



Bruche Primary School Academy

Seymour Drive, Padgate, Warrington, WA1 3TT

Tel: 01925 815772

Executive Headteacher: Mr C Jones

School: www.bruchepriamry.co.uk

Multi academy trust: wpat.warrington.sch.uk

Bruche.office@wpat.uk

@Bruche_P_School

Welcome to our latest newsletter!

Next week we will be opening our time slots for parents to book meetings with teachers.

Please phone up on Tuesday 1st October after 9.30am to book your parents evening appointment which is on **Monday 7th October from 15.30-18.30.**

Additional day time slots will be available:

Nursery –Friday 11th October morning
Reception- Tuesday 8th October afternoon
Year 1 – Thursday 10th October afternoon
Year 2 – Wednesday 9th October afternoon
Year 3 – Thursday 10th October morning
Year 4 – Tuesday 8th October morning
Year 5 – Wednesday 9th October morning
Year 6 – Thursday 10th October afternoon

The Local authority have also asked that we share the following web link with our parents. It is in relation to attendance and Fixed Penalty Notices for school absence
<https://www.warrington.gov.uk/school-attendance>

Have a lovely weekend everyone!

Mr Jones

Communication Corner

Diary Dates

01.10.2024 Parent's Evening Booking in via telephone from 9.30am
02.10.2024 17.00-17.20 Y6 Robinwood Parent's Meeting
07.10.2024 Parent's evening (extra day slots available during this week, day TBC)
09.10.2024 Reception Class Photograph for Warrington Guardian
10.10.2024 PCSO Bonfire safety Assembly
15.10.2024 17.00-18.00 Halloween Silent Disco Years 5 and 6
17.10.2024 (During the nursery day morning and afternoon) Nursery Halloween Silent Disco
17.10.2024 16.15-17.15 Reception/Y1 Halloween Silent Disco
17.10.2024 17.30- 18.30 Y2, Y3, Y4 Halloween Silent Disco
16.10.2024 Bikability Level 1 Year 4
16.10.2024 16.00-17.00 Phonics meeting for Reception parents
17.10.2024 and 18.10.2024 Bikability Learn to Ride (KS2 non-riders)
17.10.2024 Uniform Pop up shop
18.10.2024 School Closes for half Term break

Multi- sports Holiday Club (available to book via parent pay from 03.10.2024)

21.10.24- 25.10.24 08.30-16.00
28.10.24-31.10.24 08.30- 16.00

04.11.2024 School re-opens
12.11.2024 Chester Zoo Trip Y4 and Y6
21.11.2024 Individual School photographs
22.11.2024 Year 2 school trip to Staircase House
22.11.2024 Year 6 Chemistry with Cabbage
28.11.2024 Flu Immunisations Nursery-Y6
07.12.2024 Christmas Fair and Santa's Grotto
12.12.2024 14.00 EYFS Performance
13.12.2024 14.00 EYFS Performance
17.12.2024 09.30 and 15.30 KS1 performances
18.12.2024 9.30 and 15.30 KS2 performances
20.12.2024 Toy day/ party day/ Christmas Jumper day
20.12.2024 School Closes for Christmas

06.01.2025 School re-opens

Abcd = parents' attendance

Abcd = PTA events

ABC = New addition to the timetable

Message From Warrington Borough Council:

Dear parent/carer

Please be advised that the cost of a school meal is set to increase from £2.60 to **£2.80** per meal from 28th October 2024. This will result in an overall weekly increase of £1 per child.

This does not affect children accessing Free School Meals. The government continues to support the universal infant Free School Meals (FSM) project and this means that all children from reception, year 1 and year 2 will be provided with a school meal free of charge. Any child in years 3-6 can also have a free school meal if you are in receipt of certain allowances. To find out if you are eligible, please visit: <https://www.warrington.gov.uk/freeschoolmeals>*

The council has been subsidising the service over the last few years to try and keep the cost of a meal down. However, increases in food and staffing costs mean that we unfortunately have no option but to increase the price of a school meal.

The three weekly rolling menu detailing each day's main course and dessert, with the additional daily offer of a vegetarian option and jacket potato will remain in place. The school meals service will continue to provide a high-quality service that delivers healthy, nutritious meals, caters for all allergens and dietary requirements, and is served in a safe environment on our school premises. We will continue to offer theme days, treat lunches and inviting families to join children for special lunches through the year.

