



Happy Jubilee & half term to our Quorn Hall family!



QUORN HALL
SCHOOL

Notes from our Headteacher

What a busy term we have had across the curriculum, and for the first time in Quorn Hall history we had Year 11 students sit GCSE English exams at the school. I am so proud of them and would like to take this opportunity to thank the parents, carers and staff for their support. It does take a large team effort and what was particularly lovely was the attitude of the other pupils towards these exams. They were respectful of just how stressful this can be for young people

and gave them the space and quiet they needed to sit these exams. The exam season continues for the next six weeks, and I wish all of our pupils all the very best and thank you in advance to parents and carers for your continued support.

In addition to the traditional curriculum we have had many trips and visits to develop cultural awareness, and have also continued to develop our vocational curriculum. Kenzi's work is phenomenal and is one example of how we celebrate and encourage individuality here at Quorn Hall. He is extremely talented and hard working which is a great combination. Well done to him.

I am very excited about the work we have done in terms of outdoor learning – the Year 11s and 12s have been busy finishing building our bee enclosure, and the Science curriculum has been focusing on Natural Science and developing our garden. I look forward to home grown vegetables and Quorn Hall's very own honey!

To finish the term off we have Jubilee celebrations on Friday and the pupils are busy learning about what the Jubilee means for us as a country and how this relates to British values (with plenty of tea and cake as well, of course!).

I do hope you have a lovely half term and we hope to see you (either in person or virtually) at the parents/carers evenings next term. The dates can be found in the Diary Dates section of this Newsletter.



Antonia Jackson
Headteacher

Please Note:

You may need to click *View Entire Message* at the end of the email to enjoy this newsletter in full! You may also need to click to display images to appreciate the images in this newsletter.



Monday 30th May - Friday 3rd June 2022

HALF TERM

Parent/Carer evening dates:

Key Stage 2 – Tuesday 28th June 2022 3.30pm-5.30pm

Key Stage 3 – Wednesday 29th June 2022 3.30pm-5.30pm

Key Stage 4 – Thursday 30th June 2022 3.30pm-5.30pm

Tuesday 12th July 2022*

School closes for summer

*(*Wednesday 13th July 2022 will be observed as the Queen's Platinum Jubilee Bank Holiday)*

Exams

This half term has been an exciting new step for us at Quorn Hall as it marked the first of our GCSE examinations. It's taken a lot of behind the scenes work to bring this opportunity to our pupils and we know it will all be worth it. Good luck to the first Quorn Hall pupils sitting their GCSEs!

More than anything we want to provide our pupils with as many opportunities as we can, to do that we need a diverse set of qualifications which can meet the needs of any and all of our pupils. Functional Skills, ASDAN, Duke of Edinburgh Awards and a host of smaller courses already provide our pupils with the skills and qualifications that they need to find their own paths in life; GCSEs will be yet another option that can open even more pathways.

We also celebrate the pupils who have already received their Functional Skills English and Maths qualifications this year, so far 12 Key Stage 4 pupils have received a total of 18 qualifications and Functional Skills exams are still ongoing in the last half term! The pupils have worked hard and we hope they all

feel proud of their individual achievements.



Art and Design Projects

Lower School

Toucans – American Artists

Over the past term, Toucans Class has been looking at famous American artists which ties in neatly with their themed lessons. They have been studying and reproducing the work based on the famous 20th century artists Jackson Pollock, Keith Haring, and Robert Raschenberg.



Emus – Graffiti Art Project

James, Edward and Liam have all been working hard in lessons producing artwork based on 'Graffiti Art' this term. They have been looking at different types of graffiti art, including images and lettering styles and have designed their own name plate which they will eventually make out of clay.



Nightingales – River's 3D Model Jet Fighter

River has been working really hard over the past few months on his Pop Art Jet Fighter model based on the Pop Artist Roy Lichtenstein. This term, he has completed the model design and is currently painting the finishing touches to his 3D aircraft.



Ravens – Photomontage Project

The class have been working on their photomontage project, cutting up, colouring and pasting facial features in order to create their own portrait designs.



