isolation period.



### IMPORTANT INFORMATION - RETURNING TO SCHOOL FOLLOWING SELF-ISOLATION



#### PARENTS

##### If ending isolation early using LFD tests:

- Please ensure your daughter is feeling well and **DOES NOT** have a raised temperature
- **IN ADVANCE** of your daughter's return to school early from self-isolation **YOU MUST:**
  - Report (via email) the date of your daughter's return to school
  - Supply 2 NHS confirmations of a negative test result from 2 consecutive days (after day 5) if reducing the isolation period
- Email all the above to [covidresult@woodford.redbridge.sch.uk](mailto:covidresult@woodford.redbridge.sch.uk), stating your daughter's **FULL** name, **YEAR** and **FORM**.
- Failure to provide the required evidence will result in your daughter being sent home to continue to isolate.

##### If completed the full 10 days isolation period:

- Your daughter can return to school without the requirement to provide negative LFD test results provided she feels well and **DOES NOT** have a raised temperature.

#### STUDENTS

Report to the **Medical Room** between **8:00am & 8:20am** on day of return to school to conduct an on-site lateral flow test before re-joining your class

We are grateful to students and to parents for compliance with guidance and for helping us keep the virus at bay

# Blended Learning

As you know, the school offers blended learning for those students who are forced to self-isolate because of Covid. This is done through Microsoft Teams.

Unfortunately we have had a number of cases where teachers have started the lesson but students have not tuned in. Teachers have then tried to contact the student, wasting valuable time and disrupting the lesson for all the other pupils.

As a consequence, staff have been instructed henceforth to start the lesson on Teams to allow pupils to tune in for blended learning, but neither they nor our administrative support staff will take further action if the student fails to appear. Unfortunately we do not have the resources to chase up every absence from blended learning lessons. Any pupil who does not attend blended learning sessions will then have to follow up on missing work when they return to school, as would be the case with any other illness.

If, on the other hand, the absence is owing to technical problems, please contact the school and inform us and we will see what can be done to rectify the problem.

If your daughter is currently, or in the future, isolating because of Covid we would ask that you support their learning by monitoring as best you can their attendance at blended learning sessions.



## Coronavirus information hub

Find out the latest information, support and service updates

## AFTER SCHOOL CLUBS

MARCH/APRIL 2022

Dear parents, we have a few spaces left in March's after school clubs, these are available on ParentPay now.

- v Musical theatre.
- v Pop workshop.
- v Street food.
- v Drama.
- v Pop workshop.
- v Dance.
- v Self defence.
- v Tastes from around the world.

Thank you.

Ms Dawson



## **LOST PROPERTY**

Do you recognise any of the below items? Please come and collect them from the Main School Office. Thank you.



## **REMINDER**

Please remind your daughter to bring in her face mask, lanyard, locker key and fob to school every day.







# Spring Term Career Opportunities

## For Ages 12-18

*Available in 20+ industries: In-person at UCL or live online*



Your students can now register for our spring term career opportunities, which are available in 20+ cutting-edge industries. **Students will learn directly from some of the UK's best professionals** - doctors, forensic scientists, architects, MPs, filmmakers, engineers and more - through a series of live, interactive simulations which provide tailor-made, professional experience to ages 12-18.

Students can choose to attend either at UCL or live online from the comfort of their own homes.

[VIEW ALL: AGES 15-18](#)

[VIEW ALL: AGES 12-14](#)



## Invitation for Parents: Success Beyond School



We are delighted to announce the first events in our *Success Beyond School* series for 2022. **These are free-of-charge, live online seminars featuring career experts, designed to help parents amplify their children's career potential.**

We have 5 fantastic seminars this term, including topics such as 'how to help your child choose their career' and 'how to inspire young women to become entrepreneurs.' **These events are for parents of students aged 12-18 and are free to attend.**

[View All & Register](#)



## Redbridge Children's Book Award 2022

### Poetry Competition



Write a poem (maximum 40 lines) on the following theme:

#### Choices

The competition has two age categories: Junior (Years 6 and 7) and Teen (Years 8 upwards)

**Closing Date: Friday 25 February 2022**

Poems should be in WORD and handed in to your school librarian or teacher who will select the best five to submit to the competition.

Please include your name, age, year group, address and school.