*If your child is eligible for means tested free schools meals you could also be eligible for other funded support, such as [Household Support Fund](#) (funding for food and utility bills) and [Holiday Activities and Food](#) (summer holiday free activities and food). There are also other financial support schemes available, which you can find on the council website: warrington.gov.uk/localsupportscheme

Regards,

Wendy Nicholls
Financial Support Officer
School Meals & Capital
Families and Wellbeing Directorate
Warrington Borough Council
East Annex
Town Hall
Sankey Street
Warrington
WA1 1UH

Asda Cashpots for School- We need you!

Asda are working with Parentkind to offer support to school PTAs. It is incredibly simple to help and will cost you absolutely nothing! The school cash pot is linked to your Asda Rewards account so when you buy something from Asda, Asda will donate money to our school cashpot!

We currently have £185.33 in our pot already and have 80 days left to build up that total which will go towards our PTA events for our children!

Please see how to help below...



Special Mentions

Nursery- Edith Clancy. Edith is always eager to try new activities and puts 100% into everything she does.

Well Done Edith!

Reception- My special mention is going to be awarded to Jimmy Sherlock. Jimmy has been engaging in his class challenges all week and has been very focused and on task. Keep up the brilliant work, Jimmy!

Year 1- Ayda Dolphin for always being a kind and caring friend.

Year 2 - Callie for her fantastic effort this week in all of her work. Callie gives 100% in every lesson and her work is always beautifully presented! Well done Callie!

Year 3 - Harry Cliffe for doing amazing work and trying so hard all week!

Year 4 - Max Coleman for his excellent work on adverbs of time and manner

Year 5 - Stuart Greenfield for his excellent ideas during our writing lessons!

Year 6 - Lois Nelson - for reading over 100,000 words on our Reading Plus programme already!

Early Years News

This week we have been reading the story 'Pete the Cat I Love My White Shoes.' The children have really enjoyed making their own props to retell the story and have been designing and creating their own very groovy shoes.

In maths we have been matching up the correct pairs of socks looking closely at the patterns. We have been counting and sorting animals into colour groups and we have been identifying numbers before going on a number search to find amounts. The children have also been using their problem solving skills to put their Pete the Cat jigsaw back together.

We have had a lot of fun travelling to France for World Languages Day. The children made their own French flags, we have learnt how to say 'hello' and count to 5 in French and we really enjoyed tasting pain au chocolat.

Have a lovely weekend.

Well Done Nursery

Mrs. Wallace

Reception

Hello all,

We have started our phonics lessons and have been learning Set 1 sounds this week. The children have also been learning how to effectively hold a pencil to write letters. We have also been using craft materials to engage in a range of letter focused activities to help the children to retain the sounds.

In Maths, the children have been working on numeral recognition to 5 and above by building towers to match the numbers. The children have also been using their subitising skills to copy and make cup towers with different arrangements of spots.

It's European Languages Day on Thursday and the children will be learning Greek. The children will be taking part in a food tasting session, a mini-Olympic Games and a range of activities focused on Greece.

Have a wonderful weekend!

Miss Bostock

Key Stage 1 News

Year 1

This week Year 1 have been very busy.

In Maths this week we have been consolidating our learning with counting forwards and backwards and started to find one more and one less than any given number within 10. We used visual representations to help us, number lines and concrete resources. We have continued to practise our number formation and ensure that they are written correctly.

In Writing this week we have identified capital letters, full stops and finger spaces in different sentences. We marked Miss Kerrigan's work and found lots of mistakes which we were able to correct. Later on in the week we wrote our own independent sentences in our writing books, some of us wrote five sentences! On Thursday we were shocked to find a present in our classroom, we were so excited to open this but it has vanished! We predicted who may have taken it and shared our thoughts with the class.

In Science, we started to talk about our five senses and when we might use these. We looked at different pictures representing things in our environment and we were able to sort these into the different groups.

