

# The Spring Hill Spotlight!

*Dear Parents/carers,*

I can hardly believe that we have reached the end of another calendar year. Despite the long autumn term, time seems to have flown. As ever, the months leading up to the Festive Season have been packed with lots of learning and enjoyment and I am sure that you will find this edition of the Spotlight as delightful as ever. It amazes me just how much the staff plan into their curricula and how carefully they match each of the activities with the learning that takes place in the classroom. Spring Hill exposes its' students to a wide range of external enrichment opportunities and we hope to be able to have this endorsed via our application to the Learning Outside the Classroom quality Mark. Some of you will already know that Spring Hill was granted the Bronze Award via the School Sports Partnership and this has now been revised to Silver status; a fantastic achievement and testament to the hard work of the staff and students for representing the school so well and demonstrating true sportsmanship in the competitions they have participated in; a special thanks to Emma Heyes and Rebecca Law for coordinating our participation. To add to this, the school has developed fantastic links with Harrogate Town Football Club. To complement the training, they have been delivering in the school day, 'The Sulphurites' recently put on a fantastic extra-curricular activity and we hope to be able to develop these opportunities further across the coming year. These amazing opportunities take a good deal of planning so a special thanks to Rebecca Law for her diligence around this and making it happen!

A number of parents have been in touch with us to share concerns regarding a range of issues with annual reviews and the EHCP process in general. Whilst these concerns do not relate the process or management at school level, we appreciate the anxiety and stress caused by external delays to receipt of updated paperwork and the experiences some of you have had regarding consultation with other providers due to upcoming Key Stage change. Whilst we chair and host interim and annual reviews, our draft documentation requires management via the Local Authority; please be assured that we undertake regular liaison with the LA to support swift resolution to these matters. Positive partnership work is essential to ensure our students have the most timely and appropriate provision and therefore we appreciate your support and patience whilst we work with our LA partners to manage these issues.

Sticking with the theme of positive partnerships, a small minority of our children have needed additional reminders to ensure that the messages that they send via their devices/phones is kind and considerate. Whilst children are at liberty to contact their friends out of school hours, we have a duty to follow up on any concerns raised by a child should they receive an unkind message out of school hours. We would very much appreciate your support in reiterating our message that bullying of any kind, including cyber-bullying, is not acceptable, thank you.

This term, we welcome a new staff starter, Holly May, a new Learning Support Assistant. Holly is already settled in to the team has built some lovely relationships with the students.

All that remains is for me to wish you and you families a very Happy and Peaceful Christmas and all the very best for the New Year. We very much look forwards to welcoming you child back to school on Tuesday 9<sup>th</sup> January 2024.

*Sam Campbell*

*Principal*

## Dates for your Diary 2023/24

**Monday 8th January**  
Training Day-  
School Closed to Students

**Tuesday 9th January**  
School reopens to students

**Friday 9th February**  
End of half term 3

**Monday 19th February**  
School reopens  
to students

**Friday 22nd March**  
End of Spring term  
School Showcase Day

**Monday 8th April**  
Training Day-  
School Closed to Students

**Tuesday 9th April**  
School reopens  
to students

**Monday 6th May**  
Bank Holiday  
School closed

**Friday 24th May**  
End of Half Term 4

**Monday 3rd June**  
School reopens to Students

**Friday 19th July**  
End of Summer Term  
School Closes @ 1pm





# iSTART newsletter Autumn 2023



iSTART Programme		What is it?
<b>i</b>	<i>Induction</i>	<p>The iSTART Programme is a targeted induction programme for all our students at Cambian Spring Hill School (CSHS). Over a period of 6-12 weeks or less (depending on the individual), students will be supported by a specific team to allow them to settle, familiarise themselves with their environment and expectations, build relationships with key staff and undertake a range of academic and therapeutic assessments in order to prepare them for learning.</p> <p>Placing the child's needs at the centre, we take this time to understand what is important to the them, their parents and/or carers and how we can improve their quality of life. We want to know what they are interested in, what they are motivated by, how they want to be supported and crucially what they want to learn!</p> <p>We want to know if prior learning information is correct, if their EHCP targets are still appropriate and most importantly, if we can continue to meet their needs. A successful placement at CSHS requires a level of commitment from both the school and the individual and therefore is imperative that this process gives us the right information to achieve the best possible outcomes for that young person.</p> <p>The final aim of this process is to ensure a young person transitions in to the most appropriate class, receives the correct support, access an appropriate yet challenging curriculum and is given the opportunity to succeed and reach their potential!</p>
<b>S</b>	<i>Student</i>	
<b>T</b>	<i>Therapy</i>	
<b>A</b>	<i>Assessment</i>	
<b>R</b>	<i>Review</i>	
<b>T</b>	<i>Transition</i>	

