

Message from the Head of School

We have had a fantastic start to our academic year at Cleeve Meadow. It has been a pleasure to see our new Year 7 settle so well into the school, they are a credit to the community (our new staff are not doing so badly either!).

It has also been a pleasure to start to open our doors to parents and begin to create those community links that we had always intended to. Thank you to all of those parents who have attended our speech and language coffee mornings and parents evenings so far. It has been great to meet you again. We are currently putting together a monthly program of parental events utilising our in-house therapy support, external experts and staff knowledge within the school. Events will range in topic from speech and language through to autism experts and literacy. All parents will be invited by letter.

Our next event is our 'Action Your Potential' coffee morning and workshop with students on Tuesday 9th November. Andrew Wright who set up 'Action Your Potential' is an inspirational ex teacher with a background in Science and Psychology. His mission is to teach students, staff and parents about how our brain works so that we can live in it better. Andrew supported the school during lockdown and completed a series of interactive assemblies which focused on healthy habits for a healthy mind. His aim is to help students create the right condition in their minds for the best possible learning outcomes. We can't wait to welcome him into the building!

It has been exciting to see our new KS3 and 4 curriculum coming to life. We are really pleased with the changes that have been made. It has been fabulous to see our year 10 students starting work on their qualifications and I have particularly enjoyed hearing about and (smelling from my office) the results of their experiments with breakfast menus.

There has been a lot of activity this term from bicycle workshops, trips to Bluewater nature reserve, poetry slams and a whole range of enrichment activities. We are now looking towards the next half term where all students will be able to take part in a careers event aiming at giving students the chance to chat with professionals and learn more about their work in person.

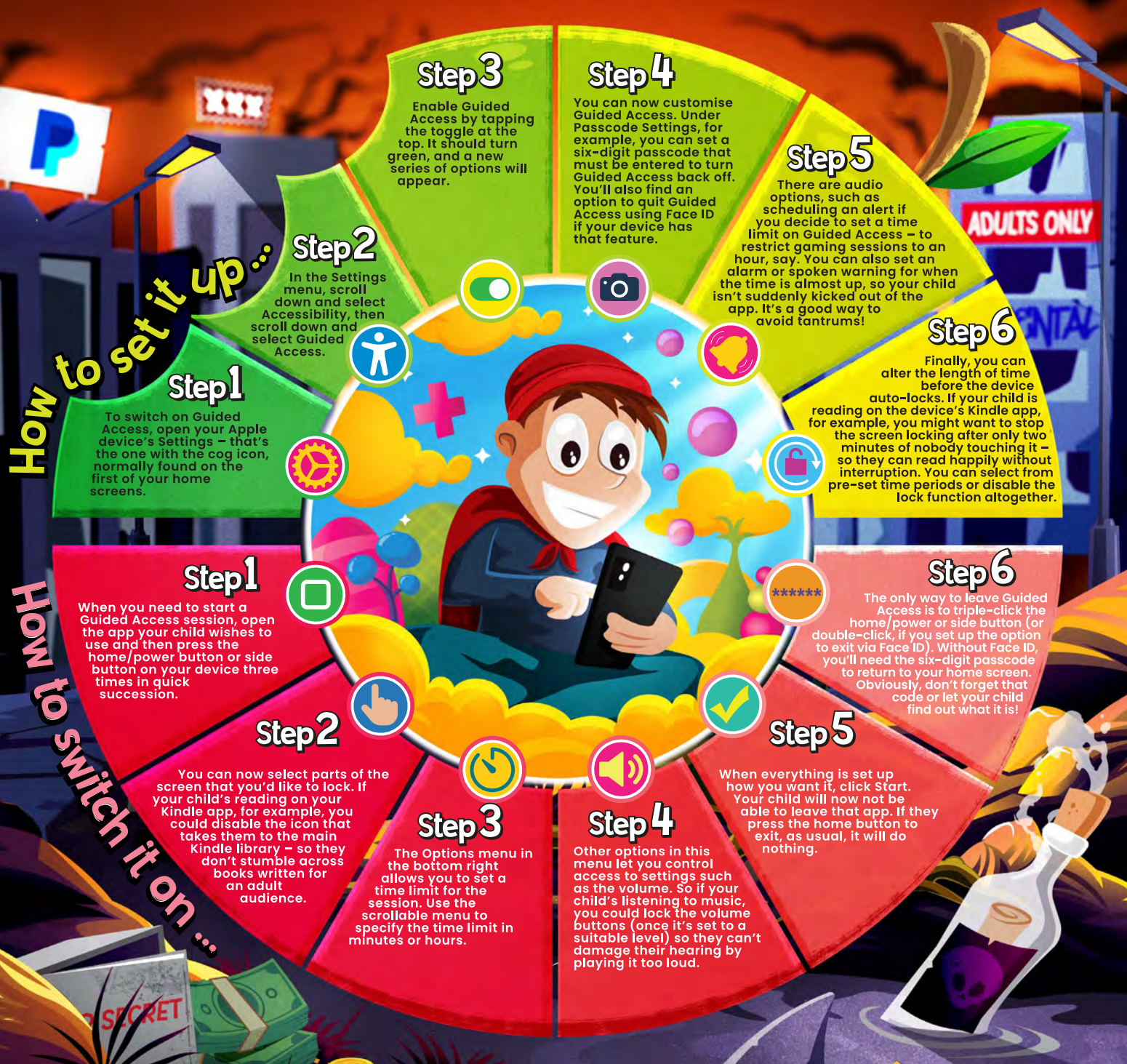
I hope you enjoy our newsletter. Please keep your eye out for parental engagement events, parents evenings and our very important Christmas Fayre.

