

Dear Parents/Carers,

We have had a fantastic start to the school year! I have been so impressed this week with how well the children have settled back in. It's almost like they have never been away! Attendance this week has been excellent and I hope this continues.

A special welcome to our new Nursery and Reception pupils and their families who joined us this week, a very warm welcome to you all and we look forward to getting to know you and sharing this special journey with your family.

A welcome also to our new Miss Eyers who has joined the Dean Field family and will be working every day to support Miss Clay's group in Canada class, run our sensory circuit sessions and also deliver some interventions across school.

A reminder to parents that we are committed to lowering our carbon footprint and therefore **ALL** communication will come via Seesaw with the exception of the odd letter here and there. Please ensure you regularly check Seesaw for school announcements and messages, as well as to see your children's learning journeys as this really is the best thing about Seesaw!



Earlier in the week we sent out our annual parent communication letter along with our Parental Expectations Policy. We have also re-launched our Home School Agreement. Please ensure you read this carefully and follow it.

Have a lovely weekend and well done everyone for such a successful first week back!

Mrs F. Pether

Staff Training

This week all of our staff have been given their annual safeguarding refresher training. This involves reading our updated policies and any changes to the statutory guidance. A reminder that we always feature a safeguarding notice each week in our newsletter and we have lots of guidance and advice in the safeguarding section on our school website. If you have any queries or concerns relating to safeguarding, Mrs Stansfield our Pastoral Manager is available before and after school in the playground to support you.



What Parents & Educators Need to Know about WHAT'S REAL ONLINE

WHAT ARE THE RISKS?

Children are growing up in a digital world where seeing and hearing no longer mean they can always believe. One major emerging concern is what UNESCO describes as 'synthetic media': AI-generated audio, images or video, including deepfakes, that can convincingly imitate a person's voice or likeness. As these tools become easier to access, children may encounter manipulated content, cloned voices, and fabricated messages that appear or sound real. Parents and educators therefore need to help them question what they experience online, which can often feel harder when we're experiencing it for the first time, too.

AI-GENERATED CONTENT

Artificial Intelligence can now create realistic images, audio, video, and text in a very short time. Online, children may encounter fabricated news clips, AI 'influencers', fake screenshots, or entirely invented events without ever realising they are fake. The real challenge is that this content often looks polished and convincing. Parents and educators need to help children understand that professional-looking content is not automatically reliable and that all digital material should be questioned before it is trusted or shared.

DEEPPAKES LOOK CONVINCING

'Deepfakes' use AI to alter or create images and videos that appear to show a real person doing or saying something that never happened. They are sometimes used to spread false information, embarrass someone, or target people through bullying and image-based abuse. Even when others know the content is fake, the emotional and reputational impact can still be significant – and, in some cases, potentially life threatening. Deepfakes therefore need to be treated as both a digital literacy and safeguarding concern.

FALSE INFORMATION SPREADS

Misinformation is false or misleading information shared without necessarily intending harm, while disinformation is deliberately created to deceive others. Both types can spread quickly through social media, messaging apps, and video platforms. Their popularity, repetition, and confident presentation can make these false claims feel true. Children may also be more likely to trust content shared by friends, influencers, or familiar accounts, making source-checking and verification essential parts of developing their digital literacy.

VOICES CAN BE CLONED

AI tools can copy someone's voice using only a short audio sample. A child may receive a call or voice note that appears to come from a parent, friend, teacher, or trusted adult, but the audio is not genuine. These messages can be used to create panic, request money, obtain information, or pressure a child into secrecy. Hearing a familiar voice is no longer enough to confirm someone's identity, especially when a message is urgent or unusual.

ACCOUNTS MAY BE FAKE

Not every online profile represents the person it claims to be. Fake accounts may impersonate another pupil, a teacher, a family member, or someone connected to the school. They can be used for acts such as bullying, scams, grooming, or manipulation. A convincing photograph, username, or message history does not prove that an account is genuine. Children should be cautious when someone asks for their or someone else's personal information, images, passwords, money, or access to private conversations.

ALGORITHMS INFLUENCE REALITY

Many online platforms, such as social media, are shaped by algorithms that recommend content based on what users view, like, search for, and share. This means children do not see a neutral or balanced version of the world. They may repeatedly encounter similar opinions, misleading claims, or increasingly extreme content. Over time, this repetition can make an opinion feel more common or credible than it really is, because the child may never see this opinion opposed or countered.

