

The Spring Hill Spotlight!

Dear Parents and Carers,

As we approach the Easter break, I am reflecting on just how busy this Spring Term has been. The children and staff are exhausted and in need of a well-earned rest! We are all looking forward to this opportunity to relax and re-energise. Of course, as ever, our termly Showcase Day is a fantastic way to celebrate the successes of the recent past and for those of you who are unable to make the event, I hope this edition of the Spring Hill Spotlight fills you with the same level of pride I have in the fantastic achievements of the students.

In preparation for exam season, some of our staff have received training to support JCQ exam invigilator status and Melissa Newsome (our wonderful receptionist) has been formally trained to Examinations Officer status - well done Melissa! We are confident that our unannounced inspection from the JCQ regulators will recognise our outstanding practice in this regard.

We like to think of Spring Hill as a progressive school and it has certainly been interesting for me as a school leader to read the key points of the Government's white and green papers which detail their education strategy for the next 10 years. Whilst we are a wholly independent school, I like to think that Spring Hill plays its' part in offering the best quality of education and support for its' children and young people. For those of you wishing to read further, please find respective links below; I am sure that many of you will be able to relate to the summary findings of the Green Paper and it will be interesting to see if the proposed changes come into effect quickly. Many of us are relieved to see one of the proposals is to introduce a standardised and digitised EHCP process and template to minimise bureaucracy and deliver consistency given the levels of variability in terms of quality and content we currently have to manage.

White Paper Link:

[Schools White Paper delivers real action to level up education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/schools-white-paper-delivers-real-action-to-level-up-education)

Green Paper Link:

[Summary of the SEND review: right support, right place, right time - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/summary-of-the-send-review-right-support-right-place-right-time)

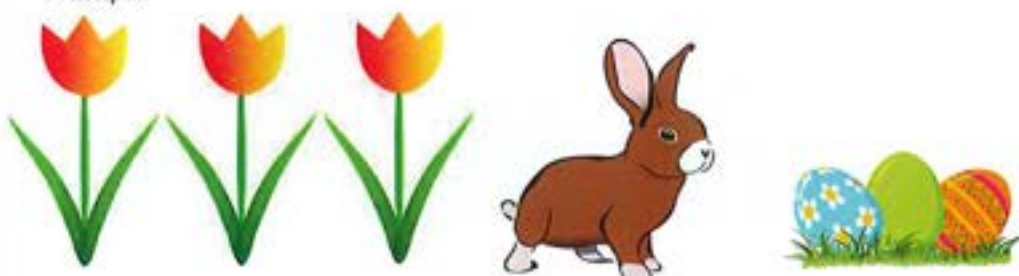
We say goodbye to Mona Gigris, Learning Support Assistant at the end of term. Mona has made a huge difference to many of our children being kind and supportive and will be much missed; we all wish her well for the future. We have also said goodbye to Chloe Reuben, our Business Finance Manager who has moved down south to support another Cambian setting. Again, we wish her the very best and congratulate her and her husband on the news that they are expecting a baby in September. Whilst we have said goodbye to staff, we are looking forward to welcoming new LSA's and a new Pastoral Lead; more to come in the next newsletter! What I can say is that we are looking forward to working with our new recruits to broaden the curriculum further, particularly in the area of Outdoor Pursuits. Watch this space...

All that remains is for me to wish you a fabulous Easter break. We look forward to welcoming students back to school on Monday 17th April '23.