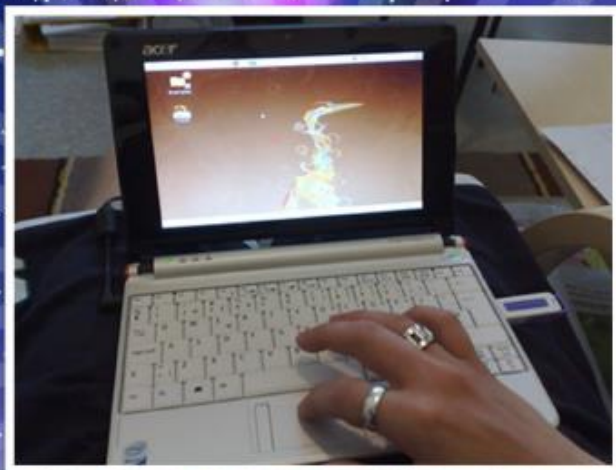


[Visionrd.org.uk/sls](http://Visionrd.org.uk/sls)

London Borough of  
Redbridge

## Redbridge Children's Book Award 2021

### Short Story Competition



Write a short story, using the phrase:

**I slid the memory stick into the USB port of my computer...**  
(maximum length of story 1500 words)

The competition has two age categories: Junior (Years 6 and 7) and Teen (Years 8 upwards)

**Closing Date: Friday 25 February 2022**

Stories should be in WORD and handed in to your school librarian or teacher who will select the best five to submit to the competition.

Please include your name, age, year group, address and school.



[Visionrd.org.uk/sls](http://Visionrd.org.uk/sls)

London Borough of  
Redbridge

# RETURN Your Library Books



Please return all overdue Library books. Our records show that we have a number of seriously overdue books on loan.

If you are unsure of the status of your Library account see me in the Library to discuss.

I am currently issuing overdue notices to students.

Many thanks,  
**Danielle Horn**  
Librarian

Currently reading .... They Wish They Were Us (RBA 2022 Longlist)

## MUSIC CLUBS

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lunchtime</b>	<b>Junior Choir</b> <i>(SF1)</i> 13:50- 14:35	<b>Junior Band</b> IBO <i>(SF1)</i> 13:50- 14:40	<b>Jazz Band</b> KHN <i>(SF1)</i> 13:25-14:15  <b>String orchestra</b> IBO <i>(SF2)</i> 13:30-14:20	<b>Senior Choir</b> KHA <i>(SF1)</i> 13:25- 14:05  <b>Theory and GCSE/A-level support</b> IBO <i>(SF2)</i> 13:30-14:20	<b>Orchestra</b> IBO <i>(SF1)</i> 13:30-14:20
<b>After school</b>	<b>GCSE/A-level support</b> IBO <i>(SF2)</i> 15:45-16:30  <b>Brass Ensemble</b> <i>(SF2)</i> 15:45-16:15	<b>Chamber groups</b> IBO <i>(SF1)</i> 15:45-16:30			

**These music sessions will be on weekly, girls should bring their own instrument and no registration is required for the sessions.**



Please note that the Spring Recital date has changed to **Tuesday 8th February** at the same time of 18:00-20:00, rather than 10th February as stated originally in the calendar.

Please do come and support the students who will be performing a range of musical items across all year groups.

# PE Extra-curricular (Spring)

January 2022



@wchsukpe

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Before School</b>					<b>All Year Groups Morning Mile</b> <i>JBR-Field</i> 7:50—8:15  <b>Year 11 Badminton</b> <i>VJA-Sports Hall</i> 7:50—8:20
<b>Lunch time (Times vary)</b>	<b>Year 10 Badminton</b> <i>HBA-Sports Hall</i> 13:35—14:00	<b>Running Club with Rachael Lam (Y12)</b> <i>Field</i> 13:40—14:10  <b>Year 10/11 Netball</b> <i>VJA/LMA Sports Hall</i> 13:30—14:00	<b>Year 7 (Week A) / Year 8 (Week B) Futsal</b> <i>TLE—Sports Hall</i> 13:30—14:00  <b>Boxercise (Invitation Only)</b> <i>HBA-Dance Studio</i> 13:40—14:10  <b>Year 10 GCSE PE Theory</b> <i>KRI—SH3</i> 13:30—14:00	<b>Year 9 Netball</b> <i>HBA-Netball Courts</i> 13:40—14:20  <b>Year 8 Badminton</b> <i>JBR—Sports Hall</i> 13:35—14:05	<b>Year 7 Athletics</b> <i>KRI—Sports Hall</i> 13:30—14:10
<b>After school</b>	<b>Year 7 Netball</b> <i>VJA/LMA Sports Hall</i> 15:40—16:40		<b>Year 7 (Week A) / Year 10 (Week B) Trampolining</b> <i>JBR/LMA Sports Hall</i> 15:45—16:45	<b>Year 8 Netball</b> <i>JBR-Sports Hall</i> 15:40—16:50	<b>Year 10 Prisons</b> <i>JGR-Sports Hall</i> 15:45—16:15





As part of Woodford's involvement in the Sport England Teacher Training Programme we are required to complete two surveys, Staff and Student.

