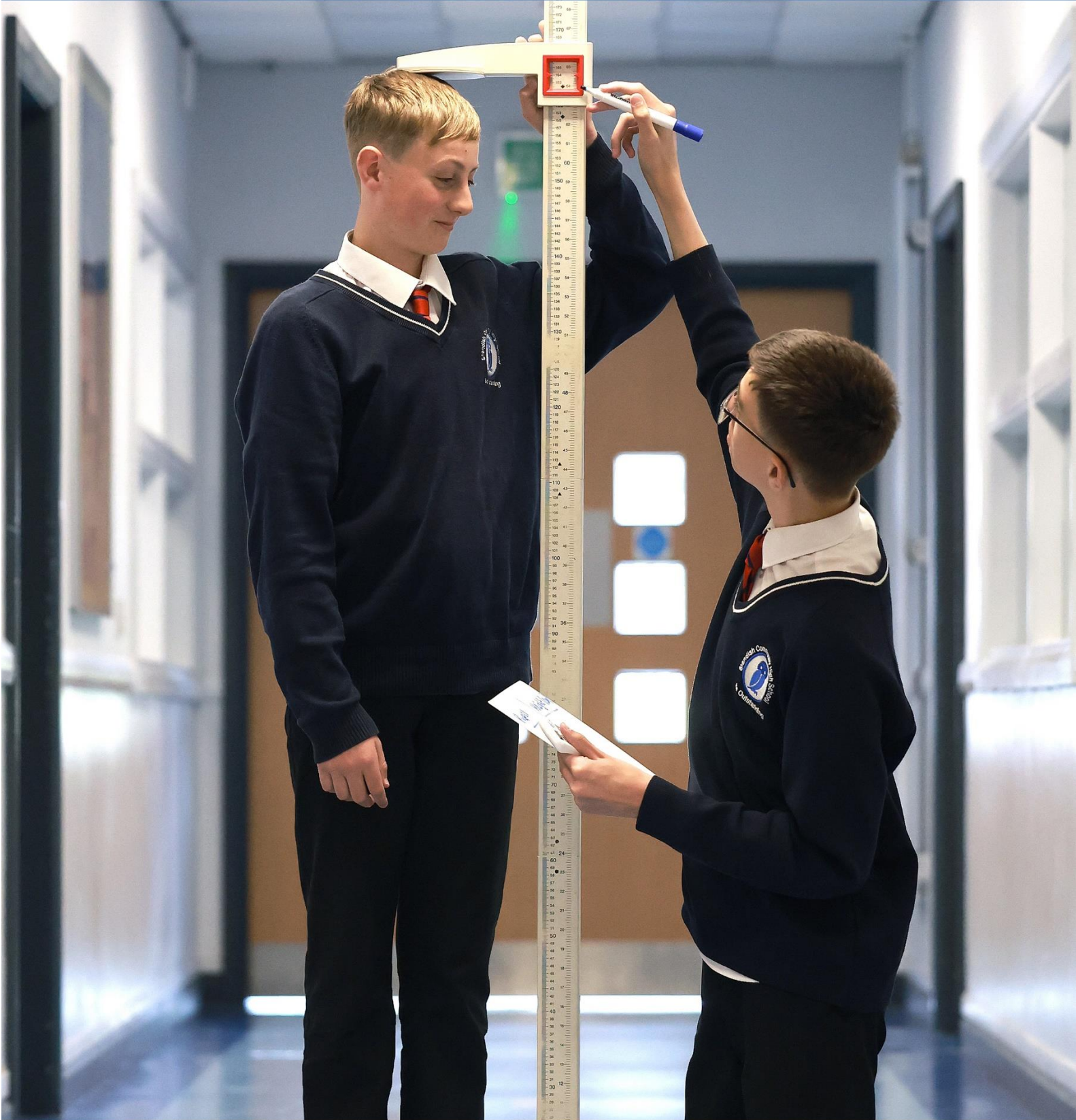




THE STANDARD

16th January 2026

contactus@standishchs.wigan.sch.uk



YEAR 11 MOCK RESULTS

CHRISTMAS BONANZA

NATIONAL YEAR OF READING

Message from Mrs Barker, Headteacher



elcome to the first edition of The Standish Standard this calendar year!

I'd like to wish you all a belated happy New Year from everyone at Standish. This edition contains pictures from last year's Christmas Bonanza (page 5) as well as news of our recent Year 11 mock examinations results assembly (page 4). It was heartening to see both the scenes of happiness from students receiving confidence-boosting results as well as the determination from others who know what they need to do to improve from here on in.

