STANDISH COMMUNITY HIGH SCHOOL BULLETIN FOR STUDENTS, PARENTS AND CARERS

THE STANDARD

5th September 2025

contactus@standishchs.wigan.sch.uk

GCSE SUCCESS

WELCOMING OUR NEW Y7

WELCOME BACK

Message from Mrs Barker, Headteacher

Welcome to the first edition of The Standish Standard this new academic year.

It was wonderful to see so many happy young people arrive at school this week, looking exceptionally smart and ready for the academic year ahead. Our students have made a fantastic start to the new term, showing their commitment to *The Standish Way* and demonstrating their ambition to be Successful Learners, Confident Individuals and Responsible Citizens which I hope continues for the entire academic year to come.

This first edition of our school magazine contains some of the individual success stories we have been celebrating from our Class of 25 who will now be settling into their new FE or employment arrangements, and we wish them all the best as they do. Our Futures Team always love hearing from our Standish alumni – so please do keep in touch!

And if we have any budding journalists in our student body this year who are interested in joining the Standish Standard team, please let Mrs Collier or Mr Blakemore know. We'd love to have you, whatever your area of passion or expertise.

So here's to another exciting school year ahead. I wish you all a safe and restful weekend!

Mrs Barker,
Headteacher

Road Safety

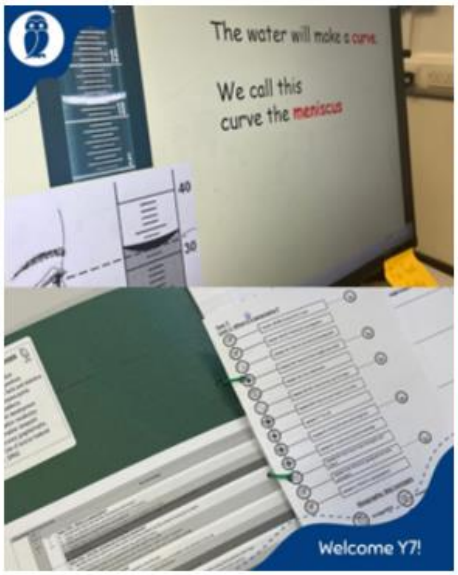
AA analysis has shown that more than 6,000 children under 16 were injured while walking or cycling on UK roads in 2023. As schools reopen, the AA is reminding drivers to stay alert to protect young people, advising them to reduce speed in school zones, and to park away from school gates and zigzag lines. Please see the press release for more information.

We are asking parents/carers to ensure their young person wears a cycling helmet when riding their bike to and from school.

Welcome Back!

A huge welcome back to all our students who look amazing in their shiny new uniforms and big smiles! We are so happy to have you all back with us!

A special welcome goes to our new Year 7 cohort who have settled in exceptionally well – and so quickly! They have had a great few days making new friends and experiencing life at secondary school. We are so pleased to have you with us!



Welcome Y7!

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Standish Student with Amazing Exam Achievement

Anyone who knows Standish knows that it is a school that places the highest possible value on academic excellence – it is one of the three aims of the school ethos to develop successful learners after all – but staff were simply stunned by the levels of achievements by one student in particular this year.

Isla Weir achieved an astonishing set of exam results – scoring a perfect nine straight Grade 9s. When asked how she felt on the day, she had just one word: “disbelief!”

“Last night I was nervous to be honest,” she added. “I kept thinking about the papers I felt I hadn’t done as well in. I was worried about physics – I thought I’d bombed one of the papers for that – and one of my English literature papers too.”

All that worry proved to be unwarranted however as Isla was stunned to open her amazing results first thing on results day with her parents. “She’s worked so hard,” her Mum revealed. “She’s a perfectionist so she was nervous last night but we’re just so proud of her.”

Isla is going on to St John Rigby college to study English literature, history and law.

Isla’s achievement is only really put into perspective when you consider that the prestigious Grade 9 is only awarded to the top 2-3% of the students in any given subject in the entire country each year. To score a top grade in every single subject speaks to her talent, determination and hard work – especially in a year of nationally declining pass rates and after five years of disruption.

Everyone at Standish would like to congratulate Isla and all of the Year 11 students who are celebrating their successes!

Fantastic Results for Standish Community High School's Head Prefects

Head Prefects, Isabelle and Charlie, as well as Deputy Head Prefects, Billie and John, all capped off a fantastic five years at Standish with a glittering set of exam results.