Could you please encourage your daughter to fill out this survey.

Please note: The surveys will need to be completed again at the end of the programme in July 2022.

The survey covers generic questions related to Physical exercise inside and outside of school.

It is anonymous, requiring only to indicate the school the students are linked to in the programme.

The survey should take approximately 10 minutes.

**Behaviour and attitudes survey towards physical activity**

# **Behaviour and attitudes survey towards physical activity**

**Please click 'next' to begin.**

**NEXT >**



## **Winter cricket for Girls (and Boys) of all abilities**

Bancroft Lions Cricket Club is a clubmarked family friendly club led by experienced and qualified cricket coaches for children and young adults from 7 years of age. We provide an early opportunity for all girls and boys to play organised, fun and competitive cricket and multi skills to suit their age and abilities. Opportunities exist to play in the numerous teams we manage during the year, from soft ball Fundamentals to friendlies, festivals, camps tournaments and leagues with local clubs. Following the success of our ECB AllStars and Dynamos programmes, we have a very big focus on Girls cricket. We as a club pride ourselves on providing opportunities for numerous other team based social activities.

### **Indoor training**

**Where:** Every Wednesday from 6.30 – 8pm at the Peter May Centre, 135 Wadham Road, Walthamstow, E17 4HR. **From 12<sup>th</sup> Jan 2022**

**Fees:** ~~£8.00~~ per session with very significant bulk discount of just **£60** inclusive for min 12 plus sessions until the outdoor summer programme which start in Mid April. Further concessions for siblings (details on request, including for alternative, additional and girls only sessions).

Due to the success of the ongoing association new Girls from Woodford CHS benefit from a **FREE** introductory sessions with this flyer. Just come along, all equipment provided. Limited availability.

Please contact Mr David Walcott on [bancroftlions@btinternet.com](mailto:bancroftlions@btinternet.com) or

Mobile 0785 287 1093. You can find more details about Bancroft Lions on our website.

[www.bancroftlions.club](http://www.bancroftlions.club)





# The Platinum Pudding Competition

Would you like to see your pudding creation served up at street parties and other celebrations up and down the country? Fortnum & Mason is inviting you to invent the Jubilee Pudding for The Queen's Platinum Jubilee in 2022.

The winning pudding will be an important part of the celebrations marking Her Majesty's 70 years as Monarch. And the creator of the winning pudding will be invited to be at the centre of the celebrations.

Get cooking, and your creation could be a joyful and delicious part of the first ever Platinum Jubilee.

**ENTER THE COMPETITION**

*[Read our FAQs >](#)*





# Online safety Training for Parents

February 2022

Dear Parents

Congratulations to those of you that completed the online safety training last month.

Due to popular demand this is being made available again for parents that missed out last month.

Remember that this can be carried out in the comfort of your own home at a time that suits you best! There is no time limit once you commence the training but please allow yourself twenty minutes to complete this comfortably.

Don't forget to enter your name in full at the start as once completed you will be able to download your certificate. The most up to date training link can always be found [here](#) on the school website.

[Click here to start your online safety Training for Parents](#)

Regards

Mrs Del Giudice  
Network Manager



# GROUNDSWELL. PROJECT



## Mothers' online Safeguarding course

- Learn about issues that affect young people and children such as online safety, extremism, hate crime, loneliness, self esteem, social media, cyberbullying and more!
- Feel equipped and confident to challenge online harms
- Workshops are interactive and delivered by experts in the field and take a nuanced perspective on the lives of young people and children today
- Meet other mothers who are also interested in understanding these important issues
- Every Tuesday and Thursday online in March
- Certificates awarded for completion

# MOTHERS FOR CHANGE

**FREE COURSE!**

**LIMITED PLACES**

4 week starting  
Tuesday March  
1st 10:00-12:00



**EMAIL**



**Maeve@groundswell.world**



London Borough of  
**Redbridge**





# Redbridge Educational Wellbeing Team (REWT)

## Parent Workshops

REWT are excited to be delivering parent workshops to support the wellbeing of Redbridge parents and their children. Please register for the workshops using the links or QR codes below.