We have some extracurricular updates for you all, including some congratulations due to our Year 9 maths students for their excellent performance at the Edge Hill University Challenge (page 10) and our latest MFL Stars of the Month (page 11)

And finally, on the theme of taking new opportunities, you can read about our Year 9 students who have been amongst the first to use our new iPads in ADT for graphic design and digital art (page 13), an exciting PE taster session of Lacrosse that our Year 10s enjoyed and the first of many updates from the National Year of Reading on page 20. The theme for the year is 'Go All In' – watch this space for lots of exciting opportunities to do just that with your reading this year!

I wish you all a safe and restful weekend!

A handwritten signature in black ink, which appears to be 'Mrs Barker'.

Mrs Barker,
Headteacher

Charity Fundraising



As you are aware, this year, our nominated school charities are Awareness for Alex, Wigan & Leigh Hospice and Wigan & Leigh Young Carers. We are delighted to be supporting these worthwhile causes and would like to share that we have raised an amazing **£1,354.81** for each charity. A grand total of ...

£4,064.42!

Not forgetting, our students in Year 7 and Year 8 who donated an incredible seventy selection boxes, for the Children's Ward in Wigan Infirmary. Students in Year 9 and Year 10 also contributed generously, donating lots of gifts for teenagers to Miracle on Parsons Walk.

Thank you all so much for your generosity and continued support. We are incredibly proud of our students, parents/carers and staff for coming together to support our community in such a positive and meaningful way.



Year 11 Mock Exam Results Assembly

On Monday morning, our wonderful Year 11 were presented with their fantastic mock examination results. We are so proud of all their hard work, dedication and determination to make their current results even better.

Keep up the great work Year 11!



Christmas Bonanza 2025

We held our annual Christmas Bonanza on the last day of term to celebrate our fantastic successes from this term in true Standish festive style! There was lots of excitement as Santa and his elves dropped by along with Stan the Standish Owl. Brilliant performances from our Performance department added to an already fabulous atmosphere that even an appearance by the naughty Grinch couldn't ruin!

Well done to all our students for a great term and especially the students who picked up awards.





Extra-curricular updates from Performance



PERFORMING ARTS



EXTRA-CURRICULAR TIMETABLE

| <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|---|--------------------------------------|--|--|--|
| <p><u>DANCE INTERVENTION</u> DR1</p> <p><u>SCHOOL OF ROCK</u> MU1</p> | <p><u>SCHOOL OF ROCK</u> MU1</p> | <p><u>ANNIE SINGING REHEARSALS</u> MU1</p> | <p><u>RAISE YOUR VOICE</u> MU1</p> | <p><u>DRAMA CLUB</u> DR2</p> |
| DINNER TIME | | | | <p>ALL LUNCHTIME ACTIVITIES ARE AT 12:20 – 12:50 PM</p> |
| AFTERSCHOOL | | <p><u>DANCE CLUB</u> DR1 3:10-4:10PM</p> | <p><u>GCSE DRAMA INTERVENTION</u></p> | <p>All band rooms are available at dinner times. Please book with FNO.</p> |

Debating Club



SCHS Debate Club

Open to Years 7-9
Love sharing your ideas?
Enjoy arguing your point?
Want to build confidence and public speaking skills?

Join debate club!
What we offer:
📅 Weekly Sessions
🗨️ A Variety of Topics
From fun and light-hearted debates to real-world issues

🏆 **Competitions**
Take part in exciting debating competitions and challenge other schools

🏛️ **End-of-Year Trip to Parliament**
See democracy in action with a special visit at the end of the year!

🌟 No experience needed – just bring your ideas and your voice!

📍 Where: R28
🕒 When: Thursday Lunchtime

Any questions please see 🙋 Miss McDonald & Miss Moore

Have an opinion? Make it heard.

Join Debate Club today!

Extra-curricular updates from PE

SCHS PE Department Extra Curricular Clubs (6th January – 13th February 2026)

(Please check the PE notice board weekly for team lists/messages on fixtures and the impact on other clubs)

