



### Message from the Head of School

It was a sad start to 2022, our doors had to remain closed to external visitors and events were moved online. The year started quietly and teachers and students settled quickly down to work in January on their return from the holiday. Stories were told of Christmases cancelled and relatives not seen. The complex difficulties that the Corona virus has presented us even from the first year of school opening have impacted us in so many different ways. I would like to extend my thanks to all of the staff that have continued to go the extra mile to ensure that the students experience a consistent school environment with supportive and happy staff. I would also like to thank all of our families and their supportive and responsible approach to testing their children and working with us to keep infection rates within the school low. We are a community like no other!

Despite the quiet start to the school year, we have been putting plans in place to explore the theme of leadership through our Skills Builder program. We are focusing on our student responsibility areas within the school and how students can lead change for the good. Using Greta Thurnburg as inspiration, I am delighted to see that our Eco reps and Mrs Southby are busy putting in place plans to develop our Eco profile and we are all excited about the fruit trees that the students have planted on our school grounds. Students will be able to enjoy not only plums and apples straight from the tree, but spring days full of blossom!

Mrs Nobbs arranged an excellent Skills Builder day that focused on teamwork, creativity and leadership. More to follow on that topic in this newsletter. Mr Coulter who is in charge of our enrichment program is busy planning an Easter event led by students to which parents will be invited. Our school council group gladly accepted Albie Sargent as lead council member for the next few meetings. Albie has a lot of ideas and a lot to say (particularly about Charlton FC). His positivity will be put to good use in planning the weeks ahead.

I am absolutely delighted to inform parents that the school has been awarded the **Schools Mental Health Award- Silver Status** from Leeds Beckett University. We have been informed that it is exceptional for a school to achieve silver status in their first application - further details can be found [here](#).

I would like to extend a huge thank you to Mrs Smith our deputy headteacher for ensuring the development of a huge range of approaches towards supporting our student's mental health and to Mrs Hughes for the rich and knowledgeable support she brings through her work with students, families and theatre (check out <https://www.bespoketheatre.com/>).

**Ms Juliet Morris, Head of School**



**HOT OFF THE PRESS!**



**Winner of the excellent attendance Prize Draw is Zachary in 7R!**



## What Parents & Carers Need to Know about

# YOUTUBE

YouTube is a video-sharing social media platform that allows billions of people around the world to watch, share and upload their own videos with a vast range of content – including sport, entertainment, education and lots more. It's a superb space for people to consume content that they're interested in. As a result, this astronomically popular platform has had a huge social impact: influencing online culture on a global scale and creating new celebrities.

### INAPPROPRIATE CONTENT

YouTube is free and can be accessed via numerous devices, even without creating a YouTube account. Some content is flagged as 'age-restricted' (requiring the user to be logged into an account with a verified age of 18), but children can still view some mildly inappropriate material. This can include profanity and violence, which some young users may find upsetting.

### CONNECT WITH STRANGERS

YouTube is a social media platform which allows people to interact with other (usually unknown) users. Account holders can leave comments on any video they have access to, as well as messaging other users directly. Connecting with strangers online, of course, can potentially lead to children being exposed to adult language, to cyberbullying and even to encountering online predators.

### SUGGESTED CONTENT

YouTube recommends videos related to what the user has previously watched on their account, aiming to provide content that will interest them. This is intended to be helpful but can also lead to binge-watching and the risk of screen addiction, especially if 'auto-play' is activated. Users without an account are shown popular videos from the last 24 hours, which might not always be suitable for children.

### HIGH VISIBILITY

Content creators can also be put at risk – especially young ones who try to make their online presence as visible as possible. Creating and uploading content exposes children to potential harassment and toxicity from the comments section, along with the possibility of direct messaging from strangers. Videos posted publicly can be watched by anyone in the world.

### TRENDS AND CHALLENGES

YouTube is teeming with trends, challenges and memes that are fun to watch and join in with. Children often find these immensely entertaining and might want to try them out. Most challenges tend to be safe, but many others may harm children through either watching or copying. The painful 'salt and ice challenge', which can cause injuries very quickly, is just one of many such examples.

### SNEAKY SCAMMERS

Popular YouTube channels regularly have scammers posing as a well-known influencer in the comments section, attempting to lure users into clicking on their phishing links. Scammers impersonate YouTubers by adopting their names and profile images, and sometimes offer cash gifts or 'get rich quick' schemes. Children may not realise that these users are not who they claim to be.

## Advice for Parents & Carers

### APPLY RESTRICTED MODE

Restricted Mode is an optional setting that prevents YouTube from showing inappropriate content (such as drug and alcohol abuse, graphic violence and sexual situations) to underage viewers. To prevent your child from changing across age-inappropriate content on the platform, we would recommend enabling Restricted Mode on each device that your child uses to access YouTube.



