



22nd May 2026

HIPPS Newsletter



Headteacher Update

Despite Sports Day needing to be cancelled earlier this week we have had a fantastic last week of the half term with so much going on. For your information, we have rescheduled Sports Day for Friday 12th June.

Many congratulations to our Year 3/4 girls' football team who won their South Cambridgeshire competitions beating 9 other teams and without conceding a single goal.

Reception have had an amazing day out at Wicken Fen where they had beautiful weather. Thank you so much to those parents and carers who helped support us. We hope that you enjoyed it too.

We were fortunate to have the Samba Band from IVC join us on Thursday. They played for our Key Stage 1 children who had made their own musical instrument and then we had a huge Samba Parade around the field. Apologies to our neighbours on Garden Walk.

I hope you all have a lovely half term with your children and that you are able to enjoy the beautiful weather that is predicted to be with us for the next week.

Jonathan Newman

News from the Classrooms

Reception had a wonderful day out at Wicken Fen: pond dipping, bug hunting and 'connecting with the wild'. The weather was beautiful and the teachers and teaching assistants were so impressed by how well all the children behaved. They were an absolute credit to the school and to their parents and carers.

Year 1 and 2 have been thinking about Samba music and making their own instrument from recycled materials! Miss Macleod from IVC brought her school samba band to play for the children and then year 1 and year 2 were able to join in as part of a samba parade! The music was brilliant!!

Thank you Miss Macleod and the brilliant students from IVC.

Year 2 and 3 had a lovely time together this week. Year 3 have made moving picture books in D.T and they enjoyed sharing them with children in Year 2 (see photos below). They shared what they had learnt about levers and pivots, as well as the History of Cambridge. Year 2 are now looking forward to their DT lessons about slides and levers next half term!

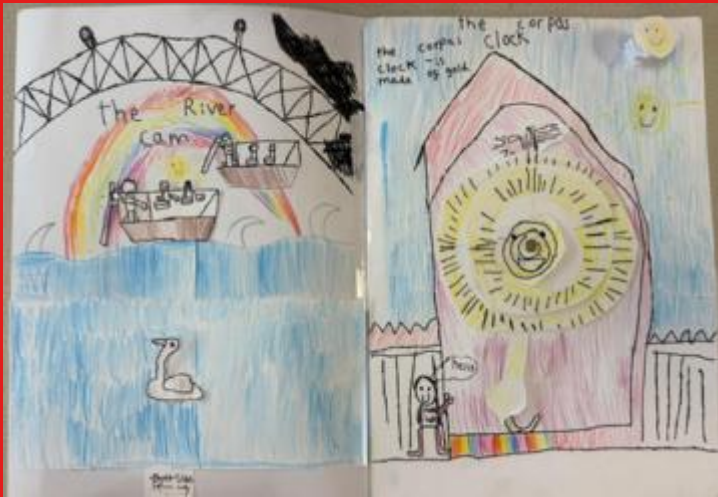
Year 5 have been writing persuasive letters to the Mayor of London to ask him to put up a statue to the poet Benjamin Zephaniah. They have used lots of different persuasive techniques as well as honing and editing their writing brilliantly (see examples below).

Mrs Pollard and Mrs Leaney have been making Caribbean inspired dishes with Class 14 this week and the children did an amazing job. One or two could definitely be auditioning for Junior Masterchef soon!

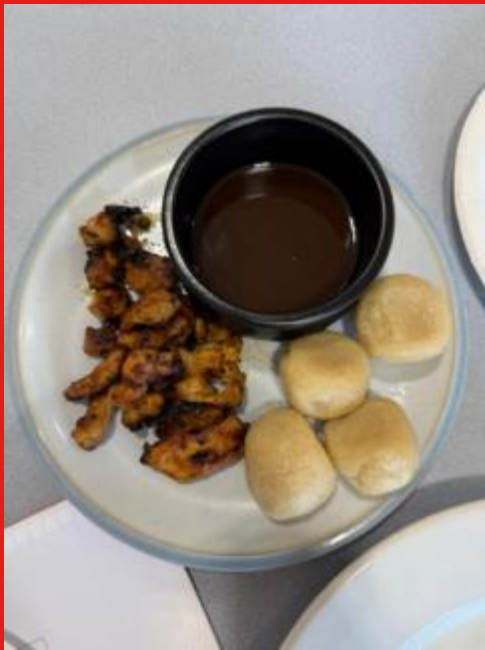
Once again a big thank you goes to Mrs Leaney for volunteering her time to help make this successful.



