



THE STANDARD

15th May 2026

contactus@standishchs.wigan.sch.uk



**GEORGE'S
RUGBY SUCCESS**

**LIBRARY
UPDATES**

**NEXT MUSICAL
REVEALED...**

Message from Mrs Barker, Headteacher



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

It's a particularly busy time here at Standish as we enter the exam season in full swing. So far, our Year 11 students have been exemplary in their hard-work, positive attitudes and determination. Keep it up and it'll be over before you know it!

We have the amazing news of George, Year 7, and his latest rugby success on page 3 and we are also celebrating some star students both in MFL (page 6-7) and science (page 5).

You can read lots of literary updates courtesy of our new librarian, Ms Bennett, that all start on page 10 – in light of the National Year of Reading, there's lots going on both in school and in the community so do please see what's on offer.

And finally, we have the hotly anticipated announcement of our next school musical. I'll not spoil the surprise, but you can turn to page 8 to find out for yourself!

I wish you all a safe and restful weekend!

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

Mrs Barker,
Headteacher

Year 7's George, Player of Steel!



We are delighted to celebrate the outstanding achievements of Year 7 student George L, who has recently made an impressive mark in rugby league.

Over the weekend, George represented his team, Chorley Panthers, at the prestigious Leeds Rhinos tournament. Competing against 21 teams from across the country, the standard of play was exceptionally high but George rose to the challenge with remarkable skill and determination.

Throughout the tournament, George demonstrated outstanding defensive ability, making several crucial try-saving tackles that helped his team stay competitive in tightly contested matches. His commitment, teamwork and resilience on the field did not go unnoticed.

At the end-of-tournament presentation evening, attended by over 200 Under-12 players, George received the highly coveted "Player of Steel" award for the entire tournament: an incredible achievement and a testament to his hard work and dedication.

George has been playing rugby league since the age of four and his passion for the sport continues to grow. With ambitions of one day playing for the Wigan Warriors, he is already showing the talent and determination needed to pursue his dream.

We are incredibly proud of George's effort, attitude and sportsmanship. He is a fantastic role model for others and a true credit to Standish Community High School and his team.

Congratulations, George. We look forward to seeing what you achieve next!

News from Science

Fab Lab

This week in Fab Lab we took to the sky! The students were challenged with building the best paper aeroplane. There were varying degrees of success, but the clear winner was Alexander C in Year 7.

Fab Lab is every Monday, 3.15-4.00pm, in Lab 4. All students are welcome.



Science Spring Term Awards

Congratulations to the following students, who have been selected by their science teachers. They have regularly demonstrated the Standish Way values during the spring term in science.



THE STANDISH WAY

Congratulations to the following students who have been identified by their science teachers as students who have demonstrated the values of the Standish Way.

Teacher	Successful Learner	Confident Individual	Responsible Citizen
Mr Prior	Maya B 10H	Amelia B 9A	Frankie-Leigh P 9U
Mr Brown	Isobel W 10H	Holly D 11E	Isobelle K 11C
Mr Walker	Emilia G 11T	Sofia V 11T	Carys M 11K
Mrs Nicholson	Lily P 9L	Harry M 10L	Owen B 9U
Mrs Green	Isla T 10C	Alfie R 7E	Lily M 11G
Mrs Parfitt	Jacob H 10N	Elliot B 7H	Jack L 7H
Mrs Banks	Ella-Rose G 9A	Eva M 10A	Max T 10N
Mrs Griffiths	Daniel G 11C	Ava D 10H	Max G 10E
Miss Whyte	Lizzie O 10G	Oliver T 7N	Maddison H 9E
Mr Balan	Molly P 10E	Oliver B 10L	Joshua B 8A
Miss Glenn	Mason L 9T	Millie C 9C	Mia H 11A



French - Les Etoiles du Mois- AVRIL

	Mme. Lea	Mme. Dickinson	Mme. Brass	Mme. Aylward
Y7	Emelie W	Alfie R Artemis S Dominik M Connor M	Fergus L Amelia H	Freddie B
Y9		Elisa O	Noah S	Lois W
Y10	Jamie H			
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!

