



26th March 2026

HIPPS Newsletter



Headteacher Update

It's a bumper newsletter this week. What an exciting final week it has been! We have had children going to London to see the Lion King and others representing the school and trust at the National Cross Country championships.

Last Saturday it was an absolute delight to take over a dozen runners to Stoneleigh in the East Midlands to watch them participate against the very best runners in the country. The children performed outstandingly well and were an absolute credit to themselves and the school- see report further on the newsletter.

What a pleasure it was to welcome so many parents to the Reception assembly earlier this week. It was amazing to see how much the children's confidence has grown over the last 6 months and their singing and reciting of the Gingerbread Man was an absolute joy. I did witness some of the parents' tapping their toes to the tunes as they were leaving!

Finally on behalf of the staff at school I hope you are all able to enjoy at least part of the Easter break with your children.

Jonathan Newman



Year 5 Boys Football

It was wonderful to accompany this fantastic group of year 5 boys to a football tournament at Swavesey Village College today. They were brilliant. Playing against older teams they won 2 and lost 2 of the group games including beating a very strong Girton Glebe. Their teamwork as camaraderie was outstanding. Every single one of them was smiling at the end!

National Cross Country Championships



It was a pretty long day at the National Primary Schools cross-country, The sun shone, the children ran their hearts out and we had fantastic support from parents and carers from the 5 different schools representing us. There were over 200 of the very best runners from all across the country in some of the races and children from the Park children and the other MT schools did brilliantly.

Special mention to, Sophie in Year 3 who produced a brilliant sprint finish in the Year 3 girls race to end up 9th (top 10 in the whole country is a colossal achievement!) and to Ataiyah and Poppy who came 28th and 35th respectively in the very competitive year 6 girls race.

It's really hard to single anyone though as on a hot day, with lots of hills to negotiate, all the children were superstars.

Massive, massive shout out to both Mr Cox and Mr Carminati who gave up part of their weekend to support the children. I couldn't be prouder of all those who took part.

Year 5 Lion King.

On Wednesday 25th March, Miss Moule had the pleasure of taking Year 5 on a trip to see the Lion King. It was an amazing day with the children (and adults) enjoying the show very much.

The bus journey took us past sights such as The Tower of London, The Shard, The London Eye and the Houses of Parliament. On arrival, we joined with the Brook to enjoy our picnic lunch in the Victoria Embankment Park. At the theatre our seats were in the stalls so during the opening number 'Circle of Life', we had the animals walking down the aisle right next to us.

The whole show was amazing with the singing, dancing, costumes and backdrop captivating us for over two hours!

If you want to catch a glimpse of some of the costumes, masks and puppets from the show, you can visit a free pop-up exhibition in the Grand Arcase. It runs until Sunday 19th April so hopefully you can pop in over the Easter Holidays.



Housepoint Point Total

Well done to Fire for winning the House Cup this half term!

	 EARTH	 WATER	 FIRE	 AIR
Totals for this week	54	42	62	44
Total for the term	247	247	272	244

Year 4 Dance Performances

Year 4 have captivated audiences across the school with a striking contemporary dance performance, showcasing both creativity and technical skill. Working collaboratively in pairs, the children explored a range of choreographic devices, including partner relationships, varied levels, and contrasting dynamics, to create thoughtful and expressive motifs.

The final pieces reflected not only their growing confidence as performers but also their ability to compose and refine movement with care and imagination. It was a pleasure to see such focus, teamwork, and artistic flair brought to life.



Year 3 Dance Performances

This week, our fantastic Year 3 children delighted audiences across the school with their Ancient Egyptian dance performances. Drawing on their learning, they created expressive motifs inspired by key aspects of Ancient Egypt, including hieroglyphics, pharaohs, mummification, and traditional customs.

The children thoughtfully incorporated a range of compositional devices, such as partner work and varied levels, to enhance their performances and bring their ideas to life.

A huge well done to all of Year 3 for delivering such an engaging and uplifting showcase, what a wonderful achievement!



Education Inclusion Family Advisor Newsletter April 2026

A Bit About Me

Hi, my name is Leanne Martin, I'm your school's link EIFA. As an EIFA I offer advice and strategies to parents and carers with a Primary School aged child that may be experiencing some challenges such as routines, sleep, sibling rivalry, challenging behaviour, worries or self-esteem. If you'd like a chance to chat about any of these topics, please follow the link below.

