



1 March 2024

Park Mead Newsletter

Dear Parents / Carers,

March is here and the time of year when animals start waking up from hibernation. It has felt like a long, wet winter!

Thank you to our Park Mead Friends for funding a visit from a wonderful hedgehog charity. All of our children got the opportunity to meet and learn about Harry and Henry the hedgehogs and how we can protect the hedgehog population in the UK.



We have a jam-packed couple of weeks of fabulous, creative curriculum activities celebrating World Book Day (8 March at Park Mead) and National Science Week (11-15 March) We will also be linking these days with International Women's Day (8 March) by looking at the cultural and socioeconomic advances made by Women in Science and Writing.

Following the token collection at Tesco's in Hailsham, Park Mead have successfully been awarded a £1000 grant from Tesco to regenerate our pond area! Watch this space for some Spring developments.

Please can we remind you to book your slot for Parents Evening which takes place on Tuesday 5 March and Thursday 7 March, 3.30 – 6.00pm.

The Mental Health Service Team will be available in the hall on Thursday 7 March during parents evening to signpost and guide you with any wellbeing concerns.

Thank you for your continued support and in particular your patience during the road closures and recent flooding.

A handwritten signature in black ink, appearing to read 'H West'.

Mrs Heidi West
Head of School

Executive Head Teacher: Mr James Procter

Chair of Governors: Mr Alan Brundle

Head of School: Mrs Heidi West

E-mail: office@parkmead.e-sussex.sch.uk Website: <https://pioneerfederation.co.uk/parkmead/>

Diary

March

5—Parents Evening
6—Friends of Park Mead Meeting
(8pm @ The Plough, Upper Dicker)
7—Parents Evening
8—World Book Day
13—Park Mead Coffee Morning
(Sleep, Food and Mood)
15—Red Nose Day (red mufti)
28—Last Day of Term
29—Bank Holiday

April

2-4—Holiday Camp
8-10—Holiday Camp
15—Back to School
17—Bluebell Walk (FOPM Fundraiser)
19—Willows Swimming (5 Weeks)

May

1—Group School Photos
1-2—Book Fair (3.30-4pm)
6—Bank Holiday
24—Last Day of Term
28-30—Holiday Camp

June

3—Inset Day
4— Back to School
14—Sports Day
15—Dicker Day (FOPM running games and raffle fundraiser)
17—Back up Sports Day

July

10—Park Mead Coffee Morning
(Transition)
22—Leavers Assembly @ 2.30pm
22- Last Day of Term
23—Inset Day
24-26—Holiday Camp
29-31—Holiday Camp

August

5-7—Holiday Camp

Weekly Events:

- Breakfast Club—Every morning from 7.45-8.40am
- After School Sports Club (Monday 3.15-4.15pm)
- PE (Monday and Friday)
- Drumming Lessons
- Forest School (classes rotate each Wednesday)
- Golden Assembly
- Guitar Lessons

Swimming Sessions at Bedes

Please log on to ParentPay to pay

Chestnuts – 23 February to 19 April inclusive

Willows – 26 April to 24 May inclusive



Parents Workshop

MHST practitioner Lucy will be running a workshop at Park Mead:

Subject: Support children with:

Sleep, Food & Mood

Date: Wednesday 13 March

Time: 9am



A helping hand with your mental health
me & my mind
East Sussex Mental Health Support Team



Red Nose Day—Friday 15 March 2024

ParentPay have activated the Park Mead Comic Relief donation page, please use the link below:

<https://www.parentpay.com/>

Friday 15 March will be a mufti day in school, please can your child/ren come in wearing something **red**.



Yearly Attendance Figures

Whole School— 93.5%

Willows— 95.63%

Chestnuts— 94.66%

Maples— 93.37%

Oaks— 91.69%

Attendance

Children need to attend school regularly to enable them to benefit from their education.

