



*PARKFIELD SCHOOL*  
*felicitas per ardua*

8<sup>th</sup> November 2023

**GOLD ACCREDITATION**

# STRAND A - contents

- School Improvement plan overview
- Examples of school assemblies
- An example of planning including rights
- Communication with parents - newsletters/videos
- Examples of wall displays and children's work



# School Improvement Plan

**Our school motto is:**

*'Felicitas per Ardua'*

*Success and Happiness through Hard Work*

## VISION

Our vision is to ensure that pupils become:

**successful learners** who enjoy learning, make good progress and achieve;

**confident individuals** who are able to live safe, healthy and fulfilling lives;

**responsible citizens** who make a positive contribution to society.

## VALUES

Our school values are:

- Respect
- Honesty
- Resilience
- Forgiveness
- Friendship
- Courage.

### PRIORITY 1:

To continue to improve outcomes and achieve high standards in the statutory assessments throughout the Primary phase.  
CRC Articles 28 Right to education, Article 29 Goals of education.

### PRIORITY 2:

To continue to improve the learning culture within the school, including raising the quality of teaching and learning in Geography and Design Technology, so that it is consistently Good and often Outstanding.

CRC Article 28 Right to education, Article 29 Goals of education.

#### Success Criteria

- CRC Articles referenced on planning and in some outcomes.
- RRSAs embedded throughout teaching and learning – evidence in displays and books.

### PRIORITY 3:

To continue to develop child-initiated learning in EYFS.

CRC Article 31 Leisure, play and culture

#### Success Criteria

- EYFS staff will actively use a range of strategies to support and extend learning through engagement with the children
- Children will be encouraged to use the language of learning as they make their plans and carry out and review their activities
- YFS staff will help and support to encourage children to be successful in following their ideas
- As the result of effective planning, the learning environment will offer a range of stimulating open-ended materials, outdoors and indoors, which children can use and combine in their own way to meet their own purposes.

### PRIORITY 4:

To use the oracy framework to understand the physical, linguistic, cognitive and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

CRC Article 12 Respect for the views of the child, Article 13 Freedom of expression

#### Success Criteria

- To develop a shared language for talk at Parkfield.
- Set clear expectations for talk (success criteria for discussion or talk tasks)
- Diagnose pupils oracy skills and plan for explicit oracy teaching.

### PRIORITY 5:

To ensure the health and wellbeing of children and staff is a priority.

CRC Article 2 No discrimination, Article 3 Best interests of the child, Article 6 Life, survival and development, Article 12 Respect for children's views, Article 13 Freedom of expression, Article 23 Children with a disability, Article 24 Health and health services,

#### Success Criteria

Senior leaders and Governors monitor staff well-being.

- Rates of stress related staff sickness are low.
- Full time ELSA to provide regular and effective support for children and staff in terms of their well being.
- Full time PFSA to provide regular and effective support for vulnerable children and families



# Examples of weekly school assemblies

25.9.23		Black History Month	Articles 2 (non-discrimination) & 30 (children from minority or indigenous groups)
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13.11.23		Anti-bullying week	Articles 19 (protection from violence, abuse and neglect), 15 (Freedom of association) & 2 (non-discrimination)
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15.1.24		World Religions Day	Articles 14 (freedom of thought, belief and religion) & 30 (children from minority or indigenous groups)
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22.4.24		Earth Day – Global Citizenship- Fast Fashion	Articles 6 (life, survival and development) & 24 (health and health services)
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# Examples of planning linked to Children's Rights

CRC Article 24 Health, water, food, environment

YEAR 5 SOW

GEOGRAPHY - MOUNTAINS

SPRING A

LEARNING OBJECTIVE & NC LINK	SUGGESTED ACTIVITY	RESOURCES	AFL Who has got me the 10?
Knowledge Organiser			

CRC Article 32 Protection from harmful work

CRC Article 24 Health, water, food, environment

CRC Article 27 Food, clothing, a safe home

Thursday 22<sup>nd</sup> June 2023

LO: I can discuss what words mean.

Task: Choose three words and write a sentence for each.

Challenge 1: Use a conjunction in one of your sentences.

Challenge 2: Re-write one of your sentences using a synonym for the key vocabulary word.

Challenge 3: Write a sentence that includes two or more of the key words.

CRC Article 38 Protection in War

CRC Article 22 Refugee children

Year 6: HISTORY

Timeline, sequence, artefact, comparison- similar/different, primary/secondary source, representation, firstly, secondly, next, after that, finally, cartoons/stories, period, museum, select, record, internet, library, links and effects

Sentence starters: First of all, Finally, This is similar to, This is different from, Compared to, this is, This may have happened because, I think this is represented in this way, because, This representation suggests,

Sentence stems: I have noticed that x links with y because..... Evidence suggests that life was like... Because..., This happened because... In conclusion...It appears that.... This is useful because... 5 W's who, what, where, why, when question starters, From researching...I have found...evaluation language

Vocabulary: \*build on Year 3 and 4 [vocabulary](#)

Sequence, relevant, justification, confidence, examine, cause and effect, compare,

Sentence stems: justification language, In this section I found..., I know this is a primary/secondary source because/This tells us that..., x is supported by a,b,c,

This is comparable to...this is dissimilar from...because, This impacted life by, When x happened this caused y, Although it is believed x happened due to y, it may have been caused by....

**Wars & Heavens**

Place current study on [time line](#) in relation to other studies

Use relevant dates and terms

Sequence up to 10 events on a [time line](#)

**Wars & Heavens**

Link sources and work out how conclusions were arrived at

Consider ways of checking the accuracy of interpretations – fact or fiction and opinion

Be aware that different evidence will lead to different conclusions

Confidently use the library and internet for research

**Wars & Heavens**

Recognise primary and secondary sources

Use a range of sources to find out about an aspect of time past

Suggest omissions and the means of finding out

Bring knowledge gathered from several sources together in a fluent account

Select and organise information to produce structured work, making appropriate use of dates and terms.

CRC Article 31 Rest, play, culture, arts



YEAR 3 Drawing SOW

LEARNING OBJECTIVE & NC LINK	SUGGESTED ACTIVITY	RESOURCES	AFL
	Please include a title page before each unit of work. See in <a href="#">subjects</a> folder in curriculum.		



# Communication with parents/community

- Twitter
- School Council Videos - [https://parkfield-primary-school.primarysite.media/media/rrsa\\_newsletter\\_061023](https://parkfield-primary-school.primarysite.media/media/rrsa_newsletter_061023)
- Newsletters <https://www.parkfieldschool.co.uk/stream/newsletters/full/1/-//>
- School website <https://www.parkfieldschool.co.uk>
- Family Learning Workshops – Year 1 to complete activities with their child and see their learning
- Coffee mornings for EAL parents
- School Council meetings – Invite PTFA and Governors
- Parent consultations
- Assemblies
- Questionnaires and feedback
- Reception induction
- Home visits
- Letters/Text messaging
- Nursery/Pre-School-Reception transitions
- Year 6 – Secondary School transitions
- Charities
- Parent helpers
- Posters around School

# Communication with parents/community.

Information is emailed out, distributed at open afternoons and parents meetings and available in reception area of school.



PARKFIELD SCHOOL  
*Industria per veritas*

Meet our Parkfield School Council  
RIGHTS RESPECTING SCHOOL  
Going for Gold

We are the School Council and we would like to tell you about the next step in our journey towards UNICEF's Rights Respecting School Award (RRSA). Parkfield School is proud to have achieved this award at bronze and silver level, and we are now very close to achieving gold level. We aim to ensure that the values and principles of the UN Convention of the Rights of the Child are fully embedded into the whole school's practice, and shared with the wider school community. As a Rights Respecting School, we not only teach about rights, but also model them. At Parkfield all adults and pupils have been made aware of their roles as Duty Bearers and Rights Holders. The United Nations Conventions on the rights of the Child (UNCRC) applies to all children and they are Right Holders. Adults such as parents, teachers and local government are Duty Bearers who help children. All pupils are taught they can both enjoy their rights and respect the rights of others. This is shown through:

## 1. Parkfield School Vision

Our vision is to ensure that pupils become: Successful learners, confident individuals and responsible citizens.

## 2. Parkfield School Values

Our school values are Respect, Honesty, Resilience, Forgiveness, Friendship and Courage.

## What are our Rights?

Each right in the United Nations Convention (UNCRC) is called an article. There are 54 articles. We are learning about these articles at Parkfield School. All rights are:

- UNIVERSAL - for ALL children
- INHERENT - there from BIRTH
- INALIENABLE - CANNOT be taken away.
- UNCONDITIONAL – DO NOT have to be earned.
- INDIVISIBLE - EQUALLY important

ABCDE of Rights



## Class Charters

Each class has its own charter which is agreed on by the pupils and teachers. Pupils learn about their rights and the duty bearers within the school. At Parkfield, we also have a lunchtime charter to ensure all children are safe and included.

### Lunchtime Charter

Children Pledge (write)	Rights	Staff Pledge (write)
<p>We will:</p> <ul style="list-style-type: none"> <li>• Wash our hands before we eat/drink the things that</li> <li>• Use our manners at dinner – please, thank you, please, excuse me</li> <li>• Clean every table and packed lunches – including putting rubbish in the bin (Chairs A, B &amp; C)</li> <li>• Be careful on the benches to avoid accidents.</li> <li>• Use our spoils and talk correctly.</li> <li>• Help our friends to eat.</li> <li>• Share spoils to our friends – we do not need to eat alone.</li> <li>• Enjoy the dining hall neatly and quietly – we helped the other, walking and not pushing.</li> <li>• Use the words towards each other and adults.</li> <li>• Be considerate and quietly to everyone.</li> <li>• Respect things that are made on our table has them hand in the air – child puts that hand in the air.</li> <li>• Walk around school neatly and safely.</li> </ul>	<p>Article 24: Health and health services</p> <p>Every child has the right to the best possible health. Children will be provided with good health services, clean water, nutritious food, and a clean environment and education so healthy and well being so that children can stay healthy.</p>	<p>We will:</p> <ul style="list-style-type: none"> <li>• Provide a range of healthy, tasty meals for children to choose from.</li> <li>• Provide a clean, safe environment to eat in – clean tables/chairs, spillage and tidy up.</li> <li>• Be kind and helpful – good role models.</li> <li>• Encourage children to wash their hands on benches before and after eating.</li> <li>• Encourage good manners at the table and during lunch times.</li> <li>• Encourage children to be helpful – question other children/benches before/after parents.</li> <li>• Encourage children to be different – benches that lunch children will never be made to eat at their lunch but encouraged to try to help their friends.</li> <li>• Be respectful to children and adults.</li> <li>• Use appropriate hand signals – give pupils attention from the table.</li> <li>• Talk calmly and appropriately.</li> <li>• Play together with parents/benches and class teachers to encourage children to eat healthy food.</li> </ul>

At Parkfield, we are excited to continue learning more and share our knowledge about Children's Rights so that all children universally can benefit equally.

Kind regards

Parkfield School Council



# Family Learning Workshops

## Family Learning Workshops – Year 1

Year 1 have enjoyed our family learning morning, sharing all of our learning about plants with our grown-ups. We played 'Guess What' with wild and garden plants - we used lots of art and craft materials to make our own flowers - we painted lot of fruits and vegetables to print different designs - we observed and compared different leaves and created our own leaf rubbings. Thank you so much to everyone that joined us this morning, we had so much fun!



**UNCRC Article 31 (Right to take part in artistic and cultural activities)**

## Family Learning Workshops – Reception, Year 5 and Year 6

Thank you to all the parents and carers who have attended Family Learning Workshops with their children over the last few weeks. We are looking forward to sharing workshops with our Year 1, Year 2 and Year 4 families over the coming weeks.

**Please note the revised date for the Year 4 Workshop in our diary dates.**



Reception and their parents enjoyed exploring a range of space themed activities linked to our topic 'A Ticket to Ride'. Everyone enjoyed activities such as creating a space helmet, writing a letter from the moon, creating a clay alien, painting the Earth using pipettes and completing a space puzzle wearing space gloves.

On Tuesday, Year 5 held our science themed Family Learning Workshop. It was a huge success and everyone seemed to be fully engaged in our Forces topic. We investigated air resistance using paper 'helicopters' and collected accurate data by dropping them from a height and measuring the effects of the air. We had some wonderful theories and evaluations which then lead onto what we could change to prove them. Who knew paper and paperclips could be so much fun and educational?



Year 6 and their parents enjoyed time in the Secret Garden proving how to classify different plants and animals according to different categories. Some excellent keys were on display and we heard some terrific scientific thinking about how to classify different types of living things.

**UNCRC Article 31 (Right to take part in artistic and cultural activities)**

# RRSA Stall at the Christmas Fair

The School Council designed and created 'Christmas Rights Games' for the School and Local Community to enjoy and learn about children's rights. The School Council also handed out information leaflets to make everyone aware of children's rights.

### School Council

On the 14th October, we discussed the meaning of rights and how it is important to include rights in our everyday language. Then we created games to help us remember our rights and what they mean to us.

By Sophia and Molly.