Ms Juliet Morris, Head of School

What Parents and Carers Need to Know about APPLE GUIDED ACCESS

iPhones and iPads don't offer separate user accounts. So when you hand your Apple device to a child to play a game or watch a video, you're also handing them access to your email, the web, messaging and numerous other apps through which they could accidentally do something regrettable.

Apple Guided Access solves this potential problem by letting you restrict the iPhone or iPad to one particular app whenever your child uses the device. If they try and leave that app, they will be asked for a password or Face ID, meaning they can't access anything they shouldn't elsewhere on the device. Here, we show you how to find and set up the Guided Access feature, so you can confidently let your child borrow your iPhone or iPad.



Meet Our Expert

Barry Collins has been a technology journalist and editor for more than 20 years, working for titles such as the *Sunday Times*, *Which?*, *PC Pro* and *Computeractive*. He's appeared regularly as a technology pundit on television and radio, including on *Newsnight*, *Radio 5 Live* and the *ITV News at Ten*. He has two children and has writes regularly about internet safety issues.



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SOURCES: <https://support.apple.com/en-gb/HT202612>



www.nationalonlinesafety.com



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Year 7 Open Evening

Thank you to all the families who joined us for the Year 7 Open Evening on Wednesday 13th October. It was lovely to welcome you into school and celebrate the fantastic start our newest students have made at Cleeve Meadow! We hope you enjoyed seeing what your young person has been learning about and exploring their brand new school! Thank you to Mrs Nobbs for organising the evening and to all the staff for providing information, resources and books on their subject stalls.



A big well done to all the Year 7s for their efforts during the first half term of the school year - in lessons, working hard and trying their best, at break times, developing friendships and showing what good teammates they are and at home, with their engagement in homework and reading. They have really impressed us! Year 7, keep up the good work!

Mrs Southby

Football Club / Enrichment Program

As part of our enrichment program, we are having football club sessions from Charlton FC professionals at Cleeve Meadow School. How cool is that!

They are coming to school to train our students as if they are professional football players. The pupils are enjoying their time because quite a lot of them are actually supporters of Charlton FC (sorry for the supporters of the rival local teams).

Billy and Joe have helped our students to understand the dynamics of the game, how to read the pitch and anticipate what is going to happen next as well as being a team player for one another.

We are keen on keeping these sessions on as long as possible so that our young people will make the most of their school time and understand the school is not just for lessons but for community, self-growth and fun.



Enrichment

This term each student has participated in a weekly enrichment activity of their choice. This gives students an opportunity to develop their wider skills and really shine whilst pursuing an activity they have an interest in.

Students can choose between Media, Gardening, Football, Dance, Arts and Crafts as well as Games (such as Chess) and Lego. This term the enrichment activities have linked in with the school's Skills Builder program, providing students with further opportunities to develop their speaking skills. In football sessions students have participated in sessions led by coaches from Charlton Athletic Football Club.

In Arts and Crafts students decorated pumpkins in preparation for Halloween. In Dance students worked hard on preparing their Halloween routine which they performed in front of the whole school.