Flamingos – Niki de Saint Phalle GCSE Project

The Flamingos have been working on their first GCSE Art and Design Project, looking at the French artist and sculptor Niki de Saint Phalle. They are currently creating a colourful title page based on the artist and will start developing ideas in their sketchbooks to take into 3D model making. They will eventually create a brightly coloured 3D sculpture based on fantastical animals and/or dancing figurines called 'Banas' using paper mache, mod roc or clay.

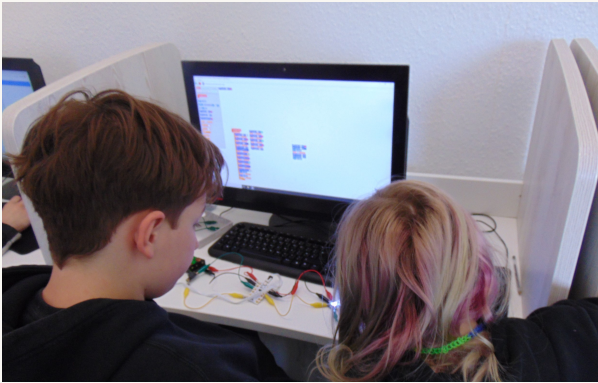
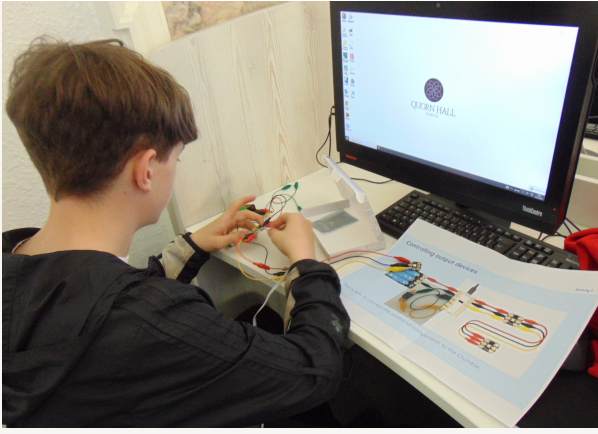


Computing

This half term the Key Stage 3 computing subject has been Selection in Physical Computing. Pupils have been using Crumbles. Crumbles are microcontrollers that can control output devices using block based programming.

Pupils have connected various output and input devices to their crumbles and explored how to control each one. They have also had a go at reading and writing programmes which use input conditions to control outputs.

An example of this was our “mini discos” using two sparkles (LED components) and a buzzer. We had some very bright and noisy mini parties in the ICT room!



Forest School

Some of the pupils have been helping to make the broods and supers for the beehive that will hopefully become operational in the next few weeks. Harvey, Mitchell, Braydon and Tommy have been hard at work helping to make these during their Forest School sessions.





The completed aviary is now ready to receive the Queen Bee!



This term pupils have also been learning how to make popcorn on the open fire. Several pupils including Alex have been hard at work learning how to make popcorn on the open fire as well as learning how to create and use a 'Swedish Candle'.



Humanities

In Humanities we are practicing skills to research and gather information. The pupils are learning to use reliable sources and cite where they get their information from.

Emus have been working hard in Humanities learning about climate change.



Magpies have enjoyed learning about tectonic events. So far we have researched Tsunamis and have gathered details about a specific incident.



Ravens and Nightingales are learning about tourism. We have researched tourist attractions in the UK, learned about the holiday habits of UK residents and looked at the impact of tourism on the economy, the environment and culture.



Flamingos have been learning about the UK electoral system. They have researched terms used in the UK politics and researched the main ideology of parties in the UK.



Hummingbirds and Flamingos have been exploring foreign languages. Flamingos are enjoying learning Spanish.



Learning for Life

Our focus this term for Learning for Life is to develop skills in the food tech room. We have discussed nutrition including macro and micro nutrients. We also learned about different methods of cooking. Pupils have then explored seasoning making a vegetable packed tomato base sauce to use in a variety of dishes. Pupils are further challenged to work out the cost of their meal.