### TRY GOOGLE FAMILY

Creating a Google Family account allows you to monitor what your child is watching, uploading and sharing with other users. It will also display their recently watched videos, searches and recommended videos. In general, a Google Family account gives you an oversight of how your child is using sites like YouTube and helps you ensure they are only accessing appropriate content.

### CHECK PRIVACY SETTINGS

YouTube gives users the option of uploading videos as 'private' or 'unlisted' – so they could be shared exclusively with family and friends, for example. Comments on videos can also be disabled and channels that your child is subscribed to can be hidden. If your child is only uploading videos that are protected as 'private', they are far less likely to receive direct messages from strangers.

### CHECK OTHER PLATFORMS

Influential content creators usually have other social media accounts which they encourage their fans to follow. Having an open discussion about this with your child makes it easier to find out how else they might be following a particular creator online. It also opens up avenues for you to check out that creator's other channels to see what type of content your child is being exposed to.

### MONITOR ENGAGEMENT

YouTube is the online viewing platform of choice for billions of people, many of them children. Younger children will watch different content to older ones, of course, and react to content differently. You may want to keep an eye on how your child interacts with content on YouTube – and, if applicable, with content creators – to understand the types of videos they are interested in.

### LIMIT SPENDING

Although YouTube is free, it does offer some in-app purchases: users can rent and buy TV shows and movies to watch, for example. If you're not comfortable with your child purchasing content online, limit their access to your bank cards and online payment methods. Many parents have discovered to their cost that a child happily devouring a paid-for series quickly leads to an unexpected bill!

### Meet Our Expert

Clare Godwin (a.k.a. Lunawolf) has worked as an editor and journalist in the gaming industry since 2015, providing websites with event coverage, reviews and gaming guides. She is the owner of Lunawolf Gaming and is currently working on various gaming-related projects including game development and writing non-fiction books.



**National Online Safety**  
#WakeUpWednesday

## Mrs Nobbs, Key Stage 3 Lead

As part of my role as Key stage 3 lead, I have spent time this half term developing clear vision statements to demonstrate the learning journey the students undertake through Key Stage 3.

### Key stage 3 vision

- In key stage 3 students will develop a positive attitude and outlook to their learning, to help them develop confidence and ambitious aspirations for their future. Through the curriculum, and therapeutic interventions, including sensory profile, speech and language and occupational therapy students will learn how to self regulate and develop resilience towards challenges they may face. They will have a sense of belonging to the school and the wider community, through the student responsibility programme and life skills sessions, which will help instil a sense of purpose and ownership to their own and other people's learning.

### Year 7 vision

- By the end of year 7 students are fully settled and integrated into Cleeve Meadow whereby they will be following the school behaviour models, understand and follow the school routines and sensory interventions, making them psychologically secure.

### Year 8 vision

- By the end of year 8 students will be developing independence and understanding their role as citizens around the school and in the local community and developing their resilience and character in their learning and relationships with staff and peers. They will take on an active role in school life through their student responsibility areas as well as buddying the year 7 students.

### Year 9 vision

- By the end of year 9 students will have taken a leading role in school life, be prepared for their KS4 journey and have a clear pathway and plan for the next step in their learning journey.

### Mrs Nobbs, KS3 Lead

[helen.nobbs@cleevemeadow-tkat.org](mailto:helen.nobbs@cleevemeadow-tkat.org)







Cleeve Meadow's students continue to work with coaches from the Charlton Athletic Community Trust. During weekly lunchtime and enrichment sessions students take part in training drills, practice matches and think about how important it is to work as a team.

Charlton Athletic Community Trust has also donated match tickets to enable some students attend professional games with their families at Charlton Athletic.

Recently Cleeve Meadow's football club participated in a 6 a side school football tournament at Charlton's training ground. Students really enjoyed the tournament and put all their practice to good use. It was amazing to see how all students gave their full effort, really worked together and treated their opponents respectfully. One of Cleeve Meadow's teams actually won all of their matches. All students who took part were delighted to receive a Charlton football shirt and are keen to take part in future tournaments.



## CHARLTON ATHLETIC ABILITY COUNTS FOOTBALL CLUB

Charlton Athletic Training Ground  
239a -241 Footscray Rd, London SE9 2EL

## PLAYERS WANTED

CAACFC are looking for players, Boys and Girls, aged 8 to 15 years old with Special Needs or Disabilities. We are looking for players of all abilities to join our Football Teams.