Missing out on lessons leaves children vulnerable to falling behind, both academically and socially which impacts on their emotional wellbeing and creates further barriers to learning.

Thank you to everyone for making the effort to be on time for the start of the school day.

Reminder and rationale.

Pupils are required to arrive at school and enter their classroom between **8:40 and 8:50am**. Any child arriving after **8:50am** will need to be signed in via the office by their parent/carer. A reason for the late arrival will be required.

Why is my child late at 8.55am when registers are not taken until 9.00am?

Whilst your child is not late for the register between 8.50 – 9.00am, they are late arriving to school.

This 10 minute window of time is **crucial** for teaching staff to take the register and share expectations of the day with their pupils. This includes the daily timetable and any changes to the day. It offers a small buffer of time after arrival to ensure that pupils transition into the school day, are settled, calm and ready to learn from 9.00am. Pupils, particularly with SEND and/or vulnerable groups can find it challenging walking into a classroom late. We want to make the start of every day the day as calm as possible. Registers close at 9:00am. Any child arriving after the closure of the registers will be marked as absent.

Friends of Park Mead—Bluebell Walk (Wednesday 17 April)

The Friends of Park Mead are really pleased to have been given the opportunity to provide the refreshments at the annual Bluebell Walk held in Arlington each year. In the past it has been a fantastic way to raise funds for the school.



<https://www.bluebellwalk.co.uk/>

<https://www.bluebellwalk.co.uk/charities>

To make it manageable for everyone, the Friends need a lot of help. Please either let the Friends or the School Office know if you are able to help with baking cakes/biscuits, or if you are able to give a few hours on the day. The times below are the hours that need covering but they can of course be split across the day, every hour of time given will be much appreciated.

Cake Baking:

- 1 x Chocolate Cake
- 1 x Carrot Cake
- 30 x Plain Scones
- 2 x Dairy Free/Gluten Free Cake
- 2 x Coffee and Walnut Cake
- 30 x Fruit Scones
- 20 x Cheese Scones
- 20 x Shortbread Biscuits

On the day volunteers are also needed for all or any part of the following times:

Role	Times Required
Till	9am to 5pm
Server 1	11am to 5pm
Server 2	11am to 5pm
Food Prep	8am to 5pm
Gate House 1	9am to 4pm
Gate House 2	10am to 3pm
Meet and Greet	9am to 4pm
Dishwasher 1	10am to 6pm
Dishwasher 2	11am to 5pm
Waitress 1	10am to 5pm
Waitress 2	11am to 4pm
Shopper	Available to pick items up at short notice



Top Tips for Supporting Children Who Are EXPERIENCING BULLYING

In a DfE survey, 36% of parents said that their child had been bullied in the past year, while 29% of secondary school headteachers reported bullying among students. Public Health England states that young people who maintain positive communication with their family were less likely to experience bullying – so it's important that parents, carers and educators know how to talk to children about bullying.

1. WATCH FOR BEHAVIOURAL CHANGES

Children who are experiencing bullying may become quiet, withdrawn, or anxious; however, they may also act on the pain and anger that they're feeling. A shift in attitude towards their existing friends (or not mentioning them any more at all) or alluding to new friendships which seem notably different could also be warning signs. It's important to be alert to such changes and talk to your child about them if they occur.



2. THINK THINGS THROUGH

Before acting, ask yourself if this is the right time and place to address concerns about bullying. Might your worries trigger strong feelings – perhaps from your own experiences – that could discourage your child from opening up to you? You could try discussing what you've noticed with another trusted adult who knows your child well.



3. BE OPEN AND UNDERSTANDING



Try to outline to your child the changes that you've noticed in their body language, appearance, behaviour, or tone of voice – and do so without sounding judgemental. Help them to describe what they're feeling – be it anger, sadness, fear or something else – as accurately as possible. If they say they're "angry", do they mean "enraged" or "frustrated"? This will help them to understand how they're feeling and why.

