

Congratulations
to class 4S for 100% attendance this week.
Whole school attendance is 91.9%

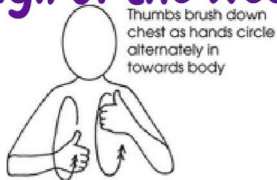
Bendrigg Residential

The Bendrigg Parents Evening will take place on Monday 20th May at 5:30pm - 6pm.

Upcoming Events

- 24.05.24 - School closes for half term
- 11.06.24 -14.06.24 - Yr 11 Bendrigg Residential
- 24.06.24- 26.06.24 - Sixth Form London Residential
- 27.06.2024 - Yr 11 Prom
- 28.06.24 - Yr 11 Official leaving date
- 04.07.24 - 05.07.24 - Year 6/7 Transition Days
- 10.07.24-12.07.24 - Sixth Form Silver DofE at Bibby's Farm.
- 11.07.24 - Summer Production: 10am & 6pm
- 12.07.24 - KS2-KS3 Transition Day
- 16.07.24- KS1-2 Transition talk for parents/carers
- 19.07.24 - School closes for end of term at 2pm

Sign of the week



This week's sign is 'proud'. We are very proud of the pupils who have just completed their SATs and those commencing their GCSEs.



Course Advice Morning and Applicant Showcase - Preston Centre

Event date:

Saturday 8 June, 10.00am to 1.00pm

Location: Myerscough College (Preston);

Come along and meet the staff, tour the campus and find out more about the College and our courses.

PCA Band and Choir

Our PCA Band and Choir have had a great afternoon wowing the audience with their amazing talents at Ribby Hall Music Festival.



Jamie's Photography Competition

This year the competition is Patterns and is open to all pupils from Key stage 1-5

Take lots of photos using a camera or your phone.

Select your favourite photos (3 max)

Email photos to

admin@park.blackpool.sch.uk

Subject : Jamie's Photo

Closing date :

Friday 21st June 2024



Paediatrician

If you require an appointment to see a Paediatrician for your child for issues that can not be resolved with your GP, such as a new diagnosis, sleep problems or referrals to Occupational or Physiotherapy, or other medical departments. Please contact the Paediatric secretaries at Blackpool Victoria Hospital on the numbers below and explain that there is currently no School Doctor assigned to Park for you to contact. You must have a valid reason to see them as they will not make appointments for a general check up.

01253 951623 /01253 953357

For all day to day general medical needs please speak with your GP as usual.

Star of the Week

1C - Dakota for engaging spontaneously in a number of circle times throughout the week, showing good waiting and turn taking.

1P - Faith for sequencing the story of 'There was an Old Lady who Swallowed a Fly' during her literacy lessons this week.

1S - Sapphire for actively helping others during tidy up time.

1B - Favour for showing some fantastic evidence of subitising numbers one to five.

1H - Cole for knowing the months of the year in order.

2H - Harry for his fantastic phonic work all week.

2M - Aiden for always being positive and giving everything a go.

2B - Aliylah for her fantastic work in topic this week.

2R - Joseph for his amazing work in Maths, when working on weight and mass.

2G - Millie for always trying her best and demonstrating increased confidence in every lesson.

2W - Alfie for having lovely manners and being helpful to staff and pupils.

2A - Izzy for her resilience whilst completing her SATs exams this week.

Well Done

Achiever of the Week

3T - Joshua for an amazing spelling test.

3J - Joe for his hard work and dedication during Maths.

3K - Aaron for putting maximum effort into improving his spelling and handwriting.

3S - Miley for making brilliant progress towards her preparation for adulthood.

3H - Logan for showing resilience and overcoming difficulties.

3R - Scott, Louie, Jaiden, William, Gabriel, Tyler and Ellis for representing school in the Tag Rugby Tournament, displaying excellent teamwork skills and sportsmanship.

3C - Leah for a fantastic presentation in GPS about giraffes.

3A - Laiba for her increased confidence in reading this week.

4H - Harry for his mature approach to every lesson.

4W - Jordan for showing resilience and bravery this week.

4S - Brodie for being incredibly helpful this week whilst supporting his peers.

4J - Ryan, Cody, Hannah, Olivia, Braiden, Jake and Lucas for their successful work experience placements.

4M - Daniel for always helping staff and the younger pupils at lunchtimes.

5J - Casey for selecting an excellent book from the library to help her with her Preparation for Adulthood.

