

Parent Bulletin

14th November 2025

We're excited to share the latest news and highlights from our school community this week.

We are incredibly proud of our students for their recent involvement in events such as the Remembrance Parade and the first Council of Portsmouth Students (CoPS) Summit of the year. These opportunities allowed students to demonstrate leadership, respect, and engagement with the wider community, reflecting the values we hold dear at our school.

A gentle reminder that our Year 9 Parents' Evening will take place virtually on Thursday 20th November. If you haven't booked your appointments yet, please do so using the information sent home via Class Charts — it's a valuable opportunity to discuss your child's progress, celebrate their successes, and support their next steps.

Stay safe and take care,

Team Trafalgar

Our School Hosts the First Council of Portsmouth Students Summit of the Year

This term, we have been incredibly proud to host the first Council of Portsmouth Students (CoPS) Summit of the year. The event brought together student representatives from schools across the city to discuss key issues, and collaborate on ways to make a positive difference in their schools and communities.

Representing our school were Aoife, Himani, Eva, Jan, Owen, and Almonder, who joined their peers in continuing Portsmouth's strong tradition of student voice and leadership.

The Council of Portsmouth Students was established in 2003 to give young people a platform to share their views and influence education across the city. Over the years, CoPS has inspired initiatives such as anti-bullying campaigns, student radio and feedback systems for teachers.

Today, CoPS continues its work through Unloc, ensuring that student voice remains at the heart of education in Portsmouth.



Key Dates

Autumn 2025

Thursday 20th November - Year 9 Parents' Evening (virtual)

Tuesday 25th November - PD Day 1

Friday 28th November - INSET Day

Monday 1st December - Activities Week deposit deadline

Uniform & Equipment

Please ensure your children have the correct uniform & equipment with them each day. If you require any support, contact your child's form tutor. Please ensure students have a bag. You can find full details of what they need [here](#).



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Remembrance Week at Trafalgar

This week, our school community came together to mark Remembrance Day with reflection, respect, and gratitude.

A huge thank you to Holly and Grace, who represented our school at the Remembrance Parade on Sunday. It was a deeply moving service, and they truly embodied our core value of respect — we are so proud of them.



On Tuesday, the whole school paused at 11 a.m. to observe the two-minute silence.

Students showed great maturity and understanding during this moment of reflection, taking the time to consider the sacrifices made by others.

Throughout the week, tutor sessions focused on the theme of remembrance.

Students explored war poetry and listened to some of our service children share their experiences and reflections on what remembrance means to them.

These thoughtful discussions helped bring history to life and encouraged everyone to reflect on the importance of remembering those who have served.



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Drama Comes Alive: Year 8 Trip to See King Lear

On Thursday 6th November, Miss Castle, Miss Hardiman-Dowding, and a select group of Year 8 students had the fantastic opportunity to visit Havant and Southdowns College to watch a special performance of King Lear by the world-renowned Royal Shakespeare Company.

Joined by students from Mayfield and Admiral Lord Nelson schools, the audience was treated to a captivating and modern take on the classic tragedy. The production featured powerful drumming, song, dance, and movement, as well as moments of audience participation — all while staying true to Shakespeare's original text.



Students were particularly impressed by the actors' talent and versatility, as they seamlessly transformed from one role to another throughout the play.

This enriching experience was made possible through the RSC Associate Schools Programme, and there will be even more opportunities to get involved in similar events throughout the year. It was truly an inspiring and eye-opening day for everyone involved.



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Year 11 Mock Exam Timetable - Nov 2025

Well done to our Year 11 students for completing their first week of mock exams! Please find a reminder of the timetable for the whole fortnight below:

(Timetable Week A)

All am exams start in tutor	Tutor and Lesson 1 & 2 (8.50- 10.50)		Lesson 3 & 4 (11.10 - 12.50)		Lesson 5 & 6 (13.20 - 15.00)
Monday 17 Nov	Geography 90 mins				Business 90 mins
Tuesday 18 Nov	Catch Up Session				Statistics 90 mins
Wednesday 19 Nov	Maths (Calculator) 90 mins				Science Physics (F) 70mins Science Physics (H) 70mins Triple Science Physics (H) 105 mins
Thursday 20 Nov	French Reading F 45 mins H 60 mins French Listening F 35 mins H 45 mins				English Literature (Section C Unseen Poetry) 50 mins <i>Students will attend their period 5 lesson then be brought down to the canteen at 13:45 for a 14:00 start.</i>
Friday 21 Nov	Spanish Reading F 45 mins H 60 mins Spanish Listening F 35 mins H 45 mins		Music Dance and Drama work on Assessment in class.		

A 60 minute Geography mock paper will also be taken in class, Geography teachers will advise students on when this mock will take place.

Reading Plus Winner

Congratulations Megan in Year 7, our Reading Plus winner of the week!

Megan chose Like a Charm by Elle McNicoll. Happy reading!

Also, well done 7G3 for topping our reading leaderboard!

Leaderboard

Top Classes - Total Avg. Reading Lessons (SR)

1. 7G3/En 25/26	29.0
2. 7G1/En 25/26	28.2
3. 7R2/En 25/26	22.5
4. 7R1/En 25/26	22.2



Don't forget to help your class climb the table by keeping up with your English home learning.



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Year 11 Intervention Timetable

Please find below a reminder of our Year 11 Intervention Timetable.

These sessions run every day after school from 3:00 to 4:00 pm.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	History and Geography	Maths	Sociology Comp Science Travel & Tourism (Additional Languages)	Creative Arts: 3D Art Fine Art Graphics Photography Food Prep	Film Studies Health: Sports Studies GCSE PE Child Development Health and Social Care
2	Science	English	Business Ancient History Yr10 Citizenship Online 4-5pm	Languages French Spanish German Lunchtime also available	Triple Science Performing Arts: Dance Drama Music

To support us in closely monitoring and celebrating student engagement in our intervention sessions, staff will now record attendance through Class Charts, awarding them an intervention reward point.

This will allow us to clearly track participation and acknowledge the effort students are putting into attending extra learning sessions. We will continue to work with Curriculum Leaders to use this information to recognise and celebrate students' commitment and progress.

Well done to the following year 11's who are in the top 10 attendees to interventions this week:

Jessie	B10
Christbel	B06
Jessica	S07
Ethan	T08
Amber	T01
Daniel	B09
Caileigh	T02
Stacey	T02
Miles	B11
Alfie	S08



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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

Shockingly, 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. Worryingly, 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 actual abuse or injustice. This is known as the 'liar's dividend', where real harm 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. False 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 fake news, making it harder for children to separate fact from fiction. False clips may include deepfake interviews, hoax disasters or fabricated health claims. AI is already being used to produce misleading or persuasive material that appears authentic. If they don't develop media literacy, children may accept false 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 humiliation – 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 helps 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. Reinforce that not everything shared by friends or influencers is true, even if it looks convincing at first, and that the initial 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

Brandan O'Keeffe 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 advisor to The National College, he specialises in digital safety, PREVENT, and pastoral care.



#WakeUpWednesday

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