New Maths Room

As we have now moved to more subject specialist teaching, we now have an extremely lovely dedicated maths classroom. It is at the end of the first floor corridor in the annex, so is light, bright and spacious.

There is space for 8 pupils – 2 per table which provides lots of room for working. Each table has its own equipment store to provide easy access to pens, pencils, rulers (bendy!), erasers, number grids and many other pieces of equipment when required.

It is a great room to teach in as there is the IWB one side of the room and the large normal whiteboard you can see in the picture opposite. This means that we can use digital and teacher input simultaneously.

As all the resources can be kept in one location now we have posters, games and maths books galore to keep the most demanding of mathematicians occupied.

Thank you to the site team who helped construct some of the new furniture and helped me move all the heavy equipment into the room at the end of the Easter holidays. The pupils seem to be enjoying their time in the room and are completing lots of excellent work, resulting in gold medals galore.

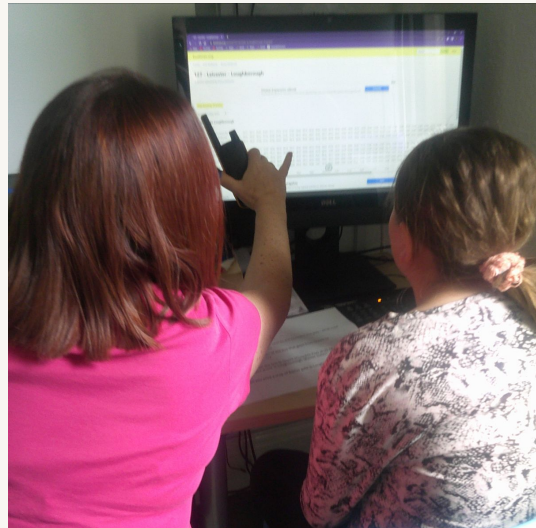
Next term, two classes are coming with me on a trip to Bletchley Park where the 2nd World War code breakers were based. Who knows – we may inspire the next generation of world breaking mathematicians – exciting times.

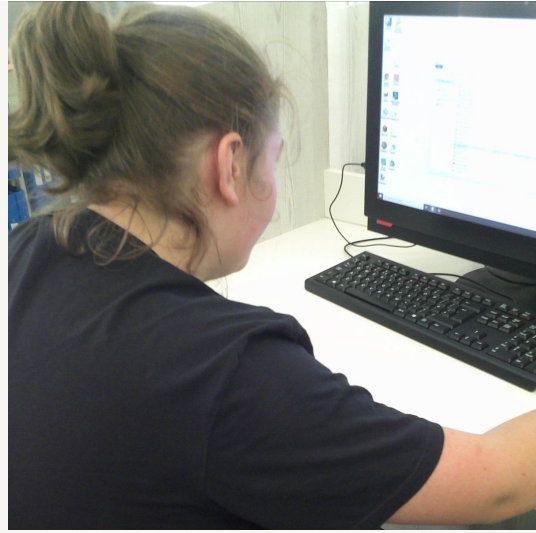
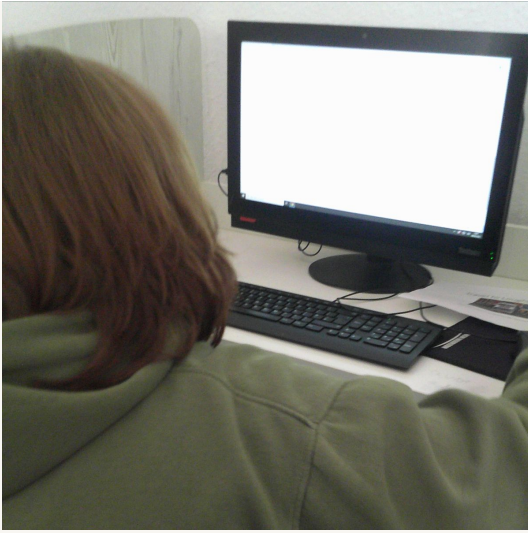


Ravens Form Group

We have had a great term settling in as the Ravens form group, from exploring new areas and helping to keep the environment clean during Duke of Edinburgh, to developing new skills in Learning for Life and Computing.

