Keelby Primary Academy
E Safety Policy & Remote Learning Policy
2020

Policy Statement

For clarity, the e-safety policy uses the following terms unless otherwise stated:

Users - refers to staff, governing body, academy volunteers, students and any other person working in or on behalf of the academy, including contractors.

Parents – any adult with a legal responsibility for the child/young person outside the academy e.g. parent, guardian, carer.

Academy – any academy business or activity conducted on or off the school site, e.g. visits, conferences, school trips etc.

Wider academy community – students, all staff, governing body, parents, visitors, other schools.

Safeguarding is a serious matter; at Keelby Primary Academy we use technology and the Internet extensively across all areas of the curriculum. Online safeguarding, known as e-safety is an area that is constantly evolving and, as such, this policy will be reviewed on an annual basis or in response to an e-safety incident, whichever is sooner.

The primary purpose of this policy is two fold:

- To ensure the requirement to empower the whole academy community with the knowledge to stay safe and risk free is met.
- To ensure risks are identified, assessed and mitigated (where possible) in order to reduce any foreseeability of harm to the student or liability to the academy.

This policy is available for visitors on the Keelby Primary Academy website; upon review all members of staff will sign as read and understood both the e-safety policy and the Staff and Volunteer Acceptable Use Policy. A copy of this policy and the Pupil Acceptable Use Policy will be sent home with students upon admission to school. This will be discussed with pupils in class. Following discussions around the policy, and acceptance of the terms and conditions, students will be permitted access to school technology including the Internet.

Policy Governance (Roles & Responsibilities)

Governing Body

The governing body is accountable for ensuring that our academy has effective policies and procedures in place; as such they will:

- Review this policy at least annually and in response to any e-safety incident to ensure that the policy is up to date, covers all aspects of technology use within the academy, to ensure e-safety incidents were appropriately dealt with and ensure the policy was effective in managing those incidents.

- Appoint one governor (Mrs Sarah Holmes) to have overall responsibility for the governance of e-safety at the school who will:

    - Keep up to date with emerging risks and threats through technology use.
    - Receive regular updates from the Principal in regards to training, identified risks and any incidents.

Principal

Reporting to the governing body, the Principal has overall responsibility for e-safety within our school. The day-to-day management of this will be delegated to a member of staff, the e-Safety Officer, as indicated below.

The Principal will ensure that:

- E-Safety training throughout the academy is planned and up to date and appropriate to the recipient, i.e. students, all staff, senior leadership team and governing body, parents.
- The designated e-Safety Officer(s) has had appropriate CPD in order to undertake the day to day duties.
- All e-safety incidents are dealt with promptly and appropriately.

E-Safety Officer

The day-to-day duty of E-Safety Officer is devolved to Sam Peck.
The e-Safety Officer will:

- Keep up to date with the latest risks to children whilst using technology; familiarize themselves with the latest research and available resources for academy and home use.
- Review this policy regularly and bring any matters to the attention of the Principal.
- Advise the Principal and governing body on all e-safety matters.
- Engage with parents and the academy community on e-safety matters at school and/or at home.
- Liaise with the Academy Trust, IT technical support and other agencies as required.
- Retain responsibility for the e-safety incident log; ensure staff know what to report and ensure the appropriate audit trail.
- Ensure any technical e-safety measures in school (e.g. Internet filtering software, behaviour management software) are fit for purpose through liaison with the Academy Trust and/or ICT Technical Support.

- Make herself aware of any reporting function with technical e-safety measures, i.e. internet filtering reporting function; liaise with the Principal and responsible governor to decide on what reports may be appropriate for viewing.

ICT Technical Support Staff

Technical support staff are responsible for ensuring that:

- The IT technical infrastructure is secure; this will include at a minimum:
    - Anti-virus is fit-for-purpose, up to date and applied to all capable devices.
    - Windows (or other operating system) updates are regularly monitored and devices updated as appropriate.
    - Any e-safety technical solutions such as Internet filtering are operating correctly.
    - Filtering levels are applied appropriately and according to the age of the user; that categories of use are discussed and agreed with the e-safety officer and Principal.
    - Passwords are applied correctly to all users regardless of age

All Staff

Staff are to ensure that:

- All details within this policy are understood. If anything is not understood it should be brought to the attention of the Principal.
- Any e-safety incident is reported to the e-Safety Officer (and an e-Safety Incident report is made using CPoms), or in her absence to the Principal. If you are unsure the matter is to be raised with the e-Safety Officer or the Principal to make a decision.
- The reporting flowcharts contained within this e-safety policy are fully understood.

