



Cleeve Meadow School

October Newsletter

October
2023

Welcome from the Head of School

To our dear parents and families. It has been a hugely busy half term.

This week we are delighted to be officially opening our food technology room at Cleeve Meadow School. In order to understand the importance of this I would like to talk a little about the short and fast moving history of the school.

When Cleeve Meadow School was built in 2020 it was designed with an outdoor learning room, break out rooms at the back of each classroom for students who were not coping in the main room and lots of therapy space was built into the original plans. We planned for students to be taught in the primary school model where they stay in the same classroom all day.

Within a term of opening the school we realised that our primary school model was not going to suit our students. They were too curious, talented, energetic and ambitious to be constrained by the vision that had been prepared for them and started to exhibit talents and skills that we had not foreseen or planned for. They were less concerned about therapy and much more interested to know what we were going to be offering them in terms of sport, dance, music, arts, mechanics, media, IT, design and technology and cooking.

Within the first year we realised that these students needed challenge through opportunity and so we quickly put in place a number of clubs and activities based around their personal interests and more importantly their skills. This had led us to develop a huge range of experiences that we offer including among others:

- **Coaching with Charlton Athletic football club and Teach Sport**
- **Dungeons and Dragons club**
- **Music technology lessons**
- **Barista training**
- **Health and Beauty courses with industry standard facilities**
- **Gardening**
- **Bike Mechanics**
- **A choir**
- **Performing Arts qualifications**
- **Setting up a Scout Group**
- **And even Flying lessons**

And this then leads us on to....Food.

As soon as we took our first class to the food technology room at Cleeve Park School we discovered that our students loved cooking, were really great at it and that they all loved FOOD.



COMMUNITY TRUST
At The Heart Of The Community

THE  PROJECT



This has had a very real impact on the development of the vision of our school. Food offers so many opportunities. The ability to cook develops skills for an independent life, eating as a family is known to have a positive impact on child development. The catering and hospitality industry offers a huge and varied employment market and real career opportunities from Saturday jobs to a lifelong career catering industries.

We decided to turn our outdoor learning room into something a lot more ambitious. We were so fortunate to be able to enlist the amazing support from two charities, the Savoy Trust and the Wooden Spoon - more about them below. With the help of these two fantastic organisations, we were able to start planning a complete refurb of our existing outdoor learning room in order to develop a fabulous cookery room in which our students can develop their culinary skills and expertise.

This room has already been put to amazing use. Our current Year 12 students all passed their BTEC Level 1 in Home Cooking Skills in Year 11 and have now embarked on the next stage of their culinary development. They have also started their City and Guilds Barista training which will come in very useful when we move to phase two of the planned upgrade and open the Cleeve Meadow Coffee Shop at the front of the school. (Watch this space... because after that we are wanting to set up our very own catering van - summer festivals here we come...)



We also had a special message from Double Michelin Starred Chef Tom Kerridge - you can view it [here!](#)

Wishing all of our students and families a restful and restorative half term and as ever, thank you for all of your support for our amazing school.

Ms Morris
Head of School



Executive Business Manager
Ms Short cutting the ribbon



Special Guests Margaret & Barry Milzen MBE,
founders of the [Forgiveness Project](#)

About the sponsors who co-funded the refurbishment of the Food Technology Suite



The Savoy Educational Trust is an independent, grant giving charitable trust, whose main aim is to advance and develop education, training and qualifications within the hospitality industry.

The Trustees award grants to Educational establishments to enhance training and education facilities in their hospitality departments. Their aim is to support initiatives that will make a real difference to the hospitality industry



Wooden Spoon
The children's charity of rugby



Wooden Spoon is the children's charity of rugby. They are a grant-making charity and fund life-changing projects across the UK & Ireland. They have a national footprint, but the largest part of their income is raised by local volunteers.

Their aim is that every penny that our volunteers raise is spent in their local communities. Their vision is that through the power of rugby, every child and young person has access to the best life opportunities, no matter what their background.



Brian Chau Rodriguez, Sommelier at Bowleys At The Plough spoke to students about his inspirational career and awards in hospitality and catering industry

BOWLEYS
- AT THE PLOUGH -



National
Online
Safety

7 questions to help you start a conversation with your child about online safety

#WakeUpWednesday

Publish date: 07/11/18



1



Which apps/games are you using at the moment?

THIS WILL GIVE YOU A GOOD OVERVIEW OF THE TYPES OF THINGS YOUR CHILDREN ARE DOING ON THEIR DEVICES, ALONG WITH THEIR INTERESTS. REMEMBER THAT THEY MIGHT NOT TELL YOU EVERYTHING THEY ARE USING, SO IT IS A GOOD IDEA TO ASK THEM TO SHOW YOU THEIR DEVICE, BECAUSE NEW APPS AND GAMES ARE RELEASED REGULARLY. IT IS IMPORTANT TO HAVE THIS CONVERSATION OFTEN TO ENSURE YOU ARE UP TO DATE WITH WHAT THEY ARE DOING.

