

# PLUGGED IN, SWITCHED ON:

## Raising Resilient Digital Natives

GUIDANCE FOR PARENTS AND CARERS



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It's normal to be worried about young people's screen time and social media usage, but we live in a digital world, and technology is only progressing. We're increasingly living our lives online. So, what do we, as parents and carers, or those working with young people, need to know? How can we develop the conversation on social media with young people and help us all foster a healthier relationship with technology?

**Consider your own usage before speaking to your child**

Before considering our young people's social media use, we should consider our own. By role modelling appropriate and safe usage, we can engage in open and honest conversation with our young people, showing them that we all need to be thoughtful about our relationship with screens and social media to ensure we stay safe and find the right balance. This may mean adapting some of our own habits and sharing this with your young person. We may wish to commit to new boundaries around social media and screens as a family; adjusting usage for individuals based on need, age and stage.

To consider your own digital usage, think about how you stay safe online and whether you are selective about the content you upload or share. If you share content relating to your young person, how may they feel about this? Additionally, how does what you see or hear online make you feel? Think about when and where you use social media, and what this may communicate to those you are with, including your children.

**Reflect on different perspectives**

It may be helpful to reflect on how our perspective and use of screens and social media may be different to our young person. For some of us, increasing access to technology and social media represents a new frontier that we may view as risky. This may make us tempted to mitigate danger by enforcing stronger boundaries. However, being aware of and open to understanding each other's different viewpoints will be vital to aid open and honest communication around social media. Without us seeing their point of view, our young person may feel alienated, upset, angry or frustrated. Making them change their social media usage may feel punitive and could encourage them to use it in secret, potentially causing a rupture in your relationship.

Meanwhile, for our young people, who have grown up in the digital sphere, access to the digital world is an inevitability. For many, it symbolises connection and independence. However, some may be anxious around entering the digital world. Whatever your young person feels, it's important to consider their point of view and help them navigate online activity safely and with confidence.

**“ We may wish to commit to new boundaries around social media and screens as a family; adjusting usage for individuals based on need, age and stage. ”**

**Seek support from others**

You may find reaching out to your own friendship group or network helpful. It can provide a space to explore differing viewpoints and to hear how they may have navigated this with their own young people. A major obstacle to encouraging young people to step away from social media is the fear of missing out. So, having other parents from your young person's friendship group onboard with minimising social media access could help. For example, you could agree that none of your young people can be on social media after 10pm.

**Using this guide**

We've split this guide into two sections: Digital Newbie and Digital Native. Some of you may be about to embark on a journey with a young person having their own phone or joining social media. The Digital Newbie section can help you think ahead and set the scene with your young person to define terms of use. For others, your young people already has a relationship with phones and social media platforms. Change or asserting new boundaries can be difficult, so the Digital Native section will consider how to understand their existing

relationship and navigate the need for alterations in usage.

The themes across these sections are the same, providing specific content for the stage you are in. You may find it helpful to move between the Digital Newbie and Digital Native section as each young person will require a nuanced approach.

There is no-one-size-fits-all approach for phone and social media usage. It needs to be age and stage-appropriate for your young person, and based on your values and both your needs. We may need to be flexible with access, and redefine terms and boundaries of use as our young people become older and more mature. However, we can all find ways to stay safer online and help develop a positive relationship with screens and social media for ourselves and our young people. We hope this guide will provide some thinking and practical tools to help you on this journey.

# Digital Newbie



A digital newbie is a young person beginning their journey with technology or social media. Likely to be a younger person.

## Start strong

We want our young people to develop a healthy relationship when they get their own phone. So, it's important to start off with open dialogue, where decisions are discussed and taken together, where possible. This could include access to apps, when or where they can use them, and who they can connect with. Nevertheless, the final decision is yours as the responsible adult. Therefore, think ahead about the non-negotiables before you start.

Your young person may not like your decision, but you may need to take it to keep them safe. It may be helpful to share your thinking and be open to theirs. You may agree to a compromise – for example, reviewing your decision in six months when they're older or in a new school year. A contract could be helpful to lay out the decisions made and a date to review could be assigned. This ensures that everyone is clear about the boundaries and that there is flexibility to change them over time, as needed.

