



# St Lewis' Catholic Primary School

Friday 27th February 2026

**To belong, to believe and to become all you are meant to be!**

**Well done!**

Congratulations to Jack Baguely for being the St. Lewis Award winner this week. Jack is a fantastic role model to his peers as he always shows enthusiasm to his learning, readily shares his knowledge and ideas with others and is a great friend to others.



**Jesse Dalton**

**Isaac Knipe**

**William Charnock**

**Aurelia Farrugia**

**Eloise Wright-Moss**

**Gretel Seymour**

**Libby Noonan**

**Samuel Whitehouse**

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## World Book Day

Next Thursday is World book Day. All children are invited to dress up as a book character on this day or come in their pyjamas! We will be spending time enjoying books and sharing our favourite stories with each other.

Did you know that According to UNESCO, the biggest single indicator of whether a child is going to thrive at school and in work is whether or not they read for pleasure".

Thank you to all parents who encourage their children to read regularly at home and support this.

### Benefits of reading for children as they grow



## Lenten Journey

On Tuesday morning, the whole school gathered together to reflect on the season of Lent which began on Ash Wednesday. The children thought carefully about things they could do during Lent to help others. They have each made their own Lenten Promise.



Following in the footsteps of St Lewis..

“Kindness is a language that the deaf can hear, and the blind can see.” Mark Twain

## ATTENDANCE MATTERS!

### Week ending: Friday 27th February

Congratulations **Year 5/6** for having the best attendance!

Year Group	Attendance
Foundation	93.79%
Year 1/2	86.64%
Year 3/4	94.52%
Year 5/6	99.39%

### Polite Reminder



Holidays should not be taken during term time. Unfortunately, we have noticed an increase in the number of pupils who have taken holidays which has impacted upon both their individual and school's overall attendance figures. More importantly, this is LOST LEARNING TIME. Remember fines can now be issued for holidays taken in term time.

## Weekly Roundup

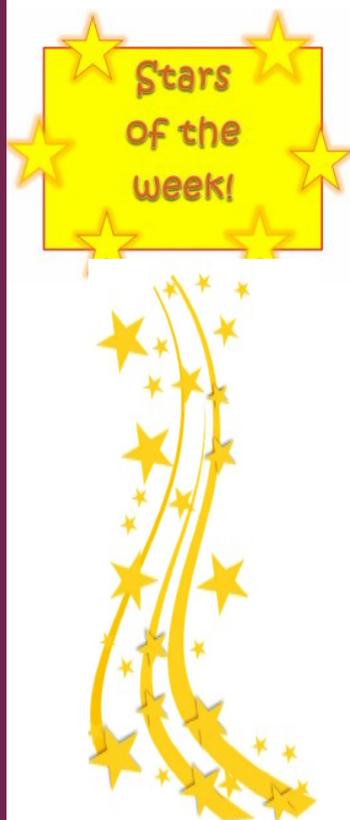
**Foundation** - Lots of fun in forest school this week, when Foundation looked for signs of Spring. They have also been busy painting pictures of their favourite person.

**Year 1/2** - The children in Y1/2 have enjoyed discovering more about Beegu, the main character from their new English text this week and have written some informative sentences about him.

**Year 3/4** - Were thinking about sustainability this week in their geography lesson. They designed some thought provoking posters about how to be more sustainable in order to look after the environment.

**Year 5/6** - Have been refining their reporting skills in English as they have been busy writing newspaper reports. Whilst in maths, they have been getting to grips with rounding and adding and subtracting decimals.





Matthew

Mark

Luke

John

1042

1034

1017

978

Well Done to Team Matthew with the most house points this week!

# Helping children and young people with MANAGING DEVICE STRESS AND ANXIETY

## WHAT ARE THE RISKS?

The internet and advances in the capability of digital devices have afforded us arguably the fastest period of technological and social evolution in living memory; creating opportunities for us to interact with people anywhere in the world, 24 hours a day. It's also, however, blurred safety boundaries and added new stresses for young people, who are often less aware of the hidden hazards. With almost half of 10-16-year-olds experiencing bullying online and algorithms pushing content in front of our children every day, it's important to know how to address some of these challenges.

## LIVING ONLINE

The internet is awash with sophisticated algorithms that learn from our online behaviour and try to predict our wants and needs. That's very helpful in some respects, but it can make the online world difficult for children and young people to negotiate. Content can be brought to them at any time – it may not always be appropriate, and children may not have the ability or the support to deal with it.

## PUSHY NOTIFICATIONS

Content is also directed at us through notifications from our apps: letting us know we have a new message or social post to read, for example. While that's useful in some circumstances, it conditions us to keep going back online (and is designed to do so) and can be a near-constant demand on your child's attention. As such alerts become more common, are we experiencing an 'attack of the pings'?