We have had another very busy term in iSTART. We had seven new students, which is by far the biggest group we have had since iSTART began a few years ago. Since our first group we have had 26 students through iSTART which nearly represents the whole school.

We welcomed Emily, Gracie, Lacey, Ethan, Oscar, Konner and James in September and they have all settled in to life at Cambian Spring Hill School. Most students have completed all their online assessments and they are ready to move to their new classes in January. The assessments we do in iSTART are English, maths, science and cognitive abilities, we also offer many questionnaires to the students as this helps us to get to know them and their individual ways. We also offer clinical assessments such as Speech and language and Occupational therapy.

When working on the transitions to another class we always take into consideration different combinations of students as well as the level of work they are doing, so that we make the transitions as easy as possible as we know change can be quite difficult. Some students started on a part time basis and some came in full time, it depends on what is best for each individual student.

In addition to all of this we have had lots of prospective students in for assessments and trial days so that we will always have a new group ready to start once the established students have finished their transitions.



Happy Christmas Holidays from all of us in iSTART





# Classroom News



## CYCLING

Brax has been absolutely thriving on his bike rides! He's been gaining so much confidence and has even been able to venture off campus and explore the nearby tracks. We can tell that cycling is a huge passion of his, so we've made sure to give him extra time in his schedule to enjoy this activity. In fact, we're really excited about the possibility of next term, where we can continue to expand his cycling adventures and explore even longer tracks that are farther away from school.

## GAINING INDEPENDENCE

Brax has been actively exploring the community, honing his skills along the way. He has recently taken the time to visit parks and the bus station to discover exciting future trips and activities that will assist in fostering his independence. In the upcoming term, we have exciting plans! We will start off with a fun-filled visit to the theatre to watch the pantomime. Afterwards, we'll be taking a trip to the Ripon museums, providing an excellent opportunity for Brax to broaden his knowledge and appreciation for history. Finally, we'll be tackling the task of mastering bus transportation, further empowering Brax to navigate his community with confidence.



## HARROGATE TOWN

We were lucky enough to have Harrogate Town come and visit and teach us some nifty tricks. Brax really enjoyed it and the question and answer sessions afterwards!



Merry Christmas





# UPDATES FROM 3JL

## **Chef Izaac**

Izaac has started working towards his BTEC in cooking this term. He has been working hard to make delicious dishes including breakfast items and foods for a picnic.



## **Ohhhh Harrogate town!**

We were very lucky to have two Harrogate Town players visit us at school for a game of football and a Q&A session

## **Super Star Reader**

This term we have introduced Accelerated Reader- Izaac has been reading lots of books and completing the quizzes! Well done Izaac!



*Merry  
Christmas!*



# Merry Christmas from 3CL

Autumn Newsletter 2023



## Lessons

Students have worked hard in a wide variety of different lessons this term. This has included doing rebound therapy on the trampoline, cooking christmas cakes, forest school as well as the more academic subjects such as English, Maths, Humanities and Science.

## Bowling

One of the students from the class took part in a bowling competition which Spring Hill managed to win! Massive congratulations to all the students that took part, they should be very proud of their performance and good sportsmanship shown throughout.



## Pumpkin Carving

One of the students took part in the annual pumpkin carving competition and managed to finish third! Well done to them!

hope that the students all enjoy a well deserved break and that they have a lovely Christmas!

Merry Christmas and Happy New Year!





# 3EH Newsletter

The annual Pumpkin Carving Competition was a huge success again this term. Well done, Oliver for achieving 2nd place!



Taylor is really enjoying horse riding. He is making great strides in dealing with the challenges inherent in working with strong-willed animals.



In Enterprise, 3EH have been making Christmas decorations and sweet treats to sell on our Christmas stall at Morrisons in Ripon.

All the students were fantastic and a real credit to Spring Hill.







