

# Charing CE Primary School

## Weekly Newsletter



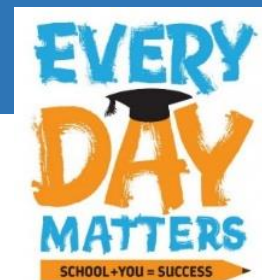
Friday 29<sup>th</sup> September 2023

Telephone: 01233 712277







Email: [office@charing.kent.sch.uk](mailto:office@charing.kent.sch.uk)

Website: [www.charingschool.org.uk](http://www.charingschool.org.uk)

Facebook: <https://www.facebook.com/CharingPrimary/>



# Attendance

 Rabbits	 Squirrels	 Otters	 Woodpeckers	 Badgers	 Owls
93%	88%	98%	91%	91%	89%
Whole School – 91.5%		Year to date – 95.6%		Target – 96%	

Dear parents and carers,

We are now over halfway through the first term back and our summer holidays seem a distant memory! I am delighted with the return to school and the effort all the children are making. In addition most of the clubs have started this week and it is great to see so many taking part. I can't believe the Rabbits have been with us for only a month, they are so settled and happy it seems that they have been with us for much longer. I am looking forward to our **Harvest Festival** this term, which is now taking place at **1.15pm on Wednesday 11<sup>th</sup> October** with the whole school involved; you are more than welcome to attend.

As you will have seen from the news at the beginning of the month, some schools had to close due to the presence of reinforced autoclaved aerated concrete (RAAC) within their buildings. We were not a school that the government was concerned about, but our Academy Trust, Aquila, have paid for all of their schools to be inspected. We received our inspection this week and the good news is that the building inspectors concluded **there is no RAAC within our buildings.**

I'm delighted to announce that **Mrs Hattley has joined the staff team** this week and initially, until half term, will be working three afternoons and a Friday in Badgers. After half term, she will be working in Badgers as the teaching assistant for four days a week; Mrs Hodson will be the teaching assistant in that class on a Wednesday. This means Mrs Hodson will be coming out of class as the teaching assistant on the other days. Mrs Hodson will continue covering classes in the afternoon but during the mornings she will be the school's nurture lead, not just on a Friday. Her work will involve both supporting children inside and outside the classroom, and this directly and indirectly will benefit all the children.

In the coming weeks **Miss Lochhead will be leaving the team as one of our office assistants.** We wish her all the best for the future. We are now seeking to recruit an office manager, the advert will be shared on our Facebook page.

As we approach October, Autumn is starting to make its presence felt. Please can we ensure **children are suitably clothed as the weather starts to get colder.** Our attendance has taken a huge dip in the last 7 school days due to illness and as you know attendance is so important. We will continue to encourage the children to wash their hands thoroughly and to remember "catch it, bin it and kill it." In addition, I would like to remind you of the importance of early nights for the children to help them retain their full of energy levels for the school day and to fight any colds or sniffles. If your child is feeling tired or has a cold or sore throat, we will still expect them to come to school.

Early nights will help fight tiredness.

Next week, the start of October, will be **the beginning of Black History month.** This year, as a school, we will be making links to Black History month within most of our learning; looking at the multicultural influences on music, science, art and literature as well as other areas. If you have any information or feel you could support this work in any capacity, please let the school office know.

**I am proud to be the head teacher of our diverse school.** All our children are unique individuals who care for one another, regardless of the background or ethnicity of each child; the children see us all as one whole family to which everyone contributes and is important in their own right. The children show compassion and friendship to one another out of respect for who each child is, not because of where that child comes from. It gives me great hope for the future to see our children live out our school vision and values daily, I encourage all stakeholders to do this as the children need good role models to continue to live in harmony and be proud of who they are.

I am really excited about the year ahead and look forward to each week, however I am also looking forward to the weekend! I wish all of you a restful and peaceful break. **If you ever need support in any capacity, the school is here for you** and we will try our best to help. Do not hesitate to get in touch.

Kind regards,

Thomas Bird  
Head teacher



*Living and Learning with Faith, Friendship and Fun*

# COLLECTIVE CELEBRATION

**Daisy**

**Millie**

**Joey**

**Cherry**

**Amelia**

**Asma**

**Tia**

**Olivia**

**Jack**

**Grant**

**Ruth**

**Reuben**

**Amelia T**

**Freddie**

**Hodger**

**Trixie**

**Billie-Rae**

**Dre**

**Ollie**

**Henry**

**Isaac**

**Hugo**

In our Worship this week, we have continued to focus on our new school Values. Following on from last week's value of Resilience, we have spent time this week thinking about Hope and what this means to us.