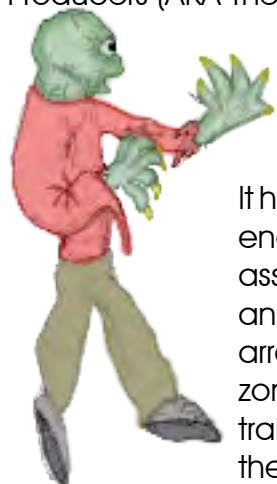
Enrichment has really enriched all our lives this half-term. Watch this space for more celebration of Cleeve Meadow talent!



Sharks vs Zombies!

The students who chose to do Media for their Enrichment Activity discussed many different topics for their final project (podcasts, information videos etc) but opted to record a trailer for an epic movie idea - Sharks vs Zombies!

The students have had to be involved with every aspect of the production, from providing Mr Mountain with their script ideas to write up, to learning how to do character design, animation, scene framing, audio dubbing and directing. They have also carried out research to help them modify certain script ideas after receiving "Production Notes" from the Executive Producers (AKA The SLT!)



All the students have had a turn using high spec equipment to record the various scenes on and learning the basics of the Adobe Creative Suite to carry out the editing and animation.

It has to be said that the students have been absolutely engaged and enthused about the production, assigning themselves roles that suit their personalities and adapting to change. They even managed to arrange for Ms Morris to record a cameo role as a zombie. Will our ruthless editors include her in the final trailer (or will her Oscar worthy performance be left on the cutting room floor...)



Zombie designs by Logan



Speech and Language Classroom Interventions

This half term, the focus of the targeted 'Speech and Language Classroom Intervention' has been the importance of active listening and developing the ability to actively seek clarification/ask for help when a task is not understood.

The aim of the sessions was for the students to be able to define the difference between just 'listening' (whereby the individual hears sounds within the environment) and 'actively listening' (whereby the individual pays attention to specific sounds, taking in information the sounds provides). It also aimed to help each member consider when it is appropriate to just 'listen' (e.g. on a busy bus where other commuters are chatting/traffic is going past) and when it is crucial that they 'actively listen' (e.g. to their teachers in class when they are giving instructions/explaining new information).



The sessions then provided each member with advice, support and a safe environment to practice using techniques and skills that will support their active listening (e.g. using 'good listening' skills such as facing the person who is speaking, not fidgeting, making eye contact, using appropriate facial expressions and seeking clarification).

Within the sessions, the students were supported to recognise when they are unsure, have not understood or are not able to carry out a task or demand. The students then explored possible reasons as to why they had not understood and began to develop specific clarification strategies to seek support. This aimed to increase their confidence to ask for help within a variety of situations and, hence, increase their independence within learning and speaking situations.



By highlighting the definition of active listening, when and where it should happen and how it can be made easier, the sessions aimed to support the students' attention and listening skills within the classroom (and other communicative opportunities) to support their understanding and learning potential.



Ms C Mills

It's Good to Grow

from **Morrisons**

Help us get
FREE gardening
equipment
for our school



Wheelbarrows



Plant Pots



Watering Cans



Trowels
& Spades



Aprons



Seeds



Download the MyMorrisons app today
and start collecting **Grow Tokens** for our school



This year our school has made the decision to work towards Eco-Schools Green Flag accreditation (see www.eco-schools.org.uk for more information).

Eco-Schools began in 1994 and is the largest educational programme on the planet (there are currently 70 countries delivering the Eco-Schools programme around the world), in England it is operated by the environmental charity Keep Britain Tidy. The Eco-Schools programme focuses on empowering young people to lead environmental education and action. It does this by providing a simple, seven-step framework that gives students a voice, which allows them to plan and implement environmental projects in their school, local community and beyond.

There are multiple reasons we have decided to embark on the journey to Eco-Schools Green Flag. Firstly, our planet (and all life on it) is already beginning to feel the catastrophic effects of climate change, plastic pollution, biodiversity loss and a myriad of other environmental challenges. In our school we don't want our student-body to avoid, ignore, shy-away or cower from these challenges, this will not help. Instead, we want to openly discuss the problems we all face and tackle them head-on together. Through this approach, we hope to make a positive difference now, whilst empowering our students with the knowledge and skills they need to continue making a positive difference as they grow to become leaders, decision-makers and educators themselves.

