



GREENSHEET



No. 28/19

15 May 2020

Week 'A'

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LOCKDOWN ISSUE 4

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Headteacher's Message

Dear Parents and Carers,

I am sure that, like my family, you were listening carefully to the Prime Minister's announcement on Sunday evening. We now know that the message has changed to 'Stay Alert, Control the Virus and Save Lives'. We also know that there has been an announcement to reopen Primary Schools for certain year groups after the half term break in June.

This is the guidance I received yesterday from the Department for Education:
We therefore anticipate, with further progress, that we may be able, from the week commencing June 1st, 2020, to welcome back more children to early years, schools and FE settings. We will only do this provided that the five key tests set by the government justify the changes at this time. As a result, we are asking schools to plan on this basis, ahead of confirmation that these tests are met.

Regarding secondary schools, the focus is on Year 10 only:
We will ask secondary schools to offer some face to face support to supplement the remote education of Year 10.

The Department of Education has promised to work with the education profession and produce more guidance ahead of June 1st so we therefore anticipate receiving some modelling of how this might happen to help us with our planning here at WSfG. At all times, keeping everyone safe will be paramount. I will keep you updated with any further developments regarding the reopening of our school to Year 10 children.

In last week's edition of the Greensheet, we included information on free hot meals which were being provided by Waltham Forest Mutual Aid. Following reports in The Guardian and other publications, where the Trussell Trust stated that national foodbank use went up 81% in the last two weeks of March, I would like to draw parents/carers attention to other sources of support that can be found in our local area.

Local foodbanks:

Eat or Heat - gary@eatorheat.org info@eatorheat.org, 0800 772 0212, Monday, Wednesday, Friday 6.30 to 7.30pm

Rukhsana Khan Foundation - rukhsanakhanfoundation@outlook.com, 07980 351 351, Saturdays 10am to 12pm

Hornbeam - info@hornbeam.org.uk, 020 8558 6880 / 07492 915531, Daily 12 to 3pm

PL84U Al Suffah - pl84ualsuffah@gmail.com, 07539 364110, 1st and 3rd Sunday of the month

Al-Fath Trust - www.alfathtrust.co.uk, contact@alfathtrust.co.uk
37 Palmerston Road, London E17 6PR

Additionally, there are a range of other resources for those needing support with benefits, housing and employment, which can be found here:

Community Help Network - <https://www.walthamforest.gov.uk/content/covid-19-community-help-network>

Waltham Forest Citizens Advice - Advice line: 0300 330 1175

As you will see in this week's Greensheet, our students remain committed to maintaining their learning (well done to all of our accelerated readers) – and creativity, with a lovely piece of work by one of our Year 9 students, *Han*. I would like to congratulate our students for staying motivated and enhancing their learning and talents in such an unprecedented time. Their resilience has made us all very proud.

Fortunately, we anticipate that the weather will warm up at the weekend, so, if you are able to leave your home, do enjoy the sunshine and get some important vitamin D!

Ms M Davies
Headteacher

Additional E-Learning Resources

Oak National Academy: <https://www.thenational.academy/online-classroom>

BBC Bitesize: <https://www.bbc.co.uk/bitesize>

Speakers for Schools

Dear Parents and Carers,

Speakers for Schools is a charity organisation founded by journalist, Robert Peston, which provides talks to state schools across the country. These talks/lectures are given by a variety of inspiring leaders who have become renowned in their industry. Speakers include those in the fields of journalism, science, arts and leading entrepreneurs.

Over the years, we have hosted a number of speakers at WSfG and our students have found them to be engaging, informative and motivational.

Speakers for Schools have now launched virtual talks, which students can watch and listen to online.

A schedule of speakers has been announced and will take place on different days, starting at either 10am or 2pm.