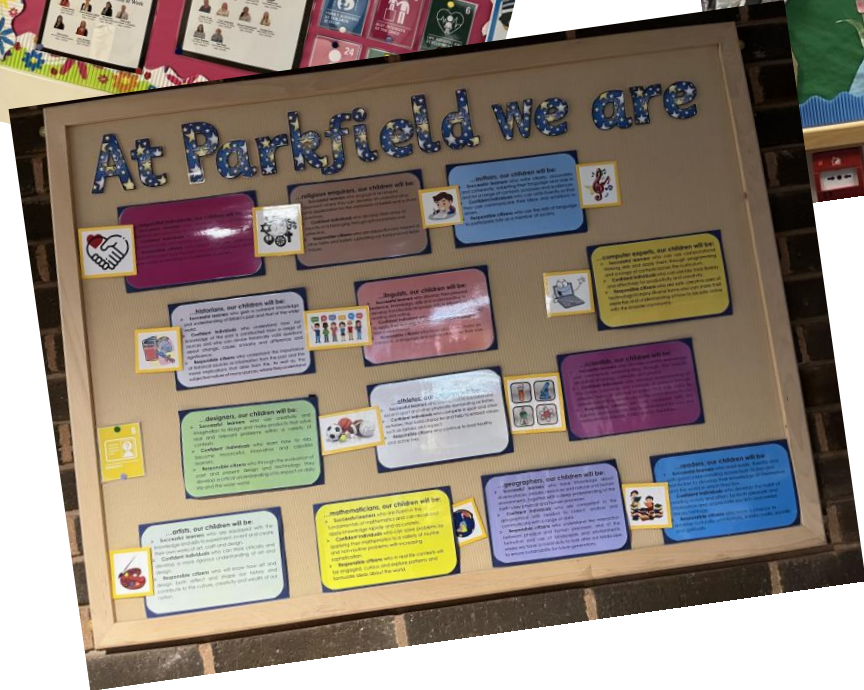
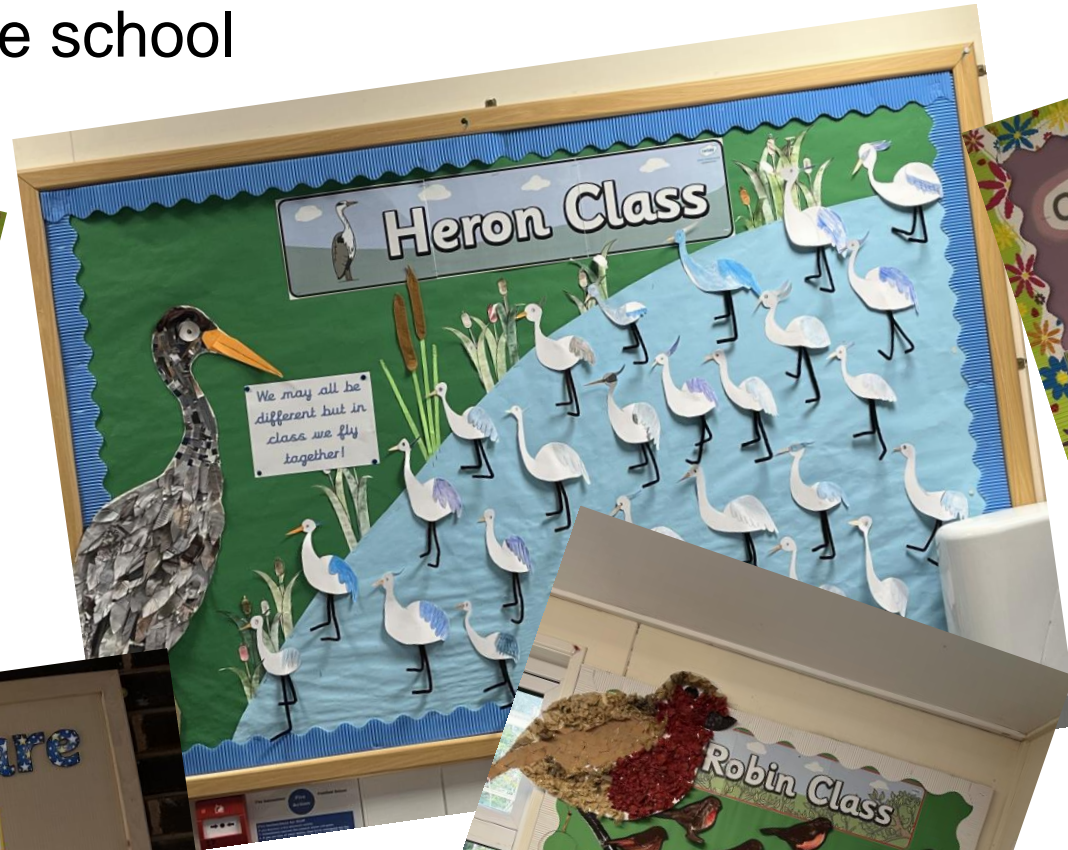
On the 4th November, we created games for our RRSA stall at the annual Christmas fair and the game ideas went very successfully. We did a democracy, which ended up choosing Spin the Wheel and Santa's Rights! We can't wait for the Christmas fair on 2nd December and we hope it will go extremely well!

Feel free to pop along to our stall.  
THE MORE THE MERRIER!

By Ned and Xander

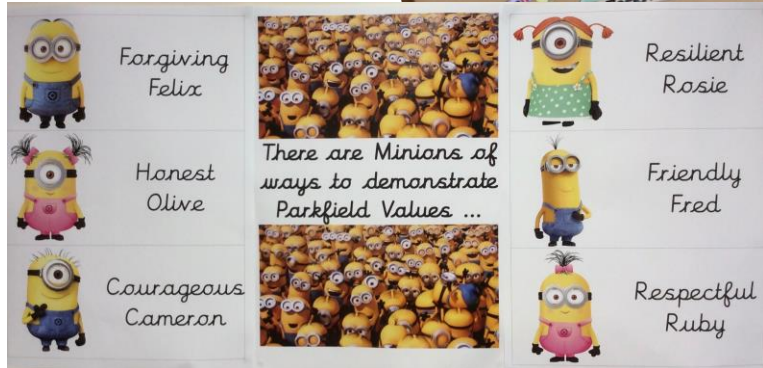


# Wall displays around the school





# Wall displays around the school



# Examples of children's work

Activity 1  
Everyone under the age of 18 has all the rights in the convention

No one would be in deep struggle if we could access NHS whenever we need it.

**HEALTH**

NHS

Children's right to the best possible health is important!

In the UK for example they are help power countries so that they don't get in trouble like we are at the moment

**DISABILITIES ASSOCIATIONS**

Molly, Xander, Lucas, Max

Fairness and Equity 10.02.23

What is the difference between equality and equity?  
Draw/write your answer below.

Equality

Equity

Which articles of the CRC help to exemplify these concepts?

25 children with disabilities	39 Recovery and reintegration
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How do we show equality and equity in our school?

<u>Equality</u>	<u>Equity</u>
+ same size classroom + everyone given chair + stationary + Everyone gets the same toilet	+ Bigger children get bigger chairs and smaller children get smaller chairs. + People who are struggling more get more support.

**ADHD** I worry about my grandparents as they are getting older.

Grandpa  
Grandma

at's on our minds can the hardest subject.  
what's on yours?

TAKE GET TALKING

"Monsters taking me away"  
"The Dark is Scary"

**MONSTERS DARK**

Friends taking away

**Health**

It is super impo to have a strong health system!

**NHS**

A strong health system looks like you have good treatment to health

**KEEP HEALTH**

**UNICEF**

**MENTAL HEALTH**

**NHS UNICEF**

**UK** **Ukraine**

**PSHE - class Rules**

We discussed what makes a good learner and how we should behave at school.

**PSHA Article 12 & 15**

Listen to the teacher  
Anabella

Cross your legs  
Elle

Keep hands and feet to yourself  
Anna

Keep quiet on the carpet  
Jasen

# Examples of children's work – Examples of Our Wellbeing Provision at Parkfield.

PHYSICAL

Running  
 (6, 15, 28, 29, 31, 39)  
 multi-sports events  
 Clubs: hockey  
 15 joining groups  
 Adventure Playground  
 PE Equipment  
 Sports day  
 Reception Area  
 Field (24)  
 Just Dance

SPORTS  
 basketball  
 cricket  
 football  
 Gymnastics

Every child has the right to play  
 Sports Tournaments  
 Secret Garden  
 Play Kinders  
 Safety  
 Playgrounds

MENTAL

- meditation (31)
- just dance (31)
- mindfulness colouring (31)
- bubble dance (6)
- orchestra
- flute (3, 28, 31)
- reading calm down
- Break times and lunchtimes (6)
- Yoga (14)

• learning an instrument (31)  
 (6) Adventure Playground  
 ERic (31, 28)  
 (23) Ear Defenders  
 Bear Bag (31, 6)

SOCIAL (29, 26, 15, 6)

Recorders  
 Orchestra (29)  
 Summer Concert/Winter

- play together (15)
- Group/Partner work (15)
- Discos (42)
- Fairs
- Clubs
- Musical (29)
- Swallows
- Civic award
- Breaktimes and lunchtimes
- Active our play ground. How can you be my friend.
- Sitting next to people in class.

• cricket (6)  
 • hockey (6)  
 • football (6)  
 • most team sports (6)  
 • Reading with buddies  
 • Gymnastic (6)  
 • multi sports (6)

EMOTIONAL

- Speak to the teacher/TA to share your thoughts.
- If you're worried, there is a worry box/box to put your worries into and then you can talk to the teacher later.
- Fiddle toys
- Use tack
- Worry master (put worry in no worry)

• Ear Defenders (23)  
 Mrs Mitchell (24)  
 Mrs Cooper (24)  
 Miss Cousins (24)  
 Early literacy support assistant. (ELSA) (23)  
 Emotional



# Faith Week

Article 30 Minority Culture, language and religion

Article 14 Freedom of thought and religion



# World Book Day


Article 28 Access to education

Article 29 Aims of education

## Parkfield Press


03<sup>rd</sup> March 2023

**Welcome to this week's Parkfield Press.**  
The children have had a wonderful week celebrating World Book Day. We started our week with a visit from a storyteller, Clive Pig, who told a mixture of fairy tales, traditional tales and original tales with an emphasis on rhymes and refrains. The children thoroughly enjoyed the stories.



Masked Reader - How many members of staff did you manage to identify in our Parkfield Masked Reader challenge? If you've not had chance to watch it yet, why not have a try now:  
<https://parkfield-primary-school.primarysite.media/media/masked-reader>

On Thursday, the children came to school dressed as 'You are a reader', many chose to dress up, some came in their PJs, while others decided to come in whatever they felt comfortable in when snuggling up with a good book! As always, a great effort was made by all. During the afternoon, all the classes had the opportunity to share their books with a child from a different year group.



**Reading is power**

We take child protection extremely seriously at our school. If you have a concern, you can speak to any of the school's designated and trained Child Protection officers: Mrs Mitchell, Mr Jones or Mrs Boudett. Alternatively, you can also

# STEM Week

Article 28 Access to education

Article 29 Aims of education

## Welcome to this week's Parkfield Press.

We have ended this term with an exciting STEM (science, technology, engineering and maths) week. The children took part in a range of activities from planning a 'Parkfield Zoo', creating habitats for hedgehogs to making bread microorganisms!

We started the week with a drama workshop themed 'Our Future' and also had visits from Peter Littlewood, who spoke to each of the KS2 classes about topics including endo and exoskeletons, habitats, classification and endangered animals. The children have had a superb week and lots of wonderful learning has taken place too!



After a successful round of interviews last week, we are pleased to announce that Mr Adam Parkes and Miss Emily Dudfield will join our Parkfield team in September. We are sure they will be a great addition to our team.

We wish you all a restful Spring break and hope you are able to enjoy some lovely family time together. We hope the summer term will bring with it some much-needed sunshine and the children will be refreshed and raring to go with another fun-packed term of learning planned.

# Safety Week

Article 6 Life, survival and development

Article 11 Protection from Kidnapping

Article 27 Food, clothing, a safe home

Students, Parents and Guardians.

Can I just start by saying a big welcome back to all and a very warm welcome to our new students and parents joining us for the first time. For those who don't know me, my name is Joe Norris, the School link Officer for Parkfield Primary School. I am a Police Community Support Officer, part of the Taunton Central Neighbourhood Policing Team.



With a new term comes new opportunities for me to work with the school and its pupils and I looking forward to all our up-and-coming sessions, hearing all about what everyone got up to over the summer holidays and getting to know all our new pupils.

I will also be continuing to visit the school to carry out high visibility patrols at drop off and pick up times and just wish to remind parents and carers, that if they are driving, they are representing the school and therefore should be considerate to residents when parking. Please avoid pavement parking, blocking driveways and using the bus stop out the front of the school. There is plenty of free parking a very short walk away.

Throughout the year, If you have any questions, I encourage you to come and speak to me when I visit or please feel free to contact me, the school has my full details.

Regards, Joe Norris  
PCSO

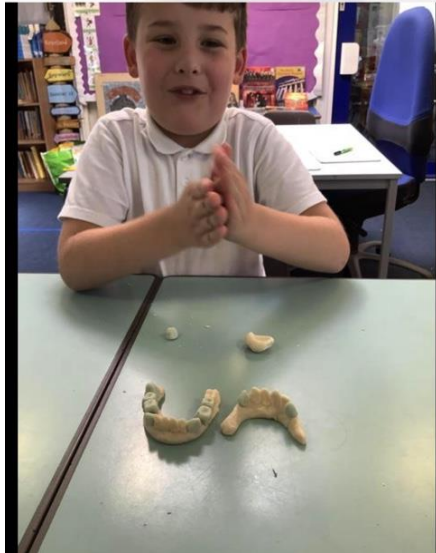
This week has been our annual Safety Week where the children have learned about water safety from the RNLI, fire safety as well as safety around the home and the local environment. We also continued discussions about on-line safety and what 'safe relationships' means.



Did you know, the Devon and Somerset Fire Safety team will carry out a FREE safety check of your home. This would involve checking and replacing fire alarms as well as a range of other fire safety equipment. To book your visit call **0800 050299**, email [firekills@dsfire.gov.uk](mailto:firekills@dsfire.gov.uk) or book online at [www.dsfire.gov.uk/homesafety](http://www.dsfire.gov.uk/homesafety).

# Health Week

Article 24 Health, water, food, environment



# Residentials and Trips

## Kilve Activity Day – Year 3

On Tuesday 2<sup>nd</sup> May, Year 3 had their taster day at Kilve Court. They were able to familiarise themselves with their surroundings ready for the Year 4 residential visit in September.

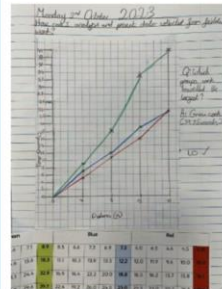
The children were able to try out some activities such as grass sledging, wall climbing, low ropes and team building. The weather was fantastic and great fun was had by all.



**UNCRC Article 31** (Right to take part in artistic and cultural activities)

## Wessex Water Trip – Year 5

Last Thursday, Year 5 went on a trip to Ashford Water Treatment Centre in Cannington. While we were there, we were able to spend time walking around the treatment centre and we found out how dirty water from a reservoir is cleaned so that it is clean enough for us to drink! There are a number of processes that water needs to go through before it is really clean.



We also spent time walking around the reservoir taking in the beautiful scenery and identifying habitats for the animals and birds. We saw a heron and lots of swans that enjoyed showing off just for us! We enjoyed sketching a meander in the river as we sat quietly and focused on using our sketching skills.

Lastly, we conducted our own geography fieldwork investigations in the river, testing the speed of the river and sketching some of its key features. Back in class, we used the data we have collected to produce some wonderful line graphs! It was an exceptionally busy day. We were blessed with the weather too.



**UNCRC Article 28** (Right to an education)

## Pembrokeshire Residential – Year 6

Wow! What a wonderful week we had at Broadhaven!

The trip began with an exciting visit to Big Pit which is a disused coal mine. The children learnt about what life would have been like for a coal miner and the dangers that often occurred.

The following day we went on a very choppy boat trip around Caldey Island and saw a range of wildlife including porpoises and some seals that were relaxing on the rocks and playing in the sea.

The Year 6s also experienced surfing at Broadhaven Beach. The children were naturals in the water and rode some great waves into the beach.

The children had a rollercoaster of different experiences throughout the week and there were a lot of tired smiles when they returned to school. Please have a look at the school website for a wide range of photos and video clips of our trip.