5B - Harvey for his positive attitude and enthusiasm in functional Maths.

5I - Aaron for being very helpful.

5M - Everyone in 5M for their excellent efforts for update the Oracle garden.

Classroom News

KS1

In 1C we have enjoyed being fire fighters this week. They have been pretending that the water bottle is a hose and putting out the chalk fire drawing with water.



KS2

In Drama, 2G have been avid story seekers and are using costumes and props to help them create original stories.

They will soon be visited by a professional playwright who will help them write a script that will be performed by professional actors from The National Theatre London! The show will be on July 8th...watch this space for more details!



KS3

3H had their first taste this week in Art painting colourful patterns using non-traditional media. After creating a simple circular pattern with the skittles, pupils watched in amazement as they poured warm water over them, and watched as the colours started to dissolve. Pupils then used watercolour paint to create their own abstract design.



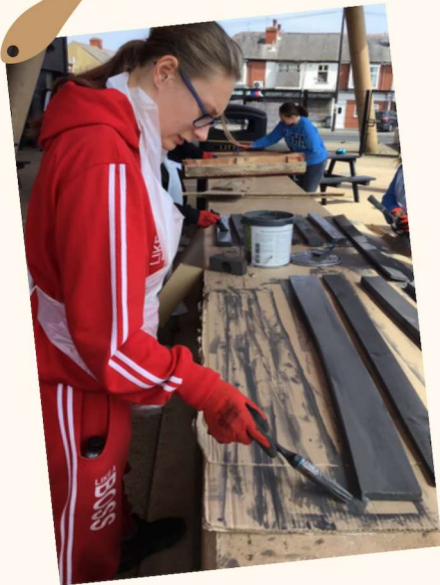
KS4

Pupils from Key stage 4, as part of their taster sessions at BFC, made their own clocks in car body repair using a recycled car panel. Each week they used tools to sand, shape, and spray paint their final design. They created these fabulous clocks to take home. Well done to all!

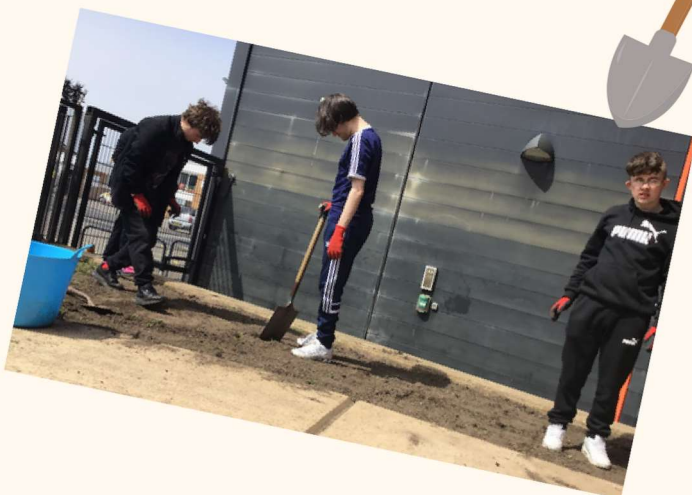


KS5

During volunteering this week students have been busy upcycling some old pallets into window boxes and updating our Oracle garden. The students have been working hard as a team, across all classes to make a relaxing outdoor space for everyone to enjoy.



Functional English has taught us about fiction and non-fiction. Adrian completed a variety of activities including sorting all of the books on the bookshelf into these categories. Here is an example of his work sorting the features of fiction and non-fiction. Great work Adrian!



Features of Fiction and non-fiction		Features
Features of Fiction	Features of non-fiction	<ul style="list-style-type: none"> To entertain the reader To inform the reader To identify a real person To identify a real book

Fiction	Non-fiction
<ul style="list-style-type: none"> not real made up tells a story made up made from start to finish fiction 	<ul style="list-style-type: none"> real photographs about the world labels

Well done Adrian - you are gaining confidence using these terms.
 You know more of these independently.
 Remember: Non-fiction informs you of facts.

03/19

What Parents & Educators Need to Know about SCHOOL AVOIDANCE

Emotionally Based School Avoidance is a term used to refer to reduced attendance or non-attendance at school by a child or young person. It's often rooted in emotional, mental health or wellbeing issues. The rate of children who miss school more than 10% of the time in England has more than doubled since before the pandemic: rising from 10.9% in 2018-19, to 22.3% in 2022-23.

