

Y7 Induction 2024: Smartphones and social media

Parents and Carers Evening 5th September

We will be covering the **main risks** of smartphone and social media app use.

We will also be offering **practical advice and support** to help you monitor and manage your child's phone use.



This presentation is also available on [our school website](#), in the Y6 Transition section

Introducing

Wellbeing team members



**Mrs Laven,
Assistant Head of
Behaviour &
Attitudes**

**Mrs Watson,
Child Protection
Coordinator**



**Ms Atkinson,
Head of Year 7**



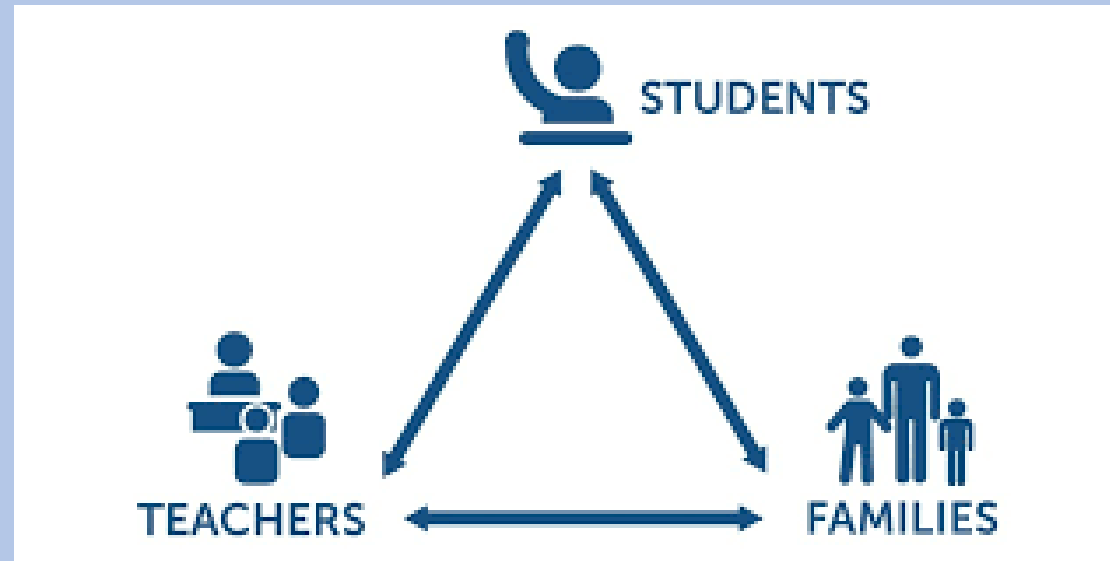
**Mrs Edwards,
Emotional Health
Support Worker**



**Mrs North,
Year 7 Pastoral
Manager**



Why did we set up this evening?



A **positive, proactive** approach to managing the risks of smartphones and social media, so our pupils can enjoy the **opportunities**.

What activities have Y7 already completed?

- Logged into **school computers**
- Learned about **account security**
- Accessed and used **school email**
- Learned the rules of the school **mobile phone policy**



Key points:

- Phones **switched off and in bags** going through the school gate until lunchtime
- Phones can be used at **lunchtime only**
- **No photos** or videos
- You must be **seated** when using your phone
- Phones can be **confiscated** by staff – to be collected from reception at the end of the school day (2nd offence = collection by a parent/carer)
- **1 behaviour point** for phone confiscation (5 BPs in a week = loss of social time)

Mrs
Laven

Some benefits of smartphones/social media

- Young people can **share their hobbies and interests** in like-minded communities, talk gaming tactics and even get support and advice
- Helps young people **stay connected** with friends and family
- Provides **access to information and resources**, which can help individuals seek help, find coping strategies, and better understand their mental health
- **Empowers** young people and **promotes independence**, e.g. apps such as Google Maps can help increase their confidence planning excursions
- Apps such as Duolingo and Quizlet can help young people **revise and learn** new academic content
- Mobile phones can offer **convenience** in terms of entertainment, which can contribute to overall well-being

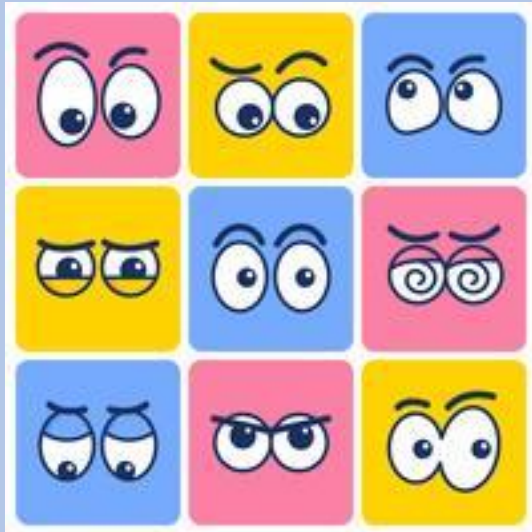


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Watson

What are the risks of smartphones/social media?