A huge thank you to all the staff who gave up their time for the week to make this trip possible. The team worked tirelessly throughout the trip to give the children an experience they will never forget!



**UNCRC Article 28** (Right to an education)

# STRAND B - contents

- Photographs of Charters
- Relevant extracts from policy documents
- Photographs or exemplar materials from relevant assemblies or events
- Pupil survey data
- Parent involvement and comments

# Examples of school charters

**PARKFIELD SCHOOL**  
*Education for all*

Children Pledge (Inside)	Rights	Staff Pledge (Inside)
<p><b>We will:-</b></p> <ul style="list-style-type: none"> <li>Wash our hands before we eat/enter the dining hall.</li> <li>Use our manners at all times – please, thank you, pardon, excuse me.</li> <li>Clear away trays and packed lunches – including putting rubbish in the bins (Years 4, 5 &amp; 6).</li> <li>Sit carefully on the benches to avoid accidents.</li> <li>Try different foods/eat our lunch, remain seated.</li> <li>Use our knife and fork correctly.</li> <li>Keep our lunch bands safe.</li> <li>Speak quietly to our friends – we do not need to shout inside.</li> <li>Enter the dining hall sensibly and quietly – one behind the other, walking and not pushing.</li> <li>Use kind words towards each other and adults.</li> <li>Be considerate and polite to everyone.</li> <li>Respond straight away and listen to an adult who has their hand in the air – child puts their hand in the air also.</li> <li>Walk around school sensibly and quietly.</li> </ul>	<p><b>Article 24: Health and health services</b> <i>Every child has the right to the best possible health. Children will be provided with good quality health care, clean water, nutritious food, and a health and well-being so that children can stay healthy.</i></p>	<p><b>We will:-</b></p> <ul style="list-style-type: none"> <li>Provide a range of healthy, tasty meals for children to choose from.</li> <li>Provide a clean, safe environment to eat in – clean tables/chairs, spillages.</li> <li>Be kind and helpful – good role models.</li> <li>Encourage children to wash/sanitise hands on entering dining hall and before eating.</li> <li>Encourage good manners at the table and during lunch times.</li> <li>Reward good behaviour – positive play stickers/notelets home/house points.</li> <li>Encourage children to try different foods/eat lunch – children will never be made to eat all their lunch just encouraged to try to eat more/want.</li> <li>Be respectful to children and adults.</li> <li>Use appropriate hand signal to gain pupils attention – hand up in air.</li> <li>Talk calmly and appropriately.</li> <li>Pass on/Inform Teachers/SLT of any issues/behaviour.</li> <li>Work together with parents/carers and class teachers to encourage children to eat healthy food.</li> </ul>

**PARKFIELD SCHOOL**  
*Education for all*

Children Pledge (Outside)	Rights	Staff Pledge (Outside)
<p><b>We will:-</b></p> <ul style="list-style-type: none"> <li>Look after all equipment and let an adult know if it is broken or damaged.</li> <li>Use the equipment in the right way and not to hurt people with it or use as a weapon.</li> <li>Play together nicely – no rough play or hurting each other (Kind words, Kind hands, Kind feet).</li> <li>Treat the environment and others with respect (includes trees, plants, adults, children).</li> <li>Follow instructions the first time.</li> <li>Seek help from an adult when we feel we cannot deal with a situation – when we feel angry, upset, unfairly treated in a game.</li> <li>Coats must be worn outside when cold/wet.</li> <li>Put away any equipment used in the equipment boxes.</li> <li>Line up sensibly and silently, one behind the other when the bell/whistle blows – end of lunchtime beginning of learning time.</li> <li>Wash our hands before returning to class.</li> </ul> <p><b>Children Pledge (Wet Play)</b></p> <ul style="list-style-type: none"> <li>Sit quietly and sensibly in class – walk in class, take care of belongings/resources, use indoor voices.</li> <li>Participate in quiet indoor activities/games provided by the Lunch time staff.</li> <li>Line up quietly and sensibly when it is your turn to go to the dining hall and when returning to class.</li> </ul>	<p><b>Article 31: Leisure play and culture</b> <i>Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</i></p>	<p><b>We will:-</b></p> <ul style="list-style-type: none"> <li>Provide a range of fun activities for all children to participate in – with equipment and without equipment.</li> <li>Supervise and assist children when needed – incidents, accidents, friendship issues.</li> <li>Encourage good behaviour and manners on the playground (Kind words, Kind feet, Kind hands).</li> <li>Be visible on the playground to children so they know who to go to if needed.</li> <li>Reward good behaviour – positive play stickers, notelets home, house points – praise.</li> <li>Help children to resolve any disputes – discussions &amp; Restorative practice.</li> <li>Work together with the class teacher to encourage positive behaviour during lunchtimes.</li> <li>Offer alternative provision for children who feel overwhelmed during outside play – quiet activities.</li> <li>Treat each child fairly – listen to all sides of the story.</li> <li>Pass on/Inform SLT of any issues/behaviour.</li> </ul> <p><b>Staff Pledge (Wet Play)</b></p> <ul style="list-style-type: none"> <li>Supervise and assist children in their own class rooms.</li> <li>Offer suitable indoor activities and games for children to engage in before and after eating.</li> <li>Use appropriate hand signal to gain pupils attention – hand up in air.</li> <li>Accompany and supervise children in dining hall and when returning to class after eating.</li> </ul>

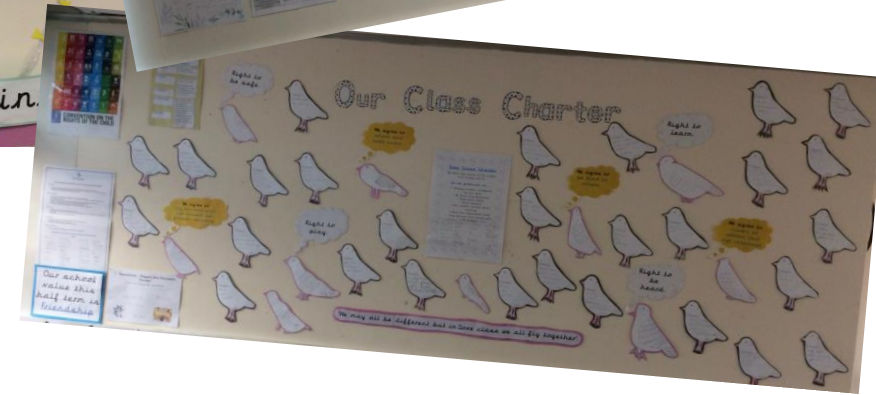
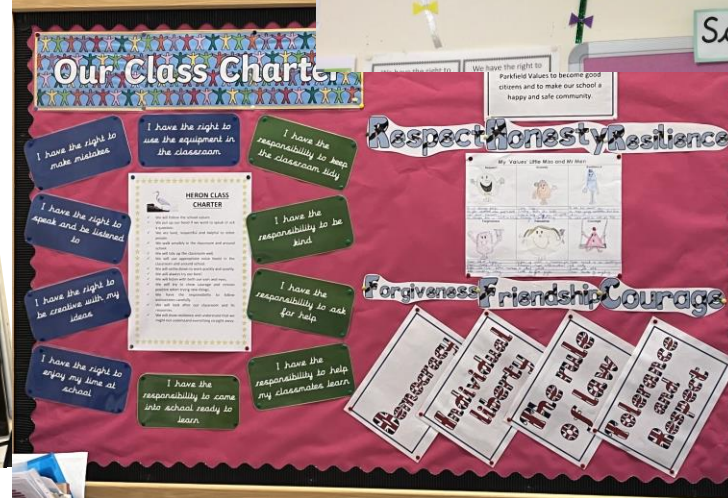
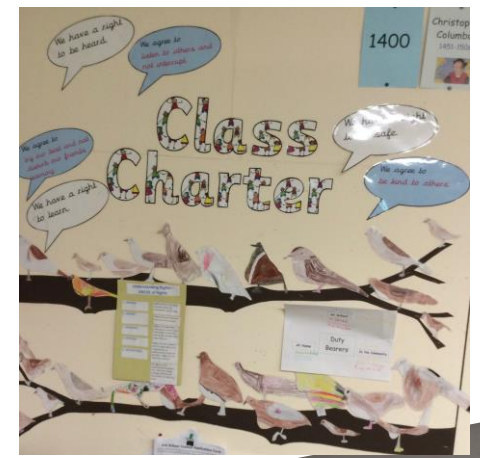
**PARKFIELD SCHOOL**  
*Education for all*

## E-Safety Charter

(This will help us to stay safe online)

- I promise to ...
  - Ask a teacher if I want to use the computers or Chromebooks.
- Only use activities and websites that a teacher has explained and allowed me to use.
- Only click on buttons and links when I have been shown what they do.
- Ask for help from a teacher if I am not sure what to do or if I think I have done something wrong.
- Tell a teacher if I see something that upsets me on the screen.
- Take care of the computers, Chromebooks and other equipment. I know that if I break the rules I might not be allowed to use the computing equipment.

# Examples of class charters



## Eco-Committee – Looking after the environment (Article 29 & 24)



### Eco-School Green Flag Award

We are very pleased to announce that we have been awarded the Eco-Schools Green Flag award with **distinction!**

Here are some extracts from the feedback provided by the moderators when they reviewed our application.

It was really great to read how your Environmental Review provided the basis for the projects in your Action Plan. The Environmental Review also clearly highlighted areas that you needed to improve on, and it is great that your overall approach generated ideas for changes that you could make, as this demonstrates a reflective and considered approach to your Eco-Schools work. It was great to hear that through completing the environmental review that your children felt prompted to want to take action and to address matters. You've clearly taken efforts to connect your Litter, Biodiversity and Water projects happening across the school and embedding work into curriculum and everyday school life in a really impactful way. This is really inspiring and clever. Your action plan is great! The actions that you planned out were really SMART (Specific, Measurable, Achievable, Relevant and Time Bound). This is important as it helps to achieve progress and empower your Eco-Committee. It was also great to see accountability and monitoring and evaluation clearly marked in your Action Plan and that you identify accountability and monitoring and evaluation activities in detail. Excellent work!

We also thought your Eco-Code ideas were fun and inclusive! They are punchy and creative, setting out tangible and accessible calls to action your whole school can get behind! We also love your video!

Your achievements this year have been wonderful! For example, we love to hear that your school grounds are kept mainly litter free and that you have tried to address litter by encouraging recycling before it has a chance to become litter by recycling crisp packets. This all truly makes the Eco-Schools initiative an integral part of your school life. Congratulations to everyone for the great work you have managed to do. You should all be very proud of your amazing work and the great application you have submitted. You've really earned your Green Flag with Distinction Award accreditation!

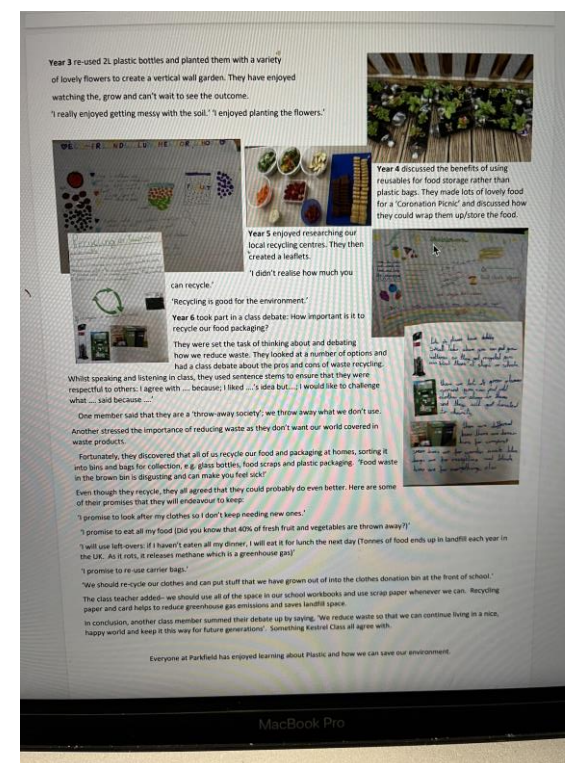
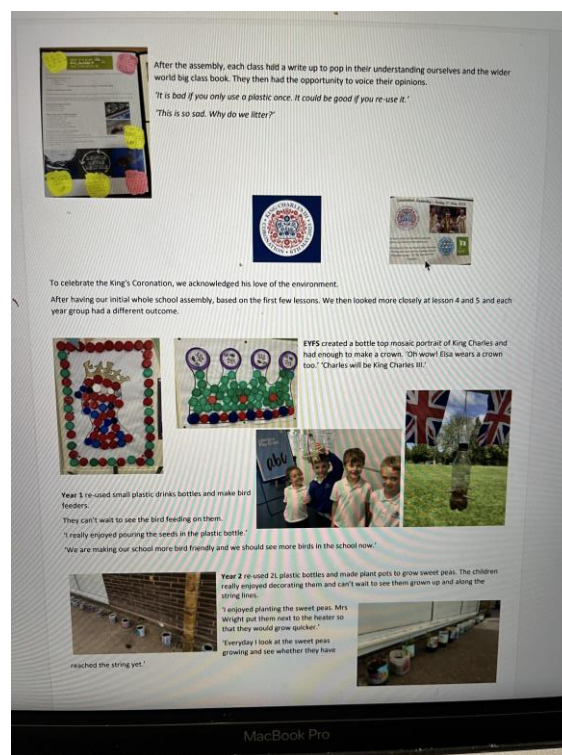
We have received our green flag which flies in the school grounds on its flagpole.



# Better Planet Schools

See below, the Better Planet Schools article published in the Somerset Council Weekly School Newsletter.

- <https://supportservicesforeducation.co.uk/Article/148964>



# Equality Objectives Statement

## Opening statement

- At Parkfield Primary School we welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:
  - Eliminating discrimination.
  - Fostering good relationships.
  - Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Gender.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.

Parkfield Primary School aims to promote pupils' spiritual, moral, social, and cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

- <https://primarysite-prod-sorted.s3.amazonaws.com/parkfield-primary-school/UploadedDocument/765a4ac4783c4330b1ead65cffcccf02/parkfield-primary-equality-objectives-statement-2018-2019.pdf>



# Equality Policy

## Parkfield Primary School

### **Statement of intent**

Parkfield Primary School recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

### **Equality objectives**

4.1. The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community.

### **Promoting equality**

6.1. In order to meet our objectives, the school has identified the following priorities:

- The school will provide auxiliary aids that are directly related to disabled pupil's educational needs as a reasonable adjustment, so they can integrate wholly in all parts of school life.
- Staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- The school will ensure that all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly.
- There will be differential work designed to meet the abilities and learning styles of all pupils.