### Understanding and Supporting Anxiety and Low Mood

**1st February (10:30-11:30am)**

<https://tinyurl.com/4h8a382r>



### Understanding and Supporting Bereavement and Loss

**9th February (6-7pm)**

<https://tinyurl.com/yc5jfnvf>



### Parent Actions to Tackle Stress

**21st February (1:30 - 2:30pm)**

<https://tinyurl.com/2p88vyuk>



### Parent Actions to Improve Wellbeing

**22nd March (6-7pm)**

<https://tinyurl.com/mw5sn7fs>



Please email [REWT@redbridge.gov.uk](mailto:REWT@redbridge.gov.uk) if  
you have any queries

London Borough of

**Redbridge**







The whole concept of social media relies upon users having friends and/or followers. 'Friends' tend to be those with whom users will share their own personal profile. It's usually a mutual relationship with both parties able to engage and interact with everything their friends post online. 'Followers' on the other hand can typically be just one-way relationships and, dependent on the platform, only provide access to certain aspects of an individual's profile, such as a person's content feed. A common trait that often exists between the two however is the desire to gather as many friends or followers as possible.

25K



## What parents need to know about SOCIAL PRESSURES LINKED TO 'FRIENDS & FOLLOWERS'



### POSSIBLE 'FRIEND ENVY'

Children may compare the number of friends or followers that they have with their own online friends and people they know. In some cases, this could lead to 'friend envy', particularly if they see this as a sign of popularity. This could lead to your child showing signs of jealousy and resorting to sending friend requests to people they don't know that well, or even strangers, in a desperate bid to increase their own status online.



### OPEN DOOR POLICY

Another way that children can increase their following is by leaving their accounts open so that they can be easily found, and anybody can view their posts. This is in the hope that other users will like their posts and decide to follow them, therefore increasing their numbers. Once again, this can leave your child vulnerable to being followed by strangers or people who have dishonest intentions.



### COLLECTING 'FAKE' FRIENDS

Children who feel under pressure to increase their friend count or want to increase their following as quickly as possible can be vulnerable to collecting 'fake' friends. They may, for example, accept friend requests from people they don't know very well or from complete strangers, inadvertently leaving themselves open to online bullies, trolls or even the possibility of being groomed.



### CONSTANT NEED TO PLEASE

As children start to gain more friends or an increasing number of followers, they might start to feel an added level of pressure to provide them with more interesting and likeable content. Almost as if they now have an audience waiting, this constant need to please may be an extra burden that pushes your child into oversharing personal information or posting material that is inappropriate or offensive, inaccurately portraying what they're actually like in the offline world.



### FEELINGS OF REJECTION

Just like increasing friends and followers can bring a sense of happiness and satisfaction, so the loss of friends and followers can cause children to suffer feelings of sadness and rejection. Depending on how invested your child is in their social media activities, this could influence their attitude and behaviour offline and potentially have a negative impact on their mental health and wellbeing.

## Safety Tips For Parents

### BE THEIR FRIEND OR FOLLOWER

The best way to know who your child is friends with online or who follows them is to be their friend or follower yourself. This will allow you to see who your child is engaging with most online or open up discussions about how they know certain people they've added to their network who you haven't heard them speak about before or you yourself don't know.

### BEHAVE ONLINE AS THEY WOULD OFFLINE

Your child's behaviour online should always be treated as an extension of their behaviour offline. Discuss with your child the pitfalls of trying to be somebody they're not and that trying to please everybody will only make them unhappy. Tell them that they should be proud of who they are and that they should always behave in an appropriate and responsible way when posting content online.



### TURN ON PRIVACY CONTROLS

All social media platforms have their own privacy controls which can be used to help protect children online. For instance, removing the ability for strangers to comment on public posts or having a screening process for friend or follow requests is good practice which can help to ensure your child's experience online is a safer one.

### TALK TO THEM ABOUT THE VALUE OF REAL FRIENDSHIP

Social media can often distort what true relationships and friendships should actually be like. It's important to teach your child the value of true friendships and that meeting and speaking to people face to face in the real world, offline, is often a better way to build a more trusting and confident relationship with someone rather than just speaking to them online.