Best wishes,

Sam Campbell

Principal



Dates for Your Diary 2022/23

Monday 17th

April

School Reopens to Students

Monday 1st May

BANK HOLIDAY - SCHOOL CLOSED

Monday 8th May

BANK HOLIDAY - SCHOOL CLOSED

Monday 29th May - Friday 4th June

Half Term

Monday 5th June

School Reopens to students

Tuesday 25th July
School Closes for Summer @ 1pm



iSTART newsletter Spring 2023



iSTART Programme		What is it?
i	<i>Induction</i>	<p>The iSTART Programme is a targeted induction programme for all our students at Cambian Spring Hill School (CSHS). Over a period of 6-12 weeks or less (depending on the individual), students will be supported by a specific team to allow them to settle, familiarise themselves with their environment and expectations, build relationships with key staff and undertake a range of academic and therapeutic assessments in order to prepare them for learning.</p> <p>Placing the child's needs at the centre, we take this time to understand what is important to the them, their parents and/or carers and how we can improve their quality of life. We want to know what they are interested in, what they are motivated by, how they want to be supported and crucially what they want to learn!</p> <p>We want to know if prior learning information is correct, if their EHCP targets are still appropriate and most importantly, if we can continue to meet their needs. A successful placement at CSHS requires a level of commitment from both the school and the individual and therefore is imperative that this process gives us the right information to achieve the best possible outcomes for that young person.</p> <p>The final aim of this process is to ensure a young person transitions in to the most appropriate class, receives the correct support, access an appropriate yet challenging curriculum and is given the opportunity to succeed and reach their potential!</p>
S	<i>Student</i>	
T	<i>Therapy</i>	
A	<i>Assessment</i>	
R	<i>Review</i>	
T	<i>Transition</i>	

We have had a busy term in iSTART. Jamie, Thomas, James and Oliver stayed in iSTART for the first half term before transitioning to a completely new class for the second half term. It has taken them a while to settle there, they still have some Quality of Life sessions in the iSTART room and are welcome to visit when they want to. Alex joined iSTART in January so had a few weeks getting to know the others, they all became good friends and Alex missed them when they moved on but she has a new class mate in Jacob who joined us for the second half term. It has also been quite busy with students on trial day assessments, so everyone has had to cope with lots of changes which we know is not ideal but it is good to be able to offer these trials as part of the iSTART service. Each student has completed the online GL assessments, many questionnaires and also some clinical assessments such as SaLT, OT and Clinical Psychology. It has been such a pleasure to get to know these amazing students, we have had lots of fun during this term too as well as lots of hard work. Well done to all the students who have passed through iSTART and those who are still on this journey.





Classroom News



FOOD, GLORIOUS FOOD!

Our cooking skills are improving all the time and we are getting braver near things such as the oven. We chop, slice, crack, fry, peel, measure, roll, boil, poach, scramble and even do the washing up! Excellent work everyone.



Of course, cooking is always best at the end when you can do the eating.



SWIMMING AT BRIMHAMS RIPON

Each week Brax swims at Ripon swimming baths. Initially he did not want to go as he was too nervous, but now he goes every week with a friend and has even begun talking about going by himself in the pool one day. He loves collecting sinks at the bottom of the pool and is working on swimming one length unaided.



BIRCHFIELD FARM

As part of our science and QOL curriculum we visited Birchfield Farm in Summerbridge. While there we saw pigs, sheep, cows, ponies, horses, goats and guinea pigs. We were able to feed the newly born lambs and learnt about how to take care of them. We ended with some fun on the bouncy castle and the playground.





SHROVE TUESDAY

We talked about Lent and discussed what things people may give up and why, and then had a pancake flip off followed by a pancake race. Milo the dog was the clear winner, but then she wasn't holding a pancake.



DOG WALKING

Once a week Brax takes Milo for a little walk around campus. He also gets to spend some time cuddling her and teaching her some tricks. She listens to him so he must be doing a great job!



ACCESSING THE COMMUNITY

Brax goes to town weekly where he gets out or renews his library books, gets popcorn for his business, and gets any ingredients he needs for his cooking that week.



LEEDS ROYAL ARMOURIES

We were lucky enough to be invited on a history trip to the Leeds Royal Armouries. We were able to look at the different weapons throughout history and learnt quite a bit. We loved seeing the different armour, but weren't too impressed by the fighting; we felt we could do a better job.





ENGLISH

Izaak has been reading *The Explorer* by Katherine Rundell and has produced some excellent writing using it as inspiration. Alongside some drama he also made his own raft using some of the ideas from the book.



FOOD TASTING

Part of cooking is tasting and developing our palate and breadth of foods that we are interested in. Brax has been tasting a range of different fruit and vegetables and has used this to then design a range of smoothies for the class to try. They were well received by everyone.



HORSE RIDING

Some of use go horse riding each week. Our favourites are Domino and Fudge.



VALENTINES DISCO

We went to go the Valentines Disco and had a bit of a dance and chat with other people in the school.