Year 2 and 3 sharing moving picture books



Class 14- Cooking Up A Storm and Reception's Trip To Wicken Fen



...logical part of English culture, sharing with a large number of young but successful poets, millions of people believe that he deserves more than passing away and be forgotten about. ^{How, maybe that's from the important poems to not necessarily, that will give readers sign-ificant ideas to do something? It's by you do, I suggest, if you're a memorial one statue in Trafalgar square, this addition to London will bring some and hope to England and it will look because you, the poet, you, have made the perfect decision. Will you do something now?}

To begin with, the amazing Benjamin Zephaniah has written millions of poems and without their voices we will not have had the marvelous life we have now. In particular, he has created many poems including talking dogs, ^{the British and thousands of others. As well as this even though he developed dyslexia at a young age, that hasn't stopped him}

Thousands of a normal subject agree he's letting himself starve with joy! I imagine how important it is a decision that is and imagine how admired not by you, it's because you could create some peace. I imagine someone culture. I agree to at the least consider the option.

Another point to consider, is that as well as creating fantastic pieces of literature, he was also committed to creating better lives for animals. Also committed. As a lover for poetry, I strongly believe he deserves much more than we are giving him today. We are enjoying the beautiful world he helped build, without him, what would it be? Additionally, Benjamin Zephaniah is a dedicated vegan, on a lot of no meat or dairy or anything produced from animals. How can you ignore the go billion man's best choice? Many people strongly agree with me on this in one of the only possible ways to appreciate him like I do. As well as this, he is a big changing activist, determined to end meat, yes! In short, he is extremely

Wicken Fen
 ...the name of the "meat" he should have a stable. Further on he was ^{different} ~~different~~ which seem to give readers an why tricky, which was one of his many obstacles overcome the work became a genre with a lot many people admire him for his persistence and ^{in the world} ~~world~~ about social justice.

Another reason to build this monument is to give Spain is to see him being an advocate for human rights and social justice. He protested ^{to} ~~to~~ with 100,000 like "Too Black Too Strong (2001)" he fought for equality amongst all people black or white, rich or poor, Asian or European. He also donated some of his money to charity. He protested animals by being vegan (avoided no meat, fish, milk, eggs, cheese or butter) and well as this he made poems about: vegetarianism to persuade people to become vegan. He donated money to fund

Year 3/4 football success



On Thursday of this week, Miss Anelay took a team of Year 3 and 4 girls to St Ives for a football tournament. The girls played their hearts out and won all 4 of their group games and then beat Bar Hill 1-0 in the final, coming first overall and not conceding a single goal.

Miss Anelay was blown away by their teamwork, respect for other players and determination to keep going despite the heat. Well done girls. Awesome effort.

Housepoint Total

Well done to Earth House for winning this week and to Water House for being the overall winner for this half term. Sports Day points will now be added to the final competition of the school year.

	 EARTH	 WATER	 FIRE	 AIR
Totals for this week	57	53	51	49
Total for the term	314	330	312	310



Key Dates (new dates in black)

Monday 1st June	pm	Reception to Visit Woods
Monday 1st June–Wednesday 3rd June		Year 6 Residential
Monday 1st June–Friday 12th June		Year 4 Multiplication Check
Monday 8th June–Friday 12th June		Year 1 Phonics Screening Week
Friday 12th June	9.15– 10.45	Reception and Key Stage One Sports Day
Friday 12th June	1.30–3.00	Key Stage Two Sports Day
Monday 15th June	pm	Reception to Visit Woods
Monday 15th June	2.45pm	Year 2 Showcase Assembly and Open Classroom
Monday 15th June	After school	Year 1 Open Classroom

Monday 22nd June/ Tuesday 23rd June	All Day	Year 6 IVC Transition Days
Monday 22nd June	7.50am- 4.30pm	Year One Trip to Norwich Castle
Wednesday 24th June	7.50am- 4.30pm	Year Two Trip to Norwich Castle
Thursday 25th June		HI Friends Choir Concert
Friday 26th June	After School	Summer Fair
Monday 29th June	pm	Reception to Visit Woods
Thursday 2nd July	All Day and Evening	Year 5/6 Choir at Meridian Arts Showcase
Thursday 9th July	9.30- 11.00am 5.30- 7.00pm	Year 6 Production
Monday 13th July	pm	Reception to Visit Woods
Wednesday 15th July	5.30- 7pm	Year 6 Leavers' Party

Year 6 Transition Dates

Impington: 22nd and 23rd June

Sawston: 30th June and 1st July

St Bede's:

Northstowe: 10th July

Cottenham: 14th July

Swavesey: 15th, 16th and 17th July

PTFA News



Summer Fair

Hopefully, you will have received information from the PTFA this week regarding donations for the Summer Fair. Please check your inbox to read their email.

