ST PAUL'S CE PRIMARY SCHOOL

SAFEGUARDING NEWSLETTER AUTUMN 2

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 Walton



Deputy Designated Safeguarding Leads:



Miss Harvey | Mrs Brooks | Mr Cosgrove | Mr Skibinski

School Safeguarding Governors:

Mr Saul Higgins

All can be contacted via the office or by telephone on:
0161 850 2455

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 Brooks 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. Walton *(Headteacher & 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 at school.

You can also contact Salford Bridge Partnership on **0161 603 4500** from 8.30am to 4.30pm. If you need to speak to somebody about your referral of concern outside these hours, please call the Emergency Duty Team on 0161 794 8888.

Online referrals can also be made on: Salford Children and Families Portal

Useful Safeguarding Acronyms and Vocabulary

DSL: Designated Safeguarding Lead
MASH: Multi-Agency Safeguarding Hub
CP: Child Protection
CiN: 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 as 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.

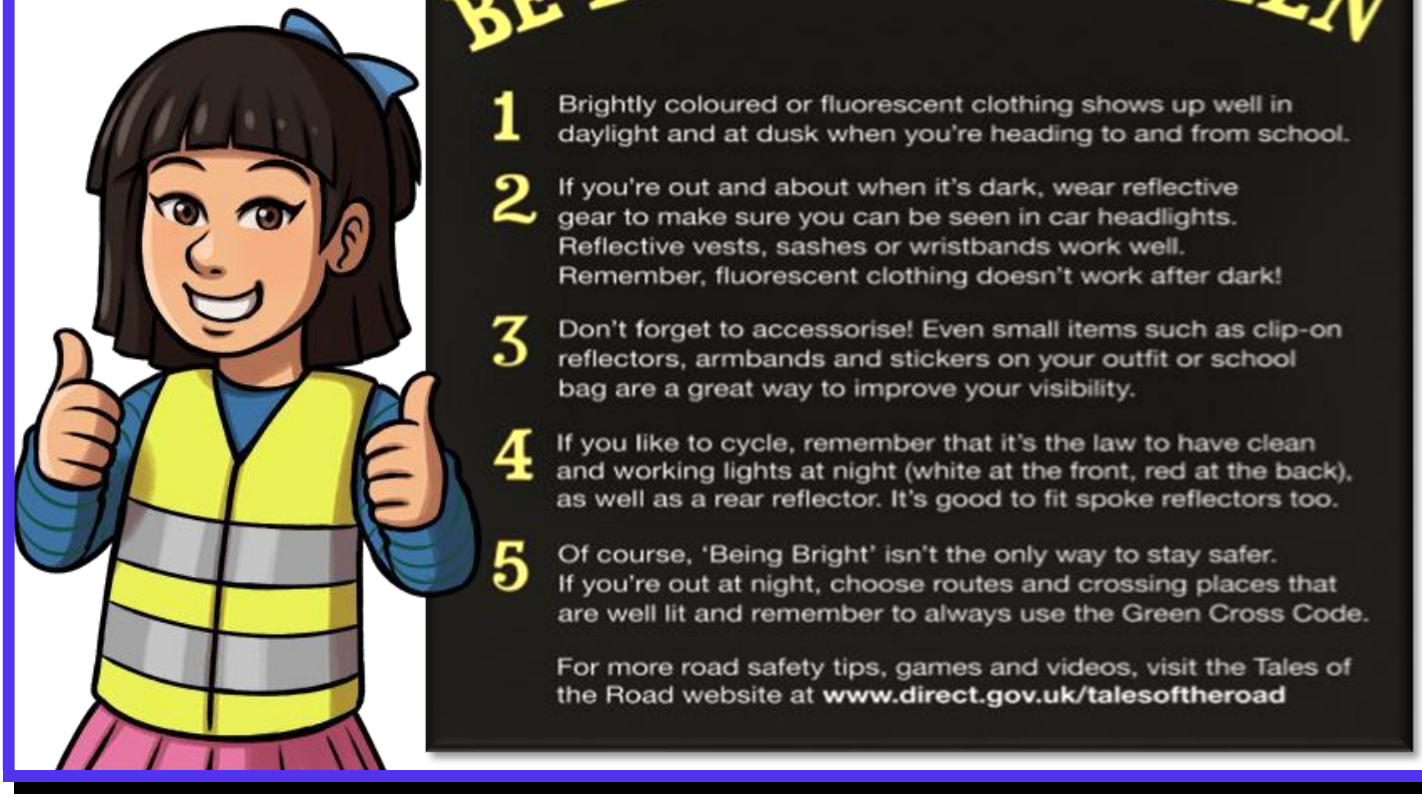
If you're a driver, remember it will be more difficult for you to see pedestrians and cyclists when it's dark or raining / snowing. Unlike this image, not everyone will be dressed in bright colours or reflective clothing. Children and others often wear dark coloured school uniform, winter coats or blazers.





