



THIS WEEK...

YOUNG VOICES

As mentioned in last week's newsletter, we're thrilled to share some fantastic quotes and even more photos from Year 5's unforgettable Young Voices trip last week.

Logan: "We had lots of fun, it was an amazing opportunity".

Archie: "My dancing was some of the best in the O2!".

Delilah: "It was really fun! We didn't know it was going to be dark and all the lights would be flashing and different colours. It was like a real concert! One of the best parts was being able to sing with my friends".

Billy: We were very lucky to be able to go! It was very fun to spend it with my friends, the coach was also super fun".

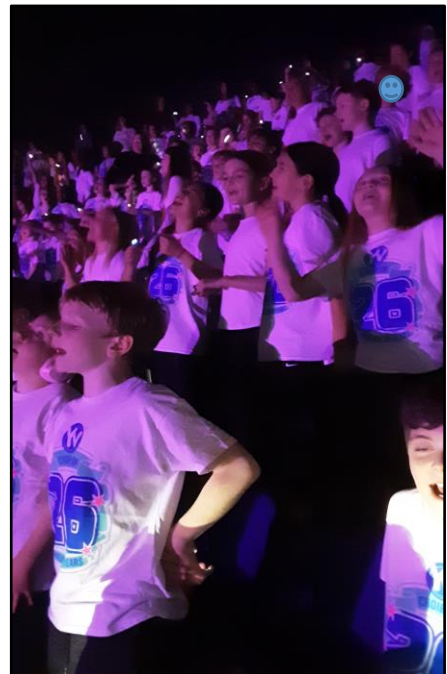
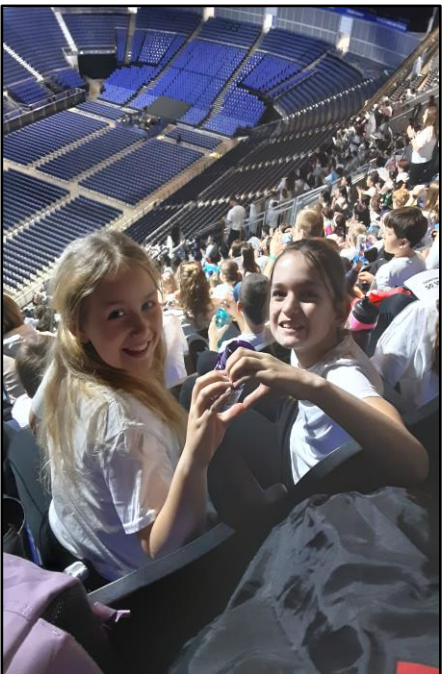
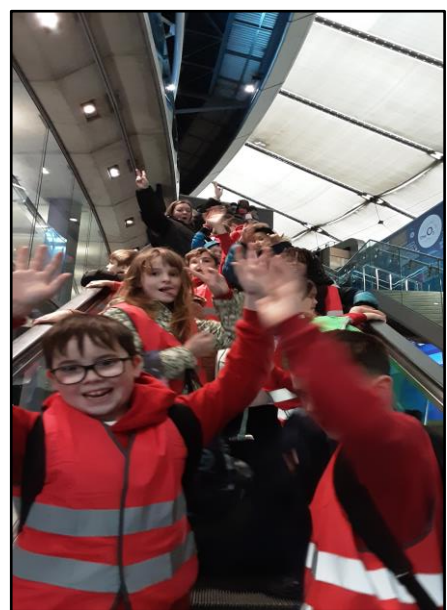
Abigail: "It was a great chance to be able to sing like a real singer".

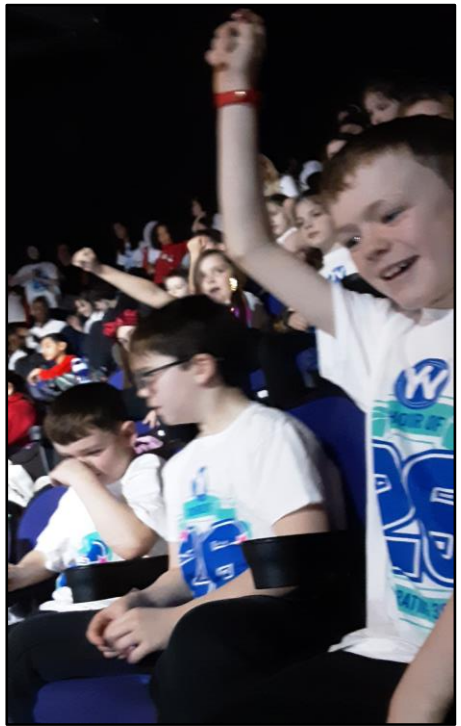
Olivia: "It's really cool and was so fun to have so much time with my friends. We were like real pop stars".

