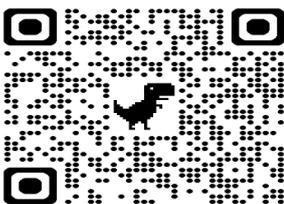




READING PERCENTAGES

No Reading Percentages this week

Please scan the QR code below for quick access to our website



It has been lovely to see so many children being awarded their WOW badges this week for walking to school at least once a week during February. 202 children have been awarded a February badge.

We are now entering March so the travel tracker will be tracking all those children who have at least one active travel day a week again next month. There is a new badge available for March for the children to collect.

A reminder to those families travelling to school by car, that ASDA are kindly allowing parents to park in their car park so you can park and stride to school. This will be logged on the travel tracker as an active travel day and will count towards achieving a badge. We are also really excited to hear that Strider will be joining us at ASDA on Wednesday 11th March for our park and stride. All families are welcome to join us in the car park at 8.30am.

From April we will be increasing to 2 active travel days a week



WEEKLY ATTENDANCE

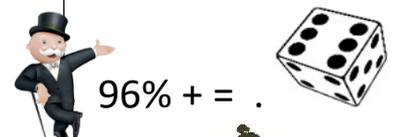
ACORN:	98.2%	↑
ROSE:	99.5%	↑
TULIP:	99.5%	↑
ACER:	93.3%	↓
REDWOOD:	99.1%	↑
SPRUCE:	95.9%	↓
MAPLE:	97.9%	↓
BEECH:	96.7%	↓
ROWAN:	97.0%	↓
POPLAR:	96.7%	↑
SYCAMORE:	96.4%	↓
CHESTNUT:	99.3%	↑
OVERALL:	97.3%	↑

School Target: 96%

Is your class attendance higher or lower than last week?

We would love to see every class rolling the Classopoly dice next week!

Class Attendance



96% + = .

Award Winners

CLASS	MATHS	ENGLISH	ICARE
Rose	Raif	Lila-Rose	Hayden
Tulip	Israel	Younas	Aria R
Acer	Harper	Yousra	Harlee Rose
Spruce	Royal	Emily	Jordan
Redwood	Ella	Nina	Eren
Acorn	C.J.	Oliver	Finley
Maple	Lola	Gracie-Mae	Maya R
Beech	Daisy	Nathan	Sree
Rowan	Riley	Raihan	Harrison
Poplar	Iqra	Oscar	Annabelle B
Sycamore	Jackson	Luca	Harry H
Chestnut	Freddie G	Harleigh	Sonny

KS1 Numbots Highest Coin Earners

1st: Harry W in Redwood

2nd: Arlo in Redwood



3rd: Lincoln in Redwood

CLASS	Active Minutes
Acer	125
Beech	83
Redwood	55
Poplar	55
Maple	47
Sycamore	45
Rowan	45
Chestnut	40
Spruce	30

KS2 T.T.R.S. Highest Coin Earners

1st: Nia in Sycamore

2nd: Zeynep in Beech



3rd: Daisy in Beech



Numbots News

We are delighted that Harry and Aydan in Redwood class have completed the whole of Numbots and have been awarded their Gold, Platinum and Diamond badges. Well done boys. This is an outstanding effort. We are very proud of you.

MACHINE OF DREAMS

K.S.1

Imogen in Acer
Freya in Acer
Murise in Acer
Aria in Acer
Rida in Acorn
Marnie in Rose
Frankie in Redwood
Nina in Redwood

K.S.2

Riley in Rowan
Zeynep in Beech
Nathan in Beech
Sofia in Beech
Lucas in Beech
Heidi in Maple
Sonny in Chestnut
Abu in Chestnut
Sam in Chestnut

Safeguarding/Outreach (239950 option 3)

We'd like to remind parents that if you need support with anything from mental health and parenting to finances, housing or other issues, our outreach team is here to help. We can also refer you to other services, such as the Child and Family Wellbeing Service. Just pop in or give us a call, and we'll be happy to chat.

Special Educational Needs and Disabilities (SEND) information

For parents/carers of children with SEND or concerned regarding a possible need you can access all relevant information on the following link on our school website;

You can also contact the school office if you wish to make contact with Mr Reay (SENDCo) and an appointment can be made at a convenient time. Additionally the Local Authority have lots of useful information on the following links;

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/send-newsletter/>

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/things-to-do/break-time/>

On-Line Safety

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 ADULT ANIMATED CONTENT

WHAT ARE THE RISKS?

Bright, bold, and widely shared, adult animated content is more popular than ever, but not always what it seems. These videos, which may appear cartoonish and harmless, often contain strong language, explicit themes, graphic violence, or dark humour. Many are accessible through platforms like YouTube, TikTok or streaming services, where filters may not catch them in time.

MISLEADING VISUAL STYLE

Many adult animations mimic the colourful, exaggerated look of children's cartoons. This can easily mislead not just children, but also adults, into thinking they're suitable for younger viewers. Without watching the content fully, parents or educators might approve a show or video that contains explicit jokes, graphic imagery, or highly inappropriate language, all disguised beneath a playful and fun visual style.

