



# **Parents' Information Evening**

## **THE INTERNET AND POSITIVE MENTAL HEALTH**

Mr T Lissimore, Senior Deputy Head

Miss S Banner, Pupil Wellbeing Lead

# This evening

---

1 Introduction: The link between the internet / social media and mental health

2 In more depth: addictions, self-esteem, sleep

3 Acting to promote positive mental health

4 Support in school

5 Advice and Q&A

---

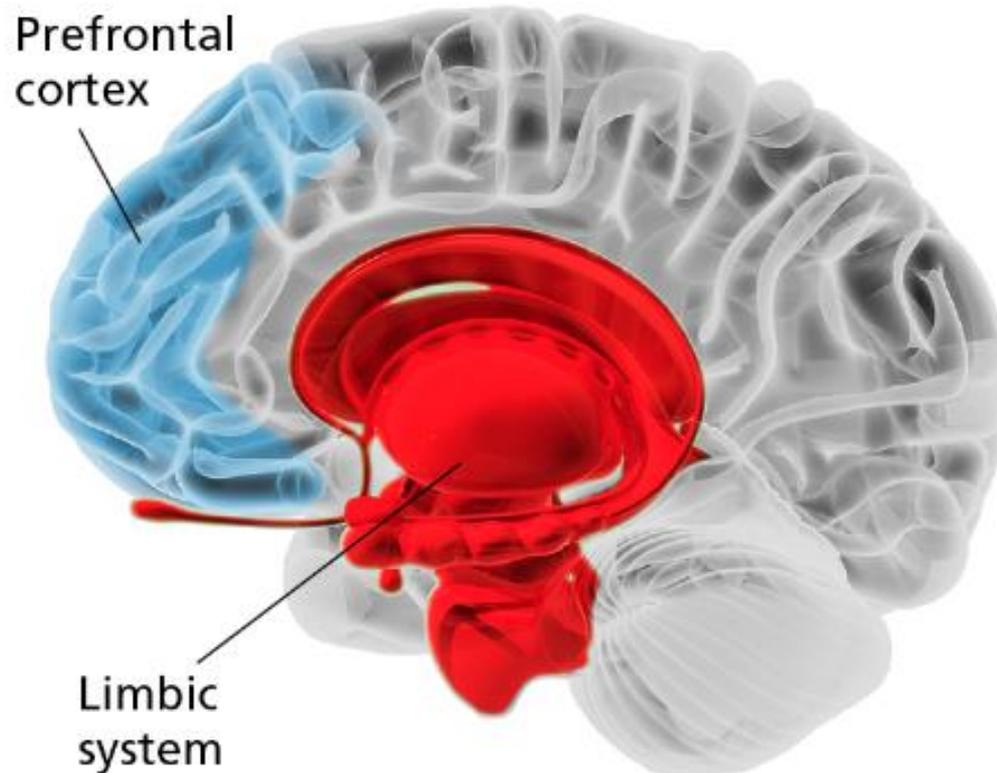
# E-safety 'catastrophes'



# Being a teenager online



Heightened emotional responses caused by the hyperactive limbic system  
versus  
the (relatively underdeveloped) emotional control of the prefrontal cortex  
  
= impulsivity, risk-taking, lack of empathy, and conflict!



# Internet 'persona'

“Teenagers navigate between the desire to be praised and recognised online and anxieties over the risk of opening themselves up to criticism and trolling”