Shaun: "It was my first time going to the O2. It was so fun sitting with my friends and dancing".

Tammy: "It was so much fun to express out voices and we also had the chance to be free! The O2 was so much fun, we enjoyed every second of it".







READING DOG

We are delighted to share that Poppy and her owner will be returning to school this term. The visits can help to give Pupils opportunities to increase their confidence and sense of well-being. Poppy will remain on the lead and under control at all times, under the close supervision of her owner, and sessions will be supported by a member of the school staff. If you would like your child to have the opportunity to take part in a session with Poppy and you didn't previously complete the consent form, please click here

[Reading Dog Consent - Fill in form](#)



CHARITY FUNDRAISING DAY - THURSDAY 12TH FEBRUARY

This half term, the Charity Champions have voted to raise money for a local charitable fund, **George and the Giant Pledge**. While George and the Giant Pledge is not a standalone Registered charity itself, it is a highly successful fundraising campaign created by Vicki and James Woodall that raises money for The Royal Marsden Cancer Charity, after their son George was diagnosed with a rare and aggressive form of cancer in 2017.

It specifically funds research, equipment, and staff for childhood cancer. Thankfully, George is now cancer-free!

You can find out more information about this amazing Fundraising campaign here: [George and the Giant Pledge - Beating children's cancers together | Giant Pledge](#)



The Charity Champions would like to focus on a particular CAPTURE skill as part of this half term's fundraising so we are going to **collaborate** as a school by coming in **wearing blue**, **linking to the colours of the fundraising logo**, in exchange for a **3-coin donation of your choosing**. During the school day, the children are going to **collaborate** further by discussing a personal pledge they would like to make and we will piece this together to create a whole school Giant Pledge Wall. Keep an eye out in future Newsletters for this!



To Help Beat Childhood Cancer

STAFF UPDATE

We would like to share that Mr Fensom is no longer at Wray Common. We would like to thank him for all of his years dedication to the school and the Wray Common community and wish him all the best in his next chapter.

Chris Page, who works at one of our Greensand Schools, Reigate School, who has supported us in the past, will be based at Wray Common until we appoint a new Premises Manager.

FAMILY SUPPORT

If you need any support, please do not hesitate to contact us. We can help you source information about support through the right agencies, and make referrals ourselves to local support groups. Here are some of the things we have supported families with recently:

- School uniform, school bags, P.E. trainers and school shoes
- Pre-loved clothes for children
- Foodbank referrals
- Housing applications and letters of support
- Seasonal gifts for children

If you have any questions or would like to talk about how we can help, please contact Miss Baldwin on 01737 761254 or email familysupport@wray-common.surrey.sch.uk

UPCOMING EVENTS

Tues - Fri - THINK Space Workshops (all year groups)



Wed - Primary Panathlon (selected children)

Fri - Football v Parish (Home)

SCHOOL UNIFORM

Please can we remind you of our School Uniform policy, which advises one small pair of stud earrings may be worn - they are also to be removed for PE.

There is an increasing amount of children wearing hoop earrings, which are not permitted within school. To view the policy, please visit [School Uniform Policy](#)

CALLING ALL GARDENERS!

To help Year 3 with planting fruit to create their own fruit crumbles, we are asking if any keen gardeners have any strawberry runners which they are happy to share?

If you are able to help, please hand your runners in a pot of soil into the school office.

Thank you.



HONOUR BOOK

RH	Mason	For persevering with his reading and moving onto books with words.
RP	Kitt	For sharing such a wonderful reflection with Miss Palmer: 'I am inspired to do my writing because I am pleased with my progress!'
1LP	Zach	For consistently aspiring to be the best he can be. He puts so much effort into his learning and is a true 1LP role model!
1P	Aisha	For her exceptional effort and perseverance with her Numbot homework.
2T	Kai	For his fantastic effort with his home learning and earning 18,270 coins in Times Table Rockstars in 2 weeks!
2F	Josh	For consistently remembering feedback in writing and improving on it next time he writes.
3EM	Ralph	For excellent focus in his writing when retelling the BFG story map.
3F	Harry	For having the courage to stand up and contribute his idea in the soap box assembly.
4B	Kayliah	For using what she already knows to help her independently count in fractions.
4S	Abel	For demonstrating the Wray Play Way at lunchtimes.
5A	Emeer	For brilliant focus when working independently - he is consistently striving to complete work to the best of his ability.
5J	Charlotte	For showing respect to other children when listening to them present their work to the class.
6C	Annie	For aspiring to be the best she can be by working hard in all lessons.
6F	Zoe	For always being a wonderful role-model for behaviour, learning and kindness. You are an absolute asset to 6F.

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.

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.



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