All four students have represented the school with distinction over the last school year – and finished off their time at Standish in style with a wonderful set of GCSE results – including eight Grade 9s, six Grade 8s, four Grade 7s, eight Grade 6s, seven Grade 5s and two Grade 4s – an amazing thirty-eight GCSEs between them!

Isabelle, who is planning to go to John Rigby to study a sports and exercise science BTech with hopes of a career as a physio, said, "I'm most proud of my Grade 9 in 3D design!" Isabelle was also keen to thank many of the staff who have helped her along the way. "I wanted to thank Miss Marsden, Mrs Green and Mrs Parfitt in particular for all their help. I was very nervous about science last night – I wasn't even sure I'd pass! But I'm really happy with all my results now."

John was also suffering with pre-results nerves. "I was shaking like a leaf last night!" he admitted. "I only got about 3 hours sleep. I had a migraine when doing my RE exam so I was really nervous about that but now I'm delighted." John will be heading to Winstanley college to study maths, geography, history or economics.

Everyone at Standish would like to thank all four students for all their work as fantastic ambassadors for the school. Well done to you all!

Exam Success at the Double

Twin brother and sister, David and Sofia, picked up brilliant exam results at Standish this week. It was success at the double at Standish on results day this year as the pair of siblings were delighted with their results on Thursday.

Their amazing success – between them they have achieved four Grade 9s, four Grade 8s, eight Grade 7s, four Grade 6s and four Grade 5s – has meant that both students will now be able to successfully enrol on academic scholarships at Rossall Independent Boarding School next year.

“There are only 17 scholarships awarded each year nationally,” David and Sofia’s mother remarked, “and three of them have been given to students at Standish – the school must be doing something right!” The third scholarship, an academic and sporting award for her excellence in golf, was given to Olivia Magleave.

“I’m really proud of them both,” their mother added. “And I’ve just given their head of year, Mr Morgan a hug for all his hard work with them!”

When asked how she felt, Sofia said, “I’m most proud of my English and Spanish results. I’ll be taking an International Baccalaureate next year – which includes English Literature, maths, biology, chemistry, Spanish and psychology. I’d love to pursue a career in AI and psychology – looking at the ethics issues around the sector.”

When asked whether there was a competitive element to results day for the two of them, David admitted that they were both just really happy for each other. Everyone at Standish would like to wish all three students and their families a massive congratulations on their success.

Sporting Successes for Standish Students

Every year at Standish, students surpass themselves with their outstanding sporting achievements and this year was no different. We caught up with a few of the boys who have recently signed academy contracts with Wigan Warriors as they picked up their results.

This year, there are an amazing four students who will be playing for Wigan Warriors on academy contracts from Standish – Alfie S, Toby C-M, Matty H and Charlie J-S. All four boys are planning on continuing their love of sport by combining it with their further studies.

Alfie was celebrating his GCSE results after passing all eight of his subjects – including achieving a grade 6 in 3D Design. But it was his science grade that Alfie was most proud of: “science is the one I’m happiest with,” he said. “It took a lot of work and my mum helped me a lot with it. She really wanted me to pass it so I’m chuffed that I have.” Alfie has now signed an academy contract with Wigan for two years – with the aim of moving on the reserves after that. He’s already started in earnest – training with the first team and receiving gym schedules and nutrition plans. “It’s pretty intense. We train four times a week – usually for around three hours at a time.”

Charlie was another sporting talent who received wonderful results on Thursday. He achieved ten GCSEs including a Grade 9, two Grade 8s, two Grade 7s, three Grade 6s and two Grade 5s. “I’m really pleased with my English and science results – I didn’t think I’d done that well,” Charlie admitted. “Science in particular was a tough slog!”

Charlie will join up with the other boys in the Warriors Academy after recently switching from the Saints youth set up. “I left St Helens only a week ago. I had offers from both but after seeing the first team training at Wigan it just felt like a better fit for me.”

Charlie, who was also Standish’s Head Prefect, is now planning to go to St John Rigby College to study business, economics and – perhaps unsurprisingly - PE. Everyone at Standish is sure that Charlie – along with the other boys celebrating their successes – will see all their hard work pay off no matter what career they choose.