## BLURRED BOUNDARIES

There are now so many ways we can communicate online in real time (like instant messaging apps) or with a delay (such as on social media) that it's possible to be constantly in conversation. Young people often prefer quickfire exchanges of text – but using fewer words can cause distressing miscommunications through the lack of non-verbal cues like facial expressions or tone of voice.

## DIGITAL DEPENDENCY

As devices allow access to immediate external help in challenging situations, it's a concern that children may not be developing the inner confidence to work things out for themselves. Likewise, group membership is hugely important to young people – both in digital and 'real' life – and being excluded from online conversations can cause damaging feelings of loneliness and isolation.

## DISGUISED DISTRESS

Children often haven't yet developed the emotional resources to deal with many of the setbacks of everyday life, so identifying when it's specifically something online that's worried them can be tricky. A certain level of stress is a normal response to a problem; it spurs us into action to keep ourselves safe. If the stress is excessive, though, it can feel overwhelming and potentially lead to anxiety or depression.

## ANTI-SOCIAL SOCIALS

Social media can bring people together in hugely positive ways. Sadly, it does also have a darker side, including 'flame war' arguments which can escalate quickly and have harmful consequences. With so many people looking on, 'group shaming' situations are also common – while there are continual opportunities for young people to compare themselves negatively with other social media users.

## Advice for Parents & Carers

### LEARN THE BASICS

It's impossible to keep up with every online change or every new app. The best option is to make yourself aware of the fundamentals of how the internet operates, so you can help your child to grasp how – and why – content reaches them. Devices and the digital world can be confusing, so learning to understand them better will give you the confidence to talk to your child about them.

### TALK IT OUT

If a child mentions a comment that's been directed at them in a text chat or on social media, it may sound minor but can actually have a much bigger effect than we realise. In our evolved brains, any perceived threat can get internalised while our body reacts as if we were in physical danger – raising stress levels. It's always worth encouraging your child to get any concerns out in the open.

### PUSH DISTRACTIONS AWAY

Notifications on our phones and tablets can be helpful, but they sometimes make one wonder who's really in charge: the person or the device? Checking our phone as soon as it goes off is an easy habit to fall into – especially for young people. Try switching off non-essential alerts on your devices and encourage your child to do the same; you should both feel less triggered and more in control.

### LOOK FOR THE SIGNS

This is tricky – and may depend on the child's age – but any sudden change in behaviour is worth looking out for. If your child seems to be checking their phone or tablet more, doesn't want to be parted from them, or appears unusually secretive, anxious or withdrawn, it could be a sign that something is amiss in relation to their device – and, possibly, that they're in need of extra support.

### KEEP CHECKING IN

Healthy emotional regulation balances three systems: threat, drive and grounding. Down the various rabbit holes of the internet, however, that balance can easily slip away – so it's important to help your child manage their emotions when they're online. Check in with them regularly when they're on their device, and remember that 'distraction' and 'relaxation' aren't always the same thing.

### BE KIND: UNWIND

Be kind to yourselves as parents and carers. Remember that we're all in the same boat, trying to safely guide our children through this complex, fast-moving digital environment. Getting into the habit of having natural, relaxed conversations with your child about their online life (and yours) can level the playing field and make it far easier for them to open up to you about any concerns.

## Meet Our Expert

Dr Denise Francis-Smith is an experienced counselling psychologist who specialises in parenting advice and effective online communication. She consults with and offers bespoke training to businesses and organisations, supporting positive and effective online communication – after by considering some of the more hidden aspects of the media ecosystem.



Source: <https://www.childrenscommission.gov.uk/news/the-why-why-why-creator/>  
<https://www.ons.gov.uk/people/population/community/lifestyles/online/what-are-the-signs-of-a-child-being-unsafe-online> (page accessed 2023)

# SCHOOL MEALS

Available daily as an alternative: - Filled jacket potatoes served with vegetables, a dessert and drink. An alternative dessert from a selection of seasonal fresh fruit, yoghurt, soren and cheese & biscuits  
Available daily - Unlimited fresh salad and wholemeal bread, drinking water or fresh milk.



## Week One

### Meat Free Monday

Vegetarian Sausage Roll  
Herby Diced Potatoes and Baked Beans

Macaroni Cheese Served with Broccoli

Vanilla Ice Cream

### Tuesday

Pork Sausage with Yorkshire pudding Creamed Potatoes, served with Carrots and Peas

Cheese or Cheese and Ham Panini served with Sweetcorn and Salad

Fresh Fruit Segments or Yoghurt

### Wednesday

Burger in a Bun served with Herby Diced Potato and Fresh Side Salad

Vegetarian Burger in a Bun served with Herby Diced Potato and Fresh Side Salad

Vegetables Fajitas with Savoury Rice, Sweetcorn

Orange Jelly and Fruit

### Thursday

Home Made Beef Chili served with rice.