For International Person with Disabilities Day, Harrogate Town AFC first team captain, Josh Falkingham and Emmanuel Ilesanmi attended our football session with Harrogate Town in the Community. They took part in a Q/A session about their journeys into football and they also joined our student carrying out drills and playing a game.



The students from 3EH have played an integral role in helping with the Macmillan Coffee Morning and the Children in Need Bake Sale. They have shown fantastic organisational skills and been extremely independent, raising money for great causes.





Lizzie (Occupational Therapist) and Jolene (Therapy Assistant) have carried out the Alert Program with 3EH.



The Alert Program helps articulate student's inner experience of self-regulation (how alert they feel). The program emphasises how to change alert levels throughout the day, making it easy to be productive, learn, relax, and socialize.



*Merry Christmas*



# CJ/RB AUTUMN NEWSLETTER

# 2023

It's been a great term with everyone settling back in well and trying out lots of new activities. We've also welcomed a new member to our form!

We hope you all have a very Merry Christmas and see you again in 2024!

Charlie and Rhiannon



## Sporting champions!

All the boys in our form have participated in extra sporting and outdoor activities such as Outdoor Education, Gym, Harrogate Football Club visits and more recently Rebound Trampolining. These have all been a huge hit.

James also helped represent the school at a bowling competition this term, which SHS won!



## House Activities

Some members of our form have really enjoyed the sports on offer in House Activities this term, whilst others have been trying their hand at working out the new embroidery machine. As you can see from the picture this does require a level of patience!



## Chefs in the making!

We seem to have some budding chefs in our form who have produced an array of soups, toad-in-the-hole, burritos and macaroni cheese. Sadly none are willing to share.





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### Sledding in the Mountains

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### House Activities

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### Sports

- All the boys in our form have been offered extra sporting and outdoor activities such as Tennis, Outdoor Education, Gym, Harrogate Football Club visits and more recently Rebound Trampolining. These have all

### Our Annual Trip to the Beach House

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# Autumn Term in Class 5UB

## 2023

Class 5UB have had a lovely term learning and having fun. This term we have been working hard on variety of subjects such as; English, Maths, History, Science, Religious Studies, Enterprise and Work Skills.

Let's look at some of their work:





# Snow Day Fun



Fin and the other young people enjoyed a snow day early in December.

They spent lunchtime chasing each other and trying to stay on their feet!





# Harrogate Town Players Visit Spring Hill



Some of the Harrogate Town players visited Spring Hill in November. Oscar meeting players including the captain.

The players then answered questions from the young people and posed for photographs.

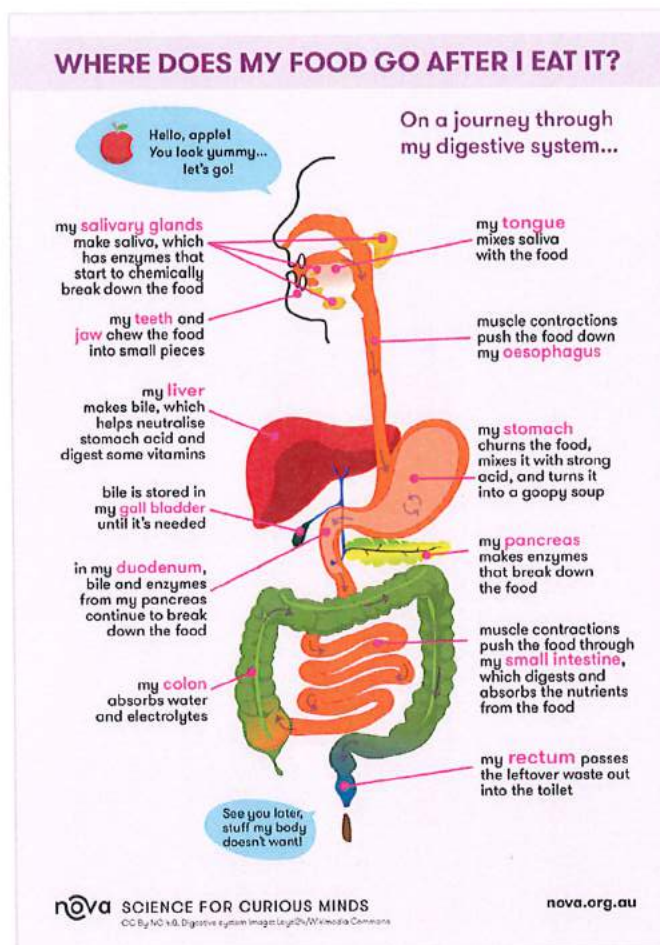




# Welcome to Oscar



Oscar is a new addition to our form and is enjoying his new GCSE timetable, including science where he has been very keen on learning about human respiration and the digestive system.