<https://forms.office.com/e/XVtGkNswbV>

Parenting Top Tips

A **visual timetable** can help your child to understand the structure and activities of the day. Click the link to create your own visual timetable: [Visual Timetable cards.pdf](#)

Special time is a daily interaction with your child that is child led, it doesn't need to be a long period of time, it can be just 10 mins. Playing with your child helps to build a warm relationship and a strong attachment between family members, it also helps to develop a child's communication and social skills. Your child will learn to problem solve, test out their ideas and allows time to explore their imagination.

Praise, make sure you acknowledge and praise your child, catch them doing the right thing and praise them, using descriptive language such as "I liked that you shared your colouring pens".

Emotion Coaching, emotion coaching supports emotional literacy, which means to recognise and understand feelings. You can help your child by doing activities together to practice develop their emotional literacy.

Feelings thermometer, this can help your child to identify how they are feeling.

Storytime reflection, after reading a book ask your child how they think the character felt and what would they do in that situation.



Activity Idea

If you are looking for a fun free way to get outside this Easter with your children, click the link below to download an Easter Nature Scavenger Hunt, this activity gets you all outdoors in the fresh air:

[Easter Nature Scavenger Hunt Color](#)

Another Resource







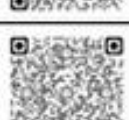
The Easter HAF Programme will run from 30 March to 10 April 2026. Easter eligibility codes will be issued on 2 March 2026. The HAF team will assist with code and eligibility queries from this date. The Provider Directory will be available via a link on this page. [Cambridgeshire Holiday Activities and Food \(HAF\) Programme | Cambridgeshire County Council](#) Bookings are open now.

Information and Practical Tips to help support you and your child during the time of school transitions. www.place2be.org.uk/our-services/parents-and-carers/getting-ready-to-start-primary-school

[How Parents Can Help With Secondary School Transition | YoungMinds](#)

Education Inclusion Family Advisor Team School Transition Workshops

The EIFA team would like to present our School Transition online workshops for April to June. Please ensure you book onto each workshop individually by clicking on the link or scanning the QR code and completing the registration form.

Transition to Secondary School -Part 1	Thursday, 30 April 2026, 12:00-14:00	Book onto this workshop at: Microsoft Virtual Events Powered by Teams or 
Transition to Secondary School -Part 2	Tuesday, 5 May 2026, 12:00-14:00	Book onto this workshop at: Microsoft Virtual Events Powered by Teams or 
Transition to Primary School	Thursday, 7 May 2026, 12:00-14:00	Book onto this workshop at: Microsoft Virtual Events Powered by Teams or 
Transition to Secondary School -Part 1	Tuesday, 12 May 2026, 12:00-14:00	Book onto this workshop at: Microsoft Virtual Events Powered by Teams or 
Transition to Secondary School -Part 2	Thursday, 14 May 2026, 12:00-14:00	Book onto this workshop at: Microsoft Virtual Events Powered by Teams or 
Transition to Primary School	Monday, 18 May 2026, 12:00-14:00	Book onto this workshop at: Microsoft Virtual Events Powered by Teams or 
Transition to Primary School	Wednesday, 20 May 2026, 12:00-14:00	Book onto this workshop at: Microsoft Virtual Events Powered by Teams or 
Transition to Secondary School -Part 1	Tuesday, 9 June 2026, 12:00-14:00	Book onto this workshop at: Microsoft Virtual Events Powered by Teams or 
Transition to Secondary School -Part 2	Thursday, 11 June 2026, 12:00-14:00	Book onto this workshop at: Microsoft Virtual Events Powered by Teams or 

If you have any questions about our workshops, or the EIFA service in general, please contact earlyintervention@cambridgeshire.gov.uk

Education Inclusion Family Advisor Drop-in appointments

April 2026

To book an appointment
please email Leanne Martin
leanne.martin@cambridgeshire.gov.uk



Dates

Thursday 16th

Monday 27th

Time

9:30am – 3:30pm

Education Inclusion Family Advisors offer you an opportunity to ask for information, advice and support on any issue affecting your family life in a relaxed and confidential environment. These areas include:

- Challenging behaviour
- Routines
- Supporting emotions and wellbeing
- School transitions
- Parenting strategies
- Building resilience and confidence
- Any other family challenges you might be facing



Key Dates (new dates in black)

Wednesday 15th April	am	Year 4 Library Visit (please note change of date)
Wednesday 22nd April	am	Year 3 Library Visit (please note change of date)
Friday 24th April	after school	PTFA Movie Night
Monday 27th April	2.45pm	Year 3 Showcase Assembly and Open Classroom
Tuesday 5th May		Class Photos
Monday 11th May–Thursday 14th May	9.15–11.00	Year 6 SATS Week
Tuesday 19th May	9.15–11.00	Reception/Key Stage One Sports Day
Tuesday 19th May	1.30–3.15	Key Stage Two Sports Day
Thursday 21st May	All day	Reception Trip to Wicken Fen

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
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
Thursday 2nd June	All Day and Evening	Year 5/6 Choir at Meridian Arts Showcase



Movie Night

A date for your diaries–Friday 24th April will be our Movie Night. More details will come straight after Easter.

 **Meridian Trust News**

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

[Read more here](#)

 **Work with us**

[Find out more](#)

Connect with us at Histon & Impington Park Primary School



What Parents & Educators Need to Know about AI-GENERATED VIDEOS

WHAT ARE THE RISKS?

AI-generated videos are increasingly difficult to spot and easy to share. From fake news clips to deepfake abuse, children and young people face new risks every day online. These videos can imitate real people, spread false narratives or even generate harmful content from scratch. Understanding these dangers is crucial for schools and families who want to protect children in a fast-evolving digital world.

DEEPPAKE ABUSE CONTENT

Shocking, artificial intelligence is now being exploited to create child sexual abuse material (CSAM). These synthetic images and videos are a form of digital abuse, often generated by manipulating real children's photos, including ones shared innocently online. Warningly, the Internet Watch Foundation (IWF) has identified a sharp rise in this disturbing trend, whether real or AI-generated. This content causes lasting trauma – and its creation or possession remains a criminal offence under UK law.

BLURRED REALITY

Regular exposure to fake content can erode a child's trust in real-world evidence. If everything can be faked, they may begin to question genuine videos – including news footage or reports. This is known as the 'Tina's Dilemma', where real news is dismissed as fake news. It can discourage victims from coming forward or speaking up.

USED FOR BULLYING

Deepfake technology is already being used by peers to create embarrassing or explicit clips of classmates. These videos can be edited to appear as though a child said or did something they never did. Once shared, they are almost impossible to delete completely. AI-generated bullying adds a new layer of harm that is deeply personal and difficult to prove.

EMOTIONAL MANIPULATION

AI-generated videos can be used to provoke strong emotions, including fear, anger or guilt. Fake footage of crying children, injured animals or burning buildings may be created purely for clicks, donations or political influence. Children may feel upset or powerless, unaware that what they are watching has been digitally invented to manipulate their reaction.

DISINFORMATION

AI-generated videos can spread false news, making it harder for children to separate fact from fiction. Fake clips may include deepfake interviews, news anchors or fabricated health claims. As already being used to produce misleading or persuasive material that appears authentic, if they don't develop media literacy, children may accept fake content as truth.

IMPERSONATION AND SCAMS

With just a few photos or voice-clips, AI tools can imitate someone's appearance or speech. This makes it easier for scammers or bullies to create fake videos of children, teachers or celebrities. These impersonations can be used for fraud, harassment or blackmail – and can spread quickly through social media or group chats, due to the viral potential of video. In particular, on social media.

Advice for Parents & Educators

TEACH HOW IT WORKS

Explain to children that videos can be faked – and show them how, demonstrating side-by-side examples of real vs. AI-generated clips. Help to build awareness. Discuss how faces, voices and even movements can be copied by machines. Understanding the technology reduces fear and builds confidence in navigating digital content safely.

TALK ABOUT TRUST

Always keep lines of communication open. If a child sees something upsetting or unbelievable, they should feel safe discussing it without judgement. Create an environment where they know they will not get in trouble for asking questions. This also helps you step in quickly if harmful content has been shared. Trust is vital and needs to be nurtured.

