



Mapplewells Primary and Nursery School Weekly Newsletter - Friday 13th February 2026

Welcome Message

Dear Parents and Carers,

As we reach the end of this half-term, it has been wonderful to see our Mapplewellian community come together for two special events: the Valentine's Discos, which were full of dancing, smiles and fun, and our "Wear a Scarf for Mental Health" day, where children and staff proudly helped raise awareness for the importance of looking after our wellbeing. Thank you for your support with both events. We wish all our children and families a restful, enjoyable half-term break, and we look forward to welcoming everyone back soon!

Read on for all things Mapplewells...

Attendance

Our current school attendance after 20 weeks is 96.74%. Our current attendance by class is:

Birch 96%

Elder 95%

Elm 98%

Hawthorn 97%

Hazel 97%

Juniper 97%

Maple 96%

Oak 97%

Pine 96%

Rowan 95%

Willow 97%

Well done to Elm class on their fantastic attendance this week! Let's keep striving to improve our attendance, to reach that figure of 97%.



Reminder About Our Morning Routine

Following recent communications and discussions with the Local Authority, we are writing to remind you of our expectations at the start of the school day to ensure that all children are in school on time and ready to make the most of their learning.

Our School Day Timings

At Mapplewells Primary and Nursery School, the school day begins promptly at **8:45am**, when all children should be in class and ready to learn.

- **School gates open:** 8:35am
- **Classrooms open for children:** 8:35am
- **Registration begins:** 8:45am
- **Gates close:** 8:50am (from after the half-term break)

Any child arriving after **8:50am** will need to enter through the school office and will be marked as late.

Why Punctuality Matters

Regular attendance and good punctuality are crucial for your child's progress and wellbeing. When children arrive late, they:

- Miss valuable settling-in time with their teacher and classmates
- Miss key instructions for the day's learning
- May disrupt the learning already taking place
- Can feel unsettled, embarrassed, or anxious

Lessons begin promptly after registration, and some children transition to other areas of the school shortly after arriving. Being on time helps your child begin their day calmly and confidently.

How We Can Support You

We understand that occasional lateness can happen. However, if you are finding it difficult to ensure your child arrives on time regularly, please contact the school office. We are here to support you and will work together to understand any challenges and identify helpful solutions.

What Happens Next

As part of our whole-school approach to attendance, we will continue to monitor punctuality closely. Where punctuality becomes a concern, we will:

1. Contact you to understand the reasons and offer support
2. Arrange a meeting to agree on actions or interventions
3. Work with you and, where appropriate, external agencies to remove barriers

Good attendance is an important part of our school culture and values. We are committed to supporting every family so that each child can attend school regularly and on time.

Thank you for your continued support in helping your child achieve their full potential.

Stars of the week

SUCCESS Stars of the Week! Congratulations to the following children who were chosen by their Class Teacher as 'SUCCESS star of the Week'. The children received their certificate in SUCCESS assembly today.

Ash - Joshua

Birch - Phoebe

Elder - Finley

Hazel - Harvey

Hawthorn - Marnie

Elm - Willow

Juniper - Maisie

Maple - Mia

Oak - Grayson

Pine - Andy

Rowan - Teea

Willow - Frankie



Headteacher Awards

Each week, I will be presenting Headteacher's Awards to children who have been nominated by staff for a variety of reasons — from producing amazing work, going above and beyond, to simply demonstrating what it means to be a wonderful Mapplewellian. These awards celebrate the values we hold dear and recognise the exceptional efforts of our pupils. We'll proudly share the names of our award winners in each edition of the newsletter, so keep an eye out for these special celebrations!

This weeks recipients of a Headteacher's Award are:

- **Alex and Henry** – Both boys have produced excellent balanced arguments, making wonderful use of ambitious language, accurate grammar and precise punctuation. They are also putting in great effort to improve their handwriting, and this is really starting to show. Well done to both of you!

Well done to all our winners - we are so proud of you! Keep up the fantastic work.

Inset day

School is closed on Monday 23rd February for our Trust inset day. We re-open on Tuesday 24th February.



Young Voices

The children from Glee Club had a fantastic time at the Young Voices concert at Sheffield Arena on Monday. They have been working so hard over the past few weeks rehearsing the songs and dances and they had so much fun performing them to their parents and thousands of audience members during the evening. They should be extremely proud of themselves!