BUSINESS ENTERPRISE

Brax has set up two businesses this term. The first is a popcorn making and selling business. Every Wednesday he makes the popcorn then goes around school selling it for 50p per bag. He then makes sure he collects the money and gives the correct change. Each week he needs to reinvest his money in getting new stock and then at the end of the term he will be able to calculate profit.



Alongside that he is setting up a car washing business. First steps have been to get the correct equipment and learn how to wash cars to a good enough level. Stage 2 will be to begin to wash clients cars for a small charge and then as he builds his business up and gets good feedback, he will be able to start charging more.



JORVIK

We visited Jorvik Viking Museum where we learnt all about the history of York and the Viking settlement there. We loved the ride that we went on, even though there were some questionable smells!



JORVIK
VIKING CENTRE



We hope you have a fantastic



3EH

NEWSLETTER

Spring Term 2023

The class have been learning about 'Positive Friendships' and investigating if it is easy to be a good friend all of the time. The class played a friendship game where they had to answer various friendship 'dilemmas'. The answer they gave then decided how many spaces forwards or backwards they moved!

PSHE



FOOD TECHNOLOGY



3EH have really improved their skills in Food Technology this term. They are planning their meals and organising equipment independently. They have become connoisseurs when conducting taste tests and are able to evaluate their dishes.



HORSE RIDING

Alex G and Taylor have been enjoying riding this term. They have made good progress - being able to walk, trot and canter independently.



SCIENCE WEEK

3EH made 'Spaghetti Towers' to Investigate the strength of different structures, shapes and materials. Although the activity was rather messy, the class were able to recognise how different structures and engineering processes are important throughout our everyday lives





HOUSE CHESS COMPETITION

Jack represented Studley in the House Chess Competition. He played extremely well and finished third. He was the youngest player as the other competitors were in key stages 4 and 5. Well done, Jack - great effort!



WORLD BOOK DAY

WORLD
BOOK
DAY

2 MARCH 2023

World Book Day 2023 consisted of designing a potato book character! Using lots of different materials, the students came up with some fantastic design ideas.



Alex G is really enjoying his 'in-house' work experience. He is designing and creating display boards around school that capture the learning of our students. He is sourcing relevant information and taking photographs independently. They look great!

WORK EXPERIENCE



Happy
Easter



SPRING NEWSLETTER

2023 CLASS UB

DT



In DT Fin did some research for a future project based on skateboards. They will continue this with some ideas based on 'steampunk'

They researched, designed and made an Automata model. The ship rides up and down with the use of 'Cams' hidden inside the unit

HAPPY EASTER

FROM ALL STUDENTS AND STAFF



Sometimes we need a rest!

When we have worked hard, we like to have a little time relaxing. It helps us getting ready for the next lesson.

Above- English teacher and form tutor Ursula and student Patrick take a break from exam preparation.



STEM

Most pupils have taken part in House STEM activities. PE games have included basketball, racket challenges and Danish Longball.

STEM activities have included map challenges, building with cocktail sticks and blu tack, build towers with paper and Sellotape and maths puzzles



Tuck shop

Our new Friday tuck shop is a great success with our students helping to deliver and sell many items. We clearly have some budding entrepreneurs in our midst....



SCIENCE

In Science, pupils have chosen the topic of Space. This has included studying Black Holes and the Universe. They have looked at the formation of the Earth and made models of the layers within the Earth. How the atmosphere formed and changes over time was successfully explained. This topic will continue after the Easter break



HAPPY
Easter

Class CJ/RB

Spring 2023



This term has been a big one for the members of CJ/RB as they moved down from iSTART to Pines after half term. They have all done really well adjusting to new environments and a busier timetable.



Part of their new timetable has been Food Technology, which everyone seems to be enjoying. They've been making waffles, macaroni cheese, burgers and more! Although they haven't been willing to share much ...



We've also been getting out into the community, with a trip to Morrison's to work on Quality of Life skills and also trying new things.

Mission 28.03.2023

We visited Morrison's Supermarket in Ripon. Thomas had brought along his money and bank card. He initially wanted to buy some eggs for £20 stating if he wanted it he would buy it. Staff pointed out he would have no money for anything else if he bought that. He changed his mind walked around the shop a few times before asking for some duck spring rolls. Independently at the deli counter, Thomas then scanned and paid for his items at the checkout with very little support.



