

30th January 2026

Dear Parents / Carers,

This week we were pleased to welcome Mrs. Blain, Deputy CEO of Pele Trust, and Mrs. Miller, Headteacher from Branton Primary School into school this week. They spent a morning with us exploring the work we do on the children's personal development. They had a busy morning attending Worship, speaking to children and staff. As always the children were fantastic ambassadors for our school speaking eloquently and honestly about what they do each day.

Nursery had an big surprise this week when they found some huge dinosaur footprints on the floor! Reception also had some exciting visitors this week when the Police dogs came in to see them. They learned about the role that the dogs play in helping the Police and what looking after them entails. There were some very excited children and some very waggy tails!

It has been lovely this week to see how many talented artists that we have in school. From sketching portraits in Year 2 to clothes designing in Year 3 to Zentangle patterns in Year 4 the children enjoyed showing off their skills.

The school continues to work closely with the Parish Council to support their work in the village. I was pleased to meet with the Parish Council today to discuss their latest priorities and see how the children could get involved including improving the Welfare Field. The recently implemented 'School Street' scheme has been really successful in reducing traffic around the immediate vicinity of school making it safer for both children and parents at pick up and drop off. Thank you for your ongoing support with this.

Northumberland County Council will be receiving an Area SEND Inspection in the coming weeks looking at provision across Northumberland. Please [click here](#) for more information (letter and survey link).

Well done to Nursery with the best attendance this week: 99.1%

Well done to Year 6 for the best attendance for this year: 97.8%.

I hope that you enjoy reading this flyer and you have a relaxing weekend.

Mr. A. Wheatley,  
Headteacher



Attendance Matters



**ATTEND** today...  
**ACHIEVE** tomorrow...  
**ATTENDANCE** matters.

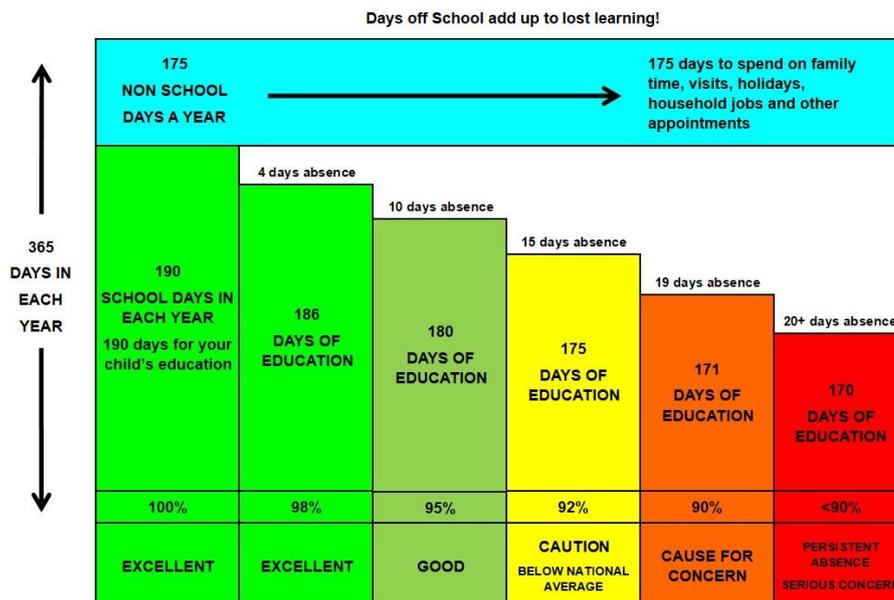


We continue to focus on attendance and punctuality so please remember that our School starts at 8.55am (9am for Nursery) and anyone arriving after this time will be marked as late.

Attendance for this week is summarised below:

Class	Attendance this week	Attendance this year	Class	Attendance this week	Attendance this year
Nursery (Hedgehogs)	99.1%	96.1%	Year 3 (Gibside)	93.6%	96.8%
Reception (Owls)	98.4%	96.6%	Year 4 (Lindisfarne)	95.8%	96.5%
Year 1 (Wallington)	96.8%	94.7%	Year 5 (Bamburgh)	97.4%	97.5%
Year 2 (Cragside)	93.5%	96.9%	Year 6 (Dunstanburgh)	97.9%	97.8%

Please see the graphic below which shows the significant impact of absence over time .