Alongside benefitting our planet, participation in the Eco-Schools programme will also benefit our school and its students. Independent research has found that student participation in the Eco-Schools programme leads to: increased confidence, development of leadership skills, improved behaviour and greater motivation – all of which are important life-skills our learners will need when they move on to further education or employment. It is also proven that Eco-Schools consume less water, use less energy and produce less waste, creating financial savings which can then be spent on additional educational resources.

You may be reading this and wondering, 'How does this impact me?' Well, our students are yet to decide on the environmental actions our school will embark on, so a detailed answer is difficult at the moment. However, over the coming months you may notice you have a son or daughter who is gradually becoming more interested in environmental issues. This interest may manifest itself in anything from an increased willingness to watch the news to suggestions on how they can reduce, reuse and recycle at home. And whilst, as mentioned, it is impossible for us to say exactly how the programme will impact you, we are definitely able to say that our school is doing its very best to protect our planet, so your child can have the best possible future.

I hope you're as excited about our Eco-Schools journey as everyone at school is - if you would like to find out more, or get involved, please feel free to contact me.

Mrs E Southby, Eco-Coordinator

Bicycle Workshops

This term, Mr Greenwood an experienced Primary School teacher and bicycle maintenance expert has set up a weekly bicycle workshop for students at Cleeve Meadow School.

- Students are working in groups of up to four students to learn how to strip back, refurbish and re-build old and broken bicycles.
- Students are learning about the various parts of the bikes, what order to approach the repairs in and the best tools for the job.

When we have a few bicycles that are ready to go, we will be contacting local charities and families to find out where best to send them. This workshop will help students to prepare for the world of work and make links with the local community.





Safeguarding

Peer on Peer Issues

Sharing images

Includes:

- Sharing sexual, naked or semi-naked images or videos of themselves or others
- Sending sexually explicit messages
- Can be through mobiles, tablets, smartphones, laptops
- Can also be called 'trading nudes', 'dirties', 'pic for pic'



Everyone's Invited Ofsted Review of Peer on Peer Abuse

Over 51,060 testimonies

"So common, no point reporting it" ..

"Teachers do not know the reality of what is going on"

Nearly 90% of girls, and nearly 50% of boys, said being sent explicit pictures or videos of things they did not want to see happens a lot or sometimes to them or their peers. 92% of girls, and 74% of boys, said sexist name-calling happens a lot or sometimes to them or their peers. 54% of those aged 16 and above and 40% of 13- to 15-year-olds said unwanted touching occurred a lot or sometimes

Peer on Peer Abuse (child on child)

Peer on Peer Abuse is most likely to include, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse
- sexual violence such as rape, assault by penetration and sexual assault.
- sexual harassment such as sexual comments, remarks, jokes and online harassment.
- causing someone to engage in sexual activity without consent (e.g. forcing someone to strip, touch themselves sexually or engage in sexual activity with a third party)
- consensual and non-consensual sharing of nudes and semi nude images and or videos (also known as sexting or youth produced sexual imagery)
- initiation or hazing type violence and rituals (harassment, abuse or humiliation as a way of initiating a person into a group and may have an online element)
- Upskirting

Cleeve Meadow will....

make it clear that peer-on-peer abuse, sexual violence and harassment is not acceptable, will not be tolerated and is not an inevitable part of growing up, not tolerate or dismiss it as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys', challenge behaviours such as grabbing bottoms, lifting up skirts etc. in an age appropriate way

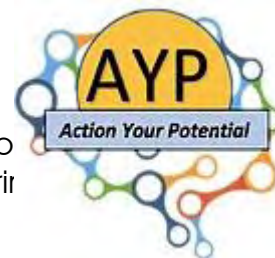
Not responding, risks normalising these behaviours



Dear Parents and Carers,

Term 2 #NeuroNinja Parent & Carer Webinars: Join Our Anxiety Masterclass

As part of our series of parent and carer webinars, using neuroscience and psychology to give us deeper insights into our daily lived experience in our amazing brains we're bringing you an Anxiety Masterclass in Term 2.