The pupils have begun to read and research Macbeth in English and continue to contribute to meaningful discussions in PSHE. We look forward to the new term!





Work Experience

Kenzi in Year 11 has been going on a work experience placement with Coalville CAN every Thursday.

Coalville CAN is a community group with a street art specialist, Tommy, who Kenzi assists in his day to day work. Kenzi has been producing some incredible art that really showcases the creativity and flair that makes Kenzi such an exceptional pupil.

Recently, Kenzi assisted Tommy in painting a stunning remembrance mural on a Coalville pub. As well as this, Kenzi teaches street art techniques at an evening workshop on Thursday.

It is very apparent that Kenzi has a sparkling future in the creative arts and we are incredibly proud of his achievements so far.



Flamingos

The Flamboyance of Flamingos have been working well and adjusted to their new class, new class name and new timetable.

They've been enjoying learning about An Inspector Calls in English, trigonometry in Maths, planting in their own patch in Science along with having their milk bottle planters in the form room. Learning Spanish along with researching voting and society in Humanities.



In Forest school they helped make the Beehives, getting prepped for our newest additions to Quorn Hall School, the QueenBee and her hive, made popcorn, a Swedish candle and used a KellyKettle to make hot chocolate.



The Flamingos are looking at the changing world around them in PSHE, studying the work of French artist and sculptor Niki de Saint Phalle in Art and making dishes Gordon Ramsey would be proud to serve in Learning for Life.



All this while enjoying time in the sunshine and managing a trip to the park to enjoy a reward for all of their hard work this term.



They look forward to the excitement and adventure the new term holds!



At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many apps which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, tips and advice for adults.

What Parents & Carers Need to Know about DISCORD

Discord is a free app which allows users to communicate in real time via text, video or voice chat. Available on desktop and mobile devices, it was originally designed to help gamers cooperate – but has evolved into a more general networking platform for a range of online communities, discussing topics like TV series, music, Web3 and more. Discord is organised around closed groups, referred to as 'servers'. To join a server, users must be invited or provided with a unique link. It's a space for users to interact with friends, meet others with shared interests and collaborate privately online – but it's also a place where young people can be exposed to risks if the right precautions aren't taken.

AGE RATING 13+
Some servers and channels marked as '18+' require users to be at least 18 to join.

WHAT ARE THE RISKS?

CYBERBULLYING
 Discord's easy accessibility and connectivity, unfortunately, makes it an ideal place for cyberbullying to occur – especially as audio and video streams disappear once they've ended, meaning that bullying could take place without leaving any evidence. Closed groups can also be created, giving young people the opportunity to exclude their peers or send cruel messages without adult oversight.

ACCESSIBLE TO PREDATORS
 On many chat platforms, users can lie about their age or true identity – and Discord is no exception. Predators have attempted to abuse the platform by using it to contact and communicate with underage users – by initially chatting with a child on an age-inappropriate channel, for example. While Discord has improved its safety settings, some users will still try to bypass them for malicious reasons.

DIFFICULT TO MODERATE
 Like many private communication apps, Discord's real-time messaging can be difficult to control. The system enables content moderation through each individual server – so different groups can set their own rules for what's acceptable, and some groups may not monitor for unsuitable content. Anything that happens in an audio or video stream is also virtually untraceable once the stream has concluded.

CRIMINAL ACTIVITY
 Discord does have strict Terms of Service and Community Guidelines to protect its users – but, sadly, not everyone adheres to them. Criminal activity including grooming, hate speech, harassment, exploitative content, doxing and extremist or violent material have all been found on Discord servers over the last two years. In 2020, Discord received almost 27,000 reports of illegal activity on the platform.

INAPPROPRIATE CONTENT
 Discord mainly hosts private groups, making it easier for unsuitable or explicit content to be shared on channels. Pornography, racism and inappropriate language can be found in some groups. Server members are required to add an age-restriction gate to channels where ill content is being shared – but this solution isn't foolproof, as the platform doesn't always verify users' ages when they sign up.

