

The local information magazine for parents in **Sussex**

• **From babies to big kids** •

ABC

Summer issue

July - November 2017

www.abcmag.co.uk



Packed full of essential information

• places to go • things to do • ideas for you •

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The local information magazine for Sussex parents with young children - from babies to big kids!

Hello and welcome to our fun-packed summer 2017 issue of ABC Sussex.

The summer always brings a wealth of outdoor child-friendly events and activities to Sussex and, with the school holidays nearly upon us, now is the time to get out there and make the most of them - weather permitting, of course! Do make sure to remember the sun cream, hats and protective clothing though.

Even if the weather lets you down there are still plenty of things to keep the children occupied throughout the county from museums to theatres through to art classes and leisure centres. Take a look at our Diary of Events in the centre pages for a list of some of the fantastic family events taking place locally through the summer months.

Here at ABC we are very excited to launch our new look, super user-friendly website, www.abcmag.co.uk which complements our paper magazine and enables you to access all our advertisers websites, read our favourite articles and enter all our fabulous competitions. Please remember to like us on Facebook or follow us on Twitter to catch up between issues.

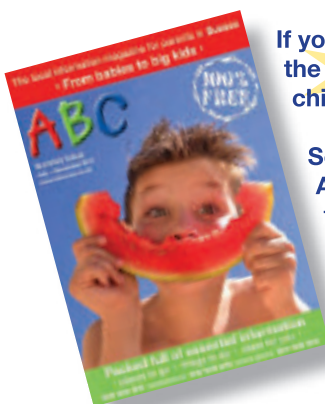
We are a magazine for local parents, so please do tell us what you think - we're open to ideas and contributions so if you've got something to say let us know at sussex@abcmag.co.uk

Enjoy this issue and please mention ABC when responding to advertisers so they know THE magazine Sussex parents really read!

Rachel Boyle, Editor



Would you like your child to be on the next cover of ABC Magazine?



**If you're an amateur photographer we can offer you
the opportunity to submit photographs of your child/
children for possible use on our front cover!**

**So, if you'd like to see your child on the cover of
ABC Magazine simply email us up to six images
for consideration.**

**Please remember, the next issue is our winter
one so a nice seasonal shot would be ideal!**

**Closing date for submissions is 10.9.2017
Please email to sussex@abcmag.co.uk**



**ABC is a combination of many peoples efforts and contributions
so a huge thank you, as always, to you all.**

Big thanks also to my husband Iain, my boys Joe and Charlie and my mum
for their patience, understanding and help, yet again, in putting another issue together.



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Inside this issue...

Anyone for tennis?

If Wimbledon fortnight has inspired you to pick up a tennis racquet, then look out for Open Days at local tennis clubs as part of The Great British Tennis Weekend. The main weekend is 22nd and 23rd July but there will be free opportunities to play at clubs and parks throughout the summer. Balls and racquets are provided, so there really is no excuse! You can find a full list of participating venues at www.clubspark.lta.org.uk/OpenDays

Get splashing for Tommy's

This year, Tommy's are hoping to raise £1million with the help of Water Babies and the hugely successful Splashathon. You can expect all the fun, bunting and balloons of all fundraising events, but at Splashathon, the 'athletes' are less than four years old! Splashathon is a really fun experience for everyone, but there's an important reason behind it too. Every year, one in four women lose a baby during pregnancy or birth, Tommy's believe this is unacceptable, and fund research into pregnancy problems and provide pregnancy health information to parents. To find out how you can get involved go to www.tommys.org/splash

Pocket money hits a high

The average weekly pocket money (£7.04) is at its highest level since 2007, but almost half (41%) of children think they should be getting more. This year's figure is a 7% jump from last year (£6.55), and represents a whopping 500% increase from the £1.13 many of their parents would have been receiving in 1987. The British tradition of piggy banks is alive and well, with eight out of 10 children using one to save.