The schedule for speakers and information on how to access the talks can be found here:

<https://www.speakersforschools.org/inspiration/vtalks/upcoming-vtalks/>

<https://www.speakersforschools.org/inspiration/vtalks/accessing-vtalks/>

A video library of talks that have been streamed can also be found here:

<https://www.speakersforschools.org/inspiration/vtalks/vtalks-video-library/>





NEGLECT NOT THE GIFT THAT IS IN THEE

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Thursday 30th April 2020

Dear Parents/Carers,

Parent/Carer Governor Vacancy

Walthamstow School for Girls has two vacancies for two parents or carers to serve as school governors and I hope you will consider putting yourself forward. The Governing Body's role is the strategic and financial oversight of the school and ensuring that students receive a high quality education which prepares them for the next stage of their education. This includes planning for future development and improvements, but not the day-to-day management of the school. For more information, please see the Governing Body section of the school website.

If you would like to stand as a candidate, please complete the reply slip attached and return it to the school no later than 12 noon on Friday 22nd May 2020. If there are more than two candidates for the vacancies, an election will need to be held, but this is a straightforward process. All you need to do is write a short paragraph (no more than one hundred words) saying why you want to become a Parent Governor; your statement will be sent to all parents and carers with a voting paper. Should only two parents or carers apply, then they will automatically become Parent Governors. The term of office is four years.

The work of our governors is very important to the school in key areas such as oversight and development of the ethos and curriculum of the school; well-being of pupils; staff employment and use of resources, as well as ensuring that the school maintains its high standards in all areas. You will be expected to attend an evening meeting of the Governing Body once or twice a term and to join one of its committees which also meet once a term. Governors are also encouraged to visit the school during the day by arrangement and help in the oversight of an area of the curriculum, or other important areas such as safeguarding, as a link governor. We are not looking for any particular expertise, but rather a strong commitment to the school and its students, the inquisitiveness to question, and a willingness to give some of your time to governance. However, if you have specialist knowledge or relevant experience, please do mention this in your statement. Induction training is provided for all new governors and governors are encouraged to attend further training on specific areas of school governance paid for by the school.

As a school, we are always mindful that the Governing Body should reflect the local community that the school serves, and members of ethnic minority groups are therefore particularly welcomed on the Governing Body and are encouraged to stand for election as parent governors.

Please note that for the purpose of safeguarding, school governors are subject to an enhanced DBS check, administered via the school, which requires disclosure of any previous criminal convictions. Anything disclosed will not necessarily bar you from holding office and will be considered on a case-by-case basis by the school.

Yours faithfully,

Meryl Davies
Headteacher





Please return this slip to the school before Friday 22nd May 2020

I wish to stand as a candidate for election as a Parent Governor at Walthamstow School for Girls.

First name: _____

Family name: _____

Signed: _____

Home address: _____

Remember to include your statement below (no more than 100 words) saying why you want to become a school governor and what skills/knowledge you feel that the board will benefit from.

Faculty News English Challenge for Lockdown

The British Library has some resources which would sit really nicely alongside the poetry unit some of our students are currently studying:

<https://www.bl.uk/romantics-and-victorians/articles/william-blake-radical-politics>

I also recommend that they stream the National Theatre at home productions from YouTube:

https://www.nationaltheatre.org.uk/?gclid=Cj0KCQjwka_1BRCPARIsAMIUmEo4H_99tOnu80sUxYX1ylubtWbKpUvaAftIjHJv-uoMnUtSJEmejl0aAsw0EALw_wcB

Finally, audible has released a selection of classic stories that can be listened to for free, including Brave New World by Aldous Huxley and Frankenstein by Mary Shelly.

Students do not need to create an audible account to access the audio books making it a great resource.



[Audible Stories | Audible.com](https://stories.audible.com)

Free stories for kids of all ages. Audible Stories is a free website where kids of all ages can listen to hundreds of Audible audio titles across six different languages—English, Spanish, French, German, Italian and Japanese—for free, so they can keep learning, dreaming and just being kids.
stories.audible.com

<https://stories.audible.com/discovery>

Ms Durham
English Faculty

Mathematics

PUZZLE OF THE WEEK

This week's puzzle - and the archive of previous week's puzzles - [can be found here](http://www.puzzleoftheweek.com).

<http://www.puzzleoftheweek.com/results/school-results>

Ms Robinson
Ms E Kelly
Maths Faculty



Entries open: 11/05/20

Entries close: 17/05/20



Charlotte is shown two different triangle numbers.
She then adds them together to get an answer.