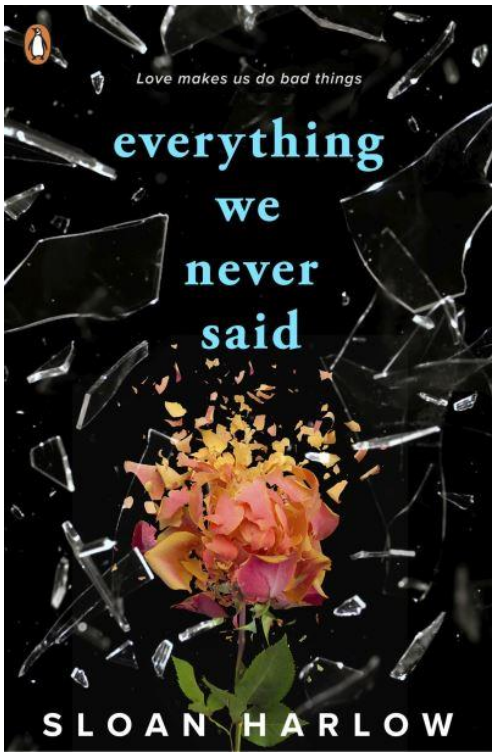
Congratulations to all the students and their achievements!

News from the LRC

KS3 Recommended Read

The same evening Josh Underhill went missing, the black horse appeared on the hill above the house. Ella knows that words are powerful. So she should have known better than to utter a wish and a curse on the same day.

Who is Gus, the boy with the impish grin, who seems to appear in answer to her wish? And what does the black horse want?



KS4 Recommended Read

It's been months since Ella's best-friend, Hayley, died and everywhere she looks she sees reminders of her - including Sawyer, Hayley's boyfriend. Soon, the two grow closer, finding comfort in each other.

Racked with guilt, Ella turns to Hayley's journal, but what she finds leaves her terrified. The Sawyer in these pages is nothing like the kind and thoughtful boy she knows. Torn, Ella finds herself having to make a choice. Yet making the wrong one could have fatal consequences...

Happy reading!

Parent/carer Updates

Please can we ask that your child does not bring into school:

Nuts of any type – Lupin – Kiwi – Shellfish

This is due to a number of staff and students having very serious allergy issues. Also please do not allow your child to bring any nuts into school as a snack or part of a packed lunch. Thank you for your support with this.

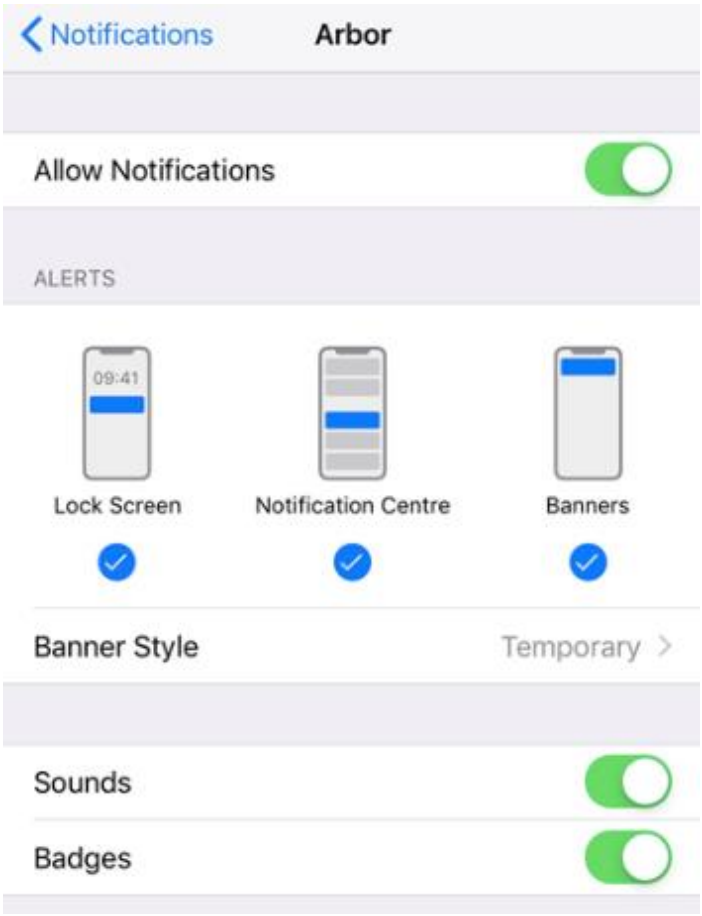
Arbor Updates

Polite reminder to parent/carers to ensure that you enable Arbor notifications. If you have the application installed on your phone, all crucial school notices will appear directly through the Arbor app.