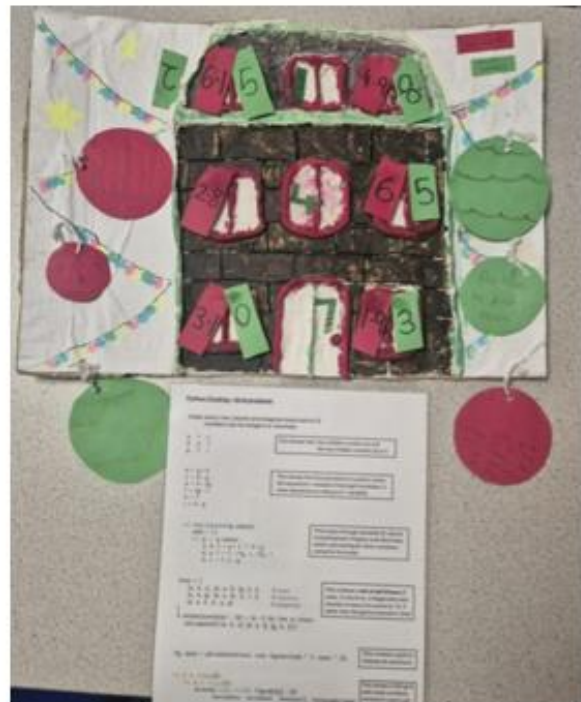
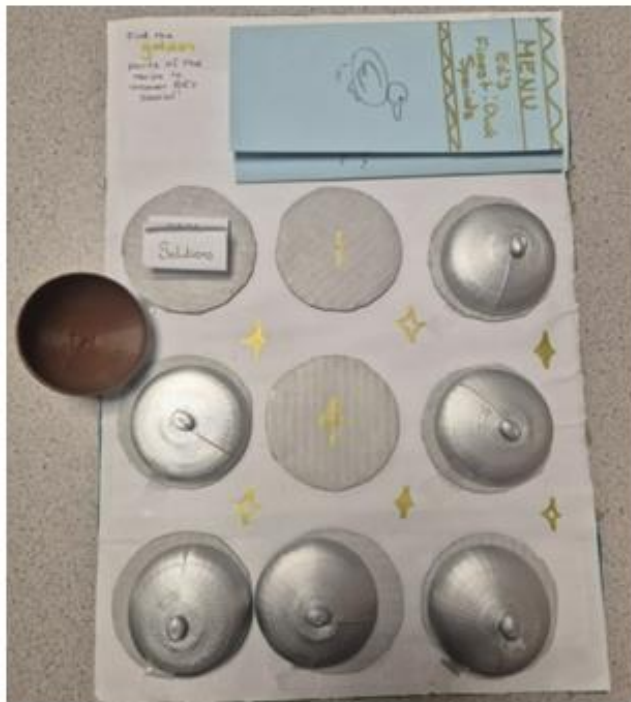
| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|--|--|--|---|--|
| Morning 8-8.30am | GCSE Intervention Club (IBR Room 16) (7.45am) | GCSE Intervention Club (IBR Room 16) (7.45am) | GCSE Intervention Club (IBR Room 16) (7.45am) | GCSE Intervention Club (IBR Room 16) (7.45am) | GCSE Breakfast Club (IBR Room 16) |
| Lunch time 12.20-1.00pm | Year 7 Futsal (Sports hall) | Netball (Sports hall) | Year 8 Futsal (Sports hall) | Table Tennis Club (Sports hall) (Year 10-11 only) | Girls Futsal (Sports hall) |
| | GCSE Intervention (Room 16) | GCSE Intervention (Room 16) | GCSE Intervention (Languages computer room) | GCSE Intervention (Room 16) | GCSE Intervention (Room 16) |
| After school 3.05-4.15pm Recreational Clubs | Netball (Sports hall) (3.05 – 4.05pm) | Wigan Warriors Rugby Training (Year 7 only) (3.05-4.15pm) | Girls Rugby (3.15-4.15pm) | Trampolining/Gymnastics/ Cheerleading Club (Ms Glenn) | GCSE Practical Intervention (Trampolining, volleyball, table tennis) |
| Team Fixtures/ Practice | | | | GCSE Volleyball (Sports hall) (MDE) | Fitness Suite (KS3 only) (12.30pm start) |

Fixtures for all year groups

Other practices may be arranged due to upcoming fixtures please check notices board

News from Maths

Our Year 9 mathematicians recently rose to the challenge in a prestigious competition hosted by Edge Hill University. Faced with two complex logical puzzles, students selected their favourite and set to work crafting imaginative solutions that blended mathematical theory with creative presentation. Below are the standout entries being submitted for judging, showcasing the ingenuity and problem-solving flair of our talented students.



