Chater Junior School

Making lives better

Friday 18th September 2026

“Believe you can and you’re halfway there. "

Teddy Roosevelt.

Dear Parents and Carers,

I hope this newsletter finds you well. It has certainly been an eventful week at our school, filled with excitement as our children had the opportunity to represent pupil voice through various leadership roles.

Many of our pupils applied for positions such as Year 6 Head Boy and Head Girl, Year 6 prefects, school council members, eco warriors and OPAL/Sports leaders. I was thoroughly impressed with the dedication shown by those who applied for the school council and eco warrior roles; they worked diligently on their speeches and delivered them to their classmates with great confidence. The teachers remarked that they all performed exceptionally well and should feel proud of their efforts.

I was truly impressed by the number of applications received for the Year 6 Head Boy and Head Girl positions — an outstanding 26 candidates! The quality of submissions was exceptionally high, making the final decision a challenging one. I would also like to extend my heartfelt congratulations to all pupils who have been appointed to other leadership roles. Please refer to the next page for the names of our successful candidates.

I want to take a moment to acknowledge and commend all the children who put themselves forward for these positions. It is important to remember that, regardless of the outcome, this experience teaches valuable lessons in resilience, which is one of our core school values

We were delighted to welcome Anthony Seaman to school this week, where he worked alongside several classes and members of staff to support the development of positive learning behaviours in our PE lessons. Following the introduction of our new PE scheme, Anthony shared his expertise and practical strategies to help pupils build confidence, resilience, collaboration and independence while being physically active. Staff also benefited from his professional guidance on creating engaging and purposeful learning environments that encourage all children to succeed.

The children had a wonderful time creating self-portraits in the first week of term, that celebrate their unique personalities. Each year group explored a different artist and used their style to create fantastic masterpieces. I am sure you will agree the results are amazing, and I look forward to seeing them displayed around the school.

Wishing you a wonderful weekend.

Mrs Khindey.

CHATER JUNIOR SCHOOL

CJS

MAKING LIVES BETTER

RESILIENCE · PASSION · COLLABORATION · INTEGRITY

Our School Leadership Team

Leaders Today, Changemakers Tomorrow

Head Boy

Alfie

Head Girl

Leah

School Councillors

Year 3	Year 4	Year 5	Year 6
Younis & Anaysha	Solomon & Kiki	Hareem & Hanzala	Maryam H & Adwaidh

Year 6 Prefects

Shanbi, Kridina, Sumaya, Huda, Leah, Amelia, Jansen, Azma, Ayad, Ashritha, Ayesha H, Raafay, Tarun, Najam, Esa B, Hafsa, Adwaidh, Abdul, Rameen, Ayesha C, Maya, Nehemiah, Aleena, Manha, Zayna, Areesha, Zunairah, Sarah, Alizeh, Beatriz, Anaaya, Shasmeen, Aminah, Tabeer, Gisele, Musa, Sreeya, Eriselda, Amelia, Fayzan, Wiley, Rachel, Maryam, Alfie, Ethan, Aliya & Shasmeen

Eco Warriors

Year 3	Saami & Nelith
Year 4	Aneela & Jessica
Year 5	Uswa & Dami
Year 6	Areesha & Ayesha C

OPAL/Sports Leaders

Year 3	Aashini & Zain
Year 4	Hassan & Benjamin
Year 5	Ibrahim & Fatima
Year 6	Courtney & Siddarth

Making Lives Better

Congratulations

Headteacher Award

Well done to the following children who received the Headteacher Award in our Celebration Assembly.

Joel
Class: Walter Tull

Aneeqa
Class: Florence Nightingale

Solomon
Class: Queen Elizabeth II

Kiki
Class: Ernest Shackleton

Kainaat
Class: Martin Luther King

Fatima
Class: Greta Thunberg

Musa
Class: Malala Yousafzai

Kridina
Class: Usain Bolt

Attendance Award- Ernest Shackleton

Attend Today,
Achieve Tomorrow
Every School Day Counts!

