

# Langley Park School for Girls

Enabling everyone to thrive – acting with kindness, determination and respect.



Headteacher: Mr S Whittle, MA (Cantab), PGCE, NPQH

13<sup>th</sup> February 2026

Dear Families,

As we approach the half-term break, I would like to welcome several new members of staff who have recently joined our school community:

- Mr Charlick – Cover Manager
- Ms Cooper – Teacher of Psychology (covering maternity leave for Mrs Seare)
- Miss Valsania – Teacher of Art (covering maternity leave for Miss Fennessy)
- Miss Khan – Teacher of Art

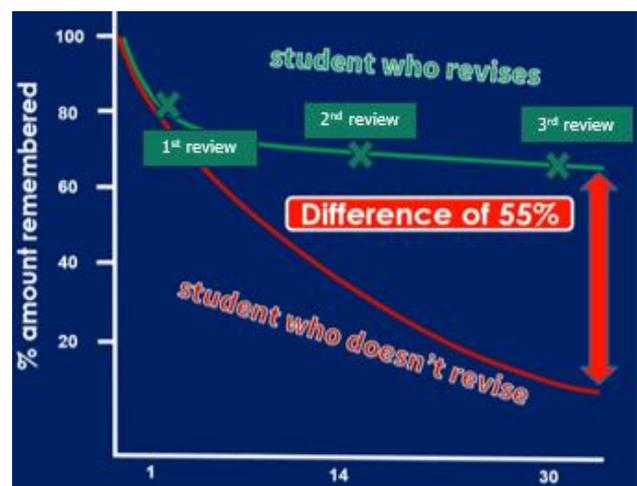
We also say goodbye to Miss O'Toole (Teacher of Media), who is leaving us this week after six years at Langley Park School for Girls to pursue her doctoral studies. Miss Morris will also shortly be commencing maternity leave and we wish them both the very best. After half-term, we look forward to welcoming back Mrs Tunney and to welcoming Ms Lovely to the school.

This week, Mrs Brown led assemblies to mark Children's Mental Health Week, focusing on the theme of belonging—a value that sits at the heart of our school community. Belonging grows from everyday choices: the name we use, the invitation we offer, and the time we give. Small actions accumulate and can transform how others feel. Students were challenged to consider one small action they could take to help more people feel they belong. Examples included: inviting someone new to sit with you, interrupting exclusion when you see or hear it (i.e. others being left out) and checking in with someone who seems quieter.

On Tuesday, Year 13 CTEC Business students visited Langley Park Tennis Club to gain insights into customer service for their coursework; and on Wednesday the Art Department visited Tate Modern and Borough Market with Year 10 students to help them gather inspiration for their projects.

In a first for our schools, Mrs Williams (Head of Year 7) has launched "Langley's Got Talent" to Year 7 students. This exciting collaboration between Langley Park School for Boys and LPGS has been developed by Mrs Williams and Mr Crawford, who have been working behind the scenes to bring this opportunity to life. Auditions will begin next half-term, and I am sure the live final will showcase the extraordinary talents of students from both schools.

I shared the science of learning with students in this week's edition of the Langley Lowdown, exploring the "forgetting curve"—a well-established idea showing that students naturally forget new information quickly if they don't revisit it. Without review, most learning fades within days. Regular revision and short, frequent reviews significantly strengthen memory and deepen long-term understanding. To support this, teachers at Langley use retrieval practice at the start of lessons through our "Do Now" tasks. These quick activities help students recall previous learning, build confidence and retain knowledge more securely over time.



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2022-2025

We also celebrated Chinese New Year early in school with delicious food prepared by our catering team. I extend my best wishes to all members of the LPGS community celebrating Chinese New Year and to those observing Ramadan in the coming weeks.



To mark Internet Safety Day (and before any rumours spread), I created a deepfake video using AI technology announcing a four-day school week from September 2026. As appealing as this might sound, it was, of course, fake news but will I am sure have got students talking! Mr Brookes produced an accompanying tutor-time activity to help students understand digital media manipulation, the risks involved, and how to recognise deepfakes. Being able to spot the signs helps prevent the spread of misinformation and protects people from scams and harmful content.

## STOP, CHECK, REPORT SAFELY STRATEGY



**Stop before reacting**  
Pause before sharing or reacting to suspicious content to prevent misinformation spread



**Check information is correct**  
Make sure you verify content before sharing by checking original sources and asking trusted adults or even doing a Google search to see if anything is on trusted news platforms like the BBC.



