



Tavistock College Newsletter



Together we care. Together we challenge. Together we excel.

What a fantastic start to the academic year it has been.

I have been genuinely blown away by the hard work, enthusiasm and positivity of our young people. It is a real privilege to come into college each day and work alongside such well-mannered students who approach their learning with purpose and determination. Their commitment to building lives of choice and opportunity is evident in so much of what they do, both inside and outside the classroom.

This half term, we have seen our TAVI Promise brought to life in many different ways. Year 7 and Year 9 students have both taken part in year-group visits that have helped them make the most of our outstanding local environment whilst enriching their learning through valuable cultural and educational experiences. These opportunities are an important part of what makes a Tavistock College education special, helping students to broaden their horizons and create memories that will stay with them long after they leave us.

We have also enjoyed a number of sporting successes, particularly across our football teams, whose performances and commitment have been excellent. Whether representing the College on the sports field, in the classroom or within the wider community, our students continue to make us proud.

Alongside these achievements, it has been wonderful to celebrate the strength of our Key Stage 4 and Key Stage 5 outcomes. The significant improvements we have seen across a number of areas are testament to the hard work and dedication of our students, supported every step of the way by staff who relentlessly give their time, expertise and care to help every young person achieve their potential.

It has also been a pleasure to celebrate students progressing to a huge range of universities and higher education destinations, including Oxford and Cambridge. These achievements demonstrate what is possible when talent, hard work and aspiration come together and serve as an inspiration for the students following behind them.

Another highlight this half term has been the response from prospective families. We have been overwhelmed by the number of parents, carers and young people who have attended our tours and open events as they consider joining Tavistock College in September 2027. It has been wonderful to showcase our College community and share the ambitions we have for every student.

As we reach the end of the first half term, I would like to thank our students, staff, parents and carers for their continued support. I hope you all enjoy a well-earned break, and we look forward to welcoming our young people back refreshed and ready for the next chapter of the academic year.

James Buchanan
Principal

Safeguarding

Tavistock College is closed for the half term break from Monday 26/10/2026 - Friday 30/10/2026, inclusive. The College reopens for students on Monday 02/11/2026. If you have concerns about the welfare of a child/young person, please contact Devon Multi Agency Safeguarding Hub (MASH) Front Door Service on 0345 155 1071 or the Police on 101. If your concerns are in relation to immediate danger of harm, please call 999.

If your child needs some support for mental health or wellbeing there are various charities and organisations which can offer help and guidance.

Young Devon- 08082810155

Young Minds - <https://www.youngminds.org.uk>

NSPCC- <https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/>

SAFEGUARDING OUR COLLEGE

If you have any concerns about your own safety, or that of another person, please talk to a member of our team or another adult at our College.

 James Buchanan Principal	 Hazel Blackmore Designated Safeguarding Lead	 Jo Salmon Deputy Designated Safeguarding Lead	 Rachel Turner Deputy Designated Safeguarding Lead
 Hayley Heath Head of Year 7	 Rachael Squire Head of Year 8	 Patrick Trimmer Head of Year 9	 Jen Hayward Head of Year 10
 Natalisha Ingleby Head of Year 11	 Sarah Swinburn Head of Sixth Form	 Jaime Ingleby / Emily Foin SIO Year 7	 Kirstie Shalagasky SIO Year 8
 Amy Powers SIO Year 9	 Della Hayman SIO Year 10	 Jo Northmore SIO Year 11	 Elton Lane Deputy Head of Sixth Form

Together we care. Together we challenge. Together we excel.

fft
National School Attendance Award

2025/26 Academic Year



Tavistock College

Top 25% Most Improved FFT Secondary Schools in England

Tavistock College Sixth Form Open Evening



Together we care. Together we challenge. Together we excel.

Wednesday 18th November 2026

5:00-7:00pm

Presentation
Main Hall
6.10pm



Top Greenboard Scores

Year 7

Reva A (Year 7, 7E)
Bethany B (Year 7, 7E)
April B (Year 7, 7E)
Scarlett B (Year 7, 7T2)
Eli C (Year 7, 7E)
Ryan C (Year 7, 7Ch)
Rose C (Year 7, 7C2)
Lena F (Year 7, 7T)
Logan G (Year 7, 7Ch)
Sullivan G (Year 7, 7Ch)
Douglas H (Year 7, 7T2)
Zak H C (Year 7, 7E)
Eva H (Year 7, 7T)
Bronwyn K (Year 7, 7E)
Reuben L (Year 7, 7T)
Aston M (Year 7, 7C)
Evan M (Year 7, 7E)
Eden P (Year 7, 7T)
Aria R (Year 7, 7C)
Zoe S (Year 7, 7T2)

Year 8

Lowenna A (Year 8, 8C2)
Anton A (Year 8, 8Ch2)
Jessica B (Year 8, 8C2)
Josh C (Year 8, 8C)
Olivia D (Year 8, 8T2)
Luna E (Year 8, 8E)
Zak E (Year 8, 8Ch)
Faye F (Year 8, 8C)
Scarlet F (Year 8, 8Ch2)
Bonnie F (Year 8, 8Ch2)
Matthew F (Year 8, 8Ch)
Erin H (Year 8, 8Ch)
Tommy H (Year 8, 8Ch2)
Grace J (Year 8, 8C)
Yuna K (Year 8, 8T2)
Monty L (Year 8, 8E)
Djuna R (Year 8, 8E)
Edward S (Year 8, 8C)
Riley S (Year 8, 8Ch)
Noah T (Year 8, 8C)

Year 9

Amy B (Year 9, 9C2)
Matthew C (Year 9, 9T)
Honey C (Year 9, 9Ch2)
Katie C (Year 9, 9Ch2)
Georgia C (Year 9, 9T)
Lucas E (Year 9, 9T2)
Oscar E (Year 9, 9Ch2)
Joshua E (Year 9, 9C)
Ethan G (Year 9, 9C2)
Charlotte G (Year 9, 9Ch)
Arabella G (Year 9, 9Ch)
Lowen L (Year 9, 9C)
Rosie M (Year 9, 9Ch2)
Oliver N (Year 9, 9C)
Briony P (Year 9, 9C)
Kieran P (Year 9, 9Ch2)
Luke R (Year 9, 9Ch2)
Harley T (Year 9, 9C)
Emily T (Year 9, 9C)
Rosie W (Year 9, 9C2)