ENCOURAGE CRITICAL QUESTIONS

Help children question what they watch. Who made this? Why was it made? Is it trying to persuade me? These habits encourage digital thinking, especially when videos seem too shocking or convenient. Realise that not everything shared by friends or influencers is true, even if it looks convincing at first, and that the latter approach should always be one of speculation.

STRENGTHEN PRIVACY SETTINGS

Advise children not to share voice notes, selfies or personal videos on public platforms. AI tools often scrape content from social media to create deepfakes. Use privacy controls to limit who can see their content and turn off facial recognition where possible. Fewer public images means fewer opportunities for misuse.

Meet Our Expert

Brendan O'Keefe is a headteacher and digital education consultant with over a decade of experience in education. As Director of Digital Strategy across multiple schools and an adviser to The National College, he specialises in digital safety, P4U/PSY, and pastoral care.



#WakeUpWednesday

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What Parents & Educators Need to Know about

ROBLOX

WHAT ARE THE RISKS?

Roblox is an online platform where users can play and create games known as 'experiences' made by other users. Roblox has a large UK audience. ITV News has reported that millions of people in Britain use the platform regularly, with children forming a significant proportion of its users. The sheer scale of it makes it extremely difficult to moderate effectively, creating risks for unsupervised children.

A PLATFORM RATHER THAN A GAME

Roblox differs from traditional video games in that it hosts millions of user-created experiences rather than a fixed set of developer-produced content. Each experience is self-rated by its creator rather than independently age-rated in advance, as is the case with PEGI-rated games. With millions of user-created experiences, moderation is largely automated which means that inappropriate content may reach younger players and have a harmful effect.

MATURE CONTENT

With much of Roblox's moderation automated through AI and creators self-certifying suitability, inappropriate content frequently appears on the platform. Some experiences may include content intended for older players. While Roblox has tools to restrict access based on age settings, these systems are not always perfect. Younger players are likely to encounter content you may deem unsuitable.

IN-GAME SPENDING

Roblox is free to play, but many experiences and cosmetics include optional purchases using Robux, the platform's virtual currency, to get advantages in games. This business model is common across online games, but reporting has highlighted cases where children have spent large amounts of money unintentionally or without understanding the real-world cost.

RISK OF ADDICTION

Roblox encourages repeated and extended play. Many experiences are made of short tasks, rewards, and progression systems that can prompt users to keep playing for longer periods of time. Some games also use reminders, daily rewards, or timed events to encourage frequent logins. These designs can make it difficult to stop playing. Spending long periods online may affect sleep, homework, or other activities if boundaries are not in place.

COMMUNICATION WITH OTHER USERS

Roblox includes text and voice features that allow players to chat in shared game spaces. While the platform uses automated filters and moderation tools, media investigators have found that inappropriate and potentially harmful messages can still get through. There are risks that children could be targeted by groomers. In response, Roblox has announced changes to how chat works. The platform plans to use facial age-estimation technology to restrict chat access between adults and children they do not know.

Advice for Parents & Educators

USE PARENTAL CONTROLS

Roblox's parental controls provide an important starting point. Linking a child's account to an adult account allows parents to apply spending controls, limit communication features, and review recent activity. Regular supervision, use of parental controls, and conversations with children about what they see online can help reduce the risk of exposure to inappropriate content.

CONSIDER LIMITING OR DISABLING CHAT

Although Roblox is introducing tighter age-based chat restrictions, some parents and educators may prefer to disable chat entirely for younger children. Children can still play games while communicating with friends they know through other supervised platforms.

PLAY TOGETHER WHERE POSSIBLE

Playing Roblox with a child can help adults understand the types of experiences available, how monetisation works, and how children interact online. This shared engagement can also make it easier for children to raise concerns if something feels wrong. Parents and educators should monitor all games played on Roblox due to its self-rating nature.

ENCOURAGE OPEN CONVERSATIONS

Many Roblox experiences are creative and age appropriate, and for many children, the platform is an important way to socialise with friends. Rather than banning it outright, parents and educators should talk openly with children about online safety, spending, and how to respond to inappropriate behaviour.

Meet Our Expert

Alan Martin is a technology journalist who has written for publications including *Wired*, *Technicator*, *The Telegraph*, *The Evening Standard*, *The Guardian* and *The New Statesman*.



See full reference list on our website

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