Figures from the 2017 Halifax Pocket Money survey

Top theatre deals

Kids Week is a fantastic opportunity for children to see a West End show. This is now a month-long event in August, when a child aged 16 or under can go free to any participating show when accompanied by an adult paying full price. You can also purchase up to two extra children's tickets at half price. Tickets went on sale on 13th June and the top shows sell out very quickly, but there are still tickets available for many shows and for a fantastic range of free activities and workshops. Find out more at www.kidsweek.co.uk



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Whether you have a baby, toddler or a 'big school' child, there's something to interest you and add to your child's learning potential.



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ABC competition rules:

The act of entering any competition will be taken as acceptance of these rules. The closing date for all competitions running in this issue is Friday 13th October 2017 unless stated otherwise on the competition. Only email entries will be accepted. If you enter any competition in ABC Magazine, your details may be passed on to the competition supplier. Please visit www.abcmag.co.uk/competitions to enter. Only one entry per person per competition is permitted. Unless otherwise stated the winner(s) will be randomly selected. Incomplete entries will not be accepted. No cash alternative to any prize is offered. All winners will be notified by email and their prize will be posted to them. The editor's decision is final and no correspondence will be entered into. Unless stated otherwise on the competition, each entry should be clearly marked with the competition name in the subject line, together with your answer, name, postal address, email address and telephone number.

All ABC competitions are to be entered online please go to www.abcmag.co.uk/competitions



Like us on Facebook, follow us on Twitter visit us at www.abcmag.co.uk



Have you got a story to share with other ABC readers? We'd love to hear from you...



Wear jeans, change lives

Jeans for Genes Day 2017 will be held on 22nd September and all you have to do is wear jeans to work, school or nursery and make a donation.

There are between 4,000 and 6,000 diagnosed genetic disorders and it is estimated that one in 25 children is affected by a genetic disorder, and therefore 30,000 babies and children are newly diagnosed in the UK each year.

It's fun and simple to organise; just ask people to come to work in their jeans and donate £2.

Register for a free fundraising pack at www.jeansforgenesday.org

Back to school jokes

Child: Today my teacher yelled at me for something I didn't do.

Mum: What was that?

Child: My homework!

Q: What is white when it's dirty and black when it's clean?

A: A blackboard!

Teacher: Name two days of the week that start with 't'?

Pupil: Today and tomorrow.



Dr Seuss style illustrations

"You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose."

Dr Seuss

Theodor Seuss Geisel, better known by his pen name of Dr. Seuss, is arguably one of the most beloved and widely read children's authors of all time, with a unique artistic style that is instantly recognisable to millions across the world via such unforgettable characters as the Grinch, the Cat in the Hat, the Lorax, and many others.

Utilising a deceptively simple rhythmic meter for his verses, his stories often veered close to nonsense, yet always had a magical logic that never failed to delight both adults and children alike.

Something which may come as a surprise to many fans, however, is that almost everyone has been mispronouncing his name for years, as collaborator and friend Alexander Laing's poem illustrates:

***You're wrong as the deuce
And you shouldn't rejoice
If you're calling him Seuss.
He pronounces it Soice (or
Zoice).***

But with virtually every fan rhyming the great man's name with deuce these days, it's unlikely to change, although there is one thing we can all agree on, which is that his beloved tales will doubtless endure for many more generations to come.

So, what have we got in store for you this time?

We are going to teach you how to draw a Dr Seuss style character. I think we can all

agree that his artwork is unique and brilliant, but just what is it about his illustrations that makes them so instantly recognisable?

Let's have a look at one of his best loved creations, The Cat in the Hat.



Have a long look at the cat's face. We know it's the Cat in the Hat but how? How is it different from any other illustration of a cat? Why can we tell it's a Dr Seuss character?