The boys have really been joining in with whole school activities, participating in lunch clubs, house activities and the Valentines Disco.

It's been a really positive first half term as we have all got to know each other better. After Easter there will be some timetable changes to try and accommodate the suggestions you have all made.

Have a wonderful Easter and we will see you soon,

Charlie and Rhiannon

Easter Newsletter

5CL



What have 5CL been up to this term?

It's been a busy term for 5 CL as we head into the final term for students at Spring Hill with students having:

Interviews

Exams

House Competitions

And a Valentines Disco!

House Chess Competition

Two students from our class took part in the house half term competition which was chess this time. One reached the final and the other finished 4th. I was very impressed with both the level of play and the sportsmanship shown, particularly towards the younger students. Well done!



Cooking

Three of our class have been completing a variety of different cooking this term including a BTEC exam! They have been doing different main and desert dishes and the final results have been excellent across the board.

Next Year Preparation

All the students in the class are preparing to leave Spring Hill at the end of this year and as such have had to undertake a variety of activities as they get ready for the next steps they are taking. These have included days out to college to look around and various different interviews for apprenticeships and for colleges. Well done to the students for doing this!



Valentines Day Disco

Students got the opportunity to enjoy a disco on the final day of last half term. There were some lovely themed decorations made and all the students that went had a great time.

COOKING & CAKES

We have completed a range of cooking this term. From cupcakes, to smoothies and vegetable kebabs. Students have worked on knife skills and becoming more independent in the kitchen, well done!

Kian was very excited to make his Manchester United cake. He did well with this and followed instructions brilliantly. I think he was pleased with the outcome!



HISTORY

In History we have been learning about the Victorian times. Kian was very surprised to hear that they didn't have branded clothes back then and no trainers! Both Kian and Isaac enjoyed a trip to the workhouse museum linked to this topic.

ENTERPRISE



ACCESSING THE COMMUNITY

As a class we have done a variety of things around accessing the community this term. Both Isaac and Kian have worked on visiting supermarkets. Kian has worked on talking to staff members, finding his way around the supermarket and paying for items at the till. Isaac has worked his way up to entering the shop and visiting the café. Jordan and Kian have worked on travel skills and been on a train and a bus. They both did well asking for their own tickets and Jordan planned the journeys independently himself too.

CLASS FARM VISIT

In March we enjoyed a trip to Birchfield farm as a tutor group. We had the opportunity to feed the lambs, stroke some Guinea pigs, miniature ponies and donkeys. We saw some goats, pigs and piglets as well as enjoying time in the park and on the bouncy castles. It was a lovely day of many firsts for some of our students.



QUALITY OF LIFE

We have looked at a variety of things during our quality of life sessions together. We have looked at laundry, laundry labels and how to load laundry, put the washing machine on and hang out the washing. Isaac and Kian were getting quite good at this! We have looked at money and change, both Isaac and Kian are getting very good at recognising coins and some notes and are getting better at adding the coins together to work out how much money they have. We have also explored shops including what items you can buy from different shops and different jobs roles within supermarkets. This was particularly useful during our visits to the supermarket!



CLASS CC WISH YOU A HAPPY

EASTER!

Forest School newsletter - Spring 2023

This term has seen lots of developments in Forest School, with another member of staff who has started her forest school leader training. This additional training has enabled us to open up more sessions for a lot more students. We are now offering bespoke 1:1 sessions for some students as well as the group sessions. We are also developing the site, and have built a wood store and are currently having some windbreaks built around the site which is going to make it much more 'cosy' when the weather is bad.

Storm Otto damaged our parachute so we had to have a new one installed, but we are utilising the old one and we will recycle it into shelter building kits. We are also constructing some additional shelters in the woods using different techniques. There's lots of ongoing clearing of dead wood going on as well. Students all have a choice in the activities they do each session, one group particularly enjoys just being in the woods and playing their own games. Another group enjoys just being together around the campfire and some students really like splitting wood with the bill hook and mallet. We are having to make more mallets as our original one is now looking a bit battered. Forest School will continue to develop over the next term and we are very proud of all the work the students do around the site



Helping children and young people with MANAGING DEVICE STRESS AND ANXIETY

The internet and advances in the capability of digital devices have afforded us arguably the fastest period of technological and social evolution in living memory; creating opportunities for us to interact with people anywhere in the world, 24 hours a day. It's also, however, blurred safety boundaries and added new stresses for young people, who are often less aware of the hidden hazards. With almost half of 10-15-year-olds experiencing bullying online and algorithms pushing content in front of our children every day, it's important to know how to address some of these challenges.

