Date 16.1.25

CLICK ON ME

Next own clothes day - Spanish Day on Wednesday 28th Jan

Message from Mrs Berthoud

Whatsapp Groups

These groups are excellent for sharing reminders about school events, non-urgent updates, or clarifying general information that has already been communicated by the school (e.g., "Don't forget it's dress-up day/PE/Forest School tomorrow!"). They can help parents connect with each other, arrange playdates, or coordinate activities outside of school. Please ensure all communication is respectful, constructive, and positive. Avoid gossip, speculation, or negative comments about the school, staff, other parents, or children.

LEARNING

Reading records

All children should have a reading record that comes to and from school each day. We would like children to read at least 3 times a week and complete the reading record when they do.

Most children will bring 2 books home - one matched to their reading phonic or AR level and one they have chosen themselves to 'read for pleasure'

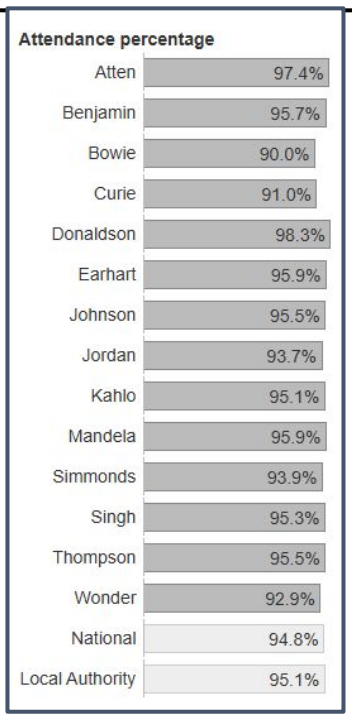
SAFE

Wake up Wednesday by the National College has a library of FREE supporting resources which parents can use to help support children with online safety at home. They share a poster every Wednesday which we repost. See all here:https://info.nationalcollege.com/wake-up-wednesday?hidebanner=true

E safety week starts on 2/2/26

Attendance Matters

Who is 96%+?



HAPPY

Year 2 loved dressing up this week for their new building topic!



FOS events

Book your disco tickets here!
https://www.fospta.co.uk/events

Diary Dates

January 28th 2026
Spanish Day

February 16th to 20th 2026
Half term

February 27th 2026
FOS Disco

March 5th 2026
World Book Day

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

DIGITAL DEVICES & WELLBEING

Children aged 7 to 14 now spend roughly 3 to 5 hours a day on phones, tablets, consoles, and computers. That much screen time has parents and educators worried – not just about the hours logged, but about online safety and the knock-on effects on mental health. This guide brings together practical, expert-backed strategies so adults can nurture healthier digital habits and help young people thrive both on and offline.

WHAT ARE THE RISKS?

SLEEP DISRUPTION

Excessive screen time, especially before bed, can interfere with melatonin production and delay sleep onset. Children may struggle to concentrate or regulate emotions due to poor sleep hygiene linked to late-night device use.

ONLINE PEER PRESSURE

Social media platforms expose children to unrealistic standards and peer validation loops. Likes, comments, and follower counts can influence self-worth and lead to anxiety or risky behaviour to gain approval.

CYBERBULLYING EXPOSURE

Children may encounter bullying through messaging apps, games, or social media. This can be persistent and anonymous, making it harder to detect. Victims often feel isolated and reluctant to report incidents.

REDUCED PHYSICAL ACTIVITY

Time spent on screens often replaces outdoor play and physical activity. This sedentary lifestyle can contribute to obesity, poor posture, and reduced cardiovascular health.

EMOTIONAL DYSREGULATION

Fast-paced digital content can overstimulate young brains. Children may become irritable, impatient, or struggle with boredom and emotional control when not engaged with screens.

PRIVACY AND SAFETY RISKS

Children may unknowingly share personal information or interact with strangers online. Without guidance, they may not understand the long-term consequences of digital footprints or unsafe online behaviour.

Advice for Parents & Educators

SET CLEAR BOUNDARIES

Establish screen-time limits and device-free zones, e.g. classrooms and dinner tables. Use parental controls and co-create a digital use agreement with children to encourage accountability. Trying a visual schedule or timer app can help children understand and stick to limits.

ENCOURAGE OPEN DIALOGUE

Create a safe space for children to talk about their online experiences. Ask open-ended questions like, "What did you enjoy online today?" to build trust and awareness. Try setting aside 10 minutes each day for a digital check-in where children can share what they've seen or done online.

MODEL HEALTHY HABITS

Children mirror adult behaviour. Demonstrate balanced device use, take regular screen breaks, and prioritise face-to-face interactions to reinforce positive behaviours. Making a habit of putting your phone away during meals and conversations can show that real-life interactions come first.

PROMOTE DIGITAL LITERACY

Teach children how to evaluate online content, recognise misinformation, and understand privacy settings. Empower them to think critically and act responsibly in digital spaces. You could use real-life examples from the news or social media to help children practise spotting fake information.

Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, which works with schools on improving their mental health provision.



#WakeUpWednesday

The National College®

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