



Parents@Park

As we draw the curtain on yet another busy and successful term, it is crucial to take a moment to acknowledge and celebrate the immense hard work, focus, and determination that both students and the staff team have demonstrated throughout term. The dedication to both studies and the wider life of the school has been inspiring and humbling to witness. It's been particularly delightful to see how, with the help of the pop-up celebration stalls, everyone has enjoyed appreciating, sharing, and taking pride in theirs and others hard work. This commitment is the foundation upon which future successes will be built. The lessons learned, both inside and outside the classroom, are invaluable experiences that will guide students in the years to come.

As we part ways for the break, it is now time to rest, recharge, and reflect on the achievements of the past term. This is a perfect opportunity to enjoy the company of family and friends, pursue hobbies, and simply enjoy the break.

Following our mention of rest and recharging, it's also crucial to recognise the challenging and demanding period that lies ahead for Year 11 students and their support networks. Once everyone has had a chance to relax and rejuvenate, we will be entering the crucial final phase of exam preparation. To support this, a comprehensive Easter school program has been organised (see below). Together, we're poised to tackle those exams head-on! Year 11, dedicate yourselves to your studies in these coming weeks. Our thoughts are with you, and remember, the finish line is in sight!

The school will now break for the Easter holidays, but we eagerly look forward to welcoming students back for the start of the summer term on **Monday, 15th April**.

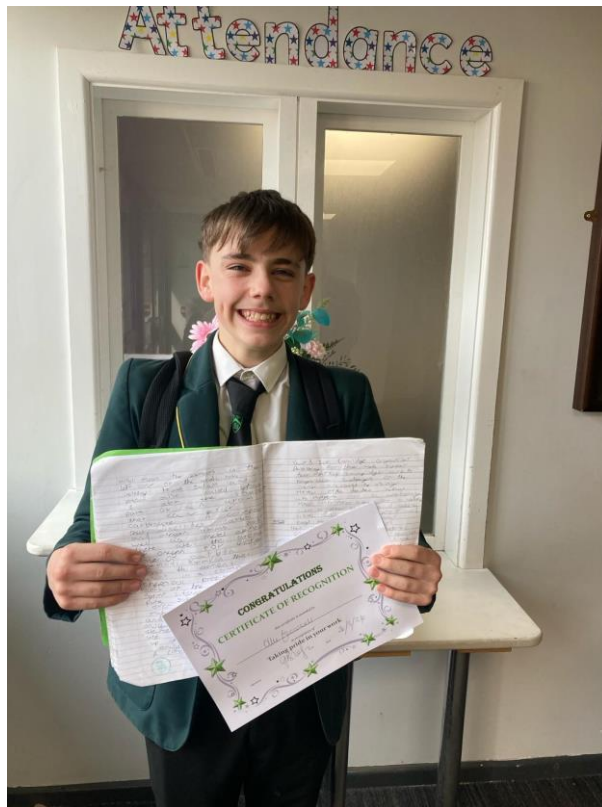
Wishing you all a fantastic break!



Behaviours associated with our core value of Ambition

The popup stalls this term have been a big win! They have significantly contributed to the students' learning, demonstrating the importance of pride and celebration in their hard work and accomplishments. This approach aligns with our value of Ambition, emphasising that possessing values is one aspect, being able to articulate them when questioned is another, but truly understanding and embodying these values through behaviours is crucial for the fullest impact. Students have been actively engaging in understanding the true essence and experience of ambition with the help of their brilliant work (and a few chocolates to encourage!)

