

# NEWSLETTER

FRIDAY 27TH SEPTEMBER 2024



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EMAIL: OFFICE@SWAINHOUSE.BRADFORD.SCH.UK

ASPIRE

BELIEVE

PERSEVERE

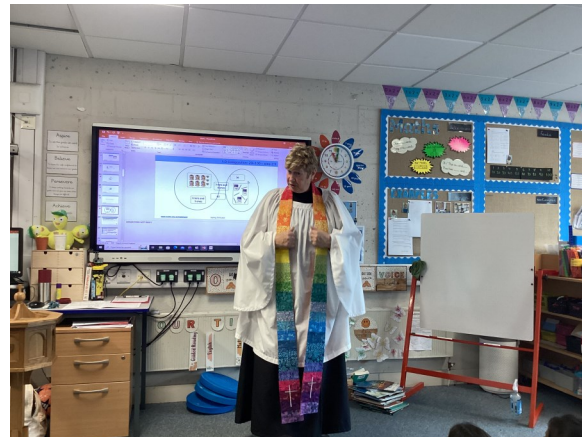
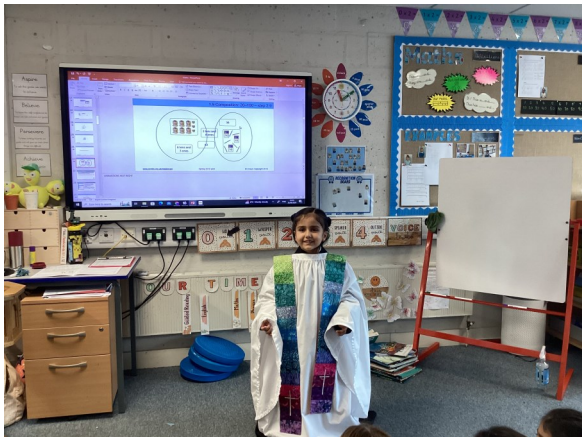
ACHIEVE

## YEAR 3 SALTAIRE DAY

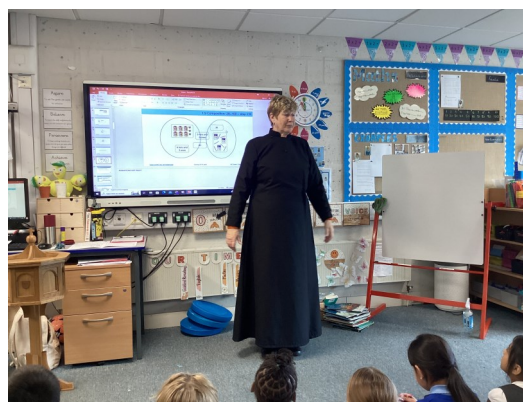
Year 3 had a fantastic day learning about Saltaire and Sir Titus Salt. In the morning we had a special visitor that came to talk to us about life in Saltaire in the 1800's, then in the afternoon we went to Saltaire to look at the village and the buildings and mill that Sir Titus Salt built.



# YEAR 2 RE VISITOR



Year 2 had a visitor in this week from the church. The Vicar came into school to teach us lots of new things about her faith.



# ZONES OF REGULATION



## **A Parents' Guide to the Zones of Regulation**

The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'. Self-regulation can go by many names such as 'emotional regulation', 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation, or the ability to maintain a well regulated emotional state to cope with everyday stress and to be most available for learning and interacting.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively.

Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them to identify their emotions and cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

## **How will my child learn about the Zones of Regulation at Swain House Primary School?**

We aim to teach all children good coping and regulation strategies so they can help themselves when they experience anxiety, exhaustion, upset and stress.

Each class is taught about the Zones and uses them in the most age-appropriate way. Using the Zones of Regulation as a framework, we aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in
- Increase their emotional vocabulary so they can explain how they are feeling
- Recognise when other people are in different Zones, therefore developing better empathy
- Develop an insight into what might make them move into the different Zones
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

# ZONES OF REGULATION

## What are the different Zones?

### The **ZONES** of Regulation®

<b>BLUE ZONE</b>	<b>GREEN ZONE</b>	<b>YELLOW ZONE</b>	<b>RED ZONE</b>
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

The four Zones of Regulation colours are blue, green, yellow and red.