If you do stop receiving messages, you can complete the following steps to enable them again:

1. Close the Parent App (make sure that it's not running at the background - see this video on how to do this).
2. Go to your settings and switch OFF push notifications for the Parent App.
3. Restart your phone.
4. Go to the settings and switch ON push notification for the Parent App.
5. Restart your phone again.
6. You should then be able to receive push notifications again.

If after all the steps above have been completed and push notifications are still not appearing, uninstall the Parent App from the device and install it again. When installing the second time, make sure that you agree to receive push notifications from the app.


Notifications
Arbor
Allow Notifications
ALERTS
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Banners
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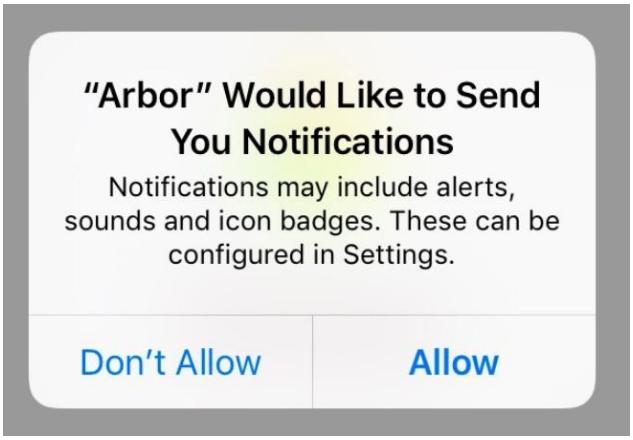

"Arbor" Would Like to Send You Notifications
Notifications may include alerts, sounds and icon badges. These can be configured in Settings.
Don't Allow
Allow

Arbor

Internet Matters Guidance for Parents/Carers

The internet matters website is a great resource for parents/carers who want step-by-step guidance about how to monitor their child's usage. It helps set up family sharing and set restrictions and downtime. For more details, see the website below. A handy guide has been sent to all parents/carers.

https://www.internetmatters.org/parental-controls/smartphones-and-other-devices/apples-family-sharing/

Please be respectful of our neighbours and community

Unfortunately, we have had a number of concerns raised by our neighbours and members of our school community regarding the movement of cars close to the school site during school drop off and pick up. Can we please ask that you park respectfully when waiting for your child and you do not block pavements and driveways? Due to the congestion at certain times, please be mindful of your speed. We do not wish for any of our school community to be involved in a traffic accident. Many thanks for your support and consideration.

STANDISH_CHS

If you want more regular updates about what's going on at Standish, why not follow our new Instagram account? Our handle is @standish__chs and the link is: https://www.instagram.com/standish__chs/ If you're more of a QR Code type of person, we've got one of those too!

