

Friday 30th January 2026

A message from  
Bridget Phillipson



Dear Fiona,

**Congratulations** to you and your team on the excellent outcomes the disadvantaged pupils at Dean Field Community Primary School achieved at the end of the 2024/25 academic year. Your school's performance places it among the very best nationally, and this is a significant achievement.

This success reflects the dedication of your staff and the hard work of your pupils. It shows what can be achieved when ambition and commitment come together. Thank you for everything you do to give children the best possible opportunities to succeed.

Your school's achievements demonstrate what is possible, and I hope you will continue to share your experience and best practice with others. Even the strongest schools can go further. We encourage you to lead the way as a system leader - sharing effective practice, championing networks, supporting collaboration, and helping raise standards across the sector.

There are real opportunities available for you to support improvement for a wider group of pupils including through:  
engaging actively with [your region's RISE networks](#) and partnering with nearby schools and trusts; contributing to regional roundtables and professional communities to spread the approaches that are working in your context; and  
sustaining excellence by continuing to focus on disadvantaged pupils.

Please pass on my thanks and **congratulations** to your staff and pupils. I look forward to working with you as we strive together to raise standards for all.

*Your sincerely,  
Bridget*

**Bridget Phillipson**  
Secretary of State for Education

# 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.

### 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.

### 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.

### 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.



#WakeUp  
Wednesday

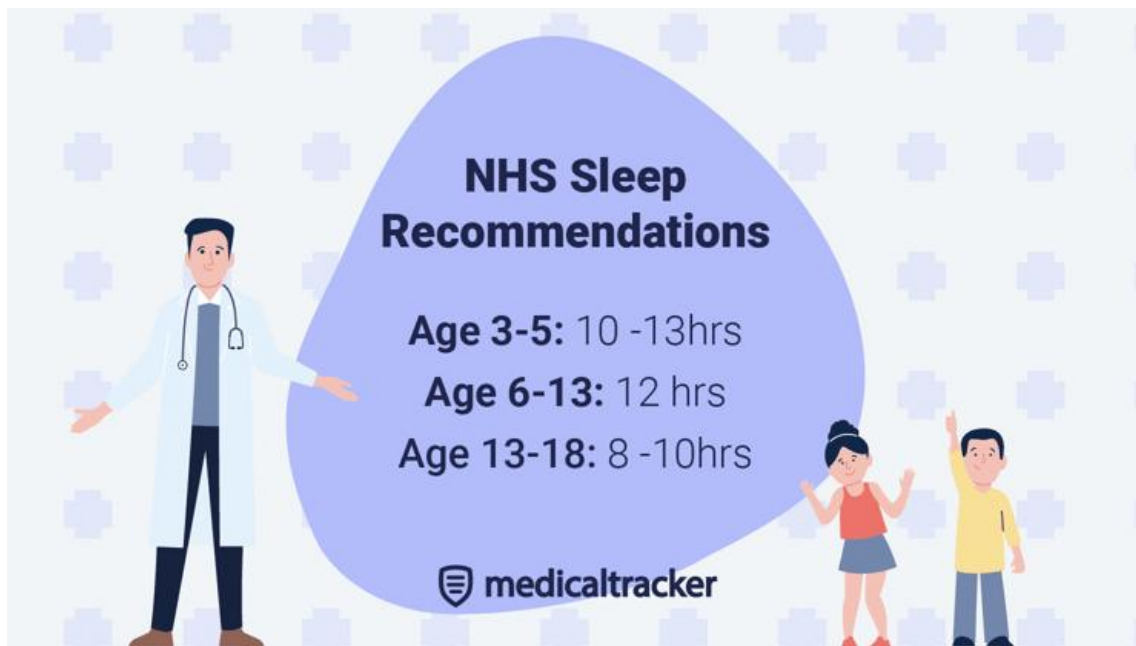
The  
National  
College

## Safeguarding

For Reception-aged children (4–5 years), the NHS recommend 10–12 hours of sleep per night, supported by a consistent, calm 30–60 minute bedtime routine. Key habits include removing screens (TV, tablets) 1 hour before bed, maintaining a cool/dark room, and limiting caffeine/sugary drinks.

### Sleep tips

- Make sure you have a calming, predictable bedtime routine that happens at the same time and includes the same things every night.
- If your child complains that they're hungry at night, try giving them a bowl of cereal and milk before bed (make sure you brush their teeth afterwards).
- If your child is afraid of the dark, consider using a nightlight or leaving a landing light on.
- Do not let your child look at laptops, tablets or phones in the 30 to 60 minutes before bed – the light from screens can interfere with sleep.
- If your child wakes up during the night, be as boring as possible to avoid exciting them and leave lights off.
- Avoid long naps in the afternoon.







# NSPCC Number Day 2026

Friday 6<sup>th</sup> February



Dean field will be taking part in a mega maths fundraising day. We've got lots of activities planned including activity sheets, games, and puzzles.