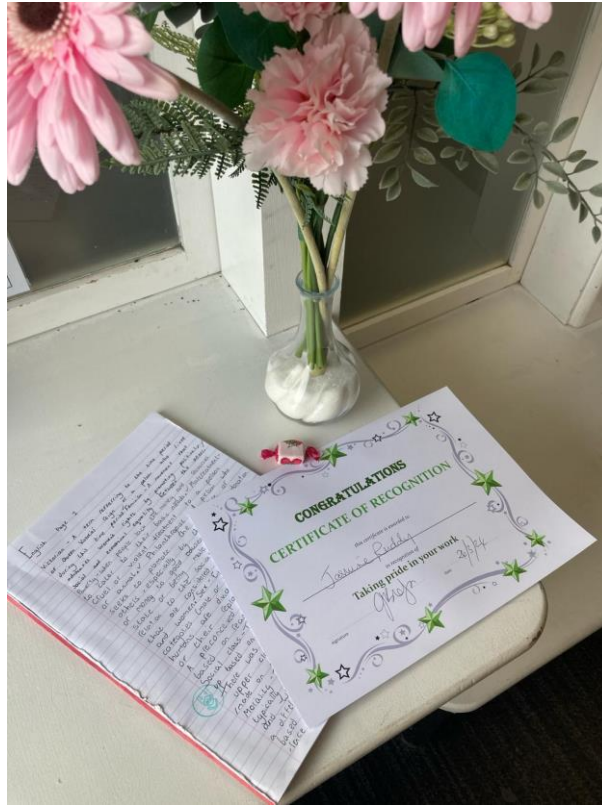


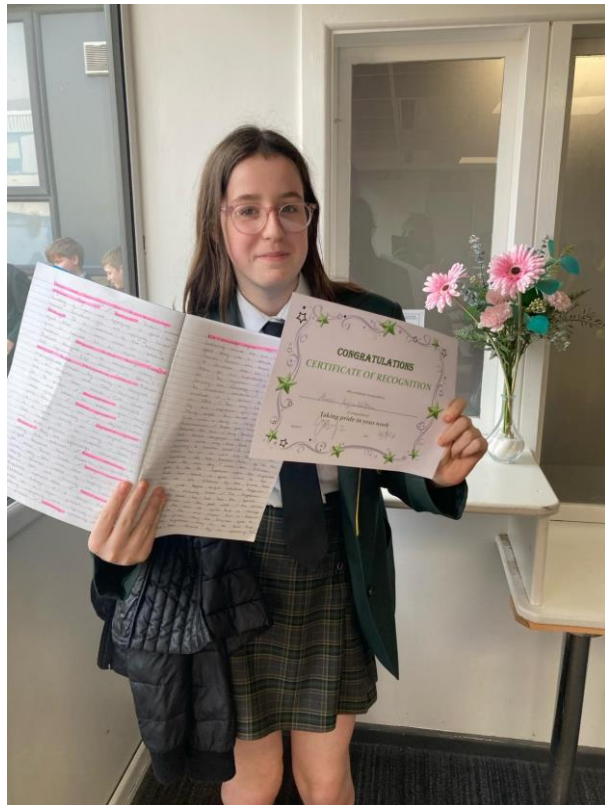


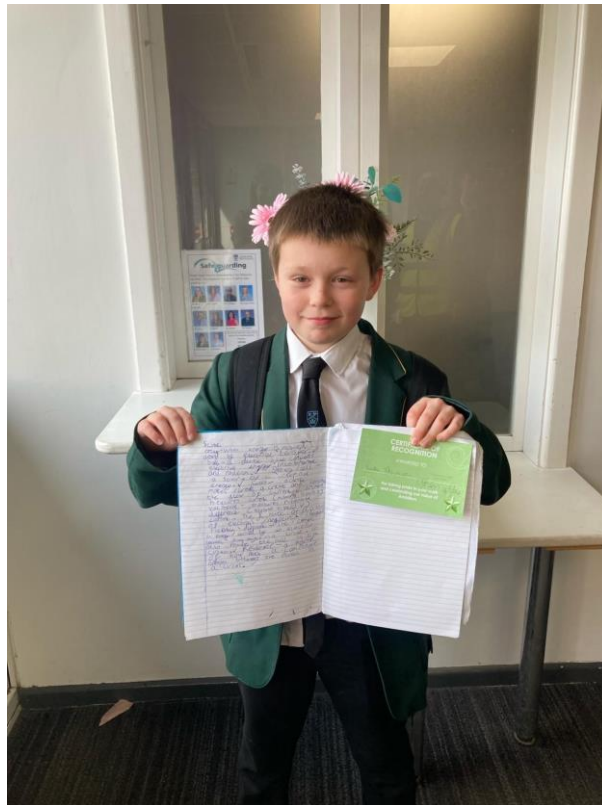




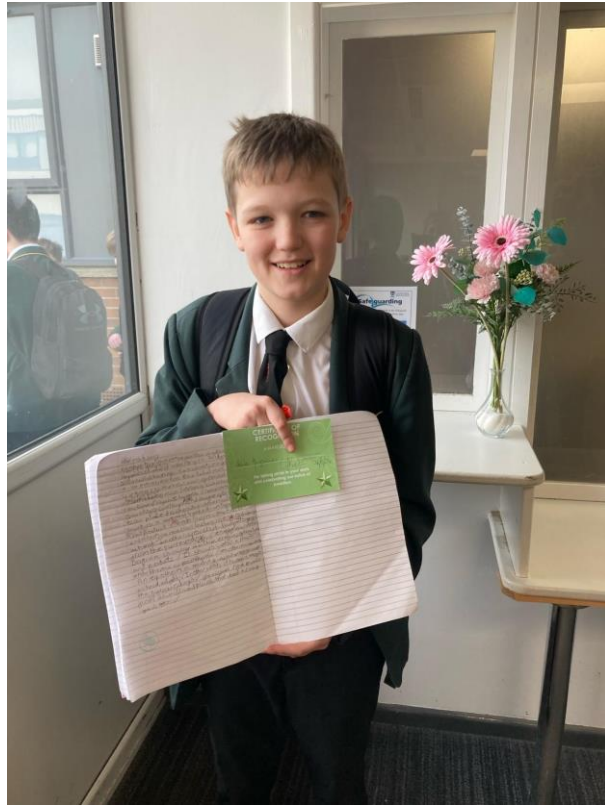














Head Teachers Golden Letters March 2024

The Head Teacher's Golden Letter of Recognition is a prestigious award honouring and acknowledge the exceptional efforts and achievements of students this term. This recognition goes beyond

academic excellence; highlighting remarkable personal growth, leadership qualities, and contributions to the school community. Receiving the Golden Letter is a significant milestone- recognition of students dedication, resilience, and positive impact on their peers and the broader school environment. It embodies the school's commitment to fostering a culture of ambition, respect, and continuous improvement, encouraging students to strive for their best and to be role models at Park. This recognition not only celebrates current accomplishments but also serves to thank and inspire them and others to pursue further achievements and to embody the values and principles underpinning school life.

