



## Every Student Thriving

9 January 2026

Dear Parent/Carer,

Welcome to 2026!

As staff we began the year with an INSET day focus on AI. We established a staff working party in September who have been tasked with exploring the use of AI in education. They have been looking at the pros and cons of the use of AI in schools and establishing what best practice looks like at this point in time; moving towards creating a clear policy that outlines a rationale and key principles for its use and application in school. for its use and key principles.

It is clear that some AI tools are better for schools than others and that this is an evolving landscape. It is also abundantly clear that AI usage amongst students out of school is on the increase. Initial findings have drawn us to the conclusion that AI tools need to be extremely selective in a school environment and at present it is likely that the Google AI Tool Gemini will be the school's tool of choice. This comes linked into google classroom and has key data and usage safeguards built in. Staff currently have access to this tool and when we have consolidated our policy position we will explore how students can utilise this tool within school. One of our next steps is consulting with our students and that will be a keen focus for this term.

Staff had a productive morning looking at the work of the working party and also participating in focussed workshops exploring how AI could be useful in supporting teachers and administration. Our next stages will be to explore how we can set and monitor the boundaries for the use of AI by students. (With that in mind check out what you need to know about AI generated videos below.)

Just prior to Christmas there were also some significant announcements from the department of education regarding curriculum changes for the future. The EBACC is now not a measure and has been removed as a key focal point for schools. Although Progress 8 has not gone it has been adapted to ensure that schools offer breadth and depth in their curriculum with the arts given more of a priority. This is good news and I am glad to see it barely affects us as we have always offered the arts as part of our curriculum and have never prioritised the EBACC measure over considered choices for each individual student. It is likely that there will be more changes announced in the coming months but in principle it seems a common sense approach is being taken by the government.

I am sure you have all felt the sudden chill of the cold-snap we have experienced on returning to school this week. School buildings have a tendency to moan and groan quite a lot under extreme temperatures but I am glad to say that John Colet has proved robust with very few issues and a site team ever vigilant about gritting and tending to H&S measures. The forecast continues to look challenging and we will keep a close eye on this as a campus.

Take Care

Ian Brierly

**Ready - Respectful - Responsible - Kind - Authentic**



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# REMINDERS & NOTICES

### DATES FOR YOUR DIARY

Year 8 Consultation Meeting	22.01.26
Year 13 Consultation Meeting	05.02.26
Non-uniform Day (School fundraising for external table tennis tables)	05.02.26
Year 10 Exams Start	25.02.26
Year 11 Consultation Meeting	26.02.26

### SAFEGUARDING LEADS & INFORMATION

If parents have any concerns about this practice or, believe that any young person at John Colet School might be at risk, then please do contact one of the members of our Safeguarding Team via - [safeguarding@johncolet.co.uk](mailto:safeguarding@johncolet.co.uk)

**The DSL (Designated Safeguarding Lead) is Mr B Crawford**

### VACANCIES

- There are no current vacancies,, but please do register your interest via MyNewTerm (linked on our website)

Please check our website for further details [here](#).

### Campus Safety

As you are probably aware, the organisations on campus supervised vehicle movement on two days this week. Thank you to everyone who followed the rules and drove safely; thank you also to those who passed on positive comments. It is clear that many of you appreciated the reduced traffic.

To help further improve safety, we have asked that the following reminders are shared with all parents and staff using the campus:

- Only attempt to drive beyond the barrier if you are authorised to do so; display your permit or be ready to show ID as required
- Do not allow passengers to get out into the road - use the drop off bay at the campus entrance; pedestrians should use the footpaths – including adults
- DO NOT PARK OR WAIT in the drop off bay; doing so can create a traffic hazard
- DO NOT PARK on double yellow or hazard warning lines
- DRIVE SLOWLY – there is a 10mph limit for a reason

**Important Information**

**Ready - Respectful - Responsible - Kind - Authentic**



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PARENT SUPPORT : Click [HERE](#) for Higher Res PDF



### What Parents & Educators Need to Know about AI-GENERATED VIDEOS

AI-generated videos are increasingly difficult to spot and easy to share. From fake news clips to deepfake abuse, children and young people face new risks every day online. These videos can imitate real people, spread false narratives or even generate harmful content from scratch. Understanding these dangers is crucial for schools and families who want to protect children in a fast-evolving digital world.

#### WHAT ARE THE RISKS?

##### DEEPPAKE ABUSE CONTENT

Shockingly, artificial intelligence is now being exploited to create child sexual abuse material (CSAM). These synthetic images and videos are a form of digital abuse, often generated by manipulating real children's photos, including ones shared innocently online. Worryingly, the Internet Watch Foundation (IWF) has identified a sharp rise in this disturbing trend. Whether real or AI-generated, this content causes lasting trauma – and its creation or possession remains a criminal offence under UK law.

##### EMOTIONAL MANIPULATION

AI-generated videos can be used to provoke strong emotions, including fear, anger or guilt. False footage of crying children, injured animals or burning buildings may be created purely for clicks, donations or political influence. Children may feel upset or powerless, unaware that what they are watching has been digitally invented to manipulate their reaction.