If you are interested in joining or would like more information please contact the club on [CAACFC.info@gmail.com](mailto:CAACFC.info@gmail.com)



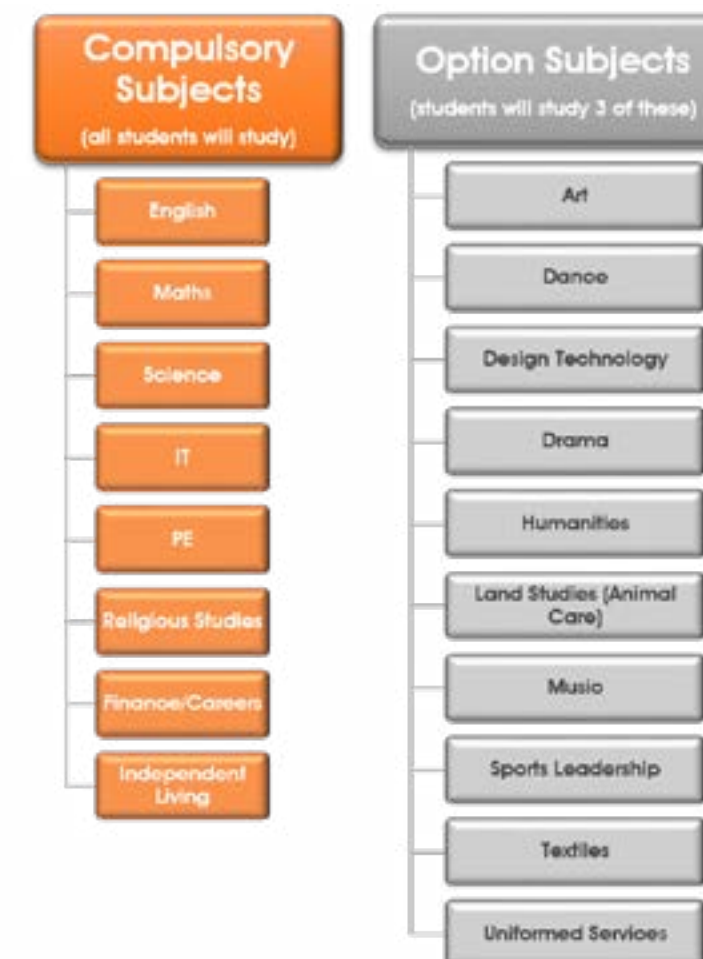
## The Year 9 Options Process

As we approach the half-term it is time to start thinking about the Options process for Year 9 students. In Year 10, students at Cleeve Meadow will get to choose 3 subjects from a list of 10. These subjects are in addition to the compulsory subjects of English, Maths, Science, IT, PE, RE, Finance/Careers and Independent Living.

Year 9 students and families will be receiving a link to the dedicated Options Site where you can take your time and view the details of the courses on offer, including exam specifications, and submit your choices. Students will be asked to pick their top 3 options as well as 2 reserve subjects.

If you need further information please do not hesitate to contact the subject leads or myself via email.

**Mr P Mansbridge, Head of KS4 & Qualifications**  
[paul.mansbridge@cleevemeadow-tkat.org](mailto:paul.mansbridge@cleevemeadow-tkat.org)



## After school drama club

Dear Parents and Carers,

Just to let you know that I am planning to run an after school drama club for Cleeve Meadow School after half term.

In drama club we will be looking at

- Self-esteem and social Skills
- Drama games
- Character work
- Role play

And the plan is to put on a short performance for other students later in the year.

There are spaces for 8 students and will be allocated on a first come first served basis. Letters will be sent out after half term with details of times and dates and students can sign up if they are interested.

We plan to have lots of fun.

I look forward to creating amazing theatre with the students.

**Mrs Hughes, Welling Lead**





Happy reading over the half term and please look out for the Spring challenge commencing over the Easter break.

A large, ornate silver trophy with a green ribbon bow, sitting on a black base. The trophy has a circular emblem on top featuring a cartoon character and the text 'WORLD CHAMPION'.



**Megan, Yr7 - Bronze Reading Award**



EmpathyLab has produced a [Read for Empathy Book Collection](#), with accompanying [Read for Empathy Book Guides](#), annually since 2017.

The guides are for both parents and teachers, and are split between **primary (4-11 year olds)** and **secondary (11-16 year olds)**, chosen by a panel of judges. Our judges are always a group of national experts and grassroots practitioners from schools, public libraries and organisations including Amnesty, the School Library Association and the Centre for Literacy in Primary Education

Look out for more news about National Empathy Day at Cleeve Meadow School in the summer.



**Paul Harris, Assistant Head Teacher (English Lead)**





# Arts & Crafts Club

This half term in the Art and Craft club the students are celebrating the new year by keeping organised with School made calendars of their very own for 2022. As usual they brought their enthusiasm and energy to the project to create these eye-catching beauties!

They used different colour paints and a technique called Pointillism which is a technique of painting in which small, distinct dots of colour are applied in patterns to form a larger image.

They were very excited to use the laminator for the first time preserving their work for future generations to see...or at least you parents.

Mrs K Hurmiz, TA



# Media Club

The Media Club Students have been working hard to learn new skills this term, working in Adobe Premier Pro and AfterShock to make their own Green Screen videos. If you visit the **club page** on the website you can see some examples of their work.

Their next challenge will be to learn how to create animations using the new electronic drawing tablets and Adobe Photoshop Pro.