Advice for Parents & Carers

REVIEW SAFETY SETTINGS
 Discord has a series of safety settings, enabling users to choose who can direct message them or send them friend requests. Your child's experience on Discord will be much safer if the app's privacy and safety settings are configured to only allow messages or friend requests from server members. This will minimise the chances of potential predators from outside the group contacting them.

EXPLAIN AGE FILTERING
 While Discord requires users to be at least 13 to sign up, many servers geared towards older users are flagged as NSFW (not safe for work), which indicates they probably contain material that's inappropriate for children. It can be easy to click through settings without properly reviewing them, so ensure your child understands why age filtering is important and that it's there to protect them.

SCREEN OUT EXPLICIT CONTENT
 In the privacy and safety settings, Discord users are offered the ability to filter direct messages for inappropriate content: a setting that should be enabled if your child uses the platform. Discord automatically tries to flag images that are explicit, but the setting must be manually enabled for text. If a young user is sent explicit content in a direct message, Discord will scan and (if necessary) delete it.

MONITOR ONLINE ACTIVITY
 It's wise to regularly review your child's activity on Discord. This can include checking their safety settings to ensure they're correctly enabled, talking about which servers they've joined and reviewing some of their friends and direct messages. Ask if anything has made them feel uncomfortable or unsafe. Things can change quickly online, so plan routine check-ins and follow up frequently.

DISCUSS GOOD ONLINE BEHAVIOUR
 The anonymity offered by the internet often leads people to communicate more openly online and behave differently than they would at school or home. It's crucial to bear in mind, though, that every internet user is still a real person. Talk to your child about the severe and lasting consequences that cyberbullying or exchanging inappropriate material online can have in the real world.

HAVE CANDID CONVERSATIONS
 It can sometimes be awkward to discuss topics like grooming, pornography, racism or explicit content with your child – but it's important to ensure they're aware of the harms these things can pose. Talking openly about these subjects is a great way to help your child feel more comfortable about coming to you if they experience an unwanted encounter on Discord (or anywhere else online).

Meet Our Expert
 Coral Cripps is a Canadian-born, London-based tech journalist at [grrr2.com](http://www.grrr2.com), a website specialising in all things Web3, gaming and AI (extended reality). With a focus on brands and culture, she researches and writes about the ways that our current innovations – including the metaverse and Web3 – are impacting people, places and things.

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LONELINESS ONLINE:

What Causes It and Ways to Feel Better

Have you ever been online and felt a little bit lonely?
 In a recent study, 14% of 10-12-year-olds said they often felt lonely, so you're not the only one who sometimes feels that way. We spoke to a group of children and teenagers, who told us some of the things that make them feel isolated when they're online.

CAUSES OF LONELINESS ONLINE

- Seeing photos or videos of friends having fun without me
- Being excluded from group chats or games with friends
- Friends or family not replying to texts or answering my calls
- People being unkind to me online
- When friends leave my group chat

WHAT CAN YOU DO?

So if these things happen to you and you start to feel down, what can you do? The same young people also told us how they make themselves feel less lonely when they're online – and we've collected some of their advice to share with you.

- Tell a friend or a trusted adult that you feel lonely
- Watch funny videos of cats and pandas
- Watch yoga videos and do some exercises
- Play single-player games you enjoy
- Listen to happy music
- Listen to your favourite audiobooks
- Send nice messages to your friends and family
- Play games with friends who you trust, if they're online too

TAKE A BREAK

Sometimes the best thing you can do is to take a break from technology and do something offline that makes you feel happy.

Here's what our group suggested!

- Paint or draw pictures
- Play with a pet
- Write about your feelings
- Hang out with your family
- Get outdoors & enjoy nature

FURTHER SUPPORT

Remember, it's normal to feel a bit lonely sometimes – but if it's really upsetting you, and you have no-one to talk to, you can call Childline for free on

0800 1111

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What Parents & Carers Need to Know about GROUP CHATS

Occurring through messaging apps, on social media and in online games, group chats are among the most popular ways that young people engage with their peers online. Involving, by definition, three or more individuals, these groups allow users to send messages, images and videos to everyone in one place. While they are useful for helping friends, people with shared interests or members of a club to communicate and coordinate activities, they can also leave young people feeling excluded and bullied – as well as providing opportunities for inappropriate content to be shared and viewed.