Ladies and Gentlemen I give you Spring Term 2024's winners:











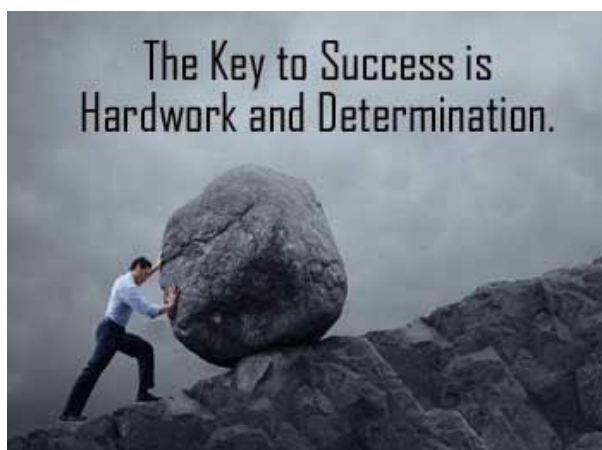








Year 11 information share



Year 11 Easter Revision School Week 1 and Week 2 Timetable


We have organised a comprehensive timetable of revision sessions for Year 11 over Easter. **Every day** there are sessions for students to attend to focus on their revision or complete coursework. Students will attend in non-uniform and must enter through the main doors in reception signing in.

The GCSE exams start on the 9th May and will run until the 19th June. We are really proud of the progress Year 11 are making, and we would love to see all Year 11 students attending.

Timetables will be printed and distributed on Monday.

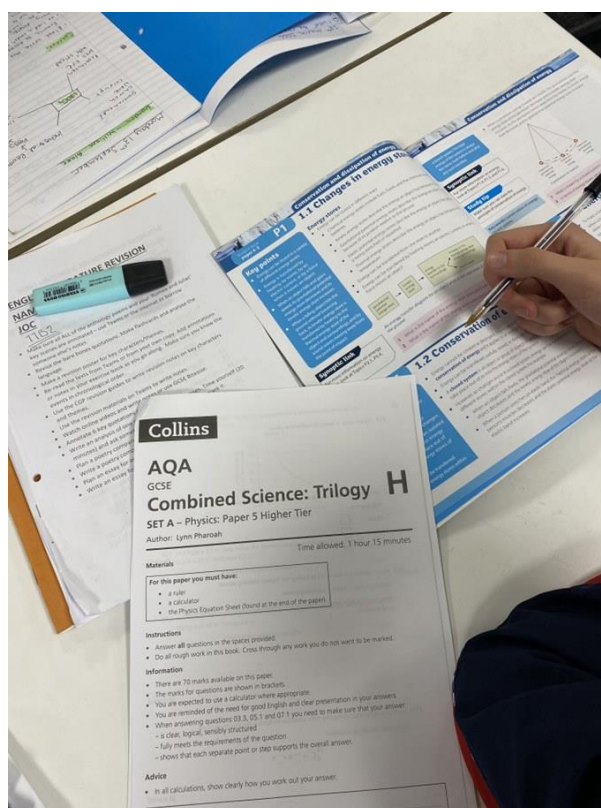
#HardWorkPaysOff

#BeLikeCliff

Easter Intervention Timetable				week 1	
	Monday 1st April	Tuesday 2nd April	Wednesday 3rd April	Thursday 4th April	Friday 5th April
9.00-10.00		Mr Orme H&F 308 Mrs Gibbons Art 310	Maths Revision all pupils Mr Park 610 Mrs. Whitaker 607	Mrs Lunney Business Studs 313 Mr Greenwood Engineering 304 Mr Schofield H&F 308	Mrs Casper Smith Geog 519 Mr Greenwood Engineering 304
10.00-11.00	School Closed	Mr Orme H&F 308 Mrs Gibbons Art 310	Maths Revision all pupils Mr Park 610 Mrs. Whitaker 607	Mrs Lunney Business Studs 313 Mr Greenwood Engineering 304 Mr Schofield H&F 308	Mrs Casper Smith Geog 519 Mr Greenwood Engineering 304
11.00-12.00	Bank Holiday	Mr Orme, Mr Allen H&F 308 Mrs Gibbons Art 310		Mr Greenwood Engineering 304 Mr Schofield H&F 308	Mrs Casper Smith Geog 519 Mr Greenwood Engineering 304
12.00-1.00		Mr Allen H&F 308 Miss Mitchell French 210 For all French students Mrs Gibbons Art 310		Mr Greenwood Engineering 304	Mrs Casper Smith Geog 519
1.00-2.00		Mr Allen H&F 308 Miss Mitchell French 210 For all French students Mrs Gibbons Art 310	Mrs Carson Physics 406	Mr Greenwood Engineering 304	Mrs Casper Smith Geog 519
2.00-3.00		Mrs Gibbons Art 310	Mrs Carson Physics 406	Mr Greenwood Engineering 304	Mrs Casper Smith Geog 519

