



Safeguarding, Health & Safety and Well-being Updates

Spring Term 2026

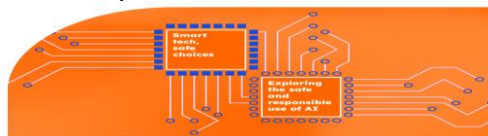
Dear Parents/Carers,

Please find below several updates regarding activities, events and support available through school and other organizations regarding safeguarding and well-being for your children and your family.

Safer Internet Day - Tuesday 10th Feb 2026

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Education Resources



On Tuesday 10th February we will be participating in 'Safer Internet Day' and exploring different aspects of staying safe on-line. This year's theme is around:

Smart tech, safe choices – Exploring the safe and responsible use of AI

In school all learners will be looking at 'safe internet/online use' and sharing their learning around this important aspect of everyday life. We will be holding an Assembly for all our learners in the afternoon where we will be encouraging our learners to think carefully about the technology, they use every day and how to stay safe while exploring the online world. Below is a link to a digital guide for Parents/Carers to support you in keeping your child/children safe on-line.

<https://www.squirrelhayes.staffs.sch.uk/attachments/download.asp?file=448&type=pdf>

Below you can find a link to a web page with lots of guides to support families on general on-line safety.

Guides and resources

Parents and Carers



Tips, advice, guides and resources to help keep your child safe online

As a parent or carer you play a key role in helping your child to stay safe online.

You don't need to be an expert on the internet to help keep your child stay safe online. Our advice and resources are here to support you as you support your child to use the internet safely, responsibly and positively.

[Parents and Carers - UK Safer Internet Centre](#)

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1 DEMYSTIFY WHAT AI REALLY IS



Children encounter AI in most online places, including games, streaming platforms, and school tools. Explain that AI uses patterns from past data to make decisions, but it doesn't think or feel like humans. Use age-appropriate examples, like how recommendations on YouTube or Netflix work, to build understanding and prevent false beliefs about AI being all-knowing or alive.

2 TALK ABOUT RISKS OF MISINFORMATION



AI can create convincing false information, including deepfake videos, photos, and fake 'facts'. Encourage children to think critically about what they see and read. Teach them to double-check information using reliable sources, to look at images and videos carefully, and to ask an adult if something doesn't seem right.

3 DISCUSS DATA AND PRIVACY



Explain that AI systems learn by analysing lots of data, sometimes including personal information. Help young people to be mindful of what they share online and why protecting personal data matters. Model good habits like reading app permissions together or reviewing what's collected by voice assistants like Alexa or Siri.

4 ENCOURAGE CREATIVE USE OF AI



Support children, when using AI tools, to explore ideas, make art, or build projects. This fosters confidence, imagination, and independent thinking. When children use AI creatively, rather than just passively consuming it, they are more likely to stay engaged and make thoughtful choices.

5 USE AGE-APPROPRIATE AI TOOLS



Not all AI platforms are suitable for children. Choose tools designed for education or creativity, with clear safety policies. Review terms of use and privacy settings, and help children use them in age-appropriate ways. For example, some chatbot tools mimic conversation but should only be used with guidance and boundaries in place.

6 USE AI TOGETHER



Exploring AI tools together can help adults understand how they work and spot potential issues. Try co-writing a story with an AI writing assistant or experimenting with an AI art tool. This encourages curiosity, helps you stay informed about the latest AI tools, and allows you to reinforce safe and respectful use while modelling critical thinking.

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7 SET BOUNDARIES FOR AI USE

Establish when, where, and how AI tools can be used, just as you would with any digital technology. For example, you might agree not to use AI tools to complete school assignments without permission, or to avoid unsupervised use of voice assistants. Consistent boundaries help manage overuse and misuse.

8 WATCH FOR OVERRELIANCE

Some AI tools, like homework help apps, may be tempting shortcuts. Encourage children to use AI to support their thinking, not replace it. Celebrate effort and process over perfect answers. Reinforce that mistakes are part of learning and that relying too heavily on AI can limit real understanding.

9 TEACH DIGITAL ETHICS AND LITERACY

Help children explore how AI works, where it might be biased, and why ethical thinking matters. Building digital literacy alongside ethical awareness ensures children engage with AI critically, not just conveniently. Help young people to understand that not all people use AI for legitimate purposes; some use it for malicious reasons. Encourage questions about fairness, representation, and who benefits from certain tools; talk about algorithms, echo chambers, and the impact of automation on daily life.

10 STAY CURIOUS AND INVOLVED

AI is developing rapidly, and staying informed helps you support the young people in your care. Follow trusted sources for updates and keep the conversation going. If a child brings up a new AI trend or tool, take the opportunity to learn about it together. Showing interest builds trust and strengthens digital resilience.

Have a conversation

It is really important to chat with your children on an ongoing basis about staying safe online. Not sure where to begin? These conversation starter suggestions can help.