Which websites do you enjoy using and why?

AS IN THE TIP ABOVE, ASKING THIS QUESTION WILL ALLOW YOU TO FIND OUT WHAT YOUR CHILD IS DOING ONLINE, AND ENCOURAGE POSITIVE CONVERSATIONS ABOUT THEIR ONLINE ACTIVITY. ASK THEM HOW THEY USE THE WEBSITES, AND TAKE AN INTEREST IN HOW THEY CAN USE THEM IN A POSITIVE WAY, ALSO ASKING THEM TO SHOW YOU IF POSSIBLE.



2

3

PLAY AGAIN?
YES NO

How does this game/app work?
Can I play?

SHOW A GENUINE INTEREST IN WHAT THEY ARE DOING. WHILST YOU ARE PLAYING A GAME OR USING AN APP WITH THEM, IT MIGHT HIGHLIGHT SOMETHING THAT THEY DON'T NECESSARILY THINK IS A DANGER TO THEM. IF THEY ACT LIKE THEY DON'T WANT TO SHARE THEIR ACTIVITIES WITH YOU, QUESTION WHY.



Do you have any online friends?

CHILDREN CAN FORM POSITIVE RELATIONSHIPS WITH PEOPLE ONLINE, AND THIS HAS BECOME MORE COMMON THANKS TO ONLINE MULTI-PLAYER OPTIONS, BUT THEY MAY NOT FULLY UNDERSTAND THE DIFFERENCE BETWEEN A FRIEND AND A STRANGER. YOU COULD MAKE THE QUESTION MORE SPECIFIC TO YOUR CHILD, FOR EXAMPLE: "HAVE YOU MET ANYONE ONLINE THAT YOU LIKE TO PLAY GAMES WITH?" THEY MAY NOT WANT TO SHARE THIS INFORMATION WITH YOU, SO ENSURE YOU TEACH THEM ABOUT HEALTHY RELATIONSHIPS.



4

5

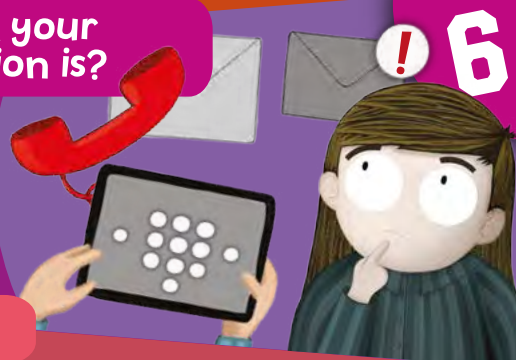
Do you know where to go for help?

ALTHOUGH YOU MAY BE THE ADULT THEY TRUST THE MOST, SOME CHILDREN STRUGGLE TO TALK ABOUT WHAT HAPPENS ONLINE DUE TO CONFUSION OR EMBARRASSMENT. BECAUSE OF THIS THEY MAY STRUGGLE TO APPROACH THE NORMAL PEOPLE WHO WOULD HELP, SUCH AS YOURSELF OR A TEACHER. HAVE A CHAT TO YOUR CHILD ABOUT EXACTLY WHERE THEY CAN GO FOR HELP, AND HOW THEY CAN REPORT ANY ACTIVITY THAT THEY BELIEVE IS INAPPROPRIATE ONLINE.



Do you know what your personal information is?

YOUR CHILD MAY ALREADY KNOW WHAT THEIR PERSONAL INFORMATION IS BUT THEY MIGHT NOT THINK ABOUT HOW IT CAN BE SHARED. HAVE A CONVERSATION ABOUT WHAT PERSONAL INFORMATION IS AND HOW THIS CAN AFFECT THEM IF IT IS SHARED BEYOND THE INTENDED RECIPIENT. IT IS IMPORTANT THAT YOUR CHILD UNDERSTANDS THE DANGERS OF SHARING CONTACT DETAILS OR PHOTOS, AS INFORMATION SUCH AS THIS CAN SPREAD QUICKLY ONLINE.



6

7

Do you know your limits?

CHILDREN MAY NOT UNDERSTAND THE NEGATIVE IMPACTS OF DEVICE OR GAME ADDICTION. TALK TO THEM OPENLY ABOUT HEALTHY HABITS AND ASK WHETHER OR NOT THEM SPENDING TIME ONLINE OR PLAYING A GAME IS AFFECTING THEIR SLEEP, PERFORMANCE AT SCHOOL OR IF THEY ARE GENERALLY LOSING INTEREST IN OTHER ACTIVITIES. YOU MAY LEAD ON TO ENCOURAGING ALTERNATIVE ACTIVITIES AND DISCUSSING THE INTRODUCTION OF TIME LIMITS WHEN AT HOME.