This week we took part in some ICECATS training and learnt how to stay safe in and outside of school. We learnt that having a safe word with our families can help keep us safe and that we should stay away from strangers. We also played a few games in class too. These also linked to different situations that may occur in school where we need to stay safe.

On Thursday it was European day of languages and we practised our Spanish speaking skills. We had a visit from our Spanish Teacher, learnt to recognise and say Spanish colours and numbers. We also took part in some Spanish games!

In PSHE, we discussed what we want to be when we are older. We drew some beautiful pictures of ourselves doing our dream job and talked about what we need to do in school to help us reach our goal.

What a brilliant week we have had!

Homework: This week's homework includes:

Writing: Can you think of 3 words beginning with my sound and write 3 sentences?

Maths: Can you find 1 more and write the answer in the box?

Spellings: Can you learn your spellings ready for a test next week? I wonder who will get five out of five!

Miss Kerrigan

Year 2

Year 2 have been working hard this week!

In maths, we have continued our learning on place value. We began our week by practising using $<$, $>$ and $=$ symbols to compare two different numbers, and then moved on to ordering numbers from the largest to the smallest. We know that we need to look at the tens digit first and then the ones to help us decide the correct order to place the numbers.

In our writing and history lessons we have been learning about chronological order, so we started our learning about Queen Elizabeth II's life by finding out about her when she was a child. We learnt that as a child she loved to ride her horse, paint, play the piano and that she was a girl guide. We practised writing sentences about her childhood using the suffix -ed to show that it happened in the past. In Phonics, we have continued learning more of our Set 3 sounds – this week we have learnt lots of new split diagraphs such as u-e and o-e. I'm very impressed that I've already seen some children using these new sounds in their spellings!

In RE, we learnt what 'stewardship' means, and how Christians believe God created humans to protect and look after his world. We listened to the hymn 'All things bright and beautiful' and discussed how we can all look after the world every day by doing small deeds such as throwing away our rubbish and turning off the taps and lights when we aren't using them.

On Thursday, it was European Day of Languages. In Year 2 our language of the day was Portuguese. We learnt that many people all around the world speak Portuguese, and practised saying some words that we might hear if we visited Portugal. We then created festival masks which would fit right in at their special yearly carnival!

Homework

Our spelling homework this week focuses on some more Year 1 common exception words. I wonder who will be able to spell them correctly in our spelling test next week? For maths, we are focusing on comparing and ordering numbers while our writing homework recaps our learning on adding the suffix -ed to verbs.

Have a lovely weekend!

Miss Johnson

Key Stage 2 News

Year 3

In English this week, we have looked at improving simple sentences by adding exciting adjectives and expanded noun phrases along with creating our own similes for the description of our stormy mountain.

In maths, we have started to look at how numbers change when you add/take away 1, 10 or 100. We focused on looking at which column will change and started to understand that if we are looking at the 10's, the only column that will change is the tens at the moment.

We had some interesting training by ICE CATS this week too. We learned how to keep safe in different situations and we learned how to make ourselves small if we needed to protect our bodies.

In R.E. the children looked at what qualities make a good leader. They worked as a group to come up with different qualities that they thought were important, then they had to choose the three most important qualities to them and why.

We celebrated world languages day on Thursday by looking at French! We explored the language, completed puzzles and looked at French traditions and their culture.

Homework to be completed by Wednesday 2nd October:

Learning by Questions: English and Maths

Reading Plus: 2 stories or 2 available tasks at 80% or above.

If your child is on reading eggs the homework is as follows:

Learning by Questions: English and Maths

Reading Eggspress assignment.

Have a good weekend!

Mrs Hogan

Year 4

This week in English, we have been working on using adverbs and adverbials of time and manner. We have been thinking about the audience for our writing and how some adverbs could be used in instructions while others would be used when writing to entertain or inform. We have then created our instructions for making the perfect hero making sure to use all the features we have looked at over the last two weeks.

In Maths, we have been looking at 1, 10, 100 and 1000 more or less than a number. We have been thinking about the columns it affects when we change just one column. We have then looked at what happens if an exchange is needed.

In Science, we have been looking in more detail at the functions of teeth and why we use them. We then thought about the different diets of animals - herbivores, carnivores and omnivores and how this affects what teeth they have. The children compared the pictures of different animal skulls and looked at the types of teeth they had and tried to sort them by diet. We then identified them as the animal.

