



Every Student Thriving

30 January 2026

Dear Parent/Carer,

ENHANCING OUR STUDENTS' SOCIAL SPACES: The Outdoor Games Appeal - At John Colet School, we are committed to supporting our students' wellbeing both inside and outside the classroom. We pride ourselves on being a community where every student feels they belong. To further support this, we are launching an appeal to enhance our outdoor social spaces. We aim to install permanent, high-quality outdoor table tennis tables and other games stations to provide students with more opportunities to stay active and socialise during break and lunch times. These facilities will offer a healthy, inclusive outlet for students to connect with peers, build friendships, and enjoy some friendly competition in the fresh air. We invite you to contribute to this project - your support, no matter the size, will directly impact our students' daily school experience and help us foster a more vibrant and active campus.

To kick start our fund-raising we will be holding a **non-uniform day on Thursday 5 February next week**. To this end we have created a [JUST GIVING](#) page for voluntary donations/contributions as an alternative to the cash collection system we usually employ. It can be found [HERE](#). If your child intends to wear non-uniform to raise funds then please contribute via the Just Giving page.

YEAR 7 GIRLS FOOTBALL: Our year 7 girls football team not only recently created history by reaching the county cup semi-finals they have gone one further by reaching the finals! After a tense semi-final they managed to get themselves in a position of 3-1 up only to have their opposition, Dr Challenors, pull a goal back with minutes to spare, leaving a nail-biting finish with the score at 3-2. Through grit and determination they did however hold firm and will now progress to the final which will take place in Slough towards the end of this term. This is a major achievement which we whole-heartedly applaud.

DFE: This week has seen quite a few announcements from the education secretary. Amongst them have been a directive on mobile phones in school and how schools manage suspensions. These announcements have a tendency to be announced generally without schools necessarily being given prior notice on the matters in hand. We are awaiting further clarification as to the government's plans regarding suspensions. However, As it stands our mobile phone policy **is** fit for purpose but it should be noted that no mobiles in school in and of itself has a nominal impact on the general issues that they present for some of our young people. (More on that next week).

YEAR 11 SIXTH FORM APPLICATIONS: whether you are one of the many who have already expressed interest or if you are yet to apply, formal applications are now welcome to join our JCS Sixth Form in September. Option blocks are available to view and courses can be selected and confirmed on the Applicaa portal. The deadline for applications is 6pm on **Friday 27 February**.

Take Care - Ian Brierly

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REMINDERS & NOTICES

DATES FOR YOUR DIARY

Year 13 Consultation Meeting	05.02.26
Non-uniform Day (School fundraising for external table tennis tables)	05.02.26
Year 10 Exams Start	25.02.26
Year 11 Consultation Meeting	26.02.26
Sixth form application deadline	27.02.26

SAFEGUARDING LEADS & INFORMATION

If parents have any concerns about this practice or, believe that any young person at John Colet School might be at risk, then please do contact one of the members of our Safeguarding Team via - safeguarding@johncolet.co.uk

The DSL (Designated Safeguarding Lead) is Mr B Crawford

VACANCIES

- Please share our Teacher of Geography vacancy which is now live on our website and on MyNew Term.
- Casual Invigilators are also required, full details are on our vacancies page.
- If there are other roles not currently advertised please register your interest via MyNewTerm (linked on our website)

Please check our website for further details [here](#).

Post 16 SEND Opportunities Showcase

Thursday 26 February 2026
3.30pm - 6pm
The Gateway, Gatehouse Road
Aylesbury HP19 8FF



Come along to find out more about the different programmes offered by a range of Post 16 Specialist Providers for young people with an Education, Health and Care Plan (EHCP).

Around 14 providers will be showcasing in a calm and spacious environment with a wide range of opportunities on offer including:

- A range of vocational pathways and qualifications
- Personal development and individualised therapeutic programmes
- Supported internships and employability programmes

Suitable for young people from year 9 upwards with an active EHCP.

No need to register – young people, parents/carers and professionals all welcome to drop by and chat to the providers.

Free parking available onsite.



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PARENT SUPPORT : Click [HERE](#) for Higher Res PDF

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.



#WakeUpWednesday®

The National College®



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TOOLED UP



Digital parenting can feel like one of the toughest parts of raising children today.

The online world is moving fast and is not always designed with children's wellbeing in mind. So how do we **digitally upskill** and keep young people safe while still empowering them to learn, connect and thrive? And how do we **set healthy boundaries** that **protect** them **from digital harms**, especially in an online environment increasingly shaped by algorithms that influence what children see, think and engage with?

Tooled Up has a range of practical resources to help parents navigate this complex and ever-changing landscape with confidence.

For parents of younger children, one of the biggest decisions is when and how to introduce smartphones. This is not a small step and it deserves careful thought. Our resource [Phones and Devices](#) is designed for busy parents who want clear **guidance on setting boundaries**, rules and expectations around digital technology, helping families establish healthy online habits from the start.

As children grow and spend more time online, another important and often invisible influence comes into play: algorithms. Algorithms are not designed for people but for use on people, learning from what we watch, like and click on. They shape what children see online, the choices presented to them, and can influence how they think and behave. [Developing Algorithmic Literacy](#) shares some of the best evidence-based resources designed to **help young people navigate and understand online algorithms.**


For a balanced update on both the digital risks and benefits young people are now exposed to, **watch** our webinar [Digital Risks and Harms Affecting Teens: Tips for Parents](#) where forensic psychologist Dr Aiman El Asam explores the emerging challenges.

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COMMUNITY SUPPORT



TITANS
FOOTBALL ACADEMY

FRIDAYS
AYLESBURY

CLASS TIMES AND YEAR GROUPS:

17:00 - 18:00	RECEPTION TO YEAR 4
18:00 - 19:00	YEAR 5 TO YEAR 10


VENUE: JOHN COLET SCHOOL, WHARF RD, WENDOVER, AYLESBURY, HP22 6HF

- ✓ 1000+ children attending our development centres on a weekly basis
- ✓ Tailored coaching programmes designed by ex and current professional academy coaches
- ✓ Matches against pro clubs for selected players
- ✓ Over 75 children signed to pro clubs

Surface - 4G Astro

Must wear plastic moulded football boots


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Free Parenting Programmes

Our parenting programmes will help you develop new and existing parenting skills, offer advice and build your confidence as a parent.

Proud to be part of
Family Hub Network
Buckinghamshire



Scan me

LITTLE TALKERS

18 months to 3 years old

- Focuses on children's speech, language and communication skills and how parents can promote them
- Designed by Buckinghamshire Speech and Language Therapy

PARENT PUZZLE

0 to 5 years old

- Understand challenges and how to address them
- How to support your child's growth for calmer parenting

TALKING TEENS

11 to 18 years old

- Focuses on relationships within the family, communication, negotiating, decision-making and strategies to reduce conflict
- Learn more about teenagers and their needs

THE NURTURING PROGRAMME

3 to 11 years old

- Help deal with the challenges that come with parenting
- Think about what we do, why we do it and how it makes us feel

BALANCEABILITY

2.5 to 5 years old

- Accredited learn to cycle programme
- Develops confidence, spatial awareness, dynamic balance, and how to ride without stabilisers

KEEPING YOUR CHILD IN MIND

All ages

- Work together in ways that support growing children and a calmer family life
- Explore the conflict between parents/carers both in a current or previous relationship

01296 383293
familyinfo@buckinghamshire.gov.uk

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