Decisions

Bexley Post-16 Directory 2024 – 2025

Moving completely online this year, the Decisions Post-16 Directory for 2024 – 2025 is now available at www.bexley.gov.uk/post16

The new directory has 2 core elements:

- The webpages contain an overview of the different types of qualifications offered by post-16 settings in Bexley, information, advice, and guidance for young people, information, advice and guidance for parents, and details on popular post-16 settings outside of Bexley.
- A brand-new course directory web application that contains information on the planned post-16 offer from Bexley's school sixth forms, sixth form colleges, further education colleges, special sixth form schools and independent training providers, along with details of their open evenings and events for admission from September 2024.



Use this combination of services to help you find what you'd like to do next, check the entry criteria and get your application in as soon as possible. Some courses are very popular so don't delay, don't miss application deadlines, and **don't wait until you've got your GCSE results to apply for a course** – you may find there are no spaces left! If you need help with your application, speak with your parents / carers, teachers, or school's careers adviser.

We hope you find the Decisions Post-16 Directory useful, and that it helps you make an informed choice on what you do after year 11. If you have any feedback, please email us at skills@bexley.gov.uk



Learning & Enterprise College Bexley

Year 12 went along to Learning and Enterprise College Bexley for a visit and a talk with the college teachers. The students were offered refreshments and a tour of the class rooms and to discuss course options the college offers. The students had a great morning and definitely came away with lots to think about with regards to their next steps after Cleeve Meadow.



Talking Futures is a great website for parents, carers and guardians. It is a website full of useful resources which has been created to help

you have informed and constructive conversations with your child about the different training and education pathways available to them. Check out their website here on www.talkingfutures.org.uk

www.bexley.gov.uk/post16

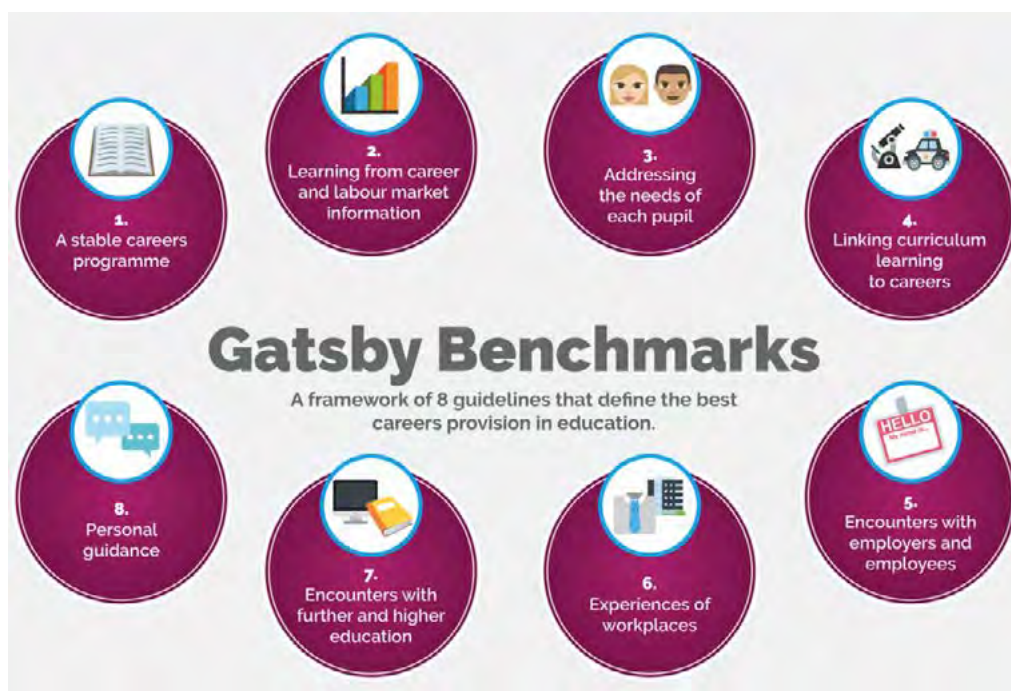
Gatsby Benchmarks -

Linking curriculum learning to careers



Year 11 - Friday 24th November 2023 @10am

London South East College Coffee morning at Cleeve Meadow with Clifford Galea.



Every young person needs good career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from a strong career guidance system.



GATSBY

All schools follow the 8 'Gatsby Benchmarks' and number 4 is: **Linking curriculum learning to careers**

So, to support this we held a Careers Week between 16th and 20th October. Students took part in career activities during their subject lessons this week. It's a great opportunity for our students to see what jobs and careers their subjects can lead to.