Meridian Trust News

Visit our Trust Website to read about what has been happening at Meridian!

[Read more here](#)

Work with us

Please see the link below for details of a vacancy for a Teaching Assistant at HIPPS:

<https://mynewterm.com/jobs/139086/EDV-2026-HAIPPS-96488>

[Find out more](#)

Connect with us at Histon & Impington Park Primary School



What Parents & Educators Need to Know about ONLINE GROOMING

WHAT ARE THE RISKS?

Online grooming is when someone builds a relationship with a child or young person online to gain their trust for the purpose of sexual abuse, exploitation, radicalisation, or criminal activity – such as country lines or financial scams. According to the NSPCC, police in the UK recorded over 7,000 offences involving sexual communication with a child in a single year – an increase of 89% since 2017/18.

STRANGERS USING FAKE IDENTITIES

Groomers often pose as children or teenagers online to build trust. They may create convincing fake profiles, share photos stolen from real people, or mimic the interests of the child. By pretending to be someone their age, they make conversations feel safe and reliable. Over time, they may ask for personal details, photos, or suggest meeting in person, exposing children to significant emotional and physical harm.

EXPLOITATION THROUGH GIFTS AND FLATTERY

To gain trust quickly, groomers often send gifts, gaming credits, or money. Alongside material offerings, they use excessive compliments, affection, and attention to create emotional dependency. These tactics make children feel valued and special, lowering their defences. Once trust is secured, groomers may escalate their requests, often asking for photos or private conversations, making the child feel pressured or indebted to continue.

GROUP CHATS AS HIDDEN PATHWAYS

Unmonitored group chats on platforms like WhatsApp or Discord provide a cover for groomers. They can watch how children interact, identify those who seem vulnerable, and then move conversations into private messaging. This transition makes detection difficult for trusted adults. The seemingly harmless group setting often masks the presence of predators, giving children a false sense of security.

THE RISE OF SEXTORTION

Sextortion involves pressuring children into sharing explicit content, then blackmailing them for more. Offenders may claim to have hacked a child's device, threaten to share images with friends or family, or demand money. Many victims remain silent out of fear and shame. This growing crime is particularly dangerous because children often feel trapped, believing there's no safe way to escape the situation.

GAMING PLATFORMS AS GROOMING GATEWAYS

Games like Roblox, Fortnite, or Call of Duty, which include live chat features, are frequent targets for groomers. Conversations often begin casually during gameplay and can become manipulative over time. Groomers may offer in-game gifts, credits, or exclusive add-ons to build rapport. Children using headsets or private chat features are especially at risk, as conversations are harder for adults to monitor.

CRIMINAL & RADICALISATION RISKS

Grooming is not always sexual. Some offenders manipulate children into criminal activities such as drug running or online fraud. Others attempt to radicalise young people with extreme ideologies. Groomers often use fear, money, shame, or promises of belonging to control their victims. These forms of exploitation can be just as harmful as sexual grooming, and often leave lasting psychological and social consequences.

Advice for Parents & Educators

KEEP CONVERSATIONS REGULAR

Rather than having one "big talk" about online safety, weave conversations into everyday life. Ask questions about children's online friendships and interests. Share real-life examples to make discussions relatable and encourage honesty instead of secrecy. When children feel comfortable discussing their digital lives, they are far more likely to share concerns or admit when something feels wrong, reducing the chance of risky interactions going unnoticed.

CREATE A "TELL ME" CULTURE

Children often keep silent because they fear being punished or losing access to their devices. Reassure them that coming forward with concerns won't get them into trouble. Emphasise that you are there to help, not judge. Creating a safe, open environment encourages children to speak up if something feels wrong, and helps to ensure they don't suffer in silence when facing potential grooming risks.

UNDERSTAND THE PLATFORMS CHILDREN USE

Take time to learn about the apps, games, and social platforms children are on. Familiarise yourself with privacy settings, parental controls, and group chat features. Use resources like The National College guides or conduct quick searches to stay updated. By understanding how these platforms operate, you'll be better equipped to set boundaries, guide safe use, and notice any unusual or concerning online behaviour early.