Year 10

Rupert B (Year 10, 10Ch2)
Tyrese B (Year 10, 10Ch2)
Keirily B (Year 10, 10C)
Oscar C (Year 10, 10Ch)
Toby C (Year 10, 10Ch2)
Connor C (Year 10, 10Ch)
Charlie H (Year 10, 10E)
Sophia H (Year 10, 10E2)
William H (Year 10, 10Ch2)
Miya L (Year 10, 10Ch)
Lily L (Year 10, 10E)
Layla M (Year 10, 10E)
Nevaeh M (Year 10, 10T)
Chloe M (Year 10, 10T)
Alfie M (Year 10, 10E)
Dexter N (Year 10, 10E)
Finley P (Year 10, 10E)
Jack S (Year 10, 10Ch)
Alice T (Year 10, 10T)
Aston T (Year 10, 10Ch)

Year 11

Billy B (Year 11, 11C2)
Kayleigh B (Year 11, 11E)
Maraeniwi B (Year 11, 11C)
T B (Year 11, 11E)
Jack C (Year 11, 11E2)
Amy C (Year 11, 11C2)
Alex C (Year 11, 11T)
Bella F (Year 11, 11T2)
Katie F (Year 11, 11E)
Casey F (Year 11, 11T2)
Jamie G (Year 11, 11E)
Ruby H (Year 11, 11E)
Lettie H (Year 11, 11E)
Riley H (Year 11, 11T)
Charlotte H (Year 11, 11T2)
Luka J (Year 11, 11E2)
Suleman K (Year 11, 11C2)
Scarlet M (Year 11, 11E2)
Oscar M (Year 11, 11T)
Tia M (Year 11, 11E)



Tavistock Progress After Dramatic Penalty Shootout Victory Over Ivybridge

ESFA U18 Boys Cup - Round 2

Tavistock College booked their place in the next round of the ESFA U18 Boys Cup after holding their nerve in a tense and highly competitive encounter against Ivybridge Community College, eventually prevailing on penalties following a 1-1 draw after extra time.

The visitors made the brighter start and took the lead after 10 minutes. A corner was delivered to the back post where an unmarked Ivybridge player met the ball on the volley, guiding his effort into the far corner to give Ivybridge an early advantage.

Tavistock responded well and gradually began to work their way back into the game. Despite some strong Ivybridge pressure, the home side continued to counter well and were rewarded five minutes before half-time. Dan Udo was brought down just outside the area on the right-hand side, presenting Tavistock with a promising free-kick opportunity. Up stepped Ollie Bailey, who calmly struck a low effort around the wall and into the bottom left corner to bring Tavistock level and ensure the teams went into the break all square.

The second half was fiercely contested, with both sides creating opportunities but neither able to find a breakthrough. As the game wore on, emotions began to rise, but Tavistock remained composed and focused on the task at hand. Extra time followed much the same pattern, with both teams battling hard and refusing to give an inch. Defences remained on top and neither goalkeeper was beaten, meaning the tie would be decided by the drama of a penalty shootout.

In a nervy shootout, both sides found it difficult to convert, but Tavistock showed character when it mattered most. Kieren McLaughlin confidently converted Tavistock's first penalty before Connor Duffin scored the fourth spot-kick to keep his side in control.

Harvey Yeo then stepped up to score Tavistock's sixth penalty, setting the stage for Ollie Emptage to deliver the decisive moment. Ollie produced one of the finest penalties you're likely to see, smashing his effort into the top-right stanchion to send Tavistock through and spark celebrations.

The match was a true test of character as much as footballing ability. In a game filled with pressure Tavistock kept their cool, stuck together, and demonstrated exactly what it means to play as a team. Their resilience, discipline, and togetherness ultimately proved the difference as they secured a memorable cup victory and a place in the next round.

Final Score:

Tavistock 1-1 Ivybridge Community College (AET)

Tavistock win on penalties



Sixth Form Students Raise £360 for Macmillan Cancer Support

Students from the Sixth Form Student Leadership Team at Tavistock College have raised an impressive **£360 for Macmillan Cancer Support** through a successful fundraising raffle held across the College.

The event was organised by student leaders **Josh Allot** and **Kieren McLaughlin**, who worked closely with staff and local businesses to secure a fantastic range of prizes. Students and staff from Years 7 to 13 purchased raffle tickets, with the winning tickets drawn during a Year 7 assembly.

The fundraiser received tremendous support from the local community, with generous prize donations from:

- Devon Marshmallow Co
- Oggy Oggy Pasty Co
- Flapjackery
- Roly's Fudge
- Dartmoor Bakery
- Fudge-tastic
- King Street Bakery

These contributions helped make the event a great success and demonstrate the strong partnership between Tavistock College and the wider community.

A huge thank you goes to all the businesses who donated prizes, as well as the students and staff who purchased tickets and supported the event. The enthusiasm shown throughout the fundraiser reflects the kindness, community spirit and social responsibility that are central to life at Tavistock College.

We are incredibly proud of our Sixth Form Student Leadership Team for their initiative, organisation and commitment to supporting such an important cause. Their efforts have made a meaningful contribution to the work of Macmillan Cancer Support and have provided a wonderful example of student leadership in action.



Year 7 Dartmoor Trip September 2026

On Friday 25th September, our entire Year 7 cohort enjoyed a memorable day on Dartmoor where students were immersed within the landscape to help inspire creative writing and student connections.