Standish Community High School

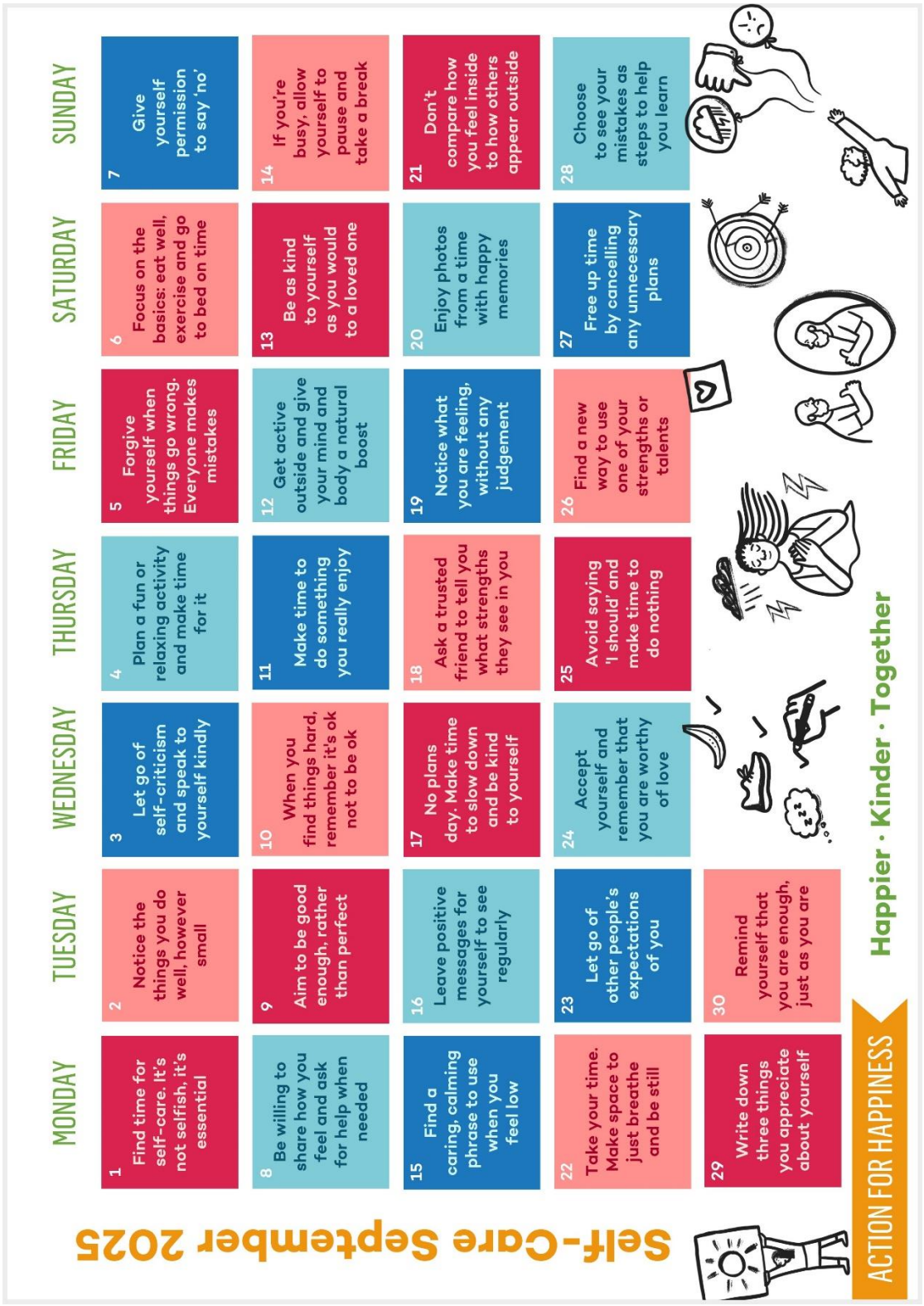
Uniform Plea

Can you please donate any school uniform that your child has grown out of as we are particularly short of blue jumpers, white shirts, skirts and trousers. We need spare uniform to help our young people start the day well and to sort any issues quickly that occur during the day. We do not need any Year 11 jumpers at this moment in time. Please ask your child to bring any donated uniform to student reception. Items can also be left at our main reception.

Many thanks!

Self-Care September

Self-care isn't selfish. It's essential.



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

TECHNOLOGY ATTACHMENT

WHAT ARE THE RISKS?

In today's digital age, children are increasingly forming emotional and habitual attachments to their devices. With 96% regularly accessing the internet and nearly half engaging in live streaming or content sharing, their online presence is greater than ever. This guide explores the phenomenon of technology attachment in young people and offers expert advice on fostering healthier digital habits.

WIRED FOR REWARD

Children's brains are particularly sensitive to reward-based stimulation, and some digital platforms, especially those offering quick-hit content like short-form videos, are designed to exploit this. The instant gratification of likes, comments, and rapid scene changes triggers dopamine releases, making these interactions highly addictive. Over time, this may contribute to changes in attention patterns and a reduced inclination towards activities that involve prolonged focus or delayed gratification, such as reading, problem-solving, or creative play.

NIGHT-TIME TECH HABITS

Screen use late into the evening can disrupt natural sleep patterns by suppressing melatonin, the hormone that regulates sleep. Children engaging with stimulating content may experience delayed bedtimes, lower sleep quality, and increased fatigue during the day. Additionally, fear of missing out (FOMO) on online interactions can cause anxiety and resistance to logging off, creating a cycle of late-night engagement and tired mornings.

SHAPED BY SCREENS

For many children, digital spaces have become a key arena for identity exploration and expression. Social media encourages them to curate their image carefully, with likes, comments, and shares serving as social validation. This environment can tie self-esteem to online feedback, making children vulnerable to comparison, self-doubt, and pressure to present a perfect version of themselves, even when it doesn't reflect reality.

DIGITAL WORLD DANGERS

The internet can expose children to unfiltered content, some of which may be inappropriate, misleading, or harmful. Cyberbullying, exposure to idealised lifestyles, and online predators are all risks children face, often without fully understanding the consequences. Misinformation can shape distorted worldviews, while constant comparison to others can erode self-confidence. Without guidance, children may internalise these digital dangers, impacting their emotional and mental health.