**Report harmful content**  
Report harmful or manipulated videos or pictures to teachers, parents, or any online platforms you've seen it in so that it can be removed or blocked.

A photobooth, sweets and treats, great music and an opportunity to dance and socialise with friends characterised last week's Year 8 and 9 Galentine's Disco, organised by the PTFA. This was the first social event organised by the recently formed committee and it was a really enjoyable evening for students, helping to raise valuable funds for the school and bringing our school community together. I would like to thank the committee and volunteers who organised and supported such a successful and enjoyable evening – the first of many more events in the future, I am sure.

Finally, I would like to wish all students, staff and families a restful and enjoyable half-term break. Thank you for your continued support. We look forward to welcoming everyone back refreshed and ready for the next half-term.

Kind regards,

**Mr S Whittle**  
**Headteacher**

## MESSAGES FROM STAFF

### **Year 9 Guided Choices**

Year 9 families have now received all the information necessary regarding Y9 Guided Choices. This includes the launch presentation and booklet containing course information which are available on our [website](#), and specific subject information on [Firefly](#). If having read this information you still have queries which have not been answered then Mr Chinery, Assistant Headteacher and SENCO, and Ms Sunman, Assistant Headteacher, Curriculum and Personal Development, will be available for appointments at the Year 9 Parents' Evening on 26<sup>th</sup> February.

***Ms Sunman, Assistant Headteacher***

### **Year 10 and Year 12 Work Experience - Appeal to parents/carers across our school network:**

Our work experience weeks are listed below and we are reaching out to our network to ask for help! Our exceptional students are looking for work experience in: law, engineering, marketing, finance, healthcare, creative and performing arts, tech, fashion, childcare, hair and beauty and much more! We are passionate about helping them find relevant placements in the industries in which they wish to pursue a career. We would love to hear from you if you can support by offering any of our students a placement. Please e-mail Mrs Hayden if you are able help, [hha@lpgs.bromley.sch.uk](mailto:hha@lpgs.bromley.sch.uk). Thank you in advance.

The dates for work experience are:

Year 10 - 11th -15th May 2026

Year 12 - 13th - 17th July 2026

The deadline for the students in Year 10 and 12 to put their work experience placements on to Unifrog is fast approaching (Friday 20<sup>th</sup> February 2026). Students without a placement need to reach out to employers over the half term break and ensure they have entered details on Unifrog by the deadline.

***Mrs Hayden, Careers Lead***

### **Young Carers**

At LPGS we recognise Young Carers as being any student who has a parent, carer, sibling or other relative living with them, who has a disability or additional need.

We acknowledge that it is important to recognise this group of students, to provide understanding and support of their individual circumstances. A support group operates in school and provides opportunity for students to meet others in similar situations.

Each year a survey is undertaken in order to identify the school's Young Carers.

If, in addition to the above criteria, your child actually performs a practical role in assisting with the care of another, then please indicate this in your response. It is helpful for the school to be aware of any responsibilities a child may have outside of school, particularly where it might impact their learning or participation in after school activities.

We are aware that circumstances can change and therefore request that those who have previously responded to this survey, reconfirm their child's status.

Please email your child's name and form, with a brief description of the circumstances of their Young Carer status to our safeguarding officer, Mrs Mitchell at [RMI@lpgs.bromley.sch.uk](mailto:RMI@lpgs.bromley.sch.uk).

Further support for Young Carers can be found via the below borough resources:

Bromley: [Young carers - Bromley Well](#)

Croydon: [Young Carers](#)

Lewisham: [Young carers - Carers Lewisham](#)

***Mrs Mitchell, Designated Safeguarding Lead***

## Ramadan



Ramadan is the ninth month of the Islamic calendar, observed by Muslims worldwide as a sacred period of fasting, prayer, reflection, and community. It begins during half term and continues until mid-March.

*Iftar* is the evening meal Muslims eat to break their fast at sunset during Ramadan, marking the end of daily fasting and a moment of spiritual reflection and community.

