



13 February 2026

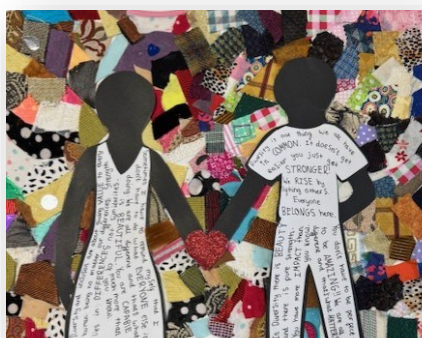
Headteacher's Message

Dear Parents and Carers,

What a busy end to this half-term. The children have been completing their topics and I have been really impressed by what they have learnt and the outcomes of their work. It was lovely to see lots of you at the end-of-topic presentations for Year 1, Year 2 and Year 3 and I know the children really benefitted from getting the opportunity to share their learning with you.

Our Early Years children thoroughly enjoyed their Dinosaur Workshop last week. It was particularly poignant because the workshops were delivered by Peter Tabois, the owner of Travelling Natural History, who was a pupil at Summercroft 60 years ago when the school was first built. Peter was delighted to be back at his former primary school! He has successfully built his company over many years and is working across the globe with international bookings, museum collaborations and appearances on Sky TV. It was great to see him deliver the interactive sessions and inspire our current Early Years children.

I have been absolutely blown away by the quality and thought that has gone into the entries for our House Art Competition. The idea for this came from the children through our Smart School Council and Mr Eaton has then overseen the competition. Our theme of *Diversity* has been embraced with great empathy and we were particularly touched and moved by hearing the children explain the sentiment behind their artwork. Hearing about the different cultures within our community and celebrating their heritage was a really special opportunity and one that continues to embed the sense of belonging in our school. It was almost impossible to choose the winners as all the work had its own meaning, but in the end Jhia, Charlotte K and Nayana were the top 3. Goldfinch were the overall winners of the House Cup. We will be putting the entries up on display around school so please do make sure you take the opportunity to look at the display when you are next in school.



Jhia P - 3rd place



Charlotte K - 2nd place



Nayana T - 1st place

This week we have been celebrating STEM Week. The theme has been looking at the elements of earth, fire, water and air. The week was introduced with a fun and interactive assembly by Mrs Lamb and Ms Lynch, who conducted experiments involving the four elements. All the children then completed their own experiments back in class and there has also been a focus on sustainability and ensuring the children develop a better understanding of the importance of why we need to find sustainable ways to look after the planet. Ms Lynch has also elected a new Sustainability Squad who will be responsible for supporting our own efforts to be more sustainable.



Headteacher's Message continued

Sadly, Mary has decided it is time for her to retire and will be leaving us on Friday 27th February. Mary has been the head cook at Summercroft for just over 21 years and has served up well over a million lunches during that time. I know many of you will have heard, "It's not as nice as Mary's lunches," and her chicken pie has always been a firm favourite with the children and staff. Mary has been such a dedicated and passionate head cook; she cares about all of the children, knows them all by name and knows what they do and don't like each day. She also has a very fun and mischievous side which we will all miss. I am sure you will join me in wishing her a happy and well-deserved retirement when she can focus more on herself and enjoying her swimming and leisure activities. I am delighted that she wants to come back to listen to readers and help with litter pick-ups around the school so she will still be part of the Summercroft community.



After the half-term break we will be celebrating Mental Health Week from 23rd February, when the theme will be *This is My Place*. The aim is to encourage children to feel a strong sense of belonging in all of their communities, in and out of school. I will launch the week with an assembly and this will be followed up in class with further activities.

Parent consultations are taking place on **Monday 2nd March** and **Wednesday 4th March**. Detailed information has already been sent so you can sign up. This is an important opportunity for you to speak with the class teacher and see your child's learning in their books.

I hope you all have a lovely half-term and I look forward to welcoming everyone back at 8:45am on Monday 23rd February.

Kind regards,

Stephen Jess
Headteacher



Support us at your local Tesco!
Vote for us with your blue tokens and help us
raise up to £1000 for our support service.