	week 2				
	Monday 8th April	Tuesday 9th April	Wednesday 10th April	Thursday 11th April	Friday 12th April
9.00-10.00	Mrs Atherton Separates B1 Biology 105	Mr Jackson Physics 109 Miss Hooper Art 311 Mrs Massey Graphics 307	Humanities: 9am -11:30am SJT History - 514 BHE History - 520 DGO Geography - 516 BRO Y10 RS - 517 Mrs Atherton Separate B1 Biology 105	Mr Greenwood Engineering 304 Mr Rigby-Wilson Food 315	
10.00-11.00	Mrs Atherton Separates B1 Biology 105 Mrs Cassells English 202	Mr Jackson Physics 109 Miss Hooper Art 311 Mrs Massey Graphics 307	Humanities: 9am -11:30am SJT History - 514 BHE History - 520 DGO Geography - 516 BRO Y10 RS - 517 Mrs Atherton	Mr Greenwood Engineering 304 Mr Rigby-Wilson Food 315	Mrs Howlett English 205
11.00-12.00	Mrs Atherton Separates B1 Biology 105 Mrs Cassells English 202	Mr Jackson Physics 109 Miss Hooper Art 311 Mrs Massey Graphics 307	Humanities: 9am -11:30am SJT History - 514 BHE History - 520 DGO Geography - 516 BRO Y10 RS - 517 Mrs Atherton Separate B1 Biology 105	Mr Greenwood Engineering 304 Mr Rigby-Wilson Food 315	Mrs Howlett English 205
12.00-1.00	Mrs Atherton Separates B1 Biology 105	Miss Hooper Art 311 Mrs Massey Graphics 307	Mrs Howlett English 205	Mr Rigby-Wilson Food 315 Maths Revision all pupils Mr Park 610 Mrs Thompson 608	
1.00-2.00	Mrs Cassells English 202	Miss Hooper Art 311 Mrs Massey Graphics 307	Mrs Atherton Trilogy B4 Biology 105 Mrs Howlett English 205	Mr Rigby-Wilson Food 315 Maths Revision all pupils Mr Park 610 Mrs Thompson 608	
2.00-3.00	Mrs Cassells English 202	Miss Hooper Art 311 Mrs Massey Graphics 307	Mrs Atherton Trilogy B4 Biology 105		

Please note on the timetable - **Monday 8th April afternoon session**, Mrs Atherton's Biology Trilogy class in the afternoon not B1 separates as started. 11B1 are in the morning and 11B4 afternoon.





GCSE timetable can be seen below - next stop May 9th for the first examination

EXAMINATION TIMETABLE 2024 AND KEY DATES FOR YEAR 11		
DATE	MORNING	AFTERNOON
Thurs 9 May	Engineering Design 1hr 15 min	
Fri 10 May	Biology p1 F & H 1hr 45min Trilogy Biology p1 F & H 1hr 15min	
Mon 13 May	English Literature p1 2hrs	
Tues 14 May	French F p1/3 1hr 20min French H p1/3 1hr 45min	
Wed 15 May	History p1 1hr 15min	Computer Science p1 1hr 30min
Thurs 16 May	Maths p1 F & H 1hr 30min	
Fri 17 May	Chemistry p1 F & H 1hr 45min Trilogy Chemistry p1 F & H 1hr 15min	Geography p1 1hr 30min
Mon 20 May	English Literature p2 2hrs 30min	
Tues 21 May		Computer Science p2 1hr 30min Child Development 1hr 15min
Wed 22 May	Physics p1 F & H 1hr 45min Trilogy Physics p1 F & H 1hr 15min	
Thurs 23 May	English Language p1 1hrs 45min	
Fri 24 May	French F p4 1hr 15min French H p4 1hr 20min	
HALF TERM		
Mon 3 June	Maths p2 F & H 1hr 30min	
Tues 4 June	Health & Fitness 1hr 30min	History p2 1hr 45min
Wed 5 June	Geography p2 1hr 30min	
Thurs 6 June	English Language p2 2hrs	Business 1hr 30min
Fri 7 June		Biology p2 F & H 1hr 4min Trilogy Biology p2 F & H 1hr 15min
Mon 10 June	Maths p3 F & H 1hr 30min	
Tues 11 June	Chemistry p2 F & H 1hr 45min Trilogy Chemistry p2 F & H 1hr 15min	History p3 1hr 20min
Wed 12 June		
Thur 13 June		
Fri 14 June	Geography p3 1hr 15min	Physics p2 F & H 1hr 45min Trilogy Physics p2 F & H 1hr 15min
Mon 17 June		Music 1hr 30min
Tues 18 June		
Wed 19 June	Food Prep & Nutrition 1hr 45min	
Wed 26 June	Contingency Day	

Friday 3rd November	Year 11 Autumn Mock Examinations
Thursday 7th December	Year 11 Parents Evening
Tuesday 12th December	Year 11 Mock Results day and Career Interviews
Friday 15th December	Year 11 Tracker Report Issued
Thursday 8th February	Year 11 Parents Evening
Monday 19th February	Year 11 Full Mock Examinations
Friday 22nd March	Year 11 Full Reports Issued
Friday 21st June	Year 11 Prom

Students will be in school throughout the exam period. A leavers assembly date will be communicated later in the year.

