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Date: 9th December 2024 **RE: Social Media Use**

Dear Parents/Guardians,

At school, the safety and well-being of all our children is paramount, both within and beyond the classroom. It has come to our attention that some of our children are using Whatsapp, which is rated 16+ and are using the platform inappropriately.

While WhatsApp may appear to be just a messaging platform, its influence should not be underestimated. Age restrictions are in place because children lack the maturity to fully grasp the consequences of online interactions and decisions made behind a screen. These digital spaces have a profound impact on young minds, with long-term effects that significantly shape their emotional well-being, mental health, and social development.

While we are working to educate students on responsible digital behaviour, we believe it is essential to work collaboratively with you to ensure our children are safe and mindful online.

As technology and social media play a significant role in our children's lives, we encourage all parents and guardians to take an active role in monitoring their children's online activities.

We recognise that despite age restrictions, children may still access certain platforms. To address this, here are a few practical steps you can take to encourage safe and responsible social media use:

Review Privacy Settings: Ensure your child's accounts are set to private to minimize interactions with strangers.

Monitor Content: Regularly check the type of content your child is posting and interacting with online.

Have Open Conversations: Create a safe space for your child to talk about their online experiences and discuss the importance of responsible behaviour.

Set Boundaries: Establish clear guidelines for social media use, including time limits and acceptable platforms.

Report and Block Inappropriate Content: Encourage your child to report or block harmful content and discuss with you any instances that make them uncomfortable.

Thank you for your continued support,

Jo Banks Headteacher