### TALK ABOUT STRANGERS

If privacy measures have been put in place, then usually your child will receive a notification if somebody tries to befriend them online. Talk to your child about making sure they don't open up their personal life to people they don't know and that if they are ever in any doubt, they should never accept a friend request from a stranger.

### DISCUSS WHAT BEING POPULAR ACTUALLY IS

A higher number of followers can be a measure of popularity but can also lack substance beyond just the number itself. Discuss with your child that popularity can come and go and that a large number of followers doesn't necessarily mean a large number of friends, particularly online where the real value in a relationship cannot be accurately determined.



### Meet our expert

Pete Badh is a writer with over 10+ years in research and analysis. Working within a specialist area for West Yorkshire Police, Pete has contributed work which has been pivotal in successfully winning high profile cases in court as well as writing as a subject matter expert for industry handbooks.





# What Parents & Carers Need to Know about

# YOUTUBE

YouTube is a video-sharing social media platform that allows billions of people around the world to watch, share and upload their own videos with a vast range of content – including sport, entertainment, education and lots more. It's a superb space for people to consume content that they're interested in. As a result, this astronomically popular platform has had a huge social impact: influencing online culture on a global scale and creating new celebrities.

## INAPPROPRIATE CONTENT

YouTube is free and can be accessed via numerous devices, even without creating a YouTube account. Some content is flagged as 'age-restricted' (requiring the user to be logged into an account with a verified age of 18), but children can still view some mildly inappropriate material. This can include profanity and violence, which some young users may find upsetting.

## CONNECT WITH STRANGERS

YouTube is a social media platform which allows people to interact with other (usually unknown) users. Account holders can leave comments on any video they have access to, as well as messaging other users directly. Connecting with strangers online, of course, can potentially lead to children being exposed to adult language, to cyberbullying and even to encountering online predators.

## SUGGESTED CONTENT

YouTube recommends videos related to what the user has previously watched on their account, aiming to provide content that will interest them. This is intended to be helpful but can also lead to binge-watching and the risk of screen addiction, especially if 'auto-play' is activated. Users without an account are shown popular videos from the last 24 hours, which might not always be suitable for children.

## HIGH VISIBILITY

Content creators can also be put at risk – especially young ones who try to make their online presence as visible as possible. Creating and uploading content exposes children to potential harassment and toxicity from the comments section, along with the possibility of direct messaging from strangers. Videos posted publicly can be watched by anyone in the world.

## TRENDS AND CHALLENGES

YouTube is teeming with trends, challenges and memes that are fun to watch and join in with. Children often find these immensely entertaining and might want to try them out. Most challenges tend to be safe, but many others may harm children through either watching or copying. The painful 'salt and ice challenge', which can cause injuries very quickly, is just one of many such examples.

## SNEAKY SCAMMERS

Popular YouTube channels regularly have scammers posing as a well-known influencer in the comments section, attempting to lure users into clicking on their phishing links. Scammers impersonate YouTubers by adopting their names and profile images, and sometimes offer cash gifts or 'get rich quick' schemes. Children may not realise that these users are not who they claim to be.

## Advice for Parents & Carers

### APPLY RESTRICTED MODE

Restricted Mode is an optional setting that prevents YouTube from showing inappropriate content (such as drug and alcohol abuse, graphic violence and sexual situations) to underage viewers. To prevent your child from chancing across age-inappropriate content on the platform, we would recommend enabling Restricted Mode on each device that your child uses to access YouTube.



### TRY GOOGLE FAMILY

Creating a Google Family account allows you to monitor what your child is watching, uploading and sharing with other users. It will also display their recently watched videos, searches and recommended videos. In general, a Google Family account gives you an oversight of how your child is using sites like YouTube and helps you ensure they are only accessing appropriate content.

### CHECK PRIVACY SETTINGS

YouTube gives users the option of uploading videos as 'private' or 'unlisted' – so they could be shared exclusively with family and friends, for example. Comments on videos can also be disabled and channels that your child is subscribed to can be hidden. If your child is only uploading videos that are protected as 'private', they are far less likely to receive direct messages from strangers.

### CHECK OTHER PLATFORMS

Influential content creators usually have other social media accounts which they encourage their fans to follow. Having an open discussion about this with your child makes it easier to find out how else they might be following a particular creator online. It also opens up avenues for you to check out that creator's other channels to see what type of content your child is being exposed to.