News from MFL

French - Les Etoiles du Mois- décembre

| | Mme. Lea | Mme. Dickinson | Mme. Brass |
|-----|------------------|---|-----------------------------|
| Y7 | Elliot Partridge | Jack Benfold Jacob Belshaw Hameeda Alhazan Samiya Rahman | Sienna Parr Louie Mather |
| Y9 | Alfie Sumner | Millie Cooper | Libby-Mae Balcer |
| Y10 | Michael Delaney | | |
| Y11 | | | |

The MFL teachers have selected a star of the month from each of their classes for continued excellent participation and work in class and at home. **Très Bien Fait!**

Spanish - Las Estrellas del Mes- diciembre

| | Sñra. Brass | Sñra. Dickinson | Sñra. Lea |
|-----|---------------------------|--|-----------------------------|
| Y8 | Teddy Smith Megan Lyon | Charlotte Kearsley Niamh Winrow- Monks | Ivan Mather Mason Gibson |
| Y9 | Elsie Jarrett Dan Lamb | Isaac Lowton | Ameila Breheny |
| Y10 | Jasmine Chen | Akhram Bibire Adebayo | |
| Y11 | Amesteris Sabahi | | |

The MFL teachers have selected a star of the month from each of their classes for continued excellent participation and work in class and at home. **¡Muy Bien Hecho!**

News from PE

Ellie and William are back with their sports round-up of the week.

Sports Science Students Get a First Taste of Lacrosse



On Tuesday 6th January, our Year 10 Sports science group took part in an engaging Lacrosse beginner session designed to support their understanding of the game as part of a case study for their coursework.

The session was delivered by a development officer from England Lacrosse, who introduced students to the aims of the sport before guiding them through the fundamental skills. Over the two-hour session, students learned and practised catching, throwing, scooping, shooting and were shown how to play the game

using basic rules and game principles.

For many students, this was their first ever exposure to Lacrosse — with some having never even heard of the sport, let alone played it. Despite this, the group showed excellent enthusiasm and focus, making great progress throughout the session. Confidence and skill levels improved noticeably as students became more comfortable handling the stick and understanding game play.

The session was thoroughly enjoyed by all involved and provided valuable practical insight to support their academic studies.

A huge thank you to Brin from England Lacrosse for delivering such an informative, well-structured, and enjoyable session. We look forward to building on this experience in future lessons.



News from ADT

Year 9 have been putting their new iPads to great use, creating some brilliant digital artwork!





Y9 Digital Portraits

News from Futures Team



Event: *British Army Insights – A Guide for Parents & Guardians*

Date: Tuesday 20 January

Time: 18:00 – 19:00

Register Now: <https://britishar.my/GTQfiD>

This online session is designed to give parents clarity and confidence about the opportunities the British Army offers young people.

Why it matters:

Recent research with over 600 parents and guardians revealed:

- Only 27% feel fully confident supporting their child through the application process
- Nearly half (49%) want to attend an online session and receive resources about Army apprenticeships

What parents will gain:

- A real look at life in today's Army, including roles, training, and qualifications
- Inspiring stories from those with lived experience, plus practical advice and Q&A time
- Insights into how the Army helps young people build confidence, resilience and valuable life skills — all while earning and learning

Attendees receive a FREE downloadable resource to help support their child's career choices.





Myerscough
College & University Centre
EMPOWERING FUTURES
Since 1894

- ✓ School Leavers
- ✓ Apprenticeships
- ✓ University Degrees

Course Advice Morning



The North West centre for land-based, sport, engineering and science education

Download our 2026 School Leaver Prospectus

Saturday 6th December 2025*
Saturday 7th February 2026

* Preston and Liverpool only

CENTRES ACROSS
THE NORTH WEST

PRESTON • WARRINGTON
LIVERPOOL • MANCHESTER

www.myerscough.ac.uk

THE RAIL SAFE FRIENDLY PROGRAMME

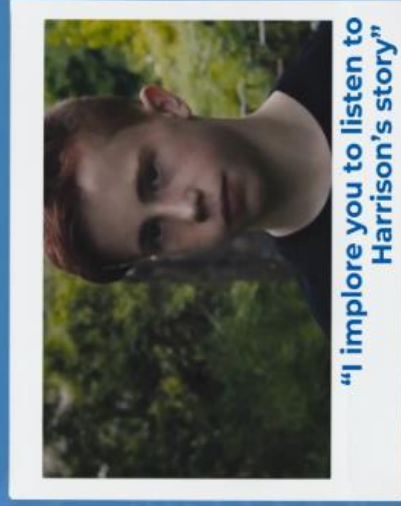
The Rail Safe Friendly programme has educated over **3 million young people** on the dangers of the railways.