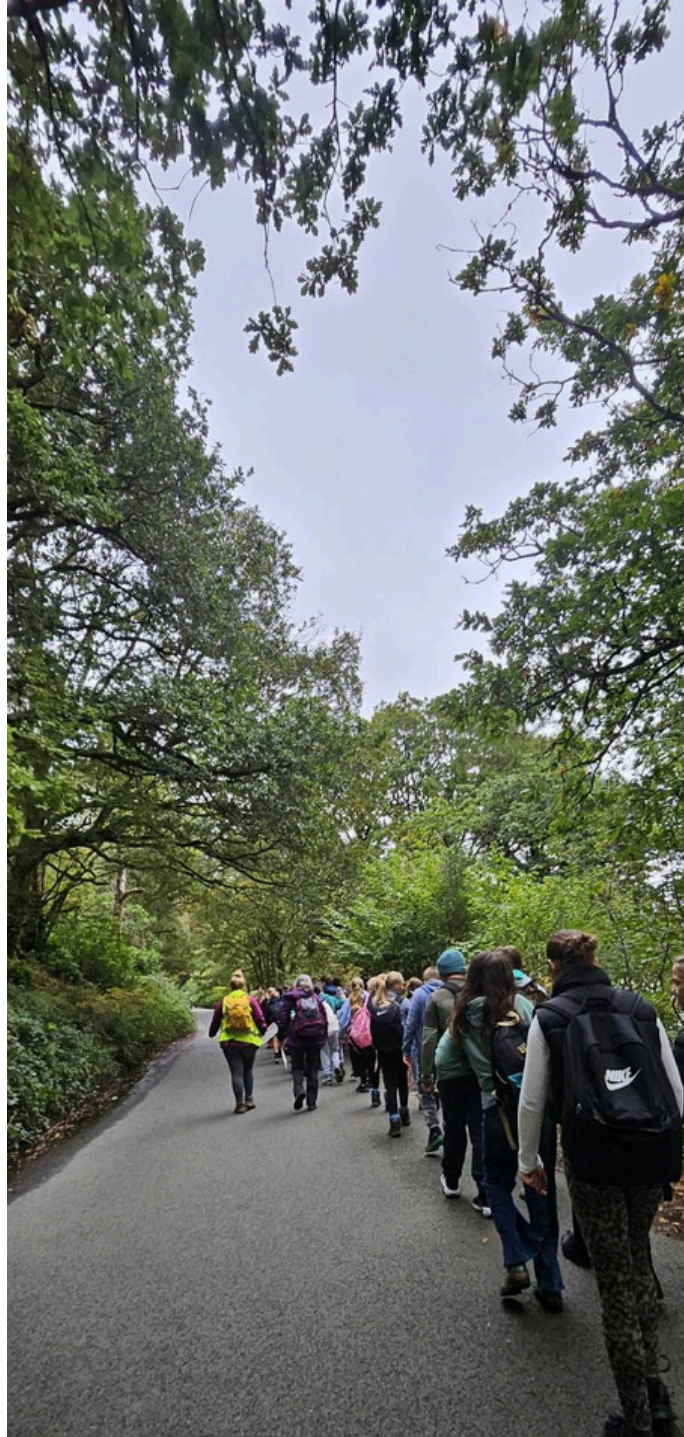
The trip supported our brand new Year 7 English Transition Unit, Dartmoor Myths and Legends, giving students the opportunity to experience first-hand the dramatic landscape that has inspired many local stories, myths and legends over the centuries. Exploring the moor provided valuable inspiration for their descriptive and creative writing, while also helping them develop a deeper appreciation of the history, culture and heritage of our local area.

Throughout the day, students demonstrated enthusiasm, curiosity and resilience as they took part in outdoor learning activities and team-building challenges. These myth inspired experiences encouraged cooperation and communication while helping students strengthen existing friendships and make new connections across the year group.

It was wonderful to see students fully embracing the opportunities the day offered, whether they were exploring the landscape, recording observations in their field journals, or working together to complete group challenges. Their positive attitude and excellent behaviour were a credit to both themselves and the school.

When we came back to school, students had the opportunity during their period 5 session to produce a creative outcome based on their experience and we have been overwhelmed by the inspiration the day provided the students. Students produced range of creative outcomes including narrative poetry, descriptive writing as well as creating their own myths and legends.

The trip was a great success and marks an exciting start to the Year 7 journey. We hope the experiences, memories and inspiration gained on Dartmoor will continue to support students both in their English lessons and as members of our school community.