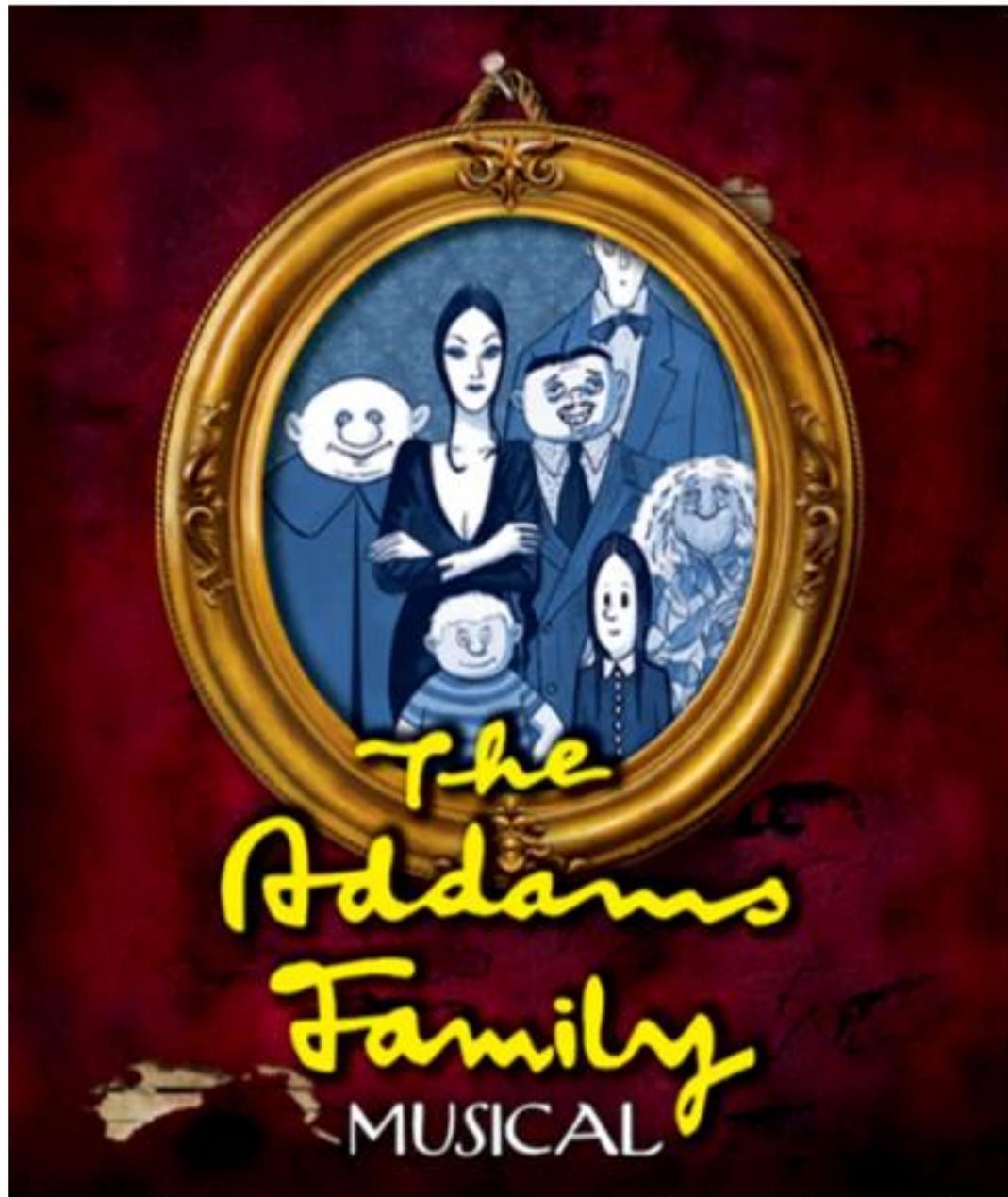
Spanish - Las Estrellas del Mes- ABRIL

	Sñra. Brass	Sñra. Dickinson	Sñra. Lea	Sñra. Aylward
Y8	Freya J Olivia D	Heidi M Sophie A	Lilie S Lewis B	Lola R Emily M
Y9	Clarissa H Aria A	Scarlett H		Alex K
Y10	Chloe S Alfie H	Caitlin B		
Y11	Grace R Lorena B			