# Fin



In Design Technology, after lots of research into styles and materials, Fin has started designing a skateboard with influences from the steampunk style (lots of cogs and pipes). They have also started incorporating a snake design. They have started to look at past exam papers and completed designs for their design folder, all of which will be sent off next year to an external moderator.



In Religious Studies, Fin has been learning about Islam and Christianity as part of their GCSE course. Fin enjoys the subject, and this is reflected in their good attitude and work done in class.



# Emma

Emma, learning to sew, has created these lovely Christmas-themed cushion covers. We look forward to more great creations.



In Religious Studies, Emma has been learning about Islam and Christianity as part of her GCSE course. Emma always works hard with a sensible attitude to the concepts covered.





# Christmas NEWSLETTER

CC class issue No1 | Autumn Term 2023



## Giving back

Some of our students got given the opportunity to represent the school and give back to some charities, this year the school has donated to the Happy hedgehog fund, Dogs trust and also donated some of our own books to a local charity shop in town.



## Great Experience

This term the school was able to invite players from Harrogate Town football team, the Young people had a great experience playing with professionals and time was given at the end of the session for the students to ask questions and speak to the players.



## Forest School

The Young people have continued their lessons and expanding the forest school area making the main base more practical. Extending their skills and building relationships with peers which they would normally not interact with.



## Creative side

During this term we have had some creative activities from art and design, pumpkin carving to Lego creating, one of our students Thomas has been spending time creating a piece from peacemaker, with moving parts! Great work guys!



## Christmas Stall

Another year running Spring Hill School had the opportunity to set up a stall in Morrisons, Ripon, with items for sale that students have made. One of our students Kian was there helping man the stall showing great communications skills and confidence when speaking to people. Well done Kian!





# RENAISSANCE<sup>®</sup>

**This term we have introduced Renaissance Learning which will support our learners to develop their interest and ability to read.**

**Learners will be assessed on a termly basis which will update their ZPD (Zone of Proximal Development). This will support learners to read texts with just the right amount of challenge.**



**myON**

We have access to MyON, an online library, which learners can use at school or at home. Login details to be able to access this from home, will be shared in the new year.

**More information will be shared in the new year to help you to further support your child with reading and to be able to access our new reading programme at home.**



**Accelerated Reader<sup>®</sup>**

**We will use Accelerated Reader to assess learners understanding through text-based quizzes.**



What children need to know about

# ONLINE BULLYING

## What is online bullying?

ONLINE BULLYING – ALSO KNOWN AS CYBERBULLYING – IS BULLYING THAT TAKES PLACE ON THE INTERNET OR VIA ELECTRONIC DEVICES AND MOBILE PHONES. IT CAN INCLUDE:

1. SENDING SOMEONE MEAN OR THREATENING EMAILS, DIRECT MESSAGES OR TEXT MESSAGES
2. HACKING INTO SOMEONE'S ONLINE ACCOUNT
3. BEING RUDE OR MEAN TO SOMEONE WHEN PLAYING ONLINE GAMES
4. POSTING PRIVATE OR EMBARRASSING PHOTOS ONLINE OR SENDING THEM TO OTHERS
5. CREATING FAKE SOCIAL MEDIA ACCOUNTS THAT MOCK SOMEONE OR TRICK THEM
6. EXCLUDING SOMEONE FROM AN ONLINE CONVERSATION OR BLOCKING THEM FOR NO REASON

## BE KIND ONLINE

BEFORE PRESSING 'SEND' ON COMMENTS, ASK YOURSELF THESE 3 QUESTIONS...