*Dr Liam Berryman, University of Sussex*

# Four internet 'personas'

1. Internet Celebrity
2. Geek
3. Lurker
4. Victim

# Positive Mental Health at Wilson's



# Mental Health – why do we need to talk about it more?

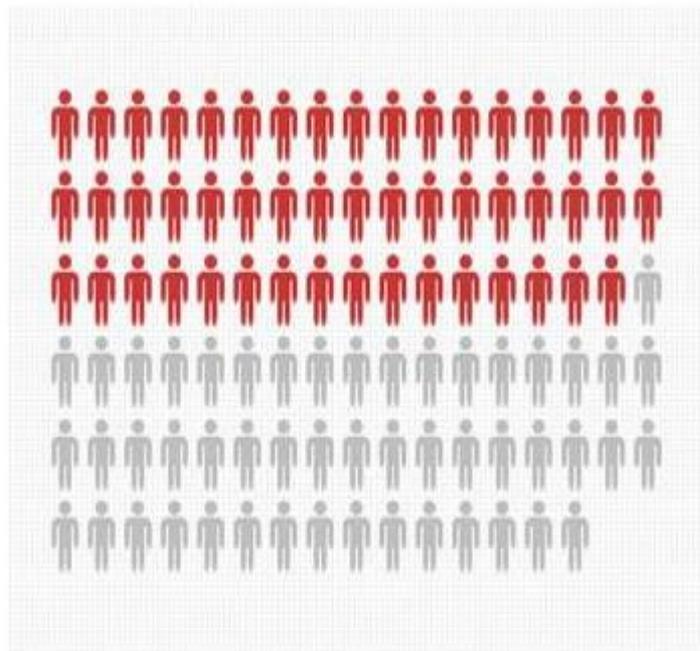
- Everyone has mental health, just as they have physical health!  
<https://www.youtube.com/watch?v=xCkP-tF2rwl&feature=youtu.be>
- **1 in 4 people** will suffer from depression or another mental health issue at some point during their lives
- According to the World Health Organisation, the number 1 cause of illness and **disability in teenagers** worldwide is depression

# Mental Health in teenagers

- According to the World Health Organisation, the principal cause of illness and **disability in teenagers** worldwide is depression
- **75%** of lifetime mental illness has begun by the time people reach their mid-twenties and **50%** by age 14.

