Springmoor Grange School Newsletter
Volume 19 – Friday 30th January 2026

Another Busy Week

January always feels like a long month but we have almost made it to the end – the dark mornings and nights will now start to lighten over the coming weeks which always helps. The children have continued to work hard in lessons and are making good progress. It has also been great to welcome the Y3 and Y4 parents and carers into school for the English Workshops – we hope you all enjoyed these.

Reception Phonics Stay and Play – Tuesday 3rd February – 1:45pm

Next Tuesday will be the turn of all of our Reception families to join us for a Phonics Stay and Play session. The event will begin at 1:45pm in the Main Hall. If you are unable to make it, please don't worry, as all information will be sent home as well. We look forward to seeing as many of you there as possible.

Weekly Class Charts Top Scorers

Reception	Grace P	Year 4	Heidi C
Year 1	Arlo M	**Year 5**	Lacy G
Year 2	Kieron F	**Year 6**	Elliott L
Year 3	Stanley K		

Car Park

A polite notice to remind parents and carers that the car park is not to be used as a drop off zone on a morning. Access is only available to Blue Badge holders. Thank you for your support with this in order to ensure that children are safe.

Naming Uniform

Please could we ask that you put your child's name on the label inside their uniform, particularly inside jumpers, cardigans and coats. This helps us greatly if children have ever lost items of their uniform. Thank you.

Lost Property

All lost property is stored at the Main Office. Please feel free to call in and have a look if your child is missing items.

Attendance and Punctuality

Overall attendance for the week is 93.5% and the Year Group with the highest attendance is Year 5 with 96.9%. The overall school attendance for the academic year is 93.7% for the whole school and 94.6% for children in Reception to Year 6.

The Primary starts at 8:30am, with the gates opening from 8:20am. Please ensure that your child is at school on time so that they do not miss out on any learning. This week, we have had 565 late minutes and lost learning time.

Safeguarding Update

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.

#WakeUpWednesday

The National College

Dates for the Diary

Tuesday 3rd February	1:45pm – Reception Phonics Stay and Play
Thursday 12th February	8:45am – Y6 English Parent/Carer Workshop
Friday 13th February	8:45am – Y5 English Parent/Carer Workshop
Friday 13th February	Friends of Springmoor Grange – Spread The Love – Wear Red *Suggested Donation – £1- Friends Fund*
Tuesday 17th February	3 – 5pm – Friends of Springmoor Grange – Reception, Y1 and Y2 Movie Night
Wednesday 18th February	NSPCC Speak Out and Stay Safe Workshops – Y2, Y5 and Y6
Friday 20th February	3pm Close for Half Term
February Half Term	
Monday 2nd March	Children back to school Careers Day – Spring 2
Tuesday 3rd March	10:15am and 2pm – Buttercups Stay and Play
Thursday 5th March	World Book Day
Thursday 5th March	Nursery Library Visit
W/C 9th March	Whole School – Parent/Carer Consultations
Wednesday 11th March	SGS Science Day
Monday 16th March	2pm – Reception Mother's Day Event
Tuesday 24th March	Reception Vision Screening
Wednesday 25th March	2pm – Y1, Y2 and Y6 Easter Service – St Andrew's Church
Thursday 26th March	2pm – Y3, Y4 and Y5 Easter Service – St Andrew's Church
Monday 30th March	1:45pm – Reception Egg Decorating
Tuesday 31st March	2pm – Nursery Easter Bonnet Parade
Thursday 2nd April	World Autism Awareness Day – Non-Uniform – Light it up BLUE! *Suggested Donation – £1 – School Fund* 3pm Close for Easter
Easter Holiday	
Monday 20th April	Children back to school Careers Day – Summer 1