UNDERSTANDING SCHOOL AVOIDANCE

REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include complaining of a tummy ache, headache, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

IMPACT OF SCHOOL AVOIDANCE

LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity which is making them anxious – increasing their desire to stay at home.

Advice for Parents & Educators

WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and limited time on screens can also give children much needed predictability and familiarity. Schools can help create a timetabled routine for the child's school day, if required.

MANAGING OVERWHELMING FEELINGS

While there may be times you feel frustrated or angry, try to stay calm; acknowledge the child's worries, listen and discuss a range of coping strategies together to help them face the discomfort and overwhelming feelings. These could include mindfulness, deep breathing or going for a walk and practice the strategies in less overwhelming situations first.

REDUCE STIMULATING ACTIVITIES AT HOME

If a child is avoiding school, reduce their access to more stimulating activities (such as watching television, playing games and spending time with friends) during school hours, where possible. This reduces the potential for the child having rewarding experiences at home, which could be interpreted as a positive aspect of avoiding school.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



The National College®

Source: See full reference list on guide page at: nationalcollege.com/guides/school-avoidance



- No formal referral is required. Young people can self-refer online, anytime.
- There are no waiting lists or thresholds to access the service.
- Completely free to use.
- Service user outcomes and safeguarding are at the heart of everything they do.

How does Kooth work?

1

Register

Register anonymously, and for free. There are no charges for using Kooth. Ever.

2

Share

Share your challenges with the community and/or our practitioners – only if you feel like it.

3

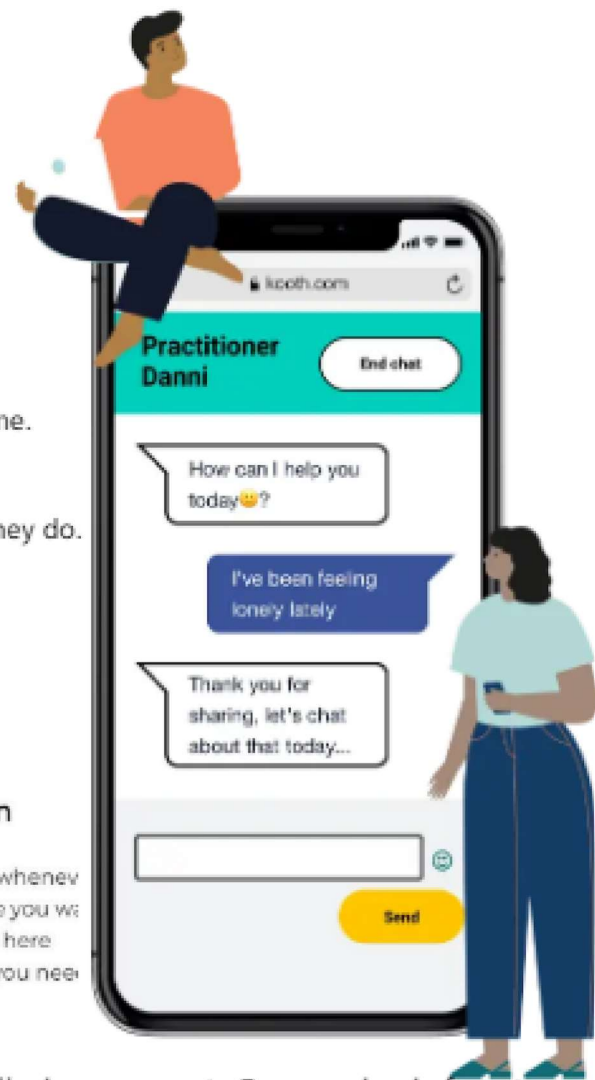
Explore

Explore Kooth's activities, articles and resources. Read inspiring stories and try calming exercises.

4

Check in

Check in – whenever you feel like you want to. Kooth is here whenever you need us.



- They offer same-day access to digital mental health and wellbeing support. Our service is free to use and our website is moderated carefully to keep everything safe.
- We've been a trusted partner of the NHS for over 20 years and are the only digital mental health service to be accredited by the BACP.

Here's some things to remember about us:

- Completely free to use
- Young people can be anonymous
- No bullying or trolling takes place on our site
- You don't need any kind of referral to join
- Signing up and getting started only takes a few minutes
- No problem is too small

You get instant access to.

- live text-based chat sessions with a member of our team
- support from our online community of young people.
- a range of self-help tools and activities

