



### WHO TO CONTACT IF YOU HAVE A CONCERN ABOUT A CHILD

If you are worried about a child's safety, please do not hesitate to contact the Designated Safeguarding Lead or Deputies straightaway.

**If a child is in immediate danger, call the Police on 999**

### Meet the Designated Safeguarding Team:

The Safeguarding Team oversee and co-ordinate all aspects of the school's work to ensure that children are kept safe. They regularly attend training to ensure their skills and knowledge are up-to-date.

#### Designated Safeguarding Lead:

Mrs V Prowle



#### Deputy Designated Safeguarding Leads:



Mr C Pickard Miss N Chinnery

#### School Safeguarding Governors:

Mr L Donohoe & Mrs C Deveney

All can be contacted via the office or by telephone on:  
**01582 728262**

For a copy of our school's Child Protection Policy, please visit the Safeguarding page on our [school website](#):



Dear Mums, Dads and Carers,

Welcome to the second safeguarding newsletter of the year!

It never ceases to amaze me how quickly this term goes. After the long summer holiday, the Autumn feels like it will stretch on and on but, before we know it, the new Foundation Stage children are settled, confident and happy and some amazing work has appeared on the walls around the school.

With the evenings drawing in and the various autumnal festivals in full swing, I'm sure many minds will soon be turning towards Christmas (if they haven't already with the shops getting their displays up and starting to sell lots of goodies!). Whilst this time of year can be exciting, we know that for many it can also be challenging for many reasons. Please remember that we are here to support all of our families but particularly those who may find the coming months difficult. Do get in touch with Mrs Brown if there is anything we can do to make it easier. From financial assistance with shoe vouchers or food bank referrals to a bit of moral support and or a listening ear, she will be available. Equally, if there is anything we can do to support any children who are struggling, please let us know.

*Mrs V Prowle (Designated Safeguarding Lead)*

Report any concerns if you suspect a child is being abused or is in danger of being abused. Please contact a Designated Safeguarding Lead, or any member of staff. You can also contact the Multi-Agency Safeguarding Hub (MASH) on:

☎: 01582 547653

Out of Hours service: 0300 300 8123

✉ MASH@luton.gov.uk

Or make an online referral via the website:

[https://directory.luton.gov.uk/kb5/luton/directory/service.page?id=aJZE\\_O SgZfQ](https://directory.luton.gov.uk/kb5/luton/directory/service.page?id=aJZE_O SgZfQ)

### Useful Safeguarding Acronyms and Vocabulary

**DSL:** Designated Safeguarding Lead

**MASH:** Multi-Agency Safeguarding Hub

**CP:** Child Protection

**ChN:** Child in Need

**FPT:** Family Partnership Team

**TAF:** Team Around the Family

**CEOP:** Child Exploitation and On-Line Protection Centre

**KCSIE:** Keeping Children Safe in Education

**PREVENT:** Part of the Government's Counter-Terrorism Strategy to stop people being drawn in to extremism

**CAMHS:** Child and Adolescent Mental Health Services

**CHUMS:** Mental Health and Wellbeing Service

**SEND:** Special Educational Needs & Disabilities

### Did you know?

New analysis of road casualty data by 'Brake' revealed that **every 19 days** the equivalent of a whole class of young children is killed or seriously injured on Britain's roads.

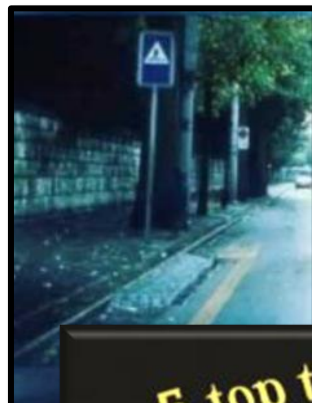


## BE BRIGHT, BE SEEN!

At this time of year, I always like to remind everyone about the vulnerability of children near our roads. With reduced visibility at evenings close in and the autumn / winter weather this becomes even more relevant. Below are my annual safety tips so that you can discuss with your child/ren how important it is to be visible when near roads.

These tips emphasise how wearing brightly coloured clothing shows up well in daylight but, as it gets dark, reflective clothing and accessories are far more effective in signalling pedestrians or cyclists to drivers.

If you're a driver, remember it will be more difficult for you to see pedestrians and cyclists when it's dark or raining / snowing. Unlike this image, not everyone will be dressed in bright colours or reflective clothing. Children and others often wear dark coloured school uniform, winter coats or blazers.



To illustrate the point, there's a child in the same position on both photos (left). Which one is easier to see?

For more information and activities to do around this topic with your child(ren) please visit:

<https://www.think.gov.uk/resource/be-bright-be-seen-game/>

## 5 top tips on how to BE BRIGHT & BE SEEN

- 1** Brightly coloured or fluorescent clothing shows up well in daylight and at dusk when you're heading to and from school.
- 2** If you're out and about when it's dark, wear reflective gear to make sure you can be seen in car headlights. Reflective vests, sashes or wristbands work well. Remember, fluorescent clothing doesn't work after dark!
- 3** Don't forget to accessorise! Even small items such as clip-on reflectors, armbands and stickers on your outfit or school bag are a great way to improve your visibility.
- 4** If you like to cycle, remember that it's the law to have clean and working lights at night (white at the front, red at the back), as well as a rear reflector. It's good to fit spoke reflectors too.
- 5** Of course, 'Being Bright' isn't the only way to stay safer. If you're out at night, choose routes and crossing places that are well lit and remember to always use the Green Cross Code.