4. LET THEM SPEAK FREELY



Use open questions and a welcoming tone to encourage your child to talk. Listen closely and summarise what they've said at appropriate points (ideally without interrupting) to demonstrate that you're understanding clearly. Bullying may have undermined your child's sense of control, and they may fear that you'll judge them, overreact or impose consequences – so this conversation can reassure them being honest with you was the right decision.

5. CALL A TIME OUT



A conversation about bullying could leave both you and your child feeling distressed. It's important to recognise this and pause at suitable moments to calm down. Take deep breaths, enjoy a hot drink or even have a cathartic cry. This can reinforce trust, while also helping you both feel that you have control over the situation and the emotions that you're feeling.

6. STAY INFORMED



Make sure you know your child's school's definition of, response to and relevant contacts for bullying. This information should be in their anti-bullying policy, which ought to be available on the school's website. Class teachers or form tutors are usually the first point of contact, though there may be dedicated support teams or key workers to help your child, depending on the specific situation.

7. PREP YOUR CHILD FOR THE RESPONSE



Schools' responses to bullying vary depending on whether they're resolving disagreements and arguments, or addressing unintended verbal or physical harm and so on. It's important to work out with your child whether any harm was intentional, how much control they had over the situation and how often such incidents have occurred. Reporting concerns accurately will get the best outcome for your child more quickly.

8. SUMMARISE YOUR CHILD'S EXPERIENCE



When you contact the school, make sure you've precisely described what your child experienced: what happened; when; where; and who was involved. This will help the school to investigate further, identifying any witnesses, as well as those who were directly involved. It can also help the school to know how your child is feeling and how they'd like the matter to be resolved.

9. LIAISE WITH THE SCHOOL



Any school has a duty to ensure that the members of its community feel safe and included. It's important for children to learn their role in this. The school must determine how best to restore these feelings of safety and respect. It's often best for schools to keep parents and carers informed of any action taken – and for families to avoid taking matters into their own hands.

10. CHECK IN FREQUENTLY



Once the issue has been resolved and the bullying behaviour has stopped, your child may still feel anxious and might find it difficult to rebuild relationships or develop new ones. Parents, carers and the school should all keep an eye on how the child is feeling and acting over the following months. Any relevant information should be shared, so that further support can be planned if necessary.

Meet Our Expert

Bob Basley is the Director of Anti-Bullying Quality Mark-UK, which challenges and supports schools to develop sustainable whole-school approaches to prevent bullying, including working with parents and carers. More than 80 schools in England and Wales currently hold the quality mark.



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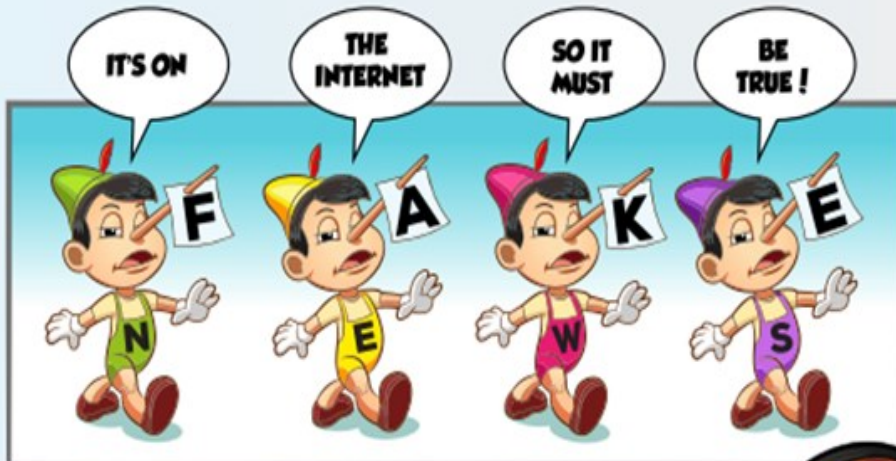


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@national_online_safety

A Parent's Guide to Fake News



scan the QR code with your phone's camera for Parent Guides on how to help keep your children safe online



Don't believe everything you see online!

