St.Edward's CE Academy Cheddleton

Safeguarding and Wellbeing Newsletter

Spring Term 2026

Welcome to our Spring edition of the Safeguarding and Wellbeing Newsletter.

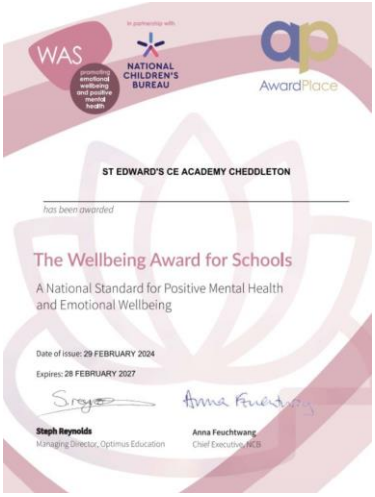
Safeguarding children is the action we take to promote the welfare of children and protect them from harm.

We are committed to safeguarding and promoting the welfare of children and we have a number of policies and procedures in place that contribute to this, one of which includes Keeping children safe in education 2025.

We also talk to the children about keeping safe and who they can talk to if they have any worries.

Everyone in school has safeguarding training and the Safeguarding Team have received specialist training in their role.

Every single person who comes into contact with children and families has a role to play in keeping our children safe.



We also promote looking after our mental health and wellbeing too and we are very proud of our Wellbeing Award which is an accredited award for which we were assessed in many areas of how we promote wellbeing. They identified that we :

- **deliver a high quality Personal, Social and Health Education curriculum**
- **celebrate national and international emotional health and wellbeing days**
- **promote pupil voice**
- **recognise achievements in celebration worship**
- **offer a wide range of after school clubs**
- **offer support to families and pupils**
- **help children to develop emotional resilience**

This month's newsletter includes:

- **Information from the Families' Health and Wellbeing Service**
- **Parenting groups**
- **Healthy relationships course**
- **Mental Health Support information**
- **Online safety**
- **Attendance**

Please contact Mrs Leese if there is any information you may find useful that could be added to one of our newsletters or if there is an issue you need advice about.

The Safeguarding Team

Mrs Machin
Principal and Designated Safeguarding Lead

Mrs Leese
Deputy Designated Safeguarding Lead

Mrs Curley
Brambles Deputy Designated Safeguarding Lead

Families' Health and Wellbeing Serice 0-19

The Families' Health and Wellbeing (0-19) Service is the local Health Visiting and School Nursing service. They offer support to schools and parents of children aged 0 to 19 years around lots of health-related topics to help children.
You can find out more by visiting the FHWS website by clicking on the link below:
https://www.mpft.nhs.uk/services/health-visiting-and-school-nursing

Parenting Support

Mental Health and Wellbeing

Place2Be's CHILDREN'S MENTAL HEALTH WEEK 9-15 FEB 2026

This year, Children's Mental Health Week 2026 will take place from 9-15 February 2026!

The theme for Children's Mental Health Week 2026 is 'This is My Place', and the aim is to support the systems around children and young people to help them feel they belong.

The website has many resources that you may find useful:

https://www.childrensmentalhealthweek.org.uk/

Children's Mental Health Week takes place every February. It was started in 2015 to give a voice to all children and young people and to raise awareness of children and young people's mental health.

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. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about TRACKING DEVICES

Bluetooth tracking devices like Apple's AirTag and Samsung's SmartTags have exploded in popularity, with millions sold each year. These small tools help people locate their lost items, but their discreet design has also made them attractive for more sinister purposes. From stalking to bullying, tracking devices present unique risks that trusted adults need to understand and address.

WHAT ARE THE RISKS?

STALKING AND HARASSMENT

Because of their tiny size and unassuming appearance, tracking devices can easily be hidden in bags or clothing. They've been used to monitor individuals without their knowledge, with a lawsuit in the US labelling AirTags "the weapon of choice of stalkers and abusers". In the UK, use of tracking devices in coercive control and stalking cases reportedly rose by 317 percent between 2018 and 2023.