In Geography, we have been looking at the features of different European countries and thinking about how although we all live in the same continent we have differences such as flag, language, religion, currency, government and customs. We then researched some of these for each country.

On Thursday, it was European languages day and we looked at one of the oldest European languages, Welsh. We discussed how most of us have been to Wales as it is only half an hour away so being able to say some phrases would be helpful. We had a look at how we say hello, good morning, good afternoon and good evening. We then learnt how to say thank you and how to count to 10.

Homework

2 x Reading Plus above 80% if possible

3 x Reads in diary across the week

5 minutes TT Rockstars
LBQ - 1000 more and less

Mrs Shone

This week in Year 5 we have been focusing on rounding in Maths. We began by rounding to the nearest 10, 100 and 1000 - a recap from Year 4. Next, we moved onto larger numbers and rounding to 10,000 and 100,000. We needed to be careful in identifying our determiner to ensure we ended with the correct answer.

In Writing, we retold the story of *After the Fall* (by Dan Santat). We used our success criteria to ensure we included a variety of grammatical aspects including: an ellipsis, brackets, co-ordinating conjunctions and fronted adverbials of time and manner.

For our History topic, we learnt about where the Anglo-Saxons came from. We learnt the name of the three tribes that made up the Anglo-Saxons and the reasons that pushed them away from their homelands and drew them to Britain.

Finally, Thursday marked European Languages Day! We learnt the colours in Italian and did some research on key facts of Italy.

Year 5

This week in Year 5 we have been focusing on rounding in Maths. We began by rounding to the nearest 10, 100 and 1000 - a recap from Year 4. Next, we moved onto larger numbers and rounding to 10,000 and 100,000. We needed to be careful in identifying our determiner to ensure we ended with the correct answer.

In Writing, we retold the story of *After the Fall* (by Dan Santat). We used our success criteria to ensure we included a variety of grammatical aspects including: an ellipsis, brackets, co-ordinating conjunctions and fronted adverbials of time and manner.

For our History topic, we learnt about where the Anglo-Saxons came from. We learnt the name of the three tribes that made up the Anglo-Saxons and the reasons that pushed them away from their homelands and drew them to Britain.

Finally, Thursday marked European Languages Day! We learnt the colours in Italian and did some research on key facts of Italy.

HOMEWORK: This week the children will be expected to complete the two Learning By Questions Tasks (one English, one Maths) and 2 Reading Plus lessons over 80%.

Mrs Ratcliffe

Year 6

Year 6 have been looking at examples of both rapid and slow evolution in Science.

For rapid evolution, the children investigated the phenomenon of the peppered moth evolution during the industrial revolution.

The children have also looked at inheritance by being creative and designing offspring from the parents of a Jammy Dodger and a Bourbon biscuit!

In English, the children began to write their biographies of Charles Darwin, attempting to add in all of the following:

- A question to engage the reader.
- A sentence with a relative clause.
- A relative pronoun.
- A sentence with a subordinate clause at the end.
- A sentence that starts with a conjunction.
- A semi-colon sentence.
- A coordinating conjunction.
- A subordinating conjunction.
- A dash sentence.
- A colon sentence.
- A legacy sentence.
- A viewpoint sentence.
- A quote.
- A speculating sentence.
- Time conjunctions and chronological order

In Maths, the children continued to work on the 4 ops of fractions and revised rounding.

In PSHE, the children were given ICECAT training.

In WCSR, the children looked at clarification, finding evidence to support their ideas from the text, 'Boy' by Roald Dahl.

Mr Gould

Lunch Menu w/c 30.09.24 Week 2

SCHOOL MEALS

Available daily as an alternative: - Filled jacket potatoes served with vegetables, a dessert and drink. An alternative dessert from a selection of seasonal fresh fruit, yoghurt, soren and cheese & biscuits
Available daily - Unlimited fresh salad and wholemeal bread, drinking water or fresh milk.