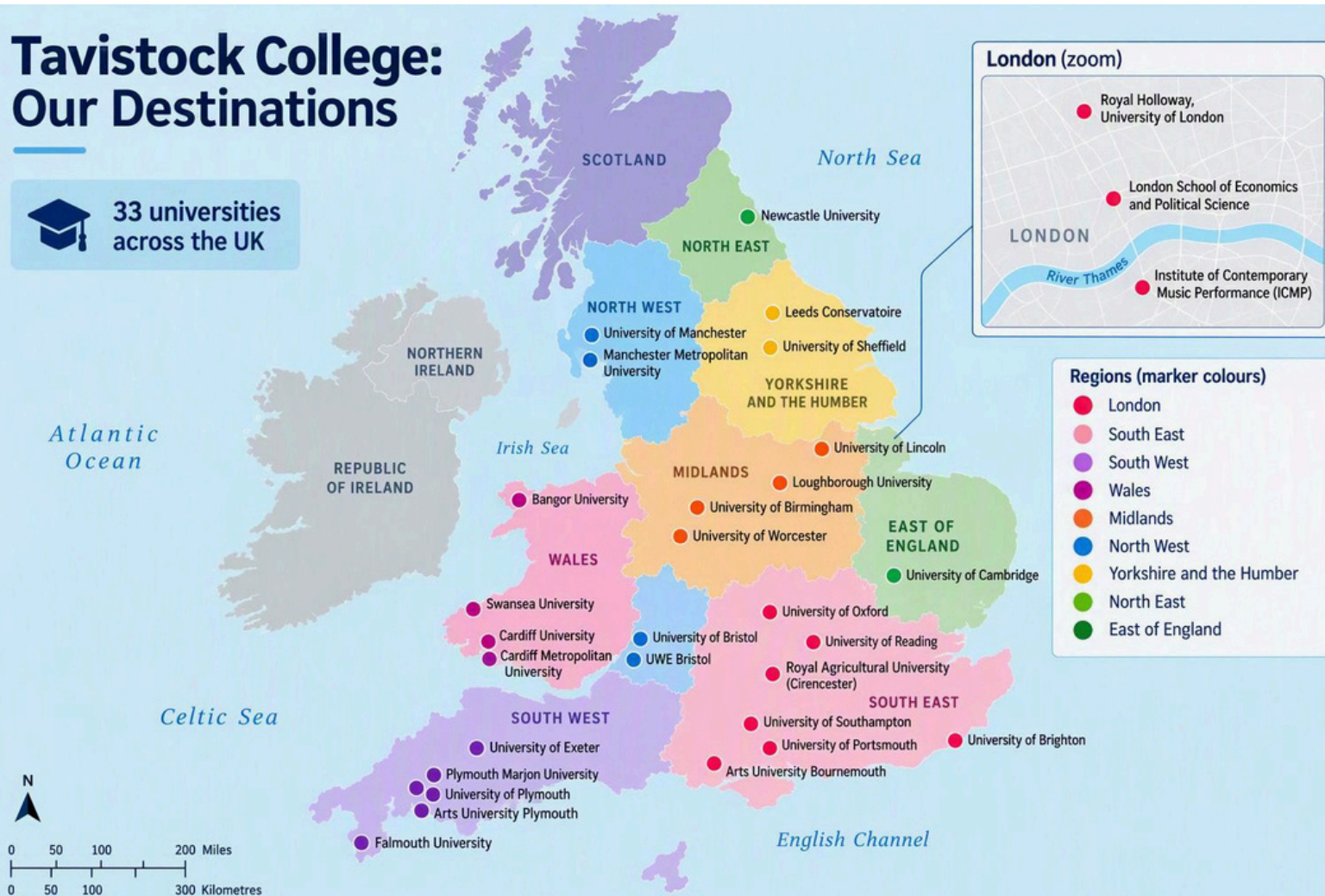


Our 2026 university destinations

Have a look at this map to see our University destinations this year!

Tavistock College: Our Destinations

 33 universities across the UK



Tavistock College Sixth Form Prospectus



Together we care. Together we challenge. Together we excel.



[Click here to view our Sixth Form Prospectus](#)

SETH "Choose Tavistock Sixth Form if you want a real sense of community"

At Tavistock Sixth Form I... Studied: Business Studies, Maths, History, 104 UCAS Points

But I also... Took trips to: Canada Ski Trip

And secured a place at: Arden University, Degree Apprenticeship in Business Management

Got involved in: Student Leadership (Head Student), Christian Union

 Sign up to Tavistock Sixth Form today 

EVA "Choose Tavistock Sixth Form for the perfect balance of personalised education and a supportive community"

At Tavistock Sixth Form I... Studied: Biology, Psychology, Maths, 186 UCAS points

But I also... Took trips to: New York, London, TRP

And secured a place at: Plymouth University, BSc (Hons), Midwifery

Got involved in: Student Leadership (Head Student), Ten Tors 45 Team, Buddy System, Choir

 Sign up to Tavistock Sixth Form today 

JOE "Tavistock Sixth Form provided me with an excellent network of friends and teachers"

At Tavistock Sixth Form I... Studied: Maths, Physics, Chemistry, 168 UCAS Points

But I also... Took trips to: Canada Ski Trip

And secured a place at: Pembroke College, Cambridge, University of Medicine MB, BChir

Got involved in: Student Leadership (Head of House), Front of House Manager, Ten Tors 45

 Sign up to Tavistock Sixth Form today 

TAL "Tavistock Sixth Form helped me realise my future career aspirations"

At Tavistock Sixth Form I... Studied: Film, Performing Arts, Music, English Lit, 312 UCAS points

But I also... Took trips to: New York, London, TRP

And secured a place at: MET Film Manchester, BA Filmmaking (Hons)

Got involved in: Concerts, Gigs, Productions, Jazz Band, Choir

 Sign up to Tavistock Sixth Form today 

EVELYN "Tavistock Sixth Form helped me expand my confidence academically and socially"

At Tavistock Sixth Form I... Studied: English Literature, History, Fine Art, 236 UCAS Points

But I also... Took trips to: Paris, London, New York, TRP

And secured a place at: Manchester University, History of Art BA (Hons)

Got involved in: Choir, Productions, Concerts

 Sign up to Tavistock Sixth Form today 

TOM "Tavistock Sixth Form helped me develop my personal interests"

At Tavistock Sixth Form I... Studied: Politics, BTEC Science, BTEC Sport, 128 UCAS Points

But I also... Took trips to: Ten Tors 55, Front of House Manager

And secured a place at: Adventure Sports Science at Bangor University, Currently on Gap Year travelling

Got involved in: Food Safety Level 2

 Sign up to Tavistock Sixth Form today 

Tavistock College Sixth Form Open Evening



Wednesday 18th November 2026

5:00-7:00pm

Presentation
Main Hall
6.10pm



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New SEND Team Contact Form

Following feedback from families, we have decided to change the method of contact for the SEND Team. If you have a query about anything related to Special Educational Needs, please use the following form: SEND Team enquiry form – [Fill in form](#)

This will allow our SEND Administrator to triage the request to the correct member of the team. You will then receive a response from the relevant member of the team either by email or phone.



Tavistock College

SEND Support, Advice & Information Events 2026–27
Working together to support every learner and family.



Each term we open our doors for coffee mornings, parent forums, workshops and Big Listen sessions — practical, welcoming opportunities to get information, ask questions, and connect with our SEND team and other families.

