



Online Safety Newsletter

July 2026

Social media to be banned for under-16s

The government has announced that social media platforms will be blocked from offering services to under-16s from next Spring. The ban will include platforms like Snapchat, TikTok, YouTube, Instagram, Facebook and X.

Furthermore, there will also be blocks on live streaming and communication with strangers (these restrictions will also apply to 16 and 17-year-olds) and the government will also be looking at overnight curfews and breaks in infinite scrolling.

You can read the Government's press release here:

<https://www.gov.uk/government/news/social-media-to-be-banned-for-under-16s-in-landmark-government-move-to-givekids-their-childhood-back>

In addition, you can find some FAQs here:

<https://www.gov.uk/government/publications/fact-sheet-new-rules-to-protect-children-online/fact-sheet-new-rules-to-protect-children-online>

Moving to secondary school

Is your child moving to Secondary school this year? If so, Internet Matters have published a variety of resources on their website to support this transition:

<https://www.internetmatters.org/resources/moving-to-secondary-school-online-safety-guide/>

WhatsApp

We frequently receive reports of children using WhatsApp inappropriately, such as sharing images to embarrass others, sending hurtful messages, spreading rumours, or excluding people from group chats to make them feel left out. It is important to think about whether WhatsApp is the right platform for your child. For example, you should consider if your child has the critical thinking skills to recognise bullying and can they manage peer pressure and refrain from joining in on hurtful behaviour?

Users should be at least 13 years old to use WhatsApp. WhatsApp have announced that they are rolling out the option of Parent-Managed accounts for those under the age of 13. The settings will include allowing you to choose who can contact your child and ensuring only you can add them to groups. Find out more here: <https://faq.whatsapp.com/894871699629864>

What should I be aware of if my child is using WhatsApp?

- **Group chats:** Everyone within a group, even if they are not one of your child's contacts, can see all messages within that group.
- **Inappropriate content:** users can be exposed to content that is not suitable for their age.
- **Location sharing:** talk to your child about the potential danger of sharing their location.
- **Chat lock/secret code:** users can lock chats as well as apply a secret code setting, so a chat does not appear in the main chat.
- **Screentime due to addictive nature**
- **AI:** WhatsApp includes Meta AI including Incognito Chat with Meta AI so nobody (including Meta) can read your conversations.

What can I do?

- Check privacy settings e.g. who can add them to groups.
- Ensure your child understands that they can leave a chat at any time. Find out more here: <https://faq.whatsapp.com/424124173736394>
- Show your child how to block and report other users. Find out how here: <https://faq.whatsapp.com/1142481766359885/>
- Set up appropriate parental controls.
- Talk about who they are chatting with, encourage them to think carefully about the messages they send and how they might be received.
- Chat to your child about the groups that they belong to.

Further information

- <https://parentzone.org.uk/article/whatsapp>
- <https://www.nspcc.org.uk/keeping-children-safe/online-safety/social-media/chat-apps/>

WISHING YOU ALL A VERY HAPPY SUMMER

PLEASE CONTINUE TO ENCOURAGE SAFE-SENSIBLE AND RESPONSIBLE USE OF TECHNOLOGY

For further help and information please visit our AJS Website: Useful Links for Parents and Children

www.AshleyJuniorSchool.co.uk

10 Top Tips for Parents and Educators

HELPING NEURODIVERGENT CHILDREN NAVIGATE THE ONLINE WORLD

Neurodivergent people tend to be early adopters of technology, and many influential innovators in this space are neurodivergent themselves. It's therefore likely that a neurodivergent child or young person may be drawn to the online world from an early age. This isn't a concern in itself, but understanding both the benefits and potential risks is essential. Here are ten key considerations to support safe and positive online experiences for neurodivergent children.

1 TREAT ONLINE LIKE THE REAL WORLD

You wouldn't allow a child to cross a road without guidance – you'd hold their hand, use a pedestrian crossing, and model safe behaviour. In the same way, a neurodivergent child's first experiences online should be supported by an adult who can guide and explain safe and responsible digital behaviour to them from the outset.

2 MODEL RESPONSIBLE USE

Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping all children develop a balanced and informed approach.

3 KNOW YOUR LIMITS

Current government guidance suggests no solo screen use below the age of two, with a maximum of one hour per day for two- to five-year-olds. Screen time can support communication and connection when shared with an adult. However, passive watching can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower-paced and meaningful material rather than fast-paced, overstimulating content.

4 CONSIDER AGES AND STAGES

For older children and teenagers, agreed limits are important. Screen time can be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, supporting their social interaction. However, it shouldn't be their only option. Encourage a range of activities, including creative play, physical exercise, and opportunities for real-world connections.

5 KEEP CONVERSATIONS OPEN

Discussions about online safety should begin early and continue as children grow. However, neurodivergent children may worry about getting things wrong or being misunderstood, meaning these kinds of conversations should feel open and fair, rather than like a lecture. If a child encounters a problem – such as a scam or inappropriate content – they need to feel able to speak to a trusted adult without fear of judgement or embarrassment.

6 BUILD YOUR KNOWLEDGE

You aren't expected to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and families should work together to understand these tools, helping neurodivergent children use them safely while keeping up to date with new features and changes.

7 SET CLEAR BOUNDARIES

Children and young people often know more about current technology than adults, meaning it's important to recognise that controls may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency. Involving children in discussions that affect them helps them feel heard. This is particularly important for neurodivergent children, who may respond strongly to perceived unfairness.

8 UNDERSTAND AI CONTENT

The internet now includes large amounts of AI-generated content, including images, videos, and stories. These can be difficult to identify. Children should be encouraged to question what they see and check the information using trusted sources. Neurodivergent children may interpret content literally, meaning adult guidance is important in helping them recognise what's real and reliable – and what isn't.

9 EXPLAIN AI LIMITATIONS

AI isn't the same as a search engine. It generates responses based on prompts and patterns, and its accuracy depends on how it's used. Sometimes, it produces incorrect or unrealistic information, known as 'hallucinations'. Both adults and children need to understand this and learn how to check information carefully using reliable and trusted sources.

10 CLARIFY AI RELATIONSHIPS

AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's therefore important to explain that these are simulated conversations and aren't a substitute for real, human relationships.

Meet Our Expert

Catrina Lowri is a neurodivergent former SENCO and Advisory Teacher who works with nurseries, schools, colleges, and businesses to improve inclusion for neurodivergent people. She is the Founder and Director of Neuroteachers and the author of "The Other 29 – How Supporting Your Neurodivergent Learner Can Improve Teaching and Learning for the Whole Class".



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