Young people can very easily be dragged into things without parental guidance and support.

Online safety is when young people know who they can tell if they feel upset by something that has happened online.

Parents please contact your school to enquire attending their next e-safety workshop or have any concerns.

Working with Home Office 'PREVENT', The Police and Crime Commissioner and Children's Safeguarding Partnerships to help keep children safe online.

Skips Educational Email: info@skipssafety.com Tel: +44 121 227 1941

Developed in partnership with



Skips

www.skipssafetynet.org

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SUPPORTING CHILDREN AND YOUNG PEOPLE WITH THEIR MENTAL HEALTH



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FREE TO ANY
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- ~~22ND FEBRUARY~~ ~~AVOIDANT/RESTRICTIVE FOOD INTAKE DISORDER (ARFID)~~
- 26TH MARCH MANAGING CHALLENGING BEHAVIOUR
- 16TH APRIL BEREAVEMENT
- 15TH MAY SUPPORTING PRIMARY TO SECONDARY SCHOOL TRANSITION
- 13TH JUNE SUPPORT FOR KINSHIP CARERS
- TBC JULY CYBER SAFETY



SUPPORTED BY HEADS ON AND NHS CHARITIES TOGETHER'S COVID APPEAL

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Scan here:



Or visit:

[https://ticketlab.co.uk/series/
id/1206#/
/](https://ticketlab.co.uk/series/id/1206#/)

NEED TO GET IN TOUCH?

If you have any questions, please email: CAMHSParticipationTeam@spft.nhs.uk

Delivered by Sussex Child & Adolescent Mental Health Services (CAMHS)

Meeting Harry and Henry the Hedgehogs



Oaks Trip to Drusillas



Celebrating Success

Gracie is very proud to have qualified for the Summer Championships in the National U10's with two of her ponies. She has one more show in March to try and qualify her third pony. This is a very important competition as she will also be watched throughout the championships to see if she is ready to represent England.

Gracie's aim for 2024 is to represent Sussex and England. She works very hard, riding after school every day as well as competing most weekends. She has three top level ponies and two young ones.

Gracie also helps by riding ponies that come into the competition stables to be sold. These ponies can vary in height, age and ability.



Oaks Forest School

Wednesday 28th February 2024

Oaks started their Forest School session today by playing a game called Bat and Moth. The group all held hands to create a cave with two children in the middle, one as the bat and one as the moth. The bat wore a blindfold and carefully listened for the moths squeak. The bat then tried to catch the moth as they ran around the cave.



We had a fire today to keep ourselves warm as well as make some popcorn. The children laid the fire ready for lighting making sure to start with bigger sticks at the bottom and smaller sticks at the top. Using a flint and steel they very quickly lit a piece of cotton wool and added it to the fire they had laid. Once the fire was warm enough they added some popcorn kernels to a sieve. This was then held over the fire to heat up and pop. When it was ready, sugar was added and the popcorn was enjoyed by all of Oaks.



The Impact of Forest School for the children is the knowledge the children have gained from the Forest School experience.

The impact can be seen through the skills gained, tools used, art and craft activities, observations and knowledge of the fruit, plants trees in relation to the seasons and the skills involved in learning how to play Forest School games.



Some bird teddies also joined Forest School today. Some children chose to make nests for the birds using hay, quite a few of the nests were made inside saucers! Using pens they decorated some stones to make colourful eggs for their birds to sit on.

Some of the class chose to try whittling. They did this by cutting a length of willow and then using a peeler to stripped off the bark. They then tied wool onto either end pulling it tight to create a bow. They came back to whittle more willow to make arrows.

There was a lot of tree climbing at Forest School today, Oaks would make very good monkeys. The mud kitchen was very busy with lots of mud being transported to create food. The children also took it in turns to push and twist each other using the hammock as a swing.