Coffee Mornings | Parent Forums | Workshops | Transition Support | Big Listen Sessions | School Calendar Dates

Autumn 1

Wed 16 Sep  **Big Listen — Attendance**
Lead: HBL

Mon 21 Sep  **SEND Coffee Morning**
9:00 – 10:00am

Thu 1 Oct  **EP Parent Forum — ADHD & PDA**
9:15 – 10:15am

Mon 12 Oct  **SEND Parent Forum — Supporting Students in the Classroom**
4:30 – 5:30pm

Spring 2

Wed 24 Feb  **Big Listen — Enrichment & Extra-Curricular**
Lead: JBU

Mon 8 Mar  **Parent Workshop — Anxiety & Emotional Regulation**
4:30 – 5:30pm

Mon 15 Mar  **SEND Coffee Morning**
9:00 – 10:00am

Support • Inform • Connect

Every event on this calendar exists to share clear information, offer genuine support, and strengthen the partnership between home and college. We also gather student voice throughout the year to help shape what we offer next.

Autumn 2

Fri 13 Nov  **Big Listen — High Quality Teaching**
Lead: EHE

Mon 16 Nov  **Neurodiversity Parent Workshop — supporting your neurodiverse child**
4:30 – 5:30pm

Wed 25 Nov  **Sixth Form Open Evening — SEND representative available**

Mon 30 Nov  **SEND Coffee Morning**
9:00 – 10:00am

Thu 10 Dec  **EP Parent Forum — Supporting EBSNA**
9:15 – 10:15am

Wed 16 Dec  **Big Listen — Behaviour**
Lead: LEV Lead

Summer 1

Wed 12 May  **Big Listen**
Lead: SCH

Thu 13 May  **EP Parent Forum**
9:15 – 10:15am

Mon 24 May  **SEND Transition Coffee Morning**
9:00 – 10:00am

Summer 2

Thu 17 Jun  **SEMH Parent Forum — Preparing for Summer & Changes in Routine**
4:30 – 5:30pm

Mon 28 Jun  **SEND Coffee Morning**
9:00 – 10:00am

Wed 30 Jun  **Big Listen**
Lead: TBC

Thu 8 Jul  **EP Parent Forum — Year 6 Transitions**
9:15 – 10:15am

Register for events

Scan the QR code to let us know which events you'd like to attend this year:



Scan to register

Get in touch

 **01822 614231**

SEND Department, Tavistock College

 Coffee Mornings

 Parent Forums

 EP Parent Forums

 SEMH Parent Forums

 Workshops

 Transition Events

 Big Listen Sessions

Tavistock College Creative Arts Christmas Card Competition 2026

We are looking for designs for this year's College Christmas card. There will be collection of the best artwork to go in a pack available to buy, as well as one design used as the official Tavistock College card.

The entries can be drawn on paper or designed digitally, but they must be in colour.

Please bring to you your Art Teacher or Reception by
Monday the 2nd of November.

Dartmoor
Multi Academy
Trust

...everyone in our Trust.



BRIGHT FUTURES FAIR

BRIGHT FUTURES FAIR 24 NOVEMBER 2026

The Great Hall, University of Exeter

**Please book your space now
by using the QR code above.**



BOOK HERE



In support of

**Tavistock
Foodbank**
Food Bank Collection Appeal

Our Sixth Form students are coordinating donations for the local food bank and would be very grateful for your support.

We are currently collecting the following items:

- UHT milk
- Tinned meat
- Tinned tomatoes
- Fruit juice
- Tinned custard
- Tinned rice pudding
- Tinned fish
- Crisps
- Tinned potatoes
- Tinned carrots
- Tinned sweetcorn
- Tinned fruit
- Pot noodles

5 items we need
this week

- ✓ Long life milk
- ✓ Small coffee
- ✓ chocolate
- ✓ Crisps
- ✓ Pot noodles

Date: 07102026

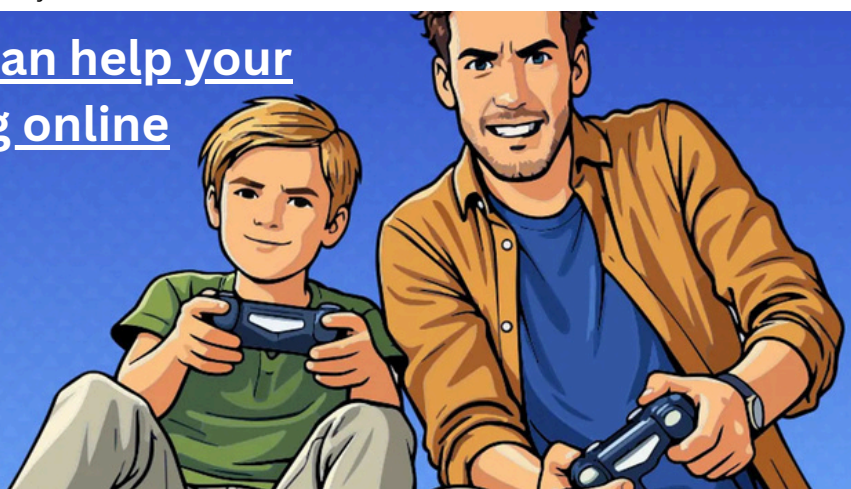
Donations can be dropped off at Reception.

Thank you for your generosity and support. Every donation, no matter how small, will help local individuals and families who are experiencing hardship within our community.

Parents Power Up! How you can help your child stay safe whilst gaming online

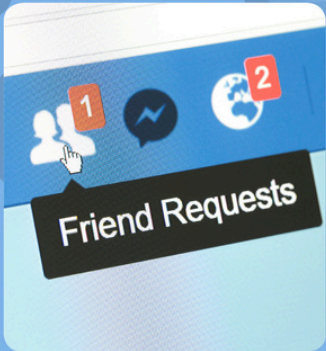
[Click here to view ofcom.org.uk](https://www.ofcom.gov.uk)

Ofcom





The whole concept of social media relies upon users having friends and/or followers. 'Friends' tend to be those with whom users will share their own personal profile. It's usually a mutual relationship with both parties able to engage and interact with everything their friends post online. 'Followers' on the other hand can typically be just one-way relationships and, dependent on the platform, only provide access to certain aspects of an individual's profile, such as a person's content feed. A common trait that often exists between the two however is the desire to gather as many friends or followers as possible.