Advice for Parents & Educators

PAUSE, CHECK, COMPARE

Teach children not to accept content as true simply because it looks professional, sounds confident, or has been widely shared. Encourage them to pause, identify the original source, check the date, and compare the claim with another reliable source. Ask questions such as: Who created this? What evidence is provided? Could anything have been altered? What is the real motive? Regular, age-appropriate practice helps children develop the critical thinking needed to navigate their online worlds.

VERIFY ANOTHER WAY

A familiar face, voice, or account is no longer enough to confirm someone's identity. If a message is unusual, urgent, or asks for secrecy, money, personal information, or immediate action, children should verify it through a separate route. They should be encouraged to call the person directly using a known number, speak to them face to face, or check with another trusted adult. Families can also agree a private 'code' phrase to help them authenticate genuine emergency messages from each other. This should be something random, non-personal, and known only to the family.

KEEP TALKING OPENLY

Create regular, non-judgemental conversations about what children see, hear, and experience online. Make sure you use parental controls where appropriate and understand each platform's age restrictions. Asking children about new platforms, influencers, unusual messages, or content they are unsure about can help open up valuable conversations. Avoid immediately blaming the child or removing their device, as this may discourage them from disclosing their concerns in the future.

SAVE, REPORT, SUPPORT

When fake content, impersonation, or manipulation targets a child, take it seriously, even if the material is fabricated. Save relevant messages, usernames, links, and screenshots without sharing the content any further. Report it through the platform, follow safeguarding procedures, and escalate concerns involving threats, grooming, sexual content, coercion, or extortion. Remind children that creating or sharing this content, even as a so-called 'joke', can have serious consequences for them and others, and may be difficult to remove once shared online.

Meet Our Expert

Philippa Wraithmell is an educator, author and digital transformation specialist with expertise in digital safeguarding, online safety, AI in education and whole-school digital strategy. She is the Founder and CEO of EdRupt and works with schools, organisations and policymakers to help create safer, more ethical and more effective digital learning environments for children and young people.



#WakeUpWednesday®

The National College®

See full reference list on our website



Mrs Stansfield
Pastoral Manager



Miss Clay
SENDCo

Benedict's Law: Information for Parents and Carers

Keeping Children Safe

The safety and wellbeing of children is everyone's responsibility. **Benedict's Law** is proposed legislation aimed at strengthening child protection by improving the way concerns about abuse and neglect are identified, reported, and acted upon.

What is Benedict's Law?

Benedict's Law has been proposed following the tragic death of a child named Benedict. It seeks to improve safeguarding by ensuring that professionals who work with children are better equipped to recognise and respond to signs that a child may be at risk of harm.

The law focuses on:

- Putting children's safety first.
- Improving communication between agencies.
- Strengthening accountability when safeguarding concerns are raised.
- Encouraging early intervention to protect children.

What Does This Mean for Parents?

Your child's school already has safeguarding procedures in place. Benedict's Law reinforces the importance of these measures and aims to ensure that concerns about children's welfare are taken seriously and acted upon promptly.

You can help by:

- Keeping your contact details up to date.
- Informing the school of any significant changes affecting your child.
- Talking openly with your child about their feelings and wellbeing.
- Working with school staff if they raise any concerns.

What Should You Do if You Are Worried About a Child?

If you are concerned that a child may be at risk of abuse or neglect:

- Speak to your child's class teacher or the school's Designated Safeguarding Lead (DSL).
- If you believe a child is in immediate danger, contact the police by calling **999**.

No concern is too small when it comes to keeping children safe.

Working Together

Schools, families, health professionals, and social care services all have an important role in protecting children. By working together, we can help ensure every child grows up in a safe, supportive, and nurturing environment.

Need More Information?

If you have any questions about safeguarding procedures at school, please contact the school's Designated Safeguarding Lead. They will be happy to explain how safeguarding works and how concerns are managed.

Together, we can help keep every child safe.

Advance Notice

Please note that there will be no after school clubs on **Friday 18th December 2026**, **Friday 9th April 2027** and **Friday 16th July 2027**. School will close to all children at 1.10pm on these days.

Please see 2027/28 term dates below.



Dean Field Community Primary School School Term Dates 2027/2028

2027 Autumn Term	Re-open	Monday 6 September	70 school days
Half Term	Close	Friday 22 October	
	Re-open	Monday 1 November	
Christmas Holiday	Close	Friday 17 December	
2028 Spring Term	Re-open	Tuesday 4 January	65 school days
Half Term	Close	Friday 18 February	
	Re-open	Monday 28 February	
Easter Holiday	Close	Friday 7 April	
2028 Summer Term	Re-open	Monday 24 April	56 school days
May day	Closed	Monday 1 May	
Half Term/Training week	Close	Friday 26 May	
Mid-Summer	Re-open	Monday 12 June	
	Close	Tuesday 25 July	
			Total 190 days

Training Days

Monday 7 June 2028

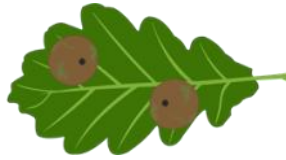
To

- (disaggregated)

Friday 11 June 2028

Forest school

Oak Apples
Forest School



Today saw the first few sessions of our brand-new Forest School, run by Oak Apples Forest School!