You may wish to consider the following before your young person gets a new phone or access to social media:

- Do they need a smartphone? Or do you simply need a device where you can call/text them to ensure safety?
- Which parental controls or security measures can you apply to the device/your internet at home?
- When can they have the phone? Which situations should be a no-phone zone?
- What can they access in terms of social media?
- How can you prevent the screen being a replacement for socialising and free play?
- Having a smartphone, for most young people, is a normal expectation at a certain age. How will your young person feel if they are the only one without one? How will they feel if they are unable to access platforms that their peers do?

**“ Not being on social media may grant safety from strangers, but could lead to another danger – alienation from friendship groups that are vital for adolescent development. ”**

## Allaying anxieties

It's normal to have concerns about your young people's digital consumption and wanting to keep them away from social media may feel like the safest option. But we must consider what is most advantageous to our young person. Not being on social media may grant safety from strangers, but could lead to another danger – alienation from friendship groups that are vital for adolescent development. Likewise, a young person without access to phones or social media will likely access it privately or elsewhere. Instead, give your young person the opportunity to share their perspective with you. Why is social media or access to a smartphone important to them? Let them show you their understanding and knowledge. Be receptive to them teaching you. They may know more than you do. Learn together and try to reach a compromise on how, when, what and where to use it. It is empowering for your young person to be part of the conversation, and vital that they're involved in these decisions. They are more likely to accept them if they are.

## Staying safe

Check your knowledge of online platforms. Ensure you understand which apps are age-appropriate, what they are and how they can be used, and check the safety and privacy settings. In conversation, gauge your young person's awareness and knowledge level, and fill in the gaps. Show them how to access privacy/security settings on apps and set them up together. Make sure they know how to report content or a profile on the platform.

Discuss who can view their content or contact them, as well as information – personal and identifiable – which should never be shared. Having access to their social media accounts may feel appropriate. However, do consider your young person's privacy, how to foster respect if you do have access, and whether this will lead them to open alternative private accounts.

We must also consider safe content online. We know young people may use social media to find a sense of belonging. They may share personal experiences to foster connection. Discuss thinking critically about why they are posting and the impact on themselves and others. Personal experience, even when anonymous, can make them feel vulnerable later. Suggest creating a post but delaying posting. This gives them a buffer to think it through. Sometimes, these posts are motivated by powerful emotions, which can leave our thinking clouded. By pausing before posting, they can get some distance, talk it through or do something to shift their mood.

Social media makes it hard to moderate what our young person views online. They can easily be sent a video or picture, for example, that you'd prefer them not to see. Likewise, they may hear unfiltered or upsetting personal stories or news items. Offer to be a sounding board and someone who will listen in these situations, or signpost them to another trusted adult.

## Believe in boundaries

Setting boundaries together will help create a positive and balanced relationship around social media and screentime. This needs to be individualised to suit the age and stage of your young person. You may have to explain to your young person why someone – for example, an older sibling – has greater access to social media platforms or more screentime than them. Try and aim for consistency and ensure you provide explanations for any exceptions. This helps maintain the balance, as well as providing clarity and clear expectations. Boundaries may exist around time – for example, one hour on a weeknight, and where the phone can be used – for example, no screens in the bedroom or at the dinner table. Supervised screentime or social media access may feel like an appropriate boundary too. We can reinforce these boundaries by role modelling them where possible.

Sometimes, young people will push the boundaries, which may have to be reinforced and met with consequences. It's important that when a boundary is crossed relating to safe social media use – whether connecting with someone unknown, or viewing non-age

and stage-appropriate content – we ensure our young person's safety. Our first question should be: How do you feel or how are you? They may need to talk about what happened, what they heard or viewed, and how they feel. In this moment, we need to help them feel safe and create a connection where they feel they can talk to us. When young people are feeling unsafe and perhaps have questions, we want them to turn to us.

Conversations and consequences that provoke shame, guilt or embarrassment will be a barrier. They will prevent our young person turning to us now and in the future. Instead, check how they're feeling and ask if there's anything they'd like to share with you. We can express our concerns about their behaviours with 'I' statements and remind them of why the boundaries exist. If they've been honest with you and shared behaviour you did not know about, thank them for their honesty. You will need to consider the consequences based on what happened and your child's age and stage. Think critically to ensure it seems relevant and not overly punitive. It can be tempting to reassert stronger boundaries or want to remove them from social media, short or long term, if we've been scared for our child's safety.