For full policy please see link: <https://primarysite-prod-sorted.s3.amazonaws.com/parkfield-primary-school/UploadedDocument/9e583630-e1cc-45c3-b2f6-49afbc61f29f/parkfield-primary-equality-information-and-objectives-policy-2022-2023.pdf>

*“Each child, like each adult, has intrinsic worth and should be treated with respect and care in all circumstances. Each child brings to each circumstance a unique personhood, identity, perspective and understanding that – regardless of gender, ethnicity, sexuality, physical ability, language, religion, beliefs, social origin or any other status – should be valued and nurtured. Dignity is inherent and cannot be*

*deserved or lost.”*



# Peer-on-Peer Abuse Policy

## Feeling safe and happy at our school

At Parkfield, we want to make sure that all pupils feel looked after, safe and happy when they are in and out of school.

Sometimes we don't know if something bad is happening, so pupils need to tell us.

This policy looks at peer-on-peer abuse, and what you can do when pupils feel they are being abused, or when they notice someone else is being abused.

We can help you by:

- Teaching what peer-on-peer abuse is.
- Teaching what to do if you feel like you are being abused, or if someone else is being abused.
- Making sure pupils know the grown-ups you can speak to if you are worried.

## OUR INTENTIONS IN PRODUCING THIS POLICY ARE:

- To express our belief that all pupils should be included fully in the life of the school.
- To provide a learning environment free from any threat or fear, which is conducive to the achievement of individual aspirations.
- To reduce and to eradicate, wherever possible, instances in which pupils are made to feel frightened, excluded or unhappy.
- To reduce and to eradicate, wherever possible, instances in which pupils are subject to any form of peer-on-peer abuse.
- To respond effectively to all instances of peer-on-peer abuse that are reported to us.
- To establish a means of dealing with peer-on-peer abuse, and of providing support to pupils who have been affected.
- To provide support for pupils who may be experiencing problems of their own.

<https://primarysite-prod-sorted.s3.amazonaws.com/parkfield-primary-school/UploadedDocument/6212c5d9-cfe0-45b5-bb41-e6470ef72d6a/parkfield-primary-peer-on-peer-abuse-policy-2020-2021.pdf>



# Anti-Bullying Week

The next couple of weeks are going to be another action-packed fortnight where we will be taking extra time to think about being supportive and kind to one another as part of Anti-Bullying Week. The children will take part in a themed assembly and continue these focussed discussions within their class- they may also come to school in odd socks! **'Odd Socks Day' Monday 14<sup>th</sup> November 2022** provides an opportunity in school to have fun, be yourself and spread awareness of the core values that Anti-Bullying Week promotes.

PLT ASSEMBLY – Monday 14<sup>th</sup> November 2022

**World Children's Day**  
We know that World Children's Day was first established in 1954 as Universal Children's Day and is celebrated on 20 November each year to promote international togetherness, awareness among children worldwide, and improving children's welfare.

**Anti-Bullying Week**  
We discussed Anti-Bullying Week which is a way of raising awareness about bullying. It is a week during which we learn about bullying and how to deal with it. This year, Anti-Bullying Week is from the 14<sup>th</sup> to the 20<sup>th</sup> November. Each Anti-Bullying Week has a different theme each year. This year's theme is Reach Out.

We kicked off the week by wearing Odd Socks to show that we are all different but unique! Odd Socks Day celebrates not only the freedom to wear whatever kind of socks people want, but it also makes a statement about embracing differences and being kind to people who are bullying them for being unique.

**Children in Need**  
Lilly, we discussed Children in Need, which is the BBC's annual fundraising campaign. This will be broadcast on Friday, November 18 from 7pm to raise money in support of disadvantaged young people.

We then came back to class and discussed these questions:  
✓ What have you learned today about these industries?  
✓ Do you think you would know what to do and who to talk to if you or someone you know is being bullied in any way?  
✓ What would you do to help prevent bullying?

Sullivan  
14-11-22  
**Design a Pair of Odd Socks**




Play with your friends  
Adele

Listen to your friends  
Matthew

Give someone a hug  
Arthur

Saying nice things to each other  
Joseph

When someone falls over, you can help them get up  
Livy




Share the love  
Amaan

If you hurt someone, say sorry  
Lily

Tell a teacher if someone hurts themselves  
Oscar

Take care of someone  
Ibrahim



# Parent Feedback

## Parent comments

***'My son joined Parkfield part way through year 3. He was incredibly anxious, shy, and sadly had fallen behind significantly academically. It has been nothing less than incredible to watch him transform into the little boy he is today. Thanks to Parkfield he has flourished into a content child who loves coming to school, he is now beginning to access the learning for his year and continues to make great progress.'***

***'School have been wonderfully supportive of my daughter especially after not being at school during the COVID pandemic. She has needed additional support with maths especially and they have never let her down. I cannot fault the care shown by all the teachers and staff towards both my children.'***

***'I am a mum of two girls who are currently in year 5 and year 3.***

***My children always feel supported and they always say that: "the staff always respects all the pupils, engages with them and enthuses them". The children know that their opinions matter, they feel valued and happy. In Parkfield there is a strong sense of community, it is more like a family and no one is left out. Parents and carers are part of it too by joining in the school activities where it is possible and also, thanks to a strong communication, they are always updated and supported if needed.'***

# Parent Involvement



Dear UNICEF

My eldest daughter left Parkfield School in 2022 and my youngest is currently in Year 4. They have both learned a great deal about human rights through the school. I am particularly pleased that the school has chosen to be part of the rights respecting [schools](#) program as I have had a lifelong interest in human rights and currently teach law with human rights at A Level.

I have visited the school on a number of occasions to talk about children's rights, refugee rights, and the history of Amnesty International. The local Amnesty International group and I have donated human rights books to the pupils, and my daughters have brought home leaflets about human rights produced by the school for all the pupils.

The school has woven human rights into the everyday language that it uses, and into the newsletters it produces so that the whole school community is involved.

My youngest daughter recently commented on the link between the work they had done on Black History Month and the right to equality and non-discrimination.

As part of the local Amnesty group, we have been keen to support the school with campaigns and we worked with Mrs Lavender to produce a beautiful display of the pupils' work on human rights and refugees at the Taunton Library.

We also did a memorable assembly about the dangerous channel crossings where the pupils were able to sit in a dinghy with life jackets and talk about the rights of children to seek asylum and be safe.

These events involved correspondence with Mrs Lavender and meetings with pupils from the school council, and then the pupils themselves engaging and producing materials and presenting in assembly.

The school clearly has a long-term commitment to human rights education from the headmaster down, and every member of staff I have spoken with has been keen to be involved. My main contact has been Mrs Lavender who is the driving force behind the rights respecting schools initiative at Parkfield. She has been in very regular contact inviting me into the school and updating me on developments. Both personally and through my involvement with the local Amnesty group I intend to continue to engage with Parkfield about human rights and support their valuable initiative to ensure the pupils have every opportunity to learn about their rights and the rights of others.

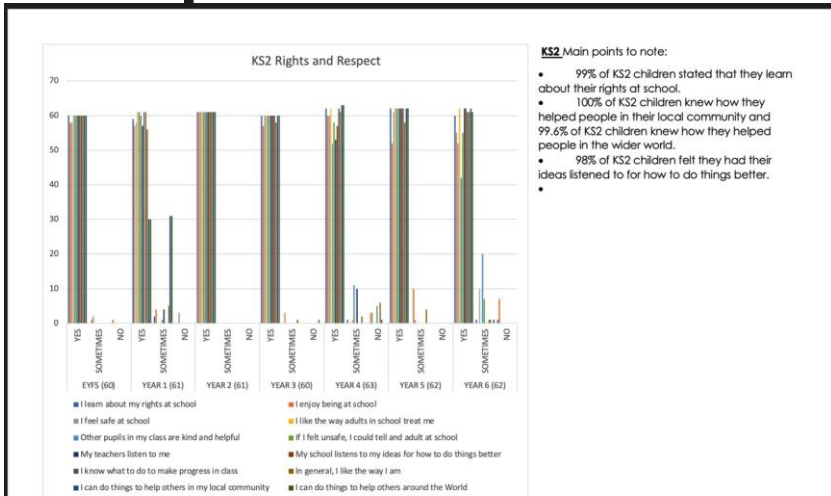
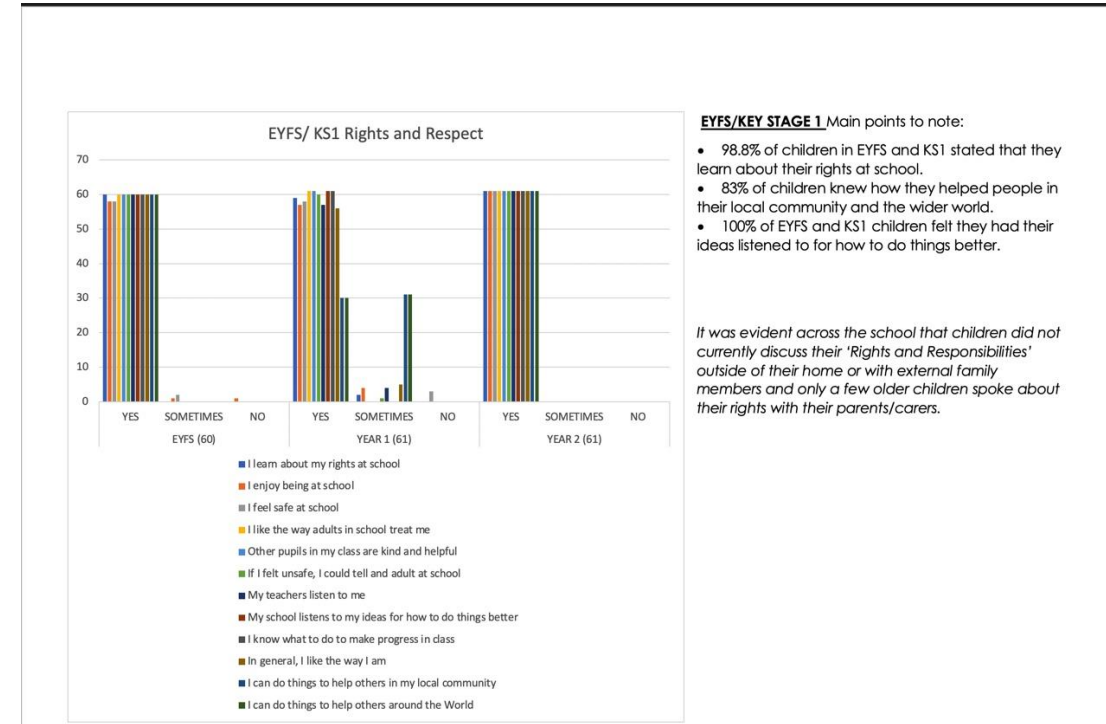
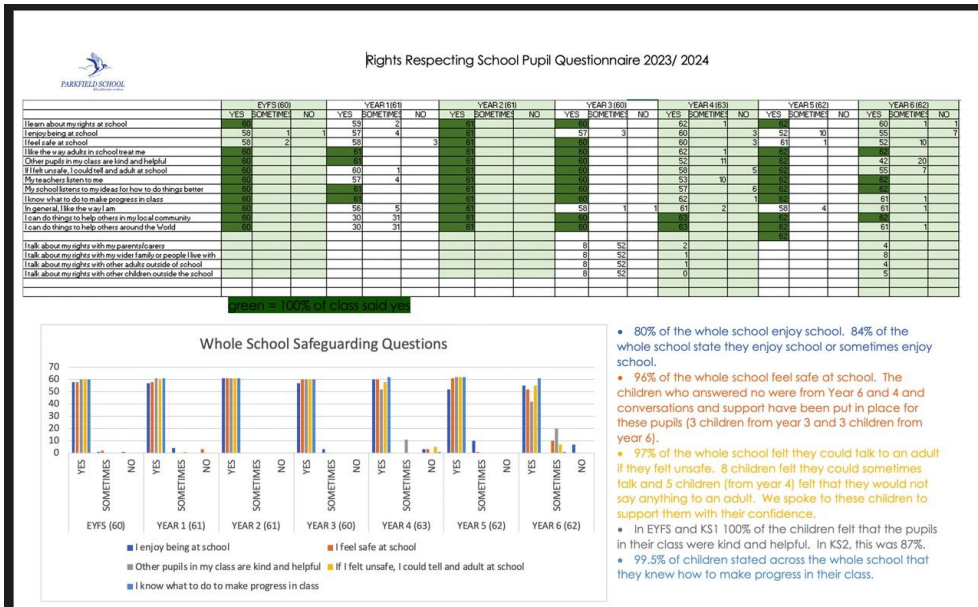
Yours sincerely

Benjamin Grant

Parent



# Impact surveys – Pupil Questionnaire 2023



	EYFS (60)			YEAR 1 (61)			YEAR 2 (61)			YEAR 3 (60)			YEAR 4 (63)			YEAR 5 (62)			YEAR 6 (62)		
	YES	SOMETIMES	NO	YES	SOMETIMES	NO	YES	SOMETIMES	NO	YES	SOMETIMES	NO	YES	SOMETIMES	NO	YES	SOMETIMES	NO	YES	SOMETIMES	NO
1 I learn about my rights at school	58	1	1	59	2	1	57	3	1	58	3	1	57	3	1	58	3	1	60	1	1
2 I enjoy being at school	57	1	1	57	4	1	57	4	1	57	3	1	56	1	3	58	10	1	55	10	1
3 I feel safe at school	58	2	1	58	3	1	57	4	1	57	3	1	56	1	3	58	10	1	52	10	1
4 I like the way adults in school treat me	58	1	1	58	1	1	57	1	1	57	1	1	57	1	1	57	1	1	55	20	1
5 Other pupils in my class are kind and helpful	58	1	1	58	1	1	57	1	1	57	1	1	57	1	1	57	1	1	42	20	1
6 If I felt unsafe, I could tell and adult at school	57	4	1	57	4	1	57	4	1	56	1	3	58	10	1	58	10	1	55	7	1
7 My teachers listen to me	57	4	1	57	4	1	57	4	1	57	4	1	57	4	1	57	4	1	58	1	1
8 My school listens to my ideas for how to do things better	57	4	1	57	4	1	57	4	1	57	4	1	57	4	1	57	4	1	61	1	1
9 I know what to do to make progress in class	56	5	1	56	5	1	56	5	1	56	5	1	56	5	1	56	5	1	58	4	1
10 In general, I like the way I am	56	5	1	56	5	1	56	5	1	56	5	1	56	5	1	56	5	1	61	1	1
11 I can do things to help others in my local community	56	5	1	56	5	1	56	5	1	56	5	1	56	5	1	56	5	1	61	1	1
12 I can do things to help others around the World	56	5	1	56	5	1	56	5	1	56	5	1	56	5	1	56	5	1	61	1	1
13 I talk about my rights with my parents/carers	8	52	2	8	52	2	8	52	2	8	52	2	8	52	2	8	52	2	8	52	4
14 I talk about my rights with my wider family or people I live with	8	52	1	8	52	1	8	52	1	8	52	1	8	52	1	8	52	1	8	52	4
15 I talk about my rights with other adults outside of school	8	52	0	8	52	0	8	52	0	8	52	0	8	52	0	8	52	0	8	52	4
16 I talk about my rights with other children outside the school	8	52	0	8	52	0	8	52	0	8	52	0	8	52	0	8	52	0	8	52	5

# Extra-curricular activities

Article 15 (freedom of association)

Article 31 (leisure, play and culture)



# Music and Drama

## Last Night of the Proms

Today saw the school hall transformed into the Royal Albert Hall as the orchestra took to the stage for our Last Night of the Proms concert. The orchestra have worked very hard preparing for this event and gave a wonderful performance. All of the children and adults got involved by waving their flags and singing along to Rule Britannia and Land of Hope and Glory. It was a lovely way to end the half term. A massive well done to everyone who took part!