WHAT ARE THE RISKS?

BULLYING

Unkind comments or images which are purposely aimed at an individual can be shared freely in a group chat – allowing and often encouraging others to join in the bullying behaviour. If this content is shared in a group of their peers (especially a larger group), it serves to amplify the hurt, embarrassment, anxiety and isolation that the victim feels.

SHARING GROUP CONTENT

It's important to remember that – while the content of the chat is private between those in the group – individual users can easily share a message, photo or video with others outside of the group or screenshot what's been posted. The risk of something your child intended as private becoming public (and potentially going viral) is highest if there are people they don't know well in the group.

EXCLUSION AND ISOLATION

This common issue with group chats can happen in several ways: starting a new group, for instance, but deliberately excluding a certain child. Likewise, the chat they take place on an app which one child doesn't have access to, meaning they can't be involved. A child can also feel isolated when a group chat is used to discuss or share images from an event that everyone else but them attended.

UNKNOWN MEMBERS

Within larger group chats, it's more likely your child will be communicating with people they don't really know. These strangers may be friends of the host, but not necessarily friendly toward your child. It's wise for young people not to share personal details and stay aware that they have no control over the messages and images they share after they've put them online.

INAPPROPRIATE CONTENT

Some discussions in group chats may include inappropriate words, swearing and unsuitable images or videos. These could be viewed by your child if they are part of that group, whether they actively engage in it or not. Some chat apps have a disappearing message function, so your child may be unable to report something they've seen because it can only be viewed once or for a short time.

NOTIFICATIONS AND FOMO

A drawback of large group chats is the sheer number of notifications. Every time someone in the group messages, your child's device will be 'pinged' with an alert potentially, this could mean hundreds of notifications a day. Not only is this highly distracting, but young people's fear of missing out on the latest conversation results in increased screen time as they try to keep up with the chat.

Advice for Parents & Carers

CONSIDER OTHERS' FEELINGS

Group chats are often an arena for young people to gain social status. This could cause them to do or say things on impulse, which could upset others in the group. Encourage your child to consider how other people might feel if they engaged in this behaviour. If your child does upset a member of their group chat, support them to reach out, show empathy and apologise for their mistake.

GIVE SUPPORT, NOT JUDGEMENT

Remind your child that they can confide in you if they feel bullied or excluded in a group chat. Instead of responding to the person who's upset them, validate their hurt feelings and help to put them back in control by discussing how they'd like to handle the situation. On a related note, you could also empower your child to speak up if they're in a chat where others are being picked on.

BLOCK, REPORT AND LEAVE

If your child is in a chat where inappropriate content is being shared, advise them to block the users sending the material, report them to the host app or platform and exit the group. If any of this content could be putting a minor at risk, contact the police. Emphasise to your child that it's OK for them to simply leave any group chat that they don't feel comfortable being a part of.

PRACTISE SAFE SHARING

In any online communication, it's vital for young people to be aware of what they're sharing and who might potentially see it. Discuss the importance of not revealing identifiable details like their address, their school or photos that they wouldn't like to be seen widely. Remind them that once something is shared in a group, they lose control of where it may end up and how it might be used.

AVOID INVITING STRANGERS

Sadly, many individuals online hide their true identity to gain a child's trust – for example, to gather information on them, to exchange inappropriate content or to coax them into doing things they aren't comfortable with. Ensure your child understands why they shouldn't add people they don't know to a group chat – and, especially, to never accept a group chat invitation from a stranger.