Her two starting triangle numbers are both bigger than 21.

Her answer is another triangle number!

The triangle numbers follow the pattern to the right, so
the first five triangle numbers are 1, 3, 6, 10 and 15.



What is the smallest number her answer could be?

Extension: What if she is shown two consecutive triangle numbers, adds them and her answer is a cube number?

Extension²: What if she is shown two triangle numbers, adds them to make another triangle number, but if she adds any two of the three triangle numbers, she gets another triangle number?



Puzzle created by Stephen Cross

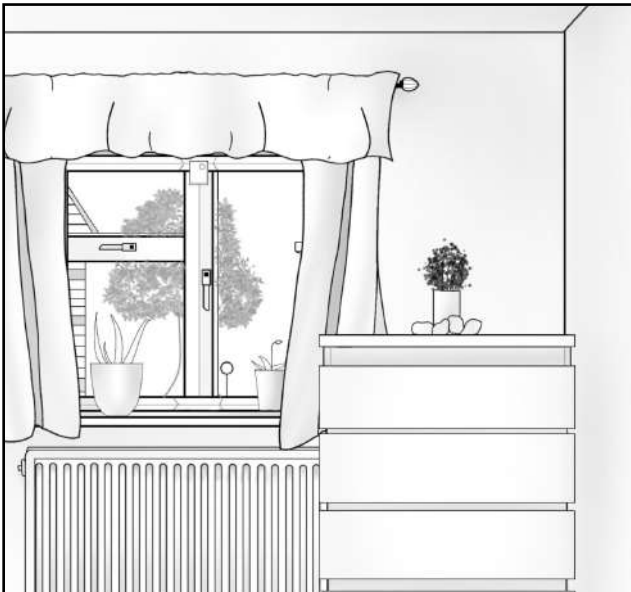


Art Lockdown Artwork

Here is a fantastic piece of work from Year 9 student *Han*, which she has created during lockdown.

Well done *Han* for this brilliant and intricate drawing!

Ms Wills
Head of Art





Accelerated Reader Quizzers



Accelerated™
Reader

Congratulations to all the students
who have quizzed since the lockdown began.

Manahel in 7F has proved herself a real star AR quizzier by completing 24 book quizzes since the lockdown. Other committed quizzers include, *Faith* in 7W who has passed 10 quizzes and *Haniya*, in 7G, who has reached 3 million words and passed 9 quizzes during this period.

Students in 8S are also engaging with their reading, with 11 students completing 19 quizzes between them.

Reading should be both pleasurable and a way of extending learning. It can also help you relax and develop your empathy skills. Empathy helps you to understand the world and the people around you in a healthy and positive way.

Well done to everyone who has quizzed during this period and the many more students who are using their time productively to keep up with their reading.

Well done everyone!

Mrs Kelly
Learning Resource Centre.

PE News

Malaika and Shakira have made a Ramadan homework workout which has been picked up by Women in Sport charity.

see the links below:

https://twitter.com/Womeninsport_uk

<https://www.youtube.com/watch?v=g2TeUr073oU>



Well done Malaika and Shakira!

Ms Warren
P.E. Faculty

A Selection of School Memories





**ONLINE
FRIDAYS
22.05–12.06
1st class 22.05
4–5.30PM**

AFTER SCHOOL CLUB

Join us for a free After School Reading Group guided by architectural designer and researcher Thandi Loewenson. We will explore the architecture of game-worlds, investigate how game space overlaps with 'really existing' space and unpack what Minecraft can teach us about design. This will involve designing and

MINECRAFT READING GROUP

building, exploring iconic Minecraft creations, watching short films and reading key texts.

This is an opportunity for 10 state school students (age 15-18)

SIGN UP VIA
school@storeprojects.org
www.storeprojects.org



**ONLINE
WEDNESDAY**
1st class 20.05
5–6.30PM

AFTER SCHOOL CLUB

Join us for a free online After School Club in May guided by gardener Laura Sedlak. Learn how to grow vegetables and herbs at home, using the produce to cook together and share a meal when we can all be social again. You will learn about sowing seeds, where to put your plants, and how to get the best from them. If you don't

GROWING A FEAST

have plant pots or gardening tools we will talk about creative alternatives so everyone can start growing at home. This is an opportunity for 10 state school students (age 15-18).