All Students

The boundaries of use of ICT equipment and services in this academy are given in the Pupil Acceptable Use Policy; any deviation or misuse of ICT equipment or services will be dealt with in accordance with the behaviour policy.

e-Safety is embedded into our curriculum; students will be given the appropriate advice and guidance by staff. Similarly all students will be fully aware how they can report areas of concern whilst at school or outside of school.

Parents and Carers

Parents play the most important role in the development of their children; as such the school will ensure that parents have the skills and knowledge they need to ensure the safety of children outside the school environment. Through parents' evenings, academy newsletters the academy will keep parents up to date with new and emerging e-safety risks, and will involve parents in strategies to ensure that students are empowered.

Parents must also understand the academy needs have to rules in place to ensure that their child can be properly safeguarded. They must adhere to the school's Parent Social Media policy, and will be made aware of their child's Acceptable Use Policy.

Technology

Keelby Primary Academy uses a range of devices including PC's, laptops, iPads, iPods and Wii consoles. In order to safeguard the students, and in order to prevent loss of personal data, we employ the following assistive technology:

Internet Filtering – this prevents access to inappropriate websites; appropriate and inappropriate is determined by the age of the user and will be reviewed in line with this policy or in response to an incident, whichever is sooner. The ICT Coordinator, e-Safety Officer and IT Support are responsible for ensuring that the filtering is appropriate and that any issues are brought to the attention of the Principal.

Passwords – all staff and students will be unable to access any device without a username and password. iPads can be accessed without passwords.

Anti-Virus – All capable devices will have anti-virus software. This software will be updated at least weekly for new virus definitions. IT Support will be responsible for ensuring this task is carried out, and will report to the Principal if there are any concerns. All USB peripherals such as USB key drives are to be scanned for viruses before use.

Safe Use

Internet – Use of the Internet in school is a privilege, not a right. Internet use will be granted: to staff upon signing this e-safety and the Staff and Volunteer Acceptable Use Policy; students upon signing and returning their acceptance of the Acceptable Use Policy.

Email – All staff are reminded that emails are subject to Freedom of Information requests, and as such the email service is to be used for professional work-based emails only. Emails of a personal nature are not permitted. Similarly use of personal email addresses for work purposes is not permitted.
Students are permitted to use the academy email system, and as such will be given their own email address.

Photos and videos – Digital media such as photos and videos are covered in the schools' Photographic Policy, and is re-iterated here for clarity. All parents must sign a photo/video release letter; non-return of the permission slip will not be assumed as acceptance.

Notice and take down policy – should it come to the academy's attention that there is a resource which has been inadvertently uploaded onto the school's website, and the academy does not have copyright permission to use that resource, it will be removed within one working day.

Incidents - Any e-safety incident is to be brought to the immediate attention of the e-Safety Officer, or in her absence the Principal. The e-Safety Officer will assist you in taking the appropriate action to deal with the incident and to fill out an incident log.

Training and Curriculum - It is important that the wider academy community is sufficiently empowered with the knowledge to stay as risk free as possible whilst using digital technology; this includes updated awareness of new and emerging issues. As such, Keelby Primary Academy will have an annual programme of training which is suitable to the audience.

e-Safety for students is embedded into the curriculum; whenever ICT is used in the academy, staff will ensure that there are positive messages about the safe use of technology and risks as part of the student's learning.
We also teach discreet safety during an annual safety week in addition to other safety lessons and instruction.
As well as the programme of training we will establish further training or lessons as necessary in response to any incidents.

The e-Safety Officer is responsible for recommending a programme of training and awareness for the school year to the Principal and responsible Governor for consideration and planning. Should any member of staff feel they have had inadequate or insufficient training generally or in any particular area this must be brought to the attention of the Principal for further CPD.