SILENCE NOTIFICATIONS

Having a phone or tablet bombarded with notifications from a group chat can be a massive irritation and distraction – especially if it's happening late in the evening. Explain to your child that they can still be part of the group chat, but that it would be healthier for them to turn off or mute the notifications and catch up with the conversation at a time which better suits them.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



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ONLINE SAFETY FOR UNDER 5s

10 Top Tips for Parents and Carers

According to Ofcom's most recent research, a significant proportion of children are already online by the time they start school, with 17% of 5-year-olds owning their own mobile phone and 50% using messaging platforms. As becoming familiar with technology is generally encouraged in younger children – and has been essential for education during the pandemic – it is crucial that trusted adults recognise both the benefits and the risks of infants and toddlers using digital devices. We've compiled our top tips to help the under-5s start their online safety journey.

- ### 1 USE DEVICES TOGETHER

This lets you monitor and control what your child is using the device for. It also provides the interaction that supports children's understanding of what they're seeing – allowing them to ask you questions, and so on.
- ### 2 ACTIVATE PARENTAL CONTROLS

Most digital devices have built-in parental controls that can limit the type of content children have access to. If your little one uses any device (even borrowing yours), it's a good idea to explore what controls the device has and enable them whenever they have access to it.
- ### 3 MANAGE SCREEN TIME

This can be tricky, especially if your child is interested in a certain video, app or game. Try to agree on some ground rules and get your child into a routine which includes certain times of the day when they go without devices.
- ### 4 TALK ABOUT BEING SAFE ONLINE

Just like we teach children about being safe in the real world, we need to educate them about how to stay safe online. Use age-appropriate language to help them understand, and plenty of hand gestures can reinforce what you're telling them.
- ### 5 SET A GOOD EXAMPLE

Children often learn by watching and copying those around them, and using digital devices is no exception. When you're around your child, try to follow the same rules that you've set for them. Let them see you balancing your time online with interacting with people in real life, too.
- ### 6 BLOCK IN-APP PURCHASES

If your child uses a device that's linked to a payment method (such as a bank card), use the parental controls to block buys from app stores, as well as in-app purchases. That will prevent your child from accidentally spending money while on your device.
- ### 7 CHOOSE SAFE APPS AND SITES

There are some fantastic apps and platforms that are specifically designed to be safer for children. Always check the PEGI age rating before downloading an app, and test it yourself before allowing your child to use it.
- ### 8 INVOLVE THE FAMILY

If your toddler has older siblings, it's likely that their rules for device use will be different – and that they'll access content that isn't appropriate for younger ones (a particular worry if they share devices). Encourage the whole family to be good role models and help little ones stay safe online.
- ### 9 IF IN DOUBT, ASK

The easiest way to find out what your child is doing online is usually just to talk about it with them. Developing an open dialogue at an early age helps them grow up feeling able to talk to you about their digital life – providing opportunities to intervene if you're concerned.
- ### 10 SUPPORT CREATIVE & ACTIVE PLAY

Physical and creative activities are important for a child's wellbeing, and there are plenty of ways to incorporate technology into that. For example, you could encourage games that require physical movement; dance and sing along to songs your child loves; and follow step-by-step crafting videos.

Parent Code: *****

Meet Our Expert
Konstantina Moustaka is a professional development and EYF's coordinator at an 'outstanding' nursery school in London. She has been working as a nursery and early years practitioner, both in the UK and internationally, for the past 18 years.

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Source: <https://www.ofcom.gov.uk/consult/condocs/children/children-media-use-and-attitudes-report-2022.pdf>

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SPOTTING ADS ON SOCIAL MEDIA

Do you always know when you're seeing an ad on your social media feed? You might not! Some ads look just like any other post - they might be funny or cool, but really they're trying to sell you something without you realising. But here are some ideas for spotting ads like a pro!

Look closely at the profile picture

Pay attention to the account name

Check if it says "sponsored" f i t or "promoted"

A 'verified' tick can still mean it's an ad

Study the hashtags for clues about the post's purpose

Be savvy with high numbers of likes and shares

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MandiisBoutique Sponsored

17,932 likes
WHEN UR KICKS ARE LIFE #Ad #Influencer #Sponsored
VIEW ALL 683 COMMENTS

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WHAT TRUSTED ADULTS NEED TO KNOW ABOUT: SOCIAL MEDIA & MENTAL HEALTH

Social Media is often scrutinised as having a negative impact on children's mental health. Children and young people are now growing up in a technology dominated world, and social media plays a major role in their social lives. This balanced guide focuses on both the positive and negative impacts that social media can bring to young people and their mental health.