Week One

Meat Free Monday

✔ Vegetarian Sausage Roll
Herby Diced Potatoes and Baked Beans

Vanilla Ice Cream

Tuesday

✔ Pork Sausage with Yorkshire Pudding Creamed Potatoes, served with Carrots and Peas

Fresh Fruit Segments or Yoghurt

Wednesday

✔ Beef Burger in a Bun served with Herby Diced Potato and Fresh Side Salad

Vegetables Fajitas served with Savoury Rice and Sweetcorn.

✔ Orange Jelly and Fruit

Thursday

✔ BBQ Chicken served with Baked Wedged Potatoes, and Sweetcorn

Homemade Blueberry Cake/Muffin

Friday

Crumb Coated Chicken served with Chunky Chipped Potatoes, Garden Peas, or Baked Beans

Oven Baked Fish Fingers
Served with Chunky Chipped Potatoes, Peas, or Baked Beans

Homemade Cooks Choice Biscuit

Week Two

Meat Free Monday

✔ Margarita Pizza Rounds
Served with Baked Jacket Wedges and Sweetcorn

Doughnut

Tuesday

✔ Roast Turkey with Creamed Potato, Roast Potato, Carrot and Broccoli

Fresh Fruit Salad or Yoghurt

Wednesday

✔ Spaghetti Bolognese
Served with Garden Peas

Garlic and Herb Chicken Pitta served with Vegetable Rice and Broccoli.

Arctic or Chocolate Ice Cream

Thursday

✔ Brunch Lunch
(Sausage, Beans, Hash Brown, Omelette)

✔ Raspberry Jelly and Fruit

Friday

Crumb Coated Chicken Served with Chunky Chipped Potatoes, Peas or Baked Beans

Oven baked Battered Salmon served with Chunky Chipped Potatoes, Peas or Baked Beans

Homemade Cooks Choice Biscuit

Week Three

Meat Free Monday

✔ Tomato and Mascarpone Pasta Bake
Served with Seasonal Vegetables

Strawberry Ice Cream

Tuesday

✔ Chicken Katsu Curry served with Rice

Fresh Fruit Segments or Yoghurt

Wednesday

✔ Selection of Pizza (pepperoni/cheese)
Served with Jacket Wedges, Salad

Sweet and Sour Chicken/Quorn Served with Rice/Noodle

✔ Jelly and Fruit

Thursday

✔ Pork Meatballs in Tomato and Basil Sauce
Served with Pasta and Garden Peas

Vanilla and Chocolate Marble Cake

Friday

Oven Baked Chicken Poppers
Served with Chunky Chipped Potatoes, Garden Peas or Baked Beans

Oven Baked Fish Stars Served with Chunky Chipped Potatoes, Garden Peas, or Baked Beans

Homemade Cooks Choice Biscuit

Menu Cycle Week One: 17th June, 8th July, 2nd Sept, 23rd Sept, 14th Oct, 4th Nov, 25th Nov
 Menu Cycle Week Two: 24th June, 15th July, 9th Sept, 30th Sept, 21st Oct, 11th Nov, 2nd Dec,
 Menu Cycle Week Three: 1st July, 22nd July, 16th Sept, 7th Oct, 28th Oct, 18th Nov, 9th Dec,

✔ = Vegetarian V = Vegetarian substitute available
 Lunch will be served with fresh milk or drinking water.
 All homemade dishes contain additional vegetables.

For allergen and dietary help please contact school meals helpdesk on 01925-443082 or visit our website www.warrington.gov.uk/schoolmeals

WARRINGTON
Borough Council

Thursday 3rd October 2024

Menu



Crumb Coated Chicken

Coated Fish Portion

Pizza

Chipped Potatoes

Baked Beans

Peas

Fresh Salad

Filled Jacket Potato

Cooks Choice Chocolate Crispy Cake

Fresh Fruit

Fresh Milk or Water



Please ensuring money is on the child's ParentPay account.



