






SPRING TERM 2025/2026

Friday 30th January

Attendance

We continue to make attendance this week with **94.36%**. Remember to visit [Should I keep my child off school](#) for advice when your child is ill.

| |  |  |  |
|-----------|---|---|---|
| | Attendance | Lateness | Class Dojo |
| Nursery | 87.56% | 3 | |
| Reception | 96.41% | 4 | |
| Year 1 | 93.93% | 2 | 7.4 |
| Year 2 | 96.92% | 2 | 7.1 |
| Year 3 | 93.57% | 4 | 15.9 |
| Year 4 | 94.58% | 8 | 8.0 |
| Year 5 | 96.09% | 1 | 15.7 |
| Year 6 | 96.59% | 8 | 4.5 |

Year 3 win the bonus break for most average dojos this week.

St Martin's Stars

Well done to all our certificate winners this week!

| |  |  |  |
|-----------|---|---|---|
| | Shining Star | Purple Tie | Our Values |
| Nursery | Lottie W | | Tommy W |
| Reception | Olivia P | Bobby T | Leo F |
| Year 1 | Isla B | Jasper K | Riley J |
| Year 2 | Romaisa A | Frankie K | Alex C |
| Year 3 | Anthony A | Patrick G | Jasmine D |
| Year 4 | Jamie B | Freddy MP | Annie F |
| Year 5 | Evie S | Chimmy I | Pennie S |
| Year 6 | Sophia MP | Zachary G | Frankie C |

SAVE THE DATE!!!

This year we will be running special **Mother's Day Stay and Pray** with art workshops. These will take place on **Friday 13th March** in the afternoon. More details will be sent out nearer the time but all Mothers, Grandmothers, Aunties and Mother figures are invited.

Message from Mrs Ming

On Monday we had visitors from the **Attendance and Behaviour hub** who came to experience how amazing our children are and they did not let us down. We are so **proud** of the comments we received and they were particularly impressed with the politeness of our children and the strong relationships they have with staff.

For **NSPCC Number Day** on **Friday 6th February**, children will be completing fun maths activities throughout the day, and we will be taking part in **Dress up for Digits**. If they would like to, children can come to School wearing an item of clothing with a number on it (e.g. sports top, cap or onesie) or can get even more creative and become a human calculator, dice or domino by dressing in a maths or numbers theme. We are asking for a **£1 donation** to be paid via the gateway.

We now have 1 week until our first Lottery draw. Thanks to those who have already bought tickets. Just a reminder that you can win **CASH!!!** The more tickets bought the bigger the prize. Please share this with family and friends. You can buy [tickets here](#) and the first draw is on **Sat 7th Feb**. There is also the chance to win £1000 Aldi voucher and a grand prize of £25,000.

Parent Notice Board

Wednesday 4th February

Mass for **Y5&R**

Holocaust Visit for **Y6**

Friday 6th February

Y4 Assembly

NSPCC number day

Wednesday 11th February

Mass for **Y1**

Friday 13th February

Half term begins

Clubs

Clubs next week

Please note **Homework club** is now on a **MONDAY**

Monday - Miss Rowe's Drama club **Y5&Y6**

Tuesday - Miss Harrison's Just dance **for YR, Y1 and Y2**

Tuesday - Mrs Monks' Recorder club **Y3&Y4**

Thursday - Mr Cullen's Sports Club **Y3&Y4**

Friday - Mr Scott's Choir **Y3-Y6**

Widnes Vikings

CONGRATULATIONS to **Amelia B Year 5** who was chosen from the 85 children who achieved **97%** and over this month. Their family will enjoy a great day out this weekend in the DCBL stadium in widnes against North Wales Crusaders.

The February draw is for a match on March 8th against Hunslet RLFC.

Catholic Life and Reflection

The Wednesday Word is a resource for parents to use when discussing the [weekly Gospel](#) with their families. Y5 and YR will be celebrating Mass on **Wednesday 4th February at 10am**. All families are welcome to join us 😊

A 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, and 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 seeking professional mental health care, substituting expert 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.

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.

Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd, Director for Wellbeing and Family Services at Leigh Trust, and lead expert for mental health at The National College. Anna specialises in strategic mental health solutions for schools, supporting educators and families to improve resilience,



#WakeUpWednesday®

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