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 Performance

**Our next school musical
will be:**



**Performing at Wigan and Leigh College
Theatre, February 2027.**



PERFORMING ARTS

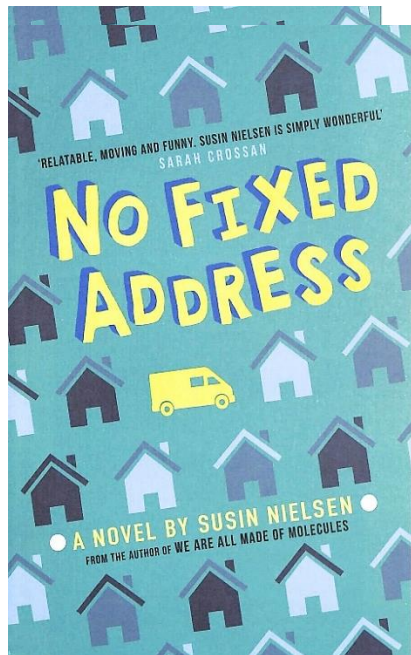
EXTRA-CURRICULAR TIMETABLE

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
	<u>Y10 DANCE INTERVENTION</u> DR1 <u>SCHOOL OF ROCK</u> MU1	<u>SCHOOL OF ROCK</u> MU1	<u>Y9 DANCE INTERVENTION</u> DR1	<u>RAISE YOUR VOICE</u> MU1	<u>DRAMA CLUB</u> DR2
DINNER TIME					ALL LUNCHTIME ACTIVITIES ARE AT 12:20 – 12:50 PM
AFTER SCHOOL	<u>Y10 DANCE INTERVENTION</u> DR1		<u>KS3 DANCE CLUB</u> DR1 3:10-4:10PM		All band rooms are available at dinner times. Please book with FNO.

Library Lowdown

Fresh reads and library updates from our new Librarian Ms Bennett.

KS3 Recommended Read



Felix hasn't always lived in a van. In fact, there was a time when his life was happy, settled and secure. And, to be fair, living in the van over the summer had been fun. A bit of an adventure.

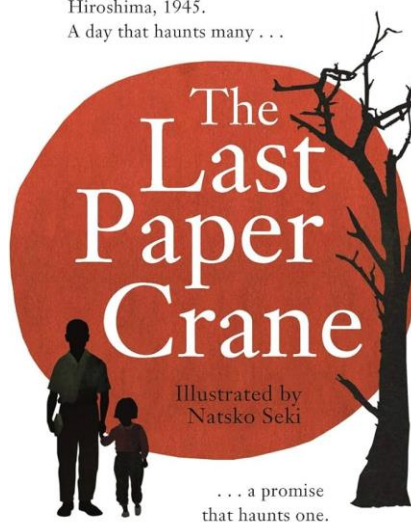
Four months later, as winter begins in earnest, the novelty has most definitely worn off and Felix is beginning to realise that, although his mum is a great person, she may not be a great parent. But if he can get accepted as a contestant on Canada's biggest quiz show, maybe he can be the one to turn their fortunes around?

Felix's story is hard to put down and, while it doesn't shy away from the grim reality of "accidental" homelessness, this gritty, contemporary issue is tackled with sensitivity and gentle humour.

KS4 Recommended Read

Hiroshima, 1945.

A day that haunts many . . .



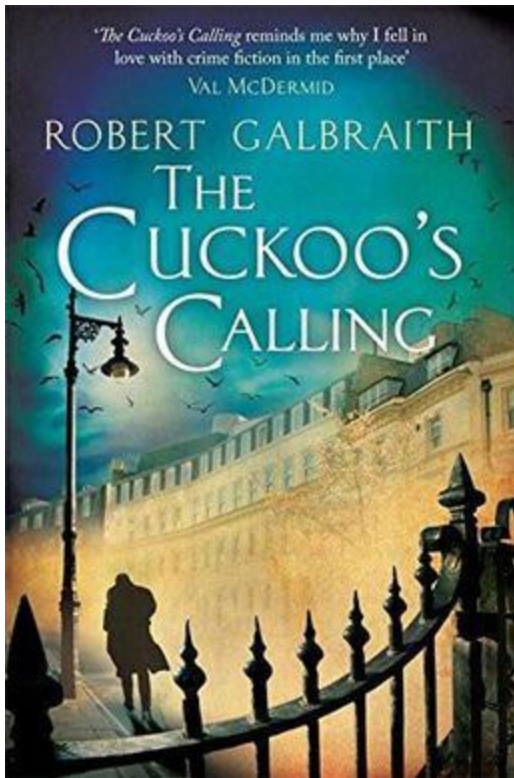
Mizuki is worried about her grandfather. He is clearly troubled by something, something that is draining life and laughter from him. Gently Mizuki encourages him to reveal a secret that he has kept to himself for many years, of a promise that he made and was never able to keep. Might Mizuki be able to help, even after all this time?

Moving from contemporary Japan to Hiroshima in August 1945, the day the nuclear bomb was so devastatingly dropped on the city, this is an unforgettable novel with hope at its heart.

KERRY DREWERY

Staff Recommendation for Adults

Whether you love reading or need motivation to get back into reading, staff at Standish have been sending in book recommendations - especially for the parents and carers of our students!



“Detective mystery that is an absolute page turner! The start of an incredible series to really get hooked into.”

P Winstanley (Mathematics department)

Perfect for readers who like...