Spring 2026 Parents' Evenings

We will be holding our Spring Parents' Evenings on 17th & 18th March 2026.

Appointments will be allocated for 10 minutes per child and give you the valuable opportunity to discuss all aspects of your child's progress, to ask any questions that you may have and for the teachers to explain how you can support your child with their learning at home.

You can book a meeting on Arbor under 'Guardian Consultations'. Meetings are available to book now.

Should you have any queries please contact the Office.



Parents' Evenings

School Games Cricket festival

Children from KS1 represented Mapplewells at the School Games Cricket festival this week, and had a great time!

The children were able to learn and practise batting, throwing and fielding skills in a fun environment with other Ashfield schools.











World Book Day 2026

World Book Day takes place on **Thursday 5th March 2026** and we hope you'll join us as we come together to celebrate our World Book Day in school which is all about around the theme "Go all in together" for the National Year of Reading. This year is all about reading for pleasure and offering children a chance to enjoy books.

We will have lots of fun activities taking place throughout the day including:

- Children story share
- DEAR time- (Drop everything and READ)
- Visiting Mapplewells book shop to get a new book with their World Book Day Token.
- A virtual author visit with Matt

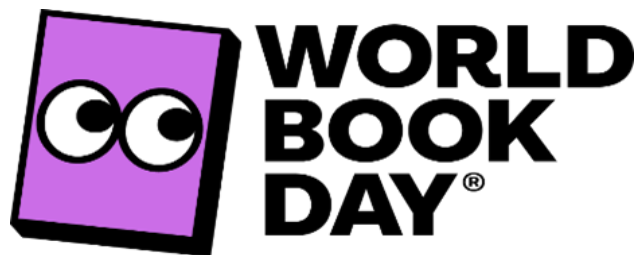
As a way to celebrate our favorite books, we would also like to invite children to **dress up** to represent something linked to reading. This could be as their favorite character from a story, an author whose books they love to read or even their cosiest PJ's that they love to read in.

We would love for child to make recommendation to each other about their favorite book so it is key that the book they choose to bring in is one they know and love.

We'd love to include you in our celebrations by:

- Creating a **character spoon** which will be displayed and used in the reading corner. These will be judged and prizes for top 3. Please send these into school on or before World Book Day and then the winner will be revealed during our WBD assembly.
- Sending your child's chosen book in with them on the day so we can read it to them and their friends.
- Please send in any pictures of children reading in their favorite way. The crazier the better. These can be sent to your class teacher or Mrs Higgins via Dojo.

We're very much looking forward to celebrating World Book Day, which could not happen without the support of parents and careers - thank you



Online Safety

Children and young people are increasingly turning to social media for mental health advice, but much of what they encounter online is unverified, oversimplified or misleading. This guide explores why platforms like TikTok and Instagram have become go-to sources, and how misuse of clinical language and viral trends can distort children and young people's understanding of mental health.

Aimed at parent and educators, it offers clear, expert-led strategies to counter misinformation. The guide looks at topics such as encouraging open conversations, identifying reliable sources, and strengthening school-home collaboration. Use this information to build young people's critical thinking, resilience and confidence in seeking appropriate professional help when needed.

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 digital change. Formally delivered by National Crime 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

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.

WHAT ARE THE RISKS?

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, celebrities, influencers, myths, and misconceptions. While appealing to young audiences, this unvetted content can distort perceptions, and cause 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 worsen symptoms, cause unnecessary worry, or delay essential professional treatment. This is the key risk to exclude misinformation into their lives. Significant mental health issues require 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 people may not discern fact from fiction, potentially internalising inaccurate social good mental health. This can temporarily 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, undermining 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 oversimplified. Understanding such misinformation can diminish empathy, and lead young people to misdiagnose mental health conditions, 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 unvetted online advice. This substitution can prolong issues, complicate recovery, and reduce the effectiveness of later professional interventions, ultimately impacting overall mental health and wellbeing trajectory.

Advice for Parents & Educators

MONITOR ONLINE ENGAGEMENT
Regularly review and discuss a young person's online activity, providing appropriate guidance on discerning accurate content. Teach both in parental controls or co-viewing, aimed to help moderate exposure to harmful misinformation, facilitating safer digital habits and informed critical thinking about mental health.