Discover our **FREE** rail safety videos and keep your children safe by visiting railsafefriendly.com



DON'T LET YOUR CHILDREN BECOME THE NEXT STATISTIC



"I implore you to listen to Harrison's story"

Simon Frazer, Principal,
Guilsborough Academy

According to the **ORR Report**, April 23 – March 24 on UK railways:

12 people died in accidents while trespassing

58% were struck by a train or tram

42% were electrocuted

According to **Rail Safe Friendly**, July 25:

120+ companies support the programme

11,000+ schools in the UK have engaged

20,000+ UK schools still need to be reached

MARKETING PROGRAMME

FEBRUARY 2026 | MAY 2026

WE WILL WOK YOU
CHINESE NEW YEAR



BRITISH PIE WEEK



ST GEORGE'S DAY



SOUL FOOD FESTIVAL



FEBRUARY

MARCH

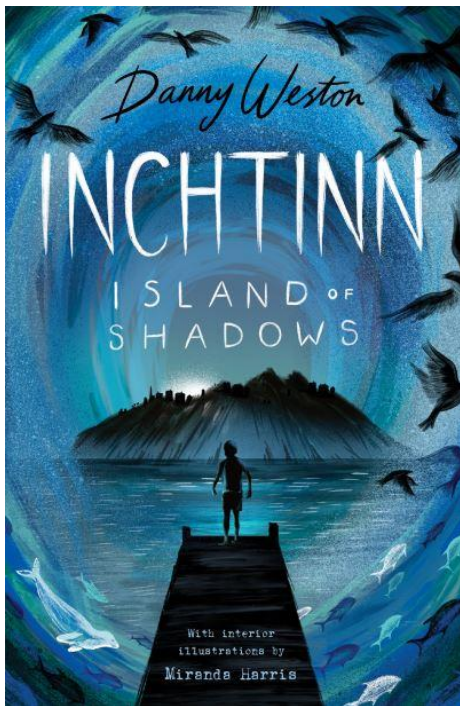
APRIL

MAY



MIDSHIRE
SIGNATURE SERVICES

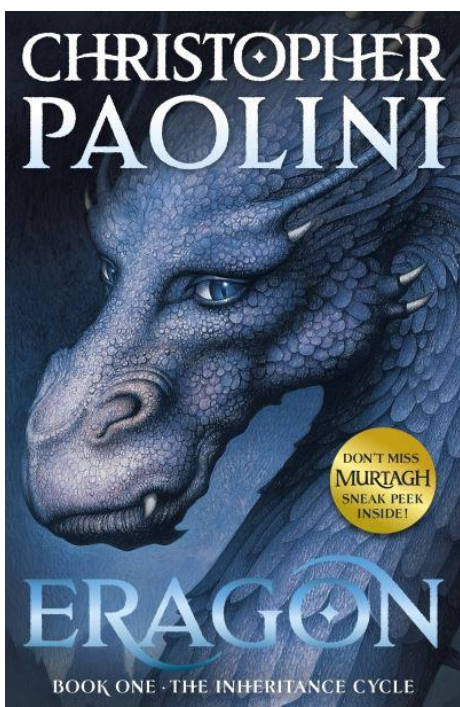
News from the LRC



KS3 Recommended Read

Noah is forced to travel with his distant mother to the remote Scottish island of Inchtinn. Since the death of his father, she's been struggling for inspiration for her next bestselling children's book and hopes an adventurous trip will help them both.

Yet adventure isn't the only thing that awaits their arrival. When things take a turn for the worse, Noah has to face the most unimaginable horrors.



KS4 Recommended Read

When Eragon finds a polished blue stone in the forest, he thinks it is the lucky discovery of a poor farm boy; perhaps it will buy his family meat for the winter. But when the stone brings a dragon hatchling, Eragon soon realizes he has stumbled upon a legacy nearly as old as the Empire itself.

Overnight his simple life is shattered, and he is thrust into a perilous new world of destiny, magic, and power. Can Eragon take up the mantle of the legendary Dragon Riders? The fate of the Empire may rest in his hands...

Happy reading!

Go All In!



2026 is the National Year of Reading. The message is to GO ALL IN and ensure that your reading choices reflect whatever you are in to. Whether it's baking, horror or graphic novels our school library has the right book for you!

Each month we will be celebrating with an event or activity – look out for the posters around school!



Domestic Abuse Support for Children & Young People

One to One Support or Small Group Sessions Available in Schools

What we offer

Our Domestic Abuse Support Worker provides a safe, confidential space for children and young people affected by domestic abuse to:

- Talk about their experiences and feelings
- Build confidence and self-esteem
- Develop coping strategies
- Learn about healthy relationships and safety
- Access to further help and support where needed

How it works

- Support sessions take place in school, during the day
- Referrals can be made by school staff, safeguarding leads, or pastoral teams
- Parental consent is required
- The service works alongside existing school safeguarding procedures

Who can be referred

- Has witnessed or experienced domestic abuse
- Is affected by conflict or controlling behaviour at home
- Need emotional support to understand and cope with what's happening
- Engaging in an unhealthy relationship

Together, we can help children feel safe, heard, and supported. Early support makes a lasting difference.

CYPsupport@diasdvc.org 01942 311365

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.



