



Be a light for other people, so that they will see God in the good things you do

Friday Flyer – 30th January 2026

Monday 2 nd February	<ul style="list-style-type: none"> ● Breakfast Club from 8am
Tuesday 3 rd February	<ul style="list-style-type: none"> ● Breakfast Club from 8am ● WOMBATS Story Morning in the School Hall 8.45 to 9.10am – Parents & Carers welcome ● Spanish Club – Afterschool until 4pm
Wednesday 4 th February	<ul style="list-style-type: none"> ● Breakfast Club from 8am ● PE -Wombats ● Tai Chi Class – Afterschool until 4.15pm
Thursday 5 th February	<ul style="list-style-type: none"> ● Breakfast Club from 8am ● PE – Koalas ● PE - Wombats ● Recorder club – Afterschool until 4pm ● Super Striker Soccer Club – Afterschool until 4.15pm
Friday 6 th February	<ul style="list-style-type: none"> ● Breakfast Club from 8am ● PE – Koalas
Monday 9 th February	<ul style="list-style-type: none"> ● Breakfast Club from 8am ● COSTUME SWOP in the Library all week
Tuesday 10 th February	<ul style="list-style-type: none"> ● Breakfast Club from 8am ● PARENTING WORKSHOP – 2pm – details to follow. ● Spanish Club – Afterschool until 4pm
Wednesday 11 th February	<ul style="list-style-type: none"> ● Breakfast Club from 8am ● PE -Wombats ● Tai Chi Class – Afterschool until 4.15pm ● PARENTS EVENING 3.30pm to 4.30pm
Thursday 12 th February	<ul style="list-style-type: none"> ● Breakfast Club from 8am ● PE – Koalas ● PE - Wombats ● Recorder club – Afterschool until 4pm ● Super Striker Soccer Club – Afterschool until 4.15pm ● PARENTS EVENING 3.30pm to 6pm
Friday 13 th February	<ul style="list-style-type: none"> ● Breakfast Club from 8am ● PE – Koalas
Happy Half Term and don't forget Monday 23 rd February is an INSET day – SCHOOL CLOSED	

Also, in this update:

- Dates for your diary
- Parents evening – Book your slot!
- Adverse weather procedures
- Wombats Story Morning
- World Book Day & Costume Swop
- What Parents & Educators need to know about Mental Health Misinformation Online

DATES FOR YOUR DIARY	
03/02/26	Story morning – Wombats – 8.45 to 9.10am – See below
10/02/26	Parenting workshop – 2pm – details to follow
11/02/26	Parents Evening – please book on Arbor – See below
11/02/26	Parents Evening – please book on Arbor – See below
13/02/26	Spring 1 ends – last day
w/c 16/02/26	Half Term Holiday
23/02/26	INSET day – school closed
24/02/26 TUESDAY	Spring 2 starts – first day back
05/03/26	World book day – See below
05/03/26	Reading Cafe – with BMA
19/03/26	KOALAS – trip to Crich Tramway Museum – details to follow.
25/03/26	KS1 Sports – Fun Run at All Saints Juniors
27/03/26	Family Easter Afternoon - TBC
27/03/26	Spring 2 ends – last day
w/c 30/03/26 & w/c 6/04/26	Easter Holidays
13/04/26	Summer 1 starts – first day back
04/05/26	May Day Bank Holiday – school closed
20/05/26	KS1 Sports – Multi-skills at St Giles, Matlock
22/05/26	Summer 1 ends – last day
w/c 25/05/26	Half Term
01/06/26	INSET day – school closed
02/06/26 TUESDAY	Summer 2 starts – first day back
08/07/26	KS1 – Sports Day at St Giles, Matlock
23/07/26	Last day of School year!

Parents Evenings

Parents evenings are scheduled for:

- **Weds 11th February until 4pm,**
- **Thurs 12th February until 6pm.**

10minute appointments are bookable with Mr Allen (Wombats) and Mrs Holanda (Koalas) through Arbor.

If you are unable to attend on either of these days, please speak to the class teacher to arrange another mutually convenient time.

Adverse Weather Procedures

With colder weather and wintry conditions expected in the coming weeks, we would like to remind you of our arrangements for icy or snowy weather:

- We aim to keep Bakewell CofE Infants open whenever possible, provided we have enough staff to operate safely.
- Our site team will grit certain routes daily, but please take extra care when accessing school sites. Use the safest entry and exit routes.
- Contact the school office if you need assistance, or if school is open but you are unable to get here.
- Due to Bakewell's hilly terrain and limited parking, we recommend travelling on foot where possible.

If a closure is necessary, we will notify you via:

- Arbor message
- Our school website homepage
- Our Facebook page



Thank you for your understanding and cooperation.

WOMBATS STORY MORNING

Tuesday 3rd February

8.45 to 9.10am

Join Mr Allen and the Wombats class in the hall and join in with our story morning.

All Parents and Carers welcome.



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BAKEWELL INFANT SCHOOL

WORLD BOOK DAY

COSTUME SWAP SHOP

Celebrate World Book Day in a fun, sustainable way!

World Book Day: Thursday 5th March
& Reading Café!

Dress up as your favourite book character!

COSTUME SWAP SHOP

In the Library
Week beginning 9th February

Calendar

HOW IT WORKS:

- ★ Donate good-quality costumes
- ★ Browse & swap for something "new"
- ★ Reduce waste & save money

Find a costume without buying new!

Let's make World Book Day magical
& sustainable!

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.

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.

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.

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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