**“ Discuss thinking critically about why they are posting and the impact on themselves and others. Personal experience, even when anonymous, can make them feel vulnerable later. ”**

### Moderating mood

Ask your young person how they feel about social media and particularly when they're using it, if they have before. Discuss whether there are certain platforms or content that might elicit different feelings. Explore the positives of social media – for example, how we can find connection, learning and inspiration online. But we should be aware that content we upload and consume can impact our feelings. For example, current events can cause our anxiety levels to rise or seeing other people together could make us feel lonely. We know that a culture of comparison online can have negative consequences for a young person's self-esteem and confidence levels.

Based on what your young person shares with you, think together about how to support their mood. It may be helpful to discuss how they will avoid certain content. Encourage selectiveness about who they will follow and what they may see. Guide them, where possible, towards positive or responsible channels and sources of inspiration. Ask them to think about whether the content excites, inspires or makes them happy. If not, they can unfollow it. Remind them that they are in control of their social media space, so it should be a place that helps them feel good. This also applies to who they

follow online. If they feel uncomfortable unfollowing someone, such as a friend whose content negatively impacts them, suggest that they mute them instead. On Whatsapp, they can also archive a group chat that they don't enjoy.

Ensure that they have some strategies in place that they can use when they notice a change in their mood, such as speaking to you about how they're feeling generally or if they've seen or heard something they feel uncomfortable about. Other strategies could include doing something that they enjoy, such as listening to music, reading a book, or being creative or active. Having a balance between these activities and social media or screen usage will help reinforce your young person's mental health.

You may wish to share the idea of 'compare and despair', which happens when we negatively compare our lives to the ones we see online. Remind your young person that these are a highlight reel, not the full story, and may be edited. Knowing this won't necessarily prevent us feeling bad about our own lives, but we can make our young people aware of this phenomenon, if we feel it is appropriate, and encourage them to question what they see online and how realistic it may be.

**“ Conversations and consequences that provoke shame, guilt or embarrassment will be a barrier. ”**

### Managing maliciousness

Sadly, we know that some people use the online world to cause offence and elicit a reaction, thriving on the anonymity of the digital space. This can take many forms, including cyberbullying and trolling. Depending on the age of your young person, you may wish to have a conversation specifically about this. Either way, ensure that they understand what to do if they see something offensive or inappropriate. This should include taking a screenshot, as people can easily delete posts or comments, and using the platform's reporting mechanisms, or showing it to you or another trusted adult.

We know that depending on the content, they may wish to comment. However, not responding directly is important. These people want a reaction. Starving them of this helps to minimise online conflict.

**“ You may wish to share the idea of 'compare and despair', which happens when we negatively compare our lives to the ones we see online. ”**



# Digital Native



A Digital Native is a young person who already has access to technology and social media.

## Start strong

Beginning a conversation about online safety and social media use with our young people may feel difficult. If they've already developed certain habits or have a presence on certain platforms, they may not want to change. However, nothing will change unless we start.

Before you begin the conversation, consider your why. Why do you want to talk about this subject? Why is it important? If you're unsure about this, you may wish to start with what. What is, perhaps, worrying you? What do you want to change? These may help you define the wider picture of why. Being able to share this with your young person can help the conversation feel less out of the blue and help you start from a place of genuineness and honesty.

Approach the conversation around digital consumption as a dialogue. Share your why and some key changes or topics for discussion. If you have concerns, use 'I' statements – for example, "I care about you, and I'm worried about online safety. I'd like to talk about this." Make sure you listen

to your young person's thoughts and feelings on the subject. They will likely have opinions. Ask them to explain what is important to them about their social media usage or screentime. This will help you to understand their perspective and help set boundaries that are more likely to be accepted by all.

## Allaying anxieties

While our young people may have anxieties about social media – and we need to support them with these – this is more about our anxieties. If your young person has already begun their journey with social media, perhaps even for a few years, it might be the case that you feel like the student rather than the teacher. There may be a learning curve for us. This should include boosting your own understanding of the different social media platforms, how they work, who typically uses them and their privacy/security settings. It should also include understanding your young person's unique usage of the platform. To learn this, you will need to have a conversation with your young person and listen to what they are sharing.