**Blue Zone** - used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored

**Green Zone** - used to describe a calm state of alertness. A pupil may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs

**Yellow Zone** - also used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone

**Red Zone** - used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone

You can remember the zones by using a traffic light system.

**Blue** = 'rest area where you pull over as you are tired and need to recharge'

**Green** = the person is 'good to go'

**Yellow** = 'caution, slow down or take warning'

**Red** = 'stop and regain control'



# ZONES OF REGULATION

**Important note** - No zone is 'bad' or 'good' and we all experience them at one time or another. It is important to avoid reinforcing the idea that red = bad. It is important to validate all emotions, and we should be helping children to identify these emotions.

## Tools and Strategies for Regulation

There are multiple tools and strategies that children can use to self-regulate – and they will be individual to each child. However, it is useful to think about the types of activities that will help children to regulate in each zone.

### Blue Zone Tools:

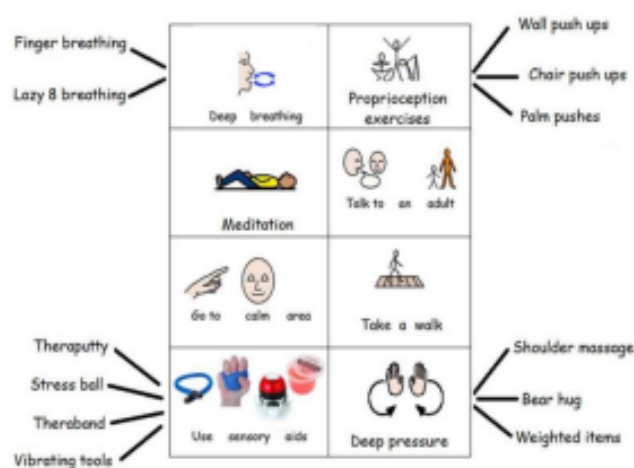
- ✓ Think about what you might do as an adult to make you feel better when you are sad, tired or bored
- ✓ This might include talking to a trusted person, breathing, taking a break and relaxing, doing a hobby or importantly, doing some physical exercise
- ✓ These exercises should wake up our bodies, recharge and activate our senses and regain our focus. Examples may include: taking a walk, doing some active movement (jumping, bouncing or swinging).

### Green Zone Tools:

- ✓ Think about the strategies you or your child uses to maintain your happiness, alertness in the activity you are engaging in, and calmness.
- ✓ This may include all of the activities mentioned above, and also pay attention to the environment your child is in – is it safe, calm and enabling of engagement?

### Yellow Zone Tools:

- ✓ When you see your child starting to become heightened, fidgety, overexcited or unfocussed – try to introduce the following calming strategies to prevent an escalation into the Red Zone (or out of control)



### Red Zone Tools:

- ✓ Once in the Red Zone, your child will more than likely need to be removed from the situation/setting, and it is encouraged that they go to an environment that is calming and safe

# ZONES OF REGULATION

✓ Calming strategies that 'power down' the emotions your child is feeling can be practiced here.

These include:

- Deep breathing
- Deep pressure/heavy work activities
- Sensory activities – using sensory aids and tools such, stress balls, vibrating snakes, fidget toys etc.
- Taking a walk in a quiet place
- Going to a quiet and dark area (i.e. pillow fort/dark tent)

✓ Minimise your language when your child is in the red zone – be clear, concise and calm in your tone.

## **How can you help your child use The Zones of Regulation at home?**

✓ Model and identify your own feelings using Zones language in front of your child (e.g.: "I'm frustrated. I think I am in the Yellow Zone.")

✓ Observe your child's behaviour and try to use strategies when they are showing signs of being in the yellow zone, to catch it before they move to the red zone

✓ Practice calming strategies when your child is in the green zone. This may include doing some deep breathing/Happy Breathing/heavy work and sensory activities throughout the day

✓ Talk about what tool you will use to be in the appropriate Zone (e.g.: "I need to take four deep breaths to help get me back to the Green Zone.")