We offer a support service to vulnerable children and their families in your school, helping them through some of life's tough challenges. We aim to remove barriers to education and wellbeing.

 aspects@allsaints.herts.sch.uk

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13 February 2026

Summercroft Science & Sustainability Updates

Royal Society's Young People's Book Prize

Summercroft was chosen to once again help the Royal Society's Young People's Book Prize. The shortlist was chosen by a panel of five adult judges and they have asked 10,000 young people in schools across the country to form their own judging panels to read, discuss and judge the books themselves. The books shortlisted this year are:

- *Green: The Story of Plant Life on our Planet* by Nicola Davies
- *The Animal Body Book* by Jess French
- *Patience* by Rachel Williams
- *The History of Information* by Chris Haughton with Loonie Park
- *The Rocks Book* by Nancy Dickmann
- *The Wild Life of Dinosaurs and Other Prehistoric Animals* by Mike Barfield

Summercroft are proud that for the third consecutive year, we have been selected as one of the schools around the UK to review the six books, and are very thankful to a team from Years 5 and 6 who have carefully reviewed the books on four criteria: interest, look and feel, ease of reading and inspiration. This year was a tough decision so we had two titles which tied as our winning selection: *The Animal Body Book* and *The Rocks Book*. We will have to wait until March to see if other schools agreed with us and which book is named overall winner!

All the shortlisted books will now be in the school library for everyone to look at and enjoy. Have a read and do let us know which is your top pick!



Sustainability Initiatives - Help Save the Planet and Get Tech For the School!

We're excited to let you know that our school has joined [The Hidden Treasure Hunt](#) – a fun, national recycling challenge that helps children learn how to responsibly manage old, unwanted or broken tech and electricals, while working together as a community to win tech for their school.

The Hidden Treasure Hunt is a UK-wide call to action for schools and families. Children are learning that old electrical items aren't rubbish – they contain valuable materials that can be reused, rather than wasted. By taking part, families help bring this learning to life at home, reduce electrical waste, and support our school at the same time.

How it works

Taking part is simple, and every family can join in.

Step One: Rummage

Have a hunt at home for old, unwanted or broken tech and electricals. Anything with a battery, plug or cable counts – from old chargers and toys to phones, tablets, laptops and small appliances.

Step Two: Recycle

You can recycle your electrical items at your nearest Currys store or at one of over 30,000 local recycling points, which you can find by searching '[Recycle your electricals](#)'. If you take your electrical along to a Currys store you'll receive at least a £5 discount voucher when you spend £25 or more. Some items, such as laptops, tablets, mobiles or consoles, may be worth more through Currys' trade-in scheme – just ask in store.

Continued on next page.





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Summercroft Science & Sustainability Updates, continued

Please remember to back up and remove any personal data before recycling. It's easy to do - visit '[Recycle your electricals](#)' to find out how. Any tech you drop off at Currys will also be safely data wiped to UK Government standards.

Step Three: Register

To earn a planet care point for our school (*Terms and conditions apply – see hiddentreasurehunt.org for details.*)

At a Currys store, scan the QR code in store to register your recycling

At a local recycling point, visit hiddentreasurehunt.org to register your items

What's in it for our school and families?

- Schools compete on a national leaderboard to win Currys vouchers for Microsoft tech!
- Top prizes include £10,000, £3,000 and £2,000 in tech for schools
- Every participating school is entered into termly prize draws for £1,000 in tech
- Families who register their recycling are entered into termly prize draws to win £100 Currys vouchers for Microsoft tech

This is a brilliant opportunity for our whole school community to learn, take action together, and make a real difference – locally and nationally. You can find full details at: hiddentreasurehunt.org

Let's start hunting for hidden treasure and recycling for a better future! Don't forget you can already bring in your batteries and printer cartridges into school for recycling - collection bins are in the school foyer.

STEM Week 2026

The theme of this year's STEM Week was *The Four Elements; Earth, Air, Fire and Water*.

