

# BISHOP CHALLONER NEWS

01 DEC 2023 | ISSUE NO.126



## FROM THE HEADTEACHER:

Dear Parents and Carers  
I hope you have had a good week.

I wanted to share with you some wonderful pupil news. Two of our Year 13 pupils have had fabulous news this week. Head Girl, **Evelyn S**, has been called for an Oxbridge interview, while **Mae McC** has secured three conditional offers to study Law at Harvard (4th highest ranked university in the world), Princeton (6th) and Yale(10th). Well done girls!

## This Week

### VMT Showcase

A huge thank you to our Visiting Music Teachers who prepared our pupils for their Showcase concert on Tuesday afternoon. We had excellent performances from Romeo (piano), Rhys (keyboard), Martha (piano), Zara (piano), Daisy (clarinet), Alexander (saxophone), Charis (piano) and Marlo (keyboard).

Our Visiting Music Teachers are:

Mr Ellmer – Drums/Percussion

Ms Campbell – Violin/Viola

Mr Turner – Piano/Keyboard/Trumpet

Ms James – Flute/Clarinet/Saxophone

A special thanks to Mr Turner and Ms James for organising the concert at such short notice.



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## ISA National Swimming Event

Today our Year 12 pupils are supporting and representing Bishop Challoner in running the ISA National Swimming Championships at the London Aquatics Centre, a venue used for the 2012 London Olympics.

## Unifrog

At the start of next term, we will be launching Unifrog to pupils from Year 7 upwards. Unifrog is a careers platform offering pupils a one-stop-shop to explore their interests, compare different education and career pathways, and develop their skills and wellbeing. Every Tuesday morning during form period will be dedicated to exploring careers opportunities through this new platform.

## Mock Exams

Congratulations to all our Year 11 and Year 13 pupils on completing their mock examinations this week. I very much understand that the lead up to the exams and this past week has been stressful for several of our pupils, so well done on completing the mocks this week. Pupils will receive their mock exam results next **Friday 8 December** during morning break.

## Next week

The Christmas build-up has begun in earnest at Bishop Challoner with the trees being assembled both inside and outdoors. A special thank you to the **Davis** family for providing the school with the outdoor tree. This is very much appreciated.

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On Monday we host our **Reindeer and Christmas Crafts** day with face painting and a bubble machine all part of the activities. Tuesday sees our pupils in Key Stage 2 attending and celebrating the annual advent service with the Archbishop at Southwark Advent Service, St George's Cathedral, Southwark.

On Wednesday, we will be hosting the SELCAT (we are working in association with SELCAT schools, a new partnership we have recently developed) Primary Chaplaincy Advent Retreat in our Chapel. This retreat will provide training and spiritual development for those pupil leaders within all our schools whose responsibility it is to develop the faith of their peers. We are really looking forward to greeting several schools who will be joining us at the first of our Chaplaincy & Faith Friends Retreat Days.

On Thursday it will be some of our Prep pupils' First Reconciliation. This will take place after morning Chapel Mass. Parents are all warmly invited to join us for that Mass and to stay on for reconciliation with Fr Francis.

Finally, on Friday it will be our EYFS Christmas Party in the School Hall.

## **In Advance**

Tuesday 12 December **School Carol Service, St Edmund's Church**

Wednesday 13 December at 2pm & Thursday 14 December at 6pm

**Pre-Prep and Prep Christmas Show**

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## Connected Event

Our next Careers event will be the *Challoner Connected* event in **January** for pupils in Key Stage 4 & 5. If any parent or carer has an office locally or in London that we may be able to use for this event, please get in touch with Carolyn Chamberlain ([cchamberlain@bcsweb.co.uk](mailto:cchamberlain@bcsweb.co.uk)) or myself ([MWWallace@bcsweb.co.uk](mailto:MWWallace@bcsweb.co.uk)). We would be pleased to hear from you.

## Architects

We are undertaking a space audit with regards to maximizing our space usage at the school. If there are any architects within our school community who can give advice and expertise, that would be very much appreciated. If you could contact me in the first instance on [MWWallace@bcsweb.co.uk](mailto:MWWallace@bcsweb.co.uk)

## Meet The Head

For your diaries, the next ***Meet The Head*** will take place on **Wednesday 7 February** in the Dining Hall.