# At Age 14

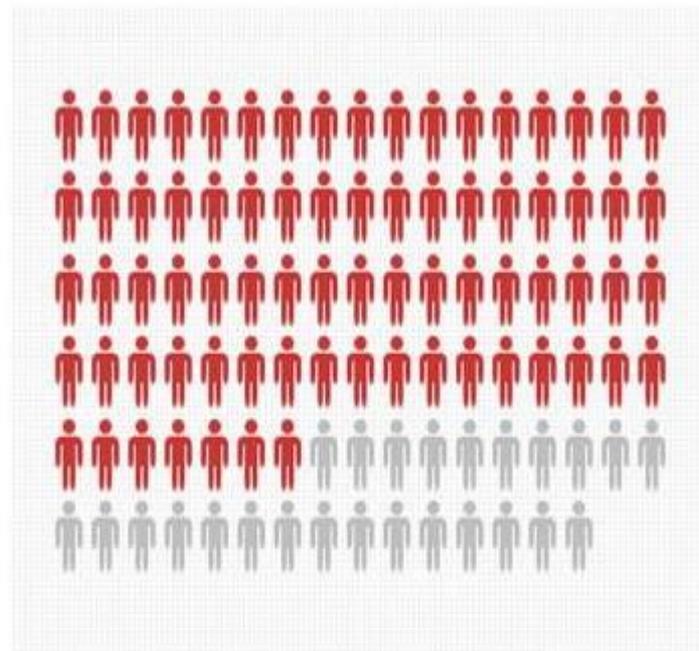
50% OF LIFETIME MENTAL ILLNESS (EXCLUDING DEMENTIA)  
STARTS BY AGE 14



Started Mental Illness Not Started Mental Illness

# By Mid Twenties

75% OF LIFETIME MENTAL ILLNESS (EXCLUDING DEMENTIA)  
STARTS BY MID TWENTIES



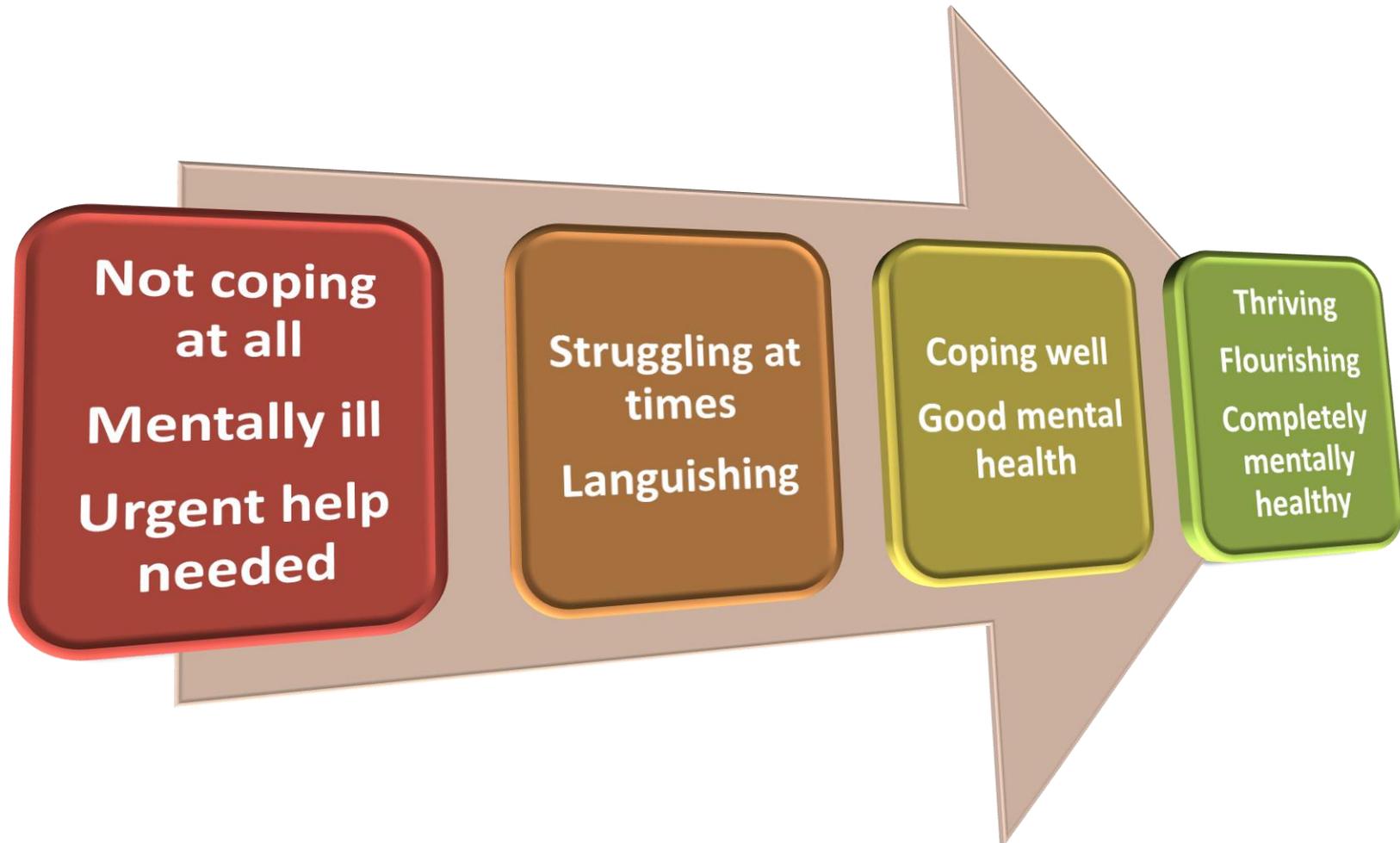
Started Mental Illness Not Started Mental Illness

Source: Kim-Cohen et al, 2003; Kessler et al, 2005; Kessler et al, 2007

# How to encourage 'positive mental health'

- Positive Discussion around mental health
- Encouraging discussion of feelings
- Building resilience
- Participation
- Teaching about the importance of sleep, exercise, good diet etc