- Atmospheric & suspenseful stories
- Character-driven narratives
- Authentic & sharp dialogue
- Celebrity & glamour

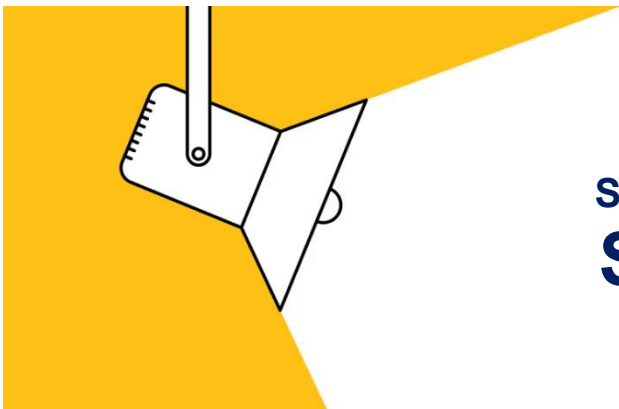
What's on at Standish's library?

Mindfulness May has started with intention and focus. We have had visits from Year 7, 8 and 11 students so far to take part in activities to promote mindfulness.

- **Student voices:** feel-good books, walks in nature, mindful activities and hobbies have all been recommended by our students to add to our Mindfulness May display board.
- **In-house book fair:** students have been buying old book stock to raise money for new books, games and resources in the LRC. Keep your ears to the ground to find out when your year group can come and take advantage of this pop-up celebration of literacy!
- **From your wish list to our shelves:** Powered by the book fair! Students have been recommending how book fair funds will be spent.
- **Sanctuary from the exams:** Year 11 students have been relaxing, studying and enjoying the LRC space to wind down between exams.



Connect with your community



SPOTLIGHT on a local library: **Standish library**



When our doors here at SCHS are closed or our stock doesn't have what you're looking for, why not try out a local library? Here are just some of the facilities Standish library provides:

- Wi-Fi
- 6 public computers
- Children's library
- Garden
- Free parking
- Books - fiction and non-fiction, and online access to ebooks and e-magazines

You can apply for a library card in the library or at the following website:
<https://www.wigan.gov.uk/Resident/Libraries/Services.aspx>

For more information about Standish Library: <https://www.wigan.gov.uk/resident/libraries/standish-library.aspx>



SPOTLIGHT on a Little Library: **Goose Barn Cottage Little Library** 252 Almond Brook Road, Standish



What? A Little Free Library is a “take a book, share a book” free book exchange. They come in many shapes and sizes, but the most common version is a small wooden box of books. Anyone may take a book or bring a book to share. Little Free Library book exchanges have a unique, personal touch.

Where? They are dotted around and anyone can apply to set one up. Here is one we have in our SCHS community:
Goose Barn Cottage Little Library
252 Almond Brook Road, Standish

How? Follow them on Facebook to see the rules of use and to be up-to-date with information about new books and other community news. If you wish to donate books, check first that they are taking donations as this is not a shop, they only have limited space.

Why? When I spoke to the owners of this little library, they explained that the idea was to get the local area back into reading and so far it has been working!



Local Literary Lowdown

News about stories, authors, and bookish happenings in the local area.



The Northern YA Literary Festival

Head over to Preston this June to be immersed into the world of Young Adult books. The festival has limited places, so if you're interested, go to the following website to organise your next great day out <https://nyalitfest.wordpress.com/programme/>

It brings together authors, publishers, and readers for panels, workshops, and signings, aiming to bring industry access to the North.

Follow them on Instagram to get more information and find out which authors will be there: <https://www.instagram.com/nyalitfest/>



News from PE

SCHS PE Department Extra-Curricular Clubs
(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	GCSE Intervention (Room 16)	GCSE Intervention (Room 16)	GCSE Intervention (Languages computers) Sports Science Intervention (Room 16)	GCSE intervention (Room 16)	GCSE intervention (Room 16)
After school 3.05-4.15pm Recreational clubs		Wigan Warriors Rugby Training (Year 7 Only) (3.05-4.15pm)	Girls' Rugby (3.15pm-4.15pm)	Rounders Team Practice (3.15pm-4.15pm)	
Team Fixtures/ Practice	All Year's Fixtures				

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

Wigan Warriors MAYnia Camp

Please see message below from Wigan Warriors Community Foundation.

I am writing to share an exciting opportunity for your pupils this May half term with the Wigan Warriors MAYnia Camp, taking place at Robin Park Arena from Tuesday 26th May to Friday 29th May.

The camp is delivered by the Wigan Warriors Community Foundation coaching team and is open to children aged 5–16 of all abilities. It provides a safe, fun and inclusive environment where young people can develop their rugby league skills, build confidence, and enjoy a range of engaging physical activities.

We would be very grateful if this opportunity could be shared with pupils and parents/carers through your school communication channels, so families are aware of the provision available during the school holidays.

Key details include:

- Daily sessions from 9:00am–3:30pm
- Open to boys and girls aged 5–16
- Suitable for all ability levels
- Options for single-day or full-week attendance
- A mix of structured coaching and fun activity-based sessions
- Delivered in a positive, supportive rugby league environment

The booking link is included below, and a poster is attached for your convenience.