Incident Management process in the event of an eSafety incident

Action to be taken when the breach is made by a member of staff:

	Person Responsible
Where there is concern that there has been a breach of the eSafety Policy the person who is made aware of this will report this to the designated lead for eSafety/safe guarding (Rebecca Wakefield)	Member of Staff aware of the incident
The eSafety Co-ordinator will conduct an initial fact finding investigation which will ascertain who was involved, what has occurred. If appropriate the user will be restricted from access to the network	S Peck
The eSafety Co-ordinator will classify the incident appropriately (high or low severity) and enter details of the incident onto the member of staff's file	S Peck
The Principal/Head of School/line manager will have been informed and should be given the results of the initial fact finding investigation	SPeck
If appropriate, discussions will take place between the Trust eSafety team, the technical support team and the eSafety co-ordinator to implement any necessary actions e.g. blocking a website	Trust TSS S Peck
The Principal/Head of School/line manager will discuss the concerns with the Trust Designated Officer (LADO) in order to discuss whether there is a need for a Strategy Meeting. During this discussion consideration will be given as to whether the police need to be involved. The Principal/Head of School/line manager will also discuss with the Trust if the member of staff needs to be suspended or undertake different duties pending the completion of the enquiries.	A Cowling
The Principal/Head of School/line manager will also discuss the incident with the eSafety lead in the Trust as consideration will need to be given to any further actions required.	A Cowling
The strategy meeting process will be completed following the local Child Protection Appendix 4 Allegations Against Staff Protocol	
The designated lead will complete the agencies incident log and send a copy to the Trust's eSafety team	A Cowling

Action to be taken when the breach is made by a young person:

	Person Responsible
Where there is concern that there has been a breach of the eSafety Policies, the adult will make a decision whether to deal with it themselves by applying a sanction and logging it in CPoms or report it to the Senior Leadership Team. Guidance on severity and possible sanctions is in appendix 1	Member of Staff aware of the incident
The Senior Leadership Team will conduct an initial fact finding investigation who will ascertain who was involved, what sites have been accessed etc	Senior Leadership Team with support from the Principal
The Senior Leadership Team will classify the incident appropriately (high or low severity) and enter details of the incident into CPoms under Safeguarding and make a decision about appropriate sanctions, with support from the Principal if necessary. They will also inform TSS to enable them to make changes to the computer system	Senior Leadership Team with support from Principal
If necessary, the Principal/Head of School will discuss the concerns with the manager of the local safeguarding team to establish if there are child protection concerns requiring a Section 47 Child Protection investigation. If this is required the local Safeguarding Team will conduct this investigation as required within the Child Protection Procedures	A Cowling

Keeping your Children Safe Online

Dear Parent/ Carers,

During these school closures, you may find that you are using the internet more than usual. Safeguarding your children remains our main priority, therefore it is essential that we understand how to protect them from some of the dangers they may face when using the internet. Please ensure that if you are accessing any online support, that it is from a reputable organisation/individual that can provide evidence that they are safe and can be trusted to have access to children. Below are some links to offer support to keep your children safe online:

- Internet matters - for support for parents and carers to keep their children safe online
- London Grid for Learning - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and careers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers

At Keelby Primary Academy, we are working with staff, pupils and parents/carers to create a school community which values the use of new technologies in enhancing learning, encourages responsible use of Computing, and follows agreed policies to minimise potential e-safety risks. Please note that although we are not in the school building, our safeguarding policy still applies to our remote education on ClassDojo. Our safeguarding policy has been updated as required by the government to reflect the current COVID-19 crisis.

We appreciate parents can have a difficult job keeping up with their children on the fast changing technology available to them, let alone knowing the dangers they face. The issues of safety, privacy, online predators or grooming and cyberbullying are sometimes complex, both technically and psychologically and it can be a struggle to keep up.

To help you we have put together a selection of guides which will ensure that your children can reap the benefits of the Internet while staying safe.
We also have access to online safety guidance for websites and apps that may be beneficial, including: Houseparty, TikTok, Whats App, Minecraft, Fifa20, Fortnite, Snapchat, Instagram and many others.
If you would like any of these sent to you, please contact the school admin via email and we will endeavour to get them to you as soon as possible.

We have adapted the current school acceptable use policy for our remote learning provision during COVID-19 closures.

Acceptable use of the school's remote learning provision:

Agreement for pupils and parents/carers

Name of pupil:

When using the school's remote learning provision (ClassDojo), I will not:

- Use them for a non-educational purpose
- Use them without an adult being present, or without an adult's permission
- Upload any inappropriate websites
- Allow others to access my profile
- Allow others to comment on my class stream
- Open any attachments in emails, or follow any links in emails, without first checking with your parent/carer
- Use any inappropriate language when communicating online, including in emails
- Share my password with others or log in to the school's system using someone else's details
- Give my personal information (including my name, address or telephone number) to anyone without the permission of my teacher or parent/carer

When using the school's remote learning provision (ClassDojo), I will:

- I agree that the school will monitor the content uploaded onto ClassDojo and emails.
- Use the portfolios feature to promote my learning.
- Immediately let a parent, carer or teacher know if I find any material which might upset, distress or harm me or others.
- Always use the school's ClassDojo and internet responsibly.
- Only upload pictures of activities and work I have completed at home.