### MONITOR ENGAGEMENT

YouTube is the online viewing platform of choice for billions of people, many of them children. Younger children will watch different content to older ones, of course, and react to content differently. You may want to keep an eye on how your child interacts with content on YouTube – and, if applicable, with content creators – to understand the types of videos they are interested in.

### LIMIT SPENDING

Although YouTube is free, it does offer some in-app purchases: users can rent and buy TV shows and movies to watch, for example. If you're not comfortable with your child purchasing content online, limit their access to your bank cards and online payment methods. Many parents have discovered to their cost that a child happily devouring a paid-for series quickly leads to an unexpected bill!

## Meet Our Expert

Claire Godwin (a.k.a. Lunawolf) has worked as an editor and journalist in the gaming industry since 2015, providing websites with event coverage, reviews and gaming guides. She is the owner of Lunawolf Gaming and is currently working on various gaming-related projects including game development and writing non-fiction books.



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# New Year, New Challenge



## Foster for Redbridge

020 8708 6068

[fostering@redbridge.gov.uk](mailto:fostering@redbridge.gov.uk)

[WWW.WOODFORD.REDBRIDGE.SCH.UK](http://WWW.WOODFORD.REDBRIDGE.SCH.UK)

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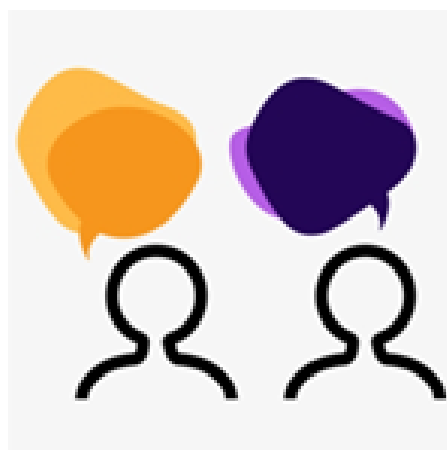


## Educational Psychology Parent Helpline

*Would you like to talk to someone about difficulties that you or your child are experiencing during the COVID-19 pandemic? Do you need some support with creating a daily routine for your child? Are you concerned about your child's emotional wellbeing? Are you struggling to motivate your children at home or manage sibling relationships? The Educational Psychology Service are here to support you.*

The Redbridge Educational Psychology Service have a **dedicated telephone helpline for parents/carers** where you will receive advice and guidance from a professional psychologist.

The EPS helpline is available for all parents and carers - your child does not need to be known to the EPS, does not need to have a special educational need or additional support within school. We welcome calls from all parents and carers.



### EPS Helpline

Telephone: 077 41 3 31 009

Opening hours:

Every Wednesday 10am - 4pm

Webpage: <https://www.redbridge.gov.uk/schools/educational-psychology-service/>



FIND: [Educational Psychology Service](#)

@Redbridge\_aep Twitter account.

# Dates for the Diary

<b>SPRING 2022</b>		
Term	Tuesday 4 January 2022	Friday 11 February 2022
<b>School Closure In Lieu of 3 June 2022</b>	<b>Friday 11 February 2022</b>	
Half-term	<b>Monday 14 February 2022</b>	<b>Friday 18 February 2022</b>
Term	Monday 21 February 2022	Friday 1 April 2022
Non-Contact Day	<b>Tuesday 8 March 2022</b>	
<b>SUMMER 2022</b>		
Term	Tuesday 19 April 2022	Friday 27 May 2022
Half-term	<b>Monday 30 May 2022</b>	<b>Friday 3 June 2022</b>
Term	Monday 6 June 2022	Friday 22 July 2022
Non-Contact Day	<b>Wednesday 29 June 2022</b>	

## KEY DATES TO REMEMBER



- 1 February—Year 9 Parents Evening
- Week of 7 February—Year 11 Reports Issued
- 8 February—Music Recital Evening—**NEW DATE**
- 11 February—School is Closed in Lieu Of 3 June 2022 Bank Holiday
- From 21 February—Y11 Review Fortnight begins
- 21 February—DTP & Meningitis ACWY Vaccine—Year 9
- 25 February—Year 7, 8, 9 & 11 Form photos
- Week of 28 February—House Charity Week (Warner)
- Week of 7 March—National Careers Week
- 8 March—INSET Day
- 10 March—HPV 2nd Dose—Year 8
- 17 March—Year 8 Parents Evening
- 24 March—Spring Concert