Booking link - <https://www.universe.com/events/warriors-maynia-camp-tickets-45YPRV>

Thank you very much for your time and support.

Kind regards,

Wigan Warriors Community Foundation



Wigan Warriors Community Foundation

E: community@wiganwarriors.com

M: 01942 762888

A: Robin Park Arena, Loire Drive, Wigan WN5 0UH

T: @WiganWarriorsCF



MAYnia CAMP



**ROBIN PARK ARENA
26TH - 29TH MAY
9AM - 3:30PM**

News from Futures Team

The Army Careers Centre in Bolton would like to invite you and your students to their Army Recruitment Day. This will be of particular interest to anyone thinking about a career in The British Army.

Date: Saturday 23rd May 2026

Time: 10:00 – 13:00

Location: Army Reserve Centre, Canal Street, Wigan, WN6 7NQ

Students must be Year 9 and older with at least one parent or carer with them.

There will be 15 minutes briefings about the Army at 10:00, 11:00 and 12:00. Please book in to secure your place.

Interested students **must** book their places through the Army Careers Centre by either phone or email for health and safety reasons.

If there are any questions, please do not hesitate to contact the Army Careers Centre.

Seonid Blythe

Lead Recruiter

Army Career Centre, 20 Great Moor Street, Bolton, BL1 1NP

Office: 01204 364 111

Mobile: 07547 587 020

seonid.blythe104@mod.gov.uk



FRIENDSHIP

QUALIFICATIONS

Army Recruitment Day

Army Career Centre Bolton would like to invite you to an Army Recruitment Day and a look at life of a soldier. This is an excellent opportunity for you to meet serving soldiers and ask or discuss any questions you might have plus more!

Date: Saturday 23rd May

Location: Army Reserve Centre, Canal St, Wigan WN6 7NQ

Time: 10:00, 11:00 or 12:00 – book your time slot with the Team

Contact to Book: 01204 364 111 or rg-accboltongroupmail@mod.gov.uk

There's a 15-minute presentation each hour about basic training and the following Corps will be attending, bringing various pieces of kit and equipment for you to look at, and try out while answering any of your questions.

Royal Artillery

Royal Electrical and Mechanical Engineers

Royal Logistics Corps

Infantry

Outreach Team Preston

PAY & PENSION



TRAVEL



This is a great opportunity to see, handle and get information about the kit and equipment you will be using during basic training. Also speak to instructors and Army staff about the subjects you will be taught. Additionally, you can speak face to face with your recruiter and receive a full application update. Your first step into a life changing and challenging career!

Free parking is available inside the Reserve centre.

See you there!



*At Home With
Midshire*



Bolognaise Pasta Bake

Ingredients

- 100g Onions
- 100g Carrots
- 25g Garlic Puree
- 2g Italian Seasoning
- 10g Tomato Puree
- 600g Chopped Tomatoes
- x2 Beef Stock Cubes
- 500g Minced Beef
- 450g Penne Pasta
- 200g Grated Cheese
- Vegetable Oil

This shopping list has been built using ingredients from Asda, total basket cost of £13.27, with some having greater quantities than required for other dishes throughout the week.



Method

1. Dice the onions & carrots
2. Cook the pasta in a separate pan until 'just' cooked, drain, cover and chill until required
3. Heat vegetable oil in a pan to a medium heat and cook the mince until browned, remove from pan and set aside
4. Add into the pan the onion, carrots & garlic puree, cook for 5 minutes to soften the onions and add the mince back into the pan, cook for a further 5 minutes
5. Stir in the tomato puree, chopped tomatoes, stock cubes and Italian seasoning, mix well and simmer for 15 - 20 minutes adding a little water if starting to thicken too much
6. Stir in the cooked pasta into the sauce mix and mix well
7. Pour the pasta mixture into a baking dish and top with grated cheese
8. Bake at 180c for 15 minutes or until hot through (75c) and golden brown
9. Serve and enjoy.

Alternatives:

You could substitute minced beef for chicken mince or quorn mince for variations using the same methods outlined.

Serving Suggestions:

Serve with a side salad or garlic bread. Recommended portions are 100g of mince and pasta per adult and 60g mince and 45g pasta for junior age children.

