

## Social Media

**NO CHILD IN OUR SCHOOL** is legally old enough to use social media.

This week we are learning all about social media and how our **conduct** puts us at risk. As parents you need to know that no child should be using it, and take steps to protect them.

Pupil voice tells us the most pupils are less safe online than they are in the real world. It is the schools job to educate them to the risks.

### Age Limits

Facebook 13

Instagram 13

Snapchat 13

Tiktok 13

Youtube is also 13

The age limits for chat apps like WhatsApp, is rated at 16: [Chat apps | NSPCC](#)

You need to be aware of what your child is doing on the internet, as, like all schools, we are aware of increasing issues with pupils not using technology appropriately. The government is changing the law around this: [Data Protection and Digital Information \(No. 2\) Bill - Parliamentary Bills - UK Parliament](#)

For more advice use the links below:

[Social media advice hub | Internet Matters](#)

[Social media | NSPCC](#)

If you are worried:

NSPCC and Child line 08001111

If in immediate danger [www.ceop.police.uk](http://www.ceop.police.uk) or 999

These are the definitions and information you need to know.

**Conduct: children may be at risk because of their own behaviour, for example, by sharing too much information**

Children need to be aware of the impact that their online activity can have on both themselves and other people, and the digital footprint that they create on the internet. It's easy to feel anonymous online and it's important that children are aware of who is able to view, and potentially share, the information that they may have posted. When using the internet, it's important to keep personal information safe and not share it with strangers. Discuss with your child the importance of reporting inappropriate conversations, messages, images and behaviours and how this can be done

**Contact: children can be contacted by bullies or people who groom or seek to abuse them**

It is important for children to realise that new friends made online may not be who they say they are and that once a friend is added to an online account, you may be sharing your personal information with them. Regularly reviewing friends lists and removing unwanted

contacts is a useful step. Privacy settings online may also allow you to customise the information that each friend is able to access. If you have concerns that your child is, or has been, the subject of inappropriate sexual contact or approach by another person, it's vital that you report it to the police via the Child Exploitation and Online Protection Centre ([www.ceop.police.uk](http://www.ceop.police.uk)). If your child is the victim of cyberbullying, this can also be reported online and offline. Reinforce with your child the importance of telling a trusted adult straight away if someone is bullying them or making them feel uncomfortable, or if one of their friends is being bullied online

### **Content: age-inappropriate or unreliable content can be available to children**

Some online content is not suitable for children and may be hurtful or harmful. This is true for content accessed and viewed via social networks, online games, blogs and websites. It's important for children to consider the reliability of online material and be aware that it might not be true or written with a bias. Children may need your help as they begin to assess content in this way. There can be legal consequences for using or downloading copyrighted content, without seeking the author's permission.

### **Commercialism: young people can be unaware of hidden costs and advertising in apps, games and websites**

Young people's privacy and enjoyment online can sometimes be affected by advertising and marketing schemes, which can also mean inadvertently spending money online, for example within applications. Encourage your children to keep their personal information private, learn how to block both pop ups and spam emails, turn off in-app purchasing on devices where possible, and use a family email address when filling in online forms.



#### **Self-image and identity**

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.



#### **Online relationships**

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.



#### **Online reputation**

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.



#### **Online bullying**

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.



#### **Managing online information**

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.



#### **Health, well-being and lifestyle**

This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.



#### **Privacy and security**

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.



#### **Copyright and ownership**

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.