

Herne Bay Infant and Nursery School

Weekly Update

5th December 2025

Issue 12 - Term 2



Ms Nicky Brown, Head teacher
office@herne-bay.kent.sch.uk



Dear Families,

It has been a fun filled week with lots of Christmas activities. Thank you to those who have supported our **Breakfast with Santa**. If you have paid for your child to attend Breakfast with Santa next week, please make sure you get to the school office to drop off your child promptly for the **8am start**.

Also thank you to those parents who were able to come in and make **Christmas decorations** with their child last week. We appreciate the support of our school community.

Christmas Jumper Day is on **Thursday, 11th December**, where your child is invited to wear a Christmas Jumper on top of their school uniform. No donations are required.

Quick reminder, if your child normally has a packed lunch and would like to have the **Christmas dinner** on **Wednesday, 17th December**, please email the school office, confirming your child's name, class and if they have any allergies.



Don't forget to sign up for the **Christmas Nativities** for **Year R** and **Year 1**. Please note that you can only book two tickets across all the performances, not two per performance. It is very important you book, as we have very limited space and will not be able to allow those to attend who just turn up on the day. **Year 2** parents, there is no need to

book for the Church service.

Poppy Appeal Donations - We are delighted to share that a total of **£223.50** was collected for the Poppy Appeal. A huge thank you and well done to all our families who generously donated and supported this important cause!

Next term's **After-School Activity Clubs** go live for booking this Saturday—spaces fill up fast, so make sure you grab your spot early! Check your email from yesterday for the full list of exciting activities coming in Term 3.

Spare Underwear Needed - We kindly ask for donations of clean, spare underwear for children. These are greatly appreciated and help us support students in need. If your child has borrowed any items previously, please return them (clean) as soon as possible.

Thank you for your generosity and support!

As Punctuality Parrot says, 'tide and time wait for no one!'. This week our **punctuality winners** of the week are Hendra, Shireen and Percival Class. Punctuality Parrot is very pleased. Well done and keep up the good work!



The **OPAL Golden Welly Trophy** has been awarded to George in Shireen class.

Our **Writer of the Week** is Ivy in Shireen Class! They've done an amazing job with their writing, and we're super proud of them. Keep up the great work!"



Stars of the Week

Year R	Year 1	Year 2
Donaldson Class Mary-Mae For always being ready to learn and putting super effort into all her work.	Ahlberg Class Karen For telling everyone at Monkton about deciduous trees.	Percival Class Isla For her amazing writing of Flat Stanley.
Hendra Class Havana For her improved attitude to learning.	Jeffers Class Emily For always working hard to follow the three key rule; Ready, Respectful, Safe.	Shireen Class Jaxxon For always giving his best in everything.
Seuss Class Emily For always being ready to learn and respectful to others.	Nursery Inkpen Class Sienna For engaging in learning through play.	Grey Class Hettie For a beautiful smile, amazing effort and great progress. Fantastic!

Golden Sticker Winners

Year R	Year 1	Year 2
Donaldson Class Mia and George S	Ahlberg Class Ethan-George and Daisy	Percival Class Theon and Archie
Hendra Class Alice T, Ben and Alden	Jeffers Class Mason and Dante	Shireen Class Maisie, Tiwatayo and Emily
Seuss Class Tommy and Zoe		Grey Class Luka-Jay, Millie and Olivia-May

Dates for your diary



Swimming: Percival Class on Wednesdays (pick up from school)
Shireen Class on Fridays (pick up from pool)

9th –11th Dec - Breakfast with Santa (bookable event)
Wed 10th Dec - (10.30am) Inkpen Parents Christmas make & sing
- (2.15pm) Inkpen Parents Christmas make & sing
Thu 11th Dec - Christmas Jumper Day (children wear xmas jumper with uniform)
Fri 12th Dec - (2.30pm) Year R making Xmas Decorations with Parents
Mon 15th Dec - Year 2 Christmas performance at the church
Tue 16th Dec - (9.30am/2pm) Year R Christmas performances (book on Arbor)
Wed 17th Dec - (2pm) Year 1 Christmas performance (book on Arbor)
- Christmas lunch
- Inkpen Christmas party (morning and afternoon)
Thu 18th Dec - (9.30am) Year 1 Christmas performance (book on Arbor)
Fri 19th Dec - Class Christmas parties
- **End of Term 2**
Mon 5th Jan - **Start of Term 3**

What Parents & Educators Need to Know about AI VIRTUAL FRIENDS

Artificial intelligence has seen significant development over the recent months, with companies releasing new AI-based software or adding an AI element to existing apps (such as Snapchat). One form of AI that has become especially popular has been the 'AI friend' or chatbot. There are now numerous 'virtual friend' apps available, with other successful platforms likely to adopt it soon.