We looked at different types of Hope; we can have hope for our future which is based on wanting this to happen and having faith and working towards it happening. Sometimes when we are finding things difficult we see a light at the end of the tunnel which is Hope that will keep us going.

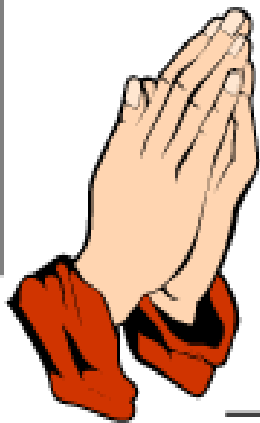
In our Bible story from Mark's Gospel Chapter 10 verses 46-52, a blind man called Bartimaeus was desperate to be able to see. He put his hope in someone he thought could help him – Jesus who healed Bartimaeus because of his hope and faith in Jesus. Often, when we say that we hope something will happen; we often mean that we wish it would happen. If we say 'I hope I get an iPad for my birthday,' what we really mean is that we wish someone would buy us an iPad for our birthday. Wishing and Hoping are very different. As a school our Hope for our children is that they grow into compassionate and caring individuals.



*Living and Learning with Faith, Friendship and Fun*



*Dear Father God*  
*We put all our hope in you.*  
*No matter what difficulties we face,*  
*Help us feel your loving arms surrounding us,*  
*giving us hope to move forward,*  
*Knowing that we are never alone.*  
*Amen.*



*Living and Learning with Faith, Friendship and Fun*





## INTERNET SAFETY

This week's poster about **AI VIRTUAL FRIENDS** is at the end of the newsletter. Please continue to monitor your child's online behaviour and access. If you need help with a specific app we have not highlighted yet, please talk to Mrs Hammond.



## Year R – OPEN DAYS

Wednesday	11 <sup>th</sup> October	10am-11am
Wednesday	18 <sup>th</sup> October	5pm-6pm
Thursday	9 <sup>th</sup> November	10am -11am



Please come and meet the staff and find out more about our amazing school and fantastic Early Years environment.

*We'd love to show you around!*

## PIANO LESSONS

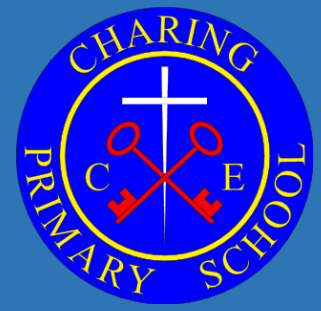


We have a **space available** for Piano Lessons with Sean our music teacher, if your child is interested, please contact the school office to get booked in.



*Living and Learning with Faith, Friendship and Fun*

# Dates for your Diary



Date	Event
5 <sup>th</sup> October	School census day
11 <sup>th</sup> October	2024 prospective Year R parent meeting and tour <b>10am -11am</b>  Harvest Festival <b>1:15pm in the Church</b>
18 <sup>th</sup> October	2024 prospective Year R parent meeting and tour <b>5pm - 6pm</b>
18 <sup>th</sup> October	Squirrels Class event <b>2:15pm – 3:10pm</b>
19 <sup>th</sup> October	Badgers class event <b>2:30pm – 3:10pm</b>
9 <sup>th</sup> November	2024 prospective Year R parent meeting and tour <b>10am -11am</b>
29 <sup>th</sup> November	Parents' Evening <b>3.30pm -8pm</b>



*Living and Learning with Faith, Friendship and Fun*



# Colouring Contest

## Calling all Picassos!

*We will be holding a colouring competition starting next week! If you would like to participate, please take a coloring sheet from your class teacher on Friday 29<sup>th</sup> September and bring it back*

*on*

**Tuesday 3<sup>rd</sup> of October.**

*Our winning pictures will be hung on the front windows of the school kitchen to bring a bit of color with your lovely artwork.*

**Prizes will given for each class!**

*You can collect your artwork from the dinner hall on the last day of term that is **20<sup>th</sup> October 2023.***







All  
welcome!

Charing CE Primary School

# Open Day

150 years Anniversary 2023



Discover the benefits of sending your child to a small ,  
community focused local school.

**Before and Afterschool Care on-site**

Come and meet our staff and find out more about our  
amazing school and outstanding Early Years environment.  
We'd love to show you around!