To get our week off to a great start we all got together for our launch assembly where we enlisted the help of some superheroes to have a go at some experiments to demonstrate the power of the four elements!

Mr Eaton had the superpower of air and showed how he could knock down a structure without using his hands, instead creating a vortex. Mr Carter had the superpower of fire. He showed how he could make a candle swing by itself by burning both ends. The children also saw how Mrs Fuat could make a leaf with ink on it move through the water on its own using her superpower of water. And finally, we all worked together to create a mini 'earthquake' to knock over a tower of cups by all jumping at the same time.

We hope you enjoy reading about the fun activities and STEM learning that have taken place during the rest of the week!

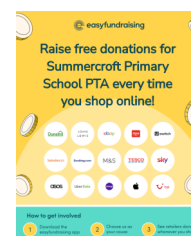


PTA Fundraising Initiative!

Did you know you can raise money for the school every time you shop online - at no extra cost to you? Whether it's the weekly food shop, booking a holiday, or a cheeky takeaway, over 8,000 big names like John Lewis, Argos, ASOS, Sainsbury's and Just Eat will donate to our PTA. #easyfundraising will help us fund equipment and educational resources that will directly benefit the children. It takes 2 minutes to set up!

How it works:

- ☒ Sign up for free here: <https://www.easyfundraising.org.uk/causes/summercroftprimaryschoolpta/>
- ☒ Shop as normal.
- ☒ The retailer will send us the funds!





EYFS

We've Had A Dinotastic Time!

It's been a very exciting few weeks across Early Years as we continued our dinosaur topic. The children have fully immersed themselves into their learning and have become dinosaur experts, learning many facts about specific dinosaurs, including how much they weighed, how big they were, what features they had and if they were a carnivore or a herbivore! The children have also enjoyed becoming palaeontologists in the role play area whilst looking closely at dinosaur bones and fossils.

Over the past few weeks, the children have been busy collaging dinosaurs using different materials and media, making 2D shape dinosaurs as well as making their own fossil from salt dough.

The most exciting news came when we found out that the eggs we were keeping safe had hatched, but whatever was inside them had disappeared! This sparked lots of conversation amongst the children and they decided it would be best to make a trap to see if we could catch the creature who left the eggs. The children worked collaboratively to create a trap using sticks and branches which they found during forest school. A few days later we went to check the traps and were delighted when we found not one, but three dinosaurs!

In Reception, the children created 'What Am I?' books. The children wrote clues and had to guess what dinosaur was inside. They have also been looking at doubling during maths, as well as looking at odd and even numbers.

In Nursery, the children drew their own dinosaur and have been practising writing their name. In maths they have been continuing to learn about numerals to five whilst counting out the correct amount of objects needed to match a particular number.

We were very lucky to have a visit from 'The Travelling Natural History Museum'. The children were fascinated with 'Dino Man' and were in awe of all of the items he brought along, as well as the facts he told us. He was amazed with how much we had learnt this half term. What a fabulous way to end our dinosaur topic!





Year 1

Water Flowing Everywhere!

During STEM week, our first focus was the element of water. We talked about how fun water play can be. Despite the recent amount of rain, we also considered how and why water should be conserved. We explored examples of water walls and learnt that the key design idea was water always flows downwards. Many children fondly remembered playing with a water wall in Reception and were thrilled at the idea of designing one of their own. Just like real designers, the children sketched their ideas, then worked together using teamwork and problem-solving skills to construct a water wall using recycled materials. They are very proud of their creation and are excited for the rest of the school to enjoy it when we are back on the field. A huge thank you to parents for your fantastic support in raiding your recycling bins – we couldn't have done it without you!



Our second focus in STEM Week was the element of air. It is hard to understand an element that you cannot see! The children saw the effect of the air when the vortex blew the cups over in assembly. In class, we investigated bubbles. The children learnt that bubbles are soapy water surrounding air, so we knew that we had captured air. We used engineering skills and tenacity to build frames to create cuboid bubbles. We now all love a cuboid bubble in Year 1!