TOOLS FOR BULLYING

Tracking devices could allow bullies to follow or locate their targets even outside of school. This makes it difficult for children to find refuge, potentially extending the trauma of bullying into spaces – like home – that should feel safe and secure.

FALSE ACCUSATIONS

Because tracking devices are linked to user accounts, they could be misused to 'prove' ownership of someone else's possessions. Someone could, for example, plant a tracker on another person's belongings to falsely claim them as their own.

INVASION OF PRIVACY

These devices are designed to share location data with the user via other people's phones, which can unintentionally broadcast someone's movements without their consent. This makes them vulnerable to being monitored by strangers without realising.

DIFFICULT TO DETECT

Many tracking devices are designed to be discreet, but that also means they're easy to hide. Without proactive checking or the right tech to detect them, children and young people might not realise they're being tracked.

Advice for Parents & Educators

WATCH FOR WARNING SIGNS

If a child's peers always seem to know their location – whether in person or hinted at online – it could be worth checking for tracking devices. Some, like AirTags, will eventually make a noise if separated from their owner. Listen out for a chirping sound.

USE DETECTION APPS

Apple devices running iOS 14.5 or later will notify users of unknown AirTags nearby. Android users can install Apple's 'Tracker Detect' or the third-party app 'AirGuard' to scan for tracking devices from various manufacturers.

CHECK LIKELY HIDING SPOTS

Common places where trackers may be planted include jacket linings, bag seams, pockets, or under bike seats. If you find one, take a photo of the serial number before disposing of it – this could help police trace the account it's linked to.

HAVE THE CONVERSATION

Talk to your child about what tracking devices are, what signs to look out for, and how they might be misused. Emphasise the legal consequences of using them to prank, harass, or monitor someone.

Meet Our Expert

Alan Martin is a seasoned technology journalist with bylines in Wired, TechRadar, The Guardian, The Evening Standard, The Telegraph, and The New Statesman. He specialises in consumer tech, online safety, and emerging risks in the digital landscape.

#WakeUpWednesday®

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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

✓ Real
✗ Fake

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

CENSORED

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.

MATHS
ALL THE ANSWERS
12+12
=
1212
NEWS
IDEAS

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.

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.

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.

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'Keeffe, 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.

#WakeUpWednesday®

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Talking to children about AI

Learn how to talk to children about artificial intelligence (AI) and support them while they discover this growing technology.

In the ever changing and fast paced world of technology, one of the questions that is frequently asked is around AI.

The NSPCC have some useful resources to help you to talk to your children about this topic.

Click on the links below for further information:

Talking to children about AI | NSPCC

Online safety quiz | NSPCC

Talking to your child about online safety | NSPCC

There is also a useful Online Safety Newsletter that you can sign up to:

Sign up to the Online Safety newsletter | NSPCC

Attendance and Illness

ABSENCE AND ILLNESS

It is important that you call the absence line (01538 714840) by 9am if your child is absent from school. Please leave your child's name, class and reason for absence. This forms part of our safeguarding procedures.

Please call this number even if you have messaged the class teacher as they may not access these messages until later in the day.

If you are unsure if your child should be in school, please contact Mrs. Leese who will be able to advise.

ATTENDANCE

As a school we have high expectations for pupils' attendance and punctuality and politely remind you that the school day starts at 8.45am so it is important that your child is in class by this time. If not, they are missing valuable learning time and we know that regular attendance at school can support children educationally, socially and developmentally

We are required to monitor attendance and this includes punctuality at the beginning and end of the school day.

Our aim is to work with and support families, seeking support where necessary, as an increased absence from school could indicate a safeguarding concern.

Obviously, we understand that there may be times when your child is ill and unable to come into school.

The link below has some useful advice on childhood illness:

Is my child too ill for school? - NHS