Children from Italy, Brazil and Ireland classes all took part in their first sessions. They children had a fantastic time exploring our outdoor areas, getting to know the Forest School environment and learning some of the important Forest School protocols and routines that will help keep everyone safe.

Throughout this half term, the sessions will focus on exploring the outdoor environment in lots of different ways, noticing changes in nature and experiencing the transition from Summer into Autumn.

It was wonderful to see the children learning, exploring and enjoying being outdoors. Fun was certainly had by all!

We're really looking forward to seeing where our Forest School adventures take us this year.





Dean Field
Community Primary School

**15 & 30 HOUR
PLACES AVAILABLE!**

APPLY FOR A NURSERY SCHOOL PLACE

A safe and nurturing start to school life!

- ★ Fun indoor & outdoor learning
- ★ Caring, qualified staff
- ★ Healthy meals, free fruit & milk
- ★ Trips, clubs & animal workshops
- ★ Smooth transition into Reception

When to Apply

When your child turns 2 years old.

Children start nursery in the term after their 3rd birthday:

- ★ Turns 3 between 1 Sep – 31 Dec → Start January
- ★ Turns 3 between 1 Jan – 31 Mar → Start April
- ★ Turns 3 between 1 Apr – 31 Aug → Start September



**APPLY NOW FOR
A SEPTEMBER
PLACE**

**APPLY AT THE SCHOOL
OFFICE OR CALL 01422**

258258

**ATTENDING OUR NURSERY PROVISION
HELPS TOWARDS SECURING A PLACE
IN OUR RECEPTION COHORT**





Free Breakfast *Club*



**MONDAY TO
FRIDAY 8-8:30AM
RECEPTION TO
YEAR 6**

**LAST ENTRY 8:20AM
NO NEED TO PREBOOK -
JUST TURN UP!**

*'Staff are amazing,
caring and attentive'*

*'Supports the children and
the transition in to class'*

*'It's great for children to
socialise and
eat breakfast together before
going to class'*

*'Great selection of different
foods'*

*'It's good for parents that need to
attend work'*



**IF YOU WOULD LIKE TO BOOK YOUR N-Y6
CHILD ONTO THE PAID BREAKFAST CLUB
FROM 7:30AM PLEASE CONTACT THE
SCHOOL OFFICE ON 01422 258 258.**

Week Commencing Monday 7th September 2026

 School Meals Menu - Week 2 					
2	Monday	Tuesday	Wednesday	Thursday	Friday
Hot Meal Option	Cod & Parsley Fishcake 2	Sausages 5, 8	Homemade Lasagne 5, 10	Roast Chicken Dinner	Homemade Creamy Chicken Pasta 5, 10
	Quorn Hot Dogs Sausage 5 Bun 5, 14	Homemade Vegetable Quiche 5, 10, 12	Pizza 5, 10	Homemade Vegetarian Cottage Pie 4, 10	Mac n Cheese Croquettes 5, 10
Vegetables	Chips Spaghetti Hoops Peas	Mashed Potato 10 Broccoli Carrots	Wedges Green Beans Sweetcorn	New Potatoes Broccoli Cauliflower	Wedges Peas Sweetcorn
Served Daily	Jacket Potatoes with various fillings (Tuna Mayo, Beans, Cheese) Selection of Wraps & Sandwiches Salad Bar Fresh Fruit, Yoghurts & Fruit Cocktail				
Dessert	Arctic Roll 4, 5, 10, 12	Cheesecake 5, 10	Homemade Choc Chip Sponge 5, 10, 12 Custard 10	Vanilla Milkshake 10 & Homemade Cookie 5, 10, 12	Fresh Fruit Selection
	American Pancakes 5, 10, 12	Assorted Ice Cream 10	Strawberry Jelly	Mango & Orange Frozen Smoothie	Choobs 10

REMINDER!

KEY STAGE 1 TO GO ON NUMBOTS DAILY AT SCHOOL OR AT HOME!

KEY STAGE 2 TO GO ON TIMES TABLES ROCK STARS DAILY AT SCHOOL OR AT HOME!

★ AMAZING REWARDS JUST FOR YOU! ★

DAILY REWARDS

Earn points every day and win in class!