The programme uses materials that are already changing students and parents and carers lives. Our aim is to help you and your children see anxiety for what it is and then to offer you daily behaviour solutions to begin to manage and eventually challenge the anxiety. The message from neuroscience is clear, we can change our brains through changing our daily behaviours and building growth-affirming beliefs to support this process. Details of the course are below:

Dates and Times	Session Goals
Wed 1 December 8 – 8:45pm	We'll explore: <i>how the brain can move down many different paths to end up with an amplified and mis-calibrated anxiety response; What we can do to build our response to anxiety and eventually challenge it.</i>
Thu 2 December 8 – 8:45pm	We'll explore: How our brain makes predictions to manage its way through the world and how debilitating or amplified anxiety are mis-calibrated predictions which we can re-calibrate over time.
Wed 8 December 8 – 8:45pm	Building A Future Hero: Strategies to Build Back Better from Anxiety and Grow a New Response (1)
Wed 9 December 8 – 8:45pm	Building A Future Hero: Strategies to Build Back Better from Anxiety and Grow a New Response (2)

Parents and carers in subscribing schools can sign up at [this Zoom link](#). AYP takes your privacy very seriously ([our GDPR policy is here](#)), we will only use these data to contact you about these sessions.

For parents and carers interested we're offering 1:1 appointment in the aftermath of the course to help you apply the learning to your child's daily experience. Just email Andrew at andrewwright@aypuk.com to arrange a follow-up session when the course is completed.

Any questions just get in touch. Looking forward to supporting you and your child to learn about, understand and then develop new daily behaviours to change the relationship between anxiety and our responses.

In the week of World Mental Health Awareness Day we have made a new video for all of our subscribers on responding to one of the most common and difficult mental health challenges. Find that video [here](#).

Yours sincerely

Andrew Wright

NEURO NINJA



Anxiety Masterclass

4 Webinars – 8pm-8.45pm

Wed 1st Dec – The neuroscience and psychology of anxiety

Thu 2nd Dec – Living in a negatively biased mind

Wed 8th Dec – Strategies to grow new responses (1)

Thu 9th Dec – Strategies to grow new responses (2)

A photograph of a person with long, light-colored hair, wearing a blue sweater, covering their face with their hands in a gesture of distress or anxiety. The image is partially obscured by the text overlay on the left.

BUG HOTEL



In their current Design Technology project our energetic Year 8 students have researched and sketched some amazing ideas for their Bug Hotel. And on a recent school trip to the Bluewater Nature Trail they laughed and learned about the possible insects that could make their future bug hotel outcomes their home.

Design Technology is a school subject offered at all levels of secondary school. It is taught so children have the opportunity to develop a range of designing skills and technology skills for example, using media to design their project and a saw to cut different materials that include wood, plastic and metal.

"We should build a bug mansion in school, using bricks and straw". Sonny. What an amazing idea!

HOME COOKING SKILLS

Our wonderfully talented and enthusiastic Year 10 Home Cooking Skills students have surpassed all of our expectations in their attitude towards preparing, cooking and tasting a range of healthy breakfasts. To date they have prepared a range of meals that include scrambled eggs, fried egg on toast, boiled egg with soldiers and a bacon sandwich.

The aim of the course is to encourage our students to choose and use a range of kitchen equipment correctly and safely. Plus, to source, prepare, cook and taste a wide variety of ingredients linked to a balanced and healthy diet. Furthermore, using minimal ingredients, they can cook at home and share the skills they have learned with their families.

Everyone is excited for the next term when we will begin to research healthy snacks, lunch, dinner and supper recipes for all the family.



National
POETRY
Day 7 October
2021



Poetry SLAM 2021!!

We have been reading, writing, learning and performing poems this term. We celebrated National Poetry Day on the 7th October with pupils and staff sharing some of their favourite writing. Throughout the term we have enjoyed prize winning collections and verse novels by some of the best poets living and working in the UK today.



We held the first **Cleeve Meadow Poetry SLAM!** in the last week of term, getting together in the hall as a school to celebrate the power of the spoken word and share some of our fantastic writing, performances, films and audio. We certainly have some great writers and performers in the making!! Please have a read of the winning poems from each year group.

In fact we have so much good work that we will be collecting the best poems together and will publish our very own book. Look out for **Meadow Songs 21!** Coming soon. Boom!

Mr Harris. Assistant Head Teacher

I am

I am London when I'm happy at night.
I am Battersea when I'm stressed.
I am Kew Gardens when I'm calm.
I am Hastings when I'm excited.
I am Windermere when I'm bored.
I am Albany Park when I'm sad.
I am Sidcup when I'm sick.
I am Orpington when I'm ok.
I am Nine Elms when I'm Tired.
I am Crayford when I'm proud.
I am North Greenwich when I'm crying.