[Find out more here](#)



Good Afternoon,
We hope you enjoy the two week half term break and will catch up again after the holidays!

Melanie, Hayley & Becky

01

'YEAR 8, 9 & 10' OPEN EVENTS

Our next College open events will take place on 17th April (NCC) and 23rd April (ARC). We hope to inspire young people and their families about their post 16 options, showcasing our tutors, facilities and current students. We will also be inviting employers along to connect with students and provide further information.



Please ensure your pupils are aware that they must visit with a parent or guardian to our open events.



02

NEW ARC HAMELDON 'INDUSTRY INNOVATION HUB'

Lots of changes to our facilities have been happening behind the scenes and we are pleased that the home of Accrington & Rossendale's Construction and Motor Vehicle centre has been upgraded to include an 'Industry Hub', which has already hosted some of our most recent events including our 'Find your Futures' open event last February. Come and see for yourselves or bring a group of pupils over for a college visit!



03

NEXT INTERVIEW EVENINGS

The next round of interview evenings for pupils are:

Accrington & Rossendale College - Tuesday 16th April

Nelson & Colne College - Wednesday 24th April

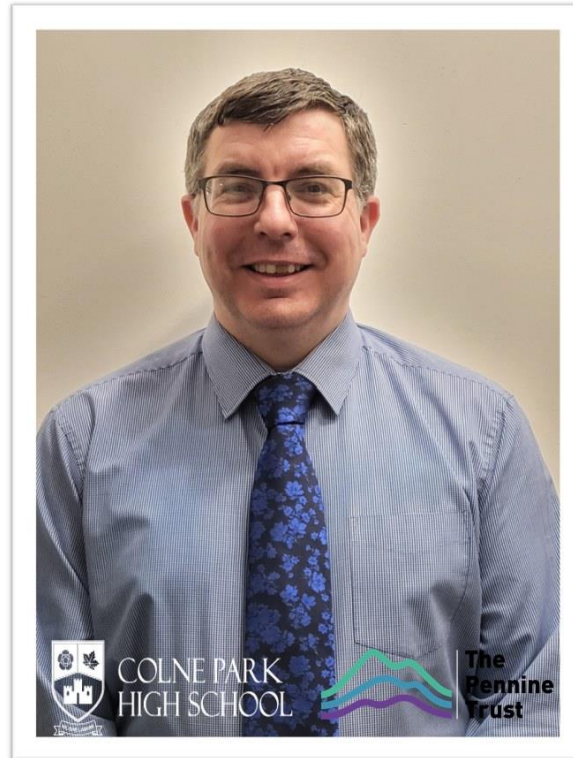
A warm welcome

We are thrilled to introduce you to our new SENDCO Mr Ian Singleton who joins us after the Easter break

Mr Singleton brings a wealth of experience having been working in the Special Needs field for 24 years, 20 of these as SENDCO. He has 3 children, the youngest is in high school and has additional

needs. In his spare time he has a passion for writing and has published poems with two anthologies currently in print.

We look forward to welcoming him to the staff team and look forward to him sharing his experience to support our students.



Travels around Trust

- [Parents@LordStreet](#)
- [Parents@Blacko](#)

Information Share + Diary Dates

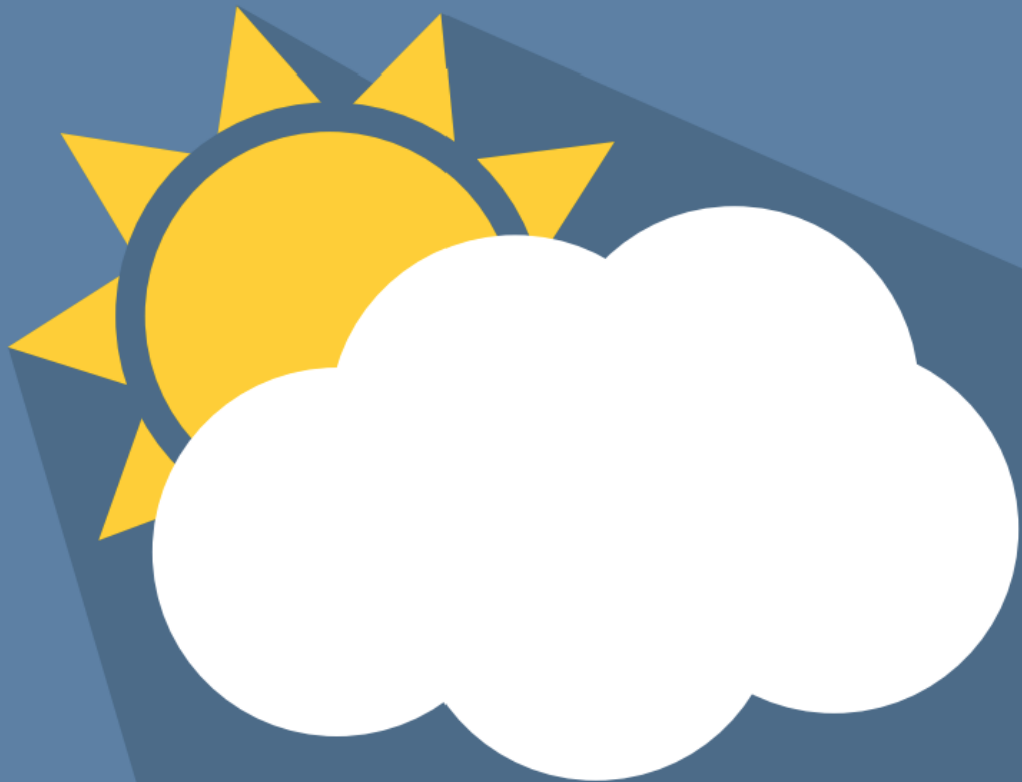
- Please can we ask families who have trophies from either KS 3 presentation evening or sports presentation evening to return them to reception after Easter ready for this years presentation evenings.