SIGN UP VIA
school@stareprojects.org
www.stareprojects.org

Waltham Forest Council offer library services online, meaning that you can access digital library resources from your own home. This includes newspapers, magazines, eBooks and audiobooks.

You can find out more about the range of resources on offer via this link;

<https://www.walthamforest.gov.uk/content/join-free-library-service-now>

Our library staff will email you a validated membership number within two hours (during business hours).

If you already have library books at home, they will be renewed until the libraries open again.

Mrs Kelly
Learning Resource Centre





Aresson Design a Bat Competition 2020

The perfect competition for your pupils to do at home

Whilst we may not be able to play Rounders at the moment, our competition with [Aresson](#) this year is designed to be completed from home. It will get pupils thinking about Rounders and, will allow pupils to get creative and active, making it a great home schooling activity!

This year we would like pupils to design their dream Rounders bat and also create a poster showcasing a Rounders warm up or skills practise that can be done from home.

Each school that enters the competition is entered into a prize draw for a chance to win an Aresson Rounders Set. Each winner receives a bat painted with their design plus a Vision X Bat and Ball Pack.

Who is the competition open to?

Any primary school or secondary school in the UK. There are separate primary and secondary categories so a winner will be selected from each.

How do I apply?

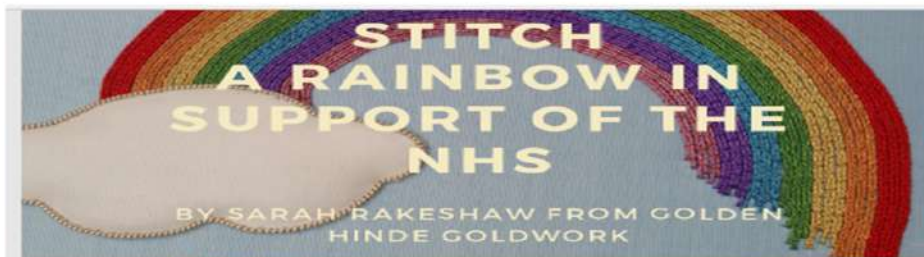
Click the link below to download the [Competition Pack](#) for pupils and teachers.

The deadline for applications is **Midnight 3rd July**.



Follow Rounders England on:

Rounders England
Unit 15, Venture 1 Business Park,
Long Acre Close, Holbrook Industrial Estate Sheffield,
South Yorkshire, S20 3FR



WHAT YOU NEED

- 12x12 inch Sky Blue Silk Dupion (or larger)
- 12x12 inch Polyester Cotton Lining
- 2metres 3 Ply Twist Red/Copper/Light Gold/Crass Green/Peacock Blue/Purple/Pink
- 6x6inch White felt
- 4x4inch Leather Pearlised White
- 8inch Pearl Furl 2 Silver
- Couching Thread: we used Translucent thread Red/Honey/Laef Green/Tenacetta/Sky
- Blue/Purple/Pink/White
- Teflinch Frame
- Needles Couching, Darning and Leather
- Embroidery Scissors



STEPS TO SEW



1. Trace your design onto tracing paper. Pin this onto your fabric and tack the lines with a running stitch. This applies the design to the fabric.

3 Ply Twist

2. Take the red twist, cut a 50cm (20 inch) piece off. Fold in half and sew the loop end down 1cm inside the edge of the cloud, stitch over the loop and then over the double thread. Couch along the length, your stitches should be 3 to 4mm apart. Ensure the curve is nicely sweeping as this is your base row and all rows after follow the same curve.

3. The ends are plunged separately with a darning needle.

Once your ends are taken through to the back, oversew the ends and cut off the excess thread.



4. Repeat this process with 2 more rows of red twist. Your stitches should be brick stitch (the red lines are the stitches).

You will need to stagger the ends when you plunge them.