WEEKLY REWARD

Includes your name displayed on the board, in the newsletter AND you win a pencil AND a sticker!



SPECIAL REWARD

Each term for the highest points!



LET'S DO THIS!

**PLAY MORE, LEARN MORE,
BE A NUMBOT OR
TIMES TABLE ROCK STAR!**



DIARY DATES

DATE	EVENT
Monday 14th September	School Council Elections Y1-6

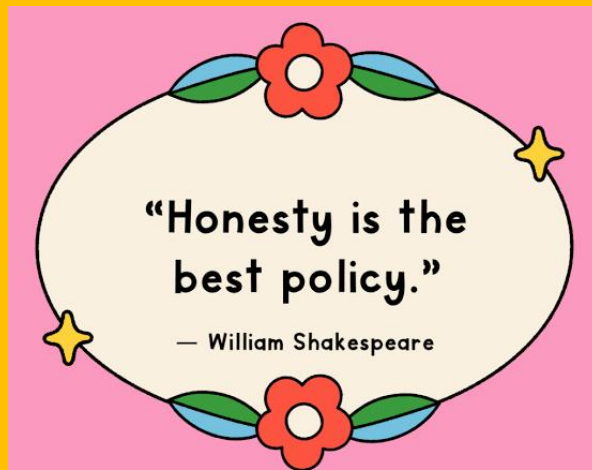
REMINDER: All school fees, dinner money, extended provision and Nursery fees need to be paid in advance.
We do not offer any credit and there are no exceptions.
Please pay fees on time.

REMINDER: We are a nut free school and we would appreciate that any lunchboxes do not include nut products to protect the children in school with nut allergies.



REMINDER: If your child has asthma please ensure they have an inhaler in school and you have filled out a medical form at the school office. Thank you.

This half term's focus value is ...



Accelerated Reader – Reading Achievements this week



Poland	81%
Kenya	100%
Brazil	70%
Ireland	100%

You could help increase your class percentage by doing some extra reading on myON! There are thousands of books for you to choose from! If you need a reminder of your login details, please speak to your teacher. Visit <https://www.myon.co.uk/login/> to start reading!

This Week's Attendance

Group	% Attendance
China	94.6%
Australia	100%
Poland	95.5%
Kenya	96.4%
Brazil	99.5%
Ireland	94.9%
Total	96.8%

Congratulations to **Australia** class who had the highest attendance in school this week. Well done to **Brazil** class for coming second. **All classes above 96% continue to receive £5 for their jars; well done Australia, Kenya and Brazil!** We have fallen just below 96% this week in some classes and we need to get back there or above! I am seriously concerned of classes who are below 96%. Meetings with parents of children who are of concern will occur.

If your child is absent from school please contact the school office on **01422 258258** before 9.00am.

It is important we are aware of the reason for your child/children's absence. It becomes a safeguarding concern if parents do not inform school when their child/children are absent. Please contact the school office on the first day of absence before 9am stating reasons for any absence. This will avoid absences being recorded as unauthorised.

If you have any concerns or questions surrounding your child/children's attendance please do not hesitate to contact me.

Many thanks,
Lorraine Stansfield, Pastoral Manager



Learning without Limits Leadership Award



The award recognises outstanding leadership, dedication and commitment to fostering a culture of 'Learning Without Limits' and helping others to do their best and believe in themselves. Recipients of the award also show great courage, creativity and kindness, making our school a better place.

Winners this week:

Charlotte H Y6 —For being an amazing, kind friend to the new students in Year 6. Showing mature and responsible leadership skills.

Frankie R Y4—For taking a Year 1 child, who had hurt themselves, to first aid without being asked.

CELEBRATION ASSEMBLY

Mexico Reception	All of Mexico Class	For settling in so well!
China Year 1	Roma-Leigh J	For being a super role model.
	Cooper R	For trying his best all week long.
Australia Year 2	Kairo C	For always being kind and ready to learn.
	Frankie L	For always trying your best.
Poland Year 3	Luna S	For being a fantastic role model!
	Jason T	For your outstanding effort this week!
Kenya Year 4	India-Mae A	For being kind, caring and helpful as well as trying so hard in learning.
	Freddie W	For always contributing answers in class and putting 100% effort into your work.
Brazil Year 5	Eleanor H	For being a role model to others and showing a mature attitude towards Upper Key Stage 2.
	Mila H	For a caring and conscientious attitude at all times.
Ireland Year 6	Alexia-Mae E	For a superb first few days and settling in well to a new school.
	Ella O	For a superb first few days and settling in well to a new school.