'Let all that you do be done with love'

This week in Nursery, we were very excited about finding dinosaur footprints in our classroom! We had lots of very interesting ideas about where the dinosaur came from and what it might look like. The children have loved all of the dinosaur themed activities.



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Learning

## A Busy Week in Reception

Reception have had a really busy week, thinking about how people can help animals. We were very lucky to have a visit from both a paramedic and a police officer that could help with the police dog unit. We've made bird feeders to help the wild birds that come into our outdoor area and we have constructed lots of pet carriers.



PIC·COLLAGE



Learning

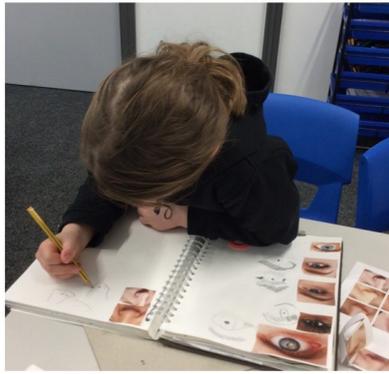
Life





## Super Sketching in Year 2

In Art, Year 2 have continued exploring portraits, with this week's focus on noses. We learned how to sketch a nose carefully and practised drawing exactly what we could see, noticing that every nose is unique in shape and size, and that photographs can show features from different angles. Super sketching Year 2!



### A Busy Week in Year 3.

This week in Year 3 we used natural elements to design clothes in Art, inspired by Alexander McQueen. We used feathers, tissue paper flowers and grass to recreate some of his most iconic looks and create some of our own designs. We also finished our Irish dance unit. The class have been working hard to learn some traditional Irish dance steps.

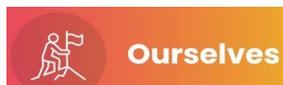


## Strictly Come Dancing with Year 4.

Year 4 would definitely take home the Glitterball Trophy; their ballroom dancing skills are coming on a storm. The children have worked on their ballroom hold, have thought about the origins of the dance style and are even refining their promenade and side kick skills. Well done, everyone! You have worked sensibly and put in such super effort.



PIC•COLLAGE



## Amazing Advertisements with Year 5!

This week in Year 5, we have been creating exciting trip advertisements to the mysterious land of South Polaris, inspired by our class text Brightstorm. Using powerful adjectives and emotive language, we described the breathtaking ice fields, dangerous adventures, and once-in-a-lifetime discoveries waiting for brave explorers. To persuade our audience, we included rhetorical questions like “Are you ready to face the frozen unknown?” and used alliteration to make our writing memorable and fun.



## Zentangles with Year 6

Year 6 have worked hard in art lessons with Mrs Ziolkowski to finish their Great Wave inspired paintings this week. The children have filled their waves with zentangle patterns before pasting them onto a watercolour background.



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](https://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 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 Halyon 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.



## Dates for your Diary - Spring Term



Monday 2nd February 2026	Fire Engine visiting Reception
w/c Monday 9th February 2026	Children's Mental Health Week
Monday 9th February 2026	Pele Trust 'Let's Dance' Festival
Tuesday 10th February 2026	Parents Evening
Wednesday 11th February 2026	Year 5 at Ponteland High School for Careers Event
Wednesday 11th February 2026	Year 3 Walk around Heddon
Thursday 12th February 2026	Parents Evening
<b>w/c Monday 16th February 2026</b>	<b>HALF TERM HOLIDAYS</b>
<b>Monday 23rd February 2026</b>	<b>TRAINING DAY</b>
Wednesday 25th February 2026	School Photographs (Individual photos)
Friday 13th March 2026	Choir at Ryton Festival
<b>Friday 3rd April 2026</b>	<b>GOOD FRIDAY - SCHOOL CLOSED</b>
<b>w/c Monday 5th April 2026</b>	<b>EASTER HOLIDAYS</b>
Wednesday 10th June 2026	School Photographs (Class photos)