5. This process will be repeated with each colour and each time you will sew on 3 double lines of each colour in the following colour order: Copper/Light Gold/Crass Green/Peacock Blue/Purple/Pink.

FELT

6. Now from the cloud template on the tracing, cut out 3 layers of felt using the red lines, so there will be 3 different sizes. Start with the smaller size and place it centrally in the cloud area.



7. Come up on the outside of the felt and stab stitch into the felt. Stitch around the edge of the felt, your stitches should be 3mm apart.

8. Now place the 2nd layer over the top of the first and over the loops of coloured twist and stitch down in the same way and then place the third layer on top of that.

LEATHER

9. Now from the cloud template cut out the leather using the outer black line. Leather is stitched on in the same way as felt. Stitch around the leather shape, ensure that this is covering the loops you have seen down, just inside the edge of the cloud area, these will now be covered.



PEARL PERL



10. Now we want to give our cloud its silver lining. Take the Pearl Furl at either end and pull/stretch it slightly, this loosens up the gaps between the pearls. Lay the Pearl Furl on the edge of the leather as it will be covering up the stitches already made into the leather.



11. Couch over the Pearl Furl, come up on the edge of the leather and try to go into the holes already made into the leather if you can. On reaching the end of the Pearl Furl snip it off so that it matches up with the beginning.

NOW YOUR RAINBOW AND CLOUD IS COMPLETE, YOU JUST NEED TO MOUNT AND FRAME IT.

For more patterns see this link

<https://www.thefestivalofquilts.co.uk/wp-content/uploads/2020/04/NHS-Rainbow-Stitch-Pattern.pdf>

RAaW London
Specialists in film, theatre and training

Established in 2000, RAaW London is a film, theatre and training company based in Camden.

We have noticed how the lockdown has impacted our young people over the last few weeks so, with the help of funding from The National Lottery Community Fund, we have devised a project, #BEHAPPY, to help young people who are suffering from the effects of social isolation or for those who just want to have a bit of fun! We thought that if our young people are suffering, you may know people who are suffering too.

The project is FREE and we want to reach out to as many young people as possible, to take part in our video (A combination of songs, raps, poems and spoken words that will be chosen based on who we're working with). Singers, rappers, dancers or just young people with funny bones are all welcome!!

For more information on our project, please see the flyer attached.

If you have any young people that would be interested, we'd love you to send them our way!

Stay Safe,

Abbie Elliott
 RAaW London Producer,
 Director and Mentor

RAaW London
Specialists in film, theatre and training

www.raawlondon.com

0208 257 6477
 07960 063 245

F:T:Y:I - @raawlondon

RAaW LONDON

#BEHAPPY


DO YOU WANT TO AMPLIFY YOUR VOICE?


SPOKEN WORD, SINGING,
 WRITING, POETRY, RAP,
 WHATEVER YOUR FORTÉ-

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 ONLINE COURSES!

TO FIND OUT MORE, CALL 0208 257 6477
 OR EMAIL [INFO@RAAWFOUNDATION.COM](mailto:info@raawfoundation.com)

 Promoting human rights through
 artistic excellence in film, theatre
 and radical, organic training

 COMMUNITY
 FUND

TOP TIPS FOR ALL

SOMETIMES, WE CAN ONLY SEE THE PROBLEMS AND CHALLENGES. TRY TO TAKE A FEW MOMENTS EVERY DAY TO REFLECT. PERHAPS THROUGH WRITING IN A JOURNAL OR SPENDING FIVE MINUTES IN THE MORNING TO NOTICE SOMETHING WE CAN BE THANKFUL FOR AND FEEL POSITIVE ABOUT.

KEEP PHYSICALLY ACTIVE

STUDIES SHOW THAT THERE IS APPROXIMATELY A 20-30% LOWER RISK OF DEPRESSION FOR ADULTS PARTICIPATING IN DAILY PHYSICAL ACTIVITY. TRY TO GO FOR A WALK DURING THE WEEK OR JOIN A CLASS OR LOCAL COMMUNITY GROUP. MANY PEOPLE FIND THAT JUST THE CONNECTION WITH THE OUTDOORS HELPS TO 'RESET' THEIR MIND AND WELLBEING FOR THE DAY.