What parents need to know about SOCIAL PRESSURES LINKED TO 'FRIENDS & FOLLOWERS'



POSSIBLE 'FRIEND ENVY'

Children may compare the number of friends or followers that they have with their own online friends and people they know. In some cases, this could lead to 'friend envy', particularly if they see this as a sign of popularity. This could lead to your child showing signs of jealousy and resorting to sending friend requests to people they don't know that well, or even strangers, in a desperate bid to increase their own status online.



OPEN DOOR POLICY

Another way that children can increase their following is by leaving their accounts open so that they can be easily found, and anybody can view their posts. This is in the hope that other users will like their posts and decide to follow them, therefore increasing their numbers. Once again, this can leave your child vulnerable to being followed by strangers or people who have dishonest intentions.



FEELINGS OF REJECTION

Just like increasing friends and followers can bring a sense of happiness and satisfaction, so the loss of friends and followers can cause children to suffer feelings of sadness and rejection. Depending on how invested your child is in their social media activities, this could influence their attitude and behaviour offline and potentially have a negative impact on their mental health and wellbeing.



COLLECTING 'FAKE' FRIENDS

Children who feel under pressure to increase their friend count or want to increase their following as quickly as possible can be vulnerable to collecting 'fake' friends. They may, for example, accept friend requests from people they don't know very well or from complete strangers, inadvertently leaving themselves open to online bullies, trolls or even the possibility of being groomed.



CONSTANT NEED TO PLEASE

As children start to gain more friends or an increasing number of followers, they might start to feel an added level of pressure to provide them with more interesting and likeable content. Almost as if they now have an audience waiting, this constant need to please may be an extra burden that pushes your child into oversharing personal information or posting material that is inappropriate or offensive, inaccurately portraying what they're actually like in the offline world.

Safety Tips For Parents

BE THEIR FRIEND OR FOLLOWER

The best way to know who your child is friends with online or who follows them is to be their friend or follower yourself. This will allow you to see who your child is engaging with most online or open up discussions about how they know certain people they've added to their network who you haven't heard them speak about before or you yourself don't know.

BEHAVE ONLINE AS THEY WOULD OFFLINE

Your child's behaviour online should always be treated as an extension of their behaviour offline. Discuss with your child the pitfalls of trying to be somebody they're not and that trying to please everybody will only make them unhappy. Tell them that they should be proud of who they are and that they should always behave in an appropriate and responsible way when posting content online.



TURN ON PRIVACY CONTROLS

All social media platforms have their own privacy controls which can be used to help protect children online. For instance, removing the ability for strangers to comment on public posts or having a screening process for friend or follow requests is good practice which can help to ensure your child's experience online is a safer one.

TALK TO THEM ABOUT THE VALUE OF REAL FRIENDSHIP

Social media can often distort what true relationships and friendships should actually be like. It's important to teach your child the value of true friendships and that meeting and speaking to people face to face in the real world, offline, is often a better way to build a more trusting and confident relationship with someone rather than just speaking to them online.



TALK ABOUT STRANGERS

If privacy measures have been put in place, then usually your child will receive a notification if somebody tries to befriend them online. Talk to your child about making sure they don't open up their personal life to people they don't know and that if they are ever in any doubt, they should never accept a friend request from a stranger.

DISCUSS WHAT BEING POPULAR ACTUALLY IS

A higher number of followers can be a measure of popularity but can also lack substance beyond just the number itself. Discuss with your child that popularity can come and go and that a large number of followers doesn't necessarily mean a large number of friends, particularly online where the real value in a relationship cannot be accurately determined.



Meet our expert

Pete Badh is a writer with over 10+ years in research and analysis. Working within a specialist area for West Yorkshire Police, Pete has contributed work which has been pivotal in successfully winning high profile cases in court as well as writing as a subject matter expert for industry handbooks.

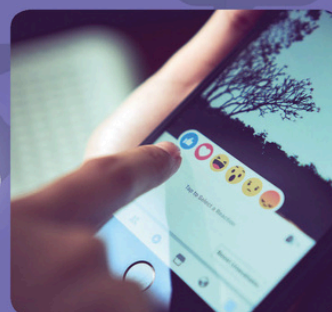




'Likes' are a simple way for users to show that they like a post on social media. This could be anything from photos and videos to status updates and comments. The feature is widely used on several social media platforms and is extremely popular on Instagram and Facebook. It is often used by children to measure the success of their social media post and gauge opinion. However, it can also bring a number of social pressures, particularly if users start to question their own levels of popularity.



What parents need to know about SOCIAL PRESSURES LINKED TO 'LIKES'



DAMAGING TO SELF-ESTEEM

Your child may use likes to measure their own self-worth, with more likes instilling a greater level of confidence and acceptance amongst their friends and peers. However, children who only receive a small number may in turn feel a sense of rejection or isolation and could potentially suffer from low self-esteem issues, impacting them in other aspects of their life such as at school or in social settings.



UNREAL VIEW OF THE WORLD

Your child may follow celebrities or other popular individuals on social media who receive millions of likes. Not everything on social media is a true reflection of the world and your child may feel pressured into behaving in a similar way in real life or posting similar material in order to feel popular and achieve a similar level of self-worth.



AN ADDICTIVE FEATURE

Like features encourage children to stay online for longer. In doing so, your child is likely to engage with app's for longer periods than they otherwise would have wanted, checking their phone more frequently, including at night when they should be asleep. This could contribute towards screen addiction which can cause sleep deprivation and consequently a lack of focus during the next day at school.



COMPETITIVE CULTURE

Children will often compare the number of likes they receive for their post against their friends or followers, possibly evoking emotions of jealousy or resentment. In a bid to increase their own status and receive more likes, this could lead to a competitive culture in which children try to better one another, potentially leading to them engaging in more and more riskier activities.



