

## A Few Words from Mr Hancox

The last two weeks have been incredibly busy, It has been wonderful to see how focussed our children have been during assessment week and how excited they are for our forthcoming events, on the run up to Christmas. I am particularly excited to take part in the skateboard/scooter sessions we have in KS2 on Monday! Thank you to our hard working PTA who have given up a lot of their time with preparations for the Christmas Fair, it will be great. Can I also ask if your child is taking part in a Forest Friday (outdoor learning) that they bring in a spare pair of trainers for inside. It is incredibly muddy in our forest area!

We value the strong partnership we share with our families. Working together ensures the very best outcomes for our children. A key part of this partnership is maintaining respectful and polite communication at all times. Our staff are dedicated professionals who work tirelessly to support your child's learning and wellbeing. We ask that all conversations: whether in person; by phone; or via email are conducted in a courteous and constructive manner.

This includes:

- Listening calmly and allowing staff to explain situations fully.
- Using respectful language even when discussing concerns or disagreements.
- Avoiding raised voices, swearing, or inappropriate behaviour, which can cause distress and does not help resolve issues.

Swearing or aggressive behaviour towards staff will not be tolerated under any circumstances. If such behaviour occurs, the school will take appropriate action in line with our policies to ensure the safety and wellbeing of our staff.

Together, we can create a positive environment where every child thrives. Thank you for your continued support and understanding.



Last week, KS2 took part in a national competition on TTRS called 'England Rocks.' Of Primary Schools in the West Midlands, we came 76<sup>th</sup> which is a huge achievement. Well done to all those who took part and helped our school to achieve this.

### Important notice for Parents and Carers

For the safety of our children, please only come into school if you have been invited.

Please ask at the office if you need to access the toilet.

This helps us keep our school a safe and secure place for everyone.

Children's safety is our top priority. Thank you for your support and understanding.



**V-HIVE** ALL VISION  
Football Camp  
A VIEW TO CHANCE

VISION FOOTBALL FACTORY-TAMWORTH-B77 5DE

10AM-3PM AGES 7-15

WK1 22nd and 23rd December  
WK2 29th and 30th December

FREE (with HAF Codes issued by schools)

Bring: Sports clothing / Trainer or Boots / Water Bottle

Quality Coaching-Fun Games-Skill Challenges  
Free Lunches and Refreshments Provided

SCAN ME

eequ.org/book/vision-for-all-christmas-camp-with-vision-for-all-cic-17944

Staffordshire County Council HOLIDAY ACTIVITIES AND FOOD

For More Info contact: Brett@vision-for-all.com

## CHRISTMAS FAIR



Ankermoor Primary Academy  
Rene Road, Bolehall,  
Tamworth, Staffordshire,  
B77 3NW

Thursday 11th December  
(3.30pm – 5pm)

- Come and meet Father Christmas
  - Cakes made by the children
  - Decorations made by the children
  - Book lucky dip
  - Face painting
  - A range of professional stalls
  - Alcohol/toy/chocolate tombola
- Pin the carrot on the snowman
- Turkey baps and hot drinks
- Raffle with prizes donated by local businesses

### Become a School Governor!

Parents, carers, and grandparents—your school needs you! Becoming a school governor is a rewarding way to make a real difference in your local school community.

Why Become a School Governor?

- Help shape the strategic direction of the school
- Support and challenge school leadership to improve outcomes
- Ensure the school meets the needs of all pupils
- Gain insight into how schools operate
- Develop valuable skills in leadership, governance, and teamwork
- Make a positive impact on children's education and wellbeing
- Be part of a committed and supportive team

### Join Our PTA (please contact the school office)

Thank you to our wonderful PTA who have been working really hard on the Christmas Fair, It will be a wonderful event to raise money for the school.

Be part of something amazing at our school.

Joining the PTA is a fantastic way to support our school, and make a real difference in your child's education.

- Make a tangible difference in school life and student experiences.
- Build a stronger school community and foster relationships.
- Support your child's education and school environment.
- Meet other parents and carers in a friendly setting.
- Take part in fun events like fairs, discos, and quiz nights.
- Be a voice for all parents and help shape school decisions.

# Attendance for the year

Owls/Robins (Reception) – 90.7%

Kingfishers (Year 1/2) - 91.4%

Kestrels (Year 3/4) – 92.6%

Sparrow Hawks (Year 5/6) – 95.2%

# House Points this year!



1040



964



1028



1074

# Value Champions

21<sup>st</sup> Nov

28<sup>th</sup> Nov

Owls/Robins – LJ D-N

LJ D-N

Lottie M

Kingfishers – Robyn F

Robyn F

Gracie M

Kestrels – Joy C

Joy C

Charlie L

Sparrow Hawks -

Orlaith H

## 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?**

- DEEPFAKE ABUSE CONTENT**  
Shockingly, artificial intelligence is now being exploited to create deepfake content (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 grief. 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 false news, making it harder for children to separate fact from fiction. False clips may include distorted interviews, hoax disasters or fabricated health claims. As 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. Harassment or humiliation can be used far better, 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 images, videos 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. Remember 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'Keefe is a headteacher in education, a 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

## 10 Top Tips for Parents and Educators GUIDING YOUNG VOICES TO MAKE A DIFFERENCE

Bullying impacts the lives of many young people. In the UK, one in five pupils aged 10 to 15 report being bullied. The effects can be long lasting, affecting mental health, school attendance and self-esteem, and can impact long-term development into adult life. Adults play a key role in building young people's confidence to speak out, support one another, and stand up to unkind behaviour. This guide offers ways to help youngsters make a positive difference.

