



Grove Road Community Primary School

2nd October 2026

Passionate
Resilient
Intrepid
Dependable
Empathetic

PRIDE

Weekly Update

Welcome to the latest weekly update, we hope you find the information useful.

Key dates and upcoming events

Please make a note of the key dates and upcoming events in the school.

Macmillan Coffee Morning

A huge thank you to everyone who supported our Macmillan Coffee Morning. It was a great success, with lots of lovely cakes, coffee and conversation! It was especially wonderful to see so many parents joining us and supporting such a fantastic cause. Thank you to everyone who helped, donated and came along — your support was very much appreciated.



Parent Governor Vacancies

We have two parent governor vacancies on our Governing Board from 1st September 2026, and we would love to hear from parents who are interested in getting involved and helping shape the future of our school.

Parent governors are valued members of the governing board and no specific qualifications are required. We are particularly keen to hear from parents with experience or knowledge in Special Educational Needs, Health & Safety or Finance, although all nominations are welcome.

Full training and support will be provided. If you would like to find out more or would like to stand for election, please contact the school office for a nomination form. Forms must be completed and returned by **9am on 14th October 2026**.

Upcoming Events

Monday 5th October- Year 6
Parents residential
meeting, 3:30pm

Thursday 8th October- flu
jabs. Reception-Y6

School closes Thursday
22nd October at 3:15pm

School reopens Monday
2nd November at 8:40am

Safeguarding

Please see below this week's safeguarding update

At The National College, our **WakeUpWednesday** guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about WHAT'S REAL ONLINE

Children are growing up in a digital world where seeing and hearing no longer mean they can always believe. One major emerging concern is what UNESCO describes as 'synthetic media': AI-generated audio, images or video, including deepfakes, that can convincingly imitate a person's voice or likeness. As these tools become easier to access, children may encounter manipulated content, cloned voices, and fabricated messages that appear or sound real. Parents and educators therefore need to help them question what they experience online, which can often feel harder when we're experiencing it for the first time, too.

WHAT ARE THE RISKS?

AI-GENERATED CONTENT

Artificial intelligence can now create realistic images, audio, video, and text in a very short time. Online, children may encounter fabricated news clips, AI 'influencers', fake screenshots, or entirely invented events without ever realising they are fake. The real challenge is that this content often looks polished and convincing. Parents and educators need to help children understand that professional-looking content is not automatically reliable and that all digital material should be questioned before it is trusted or shared.

DEEPFAKES LOOK CONVINCING

'Deepfakes' use AI to alter or create images and videos that appear to show a person doing or saying something that never happened. They are sometimes used to spread false information, embarrass someone, or target people through bullying and image-based abuse. Even when others know the content is fake, the emotional and reputational impact can still be significant – and, in some cases, potentially life threatening. Deepfakes therefore need to be treated as both a digital literacy and safeguarding poison.

FALSE INFORMATION SPREADS

Misinformation is false or misleading information shared without necessarily intending harm, while disinformation is deliberately created to deceive others. Both types can spread quickly through social media, messaging apps, and video platforms. Their popularity, repetition, and confident presentation can make these false claims feel true. Children may also be more likely to trust content shared by friends, influencers, or familiar accounts, making source-checking and verification essential parts of developing their digital literacy.

VOICES CAN BE CLONED

AI tools can copy someone's voice using only a short audio sample. A child may receive a call or voice note that appears to come from a parent, friend, teacher, or trusted adult, but the audio is not genuine. These messages can be used to create panic, request money, obtain information, or pressure a child into secrecy. Hearing a familiar voice is no longer enough to confirm someone's identity, especially when a message is urgent or unusual.

ACCOUNTS MAY BE FAKE

Not every online profile represents the person it claims to be. Fake accounts may impersonate another pupil, a teacher, a family member, or someone connected to the school. They can be used for acts such as bullying, scams, grooming, or manipulation. A convincing photograph, username, or message history does not prove that an account is genuine. Children should be cautious when someone asks for their or someone else's personal information, images, passwords, money, or access to private conversations.

ALGORITHMS INFLUENCE REALITY

Many online platforms, such as social media, are shaped by algorithms that recommend content based on what users view, like, search for, and share. This means children do not see a neutral or balanced version of the world. They may repeatedly encounter similar opinions, misleading claims, or increasingly extreme content. Over time, this repetition can make an opinion feel more common or credible than it really is, because the child may never see this opinion opposed or countered.

Advice for Parents & Educators

PAUSE, CHECK, COMPARE

Teach children not to accept content as true simply because it looks professional, sounds confident, or has been widely shared. Encourage them to pause, identify the original source, check the date, and compare the claim with another reliable source. Ask questions such as: Who created this? What evidence is provided? Could anything have been altered? What is the real motive? Regular, age-appropriate practice helps children develop the critical thinking needed to navigate their online worlds.

KEEP TALKING OPENLY

Create regular, non-judgemental conversations about what children see, hear, and experience online. Make sure you use parental controls where appropriate and understand each platform's age restrictions. Asking children about new platforms, influencers, unusual messages, or content they are unsure about can help open up valuable conversations. Avoid immediately blaming the child or removing their device, as this may discourage them from disclosing their concerns in the future.

VERIFY ANOTHER WAY

A familiar face, voice, or account is no longer enough to confirm someone's identity. If a message is unusual, urgent, or asks for secrecy, money, personal information, or immediate action, children should verify it through a separate route. They should be encouraged to call the person directly using a known number, speak to them face to face, or check with another trusted adult. Families can also agree a private 'code phrase' to help them authenticate genuine emergency messages from each other. This should be something random, non-personal, and known only to the family.

SAVE, REPORT, SUPPORT

When fake content, impersonation, or manipulation targets a child, take it seriously, even if the material is fabricated. Save relevant messages, usernames, links, and screenshots without sharing the content any further. Report it through the platform, follow safeguarding procedures, and escalate concerns involving threats, grooming, sexual content, coercion, or extortion. Telling children that creating or sharing this content, even as a so-called 'joke', can have serious consequences for them and others, and may be difficult to remove once shared online.

Meet Our Expert

Philippa Wraithmell is an educator, author and digital transformation specialist with expertise in digital safeguarding, online safety, AI in education and whole-school digital strategy. She is the Founder and CEO of Edubution and works with schools, organisations and policymakers to help create safer, more ethical and more effective digital learning environments for children and young people.

See full reference list on our website

#WakeUpWednesday The National College

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Attendance

Please see below the attendance totals for each class- Monday 21st September to Friday 25th September.

Aldborough	100%
Jeffers	95.3%
Gray	95.3%
Hendra	91.5%
Bright	100%
Pilkey	96.7%
Percival	94.7%
Taylor	98.8%
Reynolds	92.4%
Kibuishi	95.3%

Have a wonderful weekend.

Warm Regards,

Richard Walker

Headteacher