Safety Tips For Parents

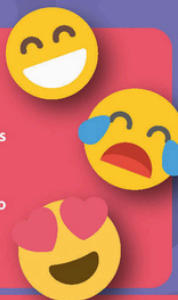
FOLLOW OR BEFRIEND YOUR CHILD ONLINE

Using the same social media sites as your child and connecting with them online will allow you to keep an eye on what their interests are and who may be influencing them. Following their likes will help you build a picture of what your child is being exposed to and what they find interesting.



MONITOR MENTAL HEALTH

If your child does post on social media, it is important to monitor their feelings and emotions, supporting them and encouraging them to talk to you about what they may be experiencing. Explain to them that not everything online is real and that life is not dictated by how many likes a post may or may not get.



ENCOURAGE HOBBIES OR OTHER ACTIVITIES

Try to help reduce your child's screen time and need for social media through encouraging them to do other things such as a sport or hobby or simply playing with friends outdoors. Supporting them to take up other activities that they enjoy can also help build self-esteem and increase their own confidence.



DISCUSS THE REAL WORLD

Talk to your child about online perceptions and about what they feel is and isn't important in their life. Try to establish an open and honest conversation and speak about what they feel is acceptable to post online and if they feel pressure to conform.



HELP TO BUILD YOUR CHILD'S SELF-ESTEEM

Try to help build your child's self-esteem through positivity and praise and listening to them if they are struggling with the way they look or feel. Talk to them about the positive aspect of their personality and help them understand that looks aren't everything. Try not to criticise or blame your child which could compound any negative thoughts they are already feeling.

Meet our expert

Pete Badh is a writer with over 10+ years in research and analysis. Working within a specialist area for West Yorkshire Police, Pete has contributed work which has been pivotal in successfully winning high profile cases in court as well as writing as a subject matter expert for industry handbooks.





It can be challenging for parents and carers to know whether children are spending too much time on their devices. Furthermore, it's even more of a challenge to know whether a child is addicted to the internet and social media. As technology is becoming more pervasive, children and young people are experiencing tech-related dependencies. Do we as parents and carers have the knowledge to identify and support children and young people who may be developing an addiction to their devices?



47% of parents said they thought their children spent too much time in front of screens



What parents need to know about SCREEN ADDICTION



HEALTH & WELLBEING

Children as young as 13 are attending 'smartphone rehab' following growing concerns over screen time. There are now help centers in the UK which deal with screen addiction for children and adults showing the seriousness of device addiction. The World Health Organisation (WHO) has officially recognised gaming addiction as a modern disease. The condition was confirmed as part of their International Classification of Diseases (ICD) which serves as an international standard for diagnosing and treating health conditions.

LACK OF SLEEP

7 out of 10 children said they had missed out on sleep because of their online habits and 60% said they had neglected school work as a result. It is important that children get the sleep they need in order to focus the next day.

LOSS OF INTEREST IN OTHER THINGS

Your child may become less interested in anything that does not include their device. You may notice that your child is missing school time and generally being less engaged with other activities in the home. It is important to discuss this with your child as soon as you notice a behaviour change.



CONFIDENCE, SUPPORT & ADVICE

The Children's Commissioner report 'Life in Likes' explored how children aged 8-11 are using social media today. It showed that children are using their devices to speak to their online friends about their problems and seek acceptance and support, removing face to face interactions.

APPS CAN BE ADDICTIVE

Apps have been designed with 'psychological tricks' to constantly keep grabbing your attention. One example of this is on the app Snapchat, where you can gain 'streaks' when interacting with your friends. If you don't respond, you lose the streak. This addictive nature of apps aims to engage children and keep them coming back for more.



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Top Tips for Parents



LIMIT SCREENTIME

In today's digital age, technology is an important part of a child's development so completely banning them from their device will mean they are missing out on a lot, including conversations and communication with their friends. Rather than banning them from using their devices, we suggest setting a screen time limit. Work out what you think is a suitable and healthy amount of time for your child to be on their device per week. Remember that your child may need to use devices for their school homework so only set screen limits on recreational time on their device. Once you have established this, have the conversation with them to discuss why you are implementing a screen limit. There will be others in your child's friendship group who will not have screen limits set and will be sending messages when they do not have access to their phones.

LEAD BY EXAMPLE

Children model their behavior on their peers, so if their parents are constantly on their device, they will see this as acceptable. Try limiting your own screen time and follow the same rules you have set for them. If you have asked your child to not use their device at the table, make sure you don't. Try setting house rules that the whole family abide by.

LESS TIME MEANS LESS EXPOSURE

There are many risks associated with devices, such as cyberbullying, grooming, sexting, viewing inappropriate content etc. Less time spent on a screen means that a child will be less exposed to these risks.

MOBILE-FREE MEAL TIMES

Have you tried to settle your child by giving them a tablet at the dinner table or restaurant? This may seem like a quick fix to calm them down but in reality, it is encouraging them to use their device as a distraction from conversation and dealing with their emotions. We suggest removing all technology from the dinner table and having conversations with your family about how their day has been.

REMOVE DEVICES FROM THEIR BEDROOM

Setting a rule about removing devices from bedrooms will help your child to get the sleep they need and be more focussed the next day at school. 20% of teenagers said that they wake up to check their social network accounts on their devices. Even by having a device switched off in their bedroom, they may be tempted to check for notifications.

ENCOURAGE ALTERNATE ACTIVITIES

It may seem like an obvious solution, but encouraging children to play with their friends, read a book, or playing outdoors will help them realise they can have fun without their device. Playing football, trampolining, camping, going for a walk or swimming are all healthy replacements for screen time. Try to join them in their Outdoor activities to show your support.