What they might see

When they're playing a game, using an app, watching YouTube channels, what sort of content is there?



- Have they seen any **inappropriate content** and if so, what did they do? How did it make them **feel**?

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Watson

What are the risks of smartphones/social media?

Who they might speak to

Most games and social media apps have various communications features, from text chat to voice chat, messaging and private messaging, video and image sharing, livestreaming and more.



- Ask about the friends they play with. What is the difference between **online and offline friends**? Do they talk to people they don't know online? If so, why and what are they sharing?

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What are the risks of smartphones/social media?

How they behave

- **Cyberbullying** is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone. A person can be bullied online and offline at the same time.
- Feeling overwhelmed in group chats/online activity— trying to keep up with **large group chats** can have a significant impact on a young person's mental health. To boost self-esteem and feel a sense of belonging in their social circles, people post content with the hope of receiving positive feedback. You get a recipe for constantly checking platforms.
- When reviewing others' social activity, people tend to **make comparisons** such as, “Did I get as many likes as someone else?,” or “Why didn't this person like my post, but this other person did?” They're searching for validation on the internet that serves as a replacement for meaningful connections they might otherwise make in real life.
- FOMO—**fear of missing out**—also plays a role. If everyone else is using social media sites, and if someone doesn't join in, there's concern that they'll miss jokes, connections, or invitations.



What issues can impact pupils, both in and out of school?

Giving out another pupil's number without their knowledge or consent

Receiving indecent images, or being asked to send them

Creating fake accounts or changing the names of people on group chats

Speaking to people they don't know in real life: risk of grooming

Social anxiety around responding to messages quickly, or expecting others to do so

Reading things they don't like online, or being exposed to content which they find upsetting/disturbing

Addictive quality of phones/notifications

Sharing photos or videos to embarrass pupils; screenshotting and sharing online conversations

Isolating pupils by removing them from group chats or starting new ones without them

WhatsApp

Age rating: 13+ (lowered this year from 16+)

Main features: photo & video sharing, livestreaming, stories, DMs, hashtags



Instagram

Age rating: 13+

Main features: photo & video sharing, livestreaming, stories, DMs, hashtags



Snapchat

Age rating: 13+

Main features: photo & video messaging, snaps, location sharing



Tiktok

Age rating: 13+

Main features: making & sharing short videos, lip-syncing



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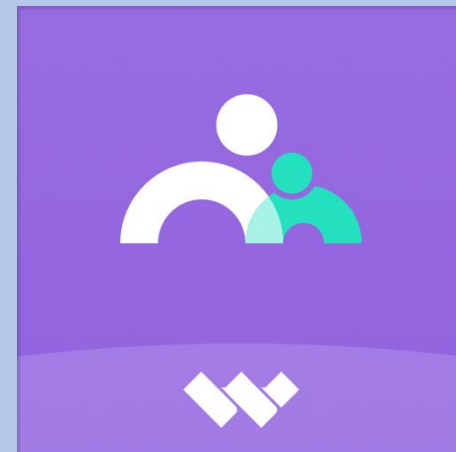
How you can help keep your child safe online

It's easy to become overwhelmed with the different technology, the language that children use, the huge number of games and apps which are available and the potential risks.

Here are **some tips** on how you can help keep your child safe online, from preventative strategies to responding to incidents.

Help manage what they see and do online

- **Parental controls and privacy settings** can help you manage how your child spends time online and help to keep them safe. There are now free as well as subscription apps adults can add (**Google Family Link** or **FamiSafe** are two examples) that help parents to monitor/manage children's online activity. [Apple's Family Settings](#) do the same.
- **Device settings** – manage things like location sharing, screen time and in-app purchases. Most tech and gaming companies have dedicated pages to support with setting these up.



Help manage what they see and do online

- **App or game settings** – in-app tools that can help to keep your child's account private and manage who they're talking to. You can normally find information on these in account settings or directly on the platform's website.

[Example – How to change privacy settings on WhatsApp](#)

- **Mobile or network provider settings** – help to manage browsing access and stop your child from visiting inappropriate sites or downloading apps that aren't suitable. Contact your mobile or broadband provider for more information about setting this up.

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Screen-free times, and screen-free zones

- Consider establishing screen-free times and screen-free zones. For example, **no devices at meals** or for an hour before bedtime.
- The only way to truly make sure your child isn't on their phone is to take the device away. **Experts recommend physically removing devices every night**, so young people aren't tempted to use them, more likely helping them get a good night's sleep.



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Possible indicators of online bullying or exploitation

Be alert for signs of your child behaving in the following ways:

- Being emotionally upset during or after using the Internet or the phone
- Being very secretive or protective of one's digital life
- Spending more time than usual in their room
- Withdrawal from or lack of interest in family members, friends, and activities
- Avoiding school or group gatherings
- Slipping grades and "acting out" in anger at home
- Changes in mood, behaviour, sleep, or appetite
- Suddenly wanting to stop using the computer or device
- Being nervous or jumpy when getting a message, text, or email
- Avoiding discussions about computer or phone activities



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Actions you can take

- Encourage your child to take control by [blocking and reporting people](#) who send unkind messages
- Contact school if you have ongoing concerns
- Report concerns to the platform if you see bullying online and to the police and [CEOP](#) if you have concerns about grooming or exploitation
- Services like ChildLine's [Report Remove](#) are also available. Any issues concerning indecent images should also be reported **to the police**.