BLACK | HISTORY | MONTH

Black History Month

Saluting Our Sisters 2023

October is **Black History Month**. This national celebration aims to promote and celebrate Black contributions to British society, and to foster an understanding of Black history in general. Its origins go back to the 1920s and the establishment of Black History Week in the United States.

This year we are following the national theme '**saluting our sisters**'. We are saluting the power, creativity, intelligence, strength and passion of important black women in our society. We are highlighting the crucial role Black women have played in shaping history, inspiring change and building communities.



We have started our celebrations with a focus on **Dr Anne-Marie Imafidon MBE** who is a prodigy in every sense of the word. Aged 11, she was the youngest girl ever to pass A-level computing, and was just 20 years old when she received her Master's Degree in Mathematics and Computer Science from the University of Oxford.

She has worked for a range of high tech companies in leadership roles. In 2013, Anne-Marie co-founded Stemettes, an award-winning social company dedicated to inspiring and promoting the next generation of young black women in science and technology.

In the last 10 years, it has exposed more than 60,000 girls across Europe to her vision for a more diverse and balanced science and tech community.

We have also had an assembly from our amazing new Food Tech teacher Ms Balogun who talked to us about her career as a chef working in top London kitchens and restaurants.

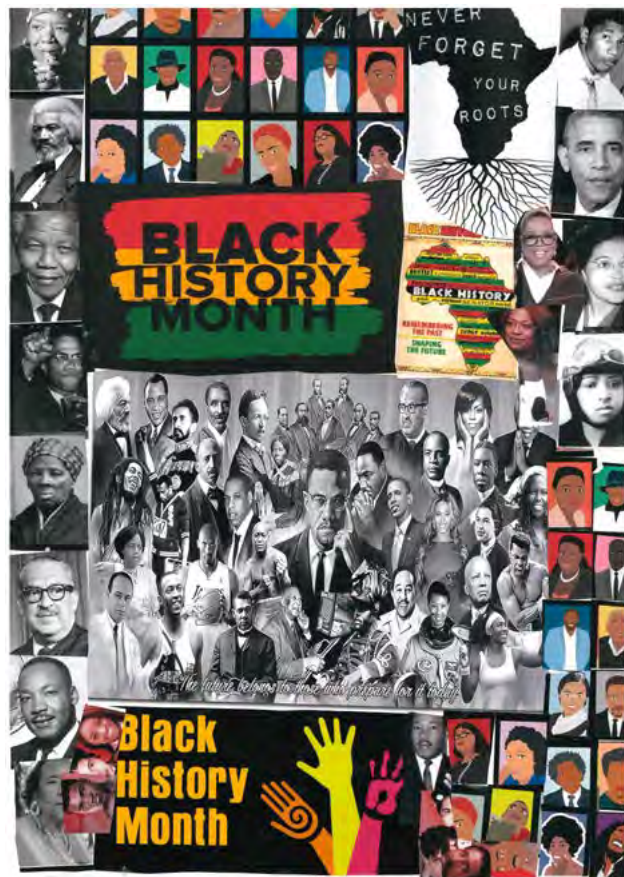
We have been treated to some delicious Nigerian food cooked in our new food technology room and have been researching Black and Asian Artists and Musicians.

Next month we will continue our theme with a Windrush drama performance for year 7 and will be continuing our focus on black literature (see Pop-Up library information on the next page).



Every half term for the rest of the year we will focus on an important and influential woman from the black and Asian community, there are a lot to get through!

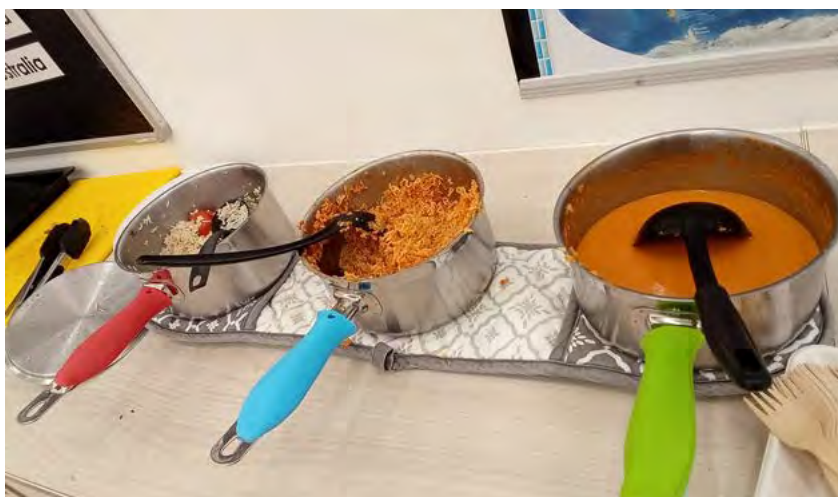
Ms Morris
Head of School



BLACK history Month



Students in Year 9 created wonderful collages of inspirational black figures. This Black History Month the focus was celebrating the twin themes of **'Eliminating prejudice is everyone's business'** and **'Saluting Our Sisters'**- honouring the achievements of Black women



Food Technology Teacher Mrs Balogun cooked up some traditional African chicken, rice and curry for the students and staff to try.