In English, the children have become experts on wiri wiri peppers. We also spent time preparing to make our cookies. The children focused on understanding new vocabulary, reading and re-reading a recipe, and following steps carefully. All the careful preparation meant that baking Guyanese lime cookies was “easy peasy”. The best part was sharing our scrummy cookies with our grown-ups.

In maths, we are continuing to work on numbers to 20. The children have been using number bonds within 10 to help solve addition problems within 20. For example, if we know that $6+2=8$, then $16+2=18$. We have been using a game to help with quick recall of number bonds. <https://www.topmarks.co.uk/maths-games/hit-the-button>





Year 2

What A Busy Half Term!

To finish of our *Great Fire of London* unit, the children became Thomas Fariner, the baker! They had the chance to knead, plait, knot and twist dough before creating their own bread rolls – we hope they enjoyed eating them at home! We all thoroughly enjoyed welcoming you into school to our 'Meet the Experts' afternoon. Thank you to everyone who came; it was a brilliant afternoon!

In English, the children have been very busy finishing off our unit about *The Dark*. They started by making their glow jars, which they were excited about! From this, they wrote detailed instructions on how to make one. The children included imperative verbs, time conjunctions and adverbs to ensure their instructions were clear and precise. Once they had finished, they wrote them up and presented them as whole class book.

The children have been working on recognising various flat 2D and solid 3D shapes. Over the last week, the children have been identifying their faces, edges, and vertices to describe their properties. From this, they were able to sort them as well as applying them within patterns.

This week has been STEM Week, and our focus is the elements – earth, air, wind and fire. We began the week by creating our own paper Tudor houses, just like the house during the Great Fire of London. The children watched from a distance as their houses were burnt down. We discussed it being a windy and dry day. The houses were made from flammable material as well as being close together. The children were incredibly excited to watch it all happen right in front of their eyes!

It has been a very busy half term, and the children have worked incredibly hard. We hope you have a lovely break.



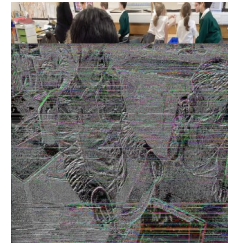


Year 3

Mountains Of Modroc!

Year 3 have been very busy preparing for this week's *Mountains* presentation. We have spent some time learning about famous mountains in different continents around the world and the mountaineers who dare to climb them. Ask your children if they can tell you who were the first people to reach the summit of Mount Everest, who was the first woman to reach its summit, and who were the first all-black group to reach the top of the world's most famous mountain.

The children have shown great team work, building their mountains and covering them (and themselves!) in Modroc. They had lots of fun and their mountains looked fantastic. Thank you to all those who were able to attend the presentation. It was great to see so many parents and carers there and wonderful to see the children sharing their learning with pride and enthusiasm.



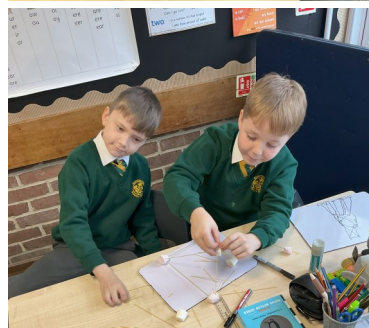
STEM Week - Braving the Elements

This STEM Week, we took a deep dive into the forces of nature that shape our world: earth, wind, fire and water. By connecting these ancient elements to modern science and technology, Year 3 discovered how we can harness the power of nature to solve 21st-century problems. Whether it's upcycling, by transforming "waste" into wearable art, (Earth), capturing the power of the breeze (Wind), mastering energy (Fire), or conserving our most precious resource (Water), our students are proving that they have the tools to build a better, more resilient world."



To Ban or Not to Ban....That is the Question!

We concluded this half term's English text, *The King who banned the Dark*, with a trip down conscience alley. The children discussed and then wrote a balanced argument for and against the king's decision to ban the dark from the town of Sunville. The king himself then listened to the children's arguments and came to his final decision. Will the ban be lifted? Or will the villagers of Sunville be forced to live in a world of artificial light, 24 hours a day?