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/



This year, Anti-Bullying week took place from Monday 9th to Friday 13th November with the theme 'Break the Silence.

Last week, we officially launched our work with a special assembly delivered by Altru Drama Company, focusing on the theme of Agents of Change. The children explored how every one of us has the power to make a difference, how our words and actions can impact others and, importantly, how we can all play a part in creating a positive environment where everyone feels safe, valued and included.

Following the assembly, our Year 5 children also took part in a follow-up workshop, giving them the opportunity to explore these themes in greater depth. They considered what it means to be an agent of change, how to recognise bullying behaviour, the importance of being an upstander rather than a bystander and the practical steps they can take if they see someone being treated unfairly.

At St Paul's, we believe that anti-bullying is not something we simply recognise for one week of the year. It is an ongoing commitment and an important part of our school culture. Through our PSHE curriculum, assemblies, class discussions and everyday interactions, we regularly explore friendships, respect, empathy, managing disagreements, online safety and celebrating our differences.







Definition of bullying:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves and 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?



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 Guardian UK

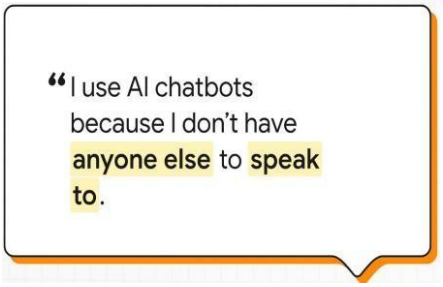
The cuddly chatbot Grem is designed to 'learn' your child's personality, while every conversation they have is recorded, then transcribed by a third party. It wasn't long before I wanted this experiment to be over ...



www.theguardian.com/technology/2025/sep/16/i-love-you-too-my-familys-creepy-unsettling-week-with-an-ai-toy

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



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:

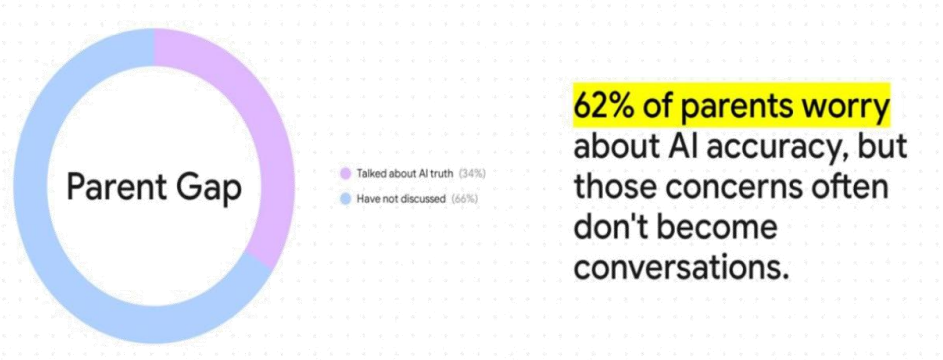
- Reduced real-world help seeking
- Greater exposure to harmful or misleading content
- Blurred boundaries between real and artificial

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



So, which picture is the deepfake? A