

Dear Parents/Carers,

School Councillors

Meet our newly elected Rights Respecting School Councillors for 2026-2027!

We're proud of every pupil who took part in the election and look forward to seeing our new councillors make a positive difference across our school.

Each student will represent their class for the year ahead. We are confident that you will do both your class and school proud, and we look forward to seeing you carry out your important responsibilities with enthusiasm and dedication throughout the year.



Have a lovely weekend everyone.

Mrs F. Pether



What Parents & Educators Need to Know about AI CHATBOTS

AI chatbots like ChatGPT, Copilot, Google Gemini, and Snapchat's 'My AI' are now part of daily life for millions of children and young people. Vodafone's research in 2026 found that 81% of 11- to 16-year-olds have used an AI chatbot, and this figure is likely to rise. These tools can answer questions, explain ideas, and generate content, but they're not human and don't always get things right. As their use grows faster than regulation and school policy, it's important for both parents and educators to understand the risks and respond effectively.

WHAT ARE THE RISKS?

WHAT ARE CHATBOTS?

Chatbots are powered by large language models (LLMs) trained on vast amounts of online data. In simple terms, they work by predicting the next word in a sentence, producing responses that feel natural and conversational. This human-like interaction, especially with the addition of realistic voice features, makes them highly engaging. While this creates useful opportunities for learning and creativity, it also introduces risks surrounding over-reliance, manipulation, and reduced skill development.

INACCURATE INFORMATION

Chatbots generate responses by predicting likely word sequences rather than by checking facts, which means they can present incorrect information with confidence. Often referred to as 'hallucinations', these errors can mislead children using chatbots for homework or research. Because responses sound authoritative and arrive as a single polished answer, they can be difficult to question without prior knowledge.

ACADEMIC DISHONESTY

Chatbots can quickly generate essays, answers, and ideas, which may encourage children to submit work that isn't their own. While this is an immediate concern, the long-term issue is reduced engagement with learning. When children rely on AI to complete tasks for them, they may miss opportunities to develop essential thinking and writing skills.

DATA PRIVACY RISKS

Most chatbot platforms collect and store user data, including conversations. Children may share personal information such as their name, school, or worries without understanding how it's used. This data may be analysed, stored long term, or used to train future systems, raising concerns about privacy and informed consent for young users.

INAPPROPRIATE CONTENT

Despite safety measures, chatbots can still produce responses that include violent, sexual, or otherwise unsuitable content. Some users share techniques for bypassing safeguards, and even typical conversations can drift into sensitive topics. Because chatbots are designed to be agreeable, they may not always respond in ways that prioritise a child's wellbeing.

EMOTIONAL DEPENDENCY

Chatbots are designed to be engaging and agreeable, with some acting as companion tools that mirror the user's tone and remember previous conversations. For children who feel anxious or isolated, this can lead to reliance on AI as a substitute for real relationships. Over time, this may affect their ability to manage disagreement, build resilience, and cope with real-world challenges.

OVER-RELIANCE ON AI

Regular use of chatbots can lead to cognitive offloading, where children turn to AI instead of thinking independently. Over time, this habit can limit the development of problem solving, creativity, and perseverance. Research suggests that once this reliance is established, it can be difficult to reverse.

Advice for Parents & Educators

START CONVERSATIONS EARLY

Don't wait for problems to arise. Ask children which chatbots they use and what they use them for, approaching the topic with curiosity rather than judgement. Creating open, supportive conversations helps children feel comfortable sharing their experiences and concerns, whether at home or in the classroom.

TEACH CRITICAL EVALUATION

Children need to understand that chatbots generate plausible-sounding responses, not verified facts. Encourage them to check the information against reliable sources and question what they're told. Developing this habit supports their digital literacy and helps them use AI tools safely and effectively.

CHECK AGE SETTINGS

Most chatbot platforms have minimum age requirements and may offer parental controls, though many still rely on self-declaration. Take the time to review platform policies, understand what data is collected, and ensure the appropriate safeguards are in place. Schools should also review which tools are accessible to pupils and how they are used.

WATCH FOR OVER-RELIANCE

Be alert to signs that chatbot use is replacing social interaction or independent thinking. This may include children treating chatbots like people, withdrawing from others, or becoming distressed when access to the chatbot is limited. If concerns arise, respond with calm, open discussion rather than blame, focusing on a healthy social balance and their wellbeing.

Meet Our Expert

Darren Caxon is an education leader with over 25 years' experience, and a recognised expert on AI in schools. He has led international school groups and now delivers training and keynote sessions on AI for leading education organisations such as HMC, COBIS, NAHT, and The National College.



