



Headteacher's Comment

This week, Chase High School was visited by Ofsted. While I am not yet able to share the outcome, I will do so as soon as it becomes available.

Throughout the visit, our staff and pupils demonstrated our core values of ambition, resilience and kindness in abundance. Our pupils, in particular, were highly commended by inspectors and were described as "absolutely charming" on more than one occasion — a wonderful reflection of the culture we are so proud of at Chase.

I would like to thank our whole school community for their continued support and professionalism. I very much look forward to sharing the outcome with you in due course.



A Level Biology

#ProudtobeChase

This past week our A Level biology students have been viewing comparative anatomy through a series of dissections. Year 12 have been learning about the gas exchange systems in fish and insects and Year 13 have been looking at the structure of the eye.

Students have completed hand drawn diagrams and photographs of their specimens to document their learning.



Year 12/13 Warner Bros. Studio Trip

KS5 Media Studies students took part in an educational visit to further support their understanding of BTEC Media Studies Unit 10: Fiction Film at the the Warner Bros. Studio Tour – The Making of Harry Potter.

The aim of the visit was to give students valuable insight into professional film production processes. During the Studio Tour, they explored original sets, costumes, props, special effects, and post-production areas, helping them deepen their understanding of key Media concepts such as mise-en-scène, narrative structure, scriptwriting, camera shots, and editing techniques.



Options Evening

Last week, we welcomed Year 9 students and their families to our Options Evening, an important milestone as pupils begin to shape their Key Stage 4 pathways. The event gave students the opportunity to hear directly from subject leaders about the courses on offer and to speak with staff about how different options align with their interests, strengths and future aspirations. Families were able to explore the range of academic and vocational subjects available, ask questions, and gain clarity on how option choices support progression to post-16 routes and beyond.

A copy of the Options Booklet, along with further information and key dates, is available on the school website for families to review as they continue discussions at home.





Sixth Form AI Assembly

On Wednesday this week, Post-16 students took part in an assembly focused on the responsible use of Artificial Intelligence and the risks of plagiarism. The session clarified what constitutes malpractice, where AI can appropriately support learning and where it crosses the line. Clear guidance was shared to help students protect their grades and academic integrity. The assembly reinforced that honesty, understanding and original work matter more than shortcuts.

Students left with a clear understanding of how to use AI safely, ethically and within exam regulations.



Sports Round Up!

There have been a number of sporting fixtures this week across the school.

The Year 9 boys' basketball team were beaten 61–41 by St Thomas More High School. Despite the result, the team showed good effort throughout the game, with Elliot named Player of the Match.

The U16 girls' netball team were defeated by The Eastwood Academy with strong individual performances from Rachel and Wiktoria, who were both named Players of the Match.

On Wednesday, the Year 10 boys' basketball team put in an excellent performance against St Thomas More High School B Team. Conner scored 22 points, Emmanuel added 24, and Fejiro led the scoring with 26 points, earning Player of the Match for his performance.

The Year 9 girls' netball team lost to The Eastwood Academy, while the U13 girls' football team played well in a narrow defeat to Thorpe Hall School, Belle was named Player of the Match.

Finally, the Year 9 girls' netball team were narrowly beaten 13–9 by Cecil Jones Academy in a very competitive and well-played match.

Parents
Evening

Year 12 & 13 Face to Face Parents' Evening

We are holding our Year 12 and 13 Parents' Evening, in person, on Thursday 12 February from 16.00 and hope all parents/carers take advantage of speaking with staff about their child's attainment and engagement. The booking system is now open. If you are having difficulties with appointments, please contact the Sixth Form team on sixthform@chasehigh.org.

[Click here to book an appointment!](#)



Dates for your Diary:

04.02.26 Year 7 Take your child to work

05.02.26 Starlight Express Trip

11.02.26 Southend Makes Music – Palace Theatre

12.02.26 Year 12/13 Parents' Evening Face to Face

16.02.26 – 20.02.26 Half Term



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**BACK
FOR
2026!**

PRE-LOVED PROM POP-UP SHOP

Saturday
21st March
9am – 5pm

Sunday
22nd March
10am – 4pm

The Baytree Shopping Centre in Brentwood are running a pre-loved Prom shop on Saturday 21st and Sunday 22nd March.

They have collected donations of prom dresses, suits and accessories.

The pop-up shop will be open to teens who would not otherwise be able to afford a Prom outfit.

The shop will be located at The Baytree Shopping Centre, Brentwood, CM14 4BX

All items will be FREE, there is no catch.

Bookings to visit the shop and try on items can be made at
www.baytreeshoppingcentre.com/pre-loved-prom-pop-up-shop

USEFUL INFORMATION

Each teen can bring a guest with them.

The only information we will ask the student is their school and year group - this is to make sure that any duplicate dresses do not go to the same school Prom.

The event is being run by Key Lime, a marketing agency based in Billericay, Essex. Key Lime work with shopping centres all over the country on events and activities. Key Lime staff will run the event and have obtained DBS checks for staff volunteering at the event.

IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT

Key Lime - 01277 600320 Email: zest@key-lime.co.uk

**Please send this information to anyone you know
who may be interested in this event.**

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THE HIT MUSIC STATION

b THE BAYTREE
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www.baytreeshoppingcentre.com f i d

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 escalate 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.

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.

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.

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.



The National College