## School Vacancies

There are two school vacancies available at present. They are for an **EYFS/Prep Lunchtime Supervisor** and an **Exams Officer (p/t)**. For further details and job descriptions, please contact Carolyn Chamberlain at [cchamberlain@bcsweb.co.uk](mailto:cchamberlain@bcsweb.co.uk)

I hope you have an enjoyable weekend.  
With best wishes

Mark Wallace

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## Term Dates 2024/25

### Autumn Term 2024

(Monday 26 August – BANK HOLIDAY)

START OF TERM Monday 2 September

HALF TERM Friday 18 October 4pm – Monday 4 November  
8.30am

TERM ENDS Friday 13 December 12 noon

### Spring Term 2025

START OF TERM Monday 6 January

HALF TERM Friday 14 February 4pm – Monday 24 February  
8.30am

TERM ENDS Friday 4 April 12 noon

(Easter Weekend: Good Friday 18 April to Easter Monday 21  
April)

### Summer Term 2025

START OF TERM Wednesday 23 April

HALF TERM Friday 23 May 4pm – Monday 2 June 8.30am

TERM ENDS Friday 4 July 12 noon

Raffle books for the Christmas Fair (9th December) have been sent home in book bags this week, extras available at reception. The sold stubs and unsold books need to be returned next week to reception before the fair.

There will be a prize for the class that sells the most tickets.





## Sports News

The year 10 football team gave their best performance of the year so far in a convincing 4-1 win against Farringtons. The game started evenly before a mistake cost us the first goal. The boys persevered and showed great resilience and hard work to come back into the game with an excellent through ball by Eli for Jaemar to finish first time.



The game was locked at 1-1 going into half time. The team thoroughly dominated the second half and some excellent assists from Raff and Barclay led to further goals for Jaemar, Femi and Daniel. The defence throughout the half remained focused and won the vast majority of their tackles to see out the game comfortably. Well done to all in an excellent team performance.

-Mr Oliver, Director of Sport





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## Year 7 EuroDisney Trip

The Year 7 trip to Disneyland Paris commenced with an enchanting cruise along the Seine, setting the tone for an extraordinary adventure. Against the backdrop of iconic landmarks, the students forged lasting bonds, sharing laughter and creating memories. The journey through French culture continued as they explored the vibrant streets and savored local delicacies. At Disneyland, adrenaline soared on exhilarating rollercoasters, fostering a sense of shared thrill. As the sun set, the park transformed into a dazzling spectacle with a spectacular light show, illuminating the night sky and providing a magical conclusion to a day filled with friendship, cultural discovery, and the pure joy of youthful exuberance.

-Mr Lubi, Head of KS3



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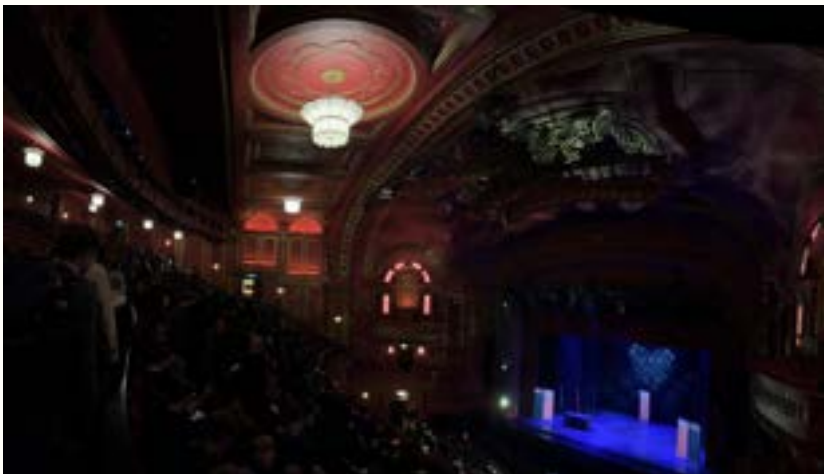
As part of the senior school's trip day, The English department were fortunate enough to purchase the much sought after tickets to Poetry Live! This event brings some of the country's most revered poets (the likes of Simon Armitage, Carol Ann Duffy and John Agard) to the same stage. The poets entertained their captivated audience with a selection of some of their best-known works along with, helpfully for our students, poems from the GCSE Literature Poetry Anthology studied at KS4.



**Simon Armitage (Current Poet Laureate)**



**Carol Ann Duffy**



**Inside the theatre**

As well as the poems, we heard about the poets' methods and their inspiration for writing. Additionally, examiners from the exam boards spoke about the Unseen Poetry section of the exam – providing students with an insight into the features to look out for and to comment on in the summer exams. Finally, I'd like to say a big thank you to all the staff that accompanied this trip on behalf of the English department.

