



*Together we build*

April 2026							
WK	Mo	Tu	We	Th	Fr	Sa	Su
14			1	2	3	4	5
15	6	7	8	9	10	11	12
16	13	14	15	16	17	18	19
17	20	21	22	23	24	25	26
18	27	28	29	30			

May 2026							
WK	Mo	Tu	We	Th	Fr	Sa	Su
18					1	2	3
19	4	5	6	7	8	9	10
20	11	12	13	14	15	16	17
21	18	19	20	21	22	23	24
22	25	26	27	28	29	30	31

**Key**

Pupils at School
Weekends
Teacher Training Days
Bank Holidays
Holiday

**Don't forget your refillable water bottle**



# Weekly Newsletter

## Summer Term 1

Issue 209

24th April 2026

### Welcome back!

We have had a very busy first week of the summer term with lots of learning activities taking place, all students have settled in well to the new term.

Students have enjoyed taking part in swimming, guitar lessons, a trip to Rutland Water for crazy golf and dog walking, trampolining, football, tennis, art, animal care and photography to name a few!

### New members of staff

We have welcomed two new members of staff. India is an English Teacher and Abi who joins us as a Teaching Assistant. They are both looking forward to getting to know the students over the coming weeks.

### Mental Health First Aiders

We have three Mental Health First Aiders at School. Teachers, Gary and Lisa and our Clinical Lead Sarah are all available for both students and staff to speak to if they have any worries or concerns.

### Help your child stay safe online



### Kids Online Safety Campaign from GOV.UK

If you would like some hints and tips on helping your child stay safe online, please type in the following link:

<https://kidsonlinesafety.campaign.gov.uk/>

# Safeguarding Information



## Parasocial Relationships

### What are 'parasocial relationships'?

In today's digital age, you may have noticed your child showing significant emotional investment in an online creator, streamer, or influencer they have never met. This phenomenon is known as a "parasocial relationship." It describes a one-sided psychological bond where a fan invests energy, time, and genuine emotion into a media figure, while that figure is entirely unaware of the fan's existence. While it is common for young people to look up to public figures, the constant, intimate access provided by social media platforms can make these digital bonds feel surprisingly—and sometimes confusingly—real.

These relationships are not inherently harmful, but they are built on a carefully curated illusion. Creators often share "behind-the-scenes" content, use conversational language, and address the camera directly, which triggers our brains' natural instincts to view them as a friend or peer. The potential challenge arises when young people struggle to distinguish between this performative intimacy and the complexities of real-world, reciprocal friendships. If a child begins to prioritize the digital creator's life over their own tangible social connections, or experiences disproportionate distress over a creator's life choices, it may be time to facilitate a conversation about media literacy and the nature of these digital bonds.

**Foster critical thinking:** Instead of criticizing the creator, ask open-ended questions like, "What do you like about their content?"

**Model real-world connection:** Encourage and prioritize offline activities—sports, clubs, or family time—where interactions are two-way, spontaneous, and not curated for an audience.

**Recognize the signs of distress:** Be aware if your child seems overly sensitive to a creator's "scandals," absences, or personal life changes.

**Validate, don't belittle:** Avoid mocking the relationship. Acknowledge that while the connection is one-sided, the feelings of enjoyment or comfort are real to them.

Parents can report online concerns to **CEOP**, speak to the school's safeguarding team, or access guidance from **NSPCC**, **ThinkUKnow**, and **Childline**.



<https://www.ceop.police.uk/Safety-Centre/>



<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/report/>



<https://saferinternet.org.uk/resource/thinkuknow->

<https://www.childline.org.uk/>