The National College



Mrs Stansfield
Pastoral Manager



Miss Clay
SENDCo

Difficult Conversations with children

We all want children to grow up in a safe, loving environment and become happy, confident adults.

It's important that every child has someone they trust that they can ask for help. You might need to start a difficult conversation because you have to:

- break some bad news
- ask about something you're worried about
- ask about topics you find uncomfortable
- ask your child if they're worried or scared by something
- ask your child about a new behaviour.

You might not know how to talk to children about difficult topics. But whatever the subject, and however old the child you're talking to, you can make it easier for you both. You know your child best, so trust your judgement about what's going to work for them.

Being too forceful when you start a hard conversation might stress a child out. They may be too worried to speak. But a more subtle approach might mean they get distracted, and you don't discuss what you planned to.

These ideas might help:

- Make the conversation relevant to them

You could reference a TV show or film they know that addresses the topic. Bring a storyline up and ask what they think about it.

- Buy or borrow a book

There are books written to help adults talk to children about particular subjects. After you've read the story together a couple of times, ask some gentle questions to check what they've understood.

- Build on school activities

If they've discussed something in class, you could ask what they thought about the lesson or what their classmates thought.

It might take time for your child to understand fully – and that's OK. However you choose to start your conversation, try to keep your expectations realistic. It might not go as well as you hope, but give it time. Your child might not be ready to talk straight away but could restart the conversation with you a few days later. It's also best to think about having a few bite-sized conversations over a period of time. It gives your child the time to process what you've discussed and stops the whole thing from sounding like a lecture.

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 2026/27 term dates below.



Dean Field Community Primary School

School Term Dates 2026/2027

2026 Autumn Term	Re-open	Tuesday 1 September	74 school days
Half Term	Close	Friday 23 October	
	Re-open	Monday 2 November	
Christmas Holiday	Close	Friday 18 December	
2027 Spring Term	Re-open	Monday 4 January	54 school days
Half Term	Close	Friday 12 February	
	Re-open	Monday 22 February	
Easter Holiday	Close	Thursday 25 March	
2027 Summer Term	Re-open	Thursday 8 April	62 school days
May day	Closed	Monday 3 May	
Half Term/Training week	Close	Friday 28 May	
Mid-Summer	Re-open	Monday 14 June	
	Close	Friday 16 July	
			Total 190 days

Training Days

Monday 7 June 2027

To

Friday 11 June 2027

- (disaggregated)

Daily Uniform



Dean Field Community Primary School School Uniform



Grey or black
trousers/skirts/dresses

Pale blue summer
dresses or short suit



A pale blue polo shirt
or pale blue collared
shirt



Grey or black
tights with
skirts and
dresses



Black school shoes



A royal blue jumper or
cardigan (this can be
with or without the
school's logo on it,
rounded or V neck)



Grey or black
smart
shorts for boys in
warmer months

Optional blue tie



PE Uniform



Dean Field Community Primary School PE Uniform

Royal blue, navy blue
or black joggers



Plain white Polo shirt
or crew neck T - shirt



Royal blue or black
shorts



Black leggings and
cycling shorts



Black pumps or black
trainers

Not allowed

In order to achieve our aims and to provide clarity for parents, we have also outlined items of clothing that are **not** an acceptable part of our school uniform. We request that you **do not** send children in the following items of clothing/ footwear:

- Leggings and jogging bottoms / sports shorts / cycling shorts (these are permitted to be worn under skirts.)
- Footwear of any colour other than black. (no crocs or sandals) High heels and back-less shoes are NOT permitted for safety reasons.
- Jewellery (apart from stud earrings, 1 in each ear)
- Smart Watches
- Large Hair Accessories / headbands



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 21st September 2026



School Meals Menu - Week 1



1	Monday	Tuesday	Wednesday	Thursday	Friday
Hot Meal Option	Hot Dogs Sausage 5, 8 Bun 5, 14	Roast Chicken Dinner	Homemade Cottage Pie 10	Homemade Butter Chicken Curry 10	Homemade Tuna Sweetcorn Pasta Bake 2, 5, 10
	Spinach & Ricotta Tortellini 3, 4, 5, 10, 12	Vege Nuggets 5	Homemade Macaroni Cheese 5, 10	Samosas 5	Pizza 5, 10
Vegetables	Chips Mixed Veg Sweetcorn	Roast Potatoes Peas Broccoli	New Potatoes Carrots Green Beans	Savoury Rice Broccoli Pies	Wedges Beans Sweetcorn
Served Daily	Jacket Potatoes with various fillings (Tuna Mayo, Beans, Cheese) Selection of Wraps & Sandwiches Salad Bar Fresh Fruit, Yoghurts & Fruit Cocktail				
Dessert	Strawberry Milkshake 10 & Homemade Cookie 5, 10, 12	Homemade Parkin 5, 10, 12	Homemade Choc Chip Sponge 5, 10, 12 Custard 10	Fresh Fruit Selection	Assorted Homemade Baking 5, 10, 12
	Cupcakes 5, 10, 12	Assorted Ice Cream 10	Orange Jelly	Choobs 10	