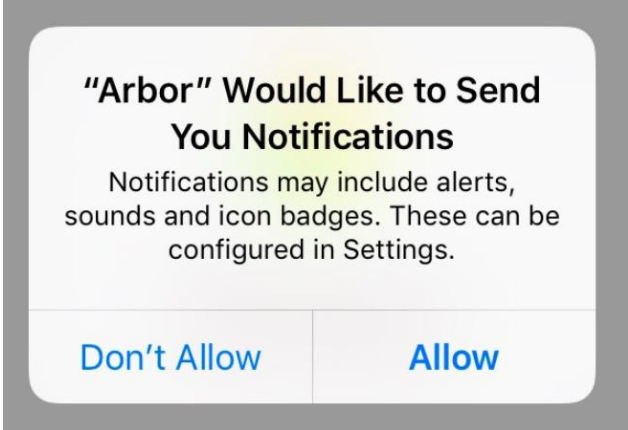
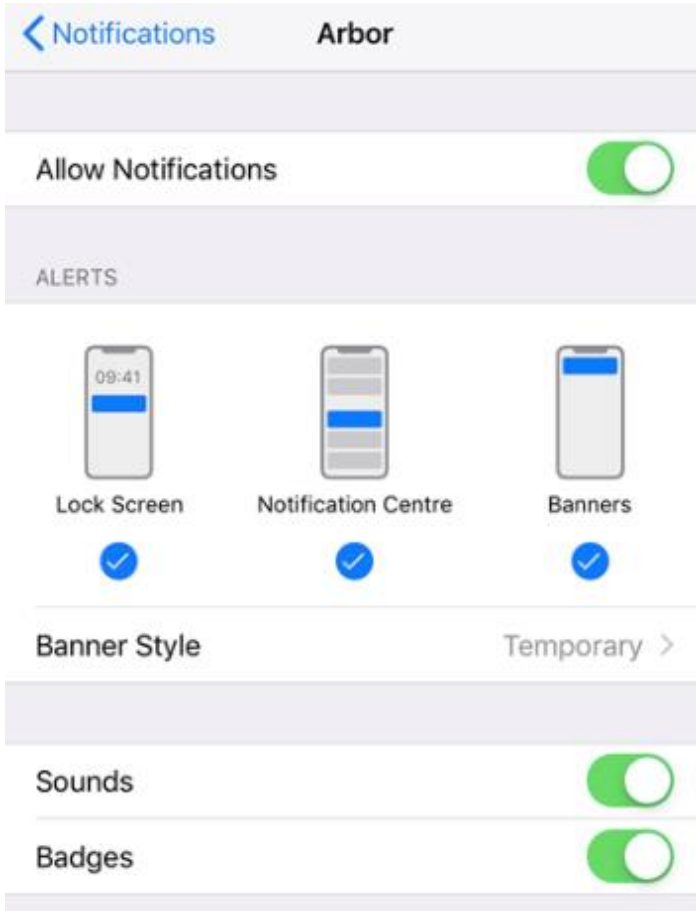
Arbor Updates

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.



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.



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!

10 Top Tips for Parents and Educators

ESSENTIAL ONLINE SAFETY

Children and young people use the internet every day to learn, play, and connect, but the online world is not always safe. For adults, it can be hard to keep up with the risks, including harmful content, cyberbullying and scams. These 10 tips provide clear and practical advice to support safer and healthier digital habits, helping young people to make informed, secure choices when using technology.

1 START EARLY CONVERSATIONS

Begin talking about online behaviour from the moment children start using devices. Use age-appropriate language and revisit topics regularly, making it clear they can speak to you about anything that upsets or confuses them. Keeping these chats open helps build trust, so children are more likely to come to you when needed.

2 PROMOTE SAFER SHARING

Children can overshare without understanding the risks. Remind them that photos, locations, or messages can be copied or shared beyond their intended audience. Explain how even private messages or group chats can be saved and/or misused. Talk about what is appropriate to post, message, and who it's safe to share with.

3 ENCOURAGE DIGITAL BALANCE

Many apps and games are designed to keep users engaged through rewards, likes, or constant updates. These features can make it hard for children to switch off. Talk openly about how these systems work and help children recognise when it's time to take a break. Building in tech-free routines supports a healthier balance and awareness of their screen time.

4 CREATE A SAFE SPACE FOR CONCERNS

When children come to you with a concern, respond with interest and care, rather than with alarm. Keeping your reaction measured helps them feel safe and supported. This doesn't mean ignoring serious issues; it means showing that you're there to help. When children trust that they can speak openly, they're more likely to feel supported through unpleasant online experiences, and to ask for help in future.