-Mrs Cutting – Head of English



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Last week, Year 8 took a trip to Go Ape, Leeds Castle. The day was enjoyed by all, with our adventurous explorers facing their fears on a 250m zip-line. Well done Year 8!





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The PTA held a wreath night on Tuesday, it was a great success and everyone really enjoyed themselves. Big thanks to all that came along and supported. The event was hosted by Lola's Flower Box [lolas\\_flower\\_box@outlook.com](mailto:lolas_flower_box@outlook.com)



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## Pre-Prep and Prep School

This week we were delighted to watch the Reception children perform their first ever pupil led assembly to the Prep school and their parents. Their assembly was on the theme of dinosaurs and dentists, which they linked beautifully with a fun story. They performed their lines confidently, loudly and clearly and also entertained us with a song. Well done Reception class!

On Wednesday the Year 6 children enjoyed a trip to the Science Museum, where they were thrilled to experience 'Power Up', a hands on gaming workshop in which the children experienced video games and consoles spanning the last 50 years. The children were encouraged to engage collaboratively in problem solving and sharpen their critical thinking and reasoning in a fun way. They had a great day and were excellent ambassadors for the school, with many people commenting on their smart uniforms and excellent manners. Well done Year 6!

We are looking forward to seeing families at the Christmas play 'A Fireside Nativity' on 13th and 14th December. Rehearsals are in full swing and we are impressed by the children's focus and beautiful singing voices. Please send your child's costumes in to school by Monday 4th December in a named carrier bag.

We would like to wish everyone a wonderful weekend,

Mr Peck, Mrs Bateman and Ms Hoyles



## Pre-Prep and Prep School

### STARS OF THE WEEK

#### ★ Reception

**James** for very neat handwriting

#### ★ Year 1

**Ayo** for excellent effort in his maths work  
and trying hard in class

#### ★ Year 2

**Charles** for showing a positive attitude to learning

#### ★ Year 3

**Maggie** for her excellent attitude and always  
working hard

#### ★ Year 4

**Orla** for great effort and a positive attitude to  
learning

#### ★ Year 5

**Gaby** for excellent development and effort in  
writing

#### ★ Year 6

**Deanna** for having a positive attitude towards  
learning

**Many congratulations to all our Stars. We are very proud of you!**



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## EYFS

The Pre-Prep have embraced the festive spirit this week, preparing lots of beautiful Christmas decorations.

From crafting charming Christmas crackers to making personalised hanging decorations, baking scrumptious gingerbread men and even creating Christmas tote bags - the excitement is palpable.

In addition, the Pre-Prep used props to create an immersive nativity scene, bringing the Christmas Story to life.

A big thank you to Paddy's parents, Jhene's Nanny, Alana's Mum, Eva's Mum and Theodore's Mum. We are so grateful for all your support as we celebrate Christmas.

Ms Scicluna  
Assistant Head of EYFS



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## CALL FOR HELP



We're gearing up for a fantastic Christmas fair at school this year, and we need your help to make it a reality! Last year, we missed out on this festive fun due to a shortage of volunteers, and we're determined to bring the holiday cheer back. We're looking for enthusiastic parents to pitch in and help organize, decorate, run stalls, and contribute in any way possible. Whether it's your creative flair or your knack for organizing, every pair of hands counts!



Please consider lending a hand and let's make this year's Christmas fair a memorable one for our school community. Reach out to the PTA at [pta1@bcswb.co.uk](mailto:pta1@bcswb.co.uk) to volunteer or for more details. Together, we can spread the joy of the holiday season!

Warm wishes, Bishop Challoner PTA

We also want to ask if anyone has any old Christmas trees or decorations they would be happy to donate.

If you wish to join the PTA or have any queries, please contact us at [PTA1@BCSWEB.CO.UK](mailto:PTA1@BCSWEB.CO.UK) or put your details in the PTA box at reception



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## DANCE LEADERS AWARD

Dear Parents,

We are really proud to offer some fantastic opportunities for our students to strengthen their dance knowledge and ability. The Level 1 and Level 2 Dance Leadership courses are a 10-month program. Upon completion, dancers obtain an official SLQ Dance Leadership certification, as well as vital knowledge and experience that will help them within the industry, careers and personal lives.