BRUCHE PRIMARY SCHOOL

Term Dates 2024-2025

	Closing Date	Opening Date
Autumn 2024		04.09.24
Autumn Half Term	18.10.24	04.11.24
Christmas 2023	20.12.24	06.01.25
Spring Half Term 2024	14.02.25	24.02.25
Easter	11.04.25	22.04.25
Bank Holidays (Good Friday and Easter Monday)	18.04.25 and 21.04.25	
Bank Holiday (May Day)	05.05.25	
Summer Half Term	23.05.25	02.06.2025
Summer 2024	18.07.25	03.09.25

INSET (Training days for staff – children not in school)

INSET 1	02.09.24
INSET 2	03.09.24
INSET 3	27.06.25
INSET 4	21.07.25
INSET 5	22.07.25

Holiday Dates	
October Half Term	18.10.24 – 03.11.24
Christmas Holiday	20.12.24 – 05.01.25
February Half Term	14.02.25 – 23.02.25
Easter Holiday	11.04.25 – 21.04.25
May Half Term (Whit)	23.05.25 – 01.06.25
Summer Holiday	18.07.25- 03.09.25



BRUCHE PRIMARY SCHOOL

Term Dates 2025-2026

	Closing Date	Opening Date
Autumn 2024		03.09.25
Autumn Half Term	17.10.25	03.11.25
Christmas 2024	19.12.25	05.01.26
Spring Half Term 2024	13.02.26	23.02.26
Easter	02.04.26	13.04.26
Bank Holidays (Good Friday and Easter Monday)	03.04.26 and 06.04.26	
Bank Holiday (May Day)	04.05.26	
Summer Half Term	22.05.26	01.06.26
Summer 2025	17.06.26	(TBC)

INSET (Training days for staff – children not in school)

INSET 1	01.09.24
INSET 2	02.09.25
INSET 3	03.07.26
INSET 4	20.07.26
INSET 5	21.07.26

Holiday Dates	
October Half Term	20.10.25 - 31.10.25
Christmas Holiday	22.12.25 – 02.01.26
February Half Term	16.02.26 – 20.02.26
Easter Holiday	03.04.26 – 10.04.26
May Half Term (Whit)	25.05.26 – 29.05.26
Summer Holiday	20.07.26 - TBC



Music is a compulsory and important part of the National Curriculum. The national curriculum for music aims to ensure that all pupils: perform, listen to, review and evaluate music.

From September 2022 Early Notes Music Education will be able to offer support to students with small group and one to one instrumental tuition for the following...

Ukulele For KS1 & KS2 students

Guitar For KS2 students

Keyboard For KS1 & KS2 students **(all students will learn to read notation)**

Flute For KS2 students **(all students will learn to read notation)**

Recorder (all ranges) For KS2 students **(all students will learn to read notation)**

Violin For KS2 students **(all students will learn to read notation)**

Drum Kit For KS1 & KS2 students

Tuition prices start from £65 for 12 sessions, all lessons are held within school during lesson time. The 12 sessions will usually fit into a school term and lessons will be carried over should a term be less than 12 weeks.

For further information about Early Notes Music, details about specific instrumental lessons or to enroll for September, you can do this direct via our website www.earlynotesmusic.education

Saturday Superstars

Saturday 21st September – Trampoline Academy & Creative Kids

Saturday 28th September – Trampoline Academy & Creative Kids

Saturday 5th October – Trampoline Academy & Creative Kids

Saturday 12th October – Trampoline Academy & Creative Kids



Primary years 4, 5 and 6
Every Saturday during term
time at Padgate Academy
0900-1100

Free to attend
Breakfast included
Call 01925 822632 to book your
place



Penketh High School

High expectations, outstanding young people

OPEN EVENING

THURSDAY 3RD OCTOBER

JOIN US 4:45PM - 8PM

SESSION 1: 5pm | SESSION 2: 6pm | SESSION 3: 7pm



"The hard work of staff contributes to the good quality of education that pupils receive. Pupils now benefit from a good quality of education, day in, day out."



www.penkethhigh.org

01925 722298

@PenkethSchool



At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about INSTAGRAM

AGE RESTRICTION
13+

Instagram is a highly popular social media platform with over 2 billion active monthly users. The app is continuously updating and adding new features to meet the wishes of its audience, allowing them to upload images and videos to their Instagram feed, create interactive 'stories', go live, exchange private messages or explore and follow other accounts that catch their eye.

follow

WHAT ARE THE RISKS?

ADDICTION

Many social media platforms, Instagram included, are designed to keep us engaged on them for as long as possible. They encourage scrolling often and scrolling more in case we miss something important – in essence, a fear of missing out. On Instagram, young people can lose track of time when aimlessly scrolling and watching videos posted by friends, acquaintances, influencers and possibly strangers.