POSITIVE THOUGHTS

WHEN YOUR THOUGHTS ARE OVERWHELMINGLY
NEGATIVE, WE CAN FIND IT HARD TO FIND
HEADSPACE TO THINK POSITIVELY. TRY THIS...
IMAGINE YOU ARE SAT ON TOP OF A HILL AND YOU ARE LOOKING
DOWN AT A TRAIN TRACK BELOW WHERE TRAINS ARE COMING
AND GOING...NOW IMAGINE THE TRAINS ARE YOUR THOUGHTS.
WATCH THEM COME AND GO...BUT DON'T GET ON THE TRAIN. JUST
WATCH THE THOUGHTS COME AND GO IN YOUR MIND WITHOUT
ACTUALLY FOLLOWING THE NEGATIVE ONES DOWN AN
UNHELPFUL/NEGATIVE TRACK JUST WATCH IT PASS!



GOOD QUALITY SLEEP ZZZZZ

IF YOUR MIND FEELS FULL UP OR YOUR EMOTIONS ARE OVERWHELMING, YOU WILL FIND IT HARD TO ENJOY A GOOD NIGHT'S SLEEP. THERE ARE LOTS OF FREE MEDITATION AND SOOTHING SOUND VIDEOS ON YOUTUBE (WAVES, RAIN, CALMING MUSIC), OR FIND A PODCAST WHICH IS FUNNY OR HUMOROUS. WRITE YOUR THOUGHTS DOWN ON A PAD OR CREATE A 'TO DO' LIST. THEN PUT THE PAD OUT OF SIGHT UNTIL THE MORNING. DEEP BREATHING FOR AT LEAST 3 MINUTES CAN ALSO HELP, SLOWLY THROUGH YOUR NOSE AND OUT SLOWLY THROUGH YOUR MOUTH.

FAT WELL



EAT WELL

A 2014 STUDY FOUND HIGH LEVELS OF WELLBEING WERE REPORTED BY INDIVIDUALS WHO ATE MORE FRUIT AND VEGETABLES. THE KEY TO BALANCING EATING WELL WITH BUSY FAMILY LIFE IS TO PLAN AHEAD. IF YOU CAN PLAN WEEKDAY MEALS AND BUY THE INGREDIENTS AHEAD OF TIME THIS REDUCES THE NUMBER OF 'LAST MINUTE' UNHEALTHY MEALS.

ACCEPTING HELP

WE MUST BE ABLE TO LEAN ON OTHERS WHEN NECESSARY. IT IS UNREASONABLE FOR US TO ASSUME WE WILL NEVER NEED HELP THROUGHOUT OUR LIFE. THIS MEANS ACCEPTING HELP WHICH MAY BE VOLUNTEERED OR ASKING WHEN THE NEED ARISES. THE HELP COULD BE THROUGH A FRIEND, RELATIVE OR SERVICE YOU TRUST, INCLUDING NATIONAL HELPLINES.



DOING GOOD DOES YOU GOOD

THERE IS A STRONG RELATIONSHIP BETWEEN WELLBEING AND COMPASSION. DOING GOOD CAN HELP LOWER STRESS LEVELS AND IMPROVE YOUR WELLBEING AND MENTAL HEALTH. HOWEVER, THIS CAN ALSO WORK THE OTHER WAY AND YOU SHOULD ALWAYS ENSURE THAT YOU ARE NOT HELPING OTHERS AT THE COST OF YOUR OWN WELLBEING.



