

Friday, 08th May 2026

MR G'S NEWSLETTER



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Spring Disco:

On Friday, 15th May, FOEKS are holding a Spring Disco at The Gather between 5pm and 6:30pm - all children are invited to attend. FOEKS are asking for £5 per child and money can be brought into school the week before.

Cleator Visit:

On Wednesday last week, the whole school had a lovely visit to Cleator. The Infants had a wonderful time exploring The Grotto and the Juniors thoroughly enjoyed their trip to Kangol. Thanks to Jessica Sisson (Lauren's Mum) for showing the Juniors around the Kangol site.



All things Artificial and Intelligent:

Last week, I attended an **AI Conference** held by the PHA (Primary Headteachers' Association) and it was a bit of an eye-opening day! Obviously, the usual words such as ChatGPT, Gemini, Copilot and AI itself were used but there were some words that bamboozled me; thankfully, ChatGPT came to my rescue though and defined them! The conference shared how AI is being used for a wide number of things (which comes as no surprise to any of us) by many people both personally, and professionally. In school we use AI for a number of things - Compass being an example. Many of the issues and questions you send in to us about Compass, Vanessa and I run past our AI Agent 'Terry' before we get through to a human agent.

There were some key messages given for us to share with parents in regards to AI and how it can be used, and I wanted to share this information with you from a safeguarding point of view:

- There is a video on YouTube called 'A Message From Ella | Without Consent' - it's a bit of a tricky watch, but it was recommended to share with parents in order for you to think about the digital footprint of children.
- The Child Policing Team gave a presentation and their message was for parents to consider the level and types of AI that is being used by children at home.
- One concern, and there has been an increase in cases across Cumbria and nationally, is in relation to deepfakes being produced using AI.
- There is also an increase in ChatBots being used and how children are being duped into thinking that they are talking to real people as opposed to a robot.

The main message that came from the conference was that although we should embrace AI as it is a way that our future will be shaped, we need to err on the side of caution when using it and of course, make sure that we safeguard our children.

On the reverse of this newsletter, I have included a leaflet from the National College / Online Safety around the use of Generative AI for your information.



Be the change that you wish to see in the world.

Mahatma Gandhi

IMPORTANT - Junior Residential:

Please return, via email (head@ennerdale.cumbria.sch.uk) the Parental Consent Form for Hawes End asap. They were emailed out and are available to download on Compass.

As one school family, we grow in God's light; sharing love, kindness and wisdom to make a positive impact on the world.

"You are the light of the world" Matthew 5:14

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.

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.



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.



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.



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'Keefe, 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.



The National College