



FRIDAY NEWS

6TH
FEBRUARY
2026

The official newsletter of St James CE Primary School



MINI POLICE TACKLES SPEED

Report from Mini-Police Officer Michael Mc (CL12)

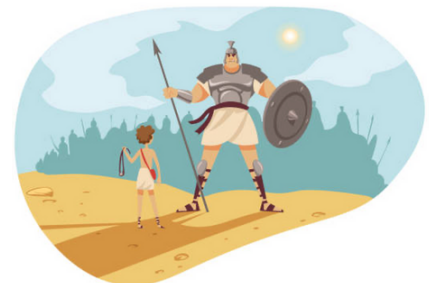
Today, we went travelled to Horwich Police Station in a police carrier. When we were there, we used a speed gun to monitor speed and recognise number plates. We had a great time, and can't wait to visit the cells at Astley Bridge Police Station next time.

CLASS 5 WORSHIP

Just a reminder that Class 5 will deliver worship on Wednesday, 11th, at 2:45 pm. Class 5 parents are welcome to come wath their children.

STARS OF THE WEEK

- Class 1 - Mehmal M
- Class 2 - Betsy W
- Class 3 - Betsy B
- Class 4 - Toby T
- Class 5 - Olly BM
- Class 6 - Daniel O
- Class 7 - Mustafa W
- Class 8 - Huzayl K
- Class 9 - All of CL9
- Class 10 - Gracie-Mae H
- Class 11 - Izzik D
- Class 12 - Eesa S



VISION AWARD

- Class 1 - Aaliyah A
- Class 2 - Oliver H
- Class 3 - Hunter R
- Class 4 - Gavin O
- Class 5 - Peyton Y
- Class 6 - Paisley G
- Class 7 - Burhan K
- Class 8 - Hammad I
- Class 9 - Brooke B
- Class 10 - Jan Y
- Class 11 - Tamin K
- Class 12 - Orianna H

"With God, there is no limit to what you can do. There is no obstacle you can't overcome. Through Him all things are possible."
(Matthew 19:26)

Sadly, Miss Dunn will be moving on today after securing a permanent position at another school. Miss Dunn has done a fantastic job covering in Class 9 whilst Miss Costello is on maternity leave, and I'm sure you will join us in wishing her lots of luck and happiness in her new role. Thank you, Miss Dunn.



Next week is Children's Mental Health Week. The theme for Children's Mental Health Week is 'This is My Place', and we aim to support the systems around children and young people to help them feel they belong. We will be exploring this theme throughout the week, as well as engaging with the many systems and strategies that we use regularly that help our children.

The Five Ways Happy Days programme helps pupils understand how small, everyday actions can improve wellbeing and build resilience. The initiative also supports staff and enhances school communities through a clubs and groups accreditation scheme.

We are hosting parent workshops, starting next Wednesday at 3:15 pm. A creche will be available to help with childcare arrangements.



**FIVE WAYS
HAPPY DAYS**

CONNECT | LEARN | ACTIVE | NOTICE | GIVE



Safer Internet Day 2026 will take place on Tuesday, 10th February, with celebrations and learning based around the theme 'Smart tech, safe choices - Exploring the safe and responsible use of AI'.

We will focus on teaching children the skills to use AI technology safely and responsibly and on highlighting available support if they need help.

We love that children are excited to bring items into school from home to share with their friends. However, please can parents/carers ensure that these items stay at home. We are having a number of issues when these items become lost, stolen or broken, and school cannot be held responsible for these. Toys, make-up, moisturisers, lip balms, and fidgets need to stay at home. Whilst fidget toys help lots of children with concentration and regulation, we already have lots of these in school for the children to use if they need them.



Coming Up

Monday 9th February - Children's Mental Health Week

Tuesday 10th February - Safer Internet Day

Wednesday 11th February - Class 5 Assembly at 2:45 pm

Wednesday 11th February - 5 ways to happy days - parent workshop (3:15 - 4:30 pm)

Thursday 12th February - Little Saints - Stay & Learn at 10:30 am & 2:30 pm

Friday 13th February - School breaks for half term (one week)

Monday 23rd February - School re-opens at 8:40 am

Monday 23rd February - Poetry Day - Poet Sean Perkins to visit all classes

Tuesday 24th February - Book Fair opens

Wednesday 25th February - 5 ways to happy days - parent workshop (3:15 - 4:30 pm)

Monday 2nd & Tuesday 3rd March - Parent Consultations (booking forms to follow)

Wednesday 4th March - 5 ways to happy days - parent workshop (3:15 - 4:30 pm)

Friday 6th March - World Book Day (Children to dress as Fairytale characters)

Gold Scroll

Ayokunmi O

Rohaam N

Daniel O

Humayl H

Gideon Mc

Yusuf A

Caleb DD

Momina F

Lilly J

Zahir A

Zara U

Menorah B


Wesley D

We Love St James



Arabella H, “I love learning to draw in Art, and my favourite teacher comes here too!”

Paisley G, “I love how kind and caring all the teachers are.”



Mason C, “I love English lessons, especially when we had to draw the main characters from “The Tower””

Lucas R, “I love Art, especially sketching.”



Teddy C, “I love PE. I love boxing with the PE coach.”

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.

'EVERYONE
HAS THAT'

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

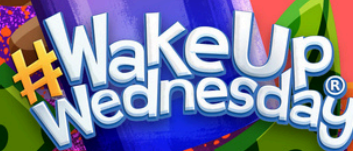
Strengthen collaboration with educators to integrate digital literacy into the school curriculum, emphasising misinformation awareness. Jointly delivered education sessions on identifying and responding to misinformation can significantly improve pupils' ability to critically assess mental health content, 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, emotional literacy, and overall wellbeing for children across the UK.



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