



26th June 2026

HIPPS Newsletter



Headteacher Update

Wow!! In my last newsletter I made a comment about the weather without being aware of quite how hot it was going to get!

Clearly the excessive heat has been challenging for both staff and children, however the positive attitude of both has shone through this week and everyone has pulled together to make it as positive an experience as it could be.

We have obviously had to implement a number of adjustments and some of the classes in Key Stage 2 have introduced World Cup style hydration breaks. It's great to know that we haven't lost our sense of humour as the Year 6 classes have started booing the hydration breaks just like the crowds at the World Cup! Thank you for all your kind and understanding comments you have sent in this week. They are very much appreciated.

Despite the ridiculous temperatures both Year 1 and Year 2 visited Norwich Castle this week as part of their curriculum work. The air conditioning on the coach was good and we learnt that buildings built 1000 years ago were generally able to stay cool in high temperatures. The children found out about and reenacted aspects of life in a castle and had a fabulous day. It was a real privilege to accompany them and they were wonderful ambassadors for the school, asking great questions, behaving impeccably and showing huge levels of curiosity. We particularly enjoyed visiting the battlements and pretending the enemy was attacking us. Please try and stay cool over the weekend!

Jonathan Newman

News from the Classrooms

Keeping cool has been the theme of the week in all classrooms!

One of the positive aspects of the warm weather has been that the cress that Reception planted has literally been growing before our eyes! The children have been observing the cress closely and writing sentences to describe what has happened in the correct sequence.

Year 1 and Year 2 had great days at Norwich Castle and impressed us all with their knowledge, enthusiasm and questions. A huge thank you to all those parents and carers who came along to support, you were amazing!

Year 3 have been drawing and painting still life pictures. We have some very talented artists and the work they have produced has been stunning.

Year 4 have been learning how to use a variety of functions and computing skills using Scratch and experimenting with what can be done using the programme.

Year 5 have been really enjoying their work on Rivers over the past couple of weeks finding out about the different features of rivers and recapping their extensive knowledge about them. They also thoroughly enjoyed a quiz during PE with Mr Carmanti, re-capping scientific terms for parts of the body and showing great team work.

Year 6 have had their transition days at IVC. Miss Beith, Mrs Jackson and I went up and visited them and they all seemed so happy and positive about their experiences. I know that all our Year 6s are ready for the next stage of their school life!



Sports Day

We have looked really hard at trying to reschedule our Sports Days. We literally do not have a single day between now and the end of term when we do not have something already happening in school! As a result of this we are having to scale the event back and year group/phase team are going to be holding their own sports event if and when the weather is conducive to this. Although we appreciate that parents/carers love coming to this event (and we love having you in) we don't have the capacity to host multiple groups during the next three weeks. We hope you understand this.

I, in particular, would love to have had one last full sports day event but it has just proved impossible to do.

Science Week





Last week was a jam packed week of learning at Histon this week! We had parent visitors in to discuss their jobs in Science. It was great to see how inspired the children have been by the different roles available. With a theme of 'Curiosity – what's your question?' this has really been a week of excellent questioning! The children have had Science investigations linked to curiosity, they've shown their understanding through Maths and learnt about a famous scientist!

A small group of Year 5 and 6 children also had the opportunity to visit AstraZeneca, a site where the children got to take part in a medicine making event, as well as tour around the working laboratory. The children behaved incredibly well and were a pleasure to take! This was an inspiring image used during one of our talks this week – what could your question be?



Housepoint Total

Well done to Water House for winning this week and to Fire House for maintaining a lead this half term. It's getting close as we get near to the end of term.

	 EARTH	 WATER	 FIRE	 AIR
Totals for this week	52	66	53	52
Total for the term	182	200	207	190

HOUSE COLOURS RAFFLE

We're excited to be planning a Summer Fair Raffle this year with a bit of a twist!

Instead of a traditional raffle, we'll be creating colour-themed hampers based on the school house teams:

Half the fun is the surprise, so anything goes!



We'd love your help by donating items in your child's house colour to help us build these hampers.

JUST A COUPLE OF GUIDELINES:

- ✓ Items should be non-perishable
- ✓ Please make sure they are well within their use-by / best-before date
- ✓ Ideas could include things like toiletries, sweets, small gifts, stationery, themed items etc.

We'll send details shortly on how and when to drop off donations.



Key Dates (new dates in black)

Monday 29th June	am	Quadkids Competition (selected children)
Tuesday 30th June	all day	Year 3/4 Cricket Competition (selected children)
Thursday 2nd July	All Day and Evening	Year 5/6 Choir at Meridian Arts Showcase
Friday 3rd July	3.40pm- 6pm	Summer Fair
Tuesday 7th July		Year 6 Dress Rehearsal to School
Thursday 9th July	9.30- 11.00am 5.30- 7.00pm	Year 6 Production
Friday 10th July	am	Theatre of Widdershins Reception-Year 3
Monday 13th July	pm	Reception to Visit Woods
Tuesday 14th July	am	Move Up Morning
Wednesday 15th July	5.30- 7.15pm	Year 6 Leavers' Party



Summer Fair

A reminder that the Summer Fair is rearranged to Friday 3rd July. Your pre-purchased tokens will be valid for this event.

Performance times are slightly different due to the change of day:

IVC Samba at 3.45
Dance Club 4.30
Choir 4.55



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