



Guided by the teachings of the Church we pray, work, celebrate, and care for each other and other people using the gifts we have been given by God the Father, Son and Spirit.

Key Dates

Frid 13th Feb	Y2 Parent reading workshop at 9am
Frid 13th Feb	School breaks up for Feb half term
Mon 23rd Feb	Inset day-school closed for pupils
Tues 24th Feb	School open for all
Thurs 5th March	World Book Day

WORLD BOOK DAY

On Thursday 5th March, we will be celebrating everything READING!

Children are invited to dress up as their favourite book character or wear PJs to snuggle up with a good book! There will be non-stop fun activities and competitions in school for pupils to enjoy based on this year's theme: Traditional Fairytales.

A payment of £1 is on ParentPay for children who wish to come to school in costumes or PJs.

Mrs Milligan and Mr Spindlow's Message

What a wonderful last week of the half term we have had!

To celebrate Children's Mental Health Week, we were privileged to host an assembly led by Compass, which provided our children with valuable insights into emotional wellbeing and support. This important initiative underscores our commitment to nurturing not just academic skills, but also the emotional resilience of our young learners.

Our Year 2 children beautifully showcased their understanding of God's love through a special assembly for parents, reflecting the core values of our Catholic school community.

We also celebrated our last Mass before the beginning of Lent, a significant moment in our liturgical calendar that allows us to reflect, pray, and prepare for this important period of spiritual renewal.

We will continue to keep you informed about ongoing works at the front gate and provide updates as these improvements progress, ensuring the safety and accessibility of our school environment.

We hope that you have a safe and happy half term and look forward to welcoming pupils back on Tuesday 24th February.

This Week's Gospel



Today we hear about how we must not argue with our brothers and sisters and how, if we do, we need to make peace with them.

Matthew 5:17-37

"I tell you, then, that you will be able to enter the Kingdom of heaven only if you are more faithful than the teachers of the Law and the Pharisees in doing what God requires.

"You have heard that people were told in the past, 'Do not commit murder; anyone who does will be brought to trial.' But now I tell you: whoever is angry with his brother will be brought to trial, whoever calls his brother 'You good-for-nothing!' will be brought before the Council, and whoever calls his brother a worthless fool will be in danger of going to the fire of hell. So if you are about to offer your gift to God at the altar and there you remember that your brother has something against you, leave your gift there in front of the altar, go at once and make peace with your brother, and then come back to offer your gift to God.

"You have heard that it was said, 'Do not commit adultery.' But now I tell you: anyone who looks at a woman and wants to possess her is guilty of committing adultery with her in his heart.

"You have also heard that people were told in the past, 'Do not break your promise, but do what you have vowed to the Lord to do.' But now I tell you: do not use any vow when you make a promise. Do not swear by heaven, for it is God's throne.

"Just say 'Yes' or 'No' – anything else you say comes from the Evil One."



This Week's Attendance



Attendance Counts

Year Group	
EYFS	88.2
Year 1	92.3
Year 2	91.4
Year 3	91.1
Year 4	90.3
Year 5	96.3
Year 6	96.1

Our school attendance target is 95%. The overall attendance for last week was 92.3%.

It is really important that we continue to work together to do all we can to prioritise the children's attendance at school.

Attendance Support

Mrs Tennant and the attendance team are always available to offer advice and support to help ensure your child is able to attend every day and reach their full potential. To book an appointment, please call the office on: 0121 747 2782

SPOTLIGHT ON PERSISTENT ABSENCE

What is persistent absence?
If your child takes too much time off school they will become categorised as PA or persistently absent.
(Attendance below 90% = persistent absence).

Missing school will make your child fall behind in lessons and will impact on their academic progress and achievement. Don't allow your child to become a PA student.

This table shows how many days missed each half-term will make your child a PA student:

How many days will make my child a persistent absent student?	
Half-term 1	3 ½ days off school from September until October half-term holiday will make your child a PA student.
Half-term 1-2	7 days off school from September until the Christmas holiday will make your child a PA student.
Half term 1-3	10 days of absence from September until February half-term will make your child a PA student.
Half term 1-4	12 ½ days of absence from September until the Easter holidays will make your child a PA student.
Half-term 1-5	15 ½ days of absence from September until May half-term will make your child a PA student.
Half-term 1-6	19 days of absence for the full academic year (September to end of summer term in July) will make your child a PA student.



Safeguarding Tip of the Week

COUNTY LINES

WHAT IS "COUNTY LINES"?

County lines is a type of child criminal exploitation. Criminal groups use children and young people to move drugs and money between areas. Children may be asked to travel, carry drugs, store drugs, or collect money. This can happen to children from any background, in any community.