[illegible]

BLACK HISTORY MONTH

INFORMATION TECHNOLOGY

In IT this term each year group have been learning about different topics.

Year 7's have mastered the skill of logging into the school PCs and how to navigate the Google Suite that we use across all subjects.

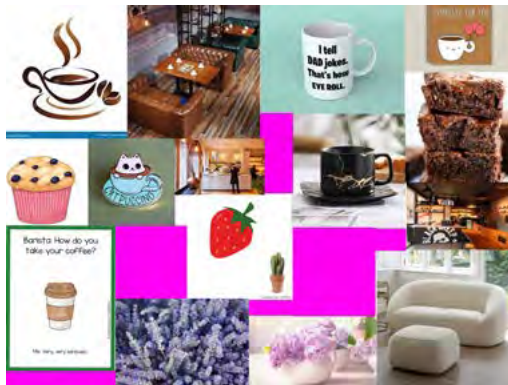
Year 8 students have been learning about different aspects of Online Safety, from creating secure Gamertags and questioning what they see online. **Year 9** have been discovering what makes a PC work and how hardware connects to the motherboard and what controls the speed of a PC.



In **Year 10** students have been working on ideas to 'Improve Productivity' by looking at how they would make homework more enjoyable and creating projects to help new users, which they have been testing with Year 7 students.

Year 11 students have been creating wall charts to show users how to access computer systems and operate software applications.

Year 12 students have been learning how to manipulate and enhance images using Adobe Photoshop using digital drawing tablets and working on ideas for a school coffee shop by visiting local coffee bars and making note of how colour schemes, logos and good design can entice someone into a shop and purchase a beverage, some ideas were Table Top Gaming, Football Theme and Super Mario themed!



To round off the term and to tie in with Careers Week, students have been taking part in a careers focused lesson with the aim of introducing them to how technology can open the doors for future employment in areas such as using 3D printing to design components for security systems, bring paid to review new games and technologies to working in digital animation for popular Youtube channels and everything in between.

Mr Mountain, IT Teacher



XBOX



PlayStation.



I am so pleased to announce that Cleeve Meadow School has been awarded the coveted **Eco-Schools Green Flag** with Merit for the second year running!

The **Eco-Schools Green Flag** is an international accreditation that recognises efforts to raise environmental awareness amongst young people, whilst taking action to make their school more sustainable. The programme prompts young people to explore a variety of environmental issues, including climate change, pollution, and biodiversity loss. Pupils are then empowered to plan and deliver environmental actions in their school, local community, and beyond. During the year we chose three **Eco-Schools** topics to work on: School Grounds, Litter and Biodiversity. The **Eco-Committee** then helped to coordinate a variety of projects within these, and other, eco topics,

Our application was assessed by the **Eco-Award** team and we were given some fantastic feedback:

- **Young people in your school are aware of environmental issues and committed to being active and creating positive change.**
- **Members of the **Eco-Committee** sound like very impressive individuals and their quotes demonstrated how passionate they are about improving their local community and protecting our planet.**
- **It's a strong approach to work on things that will produce visible impact and change, and a great example of critical thinking. We admire your commitment, demonstrated by continuing your hard work on the topics that held the most importance within the school community.**
- **Your Action Plan is completed to a fantastic standard, a shining example of your hard work this year.**
- **Your Curriculum Link examples are imaginative, practical and fun, making environmental education accessible and engaging, well done! This is a great way to add context to your **Eco-Schools** work, it means young people at your school are given the opportunity to learn about important environmental issues and then the chance to work on these issues – a great dual approach.**
- **All involved should be incredibly proud of their achievements. You have placed a lot of emphasis on informing as many members of your school community as possible in your **Eco-Schools** work and this is a strength of your application. You have made significant efforts to involve all pupils and your wider school community, maximising the impacts of your **Eco-Schools** work and benefitting your local area and our planet.**
- **Your **Eco-Code** is a fantastic call to action for all who read it and is full of fantastic information. It's a great reflection of the ethos your **Eco-Committee** have created.**
- **Thank you so much for submitting such a terrific application. We have loved reading about your journey and are incredibly impressed by all you have achieved. We have no hesitation in awarding you an **Eco-Schools Green Flag with Merit**, congratulations!**

This year we will be continuing our Eco work to deliver eco-actions and ensure our school is as sustainable as possible, to protect the environment and planet for the future.