UNREALISTIC IDEALS

Children sometimes compare themselves to what they see online: how they look, how they dress, and the way their life is going in comparison to others on social media. However, most people only share the positives about their lives online and many use filters when sharing pictures of themselves. A constant comparison with unrealistic ideals can lead to insecurity over one's own appearance and lifestyle.

GOING LIVE

Livestreaming on Instagram allows users to connect with friends and followers in real time. Risks increase if the account is public, because that means anyone can watch the broadcast, which could result in further contact from strangers. Additional dangers of going live include an impulse to act inappropriately to draw more viewers, as well as being exposed to harmful content or offensive language.

INFLUENCER CULTURE

Social media influencers are sometimes paid thousands of pounds to promote products, services, apps and more. When celebrities or influencers post such content, it often says 'paid partnership' above the post. In April 2024, Ofcom found that over a quarter of children (27%) believed in influencer marketing, accepting their endorsement of products wholeheartedly. So it's perfectly possible for young people to be taken in by this kind of content.

PRODUCT TAGGING

Product tags allow users to tag a product or business in their post. This tag will take viewers directly to the product detail page on the shop where the item can be purchased. Children may also be encouraged by influencers to purchase products that they advertise.

EXCLUSION & OSTRACISM

Youngsters are highly sensitive to feeling excluded, which comes in many forms: not receiving as many 'likes' as expected; not being tagged in a friend's photo; being unfriended; not receiving a comment on their post or a reply to a message they sent. Being excluded online hurts just as much as offline. Young people have reported lower moods and self-esteem when excluded in this way, feeling as if they don't belong and aren't valued.

Advice for Parents & Educators

AVOID GOING PUBLIC

If a young user wants to share their clothing style, make up or similar and use product tagging to show off the items in their post, they may be tempted to change their settings to public. This leaves their profile visible to everyone, which carries the risk of strangers getting in touch with them. Set a child's account to private and explain the importance of keeping it this way.

HAVE AN OPEN DIALOGUE

Talk to children about the positives and negatives of social media, including the risks involved and how they can view or create content safely with family and friends. Explain how safety settings will ensure only followers can view them, and why this is so important. Also, if you find a child continuously uses filters on their photos, ask them why and impress on them that they don't need it.

MANAGE LIKE COUNTS

Due to the potential impact on mental wellbeing, Instagram allows users to hide the total likes on their posts, to prevent people from obsessing over that number in the corner. Users can hide like counts on all the posts in their feed as well as on their own posts. This means others can't see how many likes a person gets. This can be done by going into Settings > Notifications > Posts > Likes > Off.

USE MODERATORS

Instagram Live has implemented a mechanic called 'Moderators', meaning that creators can assign a moderator and give them the power to report comments, remove viewers and remove the ability for certain viewers to comment at all. Consider this if a child in your care wants to go live on the platform. It's also recommended to keep devices in communal spaces so you're aware if a child does go live or watch a livestream.

FOLLOW INFLUENCERS

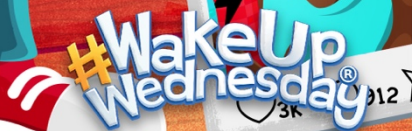
Following influencers will allow you to monitor what they're sharing as well as being able to discuss anything which you deem inappropriate. Talk to children about who they follow and help them to develop critical thinking skills about what the influencer is trying to do. For example, encourage the child to ask themselves if an influencer is trying to sell them a product when they make a video endorsing it.

BALANCE YOUR TIME

Instagram has a built-in activity dashboard that lets you control how much time is spent on the app. Make sure children sign in to the platform with the correct age, as Instagram's 'Teen Accounts' afford much more control for parents and carers over how long they can use the app each day. Talk with young users about how much time they spend on Instagram and work together to set a healthy time limit.

Meet Our Expert

Dr. Claire Sutherland is an online safety consultant at 8CyberAware. She has developed and implemented anti-bullying and cyber safety workshops and policies for schools in Australia and the UK. Claire has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviours of young people in the UK, USA and Australia.



The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/instagram-2022>

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