STAYING CONNECTED

HIGHER RATES OF MENTAL HEALTH PROBLEMS, SUCH AS DEPRESSION AND ANXIETY, ARE ASSOCIATED WITH LONELINESS AND SOCIAL ISOLATION. OFTEN, SOCIALISING WITH OTHERS CAN FEEL LIKE A LOT OF EFFORT IN THE EVENING WHEN WE'RE TIRED. HOWEVER, HEALTHY RELATIONSHIPS AND CONNECTIONS TO OTHERS HAVE A SIGNIFICANT IMPACT ON MAINTAINING GOOD WELLBEING. USING VIDEO CALLS, LIVE STREAMING OR 'FACE TIMING' IS A GREAT WAY TO KEEP IN TOUCH WITH FRIENDS AND FAMILY IF YOU'RE FEELING ISOLATED. IF YOU PREFER CALLING, PICK UP THE PHONE FOR A CHAT. MAINTAINING GOOD RELATIONSHIPS HELPS TO SET A GOOD EXAMPLE FOR CHILDREN. AS THEY NOTICE AND IMITATE THE BEHAVIOUR AND EMOTIONS OF THOSE AROUND THEM.



**The
National
College®**

MEET OUR EXPERT

THIS GUIDE HAS BEEN WRITTEN BY ANNA BATEMAN. ANNA IS PASSIONATE ABOUT PLACING PREVENTION AT THE HEART OF EVERY SCHOOL, INTEGRATING MENTAL WELLBEING WITHIN THE CURRICULUM, SCHOOL CULTURE AND SYSTEMS. SHE IS ALSO A MEMBER OF THE ADVISORY GROUP FOR THE DEPARTMENT FOR EDUCATION, ADVISING THEM ON THEIR MENTAL HEALTH GREEN PAPER.



FOR FUTHER INFO, CHECK OUT
THESE ONLINE RESOURCES: -P

<https://www.rhsmith.edu>

<https://www.mentalhealth.org.uk>

<https://www.livingwell.org.au>

<https://www.mentalhealth.org.uk>

10 TOP TIPS

REMOTE LEARNING FOR PARENTS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For parents and carers, the idea of remote learning isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote learning experience.

1) Take an active interest in your child's learning

As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.



2) Monitor your child's communication and online activity

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



3) Establish a daily schedule and routine

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



4) Encourage screen breaks away from devices

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



5) Ensure your learning device is in a public space in the home

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



6) Implement safety controls and privacy restrictions on apps and software

Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



7) Ensure your child only uses official school communication channels

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



8) Familiarise yourself with relevant school policies

Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



9) Maintain feedback with teachers

Engage in communication with teachers where possible and try to feed-back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



10) Monitor your child's wellbeing and mental health

Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.



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



LIVE

WHAT IS HOUSEPARTY?

Houseparty is a live streaming app described as a face-to-face social network where people 'drop in' on each other to video chat, have conversations and hang out at one time. The app is available for iOS, Android, macOS and Google Chrome and has tens of millions of users worldwide. It's important to note that children under the age of 13 must have a parent's permission to access the services, however, no proof of age is required to create an account.

REC

HOW DO YOUNG PEOPLE USE IT?

Each time the app is opened, your child will be instantly connected to other users who are also on the app. Users can create group conversations of up to eight people at one time. Each time a person joins, the screen splits to show everyone who is part of the conversation. Your child can add contacts via phone numbers, search for their usernames, and share a link to their profile. They can have as many rooms as they want and move from chat to chat by swiping across the screen. Along with this functionality comes a few associated risks to be aware of...

AGE RESTRICTION

13+

LIVE

What parents need to know about HOUSEPARTY

"STRANGER DANGER"

Friends of friends can join conversations on the platform without the need to be connected or known to all the other users in the chat. Houseparty calls this feature 'Stranger Danger'. While it does alert users when individuals they may not know enter their chat room, it also suggests strangers might be a reason for 'party time'. There's also the danger of people attempting to deliberately mislead others by using false names or usernames.

SEXUALISED MESSAGES

People may use live streaming apps such as Houseparty to engage in inappropriate or illegal activities. There have been concerning reports directly linked to Houseparty, including one incident where two Mancunian children aged 11 and 12 were reportedly targeted by men exposing themselves back in 2017. Outside of their close friendship group, it's also important to note that friends of friends can also connect with their child via the app, which may include people with this intention.

