



# ST JAMES NEWS

24TH  
NOVEMBER  
2025

The official newsletter of St James CE Primary School



## MINI POLICE

Last week, a group of pupils took part in the Bolton Mini Police Attestation Ceremony, joining nine other schools from across the town. The children confidently took their pledge in front of police officers, school staff, and families, officially beginning their journey as Mini Police officers.

Throughout the year, they will support community projects, promote safety, and work alongside Greater Manchester Police. We are very proud of their commitment and look forward to seeing the positive impact they will make. Well done to our new Mini Police team!

## WINTER MARKETS

Thank you to all our parents and carers who came along to support us at the Winter Markets. The staff and children worked incredibly hard on their stalls, and it was wonderful to see so many of you there celebrating their efforts. We really appreciate your support!

## STARS OF THE WEEK

- Class 1 - Dabira S
- Class 2 - Milena P
- Class 3 - Abru T
- Class 4 - Isaac A
- Class 5 - Zara U
- Class 6 - India-Rae B
- Class 7 - Lucas R
- Class 8 - Rosie-Jade E
- Class 9 - Awen H
- Class 10 - Robyn G
- Class 11 - Tamin K
- Class 12 - Alicia L



## VISION AWARD

- Class 1 - Evie Q
- Class 2 - Jaxon R
- Class 3 - Joey G
- Class 4 - Isabelle S
- Class 5 - Amelia B
- Class 6 - Freddie W
- Class 7 - Skylar B
- Class 8 - Renae L
- Class 9 - Zohan A
- Class 10 - Oscar W
- Class 11 - Terri L
- Class 12 - Rabiab B

# Coming up!

## **WC - 24<sup>th</sup> November 2025**

Monday 24<sup>th</sup> - Cafe Church from 3:30pm - All welcome

## **WC - 1st December 2025**

Monday 1<sup>st</sup> - Trust Church Service for Year 5 & 6

Tuesday 2<sup>nd</sup> - Stay & Learn (KS1 @9am/ LKS2 @2:30pm)

Wednesday 3<sup>rd</sup> - Stay & Learn (UKS2 @9am/ KS1 @2:30pm)

Thursday 4<sup>th</sup> - Stay & Learn (LKS2 @9am/ UKS2 @2:30pm)

Thursday 4<sup>th</sup> - Little Saints Stay & Play @10:30am & 2:30pm

## **WC - 8<sup>th</sup> December 2025**

Tuesday 9<sup>th</sup> - KS1 Christmas Performance @9 am

Tuesday 9<sup>th</sup> - Reception Nativity @2:15 pm

Wednesday 10<sup>th</sup> - Reception Nativity @9:30am

Wednesday 10<sup>th</sup> - KS1 Christmas Performance @2:30pm

## **WC - 15<sup>th</sup> December 2025**

Monday 15<sup>th</sup> - Little Saints & Nursery Pop-Up Nativity @9am & 1pm

Tuesday 16<sup>th</sup> - EYFS/KS1 Party (PM)

Tuesday 16<sup>th</sup> - Nursery & Little Saints Nativity (times TBC)

Wednesday 17<sup>th</sup> - Lower KS2 Party (PM)

Thursday 18<sup>th</sup> - Upper KS2 Party (PM)

Friday 19<sup>th</sup> - Carols & Coffee with KS2 @9am

Friday 19<sup>th</sup> - Finish for Christmas

# *Gold Scroll*

Jaiden T

Gio I

MJ

Gideon Mc

Tadiwa N

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

## WHAT ARE THE RISKS?

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.

### 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.

### 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.

### 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.

## 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