



NEWSLETTER

FRIDAY 30TH JANUARY

ISSUE NO.18

EXCELLENCE IN EVERYTHING



EXCELLENCE IN EVERYTHING-ACHIEVING GREATNESS THAT LASTS A LIFETIME

Message from Mr Taylor

Over recent months, Warren Farm has continued to deepen its work on character education through our collaboration with **Compass for Life**. This work sits at the heart of our school vision, **Excellence in Everything**, and supports our belief that education is about who children become, not just what they achieve. Through a shared focus on purpose, values and direction, Compass for Life has helped us strengthen the language and structures that already exist at Warren Farm, bringing greater clarity to our **12 Character Waypoints** and helping children reflect on their own aspirations and personal "Super North Stars". This approach is now visible in classrooms, assemblies and leadership opportunities across the school, and is shaping a consistent, values-led culture that supports the whole child.

We are grateful to our pupils and parents for sharing their reflections on how this work is shaping learning, behaviour and a sense of purpose at Warren Farm. Below are just a few reflections from our pupils and parents, sharing how this focus on character and purpose is being experienced across our school community.:

"It is so amazing to hear my 4 year old come home and talk about communication, empathy, responsibility etc. A lot of things I try to incorporate at home I feel confident is also being reinforced at school which I think is so important and I am so happy I chose Warren Farm to deliver my daughters primary school education". (Parent)

"The character development here is why we chose this school. The focus is so clearly on the whole child" (Parent)

"My Super North Star is like what I want to be when I'm older and how I get there." (Child)

"The Character Waypoints help you know how to act, not just what to learn." (Child)

Mr Taylor



DATES FOR YOUR CALENDAR

Tues 3rd February	Parents Evening all year groups 3:30pm - 6:00pm
Wed 4th February	Parents Evening all year groups 3:30pm - 6:00pm
Fri 6th February	Number Day - Non Uniform day
Tues 10th February	RMH Valentines day workshop from 2:00 - 3:00
Wed 11th February	RAY Valentines day workshop from 2:00 - 3:00
Fri 13th February	Valentines Day Disco
Fri 13th February	Break up for half term



"If you want to go fast, go alone. If you want to go far, go together."

African Proverb



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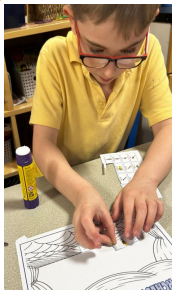
EARLY YEARS

This week in Early years the children have really enjoyed their Stay and Read session, just a reminder that the sessions run every Monday 8.40-9.00. In Nursery this week we have welcomed more new children who have settled really well. We have been learning all about our waypoint - Work Ethic. The children have been set challenges where they have to keep trying until they complete a task. Remember to check you have booked your Parents Evening slot using Scopay. We are looking forward to seeing you all and sharing your child's achievements.



KEY STAGE 1

In History this week, KS1 learnt about some 21st Century local heroes: Dame Kelly Holmes, Jack Grealish and Malala Yousafzai. They showed empathy and communication skills as they discussed who they thought was the most inspiring and why. Year 2 had a debate about their choice. In music, the children listened to classical music and learnt to identify different musical instruments. Year 2 also enjoyed a new addition to the classroom: Rapunzel's Tower! They role played how to escape, to help them with their next writing task - instructions.



ATTENDANCE

Over the past few weeks, it has been fantastic to see such a positive shift in attendance across the school. The renewed focus on being in school, on time, every day is clearly having an impact, and I want to thank families for the commitment they are showing. That said, strong attendance is not a short-term target or something we celebrate only when it improves. It is the norm. Being in school, ready to learn, every day is a fundamental part of giving children the very best chance to succeed, both academically and personally. We know that occasional illness is unavoidable, but we also know that habits matter. When children attend regularly, they build routines, confidence, friendships and resilience. These are things that cannot be replicated when learning is missed.

Our message remains simple and consistent: every day counts. Let's keep this positive momentum going and continue working together to make excellent attendance the everyday expectation for all our children.

This week's House attendance winners are...WEST



3 . 1 4 1 5 9 2 6 5

2 0 5 8 9 7 9 3 2

Take up the challenge and
Dress up for Digits

On Friday 6th February, to celebrate NSPCC Number Day, wear an item of clothing with numbers on it. This could be a favourite sports top or cap. Or why not get more creative and design a unique t-shirt, hat or even be a human-sized calculator or dice!



8 3 2

3 3 4 6 2 6 4 8 3



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SAFEGUARDING

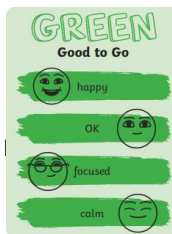
This week's safeguarding focus is consent. Consent means giving clear, informed and voluntary permission to do something. This helps children in setting boundaries, making decisions, making sure they can say "yes" or "no" without feeling pressured, forced, or tricked into it. Ways in which you can teach children about consent include:

- Using simple phrases- 'your body belongs to you, its ok to say no'.
- Ask permission before hugging and show that you respect that answer.
- Explain when someone says no - it must be respected.
- Use stories to highlight good and bad examples of consent.
- Discussing the topic with your children.

INCLUSION

Zones of Regulation - The Green Zone

The **Green Zone of Regulation** is a calm, balanced state where children feel safe, focused, and ready to learn, communicate, and problem-solve. To support this zone at home by creating predictable routines, modeling calm behavior, encouraging healthy habits (sleep, nutrition, movement), using positive communication, practicing simple mindfulness activities, and providing a peaceful space for children to relax and reset—helping them build strong emotional regulation skills.



CHILD OF THE WEEK

NAH	Lucas Herbert
RMH	Hassan Amjad
RAY	Ayoub Abukar
1CP	Yahya Ghazi
1/2DN	Anjali Prabhakaran
2AB	Leia Timmins
3AS	Layla Bulale
3/4LM	Fadiyah Adio
4SM	Camelia Scheau
5LM	Alfie Coleman
5/6NW	Kaila-Rae Johnson Butler
6BP	Hope Montagne

LOWER KEY STAGE 2

Our Year 3 and 4 students had a fantastic time at the recent archery tournament, proudly representing the school and returning with an impressive collection of medals. Our two teams came first and third place—well done to all involved! In addition, Bug Club books will go home on Fridays to support extra reading practice at home, as well as Bug Club online being easily accessible. Please remember that these books should be returned to school each Monday so they can be shared and used in class.



UPPER KEY STAGE 2

In UKS2 this week, the main event has been Bikeability, with children taking part in practical cycling sessions designed to build confidence and independence on the road. Pupils have been learning and practising key skills, including correct hand signals, road positioning and essential safety rules for riding safely in real-life situations. Despite the cold weather, the children approached the sessions with enthusiasm and resilience, embracing the challenge and supporting one another throughout. They have learned a huge amount, grown in confidence and, most importantly, had lots of fun while developing an important life skill.

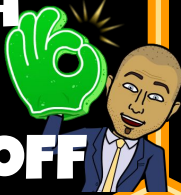




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NAH
4
DAYS OFF



RMH
8
DAYS OFF

RAY
3
DAYS OFF

1CP
No
DAYS OFF

1/2DN
8
DAYS OFF

2AB
5
DAYS OFF

6NOV
DAYS OFF

3AS
7
DAYS OFF

3/4LM
6
DAYS OFF



4SM
3
DAYS OFF

5LM
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DAYS OFF

5/6NW
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6BP
5
DAYS OFF





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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?

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-diagnosis. 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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