**UNCRC Article 31** (Right to take part in artistic and cultural activities)

## Treasure Island Production – Year 6

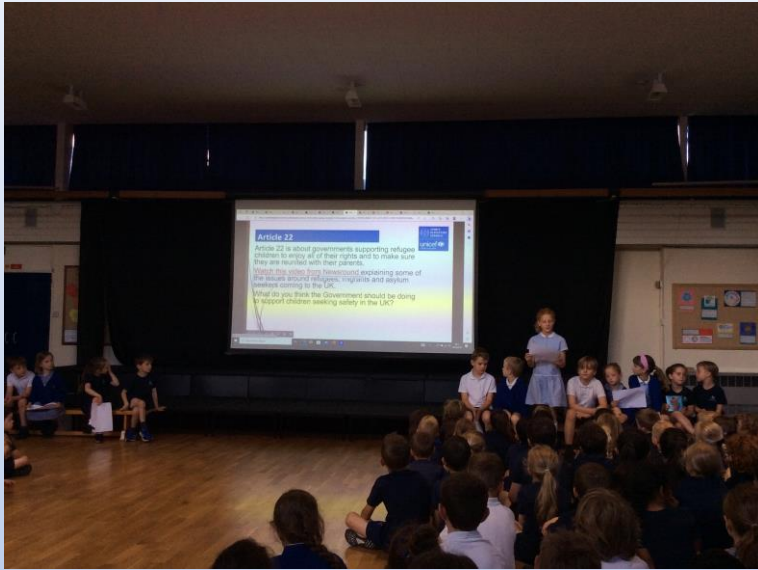
In their production of 'Treasure Island', the Year 6 children wowed the school and community on stage as a band of nautical ne'er do'wells. Every part of this super performance was crafted with care by the children from the acting, singing and dancing to the props, lighting, sound cues and voiceover work.

Parents and carers of Year 6 children will have received a link to download this treasured memory earlier this week and we encourage parents to do so. For all other parents/carers, you can watch the production via this link - <https://parkfield-primary-school.primarysite.media/media/treasure-island-1>



**UNCRC Article 31** (Right to take part in artistic and cultural activities)

# Refugee Week and Human Rights Day



# Assemblies led by the School Council/Steering Group





# Some current clubs

Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

AFTER SCHOOL CLUBS Sept - Dec 2023											
	Club	Cost	Year	Start Time	Finish Time	Start Date	End Date	Collection Point	No of Weeks	Provider	Venue
Monday	AM Swallows	£3.60 per hr	R,1,2,3,4,5,6	07:50	08:50	11.09.2023	11.12.2023	Front entrance	13	School	Swallows
	Gymnastics	£70	3,4	15:30	16:30	11.09.2023	04.12.2023	Front Playground	12	PE	Hall
	Football	£70	5,6	15:30	16:30	11.09.2023	04.12.2023	Front Playground	12	PE	Field
	PM Swallows	£3.60 per hr	R,1,2,3,4,5,6	15:30	17:30	11.09.2023	11.12.2023	Front entrance	13	School	Swallows
Tuesday	AM Swallows	£3.60 per hr	R,1,2,3,4,5,6	07:50	08:50	05.09.2023	12.012.2023	Front entrance	14	School	Swallows
	Recorders	£0	2	11:50	12:05	12.09.2023	05.12.2023	—	12	School	Music Room
	Recorders	£0	1	12:20	12:30	12.09.2023	05.12.2023	—	12	School	Music Room
	Recorders	£0	3,4	12:30	12:50	12.09.2023	05.12.2023	—	12	School	Music Room
	Recorders	£0	5,6	12:50	13:10	12.09.2023	05.12.2023	—	12	School	Music Room
	Choir	£30 / £0	1,2	15:30	16:30	12.09.2023	05.12.2023	Front Playground	12	School	Music Room
	Football	£70	3,4	15:30	16:30	12.09.2023	05.12.2023	Front Playground	12	PE	Field
	Gymnastics	£70	5,6	15:30	16:30	12.09.2023	05.12.2023	Side Playground	12	PE	Hall
	PM Swallows	£3.60 per hr	R,1,2,3,4,5,6	15:30	17:30	05.09.2023	12.12.2023	Front entrance	14	School	Swallows
	Wednesday	AM Swallows	£3.60 per hr	R,1,2,3,4,5,6	07:50	08:50	06.09.2023	13.12.2023	Front entrance	14	School
Orchestra		£0	4	12:00	12:30	13.09.2023	06.12.2023	—	12	School	Music Room
Orchestra		£0	3	12:30	13:00	13.09.2023	06.12.2023	—	12	School	Music Room

	Club	Cost	Year	Start Time	Finish Time	Start Date	End Date	Collection Point	No of Weeks	Provider	Venue	
Wednesday	AM Swallows	£3.60 per hr	R,1,2,3,4,5,6	07:50	08:50	06.09.2023	13.12.2023	Front entrance	14	School	Swallows	
	Orchestra	£0	4	12:00	12:30	13.09.2023	06.12.2023	—	12	School	Music Room	
	Orchestra	£0	3	12:30	13:00	13.09.2023	06.12.2023	—	12	School	Music Room	
	Choir	£30 / 0	3,4	15:30	16:30	13.09.2023	06.12.2023	Front Playground	12	School	Music Room	
	Multisport	£70	1,2	15:30	16:30	13.09.2023	06.12.2023	Front Playground	12	PE	Field	
	Netball	£70	5,6	15:30	16:30	13.09.2023	06.12.2023	Side Playground	12	PE	KS2 Playground	
	PM Swallows	£3.60 per hr	R,1,2,3,4,5,6	15:30	17:30	06.09.2022	13.12.2023	Front entrance	14	School	Swallows	
	Thursday	AM Swallows	£3.60 per hr	R,1,2,3,4,5,6	07:50	08:50	07.09.2023	14.12.2023	Front entrance	14	School	Swallows
		Orchestra	£0	6	12:10	12:40	14.09.2023	07.12.2023	—	12	School	Music Room
		Orchestra	£0	5	12:40	13:10	14.09.2023	07.12.2023	—	12	School	Music Room
Choir		£30 / £0	5,6	15:30	16:30	14.09.2023	07.12.2023	Front Playground	12	School	Music Room	
Gymnastics		£70	1,2	15:30	16:30	14.09.2023	07.12.2023	Front Playground	12	PE	Hall	
Netball		£70	3,4	15:30	16:30	14.09.2023	07.12.2023	Side Playground	12	PE	KS2 Playground	
PM Swallows		£3.60 per hr	1,2,3,4,5,6	15:30	16:30	07.09.2023	14.12.2023	Front Entrance	14	School	Swallows	
Friday		AM Swallows	£3.60 per hr	R,1,2,3,4,5,6	07:50	08:50	08.09.2023	15.12.2023	Front Entrance	13	School	Swallows
		Multisport	£65	1,2	15:30	16:30	15.09.2022	08.12.2023	Front Playground	11	PE	Field
		PM Swallows	£3.60 per hr	R,1,2,3,4,5,6	15:30	17:30	08.09.2023	15.12.2023	Front Entrance	13	School	Swallows



# Out of School Achievements – Children's achievements are celebrated on the School Newsletter.

## Out of School Achievements

Last Sunday evening Effie L, Elliot L and Olive K performed with PQA Taunton at His Majesty's theatre in the West End!

Usually the home of Phantom of the Opera, the children performed to a huge audience and were all absolutely amazing on stage!

Well done!

**UNCRC Article 15** (Right to join groups and organisations)



## Out of School Achievements

Congratulations to Emily P who has been awarded her level 5 swimming badge this week.

She has showed great determination and worked so hard on her technique and stamina.

Well done Emily!

**UNCRC Article 15** (Right to join groups and organisations)



## Out of School Achievements

Last Saturday, Heath took part in the Principality Cardiff Half Marathon weekend and ran in the Junior U8 event, over 2400m.

There were 526 children taking part in the event and Heath came first with a time of 8 mins 46 seconds!

Congratulations Heath!

**UNCRC Article 15** (Right to join groups and organisations)



## Out of School Achievements

Last weekend, several Parkfield students took part in the English Taekwondo Championships in Hereford. All students trained really hard and did amazingly well in the competition with Cecilia F winning a silver medal in Pattern, Irene F winning a gold medal in Dragon's Tail and Jackson H winning two silver medals in Sparring and Pattern. Congratulations!



**UNCRC Article 15** (Right to join groups and organisations)

# Swallows – Wrap Around Care

Article 24 and 27 - the rights to food, water and a safe place to live

- <https://www.parkfieldschool.co.uk/swallows-wrap-around-care/>

## Swallows – Wrap Around Care

Home >> Parents >> Swallows – Wrap Around Care

### AM Swallows

**Children can be dropped off any time after 7:50am**

If your child arrives before 8:15 am then we will be delighted to give them breakfast. They can choose from a selection of cereals, have a slice of toast or some fresh fruit.

There are plenty of resources available for your child to play with until it is time for school. All children are accompanied to their respective group bubbles at the start of the school day.

# Preloved Clothes

## **Lost Property / Pre-loved Uniform**

We have already accumulated a vast amount of lost property this school year. Please could we remind you to **label all uniform** so that we can do our best to return lost items to your children.

We encourage parents to look for lost property in the storage boxes on the Year 3 decking.

Also on the decking there is now a good selection of pre-loved uniform in clear plastic boxes which is available for anyone who needs it – please help yourself. If you would like to give a donation in return for pre-loved uniform, this can be given to the school office who will pass on the funds to the PTFA.

We would like to take this opportunity to thank all families who have donated pre-loved uniform and the PTFA who organise the uniform for us.

**UNCRC Article 27** (adequate standard of living) Food, clothing, a safe home.

# Active schools

## Multi Skills Festival – Year 4

Year 2 had a very busy morning attending a multi-skills festival at The Castle School.

They enjoyed participating in a range of activities including relay races, parachute games, skipping, target games and an assault course. They all had an amazing time and worked well together in their teams.

Well done Year 2!

**UNCRC Article 29** (Right for education to develop a child's personality)

## Sports Fixtures – Year 5 and 6

Children in Year 5 and 6 took part in a netball match against a very experienced netball club from Milverton. The team co-captained by Sophia and Lexie had a slow start but by the end of the game were showing some excellent passing and movement. They won their final quarter 2-1 but unfortunately lost 11-6 overall. A great game in very hot conditions.



Congratulations to the swimming team who took part in the annual swimming gala at Queens college. It was a fantastic team performance resulting in a second-place finish overall. A special congratulations to Rebecca N who won her breast stroke final convincingly!



Congratulations to the Year 5 and 6 cricketers who finished joint top in the area finals and go on to represent our area in the finals next Tuesday at Wembdon Cricket Club. Again, we wish the boys the best of luck.

**UNCRC Article 29** (Right to develop talents and abilities)

## Cross Country Event – Key Stage 2

Congratulations to all the children who took part in the cross country last week at Kings College.

Parkfield was really well represented with runners in both age groups and as always, we were very proud of our students and all that they achieved at the event.

A huge well done to Heath who won the Year 3/4 age group and continued his remarkable unbeaten age group winning streak!

**UNCRC Article 29** (Right for education to develop a child's personality)

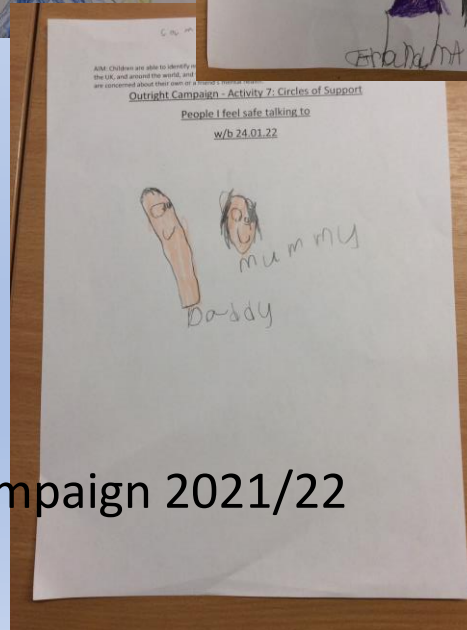
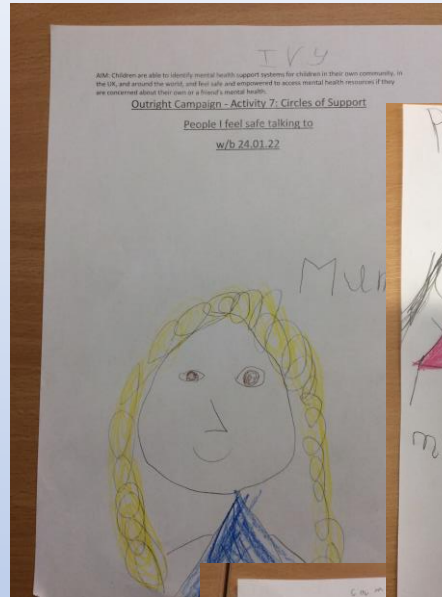


# Mental Health and Wellbeing(Article 24)



Stories read to the children

Triggers and Reactions		
Trigger	Emotions	Behaviour
When someone plays with me	happy	smile
When I fall over and hurt myself	sad	cry
My mum didn't give me a toy.	angry/mad	face goes red
Going to school.	nervous	tummy hurts
When I run super fast.	tired	sleepy/no energy
When it is dark	scared	shake
When we make funny faces	silly	giggle/jump around
New people	shy	hide behind parents



OutRight Campaign 2021/22



Worry boxes/monsters in classrooms

# Pupil voice-Article 12 (respect for the views of the child)

- School Council
- Eco-Committee
- Pupil Leadership Team (PLT)
- Pupil Readership Team
- Staff Interviews
- Online Safety Champions

## School Council

This week the School Council discussed 'World Refugee Day' in preparation for leading an assembly to the whole school next week.