### Applicant Criteria (required):

- At least 12- 18 years of age by the end of the application year (2023) Level 1, at least 13 years of age for Level 2.
- Commitment to being available for course delivery and weekly practical sessions.

### Purpose

**Level 1** – Once qualified, your child will be able to assist in leading safe, purposeful, and enjoyable dance sessions under direct supervision.

**Level 2** – Once qualified, your child will be able to assist in leading safe, purposeful, and enjoyable dance sessions under indirect supervision.

### 5 Key Skills you will learn:

- Problem Solving
- Self-management
- Teamwork
- Self-belief
- Communication

### The course will:

- Help dancers gain confidence and self-assurance.
- Give dancers experience within the dance industry and within your community.
- Equip dancers with experience needed for the next stage of their learning, the Level 2 Dance Leadership course (Level 1)
- Equip dancers with experience needed for the next stage of their learning, a potential apprenticeship/employment (Level 2).

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SLQ have created over 1 million leaders through their qualifications, this is what those leaders have said:

- 98% improved their communication skills.
- 96% learnt to work in a team.
- 94% believed they were more employable.
- 78% said it helped get their first job.
- 87% were inspired to get more people engaged.
- 83% wanted more in the community.



## Investment

There is an investment of time of one hour a week to assist in lessons and there is a booklet to complete also.

There will be theory lessons once a month.

The registration to the course is £50 a dancer and the heavily subsidised fee of £160 for the course which can be payable at £16 a month.

The course will begin on **28th November 2023**. Please let Jess know if you would like to enroll and or have any questions. This will run every Tuesday in the dining hall from 3.15pm-4.15pm.

Look forward to hearing from you and hope your dancer will want to take up this opportunity.

Please contact jess for more information and to sign up:  
[jess@jsdancefactory.co.uk](mailto:jess@jsdancefactory.co.uk)



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## J'S | DANCE FACTORY

# STREET DANCE CLUB FOR YEAR 3&4



**£75 PER TERM  
SIGN UP NOW  
LIMITED SPACE**

Numbers need to be finalised by  
Friday 17th November  
New joiners - Classes will start next  
term

**STARTING  
28TH NOV**

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## ORDER YOUR CHRISTMAS TREE ONLINE

FREE LOCAL DELIVERY  
OR CLICK & COLLECT  
FROM BROMLEY FC



FOR EVERY CHRISTMAS TREE SOLD  
£5 WILL GO TO  
BISHOP CHALLONER SCHOOL

WHEN SELECTED FROM DROP-DOWN MENU AND PURCHASED ONLINE



[WWW.OTHEREARTH.CO.UK](http://WWW.OTHEREARTH.CO.UK)



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## Art on Parade

20 23

## CHRISTMAS FUN ART DAYS

18<sup>th</sup> & 19<sup>th</sup> December (Mon & Tue)

21<sup>st</sup> & 22<sup>nd</sup> December (Thu & Fri)

23<sup>rd</sup> December (Sat)

10am-3pm

RIPLEY ART CENTRE,  
SUNDRIDGE AVENUE, BR1 2PX

### THE CHRISTMAS ACTIVITIES ARE:

**Making:** Christmas Crackers,  
Light-Up Christmas Cards  
& Christmas Table Centerpiece.

**Decorating:** Christmas Gingerbread,  
Christmas Gift Tags  
& Chris-tingle Orange.

MORNING SNACK & PACKED LUNCH MUST BE NUT FREE

EMAIL OR TELEPHONE TO BOOK

07736400763

email-info@artonparade.co.uk





## What Parents & Carers Need to Know about ARTIFICIAL INTELLIGENCE (AI) SOLUTIONS

### WHAT ARE THE RISKS?

AI solutions are becoming increasingly popular. Trained on vast datasets of text (such as books, articles and websites) in order to learn patterns and relationships, AI solutions can generate text, images, audio, video, code or synthetic data, and can be used for things such as crafting poems or books, creating digital imagery or delivering video content. Recently there's been significant discussion in relation to the benefits and risks of AI solutions, with many undecided on whether it will be a force for good or potentially reduce the need for some job roles.

### ROOM FOR INACCURACY

AI solutions, such as language models, generate their responses purely based on the data they've been trained on, which often comes from sources on the internet. Whilst questions will often elicit relevant responses, if some of the information they've been 'fed' is incorrect, it follows that the answers too may contain factual errors or inaccuracies.