Homemade
COOKING

Vanilla Shortbread

Ingredients & Shopping List

- 408g Baking Spread
- 443g Plain Flour
- 140g Caster Sugar
- 105g Cornflour
- 3ml Vanilla Essence
- Willow Block 97p each (200g)
- Asda Plain Flour 70p 1.5kg
- Asda Caster Sugar 1kg £1.56
- Asda Cornflour £1.03 250g

Serves

21

People

Costs

£0.21

per Person

Method

1. Preheat the oven to 160 degrees
2. Beat the butter, sugar and vanilla extract together in a mixing bowl until light & fluffy
3. Gently mix in both the plain flour and cornflour until combined
4. Once the mix has formed into a smooth dough, shape into a ball, wrap in cling film and leave to chill in the fridge for approximately 20 minutes
5. Lightly flour your work surface
6. Transfer the shapes onto a lined baking tray and put in the oven for 15-20 minutes until golden.

Tips and Hints:

If the dough feels very soft before baking, place back into the fridge to chill and firm to help hold its shape.

To get the most out of your dough cut into fingers or squares, perfect for dunking!

Serving Suggestions:

To add a little crunch, when cooling sprinkle a little sugar on top of the biscuits.

Homemade
COOKING

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.



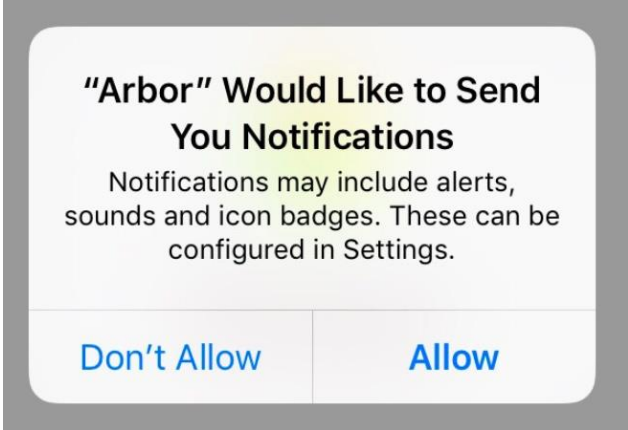
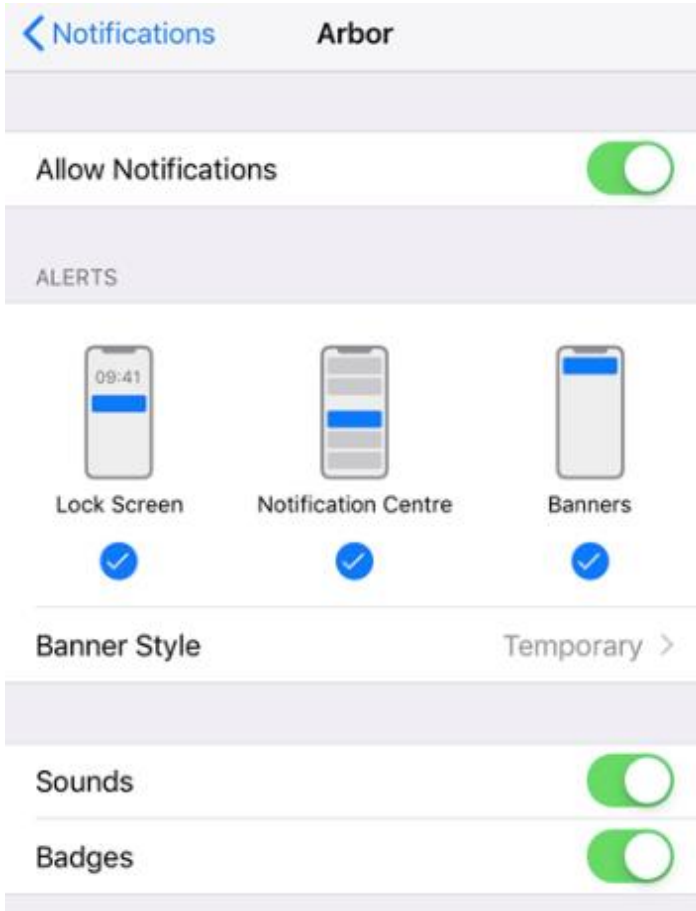
Arbor Updates

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!

TRAVELSAFE
**Live
Chat
24/7**

You're never
alone with
**TravelSafe
LiveChat 24/7**



TRAVELSAFE



GREATER MANCHESTER
POLICE



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

10 Top Tips for Parents and Educators

HELPING NEURODIVERGENT CHILDREN NAVIGATE THE ONLINE WORLD

Neurodivergent people tend to be early adopters of technology, and many influential innovators in this space are neurodivergent themselves. It's therefore likely that a neurodivergent child or young person may be drawn to the online world from an early age. This isn't a concern in itself, but understanding both the benefits and potential risks is essential. Here are ten key considerations to support safe and positive online experiences for neurodivergent children.

1 TREAT ONLINE LIKE THE REAL WORLD

You wouldn't allow a child to cross a road without guidance – you'd hold their hand, use a pedestrian crossing, and model safe behaviour. In the same way, a neurodivergent child's first experiences online should be supported by an adult who can guide and explain safe and responsible digital behaviour to them from the outset.