Well, believe it or not, it's just four things - four very important things though! They are:

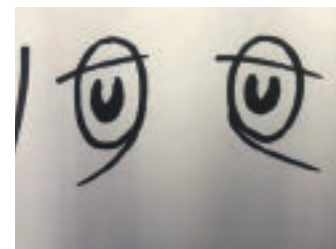
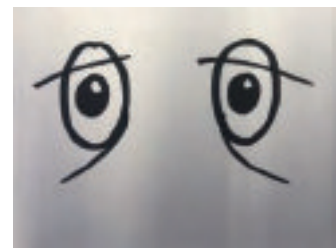
1. The pupils in the eyes are horseshoe shaped
2. The nose is very near the eyes
3. There is a large distance between the mouth and the nose (the technical term for this is having a long philtrum!)

4. The characters are shaded with lots of scratchy hatching and cross hatching lines.

Let's have a look at a template for two characters without any features.



You can see that these characters are exactly the same. We're going to prove that by changing the shape of the pupil and the placement of the nose and mouth, you will have a completely different pair of characters - one a normal cartoon and the other a Dr Seuss style character!



The pupils

On the normal character, the pupils are oval, but with Dr Seuss's, they are horseshoe shaped.



Comparison

Add some of the scratchy hatching and cross hatching lines and it's plain to see the difference between two otherwise very similar characters!



The position of the nose

With the normal cartoon, the nose is further down the face but with the Dr Seuss character it is very near the eyes.



The position of the mouth

Here again, the normal character has a mouth very near the nose, but in the world of Dr Seuss it is very far apart, creating the effect of a long philtrum. (Former US President George Bush was famous for having one of these!)

Dr Seuss style painting

Now you know how - give it a go. Here's a character we created in our class. Just remember the four factors and you'll have Dr Seuss style characters jumping out of your sketchbook!

Artroom Brighton is an art school for children and young people who have a passion for art and feel that creativity might play an important role in their future. We believe that EVERY child is capable of exceeding their own, artistic expectations.
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ABC

is **FREE** and will remain so as long as the advertisers are aware of the magazine that Sussex parents read!

Please mention ABC when replying to adverts, give copies to your friends, and help spread the word!



The Big Draw

If anyone in your family loves to draw, or would like to, The Big Draw is an opportunity to take part in a global celebration of drawing.

From 1st-31st October, there will be thousands of enjoyable and experimental drawing activities for people of all ages in schools, galleries, museums, libraries, heritage sites, village halls, refugee organisations, outdoor spaces - all sorts of different places!

The Big Draw is open to anyone and this year's theme is Living Lines: An Animated Big Draw Festival. You can find out about events happening in your area at www.thebigdraw.org

The art of a good day out

With the summer holidays fast approaching there are few parents who aren't looking for ideas for fun days out, possibly with an educational value, that are possible to enjoy no matter what the weather. It is never too early to introduce your children to some of the wonderful art galleries we, in Sussex, are lucky enough to have within easy reach in London. The vast majority of galleries have free entry to their permanent collections and, in the summer holidays in particular, have a wide range of children's activities available related to the art on show.



Win fab prizes with **ABC** A truly artful book!



Enjoying art is all about responding to what you are seeing. Old Masters Rock stimulates children in a playful way so that, together with an adult, they can decode fifty masterpieces of Western Art from the last seven hundred years. The book demonstrates that art is accessible to all of us - adults and children alike and includes

child-friendly features such as 'Art Detectives' to encourage children to solve clues and 'Fun Facts' to help them remember the pictures.

Old Masters Rock - How to Look at Art with Children is published by Pimpernel Press, priced £14.99 and is available from Amazon and good bookshops.



We've teamed up with Pimpernel Press to offer 12 lucky ABC readers the chance to each win their own copy of Old Masters Rock, worth nearly £15.00. For your chance of winning this great prize simply tell us one of the child-friendly features included in this beautiful book.

Normal ABC competition rules apply and can be found on page 3 or see www.abcmag.co.uk

If you are looking to attend one of the temporary exhibitions in one of the major London art galleries, usually focusing on one particular artist or genre of art, be aware that you may have to pay for yourself but children under 12 are usually free

sure you match it to your child's interests, but also check out the children's art related activities offered and how interactive the exhibitions are. Children will respond much better to the art on offer if they can become really involved with it.