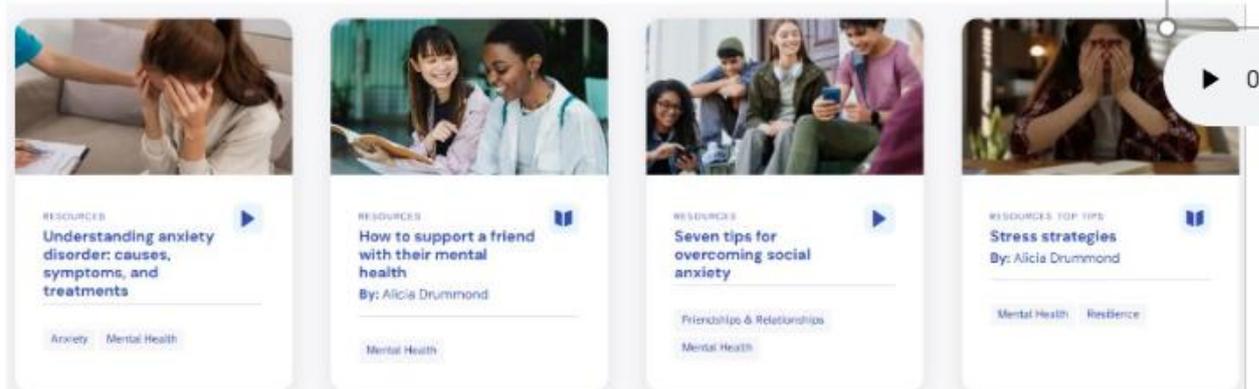
During Ramadan many of our students will be fasting. Our catering team is organising ***Iftar Takeaway Packs*** to enjoy at home when you break your fast. These are available at the end of the day to any student who wishes to order one. They cost £2.90 contain a snack pot, a filled roll, a bakery item and a drink. If you would like to order one for your child please fill in the form.

[Iftar Takeaway Pack – Fill in form](#)

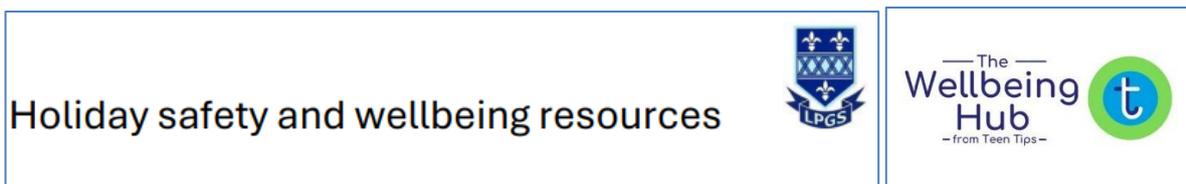
***Ms Sunman, Assistant Headteacher***

## Wellbeing and safeguarding resources available to students and families

Students were reminded in this week's Langley Lowdown of [The Wellbeing Hub from Teen Tips](#), an online resource which is available to students and parents/carers and has some useful and interesting resources, including those listed below. A number of DoFE students are completing one or more of the online courses and these are available to all students.



Safety and wellbeing resources and links to external agencies and organisations are published on our school website [click here](#).



***Mrs Brown, Mental Health & Wellbeing Lead & Mrs Mitchell, Designated Safeguarding Lead***

**Mix Tape Tickets**

Tickets for the Mix Tape Dance performance on Tuesday 10<sup>th</sup> March are available now via [Ticketsource](#).

*Ms Marcham, Head of Dance*

Mental Health Misinformation Online & Online Safety

# STAYING SAFE ONLINE



**SAFER INTERNET DAY**  
Tuesday 10 February

### KEEP IT PRIVATE

Set social media accounts (Instagram, TikTok, Snapchat) to private and restrict tagging.



### SECURE DEVICES

Use strong, varied passwords for different apps, and enable 2-factor authentication (2FA). Do not login to your accounts on other people's devices.



### PROTECT DETAILS

Never share personal info like full names, addresses, phone numbers, passwords, or school names publicly.



### THINK BEFORE YOU POST

Assume anything posted is permanent and public.

### RECOGNISE STRANGERS

Be cautious of, or avoid, interacting with strangers on social media or gaming platforms.



### RESPECT OTHERS

Do not share hurtful comments or photos, and respect others' privacy.



### HANDLE CYBERBULLING

Report bullying, hurtful comments, or unwanted exclusion in group chats.



### TELL SOMEONE

If something makes you feel uncomfortable or scared, tell a trusted adult immediately.



### CLICK WISELY

Avoid clicking on suspicious links or, or unfamiliar links.