11<sup>th</sup> October ,  
10am -11am  
Wednesday

18<sup>th</sup> October ,  
5pm – 6pm  
Wednesday

9<sup>th</sup> November,  
10am -11am  
Thursday

For Reception intake  
September 2024

Telephone: 01233 712277 Email: [office@charing.kent.sch.uk](mailto:office@charing.kent.sch.uk)



**AQUILA**  
Diocese of Canterbury  
Academies Trust



# What Parents & Carers Need to Know about AI VIRTUAL FRIENDS

## WHAT ARE THE RISKS?

Artificial intelligence – particularly in terms of how it generates natural language – has seen significant development over the last six months, with companies releasing new AI-based software or adding an AI element to existing apps (such as Snapchat, for example). One form of AI to become especially popular has been the 'AI friend' or chatbot, as children eagerly experiment with these new-found computer-generated companions. There are now numerous apps available with this 'virtual friend' functionality, with the likelihood of it being added to other successful platforms soon.

## CONTENT AND ACCOUNTABILITY

AI chatbots may not always be able to recognise when content is age inappropriate or harmful and should be filtered out. So there's a possibility that children could be exposed to offensive language or explicit material while conversing with their virtual friend. The companies producing such AI solutions are also unlikely to take responsibility for any content that their algorithms generate.

## REDUCED SOCIAL CONTACT

An excessive reliance on chatbots for social interaction could potentially cause a child to begin reducing the amount of face-to-face communication they have, leading to social isolation. If young people become dependent on chatbots to provide companionship, it could very likely hinder the development of their real-life social skills.

## LACK OF SENSITIVITY

Chatbot software isn't always sophisticated enough to pick up on subtle emotional cues or recognise signs of distress in children, as most humans would. It might therefore fail to respond appropriately. AI misinterpreting what it's being told or replying insensitively to a young user who's already struggling could potentially impact a child's emotional wellbeing or exacerbate any existing emotional issues.

## UNINTENTIONAL BIAS

AI companions are only as reliable as the information they've been programmed with. The algorithms they use, therefore, may unintentionally promote bias, stereotypes or discriminatory behaviour (as many originate from the USA or the UK, for instance, they can display a distinctly western-centric worldview). This could lead to children developing skewed attitudes and behaviours.

## COGNITIVE LIMITATIONS

Although many are now undeniably advanced, AI-powered chatbots still have limitations in terms of understanding complex concepts, context and nuance. Depending heavily on chatbots to help with learning or solving problems may stunt the development of a child's own powers of critical thinking, creativity and ability to engage in open-ended discussions with other people.

## PRIVACY CONCERNS

Chatbots typically collect data about users, including personal information and conversations. This is ostensibly to improve their performance as they gradually learn about our behaviour – but many experts are warning that there may be significant risks associated with how this information is stored and used (the possibility of potential breaches or misuse by third parties, for instance).

## Advice for Parents & Carers

### CHAT ABOUT CHATBOTS

If your child is already expressing an interest in AI apps, a relaxed, natural chat should help you to discover which ones they're aware of and how they're using them (or are planning to). Discuss these options with your child and perhaps do your own research to ensure you think they're suitable. Once you're totally happy, you could sit with your young one and begin exploring AI chatbots together.

### CREATE A SAFE ENVIRONMENT

If your child is keen to engage with AI chatbots, encourage them to do so in a safe environment: ideally in a shared space at home, so you can easily keep an eye and ear on their progress. Set up appropriate content filtering measures in advance – and gently remind them that you'll be close by and ready to help with any questions or concerns that may arise.

### FIND A BALANCE

Work alongside your child to establish the right balance in terms of how they might use AI-powered chatbots – and when it's appropriate. It's important to make sure that children are still getting plenty of opportunities to learn to solve problems for themselves, as well as building their interpersonal skills through face-to-face conversations with friends, family members and teachers.

### TAKE CONTROL

As with any form of app or game, when it comes to AI chatbots we'd strongly recommend that you consider employing parental controls (either on the device being used or within the software itself) to manage which apps your child can download and use. This is particularly important for younger children, who may be more at risk of being upset or frightened by inappropriate content.

### RECOGNISE THE RISKS

It's unlikely that most children will have even considered the potential risks attached to having a virtual companion. So it's probably wise to explain some of the possible hazards and challenges of AI chatbots to your child. In particular, emphasise that AI isn't a real person (however much it might sound like one) and may occasionally tell them something that isn't entirely impartial or accurate.

## Meet Our Expert

A Certified Information Systems Security Professional (CISSP), Gary Henderson is the Director of IT at a large boarding school in the UK, having previously taught in schools and colleges in Britain and the Middle East. With a particular interest in digital citizenship and cyber security, he believes it is essential that we become more aware of the risks around technology, as well as the benefits.



**NOS**  
National  
Online  
Safety®  
#WakeUpWednesday