Zachary, Year 7



Logan, how was your day?

Brain say something.....come on.

Well, well, well look who came running back I guess
you still don't need help with your maths homework.

No I don't!! I want you to say something. Help me out.

Ha ha in your dreams

A you can do it yourself, B I don't really care and C
when you get shouted at...I get shouted at.

Not my problem Brain.

Well it's about to be yours.

Logan HOW WAS YOUR DAY !!!!!

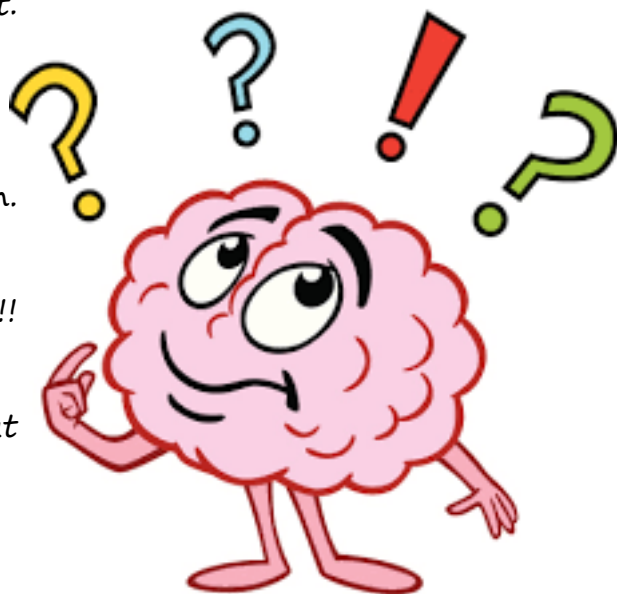


a
rock.

like

And just like that
I fly like a butterfly
and fall

OH NOOoo!!



Logan, Year 8

FIRST DAY

I WAS VERY EXCITED TO START MY
NEW SCHOOL
EXCITED AND NERVOUS.
NOT KNOWING WHAT TO EXPECT
MADE ME ANXIOUS
EXCITED AND WORRIED.
MEETING ALL THE NEW CHILDREN
WAS FUN.
THERE WAS LOTS OF NOISE.
MY NEW TEACHERS WERE KIND.
THIS MADE ME HAPPY.
LET THE JOURNEY COMMENCE.



Isabelle, Year 9

Falling Feathers

*Shimmer, Shimmer, falling feather,
How I watch you flutter by!
Up and over the world so high,
How I love to watch you as you fly.*

*When the falling feather is gone,
I listen out for your silent song,
Always wish upon a falling feather.
Your wishes may come true,
And last forever.*

Year 10 Student

Wellbeing

Wellbeing with
Mrs Hughes



Although the half term is a time to relax and have fun together as a family, often the pressure of financial worries, unstructured days, bad weather and managing your child's disability can lead to further stress and anxiety for everyone.

Here is a reminder of some important mental health contacts and links to services that will be operating over the holidays and at any time should you need any support or advice.

Stay safe everyone!

<https://youngminds.org.uk>

Brilliant website for young people and those who support young people experiencing mental health concerns. Lots of advice and guidance relating to lockdown and managing anxiety around Covid-19

<https://nopanic.org.uk/>

No Panic supports those who experience panic attacks OCD, Phobias and other related anxiety disorders.

<https://mindinbexley.org.uk/>

Local support for those living with mental health conditions. Over 18's service, for children and young people look at the young minds website.

<https://www.bexleyvoice.org.uk>

Check out Bexley voice for mental health support groups including (Crisis Café 6pm-10-pm) and Tea and Talk workshops for parents/carers of children with special needs.

<https://www.samaritans.org/branches/bexley/>

24 hour advice and support if you need to talk. Someone will always listen.

<https://www.papyrus-uk.org/>

Offer support for young people or for anyone worried about a young person who may be thinking about suicide

www.childline.org

24-hour helpline 0800 1111 support for under 19's call, email or chat online for any concerns.

www.bexleydomesticabuseservices.org.uk

Support affected by those experiencing domestic abuse.



Please check out the below link to access information about the brilliant Slade Green Food Bank organisation which enables families to a range of services including toy and clothes swaps as well as essential food provision for people living and working within the Bexley and Kent area.

www.sladegreenfoodbank.com



Cleeve Meadow School

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