The amount of time you choose to spend in a gallery will depend on the age of your children. You may want to combine your visit with a trip to one of the London parks or a walk along the River Thames (weather permitting) so your little ones get to run around, let off steam and to see some of the historic sights of London, or you may choose to also visit one of the well-known child orientated London attractions.

Children will respond much better to the art on offer if they can become really involved with it.

Some of our favourite child-friendly galleries are listed below, although there are, of course, many others. If you are looking to attend specific temporary exhibitions make

Barbican Art Gallery www.barbican.org.uk/art

The Barbican is an enormous warren of staircases and walkways, intense lighting and hidden shapes. There are two art galleries and lots to explore. Depending on the show in the

main gallery there are often family workshops and free family activity sheets so children can really get involved and find out more about the work. The Curve is free and exhibits

specialty commissioned work from new artists. Barbican Art Gallery is free for under 12s and exhibits work by leading international figures throughout

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The psychology of art

When children start school, they are over stimulating their brain by being in a logical learning environment for four to six hours a day. They come home to a routine and structured home environment where they experience homework, bedtime, eating, dressing and feeding routines.

Parents raise their children based on how they have been brought up in their environment and their own personal life experiences. Art psychology teaches children to learn the tools to explore or develop coping skills they can take into their adult life.

Why are children becoming more reactive or extremely withdrawn within their homes?

The brain stores powerful memories throughout childhood, uploading information into thousands of memory files which are saved and kept until needed. Both hemispheres of the brain need to be in balance and working together as a team to reduce stress and anxiety. The left brain can be over-stimulated being in a school and home routine which is 80% structured. This means that there is only 20% of the right brain being stimulated which allows stress, anxiety and reactions to present themselves in your child's life.

How does your child access those memory files?

From the surrounding environment children have grown up in, they learn how to survive, are shown coping strategies, how to interact socially and emotionally based on their home life.

When a child is born, it has no understanding of fears, thoughts or feelings. As parents, we teach

our children what is right or wrong based on our personal outlook.

If you think of the analogy of a child being a blank canvas, you will have the father adding his outlook and personal experience which we could call charcoal to the child's canvas and the mother adding her acrylic paints (also being her personal experience) to the canvas. The child has now integrated charcoal and acrylic paints, forming their view of life based on their parent experiences. Their canvas is no longer blank but now covered in Mum and Dad's knowledge - giving their child the tools to handle life.

The brain has two hemispheres; the left and the right side. The left side of the brain is the organiser and can be seen to organise tools to be able to paint on a canvas. The left brain would think in survival mode and look at practical steps that would need to be implemented to paint on the canvas. The right brain is the creator and problem solver, it has the tools that would know what to do when there is a problem; fix it, achieve a result and have fun.

When sub-conscious memory, files are formed from childhood, the child who is now the adult will face uncomfortable situations in life. The adult will remember what they were taught as a child; how to handle the situation based on what

their parents told them was right or wrong. The brain will select memory files to show the adult what picture their parents had originally painted on their blank canvas as a child. The adult listens and reacts based on what they have learnt which now turns into their personal belief.

How does art help my child feel emotionally safe?

When a child struggles in their art work, thinking that they are making mistakes and not good enough, the tutor supports them technically in their drawing. This makes them feel relaxed, builds trust in themselves, shifting their thought process and enabling them to feel they can do this. It teaches the child to breakdown problems into smaller pieces they can cope with.

Art and creative activities provides the balance for both hemispheres of the brain to work together as a team, reducing stress and anxiety. The tutor has the skills to show how to draw in proportion, allowing the student to feel emotionally safe to be able to draw and paint. The student achieves what is in their mind and how they perceive their piece of art work should be created on canvas instead of telling them to draw what is in front of them.

When a student feels uncomfortable emotions surface whilst drawing or painting, the tutor introduces easy techniques for the child to see they can achieve proportion successfully. This alters their reactive behaviour into a calmer and solution focused state. Subconsciously, the

techniques teach the brain that whatever they are learning or experiencing within their life as limiting or causing them stress, can be turned around and solved within a short time.