WHAT ARE THE RISKS?

LIVING ONLINE

The internet is awash with sophisticated algorithms that learn from our online behaviour and try to predict our wants and needs. That's very helpful in some respects, but it can make the online world difficult for children and young people to negotiate. Content can be brought to them at any time - it may not always be appropriate, and children may not have the ability or the support to deal with it.

PUSHY NOTIFICATIONS

Content is also directed at us through notifications from our apps: letting us know we have a new message or social post to read, for example. While that's useful in some circumstances, it conditions us to keep going back online (and is designed to do so) and can be a near-constant demand on your child's attention. As such alerts become more common, are we experiencing an 'attack of the pings'?

BLURRED BOUNDARIES

There are now so many ways we can communicate online in real time (like instant messaging apps) or with a delay (such as on social media) that it's possible to be constantly in conversation. Young people often prefer quickfire exchanges of text - but using fewer words can cause distressing miscommunications through the lack of non-verbal cues like facial expressions or tone of voice.

DIGITAL DEPENDENCY

As devices allow access to immediate external help in challenging situations, it's a concern that children may not be developing the inner confidence to work things out for themselves. Likewise, group membership is hugely important to young people - both in digital and 'real' life - and being excluded from online conversations can cause damaging feelings of loneliness and isolation.

DISGUISED DISTRESS

Children often haven't yet developed the emotional resources to deal with many of the setbacks of everyday life, so identifying when it's specifically something online that's worried them can be tricky. A certain level of stress is a normal response to a problem: it spurs us into action to keep ourselves safe. If the stress is excessive, though, it can feel overwhelming and potentially lead to anxiety or depression.

ANTI-SOCIAL SOCIALS

Social media can bring people together in hugely positive ways. Sadly, it does also have a darker side, including 'flame war' arguments which can escalate quickly and have hurtful consequences. With so many people looking on, 'group shaming' situations are also common - while there are continual opportunities for young people to compare themselves negatively with other social media users.

Advice for Parents & Carers

LEARN THE BASICS

It's impossible to keep up with every online change or every new app. The best option is to make yourself aware of the fundamentals of how the internet operates, so you can help your child to grasp how - and why - content reaches them. Devices and the digital world can be confusing, so learning to understand them better will give you the confidence to talk to your child about them.

PUSH DISTRACTIONS AWAY

Notifications to our phones and tablets can be helpful, but they sometimes make one wonder who's really in charge: the person or the device? Checking our phone as soon as it goes off is an easy habit to fall into - especially for young people. Try switching off non-essential alerts on your devices and encourage your child to do the same; you should both feel less triggered and more in control.

KEEP CHECKING IN

Healthy emotional regulation balances three systems: threat, drive and grounding. Down the various rabbit holes of the internet, however, that balance can easily slip away - so it's important to help your child manage their emotions when they're online. Check in with them regularly when they're on their device, and remember that 'distraction' and 'relaxation' aren't always the same thing.

TALK IT OUT

If a child mentions a comment that's been directed at them in a text chat or on social media, it may sound minor but can actually have a much bigger effect than we realise. In our evolved brains, any perceived threat can get internalised while our body reacts as if we were in physical danger - raising stress levels. It's always worth encouraging your child to get any concerns out in the open.

LOOK FOR THE SIGNS

This is tricky - and may depend on the child's age - but any sudden change in behaviour is worth looking out for. If your child seems to be checking their phone or tablet more, doesn't want to be parted from them, or appears unusually secretive, anxious or withdrawn, it could be a sign that something is amiss in relation to their device - and, possibly, that they're in need of extra support.

BE KIND: UNWIND

Be kind to yourselves as parents and carers. Remember that we're all in the same boat, trying to safely guide our children through this complex, fast-moving digital environment. Getting into the habit of having natural, relaxed conversations with your child about their online life (and yours) can level the playing field and make it far easier for them to open up to you about any concerns.