5 STAY INFORMED AND CURRENT

With emerging technologies like AI moving and changing so quickly, it's important to stay updated on how children are using new platforms, apps and games. Ask them to show you what they use and let them take the lead as you explore together. This opens up valuable conversations and helps you stay ahead of emerging risks and trends.

6 TEACH CRITICAL THINKING

Talk to children about how to recognise unreliable information or scams online. With AI-generated videos, photos, and stories becoming harder to spot, help children question what they see and encourage them to look for evidence, check sources, and ask questions. These skills will help them avoid risks, make smart choices, and develop healthy habits for the future.

7 SET CLEAR BOUNDARIES

Involve children in conversations about device usage so they feel included. Agree on digital rules such as screen-time limits, age-appropriate apps, and no devices in bedrooms overnight. Use parental controls to block or filter harmful content and explain that rules are there to protect and support them, not to spoil their fun.

8 LEAD BY EXAMPLE

Children often copy the behaviour of adults around them. Show them what balanced, respectful, and mindful use of technology looks like, such as avoiding scrolling during family time and speaking kindly in messages. If you expect certain behaviour from them online, make sure your own habits reflect the same standards.

9 EXPLORE PRIVACY SETTINGS TOGETHER

Show children how to use privacy tools on apps, games, and websites. Teach them to use strong passwords, block or report others in response to problems, and avoid sharing personal details. Explore settings together so they feel confident and in control, and explain that these features are there to help them stay safe online.

10 KNOW WHERE TO GET HELP

Familiarise yourself with tools and organisations that support online safety. The National College offers online safety guides and webinars which provide tips on staying safe. Websites like Report Harmful Content and CEOP can be used to report when something goes wrong. Show children how to report or block users, and where to go if they feel unsafe. Make sure they know that asking for help is always the right thing to do, and be prepared to support them.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

See full reference list on our website

#WakeUpWednesday

The National College

 @wake_up_weds

 /www.thenationalcollege

 @wake.up.wednesday

 @wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 07.01.2026

What Parents & Educators Need to Know about DIGITAL DEVICES & WELLBEING

Children aged 7 to 14 now spend roughly 3 to 5 hours a day on phones, tablets, consoles, and computers. That much screen time has parents and educators worried – not just about the hours logged, but about online safety and the knock-on effects on mental health. This guide brings together practical, expert-backed strategies so adults can nurture healthier digital habits and help young people thrive both on and offline.

WHAT ARE THE RISKS?

SLEEP DISRUPTION

Excessive screen time, especially before bed, can interfere with melatonin production and delay sleep onset. Children may struggle to concentrate or regulate emotions due to poor sleep hygiene linked to late-night device use.

ONLINE PEER PRESSURE

Social media platforms expose children to unrealistic standards and peer validation loops. Likes, comments, and follower counts can influence self-worth and lead to anxiety or risky behaviour to gain approval.

CYBERBULLYING EXPOSURE

Children may encounter bullying through messaging apps, games, or social media. This can be persistent and anonymous, making it harder to detect. Victims often feel isolated and reluctant to report incidents.

REDUCED PHYSICAL ACTIVITY

Time spent on screens often replaces outdoor play and physical activity. This sedentary lifestyle can contribute to obesity, poor posture, and reduced cardiovascular health.

EMOTIONAL DYSREGULATION

Fast-paced digital content can overstimulate young brains. Children may become irritable, impatient, or struggle with boredom and emotional control when not engaged with screens.

PRIVACY AND SAFETY RISKS

Children may unknowingly share personal information or interact with strangers online. Without guidance, they may not understand the long-term consequences of digital footprints or unsafe online behaviour.

Advice for Parents & Educators

SET CLEAR BOUNDARIES

Establish screen-time limits and device-free zones, e.g. classrooms and dinner tables. Use parental controls and co-create a digital use agreement with children to encourage accountability. Trying a visual schedule or timer app can help children understand and stick to limits.

MODEL HEALTHY HABITS

Children mirror adult behaviour. Demonstrate balanced device use, take regular screen breaks, and prioritise face-to-face interactions to reinforce positive behaviours. Making a habit of putting your phone away during meals and conversations can show that real-life interactions come first.

ENCOURAGE OPEN DIALOGUE

Create a safe space for children to talk about their online experiences. Ask open-ended questions like, "What did you enjoy online today?" to build trust and awareness. Try setting aside 10 minutes each day for a digital check-in where children can share what they've seen or done online.

PROMOTE DIGITAL LITERACY

Teach children how to evaluate online content, recognise misinformation, and understand privacy settings. Empower them to think critically and act responsibly in digital spaces. You could use real-life examples from the news or social media to help children practise spotting fake information.

Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School and works on a secondment one day a week for Minds Ahead, which works with schools on improving their mental health provision.