A child feels emotionally safe witnessing how their tutor can draw and paint dynamically in proportion. This subconsciously allows them to feel that whatever challenge they experience in life, they will be able to work through, find a solution or ask for help. This can be from speaking to Mum or Dad to asking to be referred to a form of counselling, therapy, mentoring or external

(continued over the page)



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(continued from previous page)


support. The child learns how to break down each project into easily achievable pieces of work. This step-by-step process gives them the confidence to break down their current problems and fears in their everyday life as they would in their art lesson.

How can I help my child?

Many parents panic about how to make sure their children are happy; introducing creative activities in your home routine gives the brain space to breath, have fun and relax. This can be from walks in the park to baking.

...introducing creative activities in your home routine gives the brain space to breath, have fun and relax.

You are doing the best you can at each stage of your child's development; as a parent its only natural to question yourself and feel you make mistakes.

Learning how the brain grows and develops give you, the parent, the skills and tools to ensure your child has the best start in life on an emotional and social level. 

Justine van de Weg is the Founder of The Arts College in Worthing. Art Psychology is a new area of study - a tool for parents to learn how their children's brain grows as well as develops emotionally and socially in their home. Call 01903 529 633 www.justine86.wixsite.com/kidsartclasses

(continued from page 6)

the year. The Barbican also has great outdoor space with a lake and waterfall.

Tate Modern www.tate.org.uk/visit/tate-modern

Tate Modern is housed in the former Bankside Power Station by the River Thames. The collections in Tate Modern consist of works of international modern and contemporary art dating from 1900 until today.

At the gallery you can pick up a free art trail that acts as a fun guide through the artworks. The activities are fun and designed to encourage children's creativity and enjoyment of art.

The permanent collection at Tate Modern is free to visit, and all children under 12 gain free access to the special exhibitions when accompanied by a paying adult. There is interactive zone full of ideas and activities to help children get to know more about 20th century art and artists and provide some artistic inspiration!

The Saatchi Gallery www.saatchigallery.com

The Saatchi Gallery presents work by largely unseen contemporary young artists or by international artists whose work has been rarely or never exhibited in the UK. Many of these artists are subsequently offered shows by galleries and museums internationally.

Admission to the Saatchi Gallery is free. During school holidays there are Free Family Days with messy workshops and activities for all ages. The family workshops and activities are designed to give children an engaging insight into the current exhibition. They allow children to develop their own creative ideas in relation to the art they have seen in the Gallery.

The National Portrait Gallery www.npg.org.uk

Young children love portraits and with over 1,000 portraits of famous people to discover from the majestic portraits of Henry VIII and Elizabeth I in the Tudor Galleries to the pop stars and artists in the Contemporary Galleries - the National Portrait Gallery is a perfect place for all the family to visit.

Regular family events and activities are on offer, from drop-in sessions to art workshops - there is plenty of opportunity to find out more, be creative and have fun exploring together. Pick free resources from the Family Activity Base.

The Royal Academy www.npg.org.uk

The Royal Academy has a permanent exhibition and also hosts a wide range of family activities (check website for details). However, if you are looking for something to engage slightly older children The Royal Academy's annual Summer Exhibition is the world's largest open submission contemporary art show. Anyone can submit their work and out of the thousands submitted a selection are chosen, from the nationally famous to complete unknowns. Entry for under 16s is free with a fee paying adult (£15.50) and everyone is given a catalogue detailing all the prices of the art on show. Older children, especially those who enjoy producing their own artwork and who have a basic understanding of money can't fail to be inspired! The exhibition runs to the 20th August.

Happy viewing! 

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Where the art lovers live...



The art marketplace Artfinder has published a report on art buying habits across the UK, with Brighton revealed as the city with the second most art buyers in the UK, after Cambridge, with 625 customers per million inhabitants in 2016. London comes eighth in the table with St Alban's, Edinburgh, Glasgow and Oxford all ahead of London.