2 MODEL RESPONSIBLE USE

Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping all children develop a balanced and informed approach.

3 KNOW YOUR LIMITS

Current government guidance suggests no solo screen use below the age of two, with a maximum of one hour per day for two- to five-year-olds. Screen time can support communication and connection when shared with an adult. However, passive watching can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower-paced and meaningful material rather than fast-paced, overstimulating content.

4 CONSIDER AGES AND STAGES

For older children and teenagers, agreed limits are important. Screen time can be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, supporting their social interaction. However, it shouldn't be their only option. Encourage a range of activities, including creative play, physical exercise, and opportunities for real-world connections.

5 KEEP CONVERSATIONS OPEN

Discussions about online safety should begin early and continue as children grow. However, neurodivergent children may worry about getting things wrong or being misunderstood, meaning these kinds of conversations should feel open and fair, rather than like a lecture. If a child encounters a problem – such as a scam or inappropriate content – they need to feel able to speak to a trusted adult without fear of judgement or embarrassment.

6 BUILD YOUR KNOWLEDGE

You aren't expected to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and families should work together to understand these tools, helping neurodivergent children use them safely while keeping up to date with new features and changes.

7 SET CLEAR BOUNDARIES

Children and young people often know more about current technology than adults, meaning it's important to recognise that controls may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency. Involving children in discussions that affect them helps them feel heard. This is particularly important for neurodivergent children, who may respond strongly to perceived unfairness.

8 UNDERSTAND AI CONTENT

The internet now includes large amounts of AI-generated content, including images, videos, and stories. These can be difficult to identify. Children should be encouraged to question what they see and check the information using trusted sources. Neurodivergent children may interpret content literally, meaning adult guidance is important in helping them recognise what's real and reliable – and what isn't.

9 EXPLAIN AI LIMITATIONS

AI isn't the same as a search engine. It generates responses based on prompts and patterns, and its accuracy depends on how it's used. Sometimes, it produces incorrect or unrealistic information, known as 'hallucinations'. Both adults and children need to understand this and learn how to check information carefully using reliable and trusted sources.

10 CLARIFY AI RELATIONSHIPS

AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's therefore important to explain that these are simulated conversations and aren't a substitute for real, human relationships.

Meet Our Expert

Catrina Lowri is a neurodivergent former SENCO and Advisory Teacher who works with nurseries, schools, colleges, and businesses to improve inclusion for neurodivergent people. She is the Founder and Director of Neuroteachers and the author of "The Other 29 – How Supporting Your Neurodivergent Learner Can Improve Teaching and Learning for the Whole Class".



See full reference list on our website



Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 06.05.2026

What Parents & Educators Need to Know about ONLINE GROOMING

WHAT ARE THE RISKS?

Online grooming is when someone builds a relationship with a child or young person online to gain their trust for the purpose of sexual abuse, exploitation, radicalisation, or criminal activity – such as county lines or financial scams. According to the NSPCC, police in the UK recorded over 7,000 offences involving sexual communication with a child in a single year – an increase of 89% since 2017/18.

STRANGERS USING FAKE IDENTITIES

Groomers often pose as children or teenagers online to build trust. They may create convincing fake profiles, share photos stolen from real people, or mimic the interests of the child. By pretending to be someone their age, they make conversations feel safe and relatable. Over time, they may ask for personal details, photos, or suggest meeting in person, exposing children to significant emotional and physical harm.

EXPLOITATION THROUGH GIFTS AND FLATTERY

To gain trust quickly, groomers often send gifts, gaming credits, or money. Alongside material offerings, they use excessive compliments, affection, and attention to create emotional dependency. These tactics make children feel valued and special, lowering their defences. Once trust is secured, groomers may escalate their requests, often asking for photos or private conversations, making the child feel pressured or indebted to continue.

GROUP CHATS AS HIDDEN PATHWAYS

Unmonitored group chats on platforms like WhatsApp or Discord provide a cover for groomers. They can watch how children interact, identify those who seem vulnerable, and then move conversations into private messaging. This transition makes detection difficult for trusted adults. The seemingly harmless group setting often masks the presence of predators, giving children a false sense of security.

THE RISE OF SEXTORTION

Sextortion involves pressuring children into sharing explicit content, then blackmailing them for more. Offenders may claim to have hacked a child's device, threaten to share images with friends or family, or demand money. Many victims remain silent out of fear and shame. This growing crime is particularly dangerous because children often feel trapped, believing there's no safe way to escape the situation.