Signed (pupil):	**Date:**

Parent/carer agreement:

- I agree that my child can use the school's remote learning provision and internet.
- I agree to the conditions set out above for pupils using the school's remote learning provision and will make sure my child understands these.
- I agree that I will supervise my child's activity, and contact the school if I feel I need support using the school's admin address enquiries@keelby.lincs.sch.uk or ringing the school office on 01469 560366

Signed (parent/carer):	**Date:**

If you are not happy with this provision, please contact the office and we can provide alternative paper based resources.

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.

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Online Safety Tips For Children

Do's

1 KEEP YOUR PERSONAL INFORMATION PRIVATE ONLINE

Only share it with people you know like friends and family. Ask a trusted adult, like your teacher or a family member, to help you change your privacy settings so that strangers can't see it.

2 SPEAK POLITELY AND BE KIND TO OTHERS WHEN YOU SPEAK TO THEM ONLINE

Treat them like you would treat them in real life and always remember your manners.

3 TELL A TRUSTED ADULT IF YOU ARE BEING BULLIED ONLINE

If other another person is sending you nasty messages, a trusted adult will be able to help you collect evidence and report the person to the relevant authorities.

4 USE PASSWORDS TO PROTECT YOUR PERSONAL INFORMATION

Ask a trusted adult to help you create a password that you can easily remember but which is hard for other people to guess.

5 ALWAYS CHECK WITH A TRUSTED ADULT FIRST BEFORE USING A DEVICE OR DOWNLOADING A NEW APP

This is so that they can check it is safe for you to use and make sure the privacy settings are right.

6 TELL A TRUSTED ADULT IF YOU SEE SOMETHING ONLINE WHICH YOU DON'T LIKE

This can include anything that upsets you, makes you feel sad or which you're unsure about.

7 USE THE INTERNET TO HAVE FUN AND TO HELP YOU FIND OUT INFORMATION ABOUT THINGS

Remember to ask your trusted adult for help and always use child friendly search engines so that the information you get back is safe.

Don'ts

1 ACCEPT FRIEND REQUESTS FROM STRANGERS OR PEOPLE YOU DON'T KNOW

Always tell a trusted adult if somebody you don't know tries to contact you online.

2 SPEND TOO MUCH TIME ON YOUR DEVICE

Instead, go out and play with your friends, get some fresh air and try to exercise more. This will help you stay fit and healthy.

3 REPLY TO MESSAGES FROM ONLINE BULLIES OR PEOPLE WHO SEND YOU NASTY MESSAGES

The most important thing to do is to tell a trusted adult and then block the person from contacting you.

4 COPY PEOPLE'S WORK ONLINE OR PRETEND IT IS YOURS

BY AHMED

BY OSCAR

This is called plagiarism and can get you into a lot of trouble.

5 BE MEAN OR NASTY ONLINE

Behave online like you would in real life and don't post anything that can make you look like a bad person. Things that you post online can stay there for a very long time.

6 USE YOUR DEVICES CLOSE TO BEDTIME

This will allow your brain to rest so that you can get a good night's sleep, stay focused at school and perform better in class.

7 SHARE PERSONAL INFORMATION ON THE INTERNET WITH STRANGERS

Always tell a trusted adult if somebody you don't know asks you for your personal information.

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10 TOP TIPS

REMOTE LEARNING FOR CHILDREN

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For students, it's the perfect way to ensure they still get the education they need, despite not being at school. However it also requires a level of discipline and careful planning. That's why we've created this guide to help pupils understand different aspects of remote learning and to support them in ensuring their experience is as safe and secure as it can be.

1) Treat remote learning the same as classroom learning

Despite being at home, it's important to remember the same rules apply as being in the classroom, particularly in respect of behavior and conduct. Focus on learning and don't get distracted by your surroundings.

2) Use classroom language

If you are encouraged to communicate through emails and online messages, don't use shorthand text speak and write as though you would speak in class. Remember to be respectful and polite and avoid positing negative comments or spamming the chat.

3) Take regular screen breaks

Whilst remote learning might be an exciting experience to begin with, having prolonged periods of time in front of a screen isn't always healthy. Remember to have regular screen breaks where possible and in your spare time, try to get some fresh air and enjoy other activities away from electronic devices.