- **Safeguarding advice** - as always, please do get in touch with our school team if you have any concerns, worries or would like support. We are here to help.

Coping with **self-harm**

A Guide for
Parents and
Carers



DEVELOPED BY RESEARCHERS AT THE UNIVERSITY OF OXFORD

Alternatives to self-harm

Because self-harm is helping your child to cope with difficult feelings, it is important to think of other ways they might manage their feelings. These can include distraction, stress management techniques, and thinking of alternative methods of discharging extreme emotions. Sometimes joining a social activity or sports group can be helpful as a distraction. This can also provide a form of social support.

Some people find that putting off harming themselves can decrease or get rid of the urge. Reducing the accessibility of objects that might be used for self-harm (e.g., pencil sharpeners, knives, medication etc.) may help to delay the impulse to self-harm.

“Don’t give up. There is help out there.”

Healthtalk.org parent interview

Alternatives to suggest

Soothing/Stress Relief/Distraction:

- Going for a walk, looking at things and listening to sounds
- Create something: drawing, writing, music or sculpture
- Going to a public place, away from the house
- Keeping a diary or weblog
- Stroking or caring for a pet
- Watching TV or a movie
- Getting in touch with a friend
- Listening to soothing music
- Having a relaxing bath

Releasing emotions:

- Clenching an ice cube in the hand until it melts
- Snapping an elastic band against the wrist
- Drawing on the skin with a red pen or red paint instead of cutting
- Sports or physical exercise
- Using a punchbag
- Hitting a pillow or other soft object
- Listening to or creating loud music

About this guide

This guide was developed from talking to parents and carers of young people and is aimed at helping parents, carers, other family members and friends cope when a young person is self-harming. It includes information on the nature and causes of self-harm, how to support a young person when facing this problem and what help is available.



DEVELOPED BY RESEARCHERS AT THE UNIVERSITY OF OXFORD

What is self-harm?

Self-harm is behaviour that is done deliberately to harm oneself. At least 10% of adolescents report having self-harmed. Self-harm can include, for example:

- self-cutting
- taking an overdose
- hitting or bruising
- intentionally taking too little or too much medication
- burning
- hanging
- suffocation

Although some people who self-harm may be suicidal, self-harm is often used as a way of managing difficult emotions without being a suicide attempt. However, self-harming can result in accidental death.

Is your child self-harming?

As a parent, you might suspect your child is self-harming. If you are worried, watch out for these signs:

- Unexplained cuts, burns or bruises
- Keeping themselves covered; avoiding swimming or changing clothes around others
- Being withdrawn or isolated from friends and family
- Low mood, lack of interest in life or depression
- Blaming themselves for problems or expressing feelings of failure, uselessness, hopelessness or anger

“I think for parents... it’s important to know that you are not alone”

HealthTalk.org parent interview

What makes a young person vulnerable to self-harm?

Individual Factors: e.g., depression, anxiety, low self-esteem, hopelessness, poor problem-solving, impulsivity, eating disorders, drug or alcohol abuse, bullying (e.g., because of race or sexuality)

Family Factors: e.g., mental health difficulties in the family, poor parental relationships, drug/alcohol misuse in the family, unreasonable expectations, conflict between young person and parents, excessive punishments or restrictions, family history of self-harm, abuse, neglect

Social Factors: difficulties in peer relationships, bullying, peer rejection, abuse, availability of methods of self-harm, friends who self-harm, media and internet influences

Reasons for self-harm

Self-harm can serve several different functions:

- to manage extreme emotional upset
- to reduce tension
- to provide a feeling of physical pain to distract from emotional pain
- to express emotions such as hurt, anger or frustration
- a form of escape
- an effort to regain control over feelings or problems
- an attempt to punish themselves or others
- to elicit care from others
- to identify with a peer group
- self-harm can also be a suicide attempt

“If you’re hurting so badly in your head, to harm yourself on your skin... stops the feelings in your head.”

Healthtalk.org parent interview

Possible future problems

- Self-harm can be a serious problem
- Repeated self-harm is common following a first episode
- Depending on the method, self-harm can lead to serious physical damage, including permanent scarring, the medical effects of a dangerous overdose, etc.
- Self-harm may be linked to other problems, such as depression, anxiety, eating disorders or drug and alcohol use, for which specific treatment may be required
- Individuals who have self-harmed are at higher risk of suicide than other young people, although the risk is still low

For these reasons, it is important where possible to tackle self-harming behaviour early.