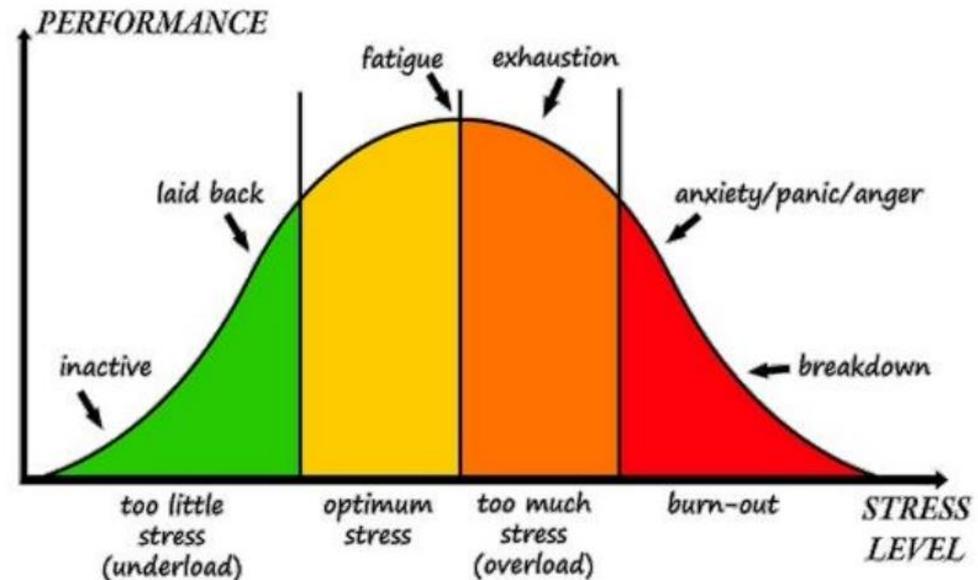
# The Mental Health continuum



# What we see at Wilson's

## The Stress – Performance Curve

- Stress
- Anxiety
- <https://youtu.be/mprhgMRz5PU>
- Expectations
- Self-harm
- Low mood (self esteem)
- Identity issues
- “My parents are busy; I don't want to burden them”



# Self Harm

- An unhealthy way of coping
- 10% of young people in the UK report to have self-harmed.
- Different reasons
- Individual Factors, Family Factors, Social Factors
- How to support your child.

# Identity

- Fitting into a group
- Changing teenage brain
- Sexuality and gender
  - LGBT+ people are 1.5 times more likely to develop depression and anxiety compared to the rest of the population.
  - Half of LGBT+ people (52%) said they've experienced depression in the last year.

# Helpful things to say

- “What should I say to him?”
- “What should I not say?”
- “What can I do to help?”
  
- “I’m really proud of you.”

Open the conversation and give them a chance to talk.

# Try to avoid...

“But how are his grades?”

“But he has everything he could want!”

“I know my own son”

“When I was your age...”

“Pull yourself together.”

“Oh I am sure he just needs a good sleep”

# Avenues of Support

- Nurse
- Counsellor
- Well Being Practitioner (Low mood and anxiety)
- CAMHS and other local NHS services (Off the Record)
- GP
  
- There is also help available from form tutors, Heads of Year, Pupil Support Managers, Well Being Lead and friends.

# Quick Links

- [Internal Mail](#)
- [Is Wilson's School open?](#)
- [NSPCC Online Safety](#)
- [Parent Pay](#)
- [Permission for School to Administer Medicine](#)
- [Report a concern](#)
- [Report online abuse \(CEOP\)](#)
- [Revision Timetable](#)
- [Show My Homework](#)
- [Term Dates](#)
- [Wilson's Sports Site](#)
- *Leave of Absence Forms:*
- [Junior and Middle School](#)
- [Sixth Form](#)
- [University Visit](#)