1. WHY AM I POSTING THIS?
2. WOULD I SAY THIS IN REAL LIFE?
3. HOW WOULD I FEEL IF SOMEBODY SAID THIS TO ME?

**NOS**  
National  
Online  
Safety

#WakeUpWednesday

## Why does it happen?

GOING ONLINE MAKES IT EASIER FOR PEOPLE TO SAY AND DO THINGS THEY PROBABLY WOULDN'T DO FACE TO FACE. ONLINE BULLIES DON'T GET TO SEE THEIR VICTIMS' REACTIONS IN REAL LIFE, SO THIS CAN COOON THEM FROM THE REAL DAMAGE THAT THEY ARE DOING. QUITE OFTEN, PEOPLE BULLY BECAUSE THEY ARE GOING THROUGH SOMETHING DIFFICULT THEMSELVES AND TAKING IT OUT ON OTHERS IS THE ONLY WAY THEY KNOW HOW TO GET CONTROL OF THEIR OWN EMOTIONS.

## How does it feel to be bullied?

BEING BULLIED CAN IMPACT ON YOUR SELF-ESTEEM, CONFIDENCE AND SOCIAL SKILLS. BECAUSE IT HAPPENS ON YOUR PHONE, TABLET OR COMPUTER, IT CAN FEEL LIKE YOU ARE UNDER THREAT EVEN WHEN YOU'RE IN A SAFE ENVIRONMENT, SUCH AS YOUR BEDROOM. DON'T FORGET...IT IS NOT YOUR FAULT IF YOU'RE BEING BULLIED.

## Am I an online bully?

SOMETIMES IT ISN'T OBVIOUS THAT WHAT YOU ARE DOING IS WRONG, BUT IF YOU USE DIGITAL TECHNOLOGY TO UPSET, ANGER OR EMBARRASS SOMEONE ON PURPOSE, THIS MEANS YOU'RE INVOLVED IN ONLINE BULLYING. IT MIGHT BE AS SIMPLE AS 'LIKING' A MEAN POST, LAUGHING AT AN ONLINE VIDEO, OR SPREADING A RUMOUR, BUT THE PERSON BEING BULLIED COULD FEEL LIKE THEY ARE BEING GANGED UP ON. THINK ABOUT HOW IT WOULD MAKE YOU FEEL IF IT HAPPENED TO YOU. EVERYONE CAN MAKE MISTAKES, BUT IT'S IMPORTANT TO LEARN FROM THEM - GO BACK AND DELETE ANY UPSETTING OR NASTY POSTS, TWEETS OR COMMENTS YOU'VE WRITTEN.

## Who do I tell?

YOU DON'T HAVE TO DEAL WITH THE BULLYING ON YOUR OWN. TALK TO AN ADULT THAT YOU TRUST – A PARENT, GUARDIAN, OR TEACHER. MOST WEBSITES, SOCIAL MEDIA WEBSITES AND ONLINE GAMES OR MOBILE APPS LET YOU REPORT AND BLOCK PEOPLE WHO ARE BOTHERING YOU. YOU COULD ALSO CONTACT CHIDLIN (WWW.CHIDLIN.ORG.UK), WHERE A TRAINED COUNSELLOR WILL LISTEN TO ANYTHING THAT'S WORRYING YOU – YOU DON'T EVEN HAVE TO GIVE YOUR NAME.

## How do I prove it?

WHEN CYBERBULLYING HAPPENS, IT IS IMPORTANT TO DOCUMENT AND REPORT THE BEHAVIOUR, SO IT CAN BE ADDRESSED – RECORD THE DATES AND TIMES WHEN CYBERBULLYING HAS OCCURRED, AND SAVE AND PRINT SCREENSHOTS, EMAILS, AND TEXT MESSAGES.

## How can I stay safe?

MAKE SURE YOUR PRIVACY SETTINGS ARE SET SO THAT ONLY PEOPLE YOU KNOW AND TRUST CAN SEE WHAT YOU POST. NEVER GIVE OUT PERSONAL INFORMATION ONLINE, SUCH AS IN PUBLIC PROFILES, CHAT ROOMS OR BLOGS, AND AVOID FURTHER COMMUNICATION WITH THOSE SENDING THE MESSAGES. KEEP AWARE OF FAKE PROFILES AND INTERNET USERS PRETENDING TO BE SOMEONE THAT THEY ARE NOT.



# Top Tips for SETTING UP PARENTAL CONTROLS ON NEW DEVICES

In children's eagerness to start enjoying new digital gadgets immediately, it can be easy to overlook setting up the type of parental controls that can help to protect them online. If you don't sort those out from the very start, it can be an uphill battle – technologically and psychologically – to impose such controls later. Here's our rundown of what to look for when setting up the various internet-enabled devices that might be lurking under the tree at this time of year.