**“ Approach the conversation around digital consumption as a dialogue. Share your why and some key changes or topics for discussion. ”**

**Staying safe**

Social media platforms have age recommendations. This is commonly 13+ but for WhatsApp it is 16+. (Anyone can add your young person to a group if they have their number.) These are guidelines, so you'll need to consider your young person's age and stage. You may also wish to consider the security and privacy settings in your decision about access. If your young person already has an account, understand their usage and check or update social media settings if possible. With this new information, you may reconsider your young person's presence on the platform. As the responsible adult, it's ultimately your decision. However, understanding how and why your young person uses it should be taken into consideration.

Online safety also includes considering who can view your young person's content or contact them. This can usually be changed via the privacy settings. However, it may be an important conversation to have, especially if your young person doesn't understand this limitation. Likewise, discuss with them types of personal and identifiable information that should never be shared. Sharing information may be more likely if they develop a friendship online or have frequent contact with someone – for example, a

friend they've made through an online game or someone they've connected with because of a shared experience. It's important to remind them that this isn't the same as sharing information with a person they know in real life, even if it feels the same. If they get asked for personal information and they're unsure, tell them that they can speak to you about it.

Connections formed online can help combat loneliness and foster a sense of belonging. This may be particularly true if a young person doesn't find a shared identity or experience among their own peer group. However, this may lead to them sharing their personal experiences online. Ask your young person if they've done this, or have friends or know people who do. If their answer is yes, it may be with someone in their friend group, a person they've met online or an influencer. Ask how they've felt seeing their videos or posts, and whether they think it's always a good idea. Sometimes sharing personal experiences can help us connect with others, but, even when anonymous, it can make us feel vulnerable, too. Once we've shared something online, although we can delete it, it's possible for someone to take a photo and repost it.

Think together about how to be more mindful about posts with personal content, and get your young person to

**“ As the responsible adult, it's ultimately your decision. However, understanding how and why your young person uses it should be taken into consideration. ”**

**“ Boundaries are there to keep everyone safe and shouldn't feel punitive. However, they may feel this way to your young person. ”**

consider the impact on themselves and others. We know that these posts are often motivated by powerful emotions that can cloud our thinking. We're impulsive and more likely to share now and regret later. Suggest pausing before posting, giving them a buffer to think it through. During this time, they can talk it through with a trusted adult or friend, or do something to shift their mood. They may also wish to consider how they might feel if they saw a post like this. Would it make them upset, angry or worried? And how would they feel in a week or month's time?

If they do see content online that they find upsetting or offensive, whether personal stories, a political post or current events, offer yourself as a sounding board. Let them know that they can come and share their concerns or thoughts with you.

**Believe in boundaries**

You and your young person may see boundaries around social media differently. They may not see your point of view or want to accept it. This is normal and you may have to assert boundaries that they don't agree with. This may be harder if they already have an established relationship with social media and are going to experience a change or reduction in their screentime. Nevertheless, we can make it easier on ourselves by engaging in open and honest conversation, and sharing our reasons for reviewing their digital consumption and expressing our care and concern. Ensure they have a space to share their perspective and disagree with you. Be open to compromise if it feels appropriate. This will show your young person that you're receptive to their thoughts and feelings on the matter and they are part of your decision-making. Try to stay calm and contain the conversation as it could escalate into an argument.

“Connections formed online can help combat loneliness and foster a sense of belonging.”

Boundaries are there to keep everyone safe and shouldn't feel punitive. However, they may feel this way to your young person. Allow your young person to share their dissatisfaction, disappointment or anger and frustration with you. It's OK and natural for them to feel this way. It may feel like you are taking something away or punishing them. Reassure them that this is not the case and empathise with their emotions. They don't have to be OK with your decision; and it's likely they won't be. You may agree to review these decisions at a given point, if appropriate. Ideally, we want everyone on board with the boundaries, but this may not be possible.

Once the boundaries are decided, ensure that everyone is clear about them. There may be different boundaries for different individuals in the household. All adults need to be onboard with enforcing these boundaries and explaining exceptions that may otherwise cause confusion or blur expectations. Boundaries may exist around time – for example, once homework or revision is finished, or

around where the phone can be used – for example, no screentime upstairs or during family meals. It's important to reinforce these boundaries by role modelling them ourselves. If we are unable to do so, you may find it helpful to explain why. Different members of the family will require different levels of access, and adults are more likely to need their phone for life admin etc.