DIGITAL DEPENDENCY BUILDS

Devices often become digital comfort blankets. In moments of boredom, anxiety, or loneliness, children may instinctively reach for screens to self-soothe. This reliance on digital distraction limits their ability to develop healthy coping mechanisms, such as mindfulness, conversation or physical activity. As the habit builds, their dependency may displace real-world experiences and emotional resilience.

FRIENDSHIPS & FILTERS

Technology transforms how young people socialise, often replacing face-to-face interaction with text-based or image-based communication. While messaging apps and social media enable connection, they may also limit emotional expression and the development of essential interpersonal skills, such as tone recognition, empathy, and reading body language. As a result, some children may become less confident with exchanges in person and more reliant on digital personas to navigate friendships.

Advice for Parents & Educators

READ THE ROOM

Pay attention to behavioural changes that may signal unhealthy tech attachment. This includes mood swings, increased secrecy about online activity, withdrawal from family time or hobbies, and visible distress when separated from devices. These cues can indicate deeper emotional reliance or even exposure to distressing content. Early recognition allows for proactive support and meaningful conversation.

DON'T WAIT, REACH OUT EARLY

If a child's relationship with technology starts affecting their emotional wellbeing, school performance, or social connections, don't hesitate to seek help. Open up discussions with teachers, pastoral staff, or digital wellbeing professionals. Early intervention is key, and a supportive network can provide tools, resources, and reassurance for both children and adults navigating this evolving digital landscape.

SHAPE DIGITAL BOUNDARIES

Create a balanced digital environment with clear guidelines on when and how devices can be used. This includes screen-free zones (e.g. bedrooms, dining tables), app restrictions, and time limits. More importantly, involve children in these decisions and explain the reasoning behind them, even reflecting upon your own digital use so they can see it's something we all have to manage. Turning boundaries into a dialogue, not just directives, helps build trust and encourages self-regulation.

SET THE STANDARD

Children often model the behaviour they see. When adults demonstrate healthy digital habits, such as prioritising face-to-face conversation, balancing screen time with other activities, and using devices with purpose, children are more likely to follow suit. Share your own positive uses of technology and invite children to do the same. This collaborative approach helps demystify tech use and encourages responsible engagement.

Meet Our Expert

Philippa Wraithmell is an award-winning educator, author of The Digital Ecosystem, and founder of EdRuption and Digital Bridge. Digital Bridge supports the relationship between families and technology, empowering everyone to be balanced and digitally well. With over 15 years in digital education and wellbeing, she supports families, schools, and governments to build balanced and safe digital cultures.

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10 Top Tips for Parents and Educators

RECOGNISING & MANAGING STRESS

According to recent studies, over 60% of young people report feeling regularly overwhelmed – with stress impacting their learning, emotional wellbeing and social connections. If left unaddressed, stress can lead to more serious concerns such as anxiety, depression or disengagement. This guide offers ten practical, evidence-based strategies to help children and young people recognise, manage and recover from stress in healthy ways.

1 SPOT THE SUBTLE SIGNS

Look out for changes in mood, behaviour, or energy levels, such as irritability, withdrawal, clinginess, or frequent headaches. These may indicate that a child is feeling overwhelmed. By tuning into these cues early and offering a calm, non-judgemental space to talk, adults can help children feel heard and supported before issues escalate.

2 KEEP CONVERSATIONS FLOWING

Make time for open, informal check-ins – whether it's during car journeys, over dinner, or in quiet classroom moments. Let children know it's okay to talk about what's bothering them. Regular, low-pressure conversations create a safe space where emotions are validated, not dismissed.

3 MAKE MOVEMENT PART OF THE DAY

Physical activity can dramatically reduce stress hormones while improving mood and focus. Encourage movement through activities children genuinely enjoy – from team sports to dancing around the kitchen. Even light activity like stretching or walking the dog can help us all unwind.

4 SUPPORT HEALTHY SLEEP PATTERNS

Poor sleep makes stress harder to manage. Establish a calming evening routine that avoids screens before bedtime and promotes winding down, such as reading, listening to music, or chatting quietly. Good sleep hygiene helps reset mood, enhances concentration, and boosts emotional resilience.