WHAT ARE THE RISKS?

CONTENT AND ACCOUNTABILITY

AI chatbots may not always recognise when content is age inappropriate or harmful and should be filtered out. As a result, there's a possibility that children could be exposed to offensive language or explicit material while conversing with their virtual friend. The companies producing such AI solutions are also unlikely to take responsibility for any content that their algorithms generate.

REDUCED SOCIAL CONTACT

An excessive reliance on chatbots for social interaction could potentially cause a child to begin reducing the amount of face-to-face communication they have, leading to social isolation. If young people become dependent on chatbots to provide companionship, it could possibly hinder the development of their real-life social skills.

LACK OF SENSITIVITY

Chatbot software isn't always sophisticated enough to pick up on subtle emotional cues or recognise signs of distress in children, as most humans would. It might therefore fail to respond appropriately. AI misinterpreting what it's being told or replying insensitively to a young user who's already struggling could potentially impact a child's emotional wellbeing or exacerbate any existing emotional issues.

UNINTENTIONAL BIAS

AI companions are only as reliable as the information they've been programmed with. The algorithms they use, therefore, may unintentionally promote bias, stereotypes or discriminatory behaviour. As many chatbots originate from the USA or UK, for instance, they can display a distinctly western-centric worldview. This could lead to children developing skewed attitudes and behaviours if they interact with the AI consistently.

COGNITIVE LIMITATIONS

Although many are now undeniably advanced, AI-powered chatbots still have limitations in terms of understanding complex concepts, context and nuance. Depending heavily on chatbots to help with learning or solving problems may stunt the development of a child's own powers of critical thinking, their creativity and their ability to engage in open-ended discussions with other people.

PRIVACY CONCERNS

Chatbots typically collect data about users, including personal information and conversations. This is ostensibly to improve their performance as they gradually learn about our behaviour – but many experts warn that there may be significant risks associated with how this information is stored and used (for instance, the possibility of potential breaches or misuse by third parties).

Advice for Parents & Carers

CHAT ABOUT CHATBOTS

If a child is already expressing an interest in AI apps, then a relaxed, natural chat should help you to discover which ones they're aware of and how they're using them (or are planning to). Discuss these options with children and perhaps do your own research to ensure that you think they're suitable. Once you're totally happy, you could sit and explore the range of AI chatbots together.

CREATE A SAFE ENVIRONMENT

If a child is keen to engage with AI chatbots, encourage them to do so in a safe environment: ideally in a shared space, so you can easily keep an eye and ear on their progress. Set up appropriate content filtering measures in advance – and gently remind them that you'll be close by and ready to help with any questions or concerns that may arise.

FIND A BALANCE

Work alongside children to establish the right balance in terms of how they might use AI-powered chatbots – and when it's appropriate. It's important to make sure that children still get plenty of opportunities to learn to solve problems for themselves, as well as building their interpersonal skills through face-to-face conversations with friends, family members and teachers.

TAKE CONTROL

As with any form of app or game, when it comes to AI chatbots we'd strongly recommend that you consider employing parental controls (either on the device being used or within the software itself) to manage which apps children can download and interact with. This is particularly important for younger children, who may be more at risk of being upset or frightened by inappropriate content.

RECOGNISE THE RISKS

It's unlikely that most children will have even considered the potential risks attached to having a virtual companion. So it's probably wise to explain some of the possible hazards and challenges of AI chatbots to them. Emphasise that AI isn't a real person (however much it might sound like one) and may occasionally tell them something inaccurate or skewed by bias.

Meet Our Expert

A Certified Information Systems Security Professional (CISSP), Gary Henderson is the Director of IT at a large boarding school in the UK, having previously taught in schools and colleges in Britain and the Middle East. With a particular interest in digital citizenship and cyber security, he believes it is essential that we become more aware of the risks around technology, as well as the benefits.



The National College®