SCHOOL-HOME COLLABORATION
Engage in 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 credibility, and evidence-based information. Encourage them to seek 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 education 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 Wellbeing 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

@wake_up_weds www.thenationalcollege @wake.up.wednesday @wake.up.weds

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F2 stay and play

Our Spring 'Stay and Play' Event is taking place on Thursday 26th February, 2-3pm. We hope to see lots of you there for another afternoon of exploring!



Mansfield Town Community Trust and Free Kicks Foundation

At the beginning of the Spring term, Mansfield Town Community Trust asked us to nominate a child to go into a draw to win a mascot package, and Alfie won!

This week, he was able to be a mascot for the Mansfield Town vs Peterborough game, and also got to take home a shirt and signed football, as well as watching the game with his family.

Alfie was nominated due to his enthusiasm in PE and always wanting to get involved in different sports through after school clubs and events. Well done Alfie!

A big thank you to Mansfield Town Community Trust and Free Kicks Foundation for making this happen



Healthy Eating DT project

On Wednesday, KS1 wrapped up their DT project for this half term by making and selling delicious fruit kebabs to KS2 as a healthy playtime snack. The children had a fantastic time designing their kebabs and making sure they looked colourful and appealing.

Their hard work certainly paid off—KS1 raised an impressive **£66.52**, which will be donated to the **British Heart Foundation**. We chose this charity because we know how important healthy eating is for maintaining a healthy heart, and we wanted to support the vital work the BHF does.











F2 treat morning

As a reward for getting to 500 dojos in each class, F2 were treated to a pancake morning today. We decorated them with orange, chocolate buttons, strawberries, cream and golden syrup!







Healthy Eating and Cooking Course

This fun, free and interactive after-school course will support families to have fun with food whilst learning more about healthy eating.

Please note: due to limited kitchen facilities, no-cook recipes will be used in the sessions, or recipes that can be made and then taken home to cook. Parents and children will take part together.

Please complete this form by 27th February to sign up - Healthy Eating and Cooking Course – Fill out form¹

Academy Transformation Trust Further Education East Midlands Combined County Authority

FREE

Family Healthy Eating and Cooking

This fun and interactive after school course will support families to have fun with food whilst learning more about healthy eating.

Please note due to limited kitchen facilities, no-cook recipes will be used in the sessions or recipes that can be made and then taken home to cook. Parents and children will take part together. Parents/ carers attending will complete a L1 Award in Nutrition and Health which will include completion of weekly workbook activities delivered as part of the session.

Mondays, 3.30pm - 5.30pm
Starting 2nd March - 6th July 2026
(15 weeks)

Venue:
Mapplewells Primary School

Free to attend. Children must attend with an adult aged 19+ years.
To book a place please speak to school reception.

Website: www.attfe.org.uk #InThisTogether

Key dates

Please keep updated with our key dates as we will add to this over the coming weeks.

¹<https://forms.office.com/e/cnEQhD6hkz>

Diary Dates	
2026	
February	
23 rd February	INSET day
24 th February	First Day of Spring 2
March	
5 th March	World Book Day
17 th March	Spring Parents' Evening
18 th March	Spring Parents' Evening
27 th March	Last Day of Spring 2 – non-uniform day
April	
13 th April	First Day of Summer 1
16 th – 17 th April	Year 3 residential
27 th – 28 th April	Year 4 residential
May	
1 st May	LCH Charity Colour Dash
4 th May	Bank Holiday – School closed
11 th – 14 th May	Year 6 SATs week
21 st May	Last Day of Summer 1 – non-uniform day
22 nd May	INSET day
June	
1 st June	First day of Summer 1
1 st - 2 nd June	Year 5 residential
1 st – 12 th June	Year 4 Multiplications Checks
8 th – 12 th June	Year 1 Phonics Screening Checks
19 th June	Year 6 Leavers Photos & Class Photographs
July	
8 th – 10 th July	Year 6 residential
14 th – 17 th July	Year 6 Bikeability
24 th July	Last Day of Summer 2 – non – uniform day
27 th July	INSET day

Please keep updated with our key dates as we will add to this over the coming weeks.

Mr Whittle

Head Teacher

Mr Latkowski

Deputy Headteacher