For more road safety tips, games and videos, visit the Tales of the Road website at [www.direct.gov.uk/talesoftheroad](http://www.direct.gov.uk/talesoftheroad)





This year, Anti-Bullying week took place from **Monday 10<sup>th</sup> to Friday 14<sup>th</sup> November** with the theme 'Power for Good'.

**Lots of children (and staff) rocked their odd socks on the Monday and we had some great entries for the Pets in Odd Socks event with animals ranging from cats and dogs to the more exotic, including a snake, tortoise, gecko and even a mini lobster!**

In school, children took part in a range of activities to explore the effects that bullying can have as well as how to tackle this head on if need be. More information and photos can be found on the news page of our website but I've included a selection of pictures here to give you a flavour of what went on.



If you would like to explore this important topic a little more at home, there is a **FREE** Parent and Carer pack which will help you start the conversation about bullying no matter the age of your child(ren). This can be found [here](#).

### Definition of bullying:

***"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online."***

Bullying behaviour can be:

- ✓ Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- ✓ Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- ✓ Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidation, exclusion, manipulation and coercion
- ✓ Sexual – unwanted physical contact, inappropriate touch, abusive comments, homophobic abuse, exposure to inappropriate online content or film
- ✓ Online / cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- ✓ Indirect – can include the exploitation of individuals



# Why do we need to have the conversation?

OpenAI's Sam Altman: 'AI could surpass human intelligence by 2030'

'A million jobs in London could be changed by AI'

'Very scary': Mark Zuckerberg's pledge to build advanced AI alarms experts

Will AI make work burnout worse?

Meta CEO accused of being 'irresponsible' by considering making tools on par with human intelligence open source

While the benefits of AI cannot be dismissed or disputed, there are significant concerns about the negative impacts that go alongside this as with much of the technology that has become so integral to our everyday lives, particularly when it comes to safeguarding our children. The fact that AI is evolving so rapidly can be quite daunting and we are all having to learn very quickly.

Here are some key things to remember:

## Definition and Technology Behind Deepfakes

### What are Deepfakes?

Deepfakes are manipulated digital content using advanced AI-based machine learning techniques to create convincing images, videos and audio where the content subject is not real or present. They are used to propagate disinformation and fake news or for entertainment purposes.

Which image is fake? (answer at the end of this newsletter)



### Types of Deepfakes

**Face-swapping** is a type of deepfake that involves replacing a person's face in an existing video or image with someone else's face.

**Voice cloning** is a type of deepfake that involves creating a synthetic voice that sounds like a real person's voice. It is used to create fake audio and video recordings.



**Synthetic media** is a type of deepfake that involves creating completely new content using AI and machine learning. It is used to create realistic-looking but completely fake images and videos.

### So what?

#### Personal and emotional damage

Deepfakes can cause significant personal and emotional damage, leading to reputational harm, trauma and loss of privacy. Victims of deepfakes may experience anxiety, depression and social isolation.

#### Political and misinformation risks

Deepfakes pose a severe threat to democracy and political stability, allowing malicious actors to spread misinformation and manipulate public opinion. This can lead to the erosion of trust in institutions and undermine the democratic process.

## Privacy and Digital Footprints



The cuddly chatbot Grem is designed to 'learn' your child's personality, while every conversation they have is recorded, then transcribed by a third party. It wasn't long before I wanted this experiment to be over ...

[www.theguardian.com/technology/2025/sep/16/i-love-you-too-my-familys-creepy-unsettling-week-with-an-ai-toy](https://www.theguardian.com/technology/2025/sep/16/i-love-you-too-my-familys-creepy-unsettling-week-with-an-ai-toy)



### Why is confiding in chatbots so tempting for children?

- Always available
- Does not require social skills such as confidence, eye contact or interaction
- Never judges
- Adapts to be 'the voice you want to hear' to please you
- Will discuss any subject
- Will never tell your secrets to others

“I use AI chatbots because I don't have anyone else to speak to.”

### Some statistics

64% of UK children (aged 9- 17) have used an AI chatbot with use rapidly increasing over the last 18 months.”

The most popular are ChatGPT (43%), Google Gemini (32%) and Snapchat's My AI (31%).

Vulnerable children (those with SEN, EHCPs or mental/physical health conditions) use them even more frequently (71%).

12% of users overall, and 23% of vulnerable children, use chatbots because they have no-one else to talk to.

Some refer to chatbots with gendered pronouns and treat them like friends.

Emotional attachment to chatbots can lead to:

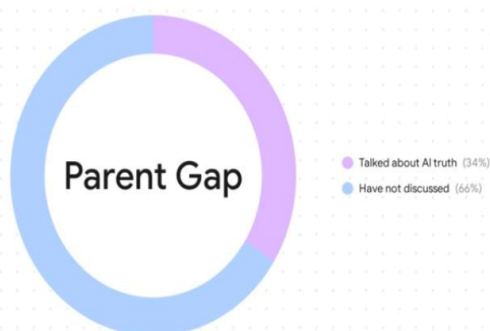
- Reduced real-world help seeking
- Greater exposure to harmful or misleading content
- Blurred boundaries between real and artificial relationships

Many Chatbot experiences are not age-appropriate

58% of 9-12 year olds use AI chatbots despite most platforms setting a minimum age of 13

Age checks are minimal or easily bypassed, often just self-declaration

In user testing, chatbots exposed under-18 accounts to explicit sexualised or misogynistic content during sign up or conversations



**62% of parents worry about AI accuracy, but those concerns often don't become conversations.**