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Key points to communicate to your child

- Remind your child that they **shouldn't share personal information** with people they don't know online.
- Talk about the **risks of sharing nudes** and let them know they can come to you, or another adult they trust, if someone's pressuring them to share an image or video of themselves.
- Let your child know they can come to you or another trusted adult if **any conversation** makes them feel uncomfortable.



- The best way to find out what your child is doing online is to talk to them about what they like to do. Ask them **open-ended questions** like ‘What’s your favourite game or app to play on?’
- Listen to what they have to say and show an interest. **They could give you a demo** of their favourite app or show you their favourite YouTube or TikTok account.
- They will probably be able to **teach you things** you don’t know! This will also give you an opportunity to chat about any safety settings they might already have in place.



- Talking regularly with your child can help keep them safe online. **Make it part of daily conversation**, just as you would ask about their day at school, to help your child feel relaxed.
- It also means when they do have any worries, they're more likely to come and speak to you.
- **Provide space** for your child to raise any worries they have through regular activities together – e.g. driving in the car, walking the dog, cooking or baking.



Beyond school: the benefits of less screen time at home

BBC News, June 2024

What happened when 10 teens gave up their smartphones?



Will is worried about spending five days without internet, with just a "brick-phone"

"She's talking more and she's going to bed earlier. It's a nice break."

"It was really peaceful. I really enjoyed it because it got my creative flow back. As soon as I got home, I was drawing stuff and painting. It helped kickstart off finding the things that I like again."

"It's made me realise how much time I spent on social media, and I've realised I need to cut down on it and go out more. I'll try and use less of TikTok, that's for sure."

Mrs
Laven

Further advice and support

NSPCC

As children continue to develop their own identities in their teenage years, they might become more challenging – sometimes seeming ‘moody’ or withdrawn, or not as talkative and open as their parents would like. They might be more inclined to disagree with their parents, or choose different views. Friends (and celebrities) will become a bigger influence and your child may not always do what you would like.

The NSPCC have produced a guide on how to manage behaviour through [positive parenting](#), and also have great resources and guides to raise awareness of **online safety** and what parents can do to protect their children:

[Keeping children safe: online safety](#)

Mrs
Laven

Further advice and support

As children get older, they can experience difficult emotions. Some children find it hard to talk to their parents about feelings and may want to speak to Childline which is free to ring, or visit [childline.org.uk](https://www.childline.org.uk).



Their website is also excellent for young people to find out more about their [online and mobile safety](#), with a wide range of accessible topics.

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Atkinson

How do we support and promote e-safety at school?

- IT inductions
- Assemblies
- Form time discussion
- Computer Science, English and PSHE lessons
- Guest speakers
- **Coming soon: Phones-Free Fridays for Y7!**

The school uses a web user interface called Smoothwall. The Child Protection Coordinator is alerted to any searches or emails containing flagged words, from devices connected to the school network or wifi.

If you have further ideas or suggestions, please let us know

Learning Resource Centre (LRC)

Open and supervised by staff from 8am – 4pm
every school day

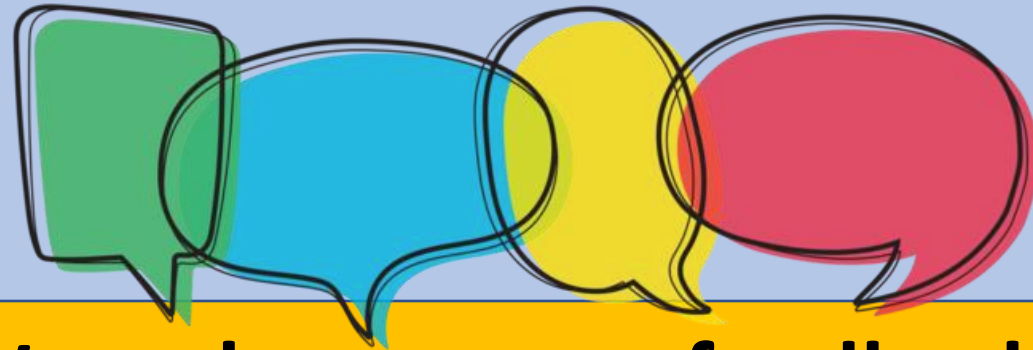
Pupils can:

- Use computers and the printer
- Get help with their homework
- Take part in crafts and games at lunchtime





Any questions? Please ask now, or wait behind to speak to a member of the team



We welcome your feedback

A survey will be sent out at the end of September to ask how you feel your child has settled at Beverley High School and a member of the transition team will contact you as appropriate.