# What Parents & Educators Need to Know about MENTAL HEALTH MISINFORMATION ONLINE

## WHAT ARE THE RISKS?

A research study by Ofcom revealed that children aged 9-15 increasingly use online platforms like TikTok for mental health advice, with 50% relying on social media for information. Unverified medical content online is concerning, with the potential to cause confusion, anxiety, or incorrect self-diagnoses. This guide provides expert strategies to help parents and educators tackle misinformation effectively and ensure safer digital experiences for young people.

### POPULAR ONLINE SOURCES

Platforms like TikTok and Instagram are two of the main sources of young people's mental health content. Videos and posts frequently feature unqualified influencers, contributing to misinformation, myths, and oversimplifications. While appealing to young audiences, this unverified content can distort perceptions, and create unrealistic expectations and misunderstandings about mental health conditions.

### RISK OF SELF-DIAGNOSIS

Social media's misleading content encourages young people to self-diagnose complex mental health conditions inaccurately. Misdiagnosis can exacerbate anxiety, cause unnecessary worry, or delay essential professional intervention. This has the potential to misdiagnose manageable conditions into more significant mental health issues requiring comprehensive clinical support.

### LACK OF FILTERS

Social media platforms struggle to filter misinformation effectively, allowing false content to spread widely and quickly. Without proper guidance, young viewers may not discern fact from fiction, potentially internalising inaccurate beliefs about mental health. This can negatively influence their decisions about seeking professional help or managing mental wellbeing.

### IMPACTFUL PAST TRENDS

Historically, online mental health misinformation has led to harmful trends, including inappropriate coping strategies or sensationalised symptoms. For example, past TikTok trends on self-harm or anxiety "hacks" have spread damaging advice, underscoring the risk when misinformation is not promptly addressed or corrected by knowledgeable adults.

### MISLEADING CLINICAL TERMS

Online trends often include the misuse of clinical terms, such as "trauma" or "OCD", making serious conditions seem trivial or inaccurately understood. Such misinformation can diminish empathy, and lead young people to misunderstand mental health complexities, potentially preventing them from identifying real mental health issues in themselves or others.

### REPLACING PROFESSIONAL HELP

Frequent reliance on digital content can deter young people from seeking professional mental health care, substituting expert support with unverified online advice. This substitution can prolong issues, complicate recovery, and reduce the effectiveness of future professional interventions, ultimately impacting overall mental health and wellbeing negatively.

## Advice for Parents & Educators

### MONITOR ONLINE ENGAGEMENT

Regularly review and discuss a young person's online activity, providing appropriate guidance on discerning accurate content. Tools such as parental controls or co-viewing content can help mediate exposure to harmful misinformation, facilitating safer digital habits and informed critical thinking about mental health.

### SCHOOL-HOME COLLABORATION

Strengthen collaboration with educators to integrate digital literacy into the school curriculum, emphasising misinformation awareness. Jointly delivered education sessions on identifying and responding to misinformation can significantly improve pupils' ability to critically assess mental health content, supporting their mental wellbeing effectively both online and offline.

### IDENTIFY RELIABLE SOURCES

Teach young people to critically evaluate mental health content by checking credentials, source authenticity, and evidence-based information. Encourage them to refer to trusted medical or educational platforms and to consult healthcare professionals for clarification. This reduces young people's reliance on potentially harmful or misleading online sources.

### ENCOURAGE OPEN DIALOGUE

Foster a non-judgemental environment where young people feel comfortable discussing online content. Regularly talking about their online experiences and perceived mental health concerns helps clarify misunderstandings, mitigates misinformation, and builds trust, thereby enhancing their resilience and digital literacy. Model situations where you have sought advice from accurate sources and not solely relied on social media for health advice.

### Meet Our Expert

Anna Bateman is Director of 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.



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#WakeUpWednesday

The National College

## CALENDAR

16<sup>th</sup> – 20<sup>th</sup> February  
w/c 23<sup>rd</sup> February  
24<sup>th</sup> February  
26<sup>th</sup> February  
5<sup>th</sup> March  
8<sup>th</sup> March  
8<sup>th</sup> – 11<sup>th</sup> March  
10<sup>th</sup> March  
10<sup>th</sup> March

Half Term  
Y11 Trial Exams  
Y13 Art Trip  
Y9 Parents' Evening (in school)  
World Book Day Party  
Duke of Edinburgh Gold Award Training Day  
A-Level Spanish Seville Trip  
SEND Parent Forum  
Mix Tape

Our school calendar, including sports fixtures and extra-curricular activities, can be viewed [here](#).