EXPOSURE TO HARMFUL THEMES

A number of adult animated shows and online videos explore mature or disturbing themes, such as addiction, trauma, abuse, self-harm, or violence, and often do so in a stylised or humorous way. Younger viewers may not have the emotional maturity to process this content, leading to confusion, distress, or the normalisation of very serious issues that should be discussed in a supportive context.

RISK OF DISTRESS AND FEAR

Some adult animations, especially horror-based content or 'creepypasta' style stories, include disturbing imagery, unsettling music, and sudden scares. These videos sometimes feature distorted versions of well-known children's characters, such as Sonic the Hedgehog or Peppa Pig, in frightening or violent scenarios. Children can be negatively affected if they come across this unexpectedly, leading to sleep disturbances, anxiety, or long-lasting fears, especially if children have existing worries or sensitive personalities.

INFLUENCE OF EDGY HUMOUR

Dark, edgy humour is common in adult animation and often includes jokes about topics like sexism, racism, mental illness, or abuse. When children hear these jokes, they may repeat them without fully understanding their meaning. This can lead to inappropriate behaviour in school or online spaces, and in some cases, it can reinforce harmful stereotypes or desensitise children to real-world injustice and discrimination.

ALGORITHMIC RECOMMENDATIONS

Video platforms are designed to keep users watching by suggesting similar content. If a child watches one mature animation, they may quickly be shown more, including even darker or more extreme videos. These recommendations are based on viewing patterns, not age-appropriateness. Without strict settings in place, this can lead to a rapid spiral into unsuitable, upsetting, or even harmful content online.

DESENSITISATION TO VIOLENCE

Stylised violence in animation is often exaggerated and constant. Repeated exposure to it can reduce a child's emotional response to harm, making aggression or cruelty appear entertaining or acceptable. Over time, children may become less empathetic or more tolerant of harmful behaviours in real life, especially if they see others online reacting with humour, memes, or praise for violent characters or scenes.

Advice for Parents & Educators

LEARN WHAT CHILDREN ARE WATCHING

Take time to ask children what they're watching and who their favourite creators are. Sit down and watch a few videos to get a full understanding. This helps you spot inappropriate content early and shows children that you're interested and engaged in their online world, not just policing it.

USE PLATFORM SETTINGS WISELY

Make use of built-in safety tools like content filters, restricted mode, and age settings on platforms such as YouTube, Netflix or TikTok. Turn off auto-play where possible and regularly review what children are being recommended. Although these settings aren't foolproof, they add an important layer of protection and help reduce the risk of children encountering disturbing or adult content accidentally.

TALK ABOUT WHAT'S APPROPRIATE

Keep communication open and non-judgemental. Talk about why certain themes or jokes are not appropriate for children, even if they appear in animated form. Help children understand that just because something is popular or shared widely, it does not mean it's suitable or safe. If they've seen something upsetting, respond calmly, offer reassurance, and explain things in an age-appropriate way.

ENCOURAGE CRITICAL THINKING

Help children think carefully about what they watch. Talk about the difference between fictional exaggeration and reality, while helping them question why certain content is made. Is it informative, entertaining, or meant to shock? This builds digital resilience and encourages them to make safer choices in future, rather than simply following viral trends or peer pressure to watch mature content.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. We offer memberships and packages to help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

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See full reference list on our website

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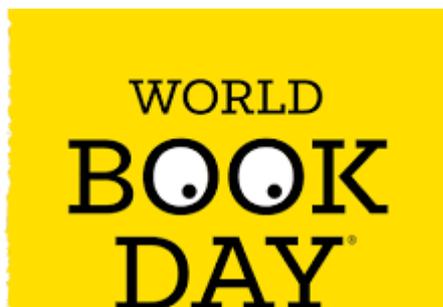
The children who went to the dodgeball festival last night at Holy Cross were brilliant! It wasn't a competition and was centred around good sportsmanship and being honest, and the children really impressed us. They were super ambassadors for the school and we all had a great time! They should be very proud of themselves!



WORLD BOOK DAY – THURSDAY 5TH MARCH

Children are invited to come into school dressed in their pjs, with their favourite book and teddy. Please make sure names are in books.

We have lots of exciting reading activities planned throughout the day!



DIARY DATES

- Thursday, 5th March:** Year 4 Reading Café
- Monday, 9th March:** Reception and Year 6 Heights and Weights
- Thursday, 12th March:** Year 5 Reading Café
- Wednesday, 25th March:** D.S.G.T. Rehearsals
- Thursday, 26th March:** D.S.G.T. Grand Final

For Reading Cafes please drop your child off as usual in the morning and then make your way to the hall.

TERM DATES 2026/2027

Autumn Term 2026

- INSET DAY: Tuesday 1st September 2026
- Starts: Wednesday 2nd September 2026
- Half term: *Monday 26th October to Tuesday, 3rd November 2026 (inclusive)*
- Ends: Friday 18th December 2026

Spring Term 2027

- Starts: Monday 4th January 2027
- Half term: *Monday 15th February – Friday 19th February 2027 (inclusive)*
- Ends: Thursday, 25th March 2027

Summer Term 2027

- Starts: Monday 12th April 2027
- May Day: Monday 3rd May 2027
- Half term: *Monday 31st May – Tuesday, 8th June 2027 (inclusive)*
- Ends Friday 23rd July 2027