It's normal for young people to push the boundaries, which may then need to be reinforced or met with consequences. We may find out that our young person has put themselves at risk online or consumed content that isn't age-appropriate. These situations can trigger our own anxiety or anger. It's important to acknowledge our own feelings and to take a moment before engaging with our young person.

If our young person has participated in unsafe behaviour online and potentially put themselves at risk or consumed inappropriate content, our first response needs to be: How do you feel or how are you? It's vital that we not only ensure their safety, but also create a situation

where they feel safe and able to share things with us. They may need to talk about what has happened or what they saw or heard. They may have questions to help them understand or process what's happened. When young people are in these situations, we want them to turn to us. This will only happen if they are met initially with care and compassion.

Conversations and consequences that provoke shame, guilt or embarrassment will be a barrier. And they will prevent our young person turning to us now and in the future. Focus on their thoughts and feelings and ask them if there's anything they'd like to share. Express your concerns with 'I' statements and gently reassert the boundaries and why they exist. If they've been honest with you about their behaviour, instead of you finding out from someone or somewhere else, thank them for their honesty and highlight how important it is that they told you. You will need to decide on appropriate consequences, depending on the scenario, as these will help to reinforce the boundaries. It can be tempting to reassert stronger boundaries or a more extensive

punishment – and this is normal when we feel our young person has been in danger. However, think critically before deciding on consequences and new boundaries, and use a partner, friend or peer as a sounding board if needed.



“Ask them to consider what they are sharing and the impact it may have on others.”

## Moderating mood

Ask your young person how they feel while using social media and whether they've noticed changes in their mood or motivation. You can provide reassurance that this won't impact their access, but it may be helpful to have already agreed the boundaries on usage. Discuss whether there are certain platforms, profiles or content that impact their mood and widen the conversation to include which ones make them feel happier or inspired, too.

Normalise the idea that our mood can be impacted by what we view online. For example, current events' headlines or footage can heighten our anxiety and other people's profiles can make us feel low or insecure. Suggest that your young person checks in with their mood before using social media and considers whether it will make them feel better or worse. Explain that sometimes it may help them feel connection or inspired to try something new but, at other times, they may be better off stepping away from social media and doing something different. Suggest that if they notice a change in their mood while using social media, they should try something different. It may be helpful to come up with a list of alternate activities.

We can safeguard our mood by being selective about what we view. Encourage your young person to engage only with people they know and to follow accounts that share reliable and safe information. If an influencer is sharing information – for example, about health – they should fact check this with an adult or a reliable online source. Likewise, guide them towards content that helps them feel positive,

excites or inspires them. They can unfollow any content or accounts that don't make them feel this way.

Social media should be a place that helps them feel good – not the opposite. They should apply these same rules to the content they curate. Ask them to consider what they are sharing and the impact it may have on others. They should ensure that they are not sharing personal, identifiable information or unverified information. Ultimately, their social media profiles, and the posts they share or interact with, reflect who they are. Ask them to consider how will they feel about their posts in the future. Encourage them to post with authenticity and kindness, and to interact safely and appropriately with others.

It's possible that your young person will already have an awareness of how algorithms work. Check their knowledge and understanding. You may also wish to discuss clickbait. These are linked. Clickbait encourages you to click the link by using sensationalised and often misleading headlines. Algorithms mean that the more you click on this type of content, the more you get to see of it. By being aware of headlines that may be clickbait, your young person can be more selective about what they choose to consume. Likewise, understanding algorithms can help ensure that they're being recommended content that is appropriate and will boost rather than lower mood.

You may also wish to discuss 'compare and despair' and doom scrolling. Both can negatively impact mood, so it's important that your young person is aware of both. Compare and despair

happens when we negatively compare our lives to the ones we see online. Your young person will likely be aware that these are a highlight reel, not the full story, and may be edited. However, knowing this won't necessarily prevent them feeling bad about their own lives or experiencing a dip in confidence.

Doom scrolling is continuous consumption of negative news or social media posts. We can get trapped in a cycle and find it hard to step away. However, it's important that we do because this habit can increase our anxiety. If your young person finds that they are doom scrolling, ask them to speak to you about it so that you can work through this together and they can share their worries or ask questions.