## Dress up for Digits!

On Friday 6<sup>th</sup> February, we are inviting all pupils to wear an item of clothing with a number on it and make a donation.

**Donation £1 for NSPCC**

They could wear a favourite sports top or cap, or even a onesie. You could get more creative and design a unique t-shirt, hat or even become a human-sized calculator or dice!



## Math Activities

During the day, pupils will be completing activities such as, games, puzzles, presentations and paying in instructions.

We will share our learning on Seesaw for parents and carers to see.



## NSPCC Rocks

**NSPCC Rocks** is an online times table competition to celebrate Number Day — in collaboration with Times Tables Rock Stars.

Taking place on **Friday 6 February 2026**, the competition boosts maths confidence, accuracy and recall speed.





# Stay and Read

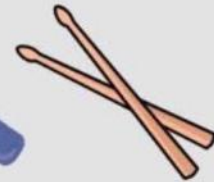


On **Monday 2<sup>nd</sup> and Wednesday 4<sup>th</sup> February** we are welcoming parents and carers to come and read with their children in class! Classroom doors will open from 8:30 to 9:00 and all parents, carers and grandparents are welcome!

Monday 2<sup>nd</sup> February - Reception, Y2, Y4, Y6  
Wednesday 4<sup>th</sup> February - Nursery, Y1, Y3, Y5

All parents can enter classroom doors via the playground. If you wish to visit more than one class, please use the same doors to enter and exit classrooms as you wish.

We look forward to seeing you!



We are taking part in a whole Trust TTRS competition!  
Monday 2<sup>nd</sup> February to Thursday 5<sup>th</sup> February .

Everyone from Year 2- Year 6 can take part.  
Points can be earned between the hours of 7.30am - 8pm.



Children will be given time to use TTRS in school as well as logging on and playing at home.

Points earned in this competition will also count towards our own weekly competitions.

**Winners will be announced on Friday 6<sup>th</sup> February - Good Luck!**



Dean Field  
Community Primary School





**SUPPORT  
OUR LOTTERY  
TODAY**

**£1 per  
week**

**Weekly  
cash prizes**

**£25,000  
jackpot**



**YOUR  
SCHOOL  
LOTTERY**



## Splitting the £1.00

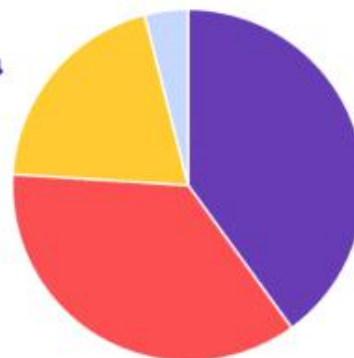
## How it works...

It's simple—choose 6 numbers between 0-9 and if they match the weekly lottery draw, you win great prizes. One of our players will win a cash prize every week, maybe even the £25k jackpot! Tickets cost just £1 per week and the proceeds are donated to Dean Field Community Primary School

Every Saturday at 8pm the numbers are drawn and posted online. Winners are notified by email and winnings paid into the account of your choice.

The easiest way to join our lottery is online by direct debit or debit card.

**It's so easy to join and will make a real difference to Dean Field Community Primary School**



- 40p goes to our school
- 36p goes to cash prizes
- 20p goes to admin costs
- 4p goes to VAT

**Enter our  
Super Draw**  
**Win a £1,000 Aldi Gift Card**  
**OR £1,000 CASH PRIZE**





## You Are Not Alone Drop-in

Every 1<sup>st</sup> Tuesday of the month - 7.00pm - 8.30pm

### A free monthly online drop-in for parents & carers

The **You Are Not Alone** community is a friendly and safe space run by Erik & Sally Wagter where you can come and learn about autism & PDA, ask questions, connect with like-minded people or simply listen and learn from other people's conversations.



In this community we talk about all sorts of things such as:

- helping your child regulate their emotions & feelings (meltdowns etc)
- understanding autism and PDA
- navigating school and EHCPs
- Supporting your child with friendships
- understanding and managing challenging behaviour
- managing sensory needs
- developing a positive relationship with your child (family dynamics)
- exploring EOTAS or home education
- looking after your wellbeing
- and so much more



### Here's what parents have said:

*'My husband Jamie was saying that in the last few sessions, he has learned **so much more about autism and PDA** than he has over the past year - Jo (parent)*



*'Thank you so much for the group this evening. I can't tell you how grateful I feel and I **really do feel less alone** and more validated. My hope is back' - Louise (parent)*

The You Are Not Alone drop-in is a service delivered by  
[www.autismfamilysupportservice.com](http://www.autismfamilysupportservice.com)

If you would like to join the **next drop-in**, please send an email to [team@youarenotalone.community](mailto:team@youarenotalone.community) and we will send you the **Zoom** link.