Meet Our Expert

Dr Carole Francis-Smith is an experienced counselling psychologist who specialises in promoting safe and ethical online communications. She consults with and offers bespoke training to businesses and organisations, supporting positive and effective online communications - often by considering some of the more hidden aspects of the various mediums.



National Online Safety

#WakeUpWednesday

Source: <http://www.childrenscommission.gov.uk/report-the-big-ask-big-ambition>
<https://www.gov.uk/government/people/guy-dobson> and <https://www.gov.uk/government/people/guy-dobson>

Ten top tips for STRONGER PASSWORDS

Passwords continue to be the most common way to prove our identity online. A combination of a username and a password known only to the user provides access to our online accounts and data – and hopefully keeps unauthorised individuals out. As a security measure, though, passwords are relatively weak. People are often predictable in how we choose our passwords, for example – making them less secure. With increasing volumes of usernames and passwords being leaked online, what can we do to keep our data more secure? Here are our top tips for stronger passwords.

BE UNPREDICTABLE

We often choose passwords which are easy to remember, featuring the name of our favourite sports team or favourite film, for instance. Those are predictable passwords. Cyber criminals will routinely try various combinations of passwords relating to sports teams, actors, musical artists and the like – and they often focus on these during major sporting events or around high-profile movie releases.

AVOID GETTING PERSONAL

Many of us use passwords relating to our family, such as children's names or favoured holiday destinations. The problem here is that we also typically post about our holidays and our family on social media – making that information potentially visible to cyber criminals and supplying them with clues which could help them in narrowing down possible passwords we might have set.

NEW PLATFORM, NEW PASSWORD

Where cyber criminals gain access to an online service through a data breach, they often use the data they've stolen to try and access the victim's other accounts. This is because the criminals know that, for convenience, people often use the same password across different services. When we reuse passwords, our security is only as strong as the weakest site where we've used it.

LONGER IS STRONGER

Our passwords are often stored by online services in an encrypted format. In case the service suffers a data breach, the strength of this encryption, however, is dependent on the length of the password you've selected. If your password is only a short one, cyber criminals are significantly more likely to be able to break the encryption and identify your password.

CHECK SOCIAL MEDIA VISIBILITY

Staying up to date with friends and relatives on social media is part of everyday life now. We need to ensure, though, that we limit who can see our posts via each platform's privacy settings. It's also wise to consider what we're posting and if it's really safe to share online. If we restrict what cyber criminals can see, we reduce the chance of them using that information to identify our passwords.

Meet Our Expert

A Certified Information Systems Security Professional (CISSP), Gary Henderson is the Director of IT at a large boarding school in the UK, having previously taught in schools and colleges in Britain and the Middle East. With a particular interest in digital citizenship and cyber security, he believes it is essential that we become more aware of the risks around technology, as well as the benefits.



Source: <https://www.ncsc.gov.uk/>

CCTV
IN OPERATION

'DOUBLE LOCK' YOUR DATA

It's possible that cyber criminals may eventually discover your username and password. Enabling multi-factor authentication (MFA) on your accounts, however, reduces the chance of them obtaining access to your data, as they'd also require a code which is provided via an app, SMS message or email. MFA isn't infallible, but it does definitely provide extra protection and security.

DELETE UNUSED ACCOUNTS

Data breaches occur when cyber criminals gain access to an online service and all the data contained within it – including usernames and passwords. Whenever you stop using a service, it's wise to make sure that you delete your entire account and not just the actual app. If the service no longer has your data, there's zero risk of it being leaked should they suffer a data breach in the future.

TRY PASSWORD MANAGERS

Even though most of us have numerous online accounts to manage these days, it's advantageous to avoid password re-use. Specialist password management software (like Dashlane or OnePassword, among others) can help by storing a different password for every online service that you have an account with: the only one you or child will need to remember is the single master password.

GET CREATIVE

The British government's National Cyber Security Centre (NCSC) recommends the 'three random words' technique. This method helps you create a password which is unique, complex and long – yet which is memorable enough to stay in your mind ("FourBlueShoes", for example). The NCSC website, incidentally, also offers plenty of other useful information relating to personal cyber security.