✓ At times, wonder which Zone your child is in or, discuss which Zone a character in a film / book might be in. (e.g.: "You look sleepy. Are you in the Blue Zone?")

✓ Share how their behaviour is affecting your Zone. For example, if they are in the Green Zone, you could comment that their behaviour is also helping you feel happy/ go into the Green Zone

✓ Put up and reference the Zones visuals and tools in your home to consistently refer to and check in regularly with this

✓ Praise and encourage your child when they share which Zone they are in

✓ Develop your child's own Zones of Regulation 'tool box' – using the strategies above

✓ Have easy access to calming/sensory equipment at home

✓ Remember to monitor your language; usually less is best (minimal in the red zone)





## **Tips for helping your child to regulate**

- Know yourself and how you react in difficult situations before dealing with your child's behaviours
- Know your child's sensory threshold. We all process sensory information differently and it impacts our reactivity to situations
- Know your child's triggers
- Be consistent in managing your child's behaviour
- Empathise with your child and validate what they are feeling
- Have clear boundaries/routines and always follow through
- Do not deal with an angry, upset child when you are not yet calm yourself
- Discuss strategies for the next time when you are in a similar situation
- Remember to ask your child how their choices made you feel (empathy)

# ZONES OF REGULATION



## Zones of Regulation Parents' Workshop

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control

**Friday 4th October 8:45-9:15  
or Friday 11th October 2:30-  
3:00pm**

**Delivered by Jo Boden-Hook from the  
SCIL Team**

**Please enter via the Community Entrance**

# WHO TO SPEAK TO IN SCHOOL



## Who to speak to in school

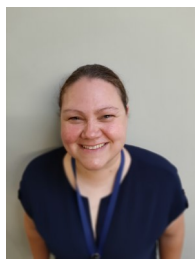
There may be times when you need to speak to a member of staff in school about your child. Please always speak to your child's Class Teacher first. If you need to speak to your child's Phase Leader, their details are below.



If your child is in Early Years, you can speak to Mrs Laycock.



If your child is in KS1, you can speak to Mrs Normington.



If your child is in Lower Key Stage 2, you can speak to Miss Broomfield.



If your child is in Upper Key Stage 2, you can speak to Mr Gibbs.



# READING PLANET REVIEWS!

As part of our Key Stage 2 reading scheme, we would like to use our weekly newsletter to help promote and share some of your children's favourite stories that they have read. Each week, we will be sharing book reviews that have been written by your children. Hopefully these reviews will inspire our children to read one of the books when they choose their next one.

## Art on the Street

### Level—Venus



This book is all about different kinds of outdoor artwork. I like the examples of drawings and the instructions it gives. You can follow them to do your own drawings. I would recommend this book to children who enjoy art.

### Felice—Year 4



## Football Superstar - Sport Stories Graphic Novels. Illustrated by Mel Joy & San Juan

### Level—Jupiter

This is a graphic novel (comic style) book about a football team who has a striker who becomes famous when an amazing goal he scores goes viral. The team are very successful and win 5 times in a row. My favourite part is when they win 2-1 and he scores the winner. This book will appeal to people who like both football and comics.



### Imarni —Year 5

# SCHOLASTIC BOOK FAIR



Our Scholastic Book Fair will be open in school from Monday 30<sup>th</sup> September. Parents and children can choose some lovely new books and school will then be able to choose some books for our library. The book fair will be open each afternoon, after school until 3.30pm.

# COMMUNITY LIBRARY



Please help yourself to any books you wish to borrow from our community library. Donations of children's books are also gratefully received—Thank you!

Our community library is located just outside the main office.



**CLICK THE ICON TO SEE REGULAR UPDATES  
ON OUR FACEBOOK PAGE!**



# WEEKLY UPDATES

## ATTENDANCE AND PUNCTUALITY

Here are this week's attendance and punctuality figures. There is a proven link between attendance and achievement and it is therefore very important that your child attends school and is on time unless they are too unwell to do so. Our doors open at **8.30am** and close at **8.40am**.

Please see the information below for our whole school and class attendance for the week ending **20/09/24**.