### REINFORCING BIAS

AI solutions, such as those generating content or images, can perpetuate existing biases present in the data they were trained, whether through the algorithms written by humans or the content taken from the web. This could easily lead to biased responses and potentially reinforce existing stereotypes, such as those around gender, race or disability.

### IRRELEVANT INFORMATION

AI solutions don't have the ability to understand the context or meaning behind a question or user request. Although highly advanced, the AI relies entirely on the data it's been exposed to and is devoid of independent thought or reasoning, which could lead to irrelevant or even incoherent responses to queries.

### LACK OF ACCOUNTABILITY

Fundamentally, AI solutions are machines or technology programmes that don't have the ability to take responsibility for the responses they generate. This could lead to confusion or misunderstandings in certain cases if the answers are taken as given. For instance, image-generative AIs can lead to output clearly derived from other people's content but without any attribution to the original source artist's work.

### STIFLING CREATIVITY

One of the potential risks of children and young people consistently using AI solutions for things (such as their homework) is that eventually, they might become reliant on it. In the long term, this could potentially impact their development and hamper their ability to think creatively or solve problems independently without the aid of an AI tool.

## Advice for Parents & Carers

### CREATE A SAFE ENVIRONMENT

If possible, try to be around when your child uses any type of AI solution and employ content filters to try and reduce the chance of profanity or age-inappropriate subjects appearing in responses. As with many kinds of technology, it's important to ensure that children are using AI solutions responsibly and to be there to enable opportunities to discuss their use as part of a safe environment.

### PROMOTE CRITICAL THINKING

Explain to your child that AI solutions can be used as one of many tools to help them research and learn, but that they shouldn't simply accept the responses they receive as the truth. Encourage them to question, verify and think critically about the information they get back – all of which apply equally to any website or platform they use.

### DISCUSS BIAS

Talk to your child about the potential biases that may be present in the data that AI solutions are trained on, and how these viewpoints might find their way into the responses that AI generates. Again, with many things children might read online, it's healthy for them to consider whether the information is factual and presented fairly.

### ENCOURAGE HUMAN INTERACTION

Not only should children supplement any use of software like AI with additional resources such as books and reputable internet sites, but they also should remember what they can learn from interaction with other people. Discussing things with teachers, relatives and friends isn't just an important and often invaluable aspect of learning – it's an essential part of life, too.

### CHECK SCHOOL RULES

Make yourself aware of any rules or guidance your child's school might have about the use of AI solutions. Most software is still extremely new, so many schools may not yet have a policy, however, it's important to make sure your child is aware of how to use it appropriately and will be using it for the right reasons.

### Meet Our Expert

Benny Bradburn is the Director of IT at a large boarding school in the UK, having previously taught in schools and colleges in France and the United States with a particular interest in digital citizenship and cyber security. He believes it is essential that adults and children alike become more aware of the risks associated with technology, as well as the many benefits.



National Online Safety®

#WakeUpWednesday

Source: <https://openai.com/faq/usage/> | <https://openai.com/> | <https://www.nationalonlinesafety.com/featured-insights/machine-explains/what-is-generative-ai>



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At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children. We know that you will know when you need it and feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, links and resources.

## WHAT TRUSTED ADULTS NEED TO KNOW ABOUT: SOCIAL MEDIA & MENTAL HEALTH

Social Media is often scrutinised as having a negative impact on children's mental health. Children and young people are now growing up in a technology dominated world, and social media plays a major role in their social lives. This balanced guide focuses on both the positive and negative impacts that social media can bring to young people and their mental health.

### POSITIVE IMPACTS

#### EASY ACCESS TO SUPPORT AND HELP

Due to delays in young people getting help for their mental health, such as experiencing low mood, or suffering from anxiety they may sometimes reach out to access support from others online. Sharing problems or issues with friends, peers and broader social networks can be met with positive reactions, with nearly 7 in 10 teens reporting to receive support on social media during tough or challenging times. Where there are moderated communities which offer support and guidance, children can be provided with a great source of support.

### NEGATIVE IMPACTS

#### SELF-ESTEEM & BODY IMAGE

There are 10 million new photographs uploaded to Facebook alone every hour, providing an almost endless potential for young people to be drawn into appearance-based comparisons whilst online. No one is the same as how they portray themselves online or wanted to only show the best part of ourselves. The pressure to fit in and conform is huge, which can become a driving force for children to replicate what they see from friends, celebrities and sponsored adverts. This pressure may contribute to anxiety, low mood and a feeling of inadequacy. As a result, it can lead to a feeling of low satisfaction with their own lives.