I'd like to echo these thoughts and thank and congratulate all the staff and students who were instrumental in helping us to achieve our Green Flag with merit award!

Well done everyone!

Mrs Southby
Eco-Coordinator



Eco-Code



Cleeve
Meadow
School

We will **ALL** try to follow our Eco-Code and encourage others to do the same!

- Reduce, Reuse and Recycle waste - use recycling bins!
- Buy less packaging including plastic bottles
- Try to use refillable alternatives to buying new, e.g. refillable water bottles, pens, glue
- Do not litter - put rubbish in the (recycling) bin
- Look after and protect trees and plants
- Protect animals and wildlife - consider the waste we send to the ocean or landfill
- Grow fruits, herbs and vegetables and plants to encourage pollinators and other wildlife
- Don't waste electricity or heating, turn off lights and appliances when not in use
- Eat healthily and sustainably
- Encourage and support those that look after our environment: the Site Team, Eco-reps, site reps, gardening club etc. Work together!
- Try to act eco-consciously at home and elsewhere as well as at school
- Consider and look after the wider environment, not just our school

DUNGEONS & DRAGONS

Dungeons and Dragons is back with a brand new campaign!



Welcome back once more to the tales daring-do that our students get up to with some dice and their imagination.

This year we've had a bit of a shake up of things. As our previous campaigns had wrapped up we decided we wanted a bit more closure more often, as well as a way to let players dip in and out, this way people who couldn't be in for stretches of time wouldn't miss out on huge swathes of story and what they are involved in will contribute to our greater plan as we slowly build the town of 'Duffberg'.

The students tell us what kind of adventure they want or something they would like to have in their growing town and we'll plan an adventure based on that for them.



I say we, because there is a dedicated team behind our D&D club, myself and Ms Willis have been tag teaming as Dungeon Masters and Player Support for the past year but now we welcome Cleeve Meadow D&D Alumni George into the fold as he bravely picks up the Dungeon Master reigns for our second table of players.

George, a member of our sixth form, has been a keen D&D player in and out of school and has moved into the Dungeon Master role with enthusiasm and skill taking on the more

experienced players table while I get our newbies up to speed.

And what rising stars those newbies are, on their first foray into the game and we had a Gnome Warlock moonwalking his way out of danger as corrupt guards swarmed the inn and a Half-Giant with a magic core in his chest who soundly beat up a two headed dragon barman who was trying to make them eat rat pie.



We cannot wait to tell you more of our adventures as we go deeper and deeper into our imaginations.

May all your rolls be critical hits!

Mr Mountain
Table Top Gaming Lead

Introducing Scourge McDuff

Dwarven adventurer Scourge McDuff has decided to make a home for heroes by creating a town for adventurers to come and go from as they fight against evil wizards and savage beasts.

Setting up his portable folding mansion inside the Cleeve Cutter Meadows, he plans to slowly build up shops and homes by sending adventurers on quests to recover magic relics, treasures and people to populate it.

But even while there is freedom in this new life of unbridled exploits there is a dark secret that lurks behind it all, something that McDuff is worried about and slowly preparing...starting with our heroes rescuing Steve the Priest of the god of writing Deneir and a magical Frogman wizard named Froggo from the clutches of The Guilt-a-Seum. A colosseum in the crime riddled town of Moonflower where the only way to prove your 'innocence' is by using a sword.



What Parents & Carers Need to Know about INFLUENCERS

In today's digital age, social media influencers play an increasingly significant role in shaping the opinions, interests and behaviours of our children. While many of these individuals can have a positive effect, influencer culture can also present certain risks – such as encouraging consumerism, affecting self-esteem and blurring trustworthiness. To help ensure a safe online environment for young people, it's vital to maintain open communication, set sensible boundaries, promote a healthy self-image and teach digital media literacy. Our guide delves deeper into all of these.

WHAT ARE THE RISKS?

HEIGHTENED CONSUMERISM

A major way that influencers make money is through brand partnerships and sponsored content. As a result, children who follow them may be exposed to a steady stream of advertising: this can lead to materialistic attitudes, unrealistic expectations and an increased desire to have the latest products. Many influencers have built huge brand empires around their large, impressionable following.

THE SOFT SELL

Some influencers aren't always transparent about the motivations behind their posts, blurring the lines between genuine recommendations and paid-for promotions – and young people sometimes find it difficult to distinguish authentic content from advertising. Many major social platforms have taken steps to make sponsored content and ads easier to identify, but it remains an area of concern.