Mr Mountain, TA



# English News

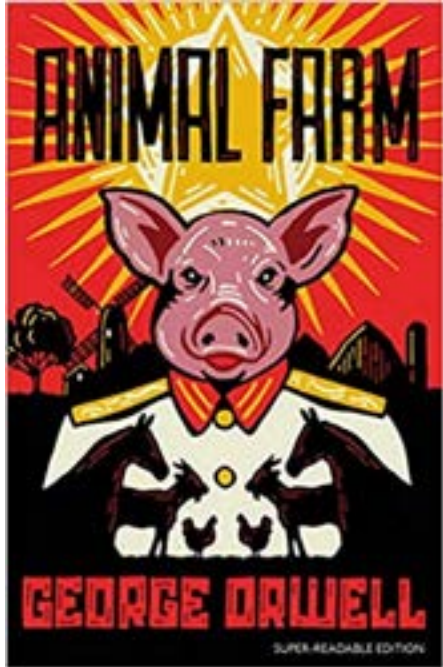
**Year 7** have been reading and writing instructions, researching and writing reports ready to make into presentations to share in class in the last week of term. Ask them if they can tell you how to make a sandwich?

In **Year 8** we have been learning about biographies. Thinking about the lives of people we admire. Writing some examples of our own and looking at a biography about Greta Thunberg - the person who gives their name to one of our year form groups. Who is your inspirational person?



**Year 9** have been studying Animal Farm and making some great links with their History learning too. Are all animals equal?

**Year 10** have been working as detectives, looking for clues in examples of writing and solving some mysteries along the way.



Autistic Inclusive Meets

SATURDAY

GROUP

1st and 3rd Saturday of the month 7-9pm

AGES 9-17

PARENTS AND CARERS REQUIRED TO STAY.

Woolwich common youth club, Nightingale Place, Woolwich SE18 4HE

Masks to be worn unless exempt £2.50 per attendee

Booking essential here: autisticinclusivemeets@gmail.com



# TASKMASTER



On 25th January all students had a day off timetable in order to complete a Taskmaster Skills builder day. Our Skillsbuilder theme for this term is leadership, so all the activities were based around developing this skill and all students had the opportunity to take a lead on one of the activities be a leader of their small group.

The activities included using a cardboard box in the most creative way possible. This resulted in some wonderful creations, including robot heads, a dog bed, and even a whole bathroom suite and accessories!

The next task was to create a house out of paper - which the students thought sounded easy..... Until they were told they could only use 2 sheets of paper, 2 paper clips, 2 elastic bands and 2 small bits of blu tack - no scissors, glue or pens allowed! The students rose to the challenge, and there were some fantastic creations. The students were then set the task of writing a short story about their house in their groups - and we saw some amazing literacy skills emerge.

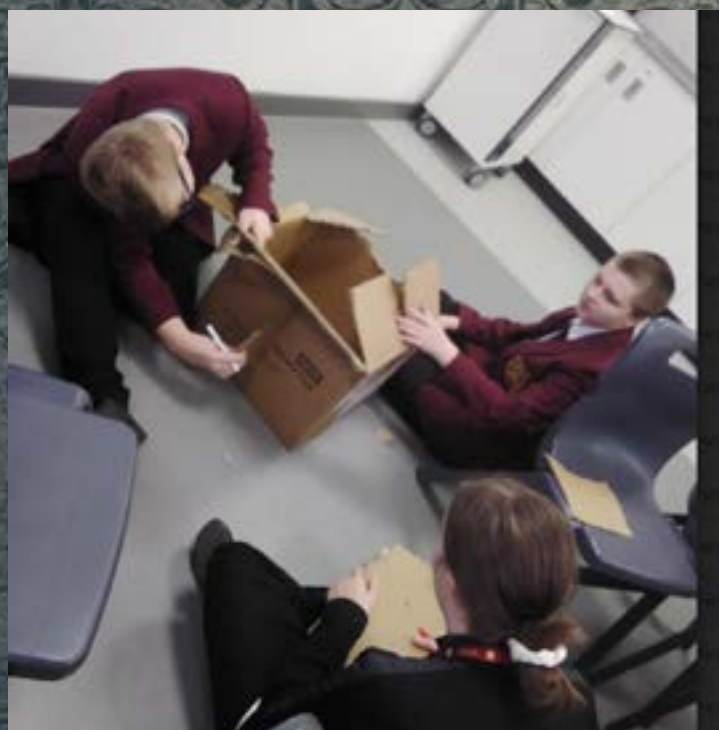
The following task was a collaborative drawing, where all the students in the group had to create one large drawing based on a theme - we saw some really brilliant artistic skills, as well as some very well developed leadership skills, with the group leaders ensuring everyone was on task and keeping to the brief.

The final challenge was an obstacle course, with a difference- the person completing the obstacle course was blindfolded! Their leader had to give instructions to help them make their way around the course. This made the students really have to stop and think about the instructions they were giving to keep their partner on track .