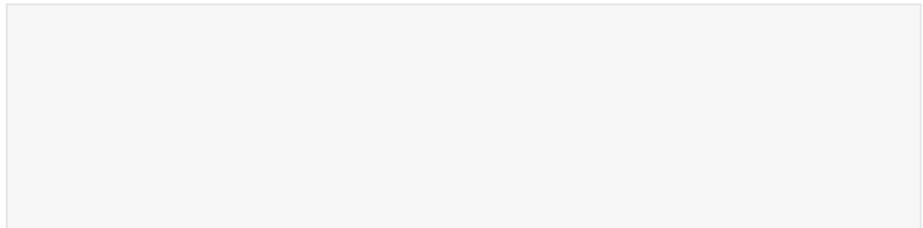
## Wilson's School

The form below enables you to report incidents of bullying (including cyberbullying), racism, extremism, radicalisation, homophobia and sexism.

You can use the form to tell us if you are concerned about your welfare or that of another person (including issues relating to mental health and self-harm).

You do not have to give your name, but the more detail you can provide, the more likely we are to be able to help.

### Report a concern



# The Internet and Mental Health

## Resilience for the Digital World

Research into children and young people's social and emotional wellbeing online

**YOUNGMINDS**  
The voice for young people's mental health and wellbeing



- Most 'evidence' is anecdotal.
- The internet has an important role to play in supporting young people:
  - to share their concerns about stresses they face,
  - as a distraction from traumatic events,
  - a space to explore their identity and network with others who are suffering with their mental health.

# Social benefits

- Young people think:
  - the internet can lead to higher anxiety
  - rate the social benefits of the internet over anything else.
- Social media is beneficial to their relationships.
- ‘Stranger’ or ‘friend’

# Recent studies

Survey in Canada found:

- Young people with mental health problems spend 2 hours per day longer online.
- *But* young people with mental health problems are potentially **more likely** to turn to the internet and social media for social interaction.

# Excessive Internet Use

- Studies looking into potential mental health problems and internet use have been **inconclusive**.
- Almost 1/5 young people are concerned that they spend too much time on social networking sites
- 1/4 reported skipping meals or sleep because of the internet
- Elsewhere, concerns have been raised about the potential impact on school work or other activities.
- Find a happy medium!

# Vulnerable individuals

- Online vulnerability can mirror the wider effects of social exclusion.
- All young people are more susceptible to online risks.
- We need to teach young people digital resilience to help them make the right decisions.

# Some of the negative sides to the internet

- Social pressure to be contacted at all times.
- Body image and appearance.
- Bullying.



# Young Minds study concluded that...

- Young people value the opportunities the internet provides.
- They consider that the internet has a positive role in their relationships.
- Adult constructs of young people's digital lives can sometimes be unhelpful
- **There is a need for more dialogue between adults and young people, to find common ground and to develop a mutual understanding.**

# Websites

- Charlie Waller Memorial trust [www.cwmt.org](http://www.cwmt.org)
- Youngminds.org
- Off the Record

The logo for YoungMinds, featuring the word "YOUNG" in yellow and "MiNDS" in grey, with a small yellow dot above the 'i' in "MiNDS".

Charlie Waller Memorial Trust  
Depression - let's get talking

# Where else can you get advice?

O<sub>2</sub> 😊 NSPCC Net Aware )))

menu

## Your guide to the social networks your kids use

Stay up to date and keep your child safe in today's digital world



2 May 2018  
**Fortnite: all you need to know**

parentINFO  
FROM CEOP AND PARENT ZONE

[Log in](#) | [Register](#)

SEARCH

HOME

FOR SCHOOLS

ARTICLES

EXPERTS

AUTHORS

ABOUT

A - Z OF CONTENT

DIGITAL +

SEX AND RELATIONSHIPS +

HEALTH AND WELLBEING +

FAMILY LIFE +

EDUCATION AND THE FUTURE +

TOP TIPS

PRIMARY

SPECIAL NEEDS

## The 6 apps and services that every parent should know about



It's impossible to keep up with all the apps and services children use online but here's Parent Info's guide to some of the most popular. By Eleanor Levy