## IPHONE

If your child's lucky enough to be getting their own iPhone, parental controls can help avoid issues like screen addiction and unsuitable content. Go into the settings and scroll down to 'Screen Time'. From here you can customise important settings including time limits on using the device, communication restrictions and content blockers. You can also lock your changes behind a passcode.

## ANDROID

With Android devices, Google's Family Link app is your friend. You'll need a Google account – and a separate one for your child, which you should use when first setting up the device. Then, in Family Link on your own device, select 'Add Child' and enter their account details. This lets you specify limits on daily usage, restrict certain apps, block particular content and more.

## PLAYSTATION

You can prep for a PlayStation before it's even unwrapped. At [my.account.sony.com](http://my.account.sony.com), create an account, then go to Account Management > Family Management > Add Family Member to set up your child's account, which you'll use to sign in on the console. You can restrict the age ratings of the games they can play and who they can talk to. On the PS5, you can make exceptions for any games you think are acceptable despite their high age rating.

## IPAD

iPad parental controls are identical to those on iPhones. However, if you've got a shared family iPad and want to ensure your children aren't seeing anything age-inappropriate after you hand them the device, there's a feature called Guided Access (under Settings > Accessibility > Guided Access). With this switched on, young ones can only use the app that's currently open.

## XBOX

The Xbox Family Settings app helps you manage which games your child can play (and when). You'll need to set up the console with your own account and then add a child profile. Make sure your account's password protected, so your child can't alter your choices later. You'll be walked through the functions at setup, but you can also reach them manually via Settings > Account > Family Settings.

## NINTENDO SWITCH

Download the Nintendo Switch Parental Controls app on your phone, and you'll be shown how to link it to the console. Once that's done, you can limit how long your child can play each day, decide what age ratings are permitted and more. You'll also get weekly updates on how often they've used the device. These controls are accessible through the console itself, but the app is usually easier.

## WINDOWS 11 PCS

On Windows 11, account management is key. Set up the device with your own account as the admin. Then go to Settings > Accounts > Family and Other Users and create your child's account (if you've already done this on a previous PC, just log in with those details). Microsoft Family Safety (either the app or the site) then lets you control screen time, what content children can view and more.

## CHROMEBOOKS

Chromebooks' parental controls are managed via the Family Link app. Unlike an Android device, however, you need set up the Chromebook with your own account first, then add your child's. Go to Settings > People > Add Person and input your child's Google account details (or create a new account). Your child can then log in, and you can monitor what they're up to via Family Link.

## MACS

Like iPhones, parental controls for Macs are managed via the Screen Time settings. Again, the crux here is to set yourself up as the administrator before adding any child accounts. In the settings, look for Users & Groups to create your child's account, then – while on their profile – use the screen time options to place any boundaries around apps, usage and who your child can communicate with (and vice versa).

## SMART TVS

Smart TVs typically have their own individual parental controls. One of the most popular brands is Samsung – and on their TVs, you can control the content available to your child. In the Settings menu, under 'Broadcasting', you can lock channels and restrict content by its age rating. Even this isn't foolproof, however: some apps (like YouTube) might still let children access unsuitable material.

## Meet Our Expert

Barry Collins is a technology journalist and editor with more than 20 years' experience of working for titles such as the Sunday Times, Which?, PC Pro and Computeractive. He's appeared regularly as a tech pundit on television and radio, including on BBC Newsnight, Radio 5 Live and the ITV News at Ten. He has two children and writes regularly on the subject of internet safety.



The National College

NOS National Online Safety  
#WakeUpWednesday



# What Parents & Carers Need to Know about

# SNAPCHAT

AGE RESTRICTION  
**13+**

## WHAT ARE THE RISKS?

Snapchat is an instant messaging app which allows users to send images, videos and texts to people in their friends list. One of Snapchat's unique features is that pictures and messages 'disappear' 24 hours after they've been viewed; however, this content isn't as temporary as many believe - with some users saving screenshots or using another device to take a photo of their screen. This year, Snapchat added 'My AI': a customisable chatbot with which people can chat and share secrets, as well as asking for advice and suggestions of places to visit.