Year 4

Water, Air, Moon And Stars!

This year, our whole-school STEM Week has been based upon the four elements, and we challenged the Year 4 children to delve deeper into water and air. Providing lots of hands-on experiences, the children linked their clouds in a jar experiment to their broader understanding of the water cycle. In DT, much fun was had making and then adapting their helicopter designs so they could fly for longer. Problem solving, creativity and determination underpinned all the children's work and we are very proud of their successes.

In English, we have continued our quest to discover *How the Stars Came to Be*. The children put themselves in the shoes of the main character and had to undertake a very demanding task – using glitter to create the constellations, one piece at a time! Although some were excited at the beginning of the task, they soon understood why the girl in the story had begun to feel disheartened after months of hard work with no end in sight. The children were able to discuss their feelings at different points in the task and to map the girl's parallel emotional journey. They have also written some beautiful poems describing the moon, using poetic devices such as similes and metaphors.

In art lessons, we have been exploring how to make tessellated designs. The children followed a tricky process to create their own templates which they could then draw around to make tessellated patterns. We went on to use our patterns to explore colour choices. What happens when they make a tessellated design using complementary colours? How many colours do they need? How does the design change if they use cold colours, or warm colours? The process was not an easy one and we were impressed by the children's resilience and creativity.

The children have been working hard to master their times tables. Keep practising and let's see those heat maps turn green!

Have a wonderful half term!



Birthday List

Happy Birthday to the following children who have celebrated their birthdays recently.

Birdie J - Acorn
Georgina B - Oak
Nia P - Elm
Amairah S - Holly
Ravi M - Chestnut
Jack O - Oak
Khali L - Elm
Orla B - Cherry

Elvia Q - Ash
Mahelan M - Maple
James H - Cherry
Alfie L - Ash
Maevie M - Elm
Grace T - Willow
Iris C - Lime
Rayleigh A - Beech

Eesa F - Hazel
Rory D - Willow
Edward D - Willow
Joe M - Elm
Iyanu O-S - Apple
Joshua S-C - Oak
Luke R - Lime
Ollie B - Lime
Sai K - Hazel



The End Of An Odyssey

[illegible]

Population: 38.8 million

A Soukrite Food Choice in Morocco is a pig called chebabia

did you know? There's a city that's only blue!

The rough temperature of Morocco is 20-30°C

A hand-drawn map of Morocco, colored in red. The map includes several cities marked with dots and labeled: Agadez, Algeria, Anassor, Asfi, Casablanca, Guelma, Jijel, Marrakech, Meknes, Rabat (marked with a star), Tangier, Tetouan, and Tlemcen. A green five-pointed star is drawn in the center of the map. A speech bubble in the bottom right corner contains the text 'The rough temperature of Morocco is 20-30°C'. A note on the left side says 'A Soukrite Food Choice in Morocco is a pig called chebabia'. Another note on the left side says 'did you know? There's a city that's only blue!'. The word 'Morocco' is written in large, stylized letters at the bottom, with 'Mor' in red, 'oco' in green, and '!!!' in blue. The population '38.8 million' is written vertically on the left side.



Congratulations to Eliana C in Sycamore Class, who recently took part in trials for the Essex County Gymnastics Squad. We are thrilled to share that she was successful and is now a member of the Junior Essex County Squad for 2026 – an incredible achievement! Eliana trains for an impressive 16 hours each week and works exceptionally hard, consistently demonstrating dedication and determination. Her success truly shows that hard work pays off.





Year 6

Reaching New Heights: A Flying Finish To The Half Term

Year 6 have ended the half term on a high with an exciting and thought-provoking STEM Week. Exploring the elements- earth, air, fire and water- we focused on the sustainability of these precious resources and the impact human activity can have on them. Year 6 chose to investigate air, linking our learning to the real-world challenge of space travel. We discussed how many rockets are single-use, meaning huge amounts of fuel, materials and energy are used for just one launch, creating waste and making space exploration far less sustainable. Engineers today are working hard to design reusable rockets – and Year 6 took on the same challenge!