Finding out about self-harm

Some children may tell their parents about their self-harm; other parents find out from friends, teachers or medical staff.

Discovering that your child is self-harming can be very upsetting and stressful. Parents may experience a range of emotions, including anger, sadness, helplessness, shame or disgust. It is normal to feel strong emotions and important to try and understand and accept them so that you don't risk misdirecting them at your child. Try to think of their behaviour as an expression of deep emotions they can't handle any other way.

"We worked out that if she sent me a blank text, I knew that she needed some company or a cuddle or some distraction."


HealthTalk.org parent interview

Supporting your child

- Have a conversation, but don't bring up self-harm straight away
- You could organise this around another activity, like a walk or drive
- Ask if anything is worrying them and how they are feeling
- Let them know you are not judging them or putting them down, and that you love them and that will not change
- Show that you are prepared to listen to what your child has to say
- If your child does not want to talk, see if they will write you a note, email or text message about how they feel
- Ask if they would rather speak to someone else (e.g., a GP, counsellor or helpline)
- If your child is able to be open about their self-harm, try to help them work out feelings and situations that may trigger it
- Try to think together of ways to handle strong feelings that don't involve self-harm (see "Alternatives to Suggest" on page 7 for ideas)
- Help them think through their problems and see possible solutions
- Encourage them to think about the long view and how things may change in the future

Other ways to help:

- Take talk of suicide very seriously
- Don't let self-harm become the focus of your relationship with your child
- Try to deal with self-harm in a matter-of-fact manner
- Let your child know that their emotions are real and important
- Remind your child of their strengths and abilities
- Reassure them that you do not think they are a failure whatever their difficulties
- Explain to your child that you want to help but may not know the best thing to do, and try to come up with a solution together (e.g., visiting the GP)
- Work out with your child how to make it more difficult for them to self-harm (e.g., by storing medication securely or removing sharp objects)
- Watch for signs of bullying or abuse that may be triggering self-harm



"I used to ask, 'On a scale from nought to ten, with nought being the worst and ten being the best, how low are you feeling?'"

HealthTalk.org parent interview

Managing injuries from self-harm

If you are concerned about a wound (e.g., if it is too deep to manage at home) or other serious injuries you should seek emergency medical help through your local Accident and Emergency service

Overdoses:

- Get your child to an emergency department as soon as possible
- Try to find out what they have taken and tell emergency medical staff
- If your child won't tell you, look around for empty pill bottles or blister packs

“I went into practical mode. Maybe practical mode was easier to deal with than emotional mode. So you buy your antiseptic and you buy your cotton wool and you look after the cuts because that's the easy bit.”

HealthTalk.org parent interview

Cuts and Wounds:

- Apply pressure to bleeding cuts using a bandage or towel (a tea towel may be less likely to stick to the wound)
- Clean the wound under running tap water and apply a sterile adhesive dressing
- If the wound has become infected (e.g., swelling, pus forming or spreading redness), encourage your child to seek medical help

Burns:

- Cool with cold water for 10 to 30 minutes, then cover with cling film
- Don't use ice or any creams or greasy substances such as butter

For more information on handling wounds and burns, and information about when to see a doctor, see www.nhs.uk or ring NHS Direct on 111.

Scars:

- If your child has scars they are embarrassed about, you can look into commercial products that may help them fade
- Scars can also be covered by makeup
- Remind your child that most scars will eventually fade

Alternatives to self-harm

Because self-harm is helping your child to cope with difficult feelings, it is important to think of other ways they might manage their feelings. These can include distraction, stress management techniques, and thinking of alternative methods of discharging extreme emotions. Sometimes joining a social activity or sports group can be helpful as a distraction. This can also provide a form of social support.

Some people find that putting off harming themselves can decrease or get rid of the urge. Reducing the accessibility of objects that might be used for self-harm (e.g., pencil sharpeners, knives, medication etc.) may help to delay the impulse to self-harm.

“Don’t give up. There is help out there.”

Healthtalk.org parent interview

Alternatives to suggest

Soothing/Stress Relief/Distraction:

- Going for a walk, looking at things and listening to sounds
- Create something: drawing, writing, music or sculpture
- Going to a public place, away from the house
- Keeping a diary or weblog
- Stroking or caring for a pet
- Watching TV or a movie
- Getting in touch with a friend
- Listening to soothing music
- Having a relaxing bath

Releasing emotions:

- Clenching an ice cube in the hand until it melts
- Snapping an elastic band against the wrist
- Drawing on the skin with a red pen or red paint instead of cutting
- Sports or physical exercise
- Using a punchbag
- Hitting a pillow or other soft object
- Listening to or creating loud music

When to seek further help

If you are concerned about your child, particularly if the self-harm or distress increases or you notice problems such as anxiety or low mood, you should seek further help.

