



Friday 11th September
2026

The **STONEBRIDGE SPOTLIGHT**

HEADTEACHER'S EDITION

MESSAGES

Welcome to our first newsletter of the new academic year.

It has been wonderful to welcome the children back, and I am delighted to have officially joined the school as Headteacher.

Many children have already received 'Gold' notes for their hard work, positive choices and commitment to our school values. It has been lovely to see such a positive start.

Our new [Behaviour Policy](#) is available on the school website, with further information included in this newsletter. You can also find key information, policies, updates and news on our [new website](#).

I would also like to congratulate Daniela Guebli, who was elected as our new Chair of Governors last week. We look forward to working closely with Daniela and the [Governing Body](#) as we continue this exciting new chapter for Stonebridge.

If you have any questions or concerns, please speak to me or a member of my team at the school gates. We are always happy to listen.

Thank you for your continued support. I look forward to working with you and your children throughout the coming year.

Have a lovely weekend.

Kate Pelazza
Headteacher

Dates for your diary

2:15pm: SEND Parents' Coffee Afternoon

Friday 25 September

6S Visit to Harlesden Library

Tuesday 6 October

6B Visit to Harlesden Library

Tuesday 13 October

School Finishes at 2:30pm

Tuesday 20 October

3-6pm: Parents' Evening

Tuesday 20 October

School Finishes at 2:30pm

Wednesday 21 October

3-6pm: Parents' Evening

Wednesday 21 October

Reception Visit to Harlesden Library

Tuesday 3 November

All calendar dates can now be
found on our [website!](#)



**The Stonebridge
School**

OUR NEW MISSION, VISION AND VALUES

We are excited to share our new mission, vision and values for our school.

On 1 September, our whole staff team worked together to agree what we want for our children and the kind of school we want Stonebridge to be. These are all new and mark an exciting new chapter for our school.

Our mission (why we exist)

To nurture every child and ensure excellence and equity for all.

Our vision (what we hope to become)

A thriving, ambitious community where every child feels they belong, is inspired to succeed and develops the confidence to thrive in an ever-changing wider world.

Our values

Courage • Kindness • Responsibility • Respect •
Ambition • Resilience

We are now beginning to introduce our mission, vision and values to the children through assemblies, lessons and everyday school life. Each half term, we will focus on one of our values, beginning this term with Courage.

We want these words to become part of what it means to be a member of the Stonebridge community - for our children, staff and families.

We are very proud of the direction our school is taking and look forward to sharing this new chapter with you.



Preesha Lachani

Designated Safeguarding Lead
(DSL)
Deputy Headteacher



Nasreen Iqbal

Deputy Designated Safeguarding Lead
(DDSL)
Assistant Headteacher / SENDCo



Tracy Halpin

Deputy Designated Safeguarding Lead
(DDSL)
Welfare Lead



Kate Pelazza

Deputy Designated Safeguarding Lead
(DDSL)
Headteacher

Every child should feel safe, listened to and supported.

If something is worrying you - at school, at home, online, or anywhere else - you can talk to one of our safeguarding team.

Safeguarding Contacts

If you have any concerns regarding a child, please ask to speak to one of our safeguarding team below straight away:

P. Lachani: Deputy Headteacher / Designated Safeguarding Lead (DSL)

K. Pelazza: Headteacher / Deputy Designated Safeguarding Lead (DDSL)

N. Iqbal: Inclusion Lead / Deputy Designated Safeguarding Lead (DDSL)

T. Halpin: Welfare Lead / Deputy Designated Safeguarding Lead (DDSL)

D. Guebli: Chair of Governors / Governing Body Safeguarding Lead

Brent [contacts](#)

10 Top Tips for Parents and Educators SUPPORTING SAFE USE OF AI

Artificial Intelligence (AI) is increasingly woven into young people's digital lives. It can offer some educational benefits and day-to-day assistance; however, it also raises concerns about misinformation, privacy, fairness, and safety. This guide provides parents and educators with practical strategies to support young people to navigate AI tools responsibly, and to use them safely and with discernment.

1 DEMYSTIFY WHAT AI REALLY IS

Children encounter AI in most online places, including games, streaming platforms, and school tools. Explain that AI uses patterns from past data to make decisions, but it doesn't think or feel like humans. Use age-appropriate examples, like how recommendations on YouTube or Netflix work, to build understanding and prevent false beliefs about AI being all-knowing or alive.

2 TALK ABOUT RISKS OF MISINFORMATION

AI can create convincing false information, including deepfake videos, photos, and fake 'facts'. Encourage children to think critically about what they see and read. Teach them to double-check information using reliable sources, to look at images and videos carefully, and to ask an adult if something doesn't seem right.

3 DISCUSS DATA AND PRIVACY

Explain that AI systems learn by analysing lots of data, sometimes including personal information. Help young people to be mindful of what they share online and why protecting personal data matters. Model good habits like reading app permissions together or reviewing what's collected by voice assistants like Alexa or Siri.

