



iOS 18 Launch

Apple have recently released their latest operating system, iOS 18. iOS 18 offers lots of new features (some are restricted to newer phones) but one feature that you should be aware of is the ability to now lock and hide apps.

When an app is locked, Face ID, Touch ID or your passcode will be required to open it. This also means that notifications will no longer be shown for that app. Additionally, apps can now be hidden so they can only be accessed through a hidden apps folder that is also locked. This new feature illustrates the need to have regular chats with your child about what they are using their phone for.

Vault (secret) Apps

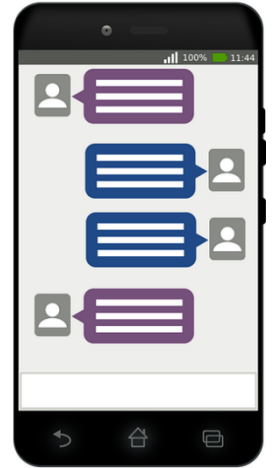
Have you heard of Vault Apps? They are basically secret apps that are concealed by looking like a normal, less conspicuous app. For example, one of these apps looks and works like a working calculator when opened, but when a passcode is entered, it reveals photographs, videos, documents and contacts. One way to prevent your child from using these apps is to ensure parental controls are set up so you can review all app purchases. You can find out more here:

- <https://www.bark.us/blog/find-hidden-apps/>
- <https://www.safes.so/blogs/vault-apps/>

Mobile phones: do you know the risks?

We know that children having access to a smartphone can expose children to risks including:

- Viewing inappropriate content
- Excessive screen time/use, which in turn can affect their mental health and sleep pattern.
- Contact from inappropriate people/grooming
- Cyberbullying
- Spending money on in-app purchases/scams



What effects do mobile phones have on children's mental health?

Compass discuss the research around this important topic, outlining the positive and negative effects that mobile phones have:

<https://www.compass-uk.org/services/compass-changing-lives/what-effects-do-mobile-phones-have-on-children-and-young-peoples-mental-health/>

EE launches Age Guidance

EE has launched age guidance for smartphone usage to improve children's digital wellbeing. In summary, they recommend that children under 11 should use non-smart devices, for children aged 11-13, they advise that if a smartphone is used, then parental controls should be enabled and access to social media restricted. Finally, for 13-16-year-olds they still recommend that parental controls are implemented and appropriate restrictions set up. You can read the full guidance here:

<https://newsroom.ee.co.uk/ee-launches-age-guidance-for-smartphone-usage-in-drive-to-improve-childrens-digital-wellbeing/>

Could you delay when your child is given a smartphone with Smartphone Free Childhood?

The premise behind this movement is that all parents/carers of a class all agree not to give their children smartphones (therefore the level of peer pressure is reduced) for a set time or until a specific age:

<https://smartphonefreechildhood.co.uk/>

What device?

When you think it is the right time for your child to have a phone, then Which? provide an overview of some options available:

<https://www.which.co.uk/reviews/mobile-phones/article/buying-a-first-mobile-phone-best-dumb-phones-and-smartphones-for-kids-aA03C3Y8aTzr>

Be aware of what you share:

Get Safe Online have produced a set of tips to help you avoid oversharing and outlines what the consequences might be if you do:

<https://www.getsafeonline.org/whatdo>

10 Top Tips for Parents and Educators

SUPPORTING CHILDREN TO MANAGE CONFLICT EFFECTIVELY

Disagreement is a natural part of human interaction. This can seem particularly true when dealing with the sensitive issues that arise for secondary-aged pupils. This guide brings you 10 top tips which can help prevent conflicts arising or mitigate their impacts when they do.

1 INSPIRE RESPONSIBILITY

The best approaches to conflict resolution are restorative. This means that rather than adults imposing their own solutions on children who have had a disagreement, they should work with them. Allowing them to handle it can feel empowering to young people and will hopefully teach them to manage their own disputes as they move towards adult life.

2 ACTIVELY LISTEN

Remember to give every child the opportunity to voice their opinion, regardless of their age, stage of development, special educational needs, or other individual requirements. This can be done using a variety of different communication methods. For example, some children find it easier to express how they're feeling using pictures and drawings, while some prefer to write their ideas down.

3 BE CURIOUS

Demonstrating how to approach conflicts with a mature and empathetic mindset can set a good example to children, which can prove a useful skill for them later in life. Model this by asking inquisitive-yet-respectful questions about the issue at hand. Really try to understand where all parties are coming from, and share information between them when and where appropriate. This should encourage young people to mirror your behaviour, teaching them to be curious about the other sides of a conflict, and thus being more willing to hear them out.

4 PROMOTE DIFFERENCES

Children and young people may come from a range of different backgrounds and cultures or have protected characteristics which may cause them to see things from various angles. Having a school and community culture which celebrates and embraces diversity in all things – including diversity of opinion – means people are more likely to feel heard and understood.

5 BE SUPPORTIVE

Discussions may be sensitive or, in some cases, even trigger negative emotions. Pupils may have mixed feelings about the issue at hand. They could be nervous or anxious before even coming to the table to talk about it. Try and create a space where all parties feel safe, welcome and comfortable. Allow breaks and time-outs if the conversation gets heated, to prevent anyone from saying something they might later regret.

6 MENTALLY PREPARE

Think of how you can approach the conflict in a calm and regulated manner. Consider taking some extra time to prepare beforehand and finding somewhere quiet to relax. Even if you're not directly involved with the conflict, mediating can be a stressful experience in its own right. Make sure you're hydrated, fed and comfortable, and do the same for the young people involved. These may seem like insignificant factors, but it's important to remember that physical discomfort can trigger dysregulation, which can make it much harder to have a calm, productive conversation.

7 GET YOUR FACTS STRAIGHT

Make sure you have all the facts, figures and timelines of the situation prior to the discussion. This should be done as objectively as possible with the aim of resolving the ongoing issue. You may want to risk assess any problems that may arise and look for possible solutions during your preparation time.

8 STICK TO THE POINT

Make the reason for, and purpose of, any meetings or communications clear prior to setting them up. Provide an agenda. Act as a neutral chairperson who can keep all parties on track. Make sure everyone has a chance to air their concerns about the issue being discussed and try to avoid talking about unrelated incidents. Close off with some action points, detailing what everyone can do to resolve the conflict.

9 BE SOLUTION FOCUSED

It's often said that the art of diplomacy is about giving others ladders to climb down. This means the main aim of any meeting or correspondence should be finding mutually acceptable and amicable solutions. Parents, carers, teachers and pupils should be aware there may need to be a compromise for the common good – and, most importantly, the good of the children you're supporting.

10 DON'T IGNORE OR AVOID CONFLICT

No one benefits from allowing concerns and grievances to fester, as this can lead to further division and mistrust, and ultimately doesn't help the children involved. Use our tips to open meaningful lines of communication. These should help you find a suitable resolution and minimise the number of conflicts you're faced with mediating overall.

Meet Our Expert

Catrina Lowri is a neurodivergent former SENCO and advisory teacher. She founded her company, Neuroteachers, to improve inclusion for neurodivergent people. She works with nurseries, schools, colleges and businesses providing consultancy, training and mentoring to create belonging and understanding for people with the full range of neurotypes.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/supporting-children-to-manage-conflict-effectively>