World Refugee Day is an international day designated by the United Nations to honour refugees around the globe. It falls each year on June 20<sup>th</sup> and celebrates the strength and courage of people who have been forced to flee their home country to escape conflict or persecution. 'Refugee Week' occurs at the same time as World Refugee Day and is a UK-wide festival celebrating the contributions, creativity and resilience of refugees and people seeking sanctuary. It links with CRC articles 10 – Family reunification and article 22 – refugee children.

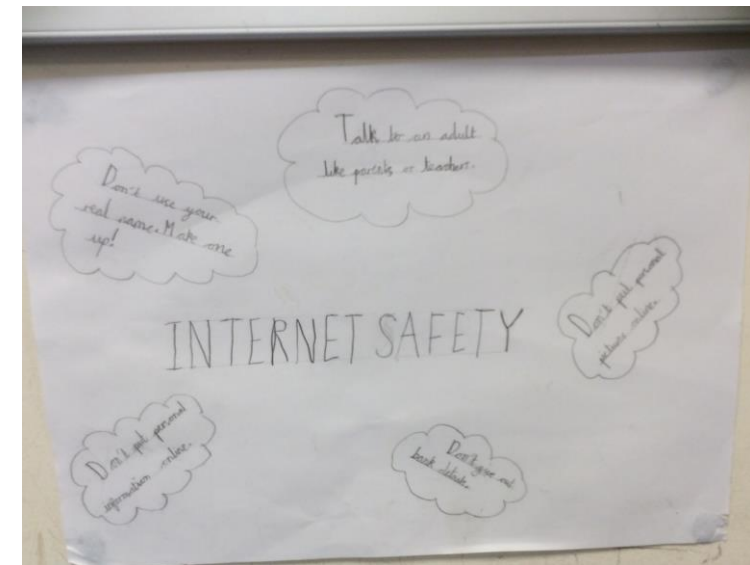
Click on the following link to find out about more:

<https://parkfield-primary-school.primarysite.media/media/school-council-16062023>

**UNCRC** Article 29 (Right for education to develop a child's personality)

# E-Safety

- Online Safety Champions
- <https://www.parkfieldschool.co.uk/online-safety/>



## Year 3 children talk about online safety



Our Online Safety Champions interview groups of children to find out what they do online and how they keep themselves safe. Here is a clip from one of the Year 3 interviews.

### Online Safety Focus

This week's website recommendation from the Online Safety Champions is ...

<https://pegi.info>

PEGI provides Pan-European Game Information so that you can find out details about how to avoid inappropriate content in videogames.

**UNCRC Article 17** (Right to access information from the media)

# Looking After Our Environment

## ECO-COMMITTEE NEWS

A big thank you to the Howards Motor Group. Earlier this term the Eco-Committee all wrote to some Somerset based companies asking for financial help for the purchase of a flag pole and installation for our Eco School Green Flag. Finley was delighted when the Howard Motor Group responded to his letter, and we were amazed to learn that they wanted to fund the whole project! Thanks to the generosity of the Howards Group we were able to purchase a flag pole and have it installed in the half term break. Representatives came from the company to meet with the children and to learn more about our whole school Eco work. Here are some of the things they said about us

"Howards Motor Group actively invest across all the communities that we operate in via our Howards Family Charitable Partnerships Programme. When we were approached by Parkfield School, we were impressed by this initiative and their drive to be more environmentally conscious and wanted to fully support the installation. It is great to see this level of focus and passion from local projects and we were just excited get involved." Chris Lee, Howards Group Managing Director

On Tuesday, Howards' Group Marketing and Business Development Manager, and Marketing Director, visited the school to meet the committee and witness the flag being raised. Upon listening to the children speak about what they had been up to, and how passionate they were about this topic, Louise and Gemma were blown away.

You can see all their lovely comments and all the pictures they took of our school on the news page of the Howards Motor Group website: [Parkfield Primary's Eco-School \(howardsgroup.co.uk\)](http://howardsgroup.co.uk)



UNCRC Article 24 (The right to a clean environment)

## King's Coronation Activities

To celebrate the King's Coronation, we would like to acknowledge his love of the environment. As an Eco-School and Better Planet School, we have chosen activities for each year group to do in the afternoon to showcase our commitment to saving our planet.

We really need your help collecting recycled bottle tops, 500ml and 2L plastic bottles to enable our year groups to do the following:

EYFS: Create a bottle top mosaic portrait of King Charles.

Year 1: Make bird feeders – we need 65x 500ml bottles

Year 2: Make plant pots to grow sweet peas – we need 65x 2L bottles

Year 3: Make a vertical wall garden – we need 20x 2L bottles

Thank you for your support.

Mrs Bowkett 😊



UNCRC Article 31 (Right to take part in artistic and cultural activities)

## Eco – Committee News

The Eco-Committee would like to say a massive thank you to Mrs Howie and the Midday Supervisors who have been collecting and washing yoghurt pots after school lunch each day. After the final count up, we are delighted to share with you that they have recycled a massive 6,500 pots!! Well done!

UNCRC Article 24 (Right to a clean environment)



# STRAND C - contents

- Photographs of fundraising and campaigning events
- Pupil Voice Group minutes available on day of visit or through newsletters [https://parkfield-primary-school.primarysite.media/media/rrsa\\_newsletter\\_061023](https://parkfield-primary-school.primarysite.media/media/rrsa_newsletter_061023)
- OutRight Campaigns
- Global Citizenship
- Global Communities - <https://www.parkfieldschool.co.uk/global-communities/>

# PTFA – Friends of Parkfield

## PTFA

As the festive season approaches, the PTFA are looking for support for the exciting upcoming events. Please see the PTFA, or leave a message at the school office if you can help in any way. Every half an hour or raffle prize makes a big difference.

On Friday 25<sup>th</sup> November, the children will be asked to make a chocolate or bottle (wine is always appreciated!) donation for the tombolas at the Christmas fair. In return, the children will be able to come to school in non-uniform.

Please see the posters at the end of the newsletter for ways you can help.

## PTFA CAKE SALE

**The next cake sale** will be held on the **30<sup>th</sup> September**.

Could we please ask year 1 and 5 to donate cakes for the event. Please bring donations in on the morning of the 29<sup>th</sup>.

The friends will be available in the reception area to receive your donations from 8.30am onwards.



At the end of another busy half term, we would also like to thank you all for your support with the fabulous events organised by our very active and hardworking PTFA. The recent school disco raised an amazing £695.13! All of the money raised from these events goes towards enriching the school environment and providing opportunities for all the children which otherwise may not be possible.

# Food bank appeal

## Harvest Festival

Our annual Harvest Festivals will soon be upon us! Please find the dates that this event will be taking place for each year group below, further information will follow in a communication next week.

**EYFS and KS1** - Tuesday 3rd October, 9:15am – 9:45am

**Year 3 & 4** - Wednesday 4th October, 9:15am – 9:45am

**Year 5 & 6** - Thursday 5th October, 9:15am – 9:45am

We will once again be collecting non-perishable items this year to support the Taunton Food Bank. Most donations are keenly received however, we have been advised that the following items are in desperate need:

- **SMALL TINS COLD MEAT E.G. HAM, CORNED BEEF, SPAM**
- **LONG LIFE FRUIT JUICE**
- **TINNED FRUIT**
- **SWEETS AND CHOCOLATE**
- **UHT DAIRY MILK**
- **CLEAN STRONG CARRIER BAGS**

**Please note that the Food Bank can only give out items that are non-perishable, sealed and in date.**

For further information on the Food Bank see the website below:

<https://taunton.foodbank.org.uk/give-help/donate-food/>

## Harvest Festivals

This week it has been wonderful to be able to come together in the Hall with other year groups and parents to celebrate Harvest with a selection of poems, hymns and songs. We also welcomed the Reverend Deborah Kirk who kindly came along and spoke to us about the meaning of Harvest.



We would like to thank you all for your generosity regarding the foodbank donations. We were truly humbled by the support you have all given to our community through this collection. We will shortly be delivering our donations to the Taunton Foodbank and we are sure they will also be blown away by the amount of food collected.

**UNCRC Article 24** (health and health services) Health, water, food, environment.



**RIGHTS  
RESPECTING  
SCHOOLS**

**unicef**   
UNITED KINGDOM

# Eco Committee - Better Planet Schools

## Better Planet Schools

Our Eco Committee have been working hard already, with an assembly a couple of weeks ago to introduce our new initiative for this half term - Energy Saving. Our current Eco-Committee have started monitoring electricity use and we have a whole school Energy Saving Poster Competition currently underway!

In other news, we are very proud to announce that Somerset County Council have recently been in touch to ask if they can celebrate and share our good practice in becoming a Better Planet School by sharing our Reduce, Reuse, Recycle report that we submitted back in the Summer term - which we passed with distinction. You can read the article here: [Better Planet Schools - fantastic termly report from Parkfield Primary School, Taunton | Support Services for Education](#)

We are so proud of the Eco Committee and whole school for all we have achieved in making our school and grounds an eco-friendly place to be.

**UNCRC** Article 24 (Right to a clean environment)

# Comic Relief and Children In Need

## Red Nose Day 2023

Red Nose Day is on Friday 17th March. This day is all about coming together, spreading joy and raising as much money as possible to support amazing projects and organisations who are making a difference for people across the UK and around the world.



We will be marking this day by inviting children to wear: 'Whatever makes them happy'. They can even wear a red nose! We will be fundraising, so any donation, big or small, would be much appreciated.

We take child protection extremely seriously at our school. If you have a concern, you can speak to any of the school's designated and trained Child Protection officers: **Mrs Mitchell, Mr Jones or Mrs Bowkett**. Alternatively, you can ring Children Social Care on: **0300 123 2224** or email **childrens@somerset.gov.uk**

## Parkfield Press

03rd March 2023

We will put a link on School Money or alternatively your child/ren can give their donation to their class teacher and this will be passed on to the school office team.

Mrs Bowkett

UNCRC Article 6 (Right to survive and develop to their full potential)

## Red Nose Day 2023

Parkfield School fundraising efforts raised a *fantastic* **£286.97** for Red Nose Day.

### What your money does

Comic Relief supports incredible projects and organisations that are making a difference for people across the UK and around the world. The money raised will help support people struggling with the cost-of-living crisis and tackle issues such as homelessness, mental health problems and food poverty here in the UK and around the world. To date, a grand total of £35,310,407 has been raised. Thank you for your support!



It is also Children in Need on Friday 18th and the children may come to school wearing 'Something that makes them happy'. We will be asking for a donation, which will be sent to Children in Need. Donations can be made via school money or, if you prefer, cash can be brought in on the day.

On Friday the 18th, we will also be recognising World Children's Day, which is on the 20th November. World Children's Day is UNICEF's annual day of action for children, by children. From climate change, education and mental health, to ending racism and discrimination, children and young people are raising their voices on the issues that matter to their generation and calling for adults to create a better future. For more information, visit the UNICEF website at:

<https://www.unicef.org/world-childrens-day>



# Out of School Fundraising

## Out of School Achievements

Florence G in Year 4 will be having her hair cut in mid July and donating it to the Little Princess Trust. Little Princess Trust is a charity who provide real hair wigs, free of charge, to children and young people who have lost their own hair through cancer treatment and other conditions.

Prior to having her hair cut, Florence will also be raising money for the charity – please click on the link below if you would like to support her with her fundraising campaign. Well done Florence – we're all very proud of you!

<https://www.justgiving.com/page/goflogreen>



## Trip Fundraising

Gabriel Z, who left Parkfield for secondary school in July, has been offered the trip of a lifetime to Malaysia in 2025.

In order to fundraise for the trip, Gabriel will be walking from Taunton to Bridgwater during half term. Please find the link to his fundraising page here -

<https://gofund.me/8f2a5c7d>

**UNCRC Article 31** (Right to take part in artistic and cultural activities)

# Civic Award

## Defibrillator

Last year, the Year 5 (current Year 6) worked hard throughout their Civic Award to raise money for our very own school defibrillator. Well done to Year 6!

We are delighted to announce that just before half term, it arrived! Although we are hoping to never have to use it, all the staff have been trained on how to use and maintain it.



The current Year 5 have recently begun their Civic Award journey and are voting to decide which charity they will be supporting this year.

Miss Nettlefold is helping to support the Civic Award this year with her sponsored head shave on the 16th November with the proceeds going to St Margaret's Hospice and the chosen Civic charity. If you wish to donate to this great cause, please use the link below.

[https://www.justgiving.com/fundraising/l-nettlefold?utm\\_source=Sharethis&utm\\_medium=fundraising&utm\\_content=l-nettlefold&utm\\_campaign=pfp-](https://www.justgiving.com/fundraising/l-nettlefold?utm_source=Sharethis&utm_medium=fundraising&utm_content=l-nettlefold&utm_campaign=pfp-)



## Civic Award Ceremony – Year 5

This week, the Year 5 children had their final Civic Award assembly to receive their certificates and to celebrate their achievements over the last year. We invited the representatives from The Open Door (our chosen charity) so that we could give them the money we raised to the charity. After the success of the fundraising event in May, Year 5 raised a whopping £814, which will go towards replacing the roof at the building. Our fundraising means that Parkfield have made the very first donation to this important project. Well done Year 5!



## Civic Award Fundraiser – Year 5

Last Thursday, Year 5 held their annual Civic Award Fundraiser. This year we chose to raise money to support The Open Door in Taunton, a charity that helps and supports the homeless people within our community. We raised over £750.00, which is a huge amount of money and will go towards buying new kitchen equipment for them.

The children worked tirelessly towards this event: cooking desserts, making items to sell and setting up the hall; we are so proud of them. In addition to this, the children held an auction of items. They had written to local businesses and had received a number of extremely kind donations to auction off. We had some incredible generous families – Thank you!

It was a truly wonderful evening for the children and their families. We can't wait until the next one!