#### SUSTAINING FRIENDSHIPS AND MAKING CONNECTIONS

There is evidence to suggest that strong adolescent friendships can be enhanced by social media interaction, allowing children to create stronger bonds with people they already know. Online relationships can actually make children more relationship-oriented, thoughtful, and empathetic. By sharing comments on pictures, videos and posts, it can create long-term friendships as they can continually keep in touch, even with a distance between them.

#### HARMFUL ADVICE

The online world provides the opportunity for anybody to upload and share photographs, videos, edited videos, fake news and even unvetted advice. Children may stumble upon this, which could potentially encourage them make wrong decisions and not get the help that they need. It is important that you teach your child to differentiate between what is true and useful information and what is false.

#### FAKE NEWS

#### ADDICTION AND COMPULSIVE CHECKING

Social media addiction is thought to affect around 9% of teenagers. The Office for National Statistics found that children who spend more than 3 hours a day on social media are more than twice as likely to report poor mental health. Furthermore, compulsive checking due to Fear Of Missing Out has been linked to poor and disturbed sleep, as well as difficulty to relax during evenings. One in five young people say they wake up during the night to check messages on social media, finding them to be three times as more likely to feel constantly tired at school than their classmates who don't use social media during the night.

#### A SENSE OF BELONGING

Support can be found in various places online sometimes this is known as "finding your tribe". Online platforms and groups can provide a wonderful sense of belonging for children. They can find peers with similar interests and circumstances which can sometimes be difficult to find in real life. As a result, this can create stronger connections and help to build confidence.

#### CYBERBULLYING

Our recent large-scale UK study showed that cyberbullying is one of the biggest challenges for young people. Other studies suggest that cyberbullying has a bigger effect on wellbeing and mental health than other types of bullying. 7 in 10 young people have experienced cyberbullying, with 17% of young people saying they experience cyberbullying on a high-frequency basis. Young people are twice as likely to be bullied on Facebook than on any other social network.



#### Meet our expert

This guide has been written by Anna Boteman, Anne is passionate about playing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department of Education, advising them on their mental health green paper.



#### HELPFUL APPS:

- Hub of Hope - <https://hubofhope.co.uk/>
- MindShift
- Smiling Mind

#### SOURCES OF HELP:

- Childline, 0800 1111 or visit their website
- Bullying UK, 0800 800222
- Young Minds Parents line, 0800 812 8100

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All National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should that be needed. This guide focuses on one of many apps which we believe trusted adults should be aware of. Please visit [www.nationonline-safety.com](http://www.nationonline-safety.com) for further guides, tips and tips for parents.

## What Parents & Carers Need to Know about

# TIKTOK

AGE RESTRICTION  
**13+**

(certain features are restricted to over-18s only)

TikTok is a free social media platform that lets users create, share and watch short videos ranging anywhere from 15 seconds to 10 minutes in duration. The app gained notoriety for its viral dances, trends and celebrity cameos and can be a creative, fun platform for teens to enjoy. Now available in 75 languages, it has more than a billion active users worldwide (as of spring 2022) and is most popular with the under-18 age bracket. In fact, a 2022 Ofcom report found TikTok to be the most-used social media platform for posting content, particularly among young people aged 12 to 17.

### WHAT ARE THE RISKS?

#### AGE-INAPPROPRIATE CONTENT

While TikTok's "Following" feed only displays videos from users someone follows, "For You" is a stream of clips based on their previously watched content. Most videos on a child's "For You" feed will therefore be light-hearted and amusing, but it could potentially surface something unsuitable. TikTok's guidelines prohibit the sharing of illegal or inappropriate content, but this alone is not enough to ensure that their content is manually monitored and vetted.

18  
COVERED

#### DANGEROUS CHALLENGES

Due to TikTok's immense popularity, some young people have unfortunately been influenced by videos challenging them to perform harmful, criminal or even deadly acts. One extreme example was the "blackout" trend, which encouraged users to hold their breath until they passed out from a lack of oxygen. It led to two teenage girls' deaths around the world and the tragic deaths of their children.

#### CONTACT WITH STRANGERS

With around 1.1 billion users globally, the potential for contact from strangers on TikTok is high – especially as accounts created by under-18s (or teenagers using a false date of birth) are set to public by default. This not only means that someone's profile is visible to everyone else on the app, it also lets their videos be suggested to others and enables anyone to comment on them or direct message them.