GAMING PLATFORMS AS GROOMING GATEWAYS

Games like Roblox, Fortnite, or Call of Duty, which include live chat features, are frequent targets for groomers. Conversations often begin casually during gameplay and can become manipulative over time. Groomers may offer in-game gifts, credits, or exclusive add-ons to build rapport. Children using headsets or private chat features are especially at risk, as conversations are harder for adults to monitor.

CRIMINAL & RADICALISATION RISKS

Grooming is not always sexual. Some offenders manipulate children into criminal activities such as drug running or online fraud. Others attempt to radicalise young people with extreme ideologies. Groomers often use fear, money, shame, or promises of belonging to control their victims. These forms of exploitation can be just as harmful as sexual grooming, and often leave lasting psychological and social consequences.

Advice for Parents & Educators

KEEP CONVERSATIONS REGULAR

Rather than having one "big talk" about online safety, weave conversations into everyday life. Ask questions about children's online friendships and interests. Share real-life examples to make discussions relatable and encourage honesty instead of secrecy. When children feel comfortable discussing their digital lives, they are far more likely to share concerns or admit when something feels wrong, reducing the chance of risky interactions going unnoticed.

CREATE A "TELL ME" CULTURE

Children often keep silent because they fear being punished or losing access to their devices. Reassure them that coming forward with concerns won't get them into trouble. Emphasise that you are there to help, not judge. Creating a safe, open environment encourages children to speak up if something feels wrong, and helps to ensure they don't suffer in silence when facing potential grooming risks.

UNDERSTAND THE PLATFORMS CHILDREN USE

Take time to learn about the apps, games, and social platforms children are on. Familiarise yourself with privacy settings, parental controls, and group chat features. Use resources like The National College guides or conduct quick searches to stay updated. By understanding how these platforms operate, you'll be better equipped to set boundaries, guide safe use, and notice any unusual or concerning online behaviour early.

STAY ALERT TO WARNING SIGNS

Be attentive to both behavioural and digital red flags. Sudden secrecy, mood swings, or new online contacts may signal a problem. Watch for unexplained gifts, new social media profiles, or changes in sleep patterns. Increased anxiety or reluctance to attend school can also be indicators. Regularly checking in and showing interest in those whom they communicate with online help prevent small issues from escalating into serious risks.

Meet Our Expert

Staffordshire Police is dedicated to keeping people safe and tackling crime across both the physical and digital world. The force continues to strengthen its digital investigation and safeguarding capabilities to protect children and vulnerable people online, working in partnership with local, regional and national organisations, schools, and the wider community.



See full reference list on our website

@wake_up_weds

/www.thenationalcollege

@wake.up.wednesday

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Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 18.03.2026



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!



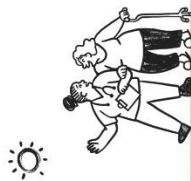




Meaningful May

Let's find ways to be part of something bigger.

Meaningful May 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
						
<p>4 Send your friend a photo from a time you enjoyed together</p>	<p>5 Let someone know how much they mean to you and why</p>	<p>6 Look for people doing good and reasons to be cheerful</p>	<p>7 Make a list of what matters most to you and why</p>	<p>8 Set yourself a kindness mission to help others today</p>	<p>9 What values are important to you? Find ways to use them today</p>	<p>10 Be grateful for the little things, even in difficult times</p>
<p>11 Look around for things that bring you a sense of awe and wonder</p>	<p>12 Listen to a favourite piece of music and remember what it means to you</p>	<p>13 Find out about the values or traditions of another culture</p>	<p>14 Get outside and notice the beauty in nature</p>	<p>15 Do something to contribute to your local community</p>	<p>16 Show your gratitude to people who are helping to make things better</p>	<p>17 Find a way to make what you do today meaningful</p>
<p>18 Send a hand-written note to someone you care about</p>	<p>19 Reflect on what makes you feel valued and purposeful</p>	<p>20 Share photos of 3 things you find meaningful or memorable</p>	<p>21 Look up at the sky. Remember we are all part of something bigger</p>	<p>22 Find a way to help a project or charity you care about</p>	<p>23 Recall three things you've done that you are proud of</p>	<p>24 Make choices that have a positive impact for others today</p>
<p>25 Ask someone else what matters most to them and why</p>	<p>26 Remember an event in your life that was really meaningful</p>	<p>27 Focus on how your actions make a difference for others</p>	<p>28 Do something special and revisit it in your memory tonight</p>	<p>29 Today do something to care for the natural world</p>	<p>30 Share a quote you find inspiring to give others a boost</p>	<p>31 Find three reasons to be hopeful about the future</p>

Happier · Kinder · Together

ACTION FOR HAPPINESS

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 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 diverse young people in various poses, representing the community aspect of the platform.

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MOSAIC
LEARNING TRUST
Raising Aspirations,
Empowering Futures



Standish Community
High School

Stonewall
**SCHOOL
CHAMPION**