Willows Forest School

Wednesday 21st February 2024

We started Forest School today by meeting a real hedgehog called Harry who had come to Park Mead to meet the children. They learnt lots of different facts about hedgehogs and were amazed when he curled up into a ball - "you can still see his nose".

There were six bird teddies hiding in the classroom for the children to find once they were ready for Forest School. They found a robin, blackbird, jay, blue tit, goldfinch and green woodpecker. We then set off in the rain on the hunt for puddles, taking the birds with us. It wasn't long before we found a puddle, the children walked in it slowly testing how deep it was - "I'm stuck in the mud".



Some children chose to make toilet roll binoculars, wrapping them in string to fix the rolls together and adding string so they could wear them while looking for birds. Others chose to refill the toilet roll bird feeders that they had made before half term and re-hanging them in a tree ready for the birds to enjoy. While these were being made we looked at the bird teddies taking it in turns to listen to the sounds that the different birds make.

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There was a lot of water at Forest School today - "I found a waterfall". Some of the children gathered up branches and other materials to try and stop the waterfall but the water always found a way through. One child tried using their wellie - "we need more boots". We all placed our boots in the way to try and block the water but it flowed over the top or our wellies. The children worked as a team to try and empty the puddle that was feeding the waterfall, they did this with saucepans. They also spent a bit of time splashing their way through the rather large puddle.

The hammock was put up as a swing today, however this proved very tricky to use as the wind blew it

around. The children had to chase it and jump to catch it before they could climb inside to have a swing.

There was some great free play in the mud kitchen with all sorts of creations being made. They walked around Forest School foraging through all the new vegetation that has started to grow, running back and forth with saucepans full of water to add to their cooking.



Donation Request

At Forest School over the next few terms, the children will be creating a bug hotel to encourage more wildlife to the site.

To achieve this we still need the items listed below and would greatly appreciate any donations that you may have laying around unused at home.



Terracotta pots (whole or broken)
Decking boards
Old bricks
Unwanted paving slabs

Thank you!!



Forest School Dates:

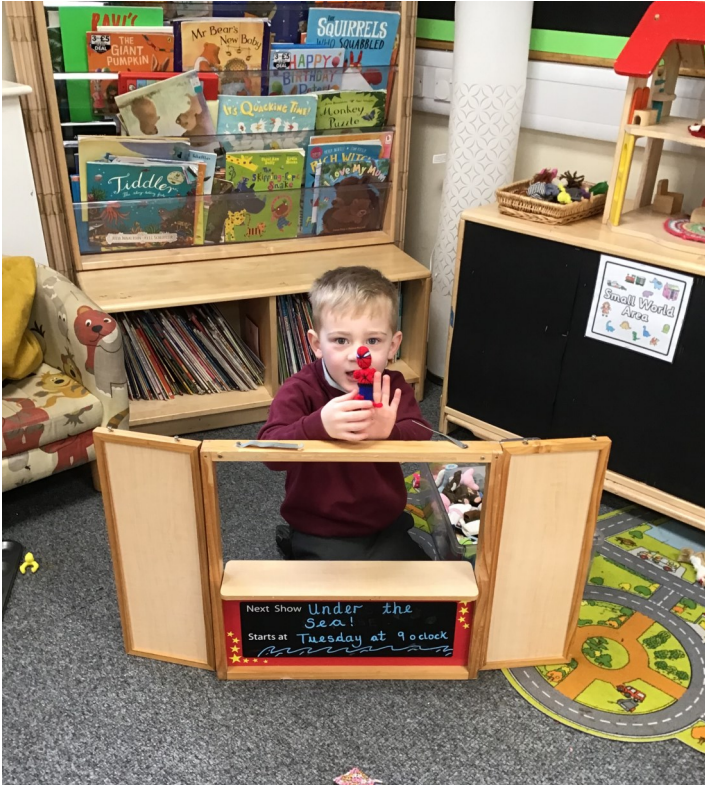
21st February- Willows
28th February– Oaks
6th March– Maples
13th March- Willows
20th March- Chestnuts



News from Willows

This week Willows have been learning about Goldilocks and the Three Bears.

