

Parent Bulletin



6th February 2026

It's been another exciting and inspiring week here at Trafalgar! Earlier this week, our talented students took to the stage to compete in Dance Live! showcasing creativity, collaboration and incredible energy. We're so proud of the dedication and teamwork they demonstrated throughout the process — a real celebration of effort and passion.

On Wednesday, students took part in our second Personal Development Day of the year, engaging with a series of powerful and thought-provoking talks on knife crime, county lines, and staying safe in the community. The sessions encouraged honest reflection and discussion, helping students think about the consequences of choices, how to look out for one another, and how to make positive decisions in challenging situations. We were really impressed by the maturity and respect shown by all students throughout the day.

A quick reminder to Year 8 parents that bookings are open for Parents' Evening next week. Appointments can be made via SchoolCloud, with details available in your Class Charts messages. If you need any additional help booking, please don't hesitate to get in touch with our Student Services team. Maintaining a strong connection between school and home is essential to supporting our students' success, and we truly value your involvement.

Stay safe and take care,
Team Trafalgar

Dance Live! 2026

Our school proudly competed in Dance Live! 2026, with students performing positively and representing the school with commitment and professionalism. Their original piece based around the Battle of the Somme told the moving story of two brothers, inspired by Frederick and Arthur Piper from Portsmouth, who lost their lives in the First World War.

The performance impressed the judges with its powerful storytelling and meaningful concept, earning the group the Concept Award. This achievement reflects our students' creativity, teamwork, and ability to bring local history to life through dance.



Key Dates

Thursday 12th February - Year 8 Parents' Evening (virtual)

Monday 16th - Friday 20th February - Half Term

Monday 2nd - Friday 13th March - Year 11 Mock Exams

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](https://trafalgarschool.org.uk).



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PD Day 2 - Be Respectful

Earlier this week, students took part in our Personal Development Day, which focused on helping young people understand how to keep themselves safe both physically and online. The day was carefully designed in response to updated government guidance, as well as valuable feedback from parents and students, and provided age-appropriate learning for each year group.

Throughout the day, students explored how to recognise, challenge, and understand the impact of harmful and abusive behaviours.

Year 7 focused on recognising unsafe behaviour before it escalates, learning about racism, asylum, and the dangers of knife crime through engaging sessions led by Engendering Change and Charlie's Promise.



Year 8 developed skills as active bystanders, creating practical strategies to challenge negative behaviour while exploring topics such as sexist language, relationships, and exploitation with support from Stop Domestic Abuse and St Giles Trust.

Year 9 worked with Prison Me No Way, hearing real-life stories about choices, coercion, gangs, and county lines, including a visit to the prison van which made the learning particularly impactful.

Year 10 explored relationship abuse and the legal issues around image sharing, alongside powerful talks from St Giles Trust and Charlie's Promise.

Year 11 followed a personalised programme focused on supporting them as they prepare for their upcoming GCSE examinations.

We recognise that some of the themes explored may have been challenging for students. Support was available throughout the day, with themes introduced in advance during tutor time, Inclusion Centres open as usual, and staff on hand to ensure students knew where and how to access help if needed.

Overall, the day was a valuable opportunity for students to build knowledge, confidence, and awareness, helping them stay safe and make positive choices now and in the future.



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Reading Plus Winner

Congratulations Thomas in Year 9, our Reading Plus winner of the week!

Thomas chose the latest Rick Riordan book: Percy Jackson and the Olympians: Wrath of the Triple Goddess. He was very excited as this is the only one he hasn't got! Happy Reading!

By keeping up with your Reading Plus you stand the chance to win one of our new books from the book vending machine! Which book would you choose?

Also, well done 7G3 for topping our reading leaderboard! Don't forget to help your class climb the table by keeping up with your English home learning.

Leaderboard

Top Classes - Total Avg. Reading Lessons (SR)

1. 7G3/En 25/26	59.9
2. 7G1/En 25/26	46.7
3. 7R2/En 25/26	45.4
4. 8R1 25/26	42.8
5. 7R1/En 25/26	40.4



Year 8–10 Visit to Italy – June 2026 (Limited Spaces Available)

We are pleased to announce that three unexpected spaces have become available on our Year 8–10 visit to Italy, taking place during Activities Week from Monday 22nd to Friday 26th June 2026.

The trip includes visits to Venice and Verona, offering students the opportunity to explore key historical and cultural landmarks such as St Mark's Square, the Rialto Bridge, the Roman Amphitheatre and Juliet's Balcony, as well as enjoying a full day at Caribe Water Park. Accommodation will be based in Lido di Jesolo, with travel, meals (breakfasts and evening meals), excursions, and insurance included.

Students will need their own valid passport, personal spending money, and money for lunches. Further travel details will be confirmed once interest is registered.

If you are interested in securing one of these places or would like further information, please contact Mrs Davies directly as soon as possible: kdavies.trafalgar@salterns.org



Photo by Damiano Baschiera on Unsplash



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OPEN EVENT



City of
Portsmouth
College

11 FEB

WEDNESDAY
4.30-7.30pm

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HAVANT AND WATERLOOVILLE FOOTBALL CLUB

ACADEMY TRIALS

At Havant and Waterlooville Football Club we are proud to have a partnership with Havant & South Downs College (HSDC) post-16 education option linked to the development pathway of the Football Club. Our HSDC Academy team is based off-site at the South Downs Campus with all the education offerings provided by the College.

Our long-standing partnership with Havant and South Downs College allows students the opportunity to represent Havant and Waterlooville FC for fixtures in The National League Under 19 Alliance, playing home fixtures in the stadium at Westleigh Park

**WEDNESDAY 18TH
FEBRUARY**

15:00-17:00

WESTLEIGH PARK, PO9 5TH

" THE PARTNERSHIP BETWEEN THE FOOTBALL CLUB AND THE COLLEGE CREATES AN EXCITING, HIGH-PERFORMANCE PATHWAY FOR ANY YOUNG PLAYER WHO WANTS TO PUSH THEIR GAME TO THE NEXT LEVEL. COMBINED WITH OUR STRONG ACADEMIC COURSES FROM LEVEL 1-3, STUDENTS GET THE BEST OF BOTH WORLDS. IT'S A POWERFUL COMBINATION OF TOP QUALITY EDUCATION AND A COMPETITIVE FOOTBALL PATHWAY INTO THE SENIOR GAME. "

SAM GAME, HEAD OF FACULTY HSDC



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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®

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