PRIVACY CONCERNS

Inspired by their favourite influencers, children may start sharing more of their own lives online – which could reveal personal information or details about their daily routine. This openness can put them at risk of cyberbullying or even predatory behaviour. This is exacerbated by live streaming, which gives young people no time to consider the potential consequences of saying too much.

UNDERMINING SELF-ESTEEM

Many influencers share images and videos of themselves and their activities, which are often painstakingly curated and edited to present an idealised version of their life. Children who follow these influencers may develop distorted expectations about body image and the concept of beauty, which can potentially lead to negative self-esteem and even mental health issues.

Advice for Parents & Carers

KEEP TALKING

Chat to your child about the content they consume on social media and the influencers that they like. Encourage them to think critically about what they see and hear online, and listen to any concerns they might have. Maintaining this line of open, honest communication can help your child to make informed decisions about which individuals they follow and what content they engage with.

SET SOME BOUNDARIES

Agree age-appropriate boundaries for your child's social media use, including time limits and privacy settings (the two major operating systems on mobile devices, Android and iOS, have these controls baked in). Try to keep an eye on your child's online activity and discuss it regularly with them – including reminding them of the potential risks that can arise from following influencers.

SUPPORT A HEALTHY SELF-IMAGE

Reinforce your child's awareness that real life isn't usually as picture perfect as it may appear on social media – and how some content (particularly that of influencers) is often curated, staged or edited to look more glamorous. If possible, highlight examples of other influencers who share authentic, relatable material which acknowledges their imperfections and struggles as well.

PROMOTE MEDIA LITERACY

Talk to your child about the concepts of sponsored content, advertising and potential influencer bias. Teach them to critically evaluate the information they're presented with online and to consider the possible reasons behind content creation. This can help young people develop the skills to make healthier decisions about the influencers they choose to follow and the content they consume.

Meet Our Expert

A former director of digital learning and currently a deputy headmaster and DSL, Brendan O'Keefe's experience and expertise gives him a clear insight into how modern digital systems impact the experiences of children, staff and parents – and which strategies help to ensure that the online world remains a useful educational tool rather than a minefield of risks.



NOS
National
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Safety®
#WakeUpWednesday

SUPPORTING CHILDREN'S MENTAL HEALTH

10 Conversation Starters for Parents

Talking about mental health to children is sometimes hard. To the point that we can put off raising the subject, not wanting to unearth problems or raise overwhelming subjects that we perceive our child is too young or not ready for. But rather than keeping children in the dark, this guide is designed to help you confidently talk about mental health, so they feel comfortable talking about their own worries and end any stigma before it begins.



1 LISTEN

This sounds obvious, but it is not something we are always great at. Active listening is where we listen without interrupting or making judgements and shows interest in what is being said. If your child feels listened to in the 'smallest of problems' they will become confident that you will listen when the 'biggest of problems' arise.

2 ASK TWICE

The campaign from time to change is great. <https://www.time-to-change.org.uk/support-ask-twice-campaign>. Be tenacious about your child's wellbeing. Children instinctively know when your questions and support come from a place of wanting to help and care.

3 THERE IS NO SUCH THING AS A STUPID QUESTION

This advice also relates to the first point. If your child can ask you any questions about the smallest of things and you listen and answer without shaming or belittling, then they will have more confidence to ask the biggest of questions.

4 BE OPEN AND HONEST

Children appreciate honesty, particularly if you are having to share information or talk about a difficult subject. For example, you may be talking about death or loss; 'It's very sad that Nana has died' or 'I feel sad that Nana has died'. How you talk about a subject will differ depending on their age and developmental maturity. Talking about death to a younger child for example will be different to that of an older teen, as their experience and understanding of death is different.

5 KNOW WHEN TO SEEK HELP

Assess the severity of the mental health difficulty you are noticing. Is the difficulty making it hard for your child to function regularly throughout everyday life? How frequently is your child affected, how long does it last and how persistent is it? Are they having problems controlling the difficulty? Talk to your child about your concerns and that it is likely they will need further support beyond family and friends.

6 TALK ABOUT MENTAL HEALTH NATURALLY

Speak about mental health as part of everyday life, so that talking about our feelings and those of others is normalised. If the usual 'are you ok?' is not creating an opportunity for dialogue then say something like 'I know when something like that has happened to me I felt like this... is that how you are feeling or are you feeling something else?'

7 EMPATHISE

'It makes sense that you would feel this way, it is understandable'. Children often worry about things that we, as adults, might see as trivial or silly. However, for them at their age and stage it is a big concern and they need our kindness and care when they show their vulnerability and share their worries.

8 HELP YOUR CHILD FEEL SAFE

Teens particularly feel that by talking about their worries or concerns that this will make things worse. Reassure your child that you will discuss a plan of action together and what may or may not need to happen next. If they are a younger child, it is likely you will need to lead the conversation and explain next steps.