The children designed and built their own rockets with the goal of creating one that could survive multiple launches. They had to think carefully about air resistance, shape and materials, as well as experiment scientifically to maximise thrust using their Berocca fuel by adjusting the amount of water in their canister. After an initial test launch, they evaluated their results and refined their designs. It was fantastic to see their resilience and teamwork in action: many found that smaller, sturdier rockets were more successful and that less water produced greater thrust. There was lots of excitement (and a few surprise landings!) as their investigations quite literally took off.

On Tuesday, we also enjoyed a wonderful visit to Birchwood to watch their students' production of Grease. It was a fantastic afternoon and gave the children a glimpse of what lies ahead for them in the not-too-distant future.

Finally, we were so impressed by the fantastic entries to the House Art Competition. It has been lovely to see how creatively the children interpreted the themes of diversity and inclusion in such thoughtful and unique ways.

It's been a busy and positive end to the half term. Thank you, as always, for your continued support. A final reminder that our SATs parent meeting will take place on Tuesday 24th of February at 9am. We look forward to seeing those who can make it, there! The slides used will be distributed to all parents and carers following the meeting.



Sporting Successes!

Summercroft's Year 6 netball team played their opening league match this week, away at Manor Fields. Despite having only had two practice sessions, the team still managed to pull off a fantastic 14-1 win. [Congratulations](#) to Jhia, who earned the Player of the Match award. A huge well done to all the team on their brilliant display and the teamwork shown. Thank you to Mrs Kirkby for leading training sessions and coaching the team during the match.

Year 4 took part in a gymnastics competition at Stortford Gymnastics last week. Six pupils had to learn a floor routine, followed by a vault. They faced off against squads from 10 different schools and remembered their routines incredibly well, managing to secure a 4th placed finish. Mrs Purchase reported that the girls were a great team and showed good sportsmanship to the other competitors.

Well done!





SEND Updates

We would like to make you aware of some of the local support available for parents of children with SEND.



You can find lots of articles to support children's wellbeing and emotional health [here](#).

Please access the Developing Special Provision Locally, Area 3 (DSPL3) website and Facebook page linked below. There you will find a range of helpful information, advice, courses and further SEN support.

DSPL3 Website- [Developing Special Provision Locally \(DSPL\) 3 - Home](#)

DSPL3 Facebook page- [Delivering Special Provision Locally Area 3 - East Herts | Facebook](#)

There are also a range of other support groups, including:

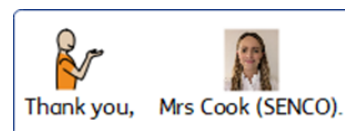
[SPACE Hertfordshire – Supporting families in Hertfordshire | Autism | ADHD | Neurodiversity](#)

[ADD-vance](#)- The ADHD and Autism Trust- courses include 'Understanding my ADHD'.

[Families in Focus | Courses for Parents, Hertfordshire](#)

[Families Feeling Safe](#) • Protective Behaviours training, courses and workshops.

SENDIASS- [Home](#)- Info, advice and support with the SEN systems.



New SEN Signposts:

- 'Understanding My Autism' & 'Understanding My ADHD' courses for children starting in January 2026
- Neurodiversity support Hub- for children with a diagnosis or awaiting an assessment.



Next DSPL3 Parent Coffee Morning- 18th March. See attached flyer for more information.

- Herts Parent Carer Involvement- A parent and carer forum. Ensure your views and experience are heard. Please see attached flyer.

Punctuality Matters!

Did you know?

The early work in our classes helps the children to embed and practise the skills that they have learnt previously.

Our registers close at 8:55am.

Missed minutes = missed learning = missed opportunities!

Being frequently late for school means lost learning:

- o Arriving 5 minutes late every day adds up to over 3 days lost each year.
- o Arriving 15 minutes late every day is the same as being absent for 2 weeks a year.
- o Arriving 30 minutes late every day is the same as being absent for 19 days a year.

Our school attendance policy can be found [here](#).



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?

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, emotional literacy, and overall wellbeing for children across the UK.



#WakeUpWednesday

The National College®