4) Always conduct video learning in an open space at home

To get the best experience from remote learning, it's important to create the right environment around you. Try to set up a mock 'classroom desk' at home in an open space so parents can supervise if necessary. Avoid bedrooms as this could be considered inappropriate.

5) Only communicate through approved school portals and platforms

It's important that you send messages and any pictures or images required for class through approved school channels, such as internal learning portals or approved platforms. This will help to keep your personal information safe and secure.

6) Stick to teacher rules and guidelines around online learning

Your school should issue you with guidance around remote learning and the rules to follow. Always maintain classroom behaviour and try to remember that you are in a learning environment and not a social setting.

7) Dress in school uniform

As part of your learning environment, try to maintain school uniform/dress. This will help as part of replicating classroom learning in the home. Try to avoid wearing anything too casual as this could be deemed inappropriate for school.

8) Don't share passwords or other sensitive information

In order begin your online lessons or to gain access to learning materials, you may be provided with login details and passwords. In the same way you keep your personal details private, always keep these safe and never share them with others.

9) Don't use school platforms to discuss personal matters

It's important to keep your school communication channels separate from your own personal communication with friends and family. Don't be tempted to engage in casual discussions or send images, videos or links via official school apps or platforms that aren't associated with your learning.

10) Look after your mental health and wellbeing

Remote learning ultimately means working alone and missing out on daily social interaction with your friends. If you ever feel frustrated, low or sad, it's important to discuss how you feel with your parents or your teacher. Keeping in touch with friends over the phone or on social media can also help to keep your spirits up.

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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. Teacher's 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.

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How to clean DEVICES

Our electronic devices can be a breeding ground for germs and bacteria. Many viruses, including coronavirus, can stick around for several hours or even days after being touched by or otherwise coming into contact with an infected person. With that knowledge, keeping them clean can be as important as keeping ourselves protected in order to avoid becoming ill and maintaining a high level of hygiene and cleanliness. We have therefore created this guide to help you clean your devices effectivly.

Always

Never

MOBILE PHONES & TABLETS

Use wrung out alcohol wipes. Apple state that using a 70% isopropyl alcohol wipe or disinfectant wipe is ideal for the outside of a handset. To be on the extra safe side, power down the device before cleaning it. If you use a screen protector or protective case, you can clean these gently with warm water and soap. Just make sure you remove them from the phone first. While you CAN use general disinfectant spray, make sure it's sprayed onto a clean, soft cloth first, and not applied directly to the device. It will need to say something along the lines of 'kill 99.9% of bacteria' on it to be effective.

Don't submerge the device in bleach or soapy water. Similarly, do not clean the device whilst it's charging or otherwise plugged into another device. Using alcohol wipes on things like leather cases or other fabric and material should also be avoided as it could damage them. Don't clean phone cases with in-built batteries or other electronics with soap and water. A big thing to remember is to not use straight rubbing alcohol. It can damage the oleophobic and hydrophobic coatings that keep oil and water from damaging the display and ports. Finally, don't use regular house-hold surface cleaners (non-disinfectant ones) on phones and tablets – they are too abrasive and may damage them irreversibly.

LAPTOPS & COMPUTERS

Turn the laptop all the way off before starting any kind of cleaning and always unplug it from the mains. If you can remove the battery of the device, do so. Wipe the screen with a dry microfibre cloth, then thoroughly wring out an alcohol wipe and repeat before returning with a dry cloth. The rest of the laptop can be cleaned with an alcohol wipe, much like a mobile phone, but be careful to wring it out to avoid unnecessary liquid dripping into the inner circuits. Be sure to clean thoroughly on and around the keys and any other buttons, but not between any open cracks.

As with mobiles, avoid using water to clean the more delicate parts of your laptop such as keys and ports. While some of the more modern phones can be waterproof, laptops aren't and it will almost certainly cause damage and irrepair.

GAME CONTROLLERS (& CONSOLES)

Remove any batteries the controller might use (Xbox controllers sometimes have batteries in the back.) Use alcohol wipes and be sure to get into the crevices around the sides as well as all the buttons on a video game controller, then dry it immediately with a microfibre cloth. On a console, pay specific attention to things like the power buttons and disc/cartridge eject buttons if there are any. If you have a vacuum cleaner with an appropriate attachment, use this to remove things like dust or food prior to using an alcohol wipe. A microfibre cloth will also do the job but make sure it's clean and dry before you use it.

Do not use soapy water or bleach on the controllers and definitely not on the console itself. Make sure controllers are unplugged and inactive before cleaning them to avoid any problems with the electronics. Similarly, consoles should not be left on and need to be unplugged from the mains before being cleaned. Stay well away from the ports on consoles too, as any liquids could damage the interior.