## Managing maliciousness

Sadly, we know that some people use the online world to cause offence and elicit a reaction, thriving on the anonymity of the digital sphere. This can take many forms, including cyberbullying and trolling. Discuss your young person's understanding of both in a way that is age and stage-appropriate. You may wish to continue this conversation as they get older. Either way, ensure that they understand what to do if they see something offensive or inappropriate

about themselves or others. This should include taking a screenshot, as people can easily delete posts or comments, and using the platform's reporting mechanisms, or showing it to you or another trusted adult.

We know that depending on the content, they may wish to comment. However, not responding directly is important. These people want a reaction. Starving them of this helps to minimise online conflict. Offer yourself as someone to talk to if they feel hurt by what they've seen.

Your young person's desire to respond may come from a passionate place, wishing to protect themselves or support or advocate for others. Ask them to discuss this with you first, so you can decide together on a course of action. Sometimes, the only option may be to report the content. This may leave your young person feeling helpless, especially if the content isn't removed. But we can help by reassuring them that they have done the right thing. You can also explore other avenues to channel these feelings into positive action. You'll need to decide which course is best, based on your young person's understanding and the specific content.

**“ It's important to reinforce these boundaries by role modelling them ourselves. ”**

# Useful Links



## Primary

Streetwise runs a comprehensive Online Safety campaign, aligned with National Curriculum guidelines and delivered in partnership with CEOP (Child Exploitation and Online Protection).

In Key Stage 1, students learn the basics of staying safe online. Consistent messaging reinforces key points: personal information must stay private; people we do not know in real life are strangers; and students should always speak to a trusted adult if they feel worried or unsure about anything online.

By Key Stage 2, students develop a deeper understanding of online safety, using the SMART rules as a guide. They also begin to think critically about the content they encounter online, learning to recognise scams, understand how advertising can influence them, reflect on how social media impacts self-image, and appreciate the importance of maintaining a healthy balance with technology use.

## Secondary

At secondary level, Streetwise delivers Online Safety sessions that build on students' general understanding of how to stay safe online, focusing on three main topics. Whilst sessions are in line with the National Curriculum guidelines, we are able to tailor programmes to be responsive to the specific needs of students and schools.

In Key Stage 3, students explore the risks of misusing the internet and learn how to maintain a positive digital footprint. In Key Stage 4, students develop more advanced critical thinking skills and examine the dangers associated with AI and deepfakes. Streetwise also offers sessions that address the impact of instant gratification and the effects of excessive social media and internet use on young people's mental health and wellbeing.

<https://www.streetwisegb.org/online-safety>

## CEOP

To report a concern relating to exposure to harmful online content or exploitation, contact CEOP (Child Exploitation and Online Protection Command) at [ceop.police.uk](https://ceop.police.uk)

## ChildLine

Any child can call ChildLine free on 0800 1111. You may wish to explore their online safety resources with your young person: [Taking control of your online safety](#)

## Internet Matters

Internet Matters can help you navigate parental controls on apps, games and platforms with their helpful how-to guides: [Internet matters Parental controls and privacy settings guides](#)

## UK Safer Internet Centre

UK Safer Internet Centre has free resources for parents, schools and professionals including a 24/7 Parentline on 0800 800 2222 [saferinternet.org.uk](https://saferinternet.org.uk)

## NSPCC

The NSPCC helpline is available from 10AM – 4PM, Monday to Friday for any young person on 0808 800 5000. You may wish to explore their online safety resources with your young person [nspcc.org.uk](https://nspcc.org.uk)

## Ripple Suicide Prevention

Ripple Suicide Prevention is an online tool which intercepts flagged mental health related terms and signposts to free 24/7 mental health support. Parents can download it easily on to their devices here: [Install - Ripple Suicide Prevention](#)

## Common Sense Media

Common Sense Media provides reviews on apps, shows and games used by young people with age recommendations to help parents make decisions on their young person's digital consumption. [commonsensemedia.org](https://commonsensemedia.org)



[jamiuk.org](http://jamiuk.org)

 [JAMIMentalHealth](https://www.facebook.com/JAMIMentalHealth) |  [jami\\_uk](https://www.instagram.com/jami_uk) |  [Jami UK](https://www.linkedin.com/company/jami-uk)

[streetwisegb.org](http://streetwisegb.org)

[info@streetwisegb.org](mailto:info@streetwisegb.org)

The Jewish Association for Mental Illness (Jami) is part of Jewish Care, a UK registered Charity – Reg. No. 802559