5 PRACTISE MINDFULNESS

Mindfulness doesn't have to mean long periods of meditation. A few slow breaths before lessons or short family meditation sessions before bed can make a real difference. These simple habits help children ground themselves, reduce emotional reactivity, and build inner calm over time.

6 SET DIGITAL BOUNDARIES

Excessive screen time, especially before bed or on social media, is linked with higher stress levels. Set clear expectations for when and where devices can be used and suggest screen-free alternatives like crafts, nature walks, or board games to promote digital balance and reduce overstimulation.

7 NURTURE SOCIAL CONNECTIONS

Strong relationships act as a buffer against stress. Whether it's a trusted adult, a sibling, or a good friend, ensure children have people around them they can talk to and spend quality time with. Help them build those bonds through shared activities and meaningful interaction.

8 PROGRESS OVER PERFECTION

Set realistic goals and praise effort, not just outcomes. When children feel pressured to be perfect, stress naturally follows. Celebrate small wins and help them reframe setbacks as learning opportunities. This helps build confidence and reduces the fear of failure.

9 TEACH EVERYDAY PROBLEM-SOLVING

Use real-life scenarios to build resilience. Encourage children to identify problems, consider possible solutions, and choose a plan of action. Practising these steps builds a sense of control and reduces the helplessness that often accompanies stress.

10 BE THE MODEL THEY NEED

Children notice how adults respond to challenges. Model healthy coping strategies such as taking breaks, asking for help, or calmly expressing frustration. By showing how you manage stress constructively, you help normalise these behaviours and encourage children to do the same.

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®

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WHAT IS CHILD FINANCIAL EXPLOITATION ?

Have you got your own bank account? Do you have a bank card? If you do, you need to know about CFE.

CHILD FINANCIAL EXPLOITATION or CFE for short, is when criminals groom children, so they can exploit them and use their bank accounts to commit crimes like money laundering or fraud.
They want to hide money made from crime, and they use children and young people to do this.

USING PEOPLE LIKE THIS IS A CRIME AND IT IS ABUSE!

LOOK OUT FOR!

- A stranger or "new friend" asks for your bank account details.
- They message you through games or social media.
- Promise of "easy money" for doing nothing.
- They ask you to open a bank account or use your card.
- Tell you not to tell your parents or teachers.

HOW TO STAY SAFE

- Don't share your bank account or card details with anyone.
- Never agree to receive or send money for someone.
- Tell a trusted adult if someone makes you feel unsure.
- Block and report strangers who ask you weird questions online.
- Remember... real jobs don't ask you to move money!

IF YOU ARE WORRIED REMEMBER...

- To tell a parent, teacher, or trusted adult right away.
- They can help you check if the person is trustworthy or if they are trying to get you to do something wrong.
- They can help you report something suspicious to the police.
- The police will listen, they will not judge you and they will help.

If something feels strange or makes you uncomfortable,

YOU HAVE THE POWER TO SAY NO!

