



# The Anchor News

Serving the local community in the name of Christ since 1859

8<sup>th</sup> January 2026

# WELCOME BACK!



Our Values focus last half term was **Hope**. This half term our Value focus will be **Compassion**



Happy New Year everyone and welcome back.

It has been a great first week back, despite the difficulties the snow has been causing. As the weather continues to be up and down, we will always strive to keep the usual routine of school in place, but we cannot control the weather and so if we should have to make any closures at any point, we will aim to give you as much notice as we can.

Some closures may be council driven and we will follow any guidance in those instances.

We will notify parents via email wherever possible and we will update the website and social media (account details can be found in the bottom right corner).

From next week we will no longer be sending home printed newsletters. These will be on the website as usual and emailed out, this hopefully will be a more efficient way on ensuring everyone receives a copy. There will be a few copies printed so if you do need a printed a copy, be sure to ask at the office.

After school clubs start next week Monday 12<sup>th</sup> January. Please keep a record of end dates when you receive confirmation slips as the clubs finish on different dates.

We are looking forward to a really productive and positive half term ahead.

Have a lovely weekend

Miss Shryane - Head Teacher

Sign of



the week

To link with our Value for the half term, we have chosen the following sign to represent Compassion.

**Remember: it is important to say the word while doing the sign.**



love

## Do we have your correct email address?

Please make sure to contact the office if you need to add/update your contact email address. It is important we have the correct information.

## Afterschool Clubs

All children will receive a confirmation slip for afterschool clubs as usual.

The day/dates for clubs are as follows:

- Monday: Games (Y1-3) 12<sup>th</sup> Jan until Mon 23<sup>rd</sup> March
- Monday: Youth club (Y4-6) 12<sup>th</sup> Jan until Mon 9<sup>th</sup> February
- Tuesday: Football (Y1-3) 13<sup>th</sup> Jan until Tues 24<sup>th</sup> March
- Wednesday: Football (Y4-6) 14<sup>th</sup> Jan until Wed 25<sup>th</sup> March
- Thursday: Art (Y1-6) 15<sup>th</sup> Jan until Thurs 12<sup>th</sup> February
- Thursday: Boxing (Y1-3) 15<sup>th</sup> Jan until Thurs 12<sup>th</sup> February

*Staff clubs run for 5 weeks and will change after half term.  
Aspire clubs (in bold) will run for 10 weeks and change after Easter.*

Follow Us on Social Media for exciting and important updates



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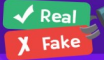
**#LearningforLifeAnchoredInChrist**

# What Parents & Educators Need to Know about GENERATIVE AI SAFETY

Generative AI tools – such as ChatGPT – are now commonly used by children. In fact, 3 in 4 pupils in the 2024 Annual Literacy Survey reported using generative AI, up from just 2 in 5 the previous year. While these tools can boost learning and creativity, they also raise concerns around misinformation, privacy and overuse. This guide explores the key risks and how to support safe use.

## WHAT ARE THE RISKS?

### MISINFORMATION AND ACCURACY



Generative AI can sometimes produce false or misleading content. Children – and even adults – may assume the information is accurate and trustworthy. This can affect learning and understanding of important topics. It's vital to teach children to critically assess all information, even when it comes from AI.

### EXPOSURE TO INAPPROPRIATE CONTENT

Because generative AI is trained on vast datasets from across the internet, there is a chance it may occasionally generate harmful or inappropriate content. Without supervision, children could encounter disturbing or unsuitable material. Active monitoring and clear usage boundaries can help reduce this risk.

### PRIVACY AND DATA SECURITY

Some AI tools ask for personal details or store users' interactions. If privacy settings are not correctly configured, children's personal data could be exposed or misused. Teaching good digital hygiene and setting strong privacy controls is essential for protecting children online.

### REDUCED CRITICAL THINKING



Relying too heavily on AI-generated responses may reduce children's willingness to think independently. If they consistently use AI to solve problems or complete tasks, it could impact their ability to reason, analyse and form their own ideas. Encouraging thoughtful reflection is key.

### DIGITAL DEPENDENCY



Regular use of generative AI can contribute to increased screen time and less real-world interaction. If left unmanaged, it may affect physical activity levels, sleep, and social development. Striking a healthy balance between online and offline activities is important for wellbeing.

### UNCLEAR ETHICAL BOUNDARIES



Children may not fully understand the ethical implications of using AI to complete homework or creative tasks. This can lead to unintentional plagiarism or dishonest academic practices. Conversations around responsible use and academic honesty are crucial.

## IDEAS

## Advice for Parents & Educators

### ESTABLISH CLEAR GUIDELINES

Set clear, age-appropriate rules for when and how generative AI can be used. Reinforce these regularly to help children develop a healthy, respectful and informed relationship with the technology.



### ENCOURAGE CRITICAL EVALUATION

Help children to question the accuracy of AI-generated information and seek out additional trusted sources. This builds essential digital literacy skills and supports better decision-making.



### PROMOTE ACTIVE SUPERVISION

Keep an eye on how the children in your care use AI tools. Check in regularly to ensure they're using them appropriately and be ready to step in if something doesn't feel right.



### ENHANCE PRIVACY AWARENESS

Talk to children about the importance of keeping personal information private. Make sure privacy settings are in place and explain how data shared with AI tools could be used.



## Meet Our Expert

Brendan O'Keeffe, Deputy Headmaster and Director of Digital Strategy at Eaton House Schools, has extensive expertise in digital safety, safeguarding, and generative AI in education. As an author and speaker on digital literacy and online safety for institutions such as The National College, Brendan guides parents and educators in creating safe digital learning environments.



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