STAY ALERT TO WARNING SIGNS

Be attentive to both behavioural and digital red flags. Sudden secrecy, mood swings, or new online contacts may signal a problem. Watch for unexplained gifts, new social media profiles, or changes in sleep patterns. Increased anxiety or reluctance to attend school can also be indicators. Regularly checking in and showing interest in those whom they communicate with online help prevent small issues from escalating into serious risks.

Meet Our Expert

Staffordshire Police is dedicated to keeping people safe and tackling crime across both the physical and digital worlds. The force continues to strengthen its digital investigation and safeguarding capabilities to protect children and vulnerable people online, working in partnership with local, regional and national organisations, schools, and the wider community.



What Parents & Educators Need to Know about STREAMING SERVICES

WHAT ARE THE RISKS?

Streaming services are platforms that allow users to watch cartoons, documentaries and movies online immediately (often referred to as SVoD: streaming videos on demand). Ofcom reported that children and young adults prefer streaming services to traditional TV. With two-thirds of UK households subscribing to at least one streaming service, parents must understand how to manage screen time, set age restrictions and ensure safe viewing.

COSTLY

Subscription services can be costly. As the main source of entertainment, most households have at least one streaming platform, and each platform has its own monthly subscription fee. Services are charging more for ad-free viewing, and better quality and resolution; however, there is a cheaper option with adverts. Due to price increases, Netflix and Disney+ reported a sharp increase in users subscribing to their ad-supported tier in 2023.



EXCESSIVE SCREEN TIME

Excessive screen time contributes to sedentary behaviour and can negatively impact physical and mental health. Ofcom found that 4- to 15-year-olds averaged 2.5 hours per day across all video-sharing platforms, not including gaming. The vast range of content available, combined with features such as autoplay, makes it easy for children to watch for extended periods of time.



ILLEGAL STREAMING

Sharing passwords or using modified Fire Sticks to access streaming content without permission is illegal. Most streaming services have now put measures in place to detect account sharing. When account sharing is identified, platforms will offer an opportunity to pay for an added member or will ask the user to verify who they are.

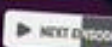


AGE-INAPPROPRIATE CONTENT

Most streaming platforms allow users to set up a profile for each family member, with the option of putting specific restrictions in place. These include adding a profile lock or PIN, controlling autoplay of previews and next episodes, and limiting content based on age ratings. Nonetheless, these restrictions aren't foolproof. Content which is rated as suitable for an age group may still include themes, language, or images which children and families find inappropriate.

BINGE WATCHING

Features such as autoplay make it easy for viewers - especially young people - to continue watching episodes without a break. This can foster unhealthy and addictive patterns, such as consuming a vast amount of content in one sitting. With binge watching come a lack of social interaction, lack of physical exercise, and often late nights and sleep disruptions which impact their mental and physical wellbeing.



HARMFUL STEREOTYPES

Many platforms track viewing habits, time consumed, and preferences, and generate recommendations to encourage your child to keep watching. This results in your child being in a 'loop' whereby they think the 'recommended' shows would be something they would enjoy rather than thinking critically for themselves. This can shape their beliefs, values, and understanding of the world from a young age without even realising it.



Advice for Parents & Educators

SET UP INDIVIDUAL PROFILES AND ADD PINS

Almost all streaming services allow users to set up individual profiles where each family member can have age restrictions put in place for the content they can view. Adult profiles can be protected through the use of PIN. Keep this private. Use the options of putting specific restrictions in place such as controlling autoplay of previews and next episodes, and limiting content based on age ratings.



TALK ABOUT ALGORITHMS

Talk to your child about how streaming services track what they watch, and base adverts and recommended shows/movies on previous viewing. Encourage them to critically think about whether the recommendations are suitable and how they want to spend their time. Discuss stereotypes with your child and challenge them to think about what they watch and how this may influence their beliefs.



MONITOR AND TALK OFTEN

Discuss with your child what they are watching, find out which programmes are trending, and watch them yourself. Have a little look at their watch history to check the content of what they're watching. Some platforms have been known to recommend or autoplay older or graphic content after a child's movie has been played. While some TV shows or movies may have a suitable age rating, your child may still find the content scary, or it may explore themes you don't want to explore with your child yet.



SET TIME RESTRICTIONS

Many streaming services offer the opportunity to buy movies, or add additional features to your subscription such as sports channels, as well as play games. This can increase the amount of time young people spend sitting idly in front of the screen. Some platforms (e.g. Apple TV+) allow you to set screen time restrictions. If the streaming service doesn't allow you to set screen time limits, set a family rule and stick to it.



Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator, and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian Government, comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



See full reference list on our website