All students really enjoyed the day, and it was wonderful to see their confidence develop in their leadership skills.



**Mrs Nobbs, Key Stage 3 Lead**





# Update from the Eco-Committee

We have been completing an Environmental Review of our school, as part of our work in becoming an Eco-School. It's been fantastic to recognise all the good work we're doing so far, while highlighting a few areas in which we can be even more eco-friendly too!

What Cleeve Meadow is already doing:

- In DT, built the Cleeve Meadow Bug Mansion
- Developed our wildlife area including planting our new fruit trees
- The school building is energy efficient... it has solar panels on the roof to produce renewable energy and motion sensor lights turn off when they aren't being used
- The gardening club grow fruit and vegetables which are used in lessons
- Most students have a reusable water bottle
- The site team try to use environmentally friendly cleaning products
- We encourage staff and students to cycle and make use of our secure bicycle store
- We share travel to school by using the buses
- We have signed up to the Big Battery Hunt to recycle used batteries
- Taken part in the RSPB Big Schools Birdwatch
- Working with Bexley Council to acquire recycling bins for school

Some top tips for things you can do to at home:

- Start collecting used batteries to recycle - use the Battery Hunt collection box!
- Ensure you sort and recycle your waste at home
- Have a reusable water bottle, rather than buying single use plastics
- Consider buying clothes, books and toys from charity shops or swap with friends
- Donate your old things to charity or give to siblings and friends instead of throwing them away
- Turn off appliances and lights when you aren't using them - don't just leave them on stand-by!
- Try walking a short journey instead of driving
- If you have a garden, leave out some tasty treats for the birds or plant some wild flowers to encourage bees to visit

We'd love to hear what you're doing! Good luck!

Mrs Southby and the Eco-reps





giving nature a home

Big Schools' Birdwatch 2022

This is to certify that

Cleeve Meadow School

took part in Big Schools' Birdwatch 2022

signed



Rachael White

Big Schools' Birdwatch Coordinator



The RSPB is a registered charity in England and Wales 207076, in Scotland SC037854, 327,0513-20-21. Blue tit by @seashellzoo.com

www.eco-schools.org.uk

# Japan Club

Students attending the lunchtime Japan club have been putting their brains to use learning a whole new alphabet and how to introduce themselves in Japanese. Students have learnt a little bit about the ancient art of Japanese Calligraphy and how to make their names into artworks using Hiragana (Japanese letters) and traditional ink writing techniques.

Students have also learnt how to introduce themselves in Japanese, why don't you see if you can have a go?

- **Konichi wa-** Good afternoon
- **O genki desu ka?** How are you?
- **Genki desu.** I am well
- **Anatano namai wa nan desu ka?** What is your name
- **Watashino namai wa** ..... desu.  
My name is.....



# Dungeons & Dragons Club

Dungeons and Dragons is a group Role Play Game (RPG) played completely through imagination and communication with your fellow adventurers. It encourages and enhances teamwork, social, speech and language skills.

We currently have 2 lunchtime DnD clubs running, one on Wednesday, Week B and one on Friday, Week A.



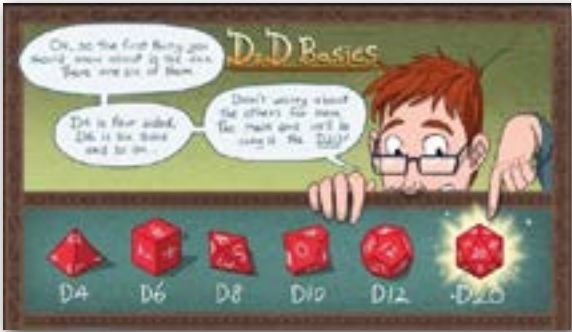
The players of the Friday Group decided they wanted to have an 'avenging' adventure against the Orphan King who is in charge of the City of Moon Lotus and, they have now discovered, responsible for everything that has gone wrong in their lives. Thrown into an arena called the 'GUILT-MUSEUM', where they must fight to prove their innocence, they are working with a lich called Glunge who has hidden a store of magical weapons so they can escape. The characters range from a dwarf bard named Cola, an elf druid called Eden, a Changeling called Eldar and a dragon-born rogue called Lukas

Meanwhile the Wednesday Group have just met up in Canopy, a community that built itself under the cover of the gigantic Haven Tree that shelters the entire town. Their quiet rest at the Green Dragon Inn was interrupted by the arrival of an injured Blacksmith named Bello who begs them for their help as a band of goblins have kidnapped his daughter and taken her to 'The Darkwood'. The players include a dragon-born ranger named Fogtail, a dragon born fighter with no name, an elf fighter named Clow and a wizard called Master Chuck.

Some have even been creating their own characters on a website called Hero Forge where we can use a 3D printer to create miniatures we can use in the game.