HOW CHILDREN ARE TARGETED

Criminals may:

- Befriend children in person or online
- Offer money, clothes, phones, or gifts
- Offer friendship, protection, or a sense of belonging
- Use threats, violence, or debt to control them

Children may not realise they are being exploited. They may feel scared, trapped, or unable to say no.

SIGNS A CHILD MAY BE INVOLVED

You might notice your child:

- Going missing or staying out overnight
- Travelling to unfamiliar places
- Having money, clothes, or phones with no clear explanation
- Being secretive about where they are going or who they are with
- Using more than one phone or hiding their phone
- Becoming anxious, withdrawn, angry, or aggressive
- Changes in school attendance or behaviour
- Contact with police or other authorities

One sign alone does not mean county lines. Several signs together is a concern.

WHY CHILDREN DO NOT TELL ADULTS

Children may:

- Be frightened of being harmed
- Worry that criminals will hurt or threaten their family
- Feel ashamed or guilty
- Think they will get into trouble
- Believe they cannot leave

This is exploitation. Children involved are victims, not criminals.

WHAT PARENTS AND CARERS CAN DO

- Stay calm and listen
- Reassure your child they are not in trouble
- Avoid blaming or judging
- Notice changes in behaviour or routines
- Set clear boundaries where possible
- Get help early
- Talk to your child and listen carefully
- Speak to school staff or other trusted professionals
- Contact local safeguarding services
- Contact police

IF YOU ARE WORRIED

www.SocialWorkersToolbox.com

What Is "County Lines"? Child Criminal Exploitation

This guide and information leaflet explains county lines, a form of child criminal exploitation where criminal groups use children and young people to move drugs and money between.

<https://cscp.org.uk/wp-content/uploads/2020/05/4206.1-County-lines-leaflet-final-web.pdf>

E- Safety Tip

10 Top Tips for Parents and Educators SUPPORTING SAFE USE OF AI

Artificial intelligence (AI) is increasingly woven into young people's digital lives. It can offer some educational benefits and day-to-day assistance. However, it also raises concerns about misinformation, privacy, fairness, and safety. This guide provides parents and educators with practical strategies to support young people to navigate AI tools responsibly, and to use them safely and with discretion.

- 1 DEMYSTIFY WHAT AI REALLY IS**
Children encounter AI in most online spaces, including games, streaming platforms, and social media. Explain that AI uses algorithms to make decisions, but it doesn't think or feel like humans. Use simple examples like how a recommendation system suggests videos or how a search engine finds results. Encourage children to ask questions and provide feedback about AI being used in their lives.
- 2 TALK ABOUT RISKS OF MISINFORMATION**
AI can create convincing but often false information, including deepfakes, phishing, and social media bots. Explain that AI can be used to spread misinformation and to impersonate others. Encourage children to think critically and to check sources before believing anything they see online.
- 3 DISCUSS DATA AND PRIVACY**
Explain that AI systems learn by analyzing lots of data, sometimes including personal information. Help young people to be mindful of what they share online and why. Encourage them to use strong passwords and to be aware of what apps and websites collect about them.
- 4 ENCOURAGE CREATIVE USE OF AI**
Support children when using AI to support their learning. Encourage them to use AI to generate ideas, to help them with their homework, and to explore new ways of thinking. Encourage them to use AI to create art, music, and stories. Encourage them to use AI to help them with their schoolwork.
- 5 USE AGE-APPROPRIATE AI TOOLS**
Not all AI platforms are suitable for children. Choose tools designed for education or creativity, with clear safety policies. Encourage children to use age-appropriate tools. Help children use AI responsibly, rather than just for entertainment. They can use AI to help them with their schoolwork, but should only be used with confidence and discretion in class.
- 6 USE AI TOGETHER**
Engaging AI tools together can help children understand how they work and spot potential issues. Try co-writing a story with an AI writing generator or experimenting with an AI art tool. This encourages curiosity, helps you stay informed about the latest tools, and allows you to reinforce safe and respectful use while modelling critical thinking.
- 7 SET BOUNDARIES FOR AI USE**
Establish when, where, and how AI tools can be used. Just as you would with any digital device, set clear rules for AI use. Encourage children to use AI tools to complete school assignments without supervision, to avoid over-reliance on AI, and to ensure that AI use is a positive part of learning and that it's not too busy on AI use that it's not learning.
- 8 WATCH FOR OVERRELIANCE**
Some AI tools, like homework help apps, may be tempting shortcuts. Encourage children to use AI to support their learning, not replace it. Celebrate effort and progress over perfect answers. Remind them that AI is not a substitute for learning and that relying too heavily on AI can limit their understanding.
- 9 TEACH DIGITAL ETHICS AND LITERACY**
Help children explore how AI works, where it might be biased, and why ethical thinking matters. Encourage digital literacy alongside ethical awareness. Encourage children to think critically and to use AI responsibly. Encourage them to use AI to help them with their schoolwork, but should only be used with confidence and discretion in class.
- 10 STAY CURIOUS AND INVOLVED**
As AI develops rapidly, and staying informed helps you support the young people in your care. Follow trusted sources for updates and news. Encourage children to share their thoughts on AI with you. Encourage them to use AI to help them with their schoolwork, but should only be used with confidence and discretion in class.

