

# ST. JAMES' (C OF E) JUNIOR SCHOOL

Every Child, Every Chance, Every Day.



## WEEKLY NEWSLETTER

FRIDAY 15TH MAY 2026

### YEAR 6 SATS...

I am incredibly proud of all our Year 6 children for the effort, resilience and maturity they have shown throughout SATs week. They have approached each test with a calm and determined attitude, giving their very best in every paper. Their conduct has been exemplary, and they have represented the school brilliantly. It has been a real pleasure to see them rise to the challenge, support one another, and demonstrate just how ready they are for the next stage of their learning journey.

### YEAR 6 FIRE SAFETY..

We are pleased to welcome Derbyshire Fire & Rescue Service into school next Monday to work with our Year 6 children on a series of important fire safety workshops. The team will be supporting pupils to develop a clear understanding of how to stay safe in different fire situations, including how to prevent fires and what to do in an emergency. These engaging, practical sessions are always highly valued and provide children with essential life skills, as well as the opportunity to learn directly from professionals who serve our local community.

### YEAR 5 CLEETHORPES...

Our Year 5 children are very much looking forward to their visit to Cleethorpes next Wednesday for a fun-filled day by the seaside. This exciting trip forms an important part of their Geography topic on contrasting locations, giving pupils the chance to experience a coastal environment first-hand and compare it with Derby. During the visit, they will explore key physical and human features of the seaside, while also enjoying some well-earned time to play, investigate, and soak up the coastal atmosphere. It promises to be a memorable day that brings their learning to life in a meaningful and engaging way.

### NON-UNIFORM DAY...

Next Friday we will be holding a non-uniform day for all pupils. Children are invited to come to school in their own clothes, and we kindly ask for a £1 donation, which will go towards supporting and enhancing school resources for all pupils. This small contribution helps us to continue providing engaging learning opportunities and enriching experiences across the curriculum. Thank you in advance for your support.

### SCHOOL CLOSES...

A reminder that school closes next Friday for half-term. School re-opens for children on Tuesday 2<sup>nd</sup> June.

## Golden Book AWARDS

Our theme for the Golden Book this week has been 'Someone who has tried very hard with their handwriting.'

The children in the Golden Book this week are:

3R	Lavinia
3W	Fatima
3/4MS	Abdul
4A	Maryam
4B	Victoria
5F	Parsa
5H	Zephyr
5/6FB	Tyler
6K	Kumar
6Q	Sarina & Luciannah

Well done to all this week's winners.



# What Parents & Educators Need to Know about TECHNOLOGY ATTACHMENT

## WHAT ARE THE RISKS?

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

### WIRED FOR REWARD

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

### NIGHT-TIME TECH HABITS

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

### SHAPED BY SCREENS

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

### DIGITAL WORLD DANGERS

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

### DIGITAL DEPENDENCY BUILDS

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

### FRIENDSHIPS & FILTERS

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

## Advice for Parents & Educators

### READ THE ROOM

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

### SHAPE DIGITAL BOUNDARIES

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

### DON'T WAIT, REACH OUT EARLY

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

### SET THE STANDARD

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

### Meet Our Expert

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