##### DISINFORMATION

AI-generated videos can spread fake news, making it harder for children to separate fact from fiction. False clips may include deepfake interviews, hoax disasters or fabricated health claims. AI is already being used to produce misleading or persuasive material that appears authentic. If they don't develop media literacy, children may accept false content as truth.

##### IMPERSONATION AND SCAMS

With just a few photos or voice clips, AI tools can imitate someone's appearance or speech. This makes it easier for scammers or bullies to create fake videos of children, teachers or celebrities. These impersonations can be used for fraud, harassment or humiliation – and can spread quickly through social media or group chats, due to the viral potential of video, in particular, on social media.

##### BLURRED REALITY

Regular exposure to fake content can erode a child's trust in real-world evidence. If everything can be faked, they may begin to question genuine videos – including actual abuse or injustice. This is known as the 'liar's dividend', where real harm is dismissed as fake news. It can discourage victims from coming forward or speaking up.

##### USED FOR BULLYING

Deepfake technology is already being used by peers to create embarrassing or explicit clips of classmates. These videos can be edited to appear as though a child said or did something they never did. Once shared, they are almost impossible to delete completely. AI-generated bullying adds a new layer of harm that is deeply personal and difficult to prove.

### Advice for Parents & Educators

#### TEACH HOW IT WORKS

Explain to children that videos can be faked – and show them how. Demonstrating side-by-side examples of real vs AI-generated clips helps to build awareness. Discuss how faces, voices and even movements can be copied by machines. Understanding the technology reduces fear and builds confidence in navigating digital content safely.

#### TALK ABOUT TRUST

Always keep lines of communication open. If a child sees something upsetting or unbelievable, they should feel safe discussing it without judgement. Create an environment where they know they will not get in trouble for asking questions. This also helps you step in quickly if harmful content has been shared; trust is vital and needs to be nurtured.

#### ENCOURAGE CRITICAL QUESTIONS

Help children question what they watch. Who made this? Why was it made? Is it trying to persuade me? These habits encourage digital thinking, especially when videos seem too shocking or convenient. Reinforce that not everything shared by friends or influencers is true, even if it looks convincing at first, and that the initial approach should always be one of speculation.

#### STRENGTHEN PRIVACY SETTINGS

Advise children not to share voice notes, selfies or personal videos on public platforms. AI tools often scrape content from social media to create deepfakes. Use privacy controls to limit who can see their content and turn off facial recognition where possible. Fewer public images means fewer opportunities for misuse.

#### Meet Our Expert

Brandon O'Keeffe is a headteacher and digital education consultant with over a decade of experience in education. As Director of Digital Strategy across multiple schools and an advisor to The National College, he specialises in digital safety, PREVENT, and pastoral care.

**#WakeUpWednesday**

**The National College**



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## COMMUNITY SUPPORT

### Post 16 SEND Opportunities Showcase

**Thursday 26 February 2026**  
**3.30pm - 6pm**  
 The Gateway, Gatehouse Road  
 Aylesbury HP19 8FF

Buckinghamshire Children & Young People's Partnership  
 Working together to reach our goals

Come along to find out more about the different programmes offered by a range of Post 16 Specialist Providers for young people with an Education, Health and Care Plan (EHCP).

Around 14 providers will be showcasing in a calm and spacious environment with a wide range of opportunities on offer including:

- A range of vocational pathways and qualifications
- Personal development and individualised therapeutic programmes
- Supported internships and employability programmes

Suitable for young people from year 9 upwards with an active EHCP.

No need to register – young people, parents/carers and professionals all welcome to drop by and chat to the providers.

Free parking available onsite.



## Free Parenting Programmes

Our parenting programmes will help you develop new and existing parenting skills, offer advice and build your confidence as a parent.

Proud to be part of

Buckinghamshire

Scan me

### LITTLE TALKERS

**18 months to 3 years old**

- Focuses on children's speech, language and communication skills and how parents can promote them
- Designed by Buckinghamshire Speech and Language Therapy

### PARENT PUZZLE

**0 to 5 years old**

- Understand challenges and how to address them
- How to support your child's growth for calmer parenting

### TALKING TEENS

**11 to 18 years old**

- Focuses on relationships within the family, communication, negotiating, decision-making and strategies to reduce conflict
- Learn more about teenagers and their needs

### THE NURTURING PROGRAMME

**3 to 11 years old**

- Help deal with the challenges that come with parenting
- Think about what we do, why we do it and how it makes us feel

### BALANCEABILITY

**2.5 to 5 years old**

- Accredited learn to cycle programme
- Develops confidence, spatial awareness, dynamic balance, and how to ride without stabilisers

### KEEPING YOUR CHILD IN MIND

**All ages**

- Work together in ways that support growing children and a calmer family life
- Explore the conflict between parents/carers both in a current or previous relationship

01296 383293  
 familyinfo@buckinghamshire.gov.uk