#### IN-APP SPENDING

TikTok is free, but users have the option to buy TikTok Coins, which can be used to purchase emojis in the app. These emojis are then sent as rewards (retaining their monetary value) to other users for videos they've created. Coin bundles range from £9.99 to an eye-watering £99. TikTok's policy is that they can't be bought by under-18s, but it's possible to bypass this with a fake birthday.

#### ADDICTIVE NATURE

TikTok can be addictive, especially for young people; compulsive repeated use can interfere with sleep patterns and be a distraction from other activities. The platform recently introduced default usage time limits of 60 and 100 minutes for new members under 18 (in the UK, children with TikTok average 103 minutes per day on the app), but these restrictions can easily be removed in the settings.

#### TIKTOK NOW

Introduced in late 2022, the "TikTok Now" feature lets users post a daily video or photo at the exact same time as their friends. Users receive a synchronised notification at a random time of day, giving them three minutes to take a video or real-time photo. The addition can not only be a distraction to young people but could lead to them inadvertently sharing private content such as their location.

## Advice for Parents & Carers

#### ENABLE FAMILY PAIRING

Family Pairing allows parents to link their TikTok account with their child's and control their settings remotely. Parents can then, for example, turn on Restricted Mode (reducing the chances of a child seeing inappropriate content), set screen time limits, and manage their child's ability to send messages (and to whom). Children can't alter these settings without parental approval.

#### MAKE ACCOUNTS PRIVATE

Although under-18s will have their TikTok account set to private by default, bypassing this setting is relatively easy. However, parents have the ability to manually set their child's account to private – meaning that their videos won't be visible to strangers and they won't be able to exchange messages with people who aren't on their friends list.

#### LIMIT IN-APP SPENDING

If your child is using an iPhone or Android device to access TikTok, you can alter the settings to prevent them from making in-app purchases. We'd recommend that you check this feature, as it's quite easy for a young person – without realising what they're doing – to spend a significant amount of real money buying TikTok coins so they can unlock more features of the app.

#### DISCUSS THE DANGERS

If your child wants to use TikTok and you're happy for them to do so, it's crucial to talk about the potential risks in this type of app. For example, ensure they understand not to share any identifying personal information – and that they realise they could be exposed to inappropriate content. Thinking critically about what they see on TikTok can help children become generally more social media savvy.

#### READ THE SIGNS

If you're concerned that your child might be spending too much time on TikTok, or that they've been emotionally affected by something inappropriate or upsetting that they've seen, it's important to know how to spot the possible signs. Increased irritability and a lack of concentration are potential red flags, as are failing to complete homework or regularly not eating meals.

#### Meet Our Expert

Carly Page is an experienced technology journalist with a track record of more than 10 years in the industry. Previously the editor of tech tabloid The Inquirer, Carly is now a freelance technology journalist, editor and consultant.



National Online Safety

#WakeUpWednesday

[@natonlinesafety](https://twitter.com/natonlinesafety)

[/NationalOnlineSafety](https://facebook.com/NationalOnlineSafety)

[@nationonline-safety](https://instagram.com/nationonline-safety)

[@national\\_online\\_safety](https://tiktok.com/@national_online_safety)

Users of this guide do so at their own discretion. No liability is enforced info. Current as of the date of release: 02.03.2023

# BISHOP CHALLONER NEWS

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## SAFEGUARDING & WELL-BEING

If you feel unable to keep yourself, or others, safe from harm, call the NHS 111 telephone line or go to Accident & Emergency. For non-emergency concerns please contact your GP.

### Crisis Support Lines

Samaritans	Free phone 116 123	<a href="http://www.samaritans.org">www.samaritans.org</a>
The Miz (for under 25s)	Text THEMIX to 85258	<a href="http://www.themix.org.uk">www.themix.org.uk</a>
Papyrus HOPELINE (suicidal feelings in young people)	0800 068 4141	<a href="http://www.papyrus-uk.org">www.papyrus-uk.org</a>
Childline (up to 18 years)	0800 1111	<a href="http://www.childline.org.uk">www.childline.org.uk</a>

Support websites for help with mental health, dealing with bullying, or supporting a friend

Kooth		<a href="http://www.kooth.com">www.kooth.com</a>
Young Minds		<a href="http://www.youngminds.co.uk">www.youngminds.co.uk</a>



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## SAFEGUARDING & WELL-BEING