People in Brighton buy more paintings than any other kind of art (65%), with a strong preference for landscapes and seascapes (23% of all purchases) and impressionism (26% of all purchases). There are also regional differences in what art customers buy, with people in the South preferring abstract, non-figurative works and those in the North and Scotland preferring animals, flowers and plants and landscapes, sea and sky.

Jonas Almgren, Artfinder CEO comments: *"London is always hailed as the art capital of the UK, but that isn't necessarily reflected in the art buying habits across the country. Our data shows that the whole of the UK is busy buying original art for their homes, but also that people in smaller, artier cities and University cities are buying more than Londoners. We are now seeing a new generation and a new kind of art*

The Fashion School in Brighton offers fashion, sewing, styling and design classes for children, teens and students of all ages.

We have friendly and experienced tutors who use a unique and easy sewing programme which has been successful for over 20 years. We believe in encouraging each child to express themselves individually enabling your children to design and sew clothes they want to create and wear. Every student's project is determined by them and we inspire and support them rather than dictate direction. The classes are tailored to give them support to learn how to use sewing machines, thread needles and hold scissors safely. We also encourage a healthy attitude towards fashion, and encourage the children's natural individual talents and taste with regards to their fashion and design choices.

The Fashion School is for everyone - it really doesn't matter if your child hasn't sewn a stitch, from repairing/customising a pair of jeans to creating a ballgown - we're here to help.

"My daughter loves her lessons and of course the clothes she makes. She has definitely grown in confidence as a result."

Wendy, mum of Molly

We also run adult fashion classes and can host bespoke party fashion workshops for both adults and children.

For further details about The Fashion School please give us a ring on 01273 911784 or take a look at our website www.thefashionschool-uk.com

buyer emerging. Our audience is typically younger than those who buy from galleries, and they don't necessarily classify themselves as 'collectors' - they're not buying for investment, they're buying because they want something handmade by a real person on their wall, something no-one else has got - not a reproduction poster."

Top 10 UK cities (on customers per 1 million inhabitants):

1. Cambridge (916)
2. Brighton (625)
3. Southampton (535)
4. St Albans (506)
5. Edinburgh (500)
6. Glasgow (410)
7. Oxford (400)
8. London (378)
9. Bristol (307)
10. York (285)

Bottom 10 UK cities (on customers per 1 million inhabitants):

1. Stoke on Trent (48.2)
2. Walsall (48)
3. Wakefield (46)
4. Oldham (40)
5. Gateshead (40)
6. Bradford (36.5)
7. Rochdale (33.1)
8. Salford (25.6)
9. Medway (18)
10. Dudley (16)



What is the CAA?

A UK first that parents need to know about

Children's activities are a valued and much loved feature in the weekly routine for many families countrywide and when attending a structured activity, class or club it is only natural for parents to assume that the organiser is regulated. But this is not always the case. In fact, it is shocking to learn that up until two years ago there was no code of practice or even any guidelines in place to monitor standards in the children's activities sector or to help parents make informed choices regarding the wealth of providers out there.

With so many children engaged in activities throughout the UK each week and the average family investing considerable time and money in clubs and classes, it is truly remarkable that independent guidelines were not in place. Now however, thanks to the Children's Activities Association (CAA), this alarming gap has been filled. When choosing activities, parents can now easily get peace of mind on a range of important issues such as insurance, health and safety, criminal record checks, training, qualifications, class content and much more just by asking one question - "Are you a CAA member?"

Set-up by leading industry experts in 2015, the CAA is a not-for-profit, industry-led independent association that is committed to setting and raising standards in all organised children's activities across the UK. This ground-breaking national initiative has truly revolutionised the industry and the way that parents can now make choices with their

pioneering Code of Practice and an accreditation system (lead by one of the UK's leading experts in child development, Dr Amanda Gummer PhD) - that parents can trust.

Activity providers joining the CAA commit to the Code of Practice and the very thorough accreditation programme thus clearly demonstrating their drive to deliver the very best for children and their passion for excellence. The CAA brand gives recognition to those providers who excel and gives parents a 'benchmark' - the reassurance they need when selecting classes for their little ones from the myriad of providers out there. From baby massage to swimming, gymnastics to crafts and football to yoga, ensuring that the provider is a CAA member is now a very important part of the decision-making process for mums, dads and carers.