CIVIC  
AWARD  
FUNDRAISER  
2023



# Soccer Aid

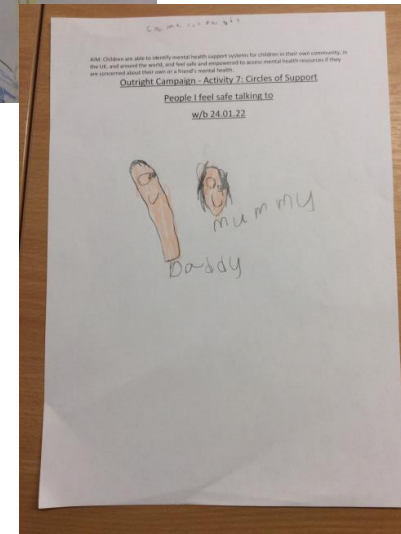
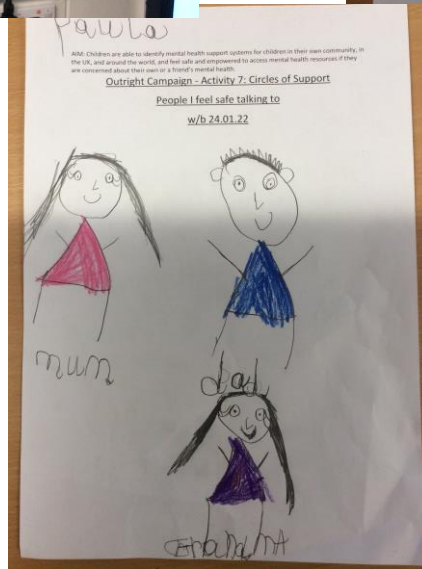
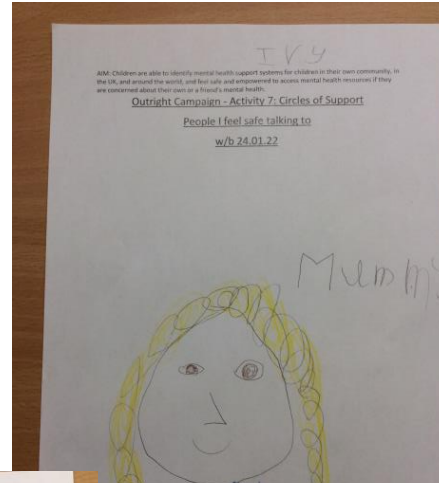
— The children enjoyed a day of football games and activities which was led by the Sports Captains. Each child was asked to donate £1 to come to school in football or games kit.



# OutRight 2021/2022 - Mental Health

Triggers and Reactions

Trigger	Emotions	Behaviour
When someone plays with me.	happy	smile
When I fall over and hurt myself	sad	cry
My mum didn't give me a toy.	angry/mad	face goes red.
Going to school.	nervous	tummy hurts
When I run super fast.	tired	sleepy/no energy
When it is dark.	scared	shake
When we make funny faces.	silly	giggle/jump around
New people	shy	hide behind parents



**CONGRATULATIONS!**

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**UNICEF UK OUTRIGHT 2021/22**

Parkfield Primary School

Has been awarded the UK Committee for UNICEF (UNICEF UK)'s mental health and children's rights OutRight campaign certificate. UNICEF UK recognises your commitment and passion, using your voices to raise awareness on the importance of children and young people's mental health.

Frances Bestley

Frances Bestley  
Programme Director  
Rights Respecting Schools Award

Jess Boal  
Strategic Lead - Youth Engagement



# Mental Health Declarations

- Each class discussed and completed the mental health declaration and the School Councillors combined them to create a whole school declaration.

Dear Parents/Carers,

As you will be aware, your child's school participates in the UK Committee for UNICEF's (UNICEF UK) **OutRight** campaign. Your child's school has elected to participate in a campaign activity to create a Mental Health and Wellbeing Declaration. This Declaration will set out why children and young people's mental health is important and the school's commitment to ensuring their right to the best possible health, including mental health, is **realised**.

This campaign aims to:

- offer a meaningful opportunity for children and young people to access health and children's rights; and
- ensure that children and young people feel safe to talk about the how to access the support they might need.

On 10<sup>th</sup> October World Mental Health Day – UNICEF published the report, focusing on children's mental health. Children and young people for UNICEF, and we believe it is important that children's voices are heard.

The Declaration will be made at class/school level and will not include identifying information. However, your child's ideas (as part of their mental health declaration) may be shared publicly.

It may also be used in our school to prefer that your child's teacher/youth worker will still be able to share publicly.

or this activity,

**MENTAL HEALTH AND WELLBEING DECLARATION**

FOR EVERY CHILD  
unicef UNITED KINGDOM

We, the members/students of Robin Class make this Declaration to support all children and young people to realise their right to the best possible mental health and wellbeing.

We think children and young people's mental health is important because:

If you only eat sweets you won't be able to think. Other people think you are hurt.

The following things support children and young people's mental health in our school/club/organisation:

Teachers, friends, grown-ups, parents, ELSA, Worry monster.

**MENTAL HEALTH AND WELLBEING DECLARATION**

FOR EVERY CHILD  
unicef UNITED KINGDOM

We, the members/students of Starling make this Declaration to support all children and young people to realise their right to the best possible mental health and wellbeing.

We think children and young people's mental health is important because:

We could get depressed. We need good mental health to help us to cope and we need strategies to help us to be resilient. We like being listened to so that we feel like we have some control over things that happen.

The following things support children and young people's mental health in our school/club/organisation:

We can do colouring, we are rewarded for good work, we have equipment to play with and are encouraged to play with others, we have rights and responsibilities, class and school rules and we have friends and teachers we can talk to if we feel we aren't coping.

We commit to the following actions that help us take care of our own mental health and look out for others' mental health too:

We know from our PSHE lessons how to calm ourselves if things are getting too much. We talked about 4-7-8 breathing, playing with friends and just having some time out from people or things that are getting us down, Daily Mile.

We think our school/club/organisation can take further steps to make sure everyone feels safe to talk about how they feel, and can access the support they need:

We discussed these things:

Yoga, mindfulness groups, meditation, focussing on something else, lunchtime clubs, someone to talk to about problems – maybe a buddy system with an older child.

**HEALTH AND WELLBEING DECLARATION**

FOR EVERY CHILD  
unicef UNITED KINGDOM

We, the members/students of Swan Class make this Declaration to support all children and young people to realise their right to the best possible mental health and wellbeing.

We think children and young people's mental health is important because:

When you are sad, it can affect young people as they grow up. It might cause them to be depressed.

The following things support children and young people's mental health in our school/club/organisation:

emojis to show support, friends, music, drawing mindfulness colouring, play, exercise, games.

We commit to the following actions that help us take care of our own mental health and look out for others' mental health too:

Ask if someone is OK. Play with them. Make people smile! Check people are OK. Make sure everyone is happy.

We think our school/club/organisation can take further steps to make sure everyone feels safe to talk about how they feel, and can access the support they need:

Use the Friendship bench. Calming space with music and calming objects, DOGI, Teddies.

**MENTAL HEALTH AND WELLBEING DECLARATION**

FOR EVERY CHILD  
unicef UNITED KINGDOM

We, the members/students of Parkfield Primary School make this Declaration to support all children and young people to realise their right to the best possible mental health and wellbeing.

We think children and young people's mental health is important because:

Being stressed and anxious can lead to bigger issues which can also lead to affecting school life. If the child does not feel happy it may make them not do schoolwork or homework. Mental health can affect our later lives such as a job or college. It could cause the individual to become depressed. We need good mental health to help us to cope and we need strategies to help us be resilient. If people struggle with their mental health it may discourage their full potential. A healthy body makes a healthy mind. If someone is having issues, good relationships can encourage them to speak up. Children should be healthy and happy, if they are happy they will do well in later life. It may affect the learning of pupils and may prevent participation of social activities. Our brains may not work as well as they could and may make pupils not focus.

The following things support children and young people's mental health in our school/club/organisation:

We encourage a good time through a variety of clubs and lessons relating to mental health. We have pupil: teacher relationships and provide a wide range of clubs such as golden mile; playtimes and the secret garden. We do schedule reading after lunch each day and do specified weeks (Such as STEM week) so each child has an opportunity that suits them. Some classes provide happy or worry boxes that the teachers can listen to. Colouring, School Discos and other events give the child an opportunity to enjoy. As well as this we can have school trips to topic-related areas, and we have a mosaic bench called the friendship bench. We have concerts/performance to show a child's progress and to encourage others to follow. Fidget toys and board/card games make the child feel safe as well as feedback we have from P.E lessons. We have school values and supported environments to help each child. We like to know children safe through their friends and FISA.

We commit to the following actions that help us take care of our own mental health and look out for others' mental health too:

We always support each other and learning. We can write our problems down on post-it notes and can calm others by being there. When you are feeling down you can have some alone time for a while until the pupil is ready to speak to a trusted peer/adult. We know from our PSHE lessons that we have calming strategies such as bubble screen. Having a calming box for young children in particular is a way to encourage children feeling down. To be positive and believe in yourself is a thing we say to the children to help them. We have boards around the school advertising NSPCC and Childline. We commit to helping the children relax, play and have fun. We show respect to other peoples comments and answers.

We think our school/club/organisation can take further steps to make sure everyone feels safe to talk about how they feel, and can access the support they need:

We think a therapy dog would calm children's mind or an item such as a lava lamp or beanbag. Lunchtimes and after school sports could have ideas such as a friendship club. We should try to encourage sports clubs that can suit every pupil. Teddies and calming music may calm down the students as may a class counsellor who encourages each child to share their worries and thoughts. We may try to bring the "Play Leaders" back into action to help the elders engage with the infants.

**MENTAL HEALTH AND WELLBEING DECLARATION**

FOR EVERY CHILD  
unicef UNITED KINGDOM

We, the members/students of Wren Class make this Declaration to support all children and young people to realise their right to the best possible mental health and wellbeing.

We think children and young people's mental health is important because:

To keep yourself happy and fit. To feel happy with our brothers and sister.

The following things support children and young people's mental health in our school/club/organisation:

It has lots of fun things like colouring and school discos. We do fun Liter.

We commit to the following actions that help us take care of our own mental health and look out for others' mental health too:

We do exercises and eat healthy food. We make sure that we brush our teeth.

We think our school/club/organisation can take further steps to make sure everyone feels safe to talk about how they feel, and can access the support they need:

Listen to the children more.

**MENTAL HEALTH AND WELLBEING DECLARATION**

FOR EVERY CHILD  
unicef UNITED KINGDOM

We, the members/students of Falcon Class make this Declaration to support all children and young people to realise their right to the best possible mental health and wellbeing.

We think children and young people's mental health is important because:

To ensure children do not suffer from mental health illnesses which can also lead to physical illnesses. This might lead to babies not receiving support which will continue the problem from generation to generation. Every child has the right to a happy life and article 19 says all children should be protected while article 6 says all children should survive and develop to their potential which they cannot do if they are struggling with their mental health.

The following things support children and young people's mental health in our school/club/organisation:

We have a friendship bench, Mrs Cousens, Mrs Cooper, Mrs Mitchell and others. We can use the friendship bench, the worry pig (a ceramic pig) to place information about worries so that an adult can offer support, and there are posters highlighting that the NSPCC, Childline and parents are all there to support you. We all follow the school values and try to make a, as our school song says, "a strong community and value everyone". The Golden Mile helps us stay healthy. The School Council and Online Safety Champions and others are there to talk to us. We commit to the following actions that help us take care of our own mental health and look out for others' mental health too:

Ensure other people are happy and included. Eat healthily and exercise. Take time for yourself. Be kind to yourself and other people. If you don't know someone, take the time to talk to them. Think before you speak and act. If someone does something wrong, aim to forgive them. Don't just sit in your room: socialise with others. Believe in yourself. Remember it is natural to have good and bad days so support one another with their feelings. Be positive.

We think our school/club/organisation can take further steps to make sure everyone feels safe to talk about how they feel, and can access the support they need:

Lunchtimes or after school - children could have a get-together group. Each person could give other people a compliment. A nature-friendly club or forest school. A pig or box to show what makes us happy or to share triumphs. Nice happy words written around the school in bright colours.



# OutRight 2022/2023

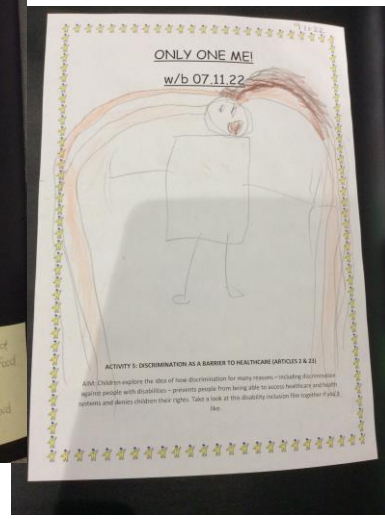
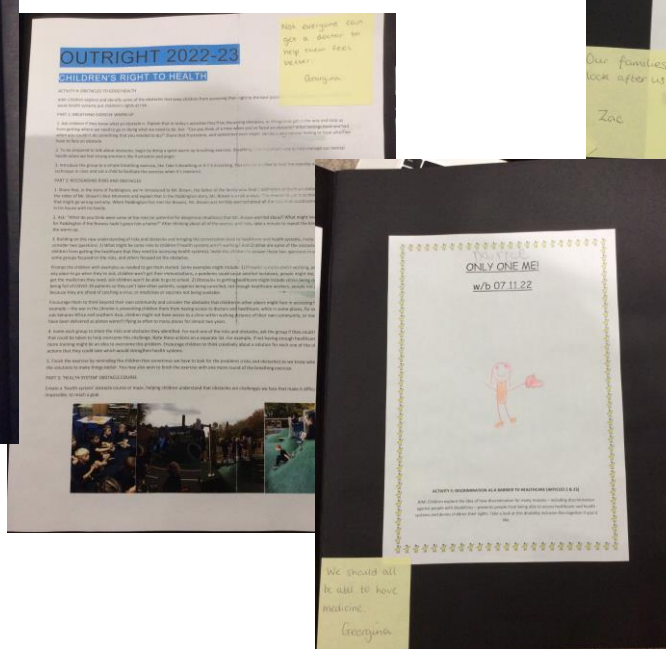
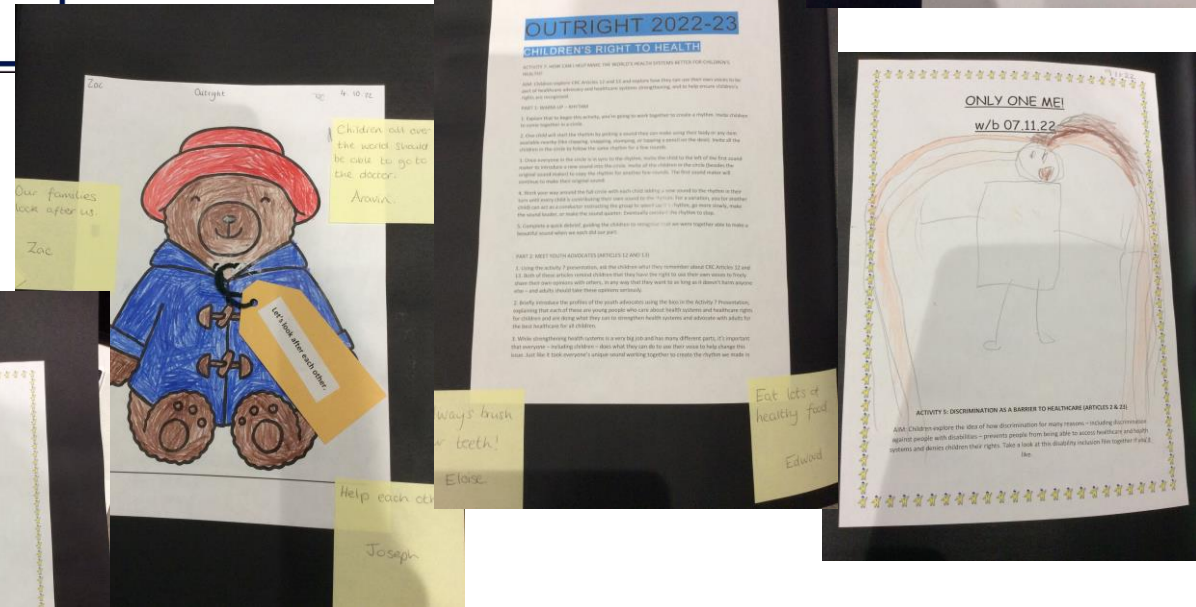
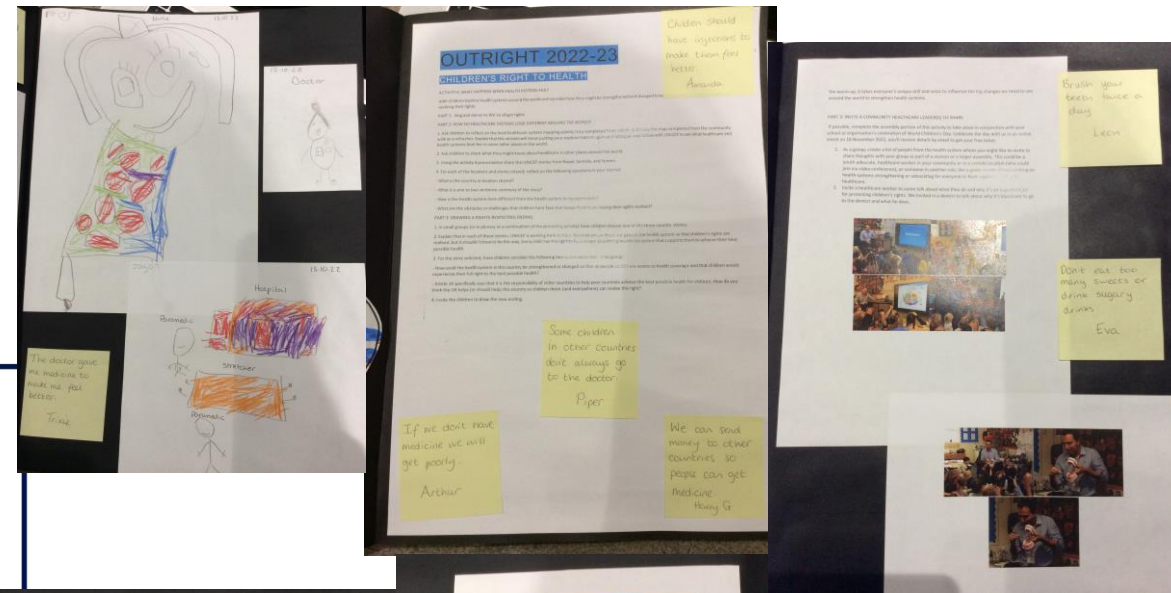
- Health and Health services
- Healthcare around the world