### Early Years and Key Stage 1:

CLASS	PERCENTAGE %	LATES
Elm	90.4%	1
Willow	96.5%	3
Kandinsky	98.7%	2
Matisse	99.4%	1
Lowry	97.9%	1
Van Gogh	89.4%	0

### Key Stage 2:

CLASS	PERCENTAGE %	LATES
Anne Fine	97.8%	1
Roald Dahl	97.5%	1
JK Rowling	100%	1
Michael Morpurgo	98.3%	1
Elgar	94.7%	1
Mozart	97.7%	2
Beethoven	91.9%	0
Vivaldi	97.7%	1

Congratulations to **Matisse Class** and **JK Rowling Class** for having the **best attendance** this week.

Well done to **Van Gogh Class** and **Beethoven Class** for having **no lates!**

Our whole school attendance this week:

**96.3%**

## COMMUNICATION SINCE THE LAST NEWSLETTER

These are the letters, messages and website updates that have been sent out this week. If you have not received any of these letters, please speak to your child's class teacher or contact the office on **01274 639049**.

<b>WEBSITE UPDATES:</b>	National Online Safety - 'Wake Up Wednesday' guide from National Online Safety is about 'Instagram'.
<b>LETTERS:</b>	26.09.24 - Bike & Scooter Rack 26.09.24 - Bike & Scooter Policy
<b>MESSAGES VIA PARENTAPPS:</b>	23.09.24 - Electric Bikes & Scooters 23.09.24 - ParentPay & School Dinners 26.09.24 - Zones of Regulation Parents' Workshop

# MYHAPPYMIND APP

The myHappyMind app has been updated and now includes some new features—kids zone, myHappyMind games and mini master classes for parents .



## Download your FREE myHappyMind Parent App



...An online resource to support you and your family to learn more about how you can use myHappyMind to support your child.



**myHappyMind for Parents**

Exclusively for parents with children at a myHappyMind School or Nursery.



Learn all about what your children are learning in school



**YOU WILL NEED THIS AUTHENTICATION CODE TO SIGN UP**

**107220**

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# MYHAPPYMIND

**We are proud to announce  
that we are a myHappymind  
Bronze Accredited school!**

This means we have demonstrated our  
commitment to building a wellbeing culture for  
our entire school community.



# HELP GREAT OAK NURSERY

## GET EXTRA RESOURCES FOR YOUR CHILD



### DID YOU KNOW

We can claim £300 of additional funding for every eligible 3 or 4 year old in our care.

This money helps us provide activities and new equipment to benefit your child.

### HOW CAN YOU HELP?

If you receive one of the benefits listed, we will be able to access this Early Years Pupil Premium funding for your child.

To check if your child is eligible, **scan the QR code** with your phones camera and complete the form or call the office on **01274 639049**



### DO YOU RECEIVE ANY OF THE FOLLOWING BENEFITS:

- Income Support
- Income-based Job Seekers Allowance
- Guaranteed Element of State Pension Credit
- Universal Credit, and household income is less than £7,400 a year after tax, not including benefit payments
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of less than £16,190)
- Working Tax Credit run on paid for 4 weeks after you stop qualifying for Working Tax Credit.
- Support under Part Vi of the Immigration and Asylum Act 1999 or if your child has been looked after by the Local Authority for at least one day, adopted from care, left care through special guardianship or subject to a child arrangement order.





# SWAIN HOUSE PRIMARY SCHOOL

Enquire Now for September 2025 Reception Places

Come and look around our amazing  
Early Years learning environments and  
meet our fantastic team!

Scan the QR code below for a virtual tour of our  
Reception classroom.