STATISTICS

52% of children aged 3-4 go online for nearly 9hrs a week

82% of children aged 5-7 go online for nearly 9.5hrs a week

93% of children aged 8-11 go online for nearly 13.5hrs a week

99% of children aged 12-15 go online for nearly 20.5hrs a week

Children and Parents: Media Use and Attitudes Report 2018



Online Grooming is when someone befriends and builds an emotional relationship with a child and communicates with them through the internet with the intent to commit a sexual offence. This type of victimisation can take place across any platform; from social media and messaging apps to online gaming and live streaming. Often it involves young people being tricked, forced or pressured into doing something they wouldn't normally do (coercion) and often the groomer's goal is to meet the victim in a controlled setting to sexually or physically abuse them. In some cases children may be abducted or have long-lasting psychological damage.



What parents need to know about

ONLINE GROOMING



CHILDREN ARE MOST VULNERABLE

Unsurprisingly children are often most at risk as they are easy to target and unlikely to question the person who is engaging in conversation with them. Groomers will use psychological tricks and methods to try and isolate them from their families and friends and will often choose to target more vulnerable children who may be easier to manipulate. Predators will stalk apps and websites that are popular with young people and will use a 'scattergun' approach to find victims, contacting hundreds of children to increase their chances of success.



LIVE STREAMING CONCERNS

Predators may use live video to target children in real-time using tricks, dares or built-in gifts to manipulate them. Grooming often takes the form of a game where children receive 'likes' or even money for performing sexual acts. Social media channels, such as YouTube, Facebook, Instagram and Snapchat, all have live streaming capabilities, but there are many apps which children can use to live stream, including Omegle, Live.me, BIGO Live, YouNow and many more.



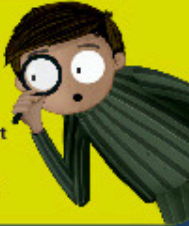
ANYONE CAN BE A PREDATOR

The internet has made the ability to interact with strangers online easy. Many sites and apps are reliant on individual users entering their own information when signing up. However individuals can remain anonymous if they choose to enter inaccurate information and many online predator cases are due to groomers using impersonation techniques. However, often the greater threat comes from adults who 'hide in plain sight', choosing to befriend young children without hiding their real identity.



CAN BE DIFFICULT TO DETECT

Unfortunately, most children find the 'grooming' process (before any meeting) an enjoyable one as the predator will compliment, encourage, and flatter them to gain their trust, friendship and curiosity – 'a wolf in sheep's clothing' scenario. This often means children fail to disclose or report what is happening. If the groomer is also previously known to the child, their family and their friends, then this can make detection even harder.



FROM OPEN TO CLOSED MESSAGING

Online predators may contact their victims using any number of ways including social media, forums, chat rooms, gaming communities or live streaming apps. Sometimes there is little need to develop a 'friendship/rapport stage', as the victim has already shared personal information online and is communicating openly with others. Children may also be prepared to add other online users they don't know so well to gain 'online credibility' through increasing their friends list. Predators will often seize this opportunity to slowly build a relationship and then move their conversation with the child to a more secure and private area, such as through direct messaging.

EMOTIONAL ATTACHMENTS

Online predators will use emotive language and aim to form close, trusted bonds with their victims through showering them with compliments and making them feel good about themselves. Often victims will refer to them as their 'boyfriends' or 'girlfriends' and it can be difficult to convince some young people that they have been groomed, often leading to lasting psychological effects.



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Safety Tips for Parents & Carers



IT'S GOOD TO TALK

It's unlikely that you can stop your child using the internet, nor can you constantly monitor their online activities, but you can talk to your child on a regular basis about what they do online. By talking openly with them about online relationships, they can quickly ascertain the kind of behaviour which is appropriate or inappropriate. Ask them whether they have any online friends or if they play online games with people they haven't met. This could then open up conversations about the subject of grooming.



CHECK PRIVACY SETTINGS

In order to give your child a safer online experience, it is important to check privacy settings or parental controls on the networks, devices, apps, and websites they use. Disable location sharing if you can. If you use location-sharing apps to check where your child is, remember that these could always be used by strangers to follow your child without their knowledge. Ensure that you check options so that location information is never shared with anyone except those they have permission to share with.



MONITOR SOCIAL MEDIA & LIVE-STREAMING USE

It's important to be aware of what your child is sharing on social media and with whom. Create your own profile and become 'friends' with them or follow them so that you can monitor their activity. Similarly, always check on them if they are live streaming and implement privacy controls. Choose a generic screen name and profile picture that hides their identity. You may also feel more comfortable being present each time they live stream.



STICK TO 'TRUE FRIENDS'

Make it clear to your child that they should not accept friend requests from people they don't know and to verify friend requests with people who they do know. Encourage them to only interact and engage with 'true friends' i.e. those friends who don't ask personal questions such as close family and friends. Remind them to never agree to chat privately with a stranger or someone they don't really know and to never divulge personal information, such as mobile phone numbers, addresses, passwords or the name of their school.



DISCUSS HEALTHY RELATIONSHIPS

Talk to your child about what a healthy relationship looks like and how to detect someone who might not be who they claim to be. Explain that groomers will pay your child compliments and engage in conversations about personal information, such as hobbies and relationships. They may admire how well they play an online game or how they look in a photo. Groomers will also try and isolate a child from people close to them, such as parents and friends, in order to make their relationship feel special and unique.

BE SUPPORTIVE

Show your child that you will support them and make sure they understand they can come to you with any concerns they may have. They need to know they can talk to you if someone does something they are uncomfortable with, whether that is inappropriate comments, images, requests or sexual comments.



Meet our expert

Jonathan Taylor is an online safety expert and former Covert Internet Investigator for the Metropolitan Police. He is a specialist in online grooming and exploitation and has worked extensively with both UK and international schools in delivering training and guidance around the latest online dangers, social media apps and platforms.



LOOK OUT FOR WARNING SIGNS

Child safety experts have identified key grooming patterns and advise parents to look out for:

- Secretive online behaviour.
- Late night internet or smartphone usage.
- Meeting new friends in unusual places.
- Becoming clingy, develop sleeping or eating problems or even bedwetting.
- Lack of interest in extra-curricular activities.
- Having new items, such as clothes or phones, unexplainably.
- Seem withdrawn, anxious, depressed or aggressive.
- Having older boyfriends or girlfriends.