KEYBOARD & MICE

Use alcohol wipes like with laptops and keyboards. Make sure they're unplugged and leave them to dry a little after using disinfectant wipes. If you have a hoover with the right attachments, be sure to give it a once over first to remove food and debris. Compressed air is also great for keyboards. Use short, sharp bursts and aim to push dust towards somewhere you can hoover it easily. Lightly dampen a cotton swab with rubbing alcohol and be sure to get between the keys as much as possible. Things like mice, headphones and microphones also need to be disinfected with wipes. If your keyboard is wireless, remove the batteries before you clean it. Don't let any moisture leak inside the keyboard and dry them with a clean microfiber cloth.

Don't clean them with warm soapy water. The electronics in these are not designed to be waterproof like some modern mobile phones and tablets. Also, don't use too much rubbing alcohol on keyboards as they could remove the lettering on top of keys.

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General Tips

1. Don't rub too hard. A gentle swabbing will be sufficient and excess cleaning could damage your devices. Wait a few minutes for the disinfectant to work, then wipe it clean.
2. How often you clean your electronics depends on a number of factors such as how much you come into contact with other people. Be sensible and practical.
3. Keep hands and faces as clean as possible. You'll have to wipe clean electronics less if you're nice and clean using them.
4. Remember, some germs are good and can help build a healthy immune system in children, but you can never be too careful with coronavirus.
5. Do not use regular kitchen sponges to clean devices - often they contain as many or more germs than our phones.
6. Consider using hands-free devices instead of pressing the phone to your face while making a phone call. If there's anything nasty on your phone, the last place you want it is near your face.

Meet our expert

Mark Foster has worked in the gaming industry for 5 years as a writer, editor and presenter. He is the current gaming editor of two of the biggest gaming news sites in the world, UNILAD Gaming and GAMINGbible. Starting gaming from a young age with his siblings, he has a passion for understanding how games and tech work, but more importantly, how to make them safe and fun.

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https://www.gamespot.com/articles/how-to-clean-your-phone-controllers-keyboards-and-/1100-6474732/

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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.

LITTLE REMINDERS OF HOW TO BE KIND ONLINE

ONLINE ABUSE CAN HAVE A SEVERE IMPACT ON PEOPLE'S LIVES AND IS OFTEN TARGETED AT THE MOST VULNERABLE. CYBERBULLYING HAS BEEN SHOWN TO HAVE PSYCHOLOGICAL AND EMOTIONAL IMPACT. IN ORDER FOR US TO DEVELOP EMPATHY FOR OTHERS WE SOMETIMES NEED TO MOVE AWAY FROM FULFILLING OUR OWN NEEDS AND THINK ABOUT THE NEEDS OF OTHERS. THIS IS SOMETIMES MORE CHALLENGING ONLINE BECAUSE WE CANNOT SEE THE PERSON, CONNECT WITH HOW THEY FEEL NOR INTERACT FACE TO FACE.

THIS GUIDE WILL HELP YOU TO BE MORE CAREFUL ONLINE AND IS SUITABLE FOR ANY ENVIRONMENT I.E. GAMING, MESSAGING AND SOCIAL MEDIA. IT WILL HELP YOU TO UNDERSTAND THE IMPORTANCE OF SHOWING KINDNESS AND HOW TO DEVELOP EMPATHY ONLINE.

TOP TIPS FOR EVERYBODY

#WAKEUPWEDNESDAY

UNDERSTAND WHAT 'EMPATHY' IS

EMPATHY IS THE SKILL OF RECOGNISING, UNDERSTANDING AND CARING ABOUT ANOTHER PERSON'S FEELINGS AND TAKING ACTION TO HELP. THIS IS TRICKIER ONLINE BECAUSE RECOGNISING AND IMAGINING HOW ANOTHER PERSON FEELS IS HARD WHEN WE ARE NOT WITH THEM FACE TO FACE. WHEN WE TRY AND UNDERSTAND HOW SOMEONE FEELS THROUGH WORDS ALONE, IT CAN LEAD TO CONFUSION OR A MISUNDERSTANDING.