Call the Office on 01274 639049  
or email the Reception Team at  
[Reception@swainhouse.bradford.sch.uk](mailto:Reception@swainhouse.bradford.sch.uk)

# COMMUNITY NEWS



## CHORUS

### All Ages Choir

The Bolton Woods Centre

**OPEN TO ALL, REGARDLESS OF AGE OR MUSICAL EXPERIENCE**

**TOGETHER WE WILL LEARN, PRACTICE & PERFORM A WIDE RANGE OF SONGS, FROM TIMELESS CLASSICS TO MODERN HITS!**

**WEEKLY REHEARSALS TO PREPARE FOR PERFORMANCES AND TO IMPROVE SINGING ABILITIES**

**Mondays - 5pm**

FOR MORE INFORMATION, EMAIL:  
[CONTACT@BOLTONWOODSCENTRE.CO.UK](mailto:CONTACT@BOLTONWOODSCENTRE.CO.UK)



## The Bolton Woods, Owlet, Crag and Windhill

# Zen Den

Welcome to our Youth Zen Den, where young people can unwind, explore, and connect.

**Our Zen den offers a relaxed, chilled vibe focused on getting out in nature.**

**Exciting new adventures.**

**Discover new surroundings.**

**Take part in mindfulness activities.**

**Connect with surrounding communities**

**Meet us at The Bolton Woods centre - Every Thursday @ 4:30pm**

**or join our walking bus to windhill wildlife park.**

**For more information call: 01274010173**

  
**PLAY Bradford**  




# COMMUNITY NEWS

**you scan,  
we donate  
££s TO  
SCHOOLS.**



## Asda Rewards Cashpot for Schools

[Cashpot for Schools Terms & Conditions](#) [Asda Rewards terms & Conditions](#)

**1**

### Download and sign up to the Asda Rewards app

Opt into the Cashpot for Schools campaign and select a specific primary school or select 'Schools in Need'.

**2**

### Shop in store across Asda and George, or online at Asda.com

Asda will donate a percentage of your shop to your chosen school each time you shop and scan.

**3**

### Asda does the rest

The money raised will be donated through Parentkind to schools to spend on what they need most. This won't affect your own Cashpot earn.

**Once opted in and selected a school, we will add £1 to your chosen schools Cashpot to help get them started.**

Each school will get an additional £50 added to their Cashpot, after at least one customer has shopped and scanned their Rewards app.



# SEND

## **Do you have a child with SEND?**

Please click the link or scan the QR code to access a summary of local support groups for parents/carers.

[https://pfba.org.uk/wp-content/uploads/2019/05/Summary-of-Local-Support-Groups.pdf?utm\\_medium=email&utm\\_source=govdelivery](https://pfba.org.uk/wp-content/uploads/2019/05/Summary-of-Local-Support-Groups.pdf?utm_medium=email&utm_source=govdelivery)



Please click the link to access NHS information, advice, and strategies to support children with speech, language, and communication needs.

<https://www.bdct.nhs.uk/services/childrens-speech-and-language-therapy/>



# REMINDERS

## BREAKFAST CLUB AFTER SCHOOL CLUB

Our Breakfast Club opens at 7.30am at a cost of £3.00 each per day or at 7.45am at the cost of £2.50 each per day. Children from Nursery to Year 6 can attend.

If you would like to book your child into Breakfast Club, please use ParentPay.

Our After School Club is available until 4pm at a cost of £2.50 each per day.

If you would like to book your child into After School Club, please use ParentPay.

## EXTRA CLUB

We also offer an Extra Club service that runs until 5.30pm at a cost of £4.50 per day.

If you would like to book your child into Extra Club, please use ParentPay.

**Please can you ensure that Extra Club places are booked and paid for in advance - by Monday morning. This ensures registers are accurate and places are booked and guaranteed.**

If you have any problems booking any of our before or after school clubs, please contact Miss Armitage, one of our learning mentors.

## DIARY DATES

ANY NEWLY ADDED ITEMS WILL BE IN BLUE

DAY	DATE	TIME	EVENT
Monday	23.09.24	3.15pm	Year 6 Residential Meeting
Tuesday	01.10.24	8.30am - 9.30am 3.30pm - 4.30pm	Reception Parents Phonics Meeting
Wednesday - Friday	02.10.24 - 04.10.24		Year 6 Residential to Newby Wiske Hall
Thursday	03.10.24		Year 5 Church Visit
Friday	04.10.24	8.45am - 9.15am	Zones of Regulation Parents' Workshop
Tuesday	08.10.24	3.15pm - 6.10pm	Parents Evening
Friday	11.10.24	2.30pm - 3.00pm	Zones of Regulation Parents Workshop
Friday	18.10.24		Harvest Day