The way the story develops depends on their own choices and on the roll of the dice to which they add special scores from each of their own character sheets (so Maths is also involved!) - the higher the total the more likely they are to succeed. The students are having great fun and learning to explore a different and creative side of themselves.

Mr Mountain, TA and Dungeon Master





# Focus on Geography & History

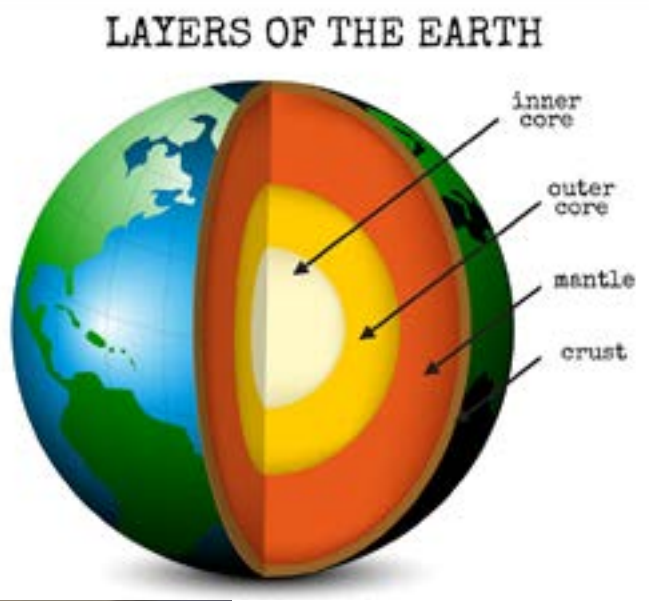
## Geography

- **Year 7s – Europe and the UK**
  - Location of Europe
  - Practising atlas skills in order to be able to find European countries and capitals
  - Location of the UK
  - Learning about the 4 countries in the UK (capitals, flags, flowers, flags, saints/patrons, anthems)
- **Year 8s – have just started the topic of 'Population'**
  - so far they have done) world population – current figure and pattern of growth
  - (next term) distribution of world population
  - Opportunities and challenges of population growth
  - Challenges of ageing population
  - Pro- and anti- natal policies
- **Year 9s – have just started the topic of 'Tectonic hazards'**
  - (so far they have done) structure of the Earth
  - (next term) plate tectonics
  - Distribution of earthquakes and volcanoes
  - Earthquakes – causes, effects, responses
  - Volcanoes – causes, effects, responses



## Geography

This term year 8 students have started the topic of Population. To understand the exponential growth of the world population, we have challenged the Indian myth about the game of chess between Lord Krishna and a wealthy king



This term year 9 students have started the topic of Tectonic Hazards. In the first few lessons we have explored the inside of our planet. We made these models to help us learn the layers of the earth.



## History

- **Year 7s – have just started the topic of 'Homes through time'**
  - (so far they have done) different types of houses in the UK
  - (next term) Explore how living conditions have developed through time (similarities and differences) and use it as a touchstone to compare different historical periods
- **Year 8s – have just started the topic of 'Industrial Revolution'**
  - (so far they have done) characteristics of domestic and factory system, factories now and then
  - (next term) child workers, growth of cities, greatest engineers and inventions
- **Year 9s – have just finished WW1**
  - (next term) WW2 – causes and consequences



# What Parents & Carers Need to Know about HORROR GAMES

Horror video games come in a such a variety that the genre can hard to define. The overlapping element is that these games are designed to scare or unsettle the player through gameplay, atmosphere, story, music, setting and 'jump scares'. The most common sub-genres are survival horror, action horror, psychological horror, jump-scare horror and reverse horror. These games originate from a range of developers, including smaller indie studios which release download-only titles (that is, they aren't physically sold in shops) and therefore aren't subject to age ratings.

## WHAT ARE THE RISKS?

### ADULT THEMES

Horror games are typically made with adults in mind, which means by definition that they often feature adult themes. Outlast, for instance, is a popular horror game series including material such as nudity and extreme sadistic violence. Other games, like Five Nights at Freddy's and its sequels, have a back-story that doesn't actually appear on screen but still hints at explicit adult themes.

### VIOLENT CONTENT

Not all horror games contain graphic violence (titles like Five Nights at Freddy's and Phasmophobia prefer a spookier, suspenseful aesthetic) but many do portray extreme brutality very realistically. Until Dawn and the hugely popular Resident Evil and Outlast franchises, for instance, feature incredibly graphic violence. The safest course of action is to thoroughly research a game in advance.

### ONLINE INTERACTION

Some horror games are played cooperatively with others online. Phasmophobia is one of the most popular titles in this category, and while it doesn't feature an excessive amount of gore, it does place a strong emphasis on online interaction – often with strangers. Dead by Daylight is another game in which frequent and prolonged online communication with other players is an advantage.

### PSYCHOLOGICAL HORROR

Rather than simply lolling on the blood and gore, psychological horror games try to scare the player through subtler mental and emotional means. For this reason, this type of game (notable examples include Alien: Isolation, The Medium and the Amnesia series) can have a longer-lasting effect on players; some occasionally 'break the fourth wall' – interacting directly with the player as if they were real.