FEEL, SEE AND UNDERSTAND

IF WE IMAGINE OURSELVES IN THE SITUATION OF ANOTHER PERSON, WE TAKE ANOTHER STEP DOWN THE PATH OF EMPATHY. IT DOESN'T MEAN AGREEING WITH THE OTHER PERSON, BUT IT MEANS UNDERSTANDING HOW THEY FEEL. IF YOU FEEL YOURSELF BECOMING DETACHED AND UNCARING PERHAPS DEVELOP A MENTAL PICTURE OF THEM, SO YOU CAN IMAGINE THEM AS REAL PERSON AND NOT JUST A BUNCH OF WORDS. IF YOU KNOW THE PERSON, CONSIDER A VIDEO CHAT OR VIDEO CALL.

DEVELOP SELF EMPATHY

ALTHOUGH WE TEND TO SHOW THE BEST OF OUR LIVES THROUGH SOCIAL MEDIA, THE REALITY IS WE ARE NOT ALL PERFECT. HAVING EMPATHY FOR OTHERS MEANS WE NEED TO ALSO HAVE SELF EMPATHY. IF WE UNDERSTAND THAT WE ARE NOT ALL PERFECT, INCLUDING OURSELVES, WE CAN FIND KINDNESS.

OFFER HELP

ACCORDING TO DR DAN SEIGEL, A CLINICAL PROFESSOR OF PSYCHIATRY, BEING KIND IS REALLY ABOUT RESPECTING EACH OTHER'S VULNERABILITY AND WANTING TO HELP. SO, WHEN SOMEONE IS SHARING THAT THEY ARE STRUGGLING OR FINDING LIFE HARD, OFFER HELP, EVEN IF THE HELP IS A LISTENING EAR OR SAYING, 'I CAN UNDERSTAND YOU WOULD FEEL THAT WAY, I'M HERE FOR YOU'.

TRY TO ADD VALUE

CONSIDER, BEFORE YOU COMMENT ON A POST OR IMAGE, HOW CAN I HELP THIS PERSON TO LOWER THEIR SADNESS? HOW CAN I ADD SOMETHING TO IMPROVE THEIR DISTRESS AND HAPPINESS? SHOWING OTHER PEOPLE'S PAIN AS ENTERTAINMENT AS A WAY TO GET NOTICED OR MORE LIKES DOES NOT ADD VALUE.

BE RESPONSIBLE

THINK TWICE BEFORE YOU ACT. CONSIDER, ARE YOU ACTING ON ANGER, FRUSTRATION OR IN A MOMENT OF JUDGING A SITUATION WITHOUT KNOWING THE TRUTH? ONLINE, IT IS EASY NOT TO HAVE ALL THE FACTS AND REACT TO A SITUATION WHICH IS BEING PORTRAYED.

UNDERSTAND THE IMPACT OF YOUR ~~WORDS~~ ACTIONS

COMMENTING ONLINE SOMETIMES MEANS THAT WE DON'T ACTUALLY 'SEE' THE IMPACT OF OUR COMMENTS AND WORDS. THIS MEANS IT CAN BE EASIER TO DETACH FROM THE CONSEQUENCES OF OUR ACTIONS. UNKIND COMMENTS DO HAVE CONSEQUENCES AND CAN ADD TO SOMEONE'S DISTRESS AND FEELING ABOUT THEMSELVES.

DISASSOCIATE FROM PACK MENTALITY

ONLINE, IT IS EASY TO GET CAUGHT UP WITH POSTING NEGATIVE COMMENTS BECAUSE EVERYONE ELSE SEEMS TO BE. GET COMFORTABLE WITH STANDING OUT, AND NOT GETTING CAUGHT UP POSTING NEGATIVELY BECAUSE EVERYONE ELSE IS. EVEN IF THIS MEANS STANDING ALONE AND REMINDING OTHER PEOPLE THAT THEIR BEHAVIOUR IS UNKIND. YOUR COURAGE COULD SAVE A LIFE.

#BEKIND

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#WAKEUPWEDNESDAY

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 further info, check out these online resources too

https://www.themix.org.uk/

https://youngminds.org.uk/

https://www.mind.org.uk/

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HOW TO MAINTAIN GOOD MENTAL WELLBEING DURING ISOLATION

WELLBEING IS ABOUT BEING ABLE TO EXPERIENCE GOOD HEALTH, HAPPINESS AND HIGH LIFE SATISFACTION, INCLUDING MANAGING YOUR STRESS. IT'S NOT ALWAYS EASY TO FIND THE RIGHT STRATEGIES TO ESTABLISH AND MAINTAIN YOUR WELLBEING. OFTEN THE MOST SUCCESSFUL METHODS ARE UNIQUE TO YOU AND ONES THAT CAN BE CONSISTENTLY APPLIED LIKE FOR INSTANCE, EVERY WEEK.

