



Dear Families,

We have enjoyed a wonderful week of learning across the school, with pupils highly engaged and enthusiastic in their lessons. There has been a real sense of curiosity, with children asking thoughtful questions, exploring ideas in depth, and thinking creatively about their learning. Pupils have also been presenting their work in a range of different ways, which links closely to our value focus for this half term. It has been lovely to see children taking pride in their learning and confidently sharing their ideas with others.

On Wednesday, I thoroughly enjoyed spending time with our Golden Ticket winners. The children are excellent role models within our school community and consistently demonstrate our three school rules by being Ready, Respectful and Safe. Their positive attitudes and behaviours are a credit to themselves and to the school.

Our girls football team also had a fantastic week, winning their matches in the league. The girls showed great teamwork, determination, and sportsmanship throughout. Well done to all the players and to our coaches for their continued commitment and support.

Looking ahead to next week, parent consultation evenings will be taking place. These meetings are an important opportunity to discuss your child's progress and celebrate their achievements. Please ensure you book an appointment via Arbor to secure a time slot that works best for you.

We look forward to welcoming you into school and working together to support your child's learning.

Yours sincerely,
Mrs Ferla and the PWP Team

Upcoming Events



Monday	Tuesday	Wednesday	Thursday	Friday
2nd Phonics Yr 1 Rockstar Timetables - Yr 4 Interventions - Yr 6	3rd Phonics Yr 1 Rockstar Timetables - Yr 4 Interventions - Yr 6	4th Phonics Year 1 Rockstar Timetables - Year 4 Interventions - Year 6	5th Coffee Morning - School Refusers Phonics - Reception Rockstar Timetables - Year 4 Interventions - Year 6	6th Phonics - Reception Rockstar Timetables - Year 4 Interventions - Year 6

ELSIE



Speech & Language with Elsie



ATTENDANCE

Current Attendance- 94.6%

Nursery AM - 93.3%	Nursery PM - 83.3%
Lime - 90.9%	Cypress - 93.8%
Poplar - 91.3%	Acacia - 96.9%
Bay - 91.8%	Palm - 96.3%
H/Chestnut - 96.9%	Holly - 94.1%
Bamboo - 92.8%	Myrtle - 95.5%
Box - 91.6%	Eucalyptus - 94.6%
Ash - 97.3%	Willow - 93.3%

Green=met the minimum attendance rate

Congratulations!
We hope you enjoyed your well deserved Hot Chocolate!



PARENTS EVENING

4TH & 5TH FEBRUARY

Don't forget to book your appointment via Arbor.



We are...

WELL DONE!



Class	Pearsewood Champion
Nursery AM/PM	Mimi/Leia
Lime	Moyo
Poplar	Daniel
H/Chestnut	Tillie
Bay	Olivia
Bamboo	Sarah
Box	Ivy
Cypress	Jude
Ash	Josiah
Acacia	Nikol
Palm	Ilyas
Holly	Lacy U
Myrtle	Idris
Willow	Jack
Eucalyptus	Amelia N



SCHOOL VALUES

The value this term is Creativity.

EYFS – In Reception, the children have been getting creative in the forest this week. We found lots of worms and the children created homes, beds and even gathered food for them.

KS1 – Year 1, have been using a range of different instruments to play a beat in time with a piece of music.

KS2 – Year 4 have been very creative in composing their conquering the demon stories and have been designing healthy lunches/sandwiches.

Under 13



13 +



16



This #WakeUpWednesday guide explores how adults can support children and young people to recognise and challenge mental health misinformation online.

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 MENTAL HEALTH MISINFORMATION ONLINE

WHAT ARE THE RISKS?

A research study by Ofcom revealed that children aged 9-15 increasingly use online platforms like TikTok for mental health advice, with 50% relying on social media for information. Unverified medical content online is concerning, with the potential to cause confusion, anxiety, or incorrect self-diagnoses. This guide provides expert strategies to help parents and educators tackle misinformation effectively and ensure safer digital experiences for young people.

POPULAR ONLINE SOURCES

Platforms like TikTok and Instagram are two of the main sources of young people's mental health content. Videos and posts frequently feature unqualified influencers, contributing to misinformation, myths, and oversimplifications. While appealing to young audiences, this unverified content can distort perceptions, create unrealistic expectations and misunderstandings about mental health conditions.

RISK OF SELF-DIAGNOSIS

Social media's misleading content encourages young people to self-diagnose complex mental health conditions inaccurately. Misdiagnosis can exacerbate anxiety, cause unnecessary worry, or delay essential professional intervention. This has the potential to escalate manageable conditions into more significant mental health issues requiring comprehensive clinical support.

LACK OF FILTERS

Social media platforms struggle to filter misinformation effectively, allowing false content to spread widely and quickly. Without proper guidance, young viewers may not discern fact from fiction, potentially internalising inaccurate beliefs about mental health. This can negatively influence their decisions about seeking professional help or managing mental wellbeing.

IMPACTFUL PAST TRENDS

Historically, online mental health misinformation has led to harmful trends, including inappropriate coping strategies or sensationalised symptoms. For example, past TikTok trends on self-harm or anxiety 'hacks' have spread damaging advice, underscoring the risk when misinformation is not promptly addressed or corrected by knowledgeable adults.

MISLEADING CLINICAL TERMS

Online trends often include the misuse of clinical terms, such as 'trauma' or 'OCD', making serious conditions seem trivial or inaccurately understood. Such misinformation can diminish empathy, and lead young people to misunderstand mental health complexities, potentially preventing them from identifying real mental health issues in themselves or others.

REPLACING PROFESSIONAL HELP

Frequent reliance on digital content can deter young people from seeing professional mental health practitioners or seeking support with unverified online advice. This substitution can prolong issues, complicate recovery, and reduce the effectiveness of future professional interventions, ultimately impacting overall mental health and wellbeing negatively.

Advice for Parents & Educators

MONITOR ONLINE ENGAGEMENT

Regularly review and discuss a young person's online activity, providing appropriate guidance on discerning accurate content. Tools such as parental controls or co-viewing content can help mediate exposure to harmful misinformation, facilitating safer digital habits and informed critical thinking about mental health.

IDENTIFY RELIABLE SOURCES

Teach young people to critically evaluate mental health content by checking credentials, source authenticity, and evidence-based information. Encourage them to refer to trusted medical or educational platforms and to consult healthcare professionals for clarification. This reduces young people's reliance on potentially harmful or misleading online sources.

Meet Our Expert

Anne Bateman is Director of Holroyd Education Ltd, Director for Wellbeing and Family Services at Leigh Trust, and lead expert for mental health at The National College. Anne specialises in strategic mental health solutions for schools, supporting educators and families to improve resilience, emotional literacy, and overall wellbeing for children across the UK.

SCHOOL-HOME COLLABORATION

Strengthen collaboration with educators to integrate digital literacy into the school curriculum, emphasising misinformation awareness. Jointly delivered education sessions on identifying and responding to misinformation can significantly improve pupils' ability to critically assess mental health content, supporting their mental wellbeing effectively both online and offline.

ENCOURAGE OPEN DIALOGUE

Foster a non-judgemental environment where young people feel comfortable discussing online content. Regularly talking about their online experiences and perceived mental health concerns helps clarify misunderstandings, mitigates misinformation, and builds trust, thereby enhancing their resilience and digital literacy. Model situations where you have sought advice from accurate sources and not solely relied on social media for health advice.

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