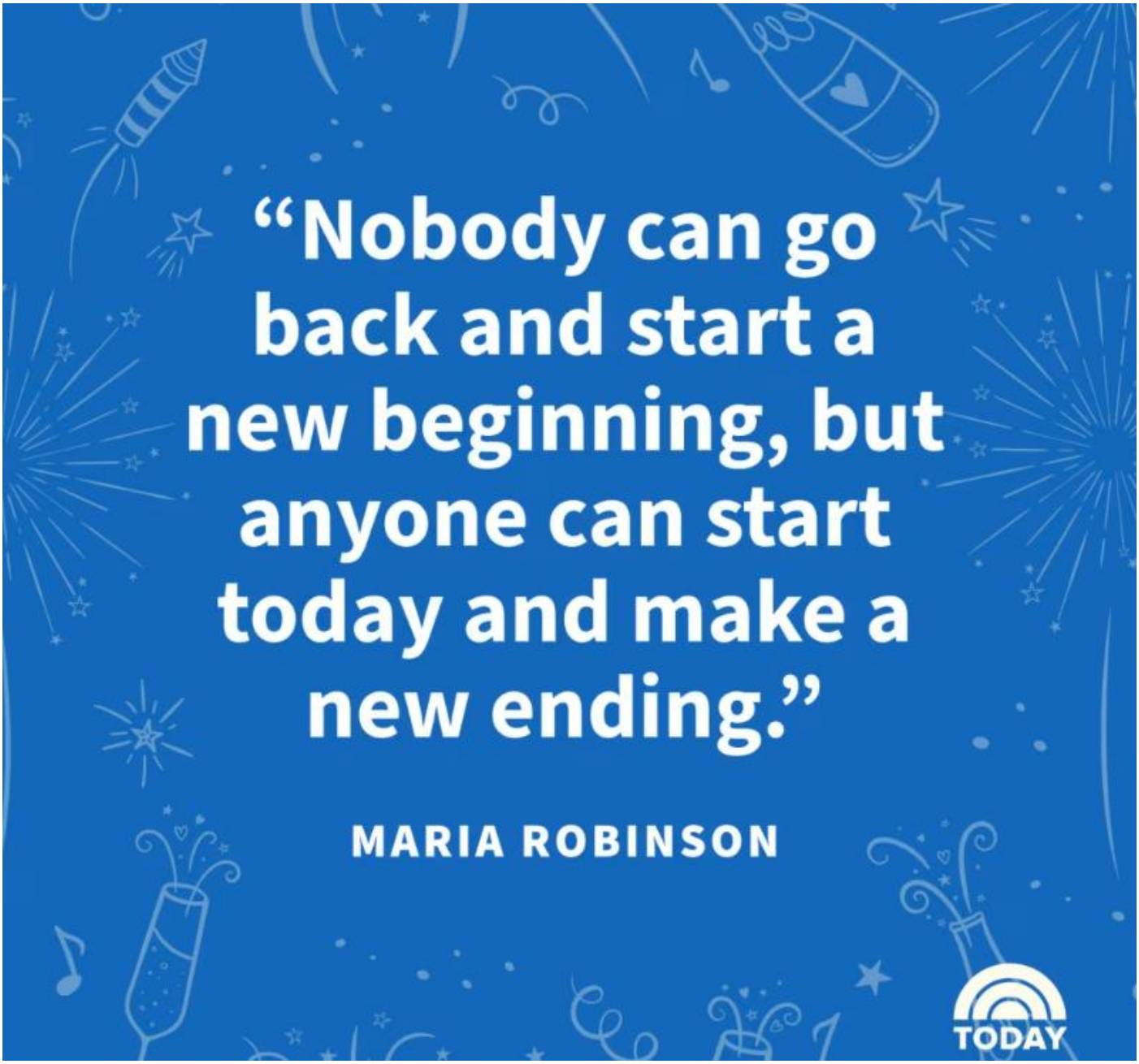
You can be smart. You can be strong. You can protect yourself and your friends and you can....

GREATER MANCHESTER POLICE

Spot it & Stop it!

NORTH WEST ROCU
REGIONAL ORGANISED CRIME UNIT

Thought for the Day



Help and Support

Crisis Mental Health Support: Wigan 0-25yrs
Our crisis lines are free phone numbers and are available in Wigan and are for patients and the public of all ages (children, young people and adults) to call when they are experiencing a mental health crisis or are worried about someone else who may be in crisis. We recognise that professionals including GPs, police, paramedics and others may have someone they're supporting in their professional capacity that may be in crisis and needs urgent mental health support.

For young people 18-25yrs please contact Mental Health Crisis line: 0800 051 3253 open 24/7 (all age after 5pm)
Mental Health Urgent Response Team | Greater Manchester Mental Health NHS FT (gmmh.nhs.uk)
For children and young people (up to the age of 18), please contact:
Wigan CAMHS Team on 01942 775400 open 9-5pm please call 0800 051 3253 after 5pm.

Support for Children & Young People

Young Minds

Charity that offers information about mental health and emotional wellbeing. YoungMinds | Mental Health Charity For Children And Young People | YoungMinds

ADHD Foundation – children support online https://www.adhdfoundation.org.uk/childrens/

Beat (national eating disorder charity) www.b-eat.co.uk Contact: 0345 634 1414

Support for Parents / Carers
Papyrus supporting your child with self-harm and suicidal thoughts
PAPYRUS Launch New Guide For Parents | Papyrus UK | Suicide Prevention Charity (papyrus-uk.org)

Young Minds Call the Parents Helpline: 0808 802 5544 (Monday to Friday 9.30am – 4pm, free for mobiles and landlines) https://youngminds.org.uk/**ADHD Foundation support for parents** - https://www.adhdfoundation.org.uk/parents/**Family Meditation training and workshops** – www.talkfirst.org

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MOSAIC
LEARNING TRUST
Raising Aspirations,
Empowering Futures

Standish Community
High School

Stonewall SCHOOL CHAMPION