**School Counselling  
General Consent Form link  
and QR Code: [HERE](#)**

**Child Mental Health &  
Wellbeing - 10 Top Tips  
for Parents: [HERE](#)**

**Protecting Young People  
From Social Scams:  
[HERE](#)**

**What Are Social Media  
Scams?: [HERE](#)**

**Snapchat Checklist: [HERE](#)**

**Mobile Phones for  
Children: [HERE](#)**

**TikTok Checklist: [HERE](#)**

**Children's Tech Guide  
2023: [HERE](#)**



**Parenthood..**  
The most rewarding job in  
the world  
And also the toughest  
Need some advice about your  
child's behaviour?  
Contact YoungMinds  
Parents Helpline  
0808 802 5544  
[www.youngminds.org.uk/parents](http://www.youngminds.org.uk/parents)  
**YOUNGMINDS**



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## SAFEGUARDING & WELL-BEING

For help contact Bromley Well

0808 278 7898

spa@bromleywell.org.uk

Monday - Saturday 9am - 5pm

<https://www.bromleywell.org.uk/assets/documents/counselling-services>

<https://www.bromleywell.org.uk/assets/documents/emotional-wellbeing-factsheet>

**e-scooters**  
**are illegal in Bromley**  
**except on private land with the**  
**landowners permission!**

**e-scooters and the law**  
Under Government regulations, e-scooters are classed as 'powered transporters' – a term used to cover a variety of novel and emerging personal transport devices which are powered by a motor.

This means they are treated as a motor vehicle and subject to the same legal requirements such as MOT, licensing, tax and insurance.

**As e-scooters don't have number plates, signal ability and don't always have a visible rear light, they can't be used legally on the roads.**

**Their use is also prohibited on cycle lanes and pavements.**

e-scooters are currently only legal to ride on:  
- private land with the landowner's permission,  
**or**  
- as part of a Government trial rental scheme, which Bromley is **not** part of.

Any **illegal** e-scooters stopped by the Police can be seized, and riders can be **fined in excess of £300.**

Supported by

Scan the QR code for more information



## SAFEGUARDING & WELL-BEING



**METROPOLITAN  
POLICE**

### Message from your Safer Schools Officers: Talk to your child about phone safety

Mobile phones are a great way to stay in contact with family and friends. Most Secondary School aged children now own one or have access to one.

As useful as they are, they can make children vulnerable to thieves who are particularly interested in new models and other valuable items such as cash, airpods and expensive coats. Reducing robbery is our top priority and our officers are working hard to catch those responsible, with activity to prevent it taking place daily.

There are however, a number of things you can do to help reduce your child's risk of becoming a victim and keep safe whilst using their phone. **If you can, talk to them about where and how they use their phone using the following advice:**

#### Safety when out and about:

- Keep your phone and valuables out of sight in a safe place when travelling to and from school. Be careful when you take your phone out in public places.
- Bus stops, train stations and surrounding areas are common target areas for thieves, who can approach on foot, moped or on a pedal bike or e-scooter.
- Earphones/headphones can distract you, stopping you from seeing or hearing someone approach you from behind.
- Don't confront a thief – it's not worth risking your own safety for possessions that can be replaced.
- Robbery or attempted robbery are serious crimes and should be reported. It's important you *seek help straight away by dialing 999* rather than contacting police when you get home or at school the following day. Use a friend's phone or the phone of a trusted adult. This gives us the best chance to catch the suspects, recover any stolen property and ensure your safety.

If you have information about a robbery and do not want to report it to police, speak to Fearless 100 % anonymously at [www.fearless.org](http://www.fearless.org). Fearless is the youth service of independent charity Crimestoppers.

Whether you have a phone or not, memorise or keep a parent/carer's phone number in a separate place in your bag/zipped pocket in case of emergency.

#### Help protect your child's phone if it's stolen:

- Use your device's security features, apps or PIN locking mechanisms to protect your data and prevent the phone being used.
- Keep a record of the phone's IMEI number (not on your phone!). This is a 15-digit unique number which can be obtained by keying in \*#06#. You need this information if the phone is lost or stolen.
- Consider installing a tracker app, available online.

For more information go to [www.fearless.org/campaigns/robbery](http://www.fearless.org/campaigns/robbery). For help and advice on staying safe online and how to keep cyber criminals at bay, the Met has some great videos and other resources at [www.met.police.uk/littlemedia](http://www.met.police.uk/littlemedia)