BBQ Chicken served with Baked Wedged Potatoes, and Sweetcorn

BBQ Quorn served with Baked Wedged Potatoes, and Sweetcorn

Homemade Blueberry Cake/Muffin

### Friday

Crumb Coated Chicken served with Chunky Chipped Potatoes, Garden Peas, or Baked Beans

Oven baked Fish Fingers Served with Chunky Chipped Potatoes, Garden Peas, or Baked Beans

Homemade Cooks Choice Biscuits

## Week Two

### Meat Free Monday

Margarita Pizza Rounds Served with Baked Jacket Wedges and Sweetcorn

Chinese Style Quorn with Rice/Noodles

Doughnut

### Tuesday

Roast Turkey with Creamed Potato, Roast Potato, Carrot and Broccoli

Home Made Cheese Pasty, Creamed, Roast Potato and Baked Beans or Vegetables.

Fresh Fruit Salad or Yoghurt

### Wednesday

Spaghetti Bolognese Served with Garden Peas

Garlic and Herb Chicken Pitta served with Vegetable Rice and Broccoli.

Arctic or Chocolate Ice Cream

### Thursday

Brunch Lunch (Sausage, Beans, Hash Brown, Omelette)

Meatball Sub served with Diced Potatoes and Salad

Raspberry jelly and Fruit

### Friday

Crumb Coated Chicken Served with Chunky Chipped Potatoes, Garden Peas or Baked Beans

Oven baked Battered Salmon served with Chunky Chipped Potatoes Garden Peas or Baked Beans

Homemade Cooks Choice Biscuit

## Week Three

### Meat Free Monday

Tomato and Mascarpone Pasta Bake Served with Seasonal Vegetables

Omelette with Baked Herby Diced Potatoes and Baked Beans

Strawberry Ice Cream

### Tuesday

Chicken Katsu Curry served with Rice

Cheese or Cheese and Ham Panini served with Sweetcorn and Salad

Fresh Fruit Segments or Yoghurt

### Wednesday

Selection of Pizza (Pepperoni/Cheese) Served with Jacket Wedges, Salad

Sweet and Sour Chicken/Quorn Served with Rice/Noodles

Jelly and Fruit

### Thursday

Pork Meatballs in Tomato and Basil Sauce Served with Pasta and Garden Peas

Cheese Wrap served with Sauté Potatoes Sweetcorn and Salad

Vanilla and Chocolate Marble Muffin/Traybake

### Friday

Oven Baked Chicken Poppers Served with Chunky Chipped Potatoes, Garden Peas or Baked Beans

Oven Baked Fish Stars Served with Chunky Chipped Potatoes, Garden Peas, or Baked Beans

Homemade Cooks Choice Biscuit

Menu Cycle Week One: 5<sup>th</sup> Jan, 20<sup>th</sup> Jan, 16<sup>th</sup> Feb, 9<sup>th</sup> Mar, 30<sup>th</sup> Mar, 20<sup>th</sup> Apr, 11<sup>th</sup> May, 1<sup>st</sup> Jun, 22<sup>nd</sup> Jun,  
Menu Cycle Week Two: 12<sup>th</sup> Jan, 2<sup>nd</sup> Feb, 23<sup>rd</sup> Feb, 16<sup>th</sup> Mar, 6<sup>th</sup> Apr, 27<sup>th</sup> Apr, 18<sup>th</sup> May, 8<sup>th</sup> Jun, 29<sup>th</sup> Jun,  
Menu Cycle Week Three: 19<sup>th</sup> Jan, 9<sup>th</sup> Feb, 2<sup>nd</sup> Mar, 23<sup>rd</sup> Mar, 13<sup>th</sup> Apr, 4<sup>th</sup> May, 25<sup>th</sup> May, 15<sup>th</sup> Jun, 6<sup>th</sup> July

Menu: 2026

= Vegetarian = Vegetarian substitute available  
Lunch will be served with fresh milk or drinking water.  
All homemade dishes contain additional vegetables.

For allergen and dietary help please contact school meals helpdesk on 01925 443082 or visit our website [www.warrington.gov.uk/schoolmeals](http://www.warrington.gov.uk/schoolmeals)

**WARRINGTON**  
Borough Council

## Dates for Spring Term 2026

<b>Date</b>	<b>Event</b>	<b>Date</b>	<b>Event</b>
<b>23/2/26</b>	School opens		
<b>4/3/26</b>	First Holy Communion Parents' Meeting 3:15pm		
<b>6/3/26</b>	Dressing up for World Book Day		
<b>25/3/26</b>	Parents' Evening		
<b>26/3/26</b>	Parents' Evening		
<b>31/3/26</b>	First Reconciliation in Church		
<b>1/4/26</b>	Easter Liturgy in school—Y3/4		
<b>2/4/26</b>	Easter Bonnet Parade		
<b>2/4/26</b>	School closes for Easter		