YEAR 6 OPEN EVENING

Wednesday 30th September 2026

5:15pm until 7pm

School tours & lesson demonstrations

Opportunity to talk to staff & students

Headteacher Talks at 5:30pm & 6pm



For more information call 01422 301080 or email office@thehalifaxacademy.org

Calderdale Adult Learning

What free, part-time courses would you like to see in North Halifax?

Complete a [short survey](#) to help Calderdale Adult Learning shape new learning opportunities in your community.

Your feedback will help them to plan and deliver courses that local people need and want.

Closing date is 11th October.



 Calderdale Adult Learning

Do you live in North Halifax?

We want to know what free courses you'd like to see in your community.

Scan the QR code to complete the short survey.



Deadline 11th October

DIARY DATES

DATE	EVENT
Tuesday 22nd September	Stay + Read N, Y1, 3, 5 + Italy
Wednesday 23rd September	Stay + Read R, Y2, 4 + 6

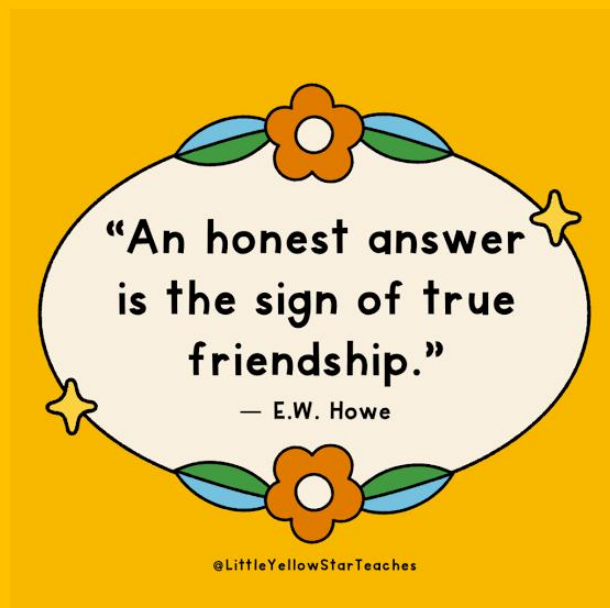
REMINDER: All school fees, dinner money, extended provision and Nursery fees need to be paid in advance.
We do not offer any credit and there are no exceptions.
Please pay fees on time.

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



Australia	92%
Poland	87%
Kenya	77%
Brazil	71%
Ireland	77%

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!

TTRS and Numbots Stars of the Week



TTRS Star of the Week
(Minutes Played)

Zarmish in Year 3

(88 minutes)



NumBots Star of the Week
(Minutes Played)

Christina in Year 2

(36 minutes)

Group	% Attendance
Mexico	94.8%
China	97.9%
Australia	97.7%
Poland	95.7%
Kenya	96.3%
Brazil	97.2%
Ireland	95.6%
Italy	91.3%
Total	96.5%

This Week's Attendance

Congratulations to **China** class who had the highest attendance in school this week. Well done to **Australia** class for coming second. **All classes above 96% continue to receive £5 for their jars; well done China, Australia, Kenya and Brazil!** 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,
Loraine 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:

Ira-Reece R — For helping others follow class routines and finding resources in areas without been asked to.

Aria F Y2—For helping a younger child chop up their sausages at lunch time.

CELEBRATION ASSEMBLY

Mexico Reception	Fatima KT	For demonstrating DF values already and making good choices.
	Teddy E	For completing activities he wouldn't usually choose to go to and trying his best.
China Year 1	Olivia M	For displaying every school value at all times.
	Daryl A	For growing in confidence and always trying his best.
Australia Year 2	Marats S	For trying your best in lessons and asking for help kindly.
	Willow B	For great independent work and always having a try.
Poland Year 3	Josie S	For always being polite and using lovely manners.
	Noah B	For trying very hard in Italy class! He is learning the rules and behaving well.
Kenya Year 4	Jorge D	For his fantastic rainforest description.
	Poppy D	For her improved maths work.
Brazil Year 5	Annabelle H	For exemplary behaviour in the afternoon sessions.
	Elliot B	For a fantastic attitude towards writing this week.
Ireland Year 6	Alex W	For amazing efforts on reading plus.
	Poppy B	For fantastic effort in her practice maths SAT paper.