9 MIND YOUR LANGUAGE

Be mindful of the language you use at home to describe and talk about mental health. Stigma often arises from misconceptions and a choice of language which is harmful. Using the word 'mental', 'man-up' or other such words in a derogatory way won't encourage your child to talk about their mental health for fear of being belittled.

10 IT IS OK TO SAY 'I DON'T KNOW WHAT TO DO NEXT'

Adults do not have all the answers but often children think they do. It is ok to acknowledge that what your child is experiencing is not something you have come across before or know anything about, but that you will work it out together and seek help together.

Meet our expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department of Education, advising them on their mental health green paper.



Sources of Information and Support

Your GP

Young Minds <https://youngminds.org.uk/v>

<https://www.nhs.uk/conditions/stress-anxiety-depression/>

<https://www.actionforchildren.org.uk/news-and-blogs/parenting-tips/2016/november/a-simple-guide-to-active-listening-for-parents/>

<https://www.themix.org.uk/mental-health>



Does your child or young person have a Special Educational Need or a Disability?
Are they aged 0 – 25 years of age?

Bexley Information, Advice & Support Service (IASS) can provide **confidential & impartial** information, advice and support around issues relating to special educational needs and disabilities.

Bexley Information, Advice & Support Service (IASS) have organised:

Coffee mornings for parent carers with SEND Children & Young People at Thamesmead Library: The Nest, 3 Cygnet Square, SE2 9FA

As a parent carer, caring for a child or young person who has Special Educational Needs or a Disability (SEND) can be incredibly rewarding but also challenging. Often the best way for parent carers to get support is to connect with others who are in a similar situation.

The dates SEND IASS are running our coffee mornings are:

October 2023	3 rd	19 th
November	7 th	23 rd
December	5 th	21 st
January 2024	9 th	25 th
February	6 th	22 nd
March	5 th	21 st
April	2 nd	18 th
May	7 th	23 rd
June	4 th	20 th
July	2 nd	18 th

ALL SESSIONS WILL RUN FROM 10am – 12noon

The sessions will be facilitated by our trained Bexley IASS Parent Carer Champions. Refreshments will be provided. There is no need to book, just come along!

Land Studies Group



Summer welcomed us with an incredible abundance of tomato crops which were enjoyed by summer school students and staff. We have used them in our cooking lessons and shared them during lunch over the whole term!!!



The plants just kept growing. Tumbling Tom Red, Cherry Tomatoes and some mystery tomatoes which grew by themselves and the one which was rescued by Mrs Bottle from a crack in a wall grew into a fine specimen.

As part of the Eco Schools Scheme we are trying to become more self-sufficient and sustainable and recently installed a water butt to help us recycle rain water (thank you Mr Iverson).



Our Land Studies Group welcomed new students this term and we now have 22 attendees. We are looking forward to digging up the last of our potato crop and planning for a new expanded garden next year.

Mrs Garczarzyk

Land Studies Coordinator (and chief tomato wrangler)



Nido Volans Coffee Mornings



Come visit us at the London South East College Group-Bexley campus at 2 Walnut Tree Road Erith DA8 1RA

During this coffee morning you will find out what we can offer to students with Special educational needs and disabilities (SEND) which includes:

- Transition
- Our curriculum
- Services
- Post 16 process
- Tour of the department
- Meet the staff

<u>Autumn Term 2023</u>	<u>Winter Term 2023</u>	<u>Spring Term 2024</u>
Thursday 14th September	Thursday 16th November	Thursday 22nd February
Thursday 28th September	Wednesday 6th December	Thursday 7th March
Wednesday 4th October	Thursday 14th December	Thursday 21st March
Thursday 19th October	Thursday 18th January 2024	Thursday 25th April
Thursday 2nd November	Wednesday 31st January 2024	*All coffee mornings are from 10-11am

Book your place through Eventbrite by clicking the following link
<https://www.eventbrite.co.uk/e/687133253057?aff=oddtcreator>

FOR QUERIES CALL 0203 954 4189

We are preparing for our first Ofsted inspection and although there is no known inspection date, it is likely to be in within the next 12 months, and possibly before this school year closes.

Ofsted makes use of the Parent View questionnaires to gain an impression of the school; this is especially important in how schools support students with SEND. We welcome feedback from parents and would be grateful if you could take some time to answer the questions.

Please visit the Parent View webpage below and follow the links to the parent questionnaire.

<https://parentview.ofsted.gov.uk/>. Thank you.

Mental Health and Crisis Support

The reality of financial worries, family pressures, unpredictable weather, 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

<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

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.

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

Legal and supportive advice for women experiencing domestic abuse



Cleeve Meadow School

020 8269 6523

enquiries@cleeve-meadow-tkat.org

www.cleeve-meadow-tkat.org