



Digital Addiction

Are you worried that your child is addicted to being online/on their device? Recent research from Ofcom reported that “34% of parents of children aged 3-4 said it was hard to control it, rising to half (49%) of parents of children aged 16-17.”* Bark have produced a blog which discusses what addiction is, how to recognise the signs and examples of what digital addiction can look like. You can find the blog here: <https://www.bark.us/blog/digital-addictions/>

[*source: <https://www.ofcom.org.uk/research-and-data/media-literacy-research/childrens/children-and-parents-media-use-and-attitudes-report-2024> accessed 24.4.24]

Online Gaming Safety Tips:
For parents/carers of neurodivergent young people
Internet Matters have published guidance outlining the benefits and risks of online gaming and how you can support your neurodivergent child. You can read the guide here: <https://www.flipsnack.com/internetmattersorg/guidance-for-parents-of-neurodivergent-gamers-internet-matters/full-view.html>

Is being online affecting our child’s mental health?

There are many positives to being online, but we do need to be aware of the negative aspects including those that may impact our child’s mental health and wellbeing, for example:

- **Social media** (spending too much time on social media, comparing ourselves to others, filtered images and desire to achieve likes).
- **Cyberbullying**
- **Seeing inappropriate content**
- **Constantly connected/information overload**
- **Excessive screentime**
- **Negative impact on our sleep**



Further information

- Childnet discusses digital wellbeing in more detail and includes top tips and conversation starters: <https://www.childnet.com/help-and-advice/digital-wellbeing/>
- The NSPCC provides further information about mental health including signs to look out for and how to get further support: <https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/>

WhatsApp Group warning

Whilst WhatsApp has an age rating of 13+ (recently lowered from 16), a BBC investigation has found that children as young as nine have been added to WhatsApp groups and seen inappropriate content. If your child is using WhatsApp, check their group settings as by default, group privacy settings are set to ‘everyone,’ which means anybody can add your child to a group without their approval. You can change this setting to ‘My Contacts’ so only contacts can add them to groups without their approval and if somebody who is not a contact wants to add them to a group then they will need to send them an invite.

You should talk to your child about the risks of joining groups and show them how to use the reporting/blocking tools. You can find out more about the BBC investigation here: <https://www.bbc.co.uk/news/articles/cy0l4z8n1p9o>

10 Top Tips for Parents and Educators

PROMOTING PHYSICAL WELLBEING

Physical activity isn't only beneficial for our bodies; it also plays a role in promoting mental wellbeing. With both the Euros and the Olympics this summer, it's an opportunity to engage young people in regular exercise which can reduce stress, improve mood and boost self-esteem. Despite these benefits, many children face barriers to participating in physical activity.

1 MAKE IT FUN

Incorporate activities that children enjoy, such as playing games or dancing. Encourage participation in team sports or group activities to foster social connections and a sense of belonging.

2 MIX MOVEMENT WITH LEARNING

Educational settings can incorporate movement breaks and physical activities to enhance focus, concentration and cognitive function. Embedding exercise into the curriculum can also reinforce learning and stimulate creativity. 'Revision walks' with podcasts and flashcards can benefit older learners.

3 CREATE OPPORTUNITIES

Provide clear chances for physical activity throughout the day, both indoors and outdoors. Schools can encourage active play during breaks and at lunchtimes, while limiting screen time at home can help keep children up and about.

4 PROVIDE POSITIVE REINFORCEMENT

Praise and encourage children for their efforts and achievements in physical activity. Recognise their progress and celebrate their successes to reinforce positive behaviours. Educators could do this in several ways, such as applauding their efforts at assemblies or celebrating their accomplishments in newsletters.

5 VARIETY IS KEY

Introduce a selection of physical activities to keep children engaged and prevent boredom. From swimming and cycling to yoga and martial arts, trying different types of exercise can help children to discover what they enjoy most.

6 ENJOYMENT OVER COMPETITION

Encourage children to focus on the enjoyment of physical activity rather than winning or achieving perfection. Emphasise effort, improvement and having fun rather than outcomes, to minimise the amount of stress that children can sometimes associate with sports and other competitions.

7 SET REALISTIC GOALS

Help children set achievable physical activity targets based on their interests, abilities and preferences. Celebrate their progress and successes to maintain motivation and enthusiasm.

8 MAKE IT ACCESSIBLE

Ensure that children have access to safe, suitable spaces for exercise at home, at school and in the community. Advocate for inclusive environments which accommodate diverse needs and abilities. Be a change maker in your community if facilities aren't already available.

9 LEAD BY EXAMPLE

Parents and carers can be positive role models by prioritising their own exercise and involving children in their fitness routines. Gentle walks, bike rides or sports activities can be wonderful opportunities for bonding and staying active together.

10 ENCOURAGE PERSISTENCE

Help children develop resilience and perseverance by encouraging them to overcome challenges and setbacks in physical activity. Teach them the importance of perseverance and the value of effort in achieving their goals.

Meet Our Expert

Adam Gillett is a learning and development specialist who, as well as working for Minds Ahead, is associate vice principal for personal development at a large secondary school in Barnsley. He was asked to be part of an expert research group for the Department for Education, one of only three school leaders to be asked to do so.



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