# COMING UP IN AUTUMN TERM

## AUTUMN TERM ASSEMBLY SCHEDULE

DAY	DATE	TIME	EVENT
Thursday	10.10.24	2.30pm	Year 6 Residential Assembly
Thursday	17.10.24	2.30pm	Roald Dahl Class Assembly
Thursday	24.10.24	2.30pm	Michael Morpurgo Deepawali Assembly
Thursday	14.11.24	2.30pm	Vivaldi Class Assembly
Thursday	21.11.24	2.30pm	Beethoven Class Assembly
Thursday	28.11.24	2.30pm	Year 5 Residential Assembly
Thursday	12.12.24	2.30pm	JK Rowling Hanukkah Assembly

## DATES TO REMEMBER!



Halloween Disco

Thursday 24th October

5:00pm - 6.30pm

More details to follow!

Parents Consultations

Tuesday 8th October 2024

Please see your child's class teacher to book an appointment

# DATES TO REMEMBER

## PHONICS MEETINGS



### **Reception Phonics Meeting**

If you have a child in our Reception, please come along to our 'Introduction to Phonics' session on Tuesday 1<sup>st</sup> October at 8:30am or 3:30pm.

We will be sharing with parents how your child will be learning phonics in Reception and the different ways you can support their learning at home.

We look forward to seeing you all there!

Thanks

Reception Team

### **Year 1 Phonics Meeting**

Please come to a Year 1 Phonics Meeting on Thursday 17<sup>th</sup> October at 8.45am or 3.15pm in the small hall.

# MENU 30/09/24

WEEK 2

# MENU

For full allergen & nutritional information head to <https://schoolmeals.bradford.gov.uk>



the food quarter

## Choose from...

MON

- Cheese Pasta Bake
- Soya Pasta Bolognese
- Cheddar & Mozzarella Hot Baguette
- Jacket Potato with Cheese & Tuna



Garlic Bread  
Assorted Individual Salads

## Desserts...

- Oat Cookie
- Freshly Prepared Fruit

## Choose from...

TUE

- Mild Chicken Curry
- Halal Chicken Doplaza
- Quom & Veg Fried Rice
- Cheddar & Mozzarella Hot Baguette
- Jacket Potato with Cheese & Tuna

Rice, Naan Bread  
Seasonal Vegetables, Assorted Individual Salads

## Desserts...

- Individual Ice Cream Tub
- Freshly Prepared Fruit

## Choose from...

WED

- Savoury Mince in Yorkshire Pudding
- Halal Chicken Roll
- Cheese Rolls
- Cheddar & Mozzarella Hot Baguette
- Jacket Potato with Cheese & Tuna

Creamed Potatoes, Yorkshire Pudding  
Seasonal Vegetables, Assorted Individual Salads

## Desserts...

- Cornflake Tart
- Freshly Prepared Fruit

## Choose from...

THUR

- Cheese & Tomato Pizza
- Assorted Sandwiches

Chips  
Baked Beans, Assorted Individual Salads

## Desserts...

- Flapjack
- Freshly Prepared Fruit

## Choose from...

FRI

- Fish Fingers
- Quom Sausage in a Bun
- Cheddar & Mozzarella Hot Baguette
- Jacket Potato with Cheese & Tuna

Jacket Potato Wedges  
Seasonal Vegetables, Assorted Individual Salads

## Desserts...

- Chocolate Sponge
- Freshly Prepared Fruit

Suitable for...



FM CATERING SERVICES



City of BRADFORD METROPOLITAN DISTRICT COUNCIL

# NATIONAL ONLINE SAFETY

This week, our 'Wake Up Wednesday' guide from National Online Safety is about 'Instagram'.

## What Parents & Educators Need to Know about INSTAGRAM

Instagram is a highly popular social media platform with over 2 billion active monthly users. The app is continuously updating and adding new features to meet the wishes of its audience, allowing them to upload images and videos to their Instagram feed, create interactive 'stories', go live, exchange private messages or explore and follow other accounts that catch their eye.