POSITIVE IMPACTS

EASY ACCESS TO SUPPORT AND HELP

Due to delays in young people getting help for their mental health, such as experiencing low mood, or suffering from anxiety, they may sometimes reach out to access support from others online. Sharing problems or issues with friends, peers and broader social networks can be met with positive reaction, with nearly 7 in 10 teens reporting to receive support on social media during tough or challenging times. Where there are moderated communities which offer support and guidance, children can be provided with a great source of support.

NEGATIVE IMPACTS

SELF-ESTEEM & BODY IMAGE

There are 10 million new photographs uploaded to Facebook alone every hour, providing an almost endless potential for young people to be drawn into appearance-based comparisons whilst online. No one is the same as how they portray themselves online as we tend to only show the best part of ourselves. The pressure to fit-in and conform is huge, which can become a driving force for children to replicate what they see from friends, celebrities and sponsored adverts. This pressure may contribute to anxiety, low mood and a feeling of inadequacy. As a result, it can lead to a feeling of low satisfaction with their own lives.

SUSTAINING FRIENDSHIPS AND MAKING CONNECTIONS

There is evidence to suggest that strong adolescent friendships can be enhanced by social media interaction, allowing children to create stronger bonds with people they already know. Online relationships can actually make children more relationship-oriented, thoughtful, and empathic. By sharing comments on pictures, videos and posts, it can create long-term friendships as they can continually keep in touch, even with a distance between them.

HARMFUL ADVICE

FAKE NEWS

The online world provides the opportunity for anybody to upload and share photoshopped pictures, edited video, fake news and even unvetted advice. Children may stumble upon this, which could potentially encourage them make wrong decisions and not get the help that they need. It's important that you teach your child to differentiate between what is true and useful information and what is fake.

A SENSE OF BELONGING

Support can be found in various places online; sometimes this is known as "finding your tribe". Online platforms and groups can provide a wonderful sense of belonging for children. They can find peers with similar interests and circumstances which can sometimes be difficult to find in real-life. As a result, this can create stronger connections and help to build confidence.

ADDICTION AND COMPULSIVE CHECKING

Social media addiction is thought to affect around 5% of teenagers. The Office for National Statistics found that children who spend more than 3 hours a day on social media are more than twice as likely to support poor mental health. Furthermore, compulsive checking due to 'Fear Of Missing Out' has been linked to poor and disturbed sleep, as well as difficulty to relax during evenings. One in five young people say they wake up during the night to check messages on social media, leading them to be three times as more likely to feel constantly tired at school than their classmates who don't use social media during the night.

CYBERBULLYING

One recent large-scale UK study showed that cyberbullying is one of the biggest challenges for young people. Other studies suggest that cyberbullying has a bigger effect on wellbeing and mental health than other types of bullying. 7 in 10 young people have experienced cyberbullying, with 37% of young people saying they experience cyberbullying on a high-frequency basis. Young people are twice as likely to be bullied on Facebook than on any other social network.



National Online Safety
#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 of Education, advising them on their mental health green paper.



HELPFUL APPS:

- Hub of Hope - <https://hubofhope.co.uk/>
- Mindshift
- Smiling Mind

SOURCES OF HELP:

- Childline, 0800 1111 or visit their website
- Bullying UK, 0808 8002222
- Young Minds Parents line, 0808 802 5544

SOURCES: <https://www.centreformentalhealth.org.uk/publications/social-media-young-people-and-mental-health> <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/articles/measuring-national-wellbeing-2015-10-20>, <https://www.rnhp.org.uk/uploads/assets/upload-ed/150079a5f5f479e466d6c6c7f6ca.pdf>, <https://www.psychologytoday.com/uk/blog/cutting-edge-leadership/201505/5-warning-signs-mental-health-risk>

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