They have done some brilliant writing including recounting the story, making a speech bubble for a character, caption writing about a picture from the story and making a wanted poster!



They have made bear puzzles and done lots of role play with the Three Bear's Cottage. On Friday, they are going to make porridge and have a taste to see if it is 'just right.'



News from Oaks

In Oaks, we have been learning a poem written by the late, Benjamin Zephaniah called The British. From this we were inspired to write a poem about ourselves and now we are writing biographies about a black and British person we admire.

We had the most gorgeous visit from some hedgehogs last week- we met Harry and Henry! They were extremely well behaved and they even let me take some photos of them.



Our science topic is electricity and the children enjoyed making circuits using an online game with Miss Clayton. We say goodbye to Miss Clayton this week and we wish her well on her promising teaching career.



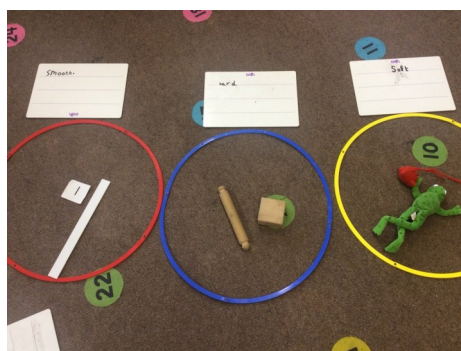
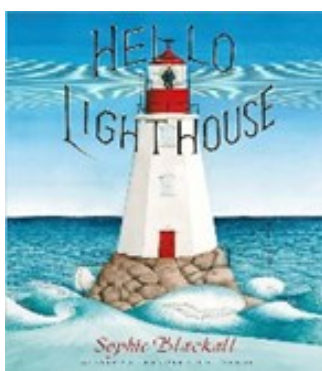
We had a great time at Forest School- it was muddy but we had lots to do- big thanks to Dormouse.



News from Chestnuts

Chestnuts are having a super time swimming. They are behaving so well and being great ambassadors for Park Mead when we are out.

They have enjoyed reading stories about lighthouses in English and sorting materials in science!



News from Maples

On Tuesday 21st February, Maples Class had the opportunity to meet a hedgehog! Graham, rescues sick and abandoned hedgehogs and nurses them back to health. Once fully recovered, he releases them back into the wild. The children enjoyed meeting Henry the hedgehog and finding out all about him.



At the end of last term, Maples finished their ongoing science and D.T projects. In science, the children excavated the plaster casts out of their clay moulds and carefully painted them. For D.T, the children made delicious apple tarts to complete their learning about seasonal fruit and local produce.



Active Education Sussex—Easter Holiday Camp

Booking is now open via <https://activeeducationsussex.co.uk/book-a-course/>

EASTER

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HOLIDAY

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FROM ANY SCHOOL!

CAMP



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10th April 2024
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School BN27 3QP**

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East Sussex School Health and Children's Integrated Therapy Services

In East Sussex, all children who are identified as overweight are eligible to access the Healthy Habits programme. This is an 8 week healthy lifestyle package of care for the whole family; virtual and face to face sessions are available.



East Sussex School Health and Children's Integrated Therapy Services



Eight fun one-hour interactive sessions suitable for the whole family.

Virtual and face-to-face sessions available



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Please contact 0300 123 4062 or visit www.eastsussexchildren.nhs.uk/healthy-habits

Service provided by Kent Community Health NHS Foundation Trust

MARCH
10



MOTHERING SUNDAY

*A special Eucharist to celebrate
all our mothers.*

9:15am
Sunday 10 March
Holy Trinity, Upper Dicker

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