### LONG-TERM FEAR FACTOR

Horror games are designed to be scary: most players accept this fact in advance. They can, however, include content which leaves an unwanted lasting impression. By focusing on our fears and concerns to elicit an emotional reaction, horror games can be triggering in unexpected ways for some players. It's difficult to predict when – and how – a game might have long-term effects on an individual's mental wellbeing.

## Advice for Parents & Carers

### BEWARE OF JUMP SCARES

Jump scares in video games are often no worse than they are in movies. If a young person doesn't cope well with being suddenly startled by something in a film or on TV, they probably won't be able to handle horror games featuring jump scares. Some games (such as Five Nights at Freddy's) are built entirely around this technique and aren't suitable for younger children or those who are easily frightened.

### RESEARCH THE GAME

It's best to look into a horror game thoroughly if your child expresses an interest in playing it. Many indie horror titles are download only and therefore aren't required to come with an age rating – so you'll need to do some background reading and judge the game's content for yourself. Check out the game's web pages, read any wikis about it (including fan ones) and watch videos of the gameplay.

### ENCOURAGE BREAKS

It's easy to lose track of time when gaming, and horror games are no exception. A short break every hour or so is important to rest the eyes and relieve the posture – especially if traumatic situations in the game have built up tension and stress. For horror gamers, breaks also give the added benefit of feeling more relaxed afterwards, which can mean a scarier gaming session when they resume.

### IF IN DOUBT, SWAP IT OUT

If your child finds a horror game to play, but after doing some research you decide it doesn't look like the right one for them, swap it out! There are a lot of horror titles to choose from, and some will be more appropriate than others. Work together with your child to find a suitable game for them. Remember, horror games don't have to be gore-spattered and graphic to be enjoyably scary!

### STAY RECEPTIVE

Maintaining good communication with your child is vital for safe gaming. If they see something in a horror game that disturbs them in ways they didn't expect, then they should feel comfortable opening up to you about it. Try not to simply laugh it off or make light of it, and always make time to listen. It's a useful reminder that they can talk to you about any type of problem they have in the future.

## Meet Our Expert

Claire Bodwin (a.k.a. Lunawolf) has worked as an editor and journalist in the gaming industry since 2015, providing websites with event coverage, reviews and gaming guides. She is the owner of Lunawolf Gaming and is currently working on various gaming-related projects including game development and writing non-fiction books.



**National Online Safety**  
#WakeUpWednesday



Year 10 students had some sugary fun decorating cookies for valentines day!



## Speech and Language

Within our whole school intervention programme this term, the focus is to develop the students' ability to understand narratives/stories and multi-level questioning and then to be able to generate a simple story/narrative.

This term has got off to a great start and the

students are showing a fantastic understanding.

To support your child at home this term, please visit the link below where you can view lots of tips, resources and activities to complete.

[https://www.cht.nhs.uk/fileadmin/site\\_setup/contentUploads/Services/Clinical/Children\\_s\\_Therapy\\_services/Childrens\\_Therapy/Speech\\_\\_\\_Language\\_Therapy/Narrative\\_Activity\\_Pack\\_website.pdf](https://www.cht.nhs.uk/fileadmin/site_setup/contentUploads/Services/Clinical/Children_s_Therapy_services/Childrens_Therapy/Speech___Language_Therapy/Narrative_Activity_Pack_website.pdf)



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](http://www.sladegreenfoodbank.com)





# TKAT’S VISION FOR MENTALLY HEALTHY SCHOOLS

TKAT’s culture and ethos supports the development of healthy minds and emotional wellbeing.

Our schools and communities are proactive in promotion and raising awareness of mental health and in reducing the stigma sometimes associated with it. Our schools and families work in partnership to support our children and young people to develop the necessary tools, beliefs and mindset to overcome any challenges they encounter through life’s adventures, to engage with them with positivity and optimism and embrace opportunity.

Our schools are happy, healthy places where children and staff feel safe, have the resilience to deal with setbacks and can access timely and effective support when needed.

## Child-to-Parent Abuse (PEGS)

Child to Parent Abuse is complex and misunderstood. The parent support charity, Parent Educational Growth Support (PEGS), says this is partly because it has historically been largely ignored in favour of a focus on intimate partner abuse, partly because it is drastically under-reported, and partly because there are lots of misconceptions around the subject.

Some parents may not recognise what is happening to them as abuse – but the behaviours they are experiencing are abuse, and they are not okay.

Child-to-Parent abuse can take many forms including, physical abuse, emotional and psychological abuse, financial abuse and sexual abuse. This can also extend to the rest of the household, including siblings and pets. Their behaviour makes the parent feel fearful, scared or forces them to change the way they parent because they are scared of another incident.