## CONNECTING WITH STRANGERS

Even if your child only connects with people they know, they may still get friend requests from strangers. The Quick Add option lets users befriend people the app recommends - but these 'friends' are merely a username, which could have anyone behind it. Accepting such requests reveals children's personal information through the Story, SnapMap and Spotlight features, potentially putting them at risk from predators.

## EXCESSIVE USE

Snapchat works hard on user engagement, with features like streaks (messaging the same person every day to build up a high score). Spotlight Challenges tempt users into spending time producing content in search of cash prizes and online fame, while it's easy for children to pass hours watching Spotlight's endless scroll of videos.

## INAPPROPRIATE CONTENT

Some videos and posts on Snapchat aren't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's 'disappearing messages' feature also makes it easy for young people (teens in particular) to share explicit images on impulse - so sexting continues to be a risk associated with Snapchat.

## ARTIFICIAL INTELLIGENCE

My AI is Snapchat's new chatbot, which replies to questions in a human-like manner. However, the software is still in its infancy and has significant drawbacks, such as biased, incorrect or misleading responses. There have already been numerous reports of young users turning to AI for medical help and diagnoses, which could be inaccurate and therefore potentially dangerous.

## ONLINE PRESSURES

Although many of Snapchat's filters are designed to entertain or amuse, the 'beautify' effects on photos can set unrealistic body-image expectations - creating feelings of inadequacy if a young person compares themselves unfavourably with other users. Snapchat now also has 'priority' notifications (which still get displayed even if a device is in 'do not disturb' mode), increasing the pressure on users to log back in and interact.

## VISIBLE LOCATION

Snap Map highlights a device's exact position on a virtual map which is visible to other users. There are options to restrict who can see this information: all friends, only you (Ghost Mode) or selected friends. Snapchat also has real-time location sharing, which is intended as a buddy system to ensure friends have reached home safely - but which could also be used to track a young person for more sinister reasons.

## Advice for Parents & Carers

### TURN OFF QUICK ADD

The Quick Add feature helps people find each other on the app. This function works based on mutual friends or whether someone's number is in your child's contacts list. Explain to your child that this could potentially make their profile visible to strangers. We recommend that your child turns off Quick Add, which can be done in the settings (accessed via the cog icon).



### CHOOSE GOOD CONNECTIONS

In 2021, Snapchat rolled out a new safety feature: users can now receive notifications reminding them of the importance of maintaining connections with people they actually know well, as opposed to strangers. This 'Friend Check Up' encourages users to delete connections with users that they rarely communicate with, to maintain their online safety and privacy.



### DISCUSS AI

Although My AI's responses can often give the impression that it's a real person, it's essential that young people remember this certainly isn't the case. Encourage your child to think critically about My AI's replies to their questions: are they accurate and reliable? Remind them that My AI shouldn't replace chatting with their real friends, and that it's always better to talk to an actual person in relation to medical matters.

### CHAT ABOUT CONTENT

It may feel like an awkward conversation (and one that young people can be reluctant to have) but it's important to talk openly and non-judgementally about sexting. Remind your child that once something's online, the creator loses control over where it ends up - and who else sees it. Likewise, it's vital that children understand that some challenges which become popular on the platform may have potentially harmful consequences.



### KEEP ACCOUNTS PRIVATE

Profiles are private by default, but children may make them public to gain more followers. Snap Stories are visible to everyone your child adds, unless they change the settings. On SnapMaps, their location is visible unless Ghost Mode is enabled (again via settings). It's safest not to add people your child doesn't know in real life - especially since the addition of My Places, which allows other Snapchat users to see where your child regularly visits and checks in.



### BE READY TO BLOCK AND REPORT

If a stranger does connect with your child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending sexual images to them, your child can select the three dots on that person's profile and report or block them. There are options to state why they're reporting that user (annoying or malicious messages, spam, or masquerading as someone else, for example).



## 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.



National Online Safety®

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Sources: <https://help.snapchat.com/hc/en-gb/articles/1205678358932-What-is-My-AI-on-Snapchat-and-how-do-I-use-it> | <https://values.snap.com/en-gb/news/early-barnings-for-parents-and-new-safety-enhancements> | <https://aodmcc.com/2023/04/01/snapchat-live-location-sharing-chatgpt/> | <https://help.snapchat.com/hc/en-gb/articles/120234746644>