- CELEBRATE DIFFERENCES**  
Help young people value diversity by showing that what makes us different is also what makes us strong. Encourage them to learn about different cultures, identities, and abilities through books, films, and conversations. By appreciating uniqueness in themselves and others, children can grow into open-minded individuals who build inclusive and welcoming environments.
- PROMOTE REPORTING**  
Ensure young people know how to report bullying and feel confident that they'll be taken seriously. Talk to them about who they can speak to and what to expect when they do. Teach our reporting tools: incidents to teachers, and out-of-school bullying to parents or teachers. Encourage them that reporting is a brave and helpful choice – not tattling – and that it plays a vital role in keeping everyone safe.
- MODEL RESPECT**  
Children watch and learn from how adults behave. Use respectful language, show politeness in disagreements, and treat others with fairness – especially in front of children. By modelling inclusive behaviour and challenging unkindness, adults set a lasting example that respect should be part of every interaction, whether online, at school or at home. Be the change you want to make.
- ENCOURAGE KINDNESS**  
Everyday acts of kindness can make a big difference in creating safer, happier spaces. Encourage children to look out for one another by being helpful, saying kind words, or including someone who feels left out. These small actions set a strong example that kindness matters – and that it can be a powerful response to bullying.
- SPOT THE SIGNS**  
Adults and young people should learn how to recognise signs that someone may be experiencing bullying. This might include withdrawal from friends, hobbies or interests; changes in mood; reluctance to go to school, or unusual injuries. Helping young people recognise these cues ensures that support can be offered sooner and problems do not go unnoticed.
- USE YOUR VOICE**  
Encourage young people to speak up for themselves and others. Whether through storytelling, school campaigns, or peer-led projects, children can learn that their voice has power. Support them to express themselves confidently and safely, helping them understand that sharing experiences can challenge injustice and inspire real change in their communities.
- VALIDATE FEELINGS**  
When a child shares something that worries them, it's important to listen carefully and validate how they feel. Respond with empathy – not judgement – and let them know it's okay to feel upset or confused. Offering reassurance and understanding helps young people feel safe about opening up and builds the trust needed to talk again in the future.
- BUILD COMMUNITY AND BELONGING**  
Children thrive when they feel supported. Help them build strong friendships, join clubs or teams, and connect with trusted adults who care. These networks offer comfort, encouragement, and protection – particularly during challenging times. Remind children that they don't have to face difficulties alone and that support is always within reach.
- TEACH ALLYSHIP**  
Show children how to stand up for others in safe, respectful ways. Allyship might look like sitting next to someone who's been excluded, reporting harmful behaviour or speaking up when they witness bullying. By practising these responses together, you're helping children develop the courage to be kind and to take action when it really counts.
- SUSTAIN THE CONVERSATION**  
Bullying awareness shouldn't be limited to one week each year. Create regular opportunities to talk about kindness, respect, and inclusion. Use books, news stories, and personal experiences as conversation starters. Embed anti-bullying initiatives into the school, and make lasting bullying a shared, ongoing commitment.

Meet Our Expert  
Robert Alltop is an experienced pastoral and safeguarding practitioner, specialising in tutorials, behaviour interventions, and attendance management. A recipient of the Bravo Award for Anti-Bullying, he has helped raise standards and improve Ofsted outcomes in some of the country's most challenging schools and colleges.

#WakeUpWednesday The National College

## Kestrels' Forest Friday

Kestrels worked hard problem solving during their Forest Friday, they even made a catwalk out of bamboo stick!

## Parent Lunch

It was great to see how many parents came in to have lunch with Class Kingfishers; they all enjoyed a mighty feast!

## Kingfishers spent a chilly day during Forest Friday. They made patterns out of leaves!

## Achievers Assembly

This week our children were so happy to be picked for their wonderful achievements. We are so incredibly proud of their attitudes and behaviours.

## Autumn 2

Week 5 – 1<sup>st</sup> Dec  
 Tuesday 2<sup>nd</sup> - New to reception school tours – 9am (Please contact school office)  
 Tuesday 2<sup>nd</sup> - Parent lunch – Owls/Robins (Reception)  
 Wednesday 3<sup>rd</sup> - Bring in Chocolate/Alcohol for the Christmas Fair (non uniform day).  
 Friday 5<sup>th</sup> Forest Friday – Sparrow Hawks (Y5/6)  
 Friday 5<sup>th</sup> New to reception school tours – 1.20pm (Please contact school office)  
 Week 6 – 8<sup>th</sup> Dec  
 Monday 8<sup>th</sup> – Wednesday 10<sup>th</sup> – Laches Wood Residential (Year 6)  
 Tuesday 9<sup>th</sup> - New to reception school tours – 9am (Please contact school office)  
 Thursday 11<sup>th</sup> – Christmas Fair 3.30pm – 5pm  
 Friday 12<sup>th</sup> - New to reception school tours – 1.20pm (Please contact school office)  
 Friday 12<sup>th</sup> – Nativity (Reception) – 2.55pm  
 Week 7 – 15<sup>th</sup> Dec  
 Tuesday 16<sup>th</sup> – Rock Steady Concert – 9am – 9.30am  
 Wednesday 17<sup>th</sup> – Christmas Dinner (Christmas Jumper day) – 12.15pm  
 Wednesday 17<sup>th</sup> – Carol Concert – 2.45pm  
 Friday 19<sup>th</sup> – Christmas Clothes Day/Party Menu Lunch

## Thank you for everyone who support 'Children in Need' – we managed to raise £65, which we have donated.

## Newsletter 6 – 28<sup>th</sup> November 2025

Fierte Multi-Academy Trust  
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 Executive HeadTeacher: Mr David Shakeshaft