Find out more information on the PEGS' website here: <https://www.pegssupport.co.uk/recognise-and-respond-to-cpa>

# International Day of Zero Tolerance for Female Genital Mutilation Sunday 6th February 2022

In 2012, the UN General Assembly designated February 6th as the International Day of Zero Tolerance for Female Genital Mutilation, with the aim to amplify and direct the efforts on the elimination of this practice. Some relevant resources

- **UN Resources:** <https://trello.com/b/IDwbQ7eb/act2endfgm-unfpa-social-media-pack>
- **UK Home Office FGM campaign materials in community languages:** <https://www.gov.uk/government/publications/fgm-campaign-materials>
- **FGM Resources (National FGM Centre):** <http://nationalfgmcentre.org.uk/fgm/fgm-resources/>
- **ForwardUK:** <https://www.forwarduk.org.uk/violence-against-women-and-girls/female-genital-mutilation/>
- **ForwardUK Video:** <https://www.youtube.com/watch?v=W2lStB6Z3Vw>
- **Book: Song of the crocodile (Caroline Lisa):** <https://www.amazon.co.uk/Song-Crocodile-original-compelling-awareness-ebook/dp/B07V8745T8>

# Keeping safe in the community (guidelines for parents and carers.)

It is natural and right that as your child grows into a teenager and adulthood they will want a need for greater independence and turn to their friends for affirmation and guidance.



Developing autonomy and independence can really boost a young person’s confidence and self-esteem.

Alternatively, they may feel overwhelmed by expectations from peers and other young people to behave or act a certain way in the community which can lead to tricky and risky situations with peers leading to a conflict, or becoming a victim of a mugging or assault.

If your child has been a victim of crime, they may feel shock, anger,

a desire for revenge, fear of going out alone, or fear of returning to where an attack took place (which could include school)

They may also have problems sleeping, and become withdrawn. They may even blame themselves.

## Here are a few ideas to help your young person develop confidence in going and gaining more independence in their daily lives.

Learning basic safety awareness skills is essential in learning how to stay safe and enjoy being out and about.

Advise your child to;

- **stay alert, and keep personal stereos/MP3 players turned off, so they can hear what is going on around them.**
- **stick to busy, well-lit roads, and avoid short cuts through alleyways.**
- **if you think someone is following you cross the road or go to a place with lots of people around, like a bus stop or shop.**
- **They could carry a whistle or shrill alarm around their neck or on a key chain to warn off suspicious strangers**
- **When travelling by bus, always try to use bus stops on busy roads**
- **if someone tries to take something from your child tell them never to fight back. They may get seriously hurt or wounded.**
- **Keep mobile phones and other valuables out of sight, and turn off the mobile phone ringer to avoid attracting attention.**
- **Don’t carry weapons or any dangerous objects because they are more likely to be used against them, and its illegal.**
- **Speak up and loudly even in public if you are being bullied or feel you might be in danger.**

For more information, check out

- <https://www.nidirect.gov.uk/articles/travel-safe-guide-people-learning-disabilities>
- <https://www.nidirect.gov.uk/articles/keeping-children-safe-while-out-and-about>
- <https://www.livingstreets.org.uk/policy-and-resources/our-policy/feeling-safe-on-our-streets>

Keep safe everyone and have a great half-term!

**Mrs Hughes, Wellbeing Lead**



# Wellbeing



**Mrs Hughes**

## Mental Health and Crisis Support

The reality of financial worries, family pressures, bad weather, Covid rules and restrictions whilst 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 at any time should you need any support or advice.

Have a great Half Term and stay safe everyone!

**Family Lives Helpline:** 0808 800 2222 (confidential support for parents and carers) [www.familylives.org.uk](http://www.familylives.org.uk)

<https://www.thecalmzone.net/>

Support for males who are experiencing suicidal thoughts and self-harm

<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://www.autism.org.uk/what-we-do/help-and-support/helpline>

<https://www.koothplc.com/our-products/young-people>

Mental health app for young people to chat and text professionals about mental health issues.

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

Friendship and support for older people who feel isolated

<https://careservices.bexley.gov.uk/Services/1598>

Support for LGBTQ families within Bexley

<https://metrocharity.org.uk/youth/metro-shine>

Support for young people questioning their identity and other LGBTQ issues

<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://careservices.bexley.gov.uk/Services/819>

Support for anyone affected by rape and sexual abuse

<https://blacklivesmatter.uk/>

Support for black people facing discrimination and prejudice within the UK

<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](http://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](http://www.bexleydomesticabuseservices.org.uk)

Support affected by those experiencing domestic abuse.

<https://www.solacewomensaid.org/news/solace-bexley>

Legal and supportive advice for women experiencing domestic abuse



## Cleeve Meadow School

### 020 8269 6523

[enquiries@cleevemeadow-tkat.org](mailto:enquiries@cleevemeadow-tkat.org)

[www.cleevemeadow-tkat.org](http://www.cleevemeadow-tkat.org)