**Thank you**

Mr T Lissimore, Senior Deputy Head

Miss S Banner, Pupil Wellbeing Lead

# Mental Health Apps

- Calm harm
- ClearFear
- ChillPanda
- Kooth

# The five digital parenting rules that really matter

[www.parentinfo.org](http://www.parentinfo.org)

# 1. Building a child's digital resilience will keep them safer than blocking or filtering

- Allow your child to self-regulate by encouraging their online interests, discussing boundaries and being available for support if they need it is far more effective than [content blocking tools](#).
- Oxford Internet Group study [A Shared Responsibility: Building up Children's Online Digital Resilience](#) (2014) also found that building resilience through parental support and self-regulation was also likely to result in children with enhanced digital skills as they are more likely to seek out new opportunities independently and develop and express their identities.

## **2. Don't limit the talk you have with your child to 'the online safety conversation'**

- Discuss the adventures your children have online, take an active interest, find out what they're good at and like doing and make sure that it's an on-going discussion and that safety forms just part of this.
- If your child approaches you about something that has worried them online make sure that they are able to talk to you about what to do if they see something that upsets or worries them. Explain that they won't get into trouble for making a mistake and that you can help them sort things out.

### **3. Balance taking an interest in your child's online activities with giving them the space to be independent**

- In the real world, you can't always be there to help your children cross the road without coming to harm – they internalise the road safety messages you teach them and then they learn to navigate journeys safely and independently. The same rules apply in an online environment.
- While co-playing your child's favourite game or organising online activities together might be a good way of getting to explore what they like to do online and what they're good at, make sure you give them the space they need to internalise safety messages, make their own decisions and establish their own identities online.

## 4. Don't be afraid to set boundaries

- Giving your child the freedom to explore online doesn't mean being a completely hands-off parent. Research shows that parental interest and involvement is positively correlated with online resilience – children who are given boundaries will grow up feeling far more secure; so don't stay completely removed from your child's online life.
- Set expectations of how they should behave towards others online – their friends and people they don't know. Discuss rules about sharing photos and images of themselves and others: Can they bring phones and tablets to the table at meal times? Can they have them in their bedrooms?

## 5. Concentrate on *how* children use digital media rather than for *how long*

- There's no 'one size fits all' as far as screen time goes – a view backed by a recent LSE briefing on [Families and Screen Time](#). This report argues parents should focus more on the context and content of their child's digital media use rather than the time they spend on screen, as well as the connections they make through it.
- Is the activity your child doing passive? Is it exciting and adrenaline-filled? Are they being creative? Are they talking to their friends? Are they talking to people they don't know? Do they have a healthy balance of offline activities that they do regularly?

# Reach agreements about internet use

For example, these could cover:

- The amount of time your child spends online, or playing computer games.
- Having regular screen breaks – at least five minutes every 45-60 minutes (this applies to study time too!).
- Not sharing any pictures they wouldn't be happy to share with you.
- Not giving out personal details, such as mobile phone number and address, to people they don't know and trust.

# Key Advice

- Learn all you can about the Internet and the risks to children. Always remember that access to the internet is everywhere: phones, games consoles, and public places.
- Make sure that your child understands the importance of not transmitting information about their location...or when you are going on holiday!



# Key Advice

- Place your children's computer in a high-traffic area and take an interest in the social-media sites they use.
- Install software that records Internet use, and review the web sites your children have visited.
- Some parents restrict internet use to certain times of the day to support their son in developing the self-discipline to study.



# Key Advice

- Encourage your children to tell you if they receive offensive messages or see something online that makes them feel uncomfortable.
- It's important to establish an atmosphere of openness and trust. Even though the Internet can bring dangers into your home, it offers many opportunities for learning and entertainment.



<https://youngminds.org.uk/find-help/for-parents/parents-survival-guide/>

## Parents Survival Guide

Parenting isn't always easy. Although it's often amazing and rewarding to watch your children grow, and to help them learn to be independent, it can also be really hard work.

[You and Your Child](#)

[Helping Your Child](#)

[Looking After Yourself](#)