TOP TIPS FOR ALL

MINDSET & THOUGHTS

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

IF YOUR MIND FEELS FULL UP OR YOUR EMOTIONS ARE OVERWHELMING, YOU WILL FIND IT HARD TO ENJOY A GOODS 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, IN SLOWLY THROUGH YOUR NOSE AND OUT SLOWLY THROUGH YOUR MOUTH.

EAT WELL

A 2014 STUDY FOUND HIGH LEVELS OF WELLBEING WERE REPORTED BY INDIVIDUALS WHO ATE MORE FRUIT AND VEGETABLES1. 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 'FACETIMING' 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:

https://www.nhs.uk

https://www.mentalhealth.org.uk

https://www.livingwell.org.au

https://www.mentalhealth.org.uk

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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.

SUPPORTING CHILDREN'S MENTAL HEALTH

10 Conversation Starters for Parents

Talking about mental health to children is sometimes hard. To the point that we can put off raising the subject, not wanting to unearth problems or raise overwhelming subjects that we perceive our child is too young or not ready for. But rather than keeping children in the dark, this guide is designed to help you confidently talk about mental health, so they feel comfortable talking about their own worries and end any stigma before it begins.

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#WakeUpWednesday

1 LISTEN

This sounds obvious, but it is not something we are always great at. Active listening is where we listen without interrupting or making judgements and shows interest in what is being said. If your child feels listened to in the 'smallest of problems' they will become confident that you will listen when the 'biggest of problems' arise.

2 ASK TWICE

The campaign from time to change is great . https://www.time-to-change.org.uk/support-ask-twice-campaign. Be tenacious about your child's wellbeing. Children instinctively know when your questions and support come from a place of wanting to help and care.

3 THERE IS NO SUCH THING AS A STUPID QUESTION

This advice also relates to the first point. If your child can ask you any questions about the smallest of things and you listen and answer without shaming or belittling, then they will have more confidence to ask the biggest of questions.

4 BE OPEN AND HONEST

Children appreciate honesty, particularly if you are having to share information or talk about a difficult subject. For example, you may be talking about death or loss; 'It's very sad that Nana has died' or 'I feel sad that Nana has died'. How you talk about a subject will differ depending on their age and developmental maturity. Talking about death to a younger child for example will be different to that of an older teen, as their experience and understanding of death is different.

5 KNOW WHEN TO SEEK HELP

Assess the severity of the mental health difficulty you are noticing. Is the difficulty making it hard for your child to function regularly throughout everyday life? How frequently is your child affected, how long does it last and how persistent is it? Are they having problems controlling the difficulty? Talk to your child about your concerns and that it is likely they will need further support beyond family and friends.

6 TALK ABOUT MENTAL HEALTH NATURALLY

Speak about mental health as part of everyday life, so that talking about our feelings and those of others is normalised. If the usual 'are you ok?' is not creating an opportunity for dialogue then say something like 'I know when something like that has happened to me I felt like this… is that how you are feeling or are you feeling something else?'

7 EMPATHISE

'It makes sense that you would feel this way, it is understandable'. Children often worry about things that we, as adults, might see as trivial or silly. However, for them at their age and stage it is a big concern and they need our kindness and care when they show their vulnerability and share their worries.

8 HELP YOUR CHILD FEEL SAFE

Teens particularly feel that by talking about their worries or concerns that this will make things worse. Reassure your child that you will discuss a plan of action together and what may or may not need to happen next. If they are a younger child, it is likely you will need to lead the conversation and explain next steps.

9 MIND YOUR LANGUAGE

Be mindful of the language you use at home to describe and talk about mental health. Stigma often arises from misconceptions and a choice of language which is harmful. Using the word 'mental', 'man-up' or other such words in a derogatory way won't encourage your child to talk about their mental health for fear of being belittled.

10 IT IS OK TO SAY 'I DON'T KNOW WHAT TO DO NEXT'

Adults do not have all the answers but often children think they do. It is ok to acknowledge that what your child is experiencing is not something you have come across before or know anything about, but that you will work it out together and seek help together.

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 of Education, advising them on their mental health green paper.

Sources of Information and Support

Your GP
Young Minds https://youngminds.org.uk/v
https://www.nhs.uk/conditions/stress-anxiety-depression/
https://www.actionforchildren.org.uk/news-and-blogs/parenting-tips/2016/november/a-simple-guide-to-active-listening-for-parents/
https://www.themix.org.uk/mental-health

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