MOSAIC LEARNING TRUST

Raising Aspirations,
Empowering Futures

WE ARE RECRUITING



Standish Community
High School

Teacher of Science (1.0 FTE)

Standish Community High School is advertising for a permanent Teacher of Science to commence employment on 20th April 2026. We are seeking an enthusiastic, self-motivated, and highly organised Science teacher who will contribute to the exceptional support, care and guidance we provide for our students. We welcome applications from individuals with energy, dedication and a strong determination to achieve excellence.

This full-time role will be based at Standish Community High School, however as we are part of Mosaic Learning Trust, there may be occasions when you will be required to work at other schools within the Trust.

Further details regarding the post can be found on the [School Website](#)

We encourage applicants to apply through [TES](#). Applicants can also apply through [Teacher Vacancies](#) and [MyNewTerm](#) or by filling in the school's application form found on the [School Website](#). Completed application forms can be forwarded by email to: recruitment@standishchs.wigan.sch.uk

-
The closing date for applications is **Monday 19th January 2026 9.00.am**



MOSAIC LEARNING TRUST

Raising Aspirations,
Empowering Futures

WE ARE RECRUITING



Standish Community
High School

Teacher of Science with TLR2b for Teaching and Learning Development within the Faculty (1.0 FTE)

Standish Community High School is advertising for a permanent Teacher of Science to commence employment on 20th April 2026. We are looking to appoint a teacher who can engage and inspire students through high quality, innovative teaching and who brings a genuine passion for Science. As this post carries a TLR2b for Teaching and Learning Development, the successful candidate will also play a key role in shaping and enhancing classroom practice across the faculty.

This full-time role will be based at Standish Community High School, however as we are part of Mosaic Learning Trust, there may be occasions when you will be required to work at other schools within the Trust

Further details regarding the post can be found on the [School Website](#)

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The closing date for applications is **Monday 19th January at 9.00.am**



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!



Happier January





Let's start the new year happier!

Happier January 2026

Happier • Kinder • Together

ACTION FOR HAPPINESS

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|---|--|---|--|--|---|---|
|  5 Look for the good in others and notice their strengths |  6 Take five minutes to sit still and just breathe |  7 Learn something new and share it with others | 1 Find three things to look forward to this year | 2 Make time today to do something kind for yourself | 3 Do a kind act for someone else to help brighten their day | 4 Write a list of things you feel grateful for and why |
| 12 Connect with someone near you - share a smile or chat | 13 Take a different route today and see what you notice | 14 Eat healthy food which really nourishes you today | 8 Say positive things to the people you meet today | 9 Get moving. Do something active (ideally outdoors) | 10 Thank someone you're grateful to and tell them why | 11 Switch off all your tech at least an hour before bedtime |
| 19 Focus on what's good, even if today feels tough | 20 Go to bed in good time and allow yourself to recharge | 21 Try out something new to get out of your comfort zone | 15 Get outside and notice five things that are beautiful | 16 Contribute positively to your local community | 17 Be gentle with yourself when you make mistakes | 18 Get back in contact with an old friend |
| 26 Choose one of your strengths and find a way to use it today | 27 Challenge your negative thoughts and look for the upside | 28 Ask other people about things they've enjoyed recently | 22 Plan something fun and invite others to join you | 23 Put away digital devices and focus on being in the moment | 24 Take a small step towards an important goal | 25 Decide to lift people up rather than put them down |
| | | | 29 Say hello to a neighbour and get to know them better | 30 See how many people you can smile at today | 31 Write down your hopes or plans for the future |  |

“

**Learn from
yesterday,
live for today,
hope for tomorrow.**

Albert Einstein

GH

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 \(gmmh.nhs.uk\)](https://www.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](https://www.youngminds.org.uk)

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 \(papyrus-uk.org\)](https://www.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> **ADHD Foundation support for parents** - <https://www.adhdfoundation.org.uk/parents/> **Family Meditation training and workshops** – www.talkfirst.org



kooth

For ages: **10-18**

Kooth is an online **mental wellbeing** community for young people

Here are some of the features young people can access on Kooth:

- Magazine**
The Kooth magazine shares personal experiences and tips from young people and our Kooth team
- Discussion Boards**
Young people can start or join a conversation with our friendly Kooth community, with lots of topics to choose from
- Chat**
Young people can chat with our helpful team about anything that's on their mind
- Daily Journal**
Young people can view their daily journal to track feelings or emotions and reflect on how they're doing

Sign up for free at **Kooth.com**

The advertisement features a colorful illustration of a diverse group of young people standing together. One person is using a wheelchair, and another is using a cane. The background is a mix of yellow, pink, and blue.



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