- This is best done through your general practitioner (GP), who may refer your child to a community Child and Adolescent Mental Health Services (CAMHS) where an assessment would be done and a plan made for support and treatment
- If your child is reluctant to get help or doesn't acknowledge the risks you can still receive advice from your GP
- Telephone advice lines can give you information (see sources of information at the back of this booklet)
- If your child goes to hospital for any reason related to self-harm, they should be seen by someone who will talk to them about self-harm and assess their mental well-being. If it is not clear whether this has happened, ask the staff about it

Telling others

Think carefully about who to tell about your child's self-harming. This includes thinking about their possible reactions, and balancing your child's need for privacy with your need for support.

Many parents say secrecy can make things more difficult: it can add to the pressure on both parents and child, and take away sources of help and comfort from other family members.

Talking to people you trust can be a huge help. If you haven't told family members yet, you might consider speaking to a counsellor or calling a helpline to work through your feelings and decide how and when you might broach the topic of your child's self-harm with friends and family.


"As soon as you mention family mental health problems to a friend, it is quite common to have them reply, 'Do you know, I have that as well.'"

Healthtalk.org parent interview

Other family members

You and your child can think together about how much you want to tell other family members, including brothers and sisters, about the self-harm

- Explain to other children and close family that your child is going through a difficult time – you do not need to give details
- Siblings may feel angry or that their sibling who is self-harming is being selfish and causing distress in the family
- You are still the parent: don't be afraid to set boundaries on your child's behaviour (e.g., how they treat siblings)
- Remember your other children need your attention and support as well
- Try to help them manage their feelings
- Watch for similar behaviours in your other children
- Remind them of other ways to cope: e.g., talking, relaxation, sports or art
- Listen to them and remind them that you love them
- The wider family may or may not understand why a child would self-harm, so you and your immediate family will have to think about how they might react and how you want to manage this



“Don't ever be ashamed of talking about self-harm... I guarantee there are fifty other people in the same boat.”

HealthTalk.org parent interview

DEVELOPED BY RESEARCHERS AT THE UNIVERSITY OF OXFORD

Attending to your own needs

It is normal for parents to experience strong emotions and it is important that you look after yourself as well as your child. Recovery from self-harm may be a long process, so try to find time for relaxation. Pay attention to the physical signs of stress, such as stomach aches, difficulty sleeping, or depression. Take time for yourself when you are upset. Do things you enjoy, such as going out with friends, exercise, hobbies, etc.

Learn to identify and accept your own feelings. It may help to write them down. Find an outlet for your emotions, such as talking to a friend, relative or therapist. You may find other emotions coming out as anger – be careful that your child does not think this is directed at them.

Give yourself permission only to do things that really need doing and don't worry about less important tasks. Take time off work if you are able, and accept help from family and friends.

Try to keep communicating

Your child may remember what you say even if they don't seem to be listening at the time, and may take your advice or talk to you later.

Don't give up on your child

Trying to help your child may sometimes be frustrating. However, when they push you away is often when they need you the most. Remember, most young people who self-harm will stop sooner or later.

"I see the future as like a contour map - she will continue to get better and she will have long periods where life is good"

HealthTalk.org parent interview

Sources of help

Help for parents and carers

Professional Help:

GPs
School Nurses
Counsellors/Therapists

Helplines and Online Information/ Support:

YoungMinds

www.youngminds.org.uk
YoungMinds Parent Helpline:
0808 802 5544
(Mon–Fri 9.30am–4pm)

Samaritans

116 123
www.samaritans.org

Mind (over 18s only)

www.mind.org.uk

Rethink

www.rethink.org

Harmless

www.harmless.org.uk

Royal College of Psychiatrists

www.rcpsych.ac.uk/healthadvice/parentsandyounginfo/parentscarers/self-harm.aspx

Help for young people

Professional Help:

GPs
School Counsellors
School Nurses
Child and Adolescent Mental Health Services*
Adult Mental Health Services*
*Usually through referral by GP or other professional

Helplines and Online Information/ Support:

www.youngminds.org.uk
Childline – 0800 1111
www.childline.org
Samaritans – 116 123
www.samaritans.org
www.harmless.org.uk

Further Reading: *"The Parent's Guide to Self-Harm"* by Jane Smith, Oxford: Lion Hudson.

For more information on the experiences of other parents and carers, go to <http://www.healthtalk.org/self-harm> or scan this code:



JOIN OUR TEAM



COLNE PARK HIGH SCHOOL

ADMINISTRATOR/ATTENDANCE ASSISTANT



COLNE PARK HIGH SCHOOL

TEACHER OF ART



COLNE PARK HIGH SCHOOL

COVER SUPERVISOR



COLNE PARK HIGH SCHOOL

LEAD PRACTITIONER OF ENGLISH



COLNE PARK HIGH SCHOOL

TEACHER OF PE



COLNE PARK HIGH SCHOOL

LEAD PRACTITIONER OF ENGLISH



COLNE PARK HIGH SCHOOL

TEACHER OF ENGLISH with TLR 2.1

- Please [see here for full details and application forms](#)

Contact Us@

- [The link here](#) links to the school website where key staff and department contacts are listed as well as a flow diagram to support families in navigating to the correct team/staff member depending on the enquiry they have.

In the first instance the form tutor is the first point of contact to guide and advise.

School Holiday dates 2023-24

[Please click here to find the school holiday dates for 2023-24](#)