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AI is becoming a big part of young people's online lives – from school tools to entertainment apps. Help children understand how AI works and why it shouldn't be trusted blindly.

Last Week's Awards



Virtues Award

EYFS - Chloe
Year 1 - Lorenzo
Year 2 - Erin
Year 3 - Marnie
Year 4 - Lily
Year 5 - Delilah
Year 6 - Evan



Reader of the Week

EYFS - Billie
Year 1 - Ka'oir
Year 2 - Jaxson
Year 3 - Isla
Year 4 - LJ
Year 5 - Ella
Year 6 - Mateo



PE Star of the Week

EYFS - Olly
Year 1 - Joshua
Year 2 - Millie
Year 3 - Jack
Year 4 - Bisrat
Year 5 - Mason
Year 6 - Mylah

Star Pupils

EYFS

Princess and Ella-Rose

Year 3

Kenzo and Adonis

Year 1

Cayson and Arlo F

Year 4

Oscar and Aoife

Year 2

Naemi and Arlena

Year 5

Chae and Casey

Year 6

Mia and Niamh



Birthday Celebrations

Safa (RB) Ilerioluwa (EYFS)

Za'rae & Lily-Mae (Year 1)

Muhammad (Year 2) Billy, Ava & Sidney (Year 3)

Bisrat, Elsie and Lily (Year 4)

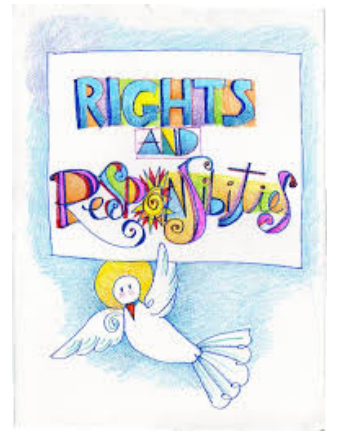


Best Wishes from your Guardian Angels Family

Catholic Social Teaching

Rights and Responsibilities

God wants us to help make sure that everyone is safe and healthy and can have a good life. Every person has a right to life. We have a responsibility to protect each person's right to life.



Virtues this Half Term

Curious and Active



Curious: exploring God's creation and asking questions to find out more.

Active: working to make things better where we can.



God of mercy and peace, forgive us when we get angry with others and help us to make our peace with them so that we can all work together to make a better world.

Amen.

Have a lovely break and God Bless
Mrs Helen Milligan, Mr Spindlow and
all the staff at Guardian Angels

Other News



Part of the
National Year of Reading 2026

**GO
ALL
IN.**

The National Year of Reading 2026 is the biggest campaign in a generation designed to help more people (re)discover the joy of reading and make it part of their everyday lives. Keep an eye out for events during the year and join us on our reading journey!

2026 book missions



 **BookTrust**
Getting children reading

January

Read a book that makes you laugh!



February

Tell someone about a book you love



March

Join the World Book Day celebrations



April

Read a book because you love its pictures



May

Read a poetry book or a verse novel



June

It's a summer of sport! Read a sporty book



July

7 July: A new Children's Laureate is here! Read one of their books



August

Read a book outside! What's the most unusual place you can find?



September

Send a letter or a drawing to your favourite author or illustrator



October

Read a scary book for Halloween!



November

Read a non-fiction book and tell a friend a cool fact



December

Swap your favourite book with your friends



My favourite books of the year are...

Parent/Carer Workshops

Join our free Parent/Carer Workshops for practical tips, simple strategies and up-to-date guidance to help your child thrive.

These friendly, expert-led sessions cover key topics such as online safety and emotional regulation, giving you the tools to feel informed, confident and supported.



Online Safety

Learn about digital safety for kids including impact of screen time, apps, gaming, AI risks, cyberbullying and gain practical tips to create a safer digital environment at home

Date: Wednesday 25th February 2026

Time: 9:30-11:30am

Emotional Regulation

This workshop covers emotional regulation in children, causes and signs of dysregulation, the nervous system's role, and practical strategies to support healthy skills.

Date: Wednesday 4th March 2026

Time: 9:30-11:30am

Managing Worries/Anxiety

This workshop covers understanding anxiety in children, its causes and signs, and offers practical tips and strategies to help manage worries effectively.

Date: Wednesday 11th March 2026

Time: 9:30-11:30am

Register for the workshops here:

Scan me



Stay Connected!

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