National Target- 95%
Whole School Target - 96%
Whole School Attendance- 96%

Walter Tull	95%
Florence Nightingale	97%
Queen Elizabeth II	96.3%
Ernest Shackleton	98.3%
Martin Luther King	96.6%
Greta Thunberg	98%
Malala Yousafzai	93.3%
Usain Bolt	93.7%

Golden Table Award

Well done to the following children for showing excellent manners and behaviour at lunchtime.

Hashim
Class: Walter Tull

Anika
Class: Florence Nightingale

Samir
Class: Queen Elizabeth II

Kiki
Class: Ernest Shackleton

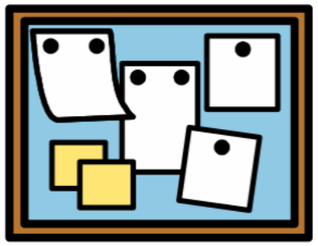
Hussain
Class: Martin Luther King

Shanzay
Class: Greta Thunberg

Saad
Class: Malala Yousafzai

Leah
Class: Usain Bolt

Notices



We are nut free school.
Please be aware of the products you are sending in and ensure there are no nuts

A reminder that if your child is in Years 3 and 4 please stay with them on the playground until the bell rings at 8:50am.

If you would like to update the Permission slips for another person (other than the parent) to collect your child, please collect a letter from the school office

PE Lessons – Autumn Term

Please ensure that your child comes to school in their correct PE kit when they have PE.

Year 3	Monday & Wednesday
Year 4	Tuesday
Greta Thunberg	Thursday & Friday
Marin Luther King	Tuesday & Thursday
Year 6	Monday & Friday

Autumn Term Diary Dates

Wednesday 23rd September	**Year 6 PGL parent information meeting 9:00-9:30am**
Thursday 24th September	Tricia Bastable (Watford Schools Trust) & Frazer Ansell (New Hope Trust) Harvest Assembly
Thursday 30th September	Flu Vaccinations session 1
Wednesday 30th September	**Malala Yousafzai Class Assembly – 9:30-9:45am** **Year 5 Cross Country Competition**
Tuesday 6th October	Tricia Bastable- Harvest Assembly
Tuesday 13th October	**Individual/Sibling Photographs** **Parents Evening 4pm-7:10pm**
Thursday 15th October	**Parents Evening 3:40pm-5:00pm**
Tuesday 20th October	**Greta Thunberg Class Assembly – 9:30-9:45am** Year 3 Trip to Chiltern Open Air Museum Year 6 Trip to Lincolnsfield
Thursday 22nd October	Year 5 Ancient Greek Workshop
Monday 26th October to Friday 30th October	**Half-Term**
Monday 2nd November	**INSET DAY 2- School closed**
Tuesday 3rd November	Pupils return to school **Chater Celebrates Diwali**
Wednesday 4th November to Friday 6th November	**Year 6 at PGL**
Monday 9th November to Friday 13th November	**SEND Parent's Evening week** **Year 5 Bikeability**
Thursday 12th November	**Year 4 Sportshall Athletics Festival** **Year 6 Sportshall Athletics Festival**
Monday 16th November to Friday 20th November	Anti-Bullying week- Break the Silence
Thursday 19th November	Flu Vaccinations session 2
Wednesday 9th December	**PTA Christmas Fayre 3:30-5:00pm**
Thursday 10th December	Christmas School Lunch
Tuesday 15th December	Christmas Performance 1 2:00-3:00pm
Wednesday 16th December	Christmas Performance 2 9:30- 10:30am
Friday 18th December	**End of Autumn Term- school finishes at 1:15pm.**

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 real 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 concern.

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. Remind 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 EdRuption and works with schools, organisations and policymakers to help create safer, more ethical

#WakeUpWednesday®

The National College®