## School Council

Click on the following link to find out about what the children have been discussing this week. They have made posters to show how important health care which they will send to UNICEF UK.

<https://parkfield-primary-school.primarysite.media/media/plr-rsa-video-230123>

UNCRC Article 24 (Right to the best possible health care)



# OutRight 2023/2024

## - Climate Change to be continued.

OUTRIGHT 2023/2024


ACTIVITY 1 WHAT IS CLIMATE CHANGE?

LEARNING OBJECTIVE:

Children are introduced to the OutRight topic of climate change, become familiar with basic climate change concepts and terminology, and begin to make the connection between climate change and rights.

Introduction

More and more of us are living with the effects of climate change – from heatwaves and wildfires, to floods. In this year's OutRight, we'll look at some of the work going on around the world to slow climate change, and adapt to its effects. We'll see that, while everyone can play a part in tackling climate change, the real action we need goes beyond what any one person can do – it takes whole communities, businesses and governments working together.



Activity

In Reception we watched a video about Climate Change. <https://www.youtube.com/watch?v=WkvPdURyhX8>

We discussed what Climate Change is and how we can help to prevent or slow down Climate Change.

Responses from the children:

- 'The planet gets warmer – stop throwing rubbish on the floor and put it in the bin.' Sophia T-Y
- 'You make stuff out of plastic. (recycling) We can make things.' Ayla
- 'We can walk or cycle to school instead of the car.' Emmy
- 'Pick rubbish up off the beach.' Sophie
- 'Make sure you put rubbish in the bin.' Thomas
- 'Don't put rubbish in the river.' Elfie
- 'We can recycle plastic and cardboard.' Theo
- 'If sea animals eat plastic it might get stuck and they can't breathe.' Henry
- 'The weather changes and changes.' Ottilie
- 'We can't litter because that is dirty and it might be bad and we need to take care of the world.' Isla
- 'It changes the whole world, the weather, and it might flood.' Ivy
- 'The atmosphere where aeroplanes fly – the weather changes because we use aeroplanes too much.' Julian
- 'We don't litter – it's bad for the country.' Pippa
- 'The weather is changing – there are more fires.' Darcie

# Global Goals - Superheroes

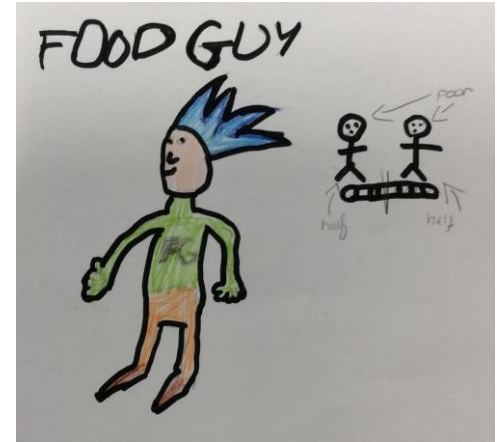
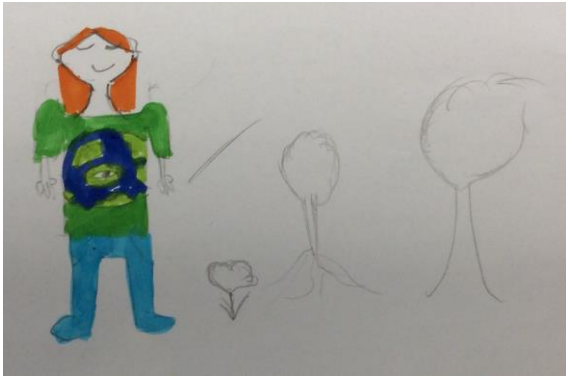
## School Council

This week the School Council led an assembly and introduced the Global Goals to the School. Global Goals link to RRSA, Eco School and Better Planet Schools. During the assembly everyone watched a video about the Global Goals called 'The World's Largest Lesson'.

Click on the following link to find out about more:

<https://parkfield-primary-school.primarysite.media/media/school-council-26052023>

**UNCRC Article 29** (Right for education to develop a child's personality)



# Global Citizenship

- <https://parkfield-primary-school.primarysite.media/media/rssa-video-29-03-23>

## School Council

This week, the school council have been discussing how to be a global citizen.

Click on the following link to find out about more: <https://parkfield-primary-school.primarysite.media/media/rssa-video-29-03-23>

**UNCRC** Article 29 (Right for education to develop a child's personality)

# Eco-Committee

## Parkfield Press

26th May 2023

### Eco – Committee News

If you are interested in our Better Planet School initiative, if you would like to see all the glorious Coronation tasks, if you are a fan of recycling- then please read on! 😊

We as a school community are proud, proud because after submitting a report showcasing all the wonderful things we do to champion our Eco Values - we have now completed our Better Planet School-Plastic and Waste module. We received an email from Peter Littlewood - Director of Young People's Trust for the Environment who said, 'We really enjoyed reading your report and we're delighted to see that you all learned so much about how you can reduce your plastic and waste.'

All the children thoroughly enjoyed their Coronation Picnic Day and it is both wonderful and rewarding to see all our projects come to life. We managed to use all the recycled plastic given by parents and carers - thank you so much for your support. Below are a few photos of the children's brilliant work.

EYFS enjoyed creating a portrait of King Charles using bottle tops. One class member said, 'Elsa wears a crown too.'



Year 1 have hung some of their beautiful bird feeders up outside their area and are enjoying bird spotting.

Year 2 will soon have a wondrous sweet pea display outside their classrooms- we do hope you enjoy all the blooms.

Year 3 have created a gorgeous plastic bottle garden on the decking area.

Year 4 enjoyed thinking about how they could create an 'eco' picnic with re-usable packaging.



Year 5 have written some informative leaflets about recycling centres in and around Taunton.

Year 6 relished the opportunity to take part in a debate about: How important is it to recycle our food packaging? One Kestrel Class member summed up the debate perfectly by saying, 'We reduce waste so that we can continue living in a nice, happy world and keep it this way for future generations'.

Mrs Bowkett & the Eco Committee 😊



### UNCRC Article 24 (Right to a clean environment)

We take child protection extremely seriously at our school. If you have a concern, you can speak to any of the school's designated and trained Child Protection officers: **Mrs Mitchell, Mr Jones or Mrs Bowkett**. Alternatively, you can ring Children Social Care on: 0300 123 2224 or email [childrens@somerset.gov.uk](mailto:childrens@somerset.gov.uk)

## YOU DID IT!

24 May 2023

### CONGRATULATIONS TO PARKFIELD PRIMARY SCHOOL



For successfully completing the Better Planet Schools

## Plastic & Waste Module



RIGHTS  
RESPECTING  
SCHOOLS



# Military Child Month

## Military Child Month

Our service children met up this this week. Did you know that April is the month of the military child? They got creative making dandelion art. Dandelions are the flower of the military child and the poem below explains why. This opened up lots of conversations of shared experiences. The poem was read with the children and they drew their own dandelion using finger painting to create the seeds and then made a collective dandelion to represent all of them, each putting their fingerprint as a seed.

### The official flower of the Military child is the dandelion.

Dandelions put roots down almost anywhere and it's almost impossible to destroy. It's an unpretentious plant, yet good looking. It's a survivor in a broad range of climates. Military children bloom everywhere the winds carry them. They are hardy and upright. Their roots are strong, cultivated deeply in the culture of the military... planted swiftly and surely. They're ready to fly in the breezes that take them to new adventures, new lands and new friends. Military children are well rounded, culturally aware, tolerant and extremely resilient, they have learned from an early age that home is where their hearts are, that a good friend can be found in every corner of the world. They learn that to survive means to adapt, that the door that closes one chapter of their life opens up a new and exciting adventure full of new friends and new experiences.



**UNCRC Article 12 (Right to have a say in matters affecting them)**

# Global Communities

- Website - <https://www.parkfieldschool.co.uk/global-communities/>
- Children learn French from Reception to Year 6.
- Coffee mornings for EAL Parents/Carers
- EAL Support Team – Funding and small group interventions/NELI

## EAL Café

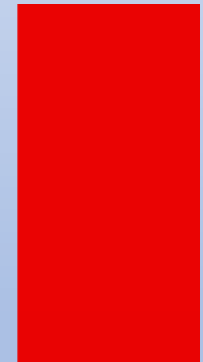
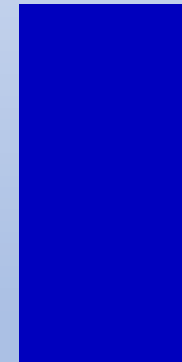
UNESCO International Mother Languages Day took place on Tuesday, February 21st. All the children at Parkfield decorated a leaf with the flag of their mother language as part of our Parkfield Tree of Languages. In addition, our EAL (English as an additional language) learners were thrilled to have a chance to talk about their home languages as they made flags for a world map for their classes.



On Tuesday March 7th, we hosted a coffee morning for EAL families. We were delighted to welcome several families and to have the opportunity to share information about our EAL community at Parkfield and how we support these children. We were very fortunate to have the help of Jessica, Elliot, Rodrigo, Rhys, Ethan, Jeshua and Artur to welcome our guests in 5 different languages.



UNCR Article 30 (The right to use their home language)



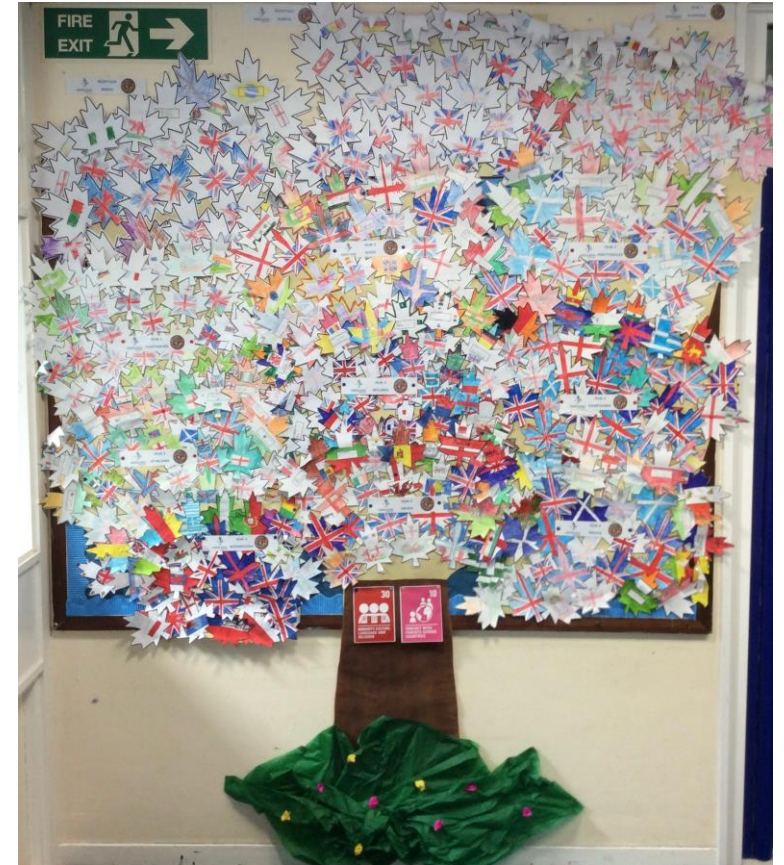
# International Mother Language Day

## International Mother Language Day

We will be celebrating the UNESCO International Mother Language Day on Tuesday February 21<sup>st</sup> with a whole school activity to make a tree of languages display. All the children will make a leaf-shaped flag to show the languages in their families. In addition to this activity, every class will have a world map to which we will add individual flags, decorated by the children, to show all the home languages in the class. This map will go with the children to the next class on their Parkfield learning journey.



**UNCRC** Article 30 (Right to learn and use the language of their family)



Thank you for reading about our school. We look forward to showing you round further.