4 ENCOURAGE CREATIVE USE OF AI

Support children, when using AI tools, to explore ideas, make art, or build projects. This fosters confidence, imagination, and independent thinking. When children use AI creatively, rather than just passively consuming it, they are more likely to stay engaged and make thoughtful choices.

5 USE AGE-APPROPRIATE AI TOOLS

Not all AI platforms are suitable for children. Choose tools designed for education or creativity, with clear safety policies. Review terms of use and privacy settings, and help children use them in age-appropriate ways. For example, some chatbot tools mimic conversation but should only be used with guidance and boundaries in place.

6 USE AI TOGETHER

Exploring AI tools together can help adults understand how they work and spot potential issues. Try co-writing a story with an AI writing assistant or experimenting with an AI art tool. This encourages curiosity, helps you stay informed about the latest AI tools, and allows you to reinforce safe and respectful use while modelling critical thinking.

7 SET BOUNDARIES FOR AI USE

Establish when, where, and how AI tools can be used, just as you would with any digital technology. For example, you might agree not to use AI tools to complete school assignments without permission, or to avoid unsupervised use of voice assistants. Consistent boundaries help manage overuse and misuse.

8 WATCH FOR OVERRELIANCE

Some AI tools, like homework help apps, may be tempting shortcuts. Encourage children to use AI to support their thinking, not replace it. Celebrate effort and process over perfect answers. Reinforce that mistakes are part of learning and that relying too heavily on AI can limit real understanding.

9 TEACH DIGITAL ETHICS AND LITERACY

Help children explore how AI works, where it might be biased, and why ethical thinking matters. Building digital literacy alongside ethical awareness ensures children engage with AI critically, not just conveniently. Help young people to understand that not all people use AI for legitimate purposes; some use it for malicious reasons. Encourage questions about fairness, representation, and who benefits from certain tools; talk about algorithms, echo chambers, and the impact of automation on daily life.

10 STAY CURIOUS AND INVOLVED

AI is developing rapidly, and staying informed helps you support the young people in your care. Follow trusted sources for updates and keep the conversation going. If a child brings up a new AI trend or tool, take the opportunity to learn about it together. Showing interest builds trust and strengthens digital resilience.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

#WakeUpWednesday

The National College

LEARNING

OUR CURRICULUM

CORE SUBJECTS

WIDER CURRICULUM

PERFORMANCE DATA



LEARNING

Our Curriculum

Core Subjects

Wider Curriculum

Performance Data



WHAT WE'RE LEARNING

Everything your child is learning this year can be found on the **LEARNING** page of our new website.

If you have any questions, please see your child's class teacher in the first instance.

OUR NEW BEHAVIOUR APPROACH

This term, we have introduced our new whole-school approach to behaviour, built around three simple expectations:

☀ Ready • Respectful • Safe ☀

Our approach recognises that behaviour is about **communication, participation and engagement.**

Children communicate their needs and emotions through their behaviour, and our role is to understand this whilst maintaining clear and consistent expectations.

Every classroom now has a Recognition Board:



Children move up the board as their positive behaviour, effort and choices are recognised.

They NEVER move down.

Children who reach **Gold** will bring home a positive note so that you can celebrate their achievement together. Gold Award winners will also be celebrated on the Congratulations page of our newsletter, seen overleaf.

You can find full details of our expectations, rewards and consequences in our [Behaviour Policy](#) on the school website.

Congratulations!

YEAR GROUP	GOLD AWARD	HEADTEACHER'S AWARD
Reception	Zainab	Abiola
Year 1	Zohaira, Yaqub, Bilal, Rayan	Layla
Year 2	Salaar, Ali O, Jouri, Musab, Noor, Summer-Rose, Maleek, Suleka, Zainul, Meral, Julia, Retaal, Amira	Summer-Rose, Omar
Year 3	Aryan, Afnan, Yusuf, Jibril	Amal, Kawther
Year 4	Octavio, YUSUF, Mawa	Octavio
Year 5	Veer, Abubakar Abshir, Alaa	Singhington, Damien
Year 6	Amen, Abdelbari, Aisha, Zuheyra, Demitris, Yaqoub, Niharika, Ayub, Israfil, Khalid, Karam, Valentina, Libany, Aminah	Aisha A, Amira

Weekly Attendance Winners

YEAR 1

YEAR 3

YEAR 5





SEND

Supporting
our SEND
pupils and
families



Parent Coffee Afternoon



Friday 25th September 2026



2:15pm – 3:15pm



Location: The Stonebridge School

Please join us for an opportunity to discuss
SEND provision at **The Stonebridge
School** and our plans for future SEND parent
coffee afternoons.

This will be a relaxed opportunity to share your
views, ask questions and discuss how we can
continue to support our SEND pupils and families.

*We look forward to
meeting you then.*



A close-up, top-down view of a thick layer of fallen autumn leaves. The leaves are mostly maple leaves, showing a variety of colors including bright yellow, orange, and deep red, with some leaves appearing more brown and weathered. The leaves are scattered and overlapping, creating a textured background.

Have a lovely weekend