**AGE RESTRICTION 13+**

### WHAT ARE THE RISKS?

#### ADDICTION

Many social media platforms, Instagram included, are designed to keep us engaged on them for as long as possible. They encourage scrolling often and scrolling more in case we miss something important – in essence, a fear of missing out. On Instagram, young people can lose track of time when aimlessly scrolling and watching videos posted by friends, acquaintances, influencers and possibly strangers.

#### UNREALISTIC IDEALS

Children sometimes compare themselves to what they see online: how they look, how they dress, and the way their life is going in comparison to others on social media. However, most people only share the positives about their lives online and many use filters when sharing pictures of themselves. A constant comparison with unrealistic ideals can lead to insecurity over one's own appearance and lifestyle.

#### GOING LIVE

Live streaming on Instagram allows users to connect with friends and followers in real time. Risks increase if the account is public, because that means anyone can watch the broadcast, which could result in further contact from strangers. Additional dangers of going live include an impulse to act inappropriately to draw more viewers, as well as being exposed to harmful content or offensive language.

#### INFLUENCER CULTURE

Social media influencers are sometimes paid thousands of pounds to promote products, services, apps and more. When celebrities or influencers post such content, it often says 'paid partnership' above the post. In April 2024, Ofcom found that over a quarter of children (27%) believed in influencer marketing, accepting their endorsement of products wholeheartedly. So it's perfectly possible for young people to be taken in by this kind of content.

#### PRODUCT TAGGING

Product tags allow users to tag a product or business in their post. This tag will take viewers directly to the product detail page on the shop where the item can be purchased. Children may also be encouraged by influencers to purchase products that they advertise.

#### EXCLUSION & OSTRACISM

Youngsters are highly sensitive to feeling excluded, which comes in many forms: not receiving as many 'likes' as expected; not being tagged in a friend's photo; being unfriended; not receiving a comment on their post or a reply to a message they sent. Being excluded online hurts just as much as offline. Young people have reported lower moods and self-esteem when excluded in this way, feeling as if they don't belong and aren't valued.

## Advice for Parents & Educators

#### AVOID GOING PUBLIC

If a young user wants to share their clothing style, make up or similar and use product tagging to show off the items in their post, they may be tempted to change their settings to public. This leaves their profile visible to everyone, which carries the risk of strangers getting in touch with them, so a child's account to private and explain the importance of keeping it this way.

#### HAVE AN OPEN DIALOGUE

Talk to children about the positives and negatives of social media, including the risks involved and how they can view or create content safely with family and friends. Explain how safety settings will ensure only followers can view them, and why this is so important. Also, if you find a child continuously uses filters on their photos, ask them why and impress on them that they don't need it.

#### MANAGE LIKE COUNTS

Due to the potential impact on mental wellbeing, Instagram allows users to hide the total likes on their posts, to prevent people from obsessing over that number in the corner. Users can hide like counts on all the posts in their feed as well as on their own posts. This means others can't see how many likes a person gets. This can be done by going into Settings > Notifications > Posts > Likes > Off.

#### USE MODERATORS

Instagram Live has implemented a mechanic called 'Moderators', meaning that creators can assign a moderator and give them the power to report comments, remove viewers and remove the ability for certain viewers to comment at all. Consider this if a child in your care wants to go live on the platform. It's also recommended to keep devices in communal spaces so you're aware if a child does go live or watch a livestream.

#### FOLLOW INFLUENCERS

Following influencers will allow you to monitor what they're sharing as well as being able to discuss anything which you deem inappropriate. Talk to children about who they follow and help them to develop critical thinking skills about what the influencer is trying to do. For example, encourage the child to ask themselves if an influencer is trying to sell them a product when they make a video endorsing it.

#### BALANCE YOUR TIME

Instagram has a built-in activity dashboard that lets you control how much time is spent on the app. Make sure children sign in to the platform with the correct age, as Instagram's 'Teen Accounts' afford much more control for parents and carers over how long they can use the app each day. Talk with young users about how much time they spend on Instagram and work together to set a healthy time limit.

### Meet Our Expert

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

**Wake Up Wednesday** #WakeUpWednesday

**The National College**

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/instagram-2024/>