- **Ask your children to tell you about the sites they like to visit and what they enjoy doing online.**
 What games do you and your friends like to play online? Can you show me the websites you visit the most? Shall we play your favourite game online together?
- ▲ **Ask them about how they stay safe online.**
 What tips do they have for you, and where did they learn them? What is OK and not OK to share?
- **Ask them if they know where to go for help.**
 Where can they go to find the safety advice, privacy settings and how to report or block on the services they use?
- ◆ **Think about how you each use the internet.**
 What more could you do to use the internet together? Are there activities that you could enjoy as a family?

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For parents and carers of 3-7s

This Safer Internet Day, we are starting a conversation about how to use AI technology safely and responsibly. Whilst your 3 to 7 year old may not yet be ready to use the internet independently, use our top tips to start good online habits now that will help keep them safe in the future.

■ Enjoy going online together

Spending time online together with family is an important learning experience for the youngest internet users. Not only will you both enjoy the quality time together, but you can supervise their usage and guide them to make the safest choices.

▲ Talk about their online experiences

Help give your child the words to explain what they're experiencing online by starting conversations about the internet and technology as early as possible. Talking regularly about what they love doing online, as well as any worries they may have, will help establish this habit and mean they're more likely to come to you for help as they get older.

● Make use of settings and controls

Parental controls and other safety settings can help protect your child from online harms, including upsetting or inappropriate content. Think about how your child uses technology, for example if you have a smart TV or a voice assistant at home, and explore specific settings to support your household.

◆ Introduce simple ideas about AI technology

You don't need to be a computing expert to start conversations at home about AI. Explaining that a voice assistant is a computer, not a person, or helping your child to understand that not everything they see online is real, is a good start. Encourage them to ask questions about the technology in their lives, and even if you don't know the answers, you can find them out together.

★ Make sure they know they can always come to you

The most important thing for your child to know is that you are always there to support them, online and offline. Encourage them to talk to you if anything they experience makes them feel worried or upset, and show them they can trust you to stay calm, listen and help make things better.

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Mental Health & Well-being Update



As a school we continue to benefit from the weekly support of Natalie Ball our 'Education Mental Health Practitioner' (EMHP). As part of this service, with your consent, we can refer children in to access support around a number of 'mental health areas'.

If you feel that you would like to know more about how Natalie Ball can help or the services that are on offer, please contact the office and ask to speak to Mrs Oakes or Mrs Johnson-Allen who is the school's new 'Mental Health Lead'.

Mental Health Week Monday 9th Feb - Friday 13th Feb 2026



This week we are joining many other organisations in thinking about the importance of everyday 'Mental-health & well-being'. This year's theme we will be exploring is "This is My Place". We will be thinking about the importance of belonging and how school is a place where you can feel safe, included and values.

We will be holding a 'Mental Health Awareness Assembly' on Wednesday 11th February where we will be sharing all the key messages and learning from the week and our on-going focus on this important theme. This will form part of our 'Achievement Assembly' and Parents/Carers are welcome to come along and join us at 2:40pm.

TOP TIPS FROM OUR CHILDREN AND YOUNG PEOPLE ON HOW TO HELP THEM FEEL A SENSE OF BELONGING

- Parents, Carers or Community Groups can help belonging by asking questions about things they see us becoming passionate about.
- By checking in with you, providing support and making you feel safe and important.
- By being there and being happy
- By doing things that make you feel happy and safe
- Letting us choose our likes and interests and letting us explore new things.
- Parents taking time to listen and speak to us, reassure us.
- Making a comfortable, welcoming place for us.

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Parents and carers can foster belonging by **providing a loving and consistent family environment**, encouraging strong connections with peers and other trusted adults, and collaborating with school. A child's sense of belonging starts at home and expands to include the wider community.

Emphasise positive, trusting relationships. Create a loving, secure base by being available, emotionally supportive, and consistent. Simple acts, like listening without judgment, sharing smiles, or offering hugs, help build trust and intimacy.

Show them you know and value them. Notice your child's personality and unique talents, and cheer for their achievements, no matter how small. This boosts their confidence and sense of self-worth.

Establish family rituals. Create a sense of security and connection through routines and traditions. These can be as simple as making a favourite meal, sharing stories in the evening, or having a special way of saying goodbye.

Encourage open communication. Create a safe space where our children and young people can share their thoughts and feelings without fear of judgment. Talk to them about what belonging means and encourage them to explore their feelings when they feel included or excluded, using curiosity and open questions.

Embrace and celebrate heritage to keep our children connected to their roots. This is a powerful way to strengthen their sense of self and belonging.



Belonging and relationships are central to our happiness and well-being. In school we value every member of our learning community and work hard on fostering a sense of belonging and community in school. The following is a link to the website for Children's Mental Health Week and things that families can get involved in.

[Families and communities - Children's Mental Health Week](#)

If you require any additional information or have any questions, please do not hesitate to contact the school office.

Yours sincerely,
Mrs E. J. Pickford (Headteacher) & Team

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