STAY VIGILANT

The best way to protect your accounts and your data is to be vigilant and careful. If you receive an email or text message that's unusual or unexpected, treat it as suspicious until you're able to verify whether it's genuine and safe. Starting from a position of vigilance and caution will reduce the likelihood of you or your child being tricked by a malicious email, text or phone call.



National
Online
Safety®

#WakeUpWednesday

What Parents & Carers Need to Know about iPADS

Apple debuted the first iPad in 2010, kickstarting the tablet market, and it remains the best-selling tablet to this day. Although Apple doesn't offer a child-specific version, iPads are hugely popular with youngsters due to their ease of use and endless choice of apps. There's a selection of models, with different-sized screens and distinct features – including the standard iPad; the iPad Air; the iPad Pro; and the iPad mini. Thankfully, they all offer parental controls so you can regulate how your child uses the device – and how long they spend on it.

WHAT ARE THE RISKS?

PHYSICAL DAMAGE

While some tablets (such as the Amazon Fire Kids editions) come with rugged shock-proof cases, iPads aren't built for rough and tumble. They're also more expensive than most other tablets, and any damage your child's iPad suffers could be costly to repair. Buying a child-friendly case and screen protector for the device could be a wise move, especially if it's being used by younger ones.

SCREEN ADDICTION

Like most digital devices, tablets have the potential to become quite addictive. You might find your child spending too long staring at their iPad, which could lead to irritability, mood swings and a loss of interest in more important tasks. If this happens, be sure to visit the built-in screen time settings and ensure you limit how long they're able to spend on the device each day.

INAPPROPRIATE CONTENT

18

CAUTION

Even if it would never occur to your child to go searching online for age-inappropriate sites, apps or information, there's always a possibility that something unexpected – perhaps a video that auto-plays or content incorrectly suggested by an algorithm – could appear on their tablet and upset them. You can help prevent this by adjusting the content settings (see our 'Top tips' section below).

SIRI SUGGESTIONS

The parental controls built into iOS (the fundamental operating system of Apple devices) enable you to block access to most age-inappropriate content – but your child could potentially still bypass these restrictions (either accidentally or deliberately) by using Siri, Apple's voice-activated digital assistant. To avoid this, toggle the 'Ask Siri' functions to 'off' in the iPad's settings menu.

Advice for Parents & Carers

ENABLE FAMILY SHARING

Before letting little ones loose on an iPad, it's a good idea to set up Family Sharing, as this lets you utilise the parental controls to manage exactly how your child is able to use the device. You can do this fairly easily by going into the iPad's settings; once there, you'll be able to add an existing Apple account (if your child already has one) or set one up from scratch.



APPLY SOME LIMITS

The 'Downtime' function allows you to tell the iPad to lock itself at certain periods (at mealtimes or before bed, for instance), while 'App Limits' removes access to certain apps once they've been used for a specified length of time each day. The iPad can display a reminder when these limits have nearly been reached, letting your child mentally prepare for the end of their gaming or viewing time.



STOP ACCIDENTAL SPENDING

To empower your child with an increased sense of freedom on their device (without giving yourself something else to worry about in the process) you could enable the iPad's 'Ask to Buy' feature. Whenever your child tries to download or buy an app, game or product, the iPad sends you a request to approve (or deny) it. This option only becomes available if you've set up Family Sharing.

SET CONTENT AND PRIVACY RESTRICTIONS

The parental controls can stop the iPad from displaying explicit or age-inappropriate content (in apps like iTunes and Safari, for instance) when your child is signed into their account. You'll also be able to restrict the capacity to download and install apps, and you can specify permissions which prevent children from changing the iPad's privacy settings once you've selected them.



TRACK IT DOWN

Just like the iPhone, Apple's iPads have 'Find My' software to help you locate your child's iPad – or indeed, any linked Apple devices that have gone AWOL, including phones, watches and AirPods. If you enable 'Find My' in the settings menu, it will display the last known location of an iPad that's been mislaid, as well as giving you the option to lock a missing iPad that you suspect has been stolen.

Meet Our Expert

Coily Page is an experienced technology journalist with a track record of more than 10 years in the industry. Previously the editor of tech tabloid The Inquirer, Coily is now a freelance technology journalist, editor and consultant.



National Online Safety

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