CONTENT BEING SHARED

The 'facemask' feature lets users share moments from their Houseparty conversations by recording and sharing 15-second snippets of chats. They also have the option to save these moments to their gallery. For privacy purposes, every member of the group will see a notification if another member is recording - this could be a concern if your child shares something in the live chat they may later regret. Once recorded, they lose control over the video and how it is used. Screenshots of live streams and private messages can also be taken which could be shared widely and embarrass users.

CYBERBULLYING

Cyberbullying is when people use technology to harass, threaten, embarrass, or target another person. Group chats can be used by bullies to make negative or hurtful comments which may cause offence or be harmful to others in the group. Exclusion from friendship groups within the platform may make your child feel sad and left out socially excluded.

OVERSHARING PERSONAL INFORMATION

Children often don't understand the risks involved in giving out too much personal information in a live stream or within their profile. They may also be less protective of personal details during online conversations. One example of this within a live chat could be their background revealing information about where they live or go to school without realising.

IN-APP PURCHASES

By tapping on the dice icon your child can play a game called 'Heads Up!' where one person gives clues to describe something and the other players guess. Three cards are included for free but additional decks cost real money. There's the potential for your child to get carried away playing the game while working up a small fortune.

LIVE

Top Tips for Parents

LIVE

SOURCES:

<https://www.houseparty.com/en/privacy>
<https://www.houseparty.com/en/faq>
<https://www.houseparty.com/en/terms>

NOS National Online Safety
 #WakeUpWednesday

TURN ON PRIVATE MODE

One additional tip is to use the app settings to turn on 'Private Mode' which automatically locks the room. Instead of doing it manually. Parents with questions can always email us at hello@houseparty.com

SAFER CONVERSATIONS

With live streaming being such a popular feature on apps, it's important that you are aware of the dangers associated with it in order to protect your child effectively. Have regular and honest conversations with your child about what apps they are using and how they are using them. It may be a good idea to have your child show you how they use Houseparty and how to navigate through the platform so you are aware of how it works.

CHECK COMMUNICATIONS

Also, it's important to be aware of who is on their friends list and who they are communicating with. Remind your child to not communicate with people they do not know and trust. If they experience something on the app that makes them feel uncomfortable then they should tell a trusted adult immediately. Remind your child that if they get an invite to join a Houseparty room from someone they don't recognise, then they should ignore the request.

'LOCK' ROOMS

In regards to communicating with users on the platform, we advise that your child uses the 'lock' feature to make their conversations private. This means that other users, especially strangers, can't join their conversations.

PROTECT THEIR PRIVACY

Your child may unknowingly give away personal information during a live stream, including their location. Talk to them about what constitutes 'personal information' and make sure they do not disclose anything to anyone during a live stream, even to their friends. Advise them to remove any items in their live stream (school uniform, street name, posters etc.) that could potentially expose their location or personal information. Check your child's privacy settings thoroughly. You have the option to opt out of certain uses and disclosures of personal information, such as turning off the app's location sharing option.

PROTECTING YOUR CHILD'S DIGITAL FOOTPRINT

As the videos are live, it may lead to the misconception that whatever happens in the video will disappear once the live stream ends. All content shared on the app can be recorded or screenshotted and shared to a wider community. It is important that your child knows that what they do now may affect their future opportunities. In addition to this, the video chats can't be reviewed later which means unless a parent or carer is sitting nearby during a call, they won't know what has been said. It's worth bearing in mind that parents can see when their child has last communicated with someone and for how long for under the 'We Time' feature.

REMOVE LINKS TO OTHER APPS

Users can link their account to both Facebook and Snapchat, or can simply share a link to their profile. We advise that you remove these links and remind your child not to publicly share access to their online profiles as there is the potential for strangers to get hold of your child's information or communicate with them.

BE PRESENT

A study conducted by the Internet Watch Foundation (IWF) found that 96% of streams showed a child on their own, often in their bedroom or bathroom. If your child is going to conduct a live stream, ask them if you could be present for it. This will give you a greater understanding of what your child is doing during their live streams and who they are streaming to.

REPORTING AND BLOCKING

If your child faces a problem while using the app they can report direct to the platform by shaking their phone. A prompt will pop up allowing you to report issues immediately by clicking on the 'report now' button. They also have the option to report and block users directly on the user's profile.