Week commencing Monday 2nd February 2026

<div>  <b>School Meals Menu - Week 2</b>  </div>					
2	Monday	Tuesday	Wednesday	Thursday	Friday
Hot Meal Option	Chicken Goujons 5	Homemade Lasagne 5, 10 Shredded Chicken 4, 5	Fish Fingers 2, 5	Homemade Chicken Curry Rice	Pizza 5, 10
	Tomato Pasta 5, 10	Vege Nuggets 5	Homemade Cauliflower & Broccoli Cheese 5, 10	Quorn Dippers 5	Homemade Cheese & Onion Pie 5, 10, 12
Vegetables	Chips Beans Peas	g/f Waffle Fries Broccoli Mixed Veg	Chips Peas Sweetcorn	g/f Wedges Broccoli Carrots	Chips Beans Sweetcorn
Served Daily	Jacket Potatoes with various fillings Salad Bar Selection of Sandwiches Allergies for the daily items available on request				
Dessert	Jam Doughnuts 4, 5, 10, 14	Jam Sponge 5, 10, 12 Custard 10	Cupcakes 5, 10, 12	Treacle Sponge 5, 10, 12 Custard 10	Assorted Fresh Baking 5, 10, 12
	Ice Cream Cake 4, 5, 10, 12	Jelly	Assorted Biscuits 5, 10, 12	Angel Delight 10	Ice Cream 10

### Polite Reminder





## DIARY DATES

DATE	EVENT
Monday 2nd February	Stay + Read—Rec, Y2, Y4, Y6
Wednesday 4th February	Stay + Read—Nursery, Y1, Y3, Y5, Italy
Friday 6th February	Young Voices Concert Manchester Arena
Friday 6th February	NSPCC Number Day
Tuesday 10th February	Nursery Trip
Friday 13th February	School closes

**REMINDER:** All school fees, dinner money, extended provision and Nursery fees need to be paid in advance.  
We do not offer any credit and there are no exceptions.  
Please pay fees on time.

**REMINDER:** We are a nut free school and we would appreciate that any lunchboxes do not include nut products to protect the children in school with nut allergies.



**This half term's focus value is ...**

**DETERMINATION**



### Accelerated Reader – Reading Achievements this week



Australia	80%
Poland	82%
Kenya	84%
Brazil	89%
Ireland	87%

You could help increase your class percentage by doing some extra reading on myON! There are thousands of books for you to choose from! If you need a reminder of your login details, please speak to your teacher. Visit <https://www.myon.co.uk/login/> to start reading!

### TTRS and Numbots Stars of the Week



**TTRS Star of the Week**  
(Minutes played)

**Reggie Year 4**



**NumBots Star of the Week**

**Jacob in Year 2**

### This Week's Attendance

Group	% Attendance
Mexico	93.5%
China	97%
Australia	93%
Poland	97.2%
Kenya	92.1%
Brazil	94.4%
Ireland	94.1%
<b>Total</b>	<b>94.5%</b>

Congratulations to **Poland** class who had the highest attendance in the school this week. Well done to **China** class for coming second. **All classes above 96% continue to receive £5 for their jars; well done China and Poland!** We have just fallen below 96% this week and we need to get back there or above! I am seriously concerned of classes who are below 96%. Meetings with parents of children who are of concern will occur.

If your child is absent from school please contact the school office on 01422 258258 before 9.00am.

It is important we are aware of the reason for your child/children's absence. It becomes a safeguarding concern if parents do not inform school when their child/children are absent. Please contact the school office on the first day of absence before 9am stating reasons for any absence. This will avoid absences being recorded as unauthorised.

If you have any concerns or questions surrounding your child/children's attendance please do not hesitate to contact me.

Many thanks,  
Loraine Stansfield, Pastoral Manager

## CELEBRATION ASSEMBLY

Mexico Reception	Daryl A	For trying hard to remember lots of RWI sounds and working on blending.
	Layla-May W	For building confidence to join in group times and speaking to peers in play.
China Year 1	Ada F	For being an amazing mathematician.
	Amina N	For increased confidence and a positive attitude towards new challenges.
Australia Year 2	Kristopher BH	For building confidence in speaking to adults when finding things tricky.
	Scarlett T	For improved focus and engagement in lessons.
Poland Year 3	Edith G	For your fantastic flag designs in DT week!
	Maya T	For always having outstanding presentation.
Kenya Year 4	Conner C	For fantastic contributions in all lessons, with excellent Antarctica knowledge.
	Jordan C	For great motivation across all subjects and attitude to learning.
Brazil Year 5	Freya W	For fantastic contribution during our DT project.
	Leo B	For an improvement in his presentation.
Ireland Year 6	Jaida S	For excellent drafting in English.
	Isaac P	For creating a brilliant blog in computing.