The brainchild of the organisation is Sam Willoughby, multi award-winning business

owner and mum who says: "I have loved taking my own daughter to many children's activities since she was a baby, so much so I created online guides

and awards back in 2006 to help other parents find activities to enjoy with their kids.

Having worked in this thriving area of business for over a decade

I realised that the companies working so hard to deliver excellence for children had no way to get any independent accreditation. I was in the unique position to bring together leading providers and experts in the field to make this a reality. We have worked hard to develop a relevant Code of Practice and robust accreditation process and so now for the first time parents can feel confident making informed decisions when making their choices."

Thanks to the CAA, parents don't have to ask dozens of questions any more when considering an activity for their children - simply checking whether the provider is CAA accredited will give them the peace of mind they need - and with more than 200,000 children attending a CAA member class every week, there's something for everyone.



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For more on the CAA and its members visit

www.childrensactivitiesassociation.org





A tale of two mums

Helen and I met when both our sons started ballet at our local ballet class. My son had been dancing since he was four at the ballet class under the tutelage of Jane Worsley and Lucas began when he was nine. There weren't that many boys in the class so our sons quickly bonded and supported and encouraged each other as they moved up through the grades. Helen and I sat through endless classes, bonding over our boys turning up to the class looking like they had come off a football pitch whilst trying not to laugh at some of their less elegant attempts at some of the steps.

Helen had been a dancer herself and had moved from London with her young family. Looking for a dance class, she found the most local one to her and just turned up on the doorstep one day with her three year old daughter. Her daughter took it to it like a duck to water. My daughter had started at four then stopped for a bit when she decided she wasn't keen and a year later was asking me if she could start again. She was put in to the same class so once again, our paths crossed whilst watching our girls' classes too. The children were attending quite a lot of classes during the week between them, so there was plenty of time for Helen and I to chat and get to know each other. It was quite apparent from early on that we shared the same sense of humour which has stood us in good stead!

Driving back is always a highlight with much hilarity as we dissect the events of the day.

not be an exaggeration to say that the children in the classes become firm friends.

The choreography led to competitions in London, which the whole class can become a part of, finding music and ideas. Helen and I have found ourselves over many years now, driving up to London in one of our cars, nick-named the ballet bus, to get to an event. Driving back is always a highlight with much hilarity as we dissect the events of the day.

Helen's children also did art from the age of seven at the same location, which offered not just ballet, but an array of creative classes for children and adults. They really enjoyed the weekly classes, coming home with lots of creative items and making something different each week, from a puppet to a poster.

We saw our children blossom and grow during these classes. When they began they were under-confident and barely able to look up whilst dancing. Now, they choreograph dances themselves, work together with their peers in small and large groups and organise themselves into rehearsals where necessary, which is no mean feat of co-ordination when there are a lot of them. The boys and the girls all work together and it would

concerned with the possibility that otherwise it would close so we decided that we might give it a go - with the overriding intention being to keep it going as it had been so important to us and to our children.

We realised that it had rather lost its way over the years and decided that we would do our best to reinvest in it during our first year to bring it into the 21st century. We quickly focused on things such as revamping the website, establishing a social media presence by revitalising the Facebook page that had been under-utilised, setting up twitter and Instagram and more basic things such as ensuring that payments were able to be made by BACS rather than cash. It has been a labour of love as we have covered chairs with a staple gun to spruce things up, produced brand new leaflets and promotional postcards, invested in a banner to attract the attention of passers-by and even going so far as to get 'hoodies'

made so the children in the various classes can really feel like they belong to something special. We have even run cake sales during the good weather to raise money for a new sound system. We have been very lucky to have had generous support along the way from friends and other parents from the classes.

There have been some real challenges especially in the first few weeks; neither of us have any real experience of running a small business, our backgrounds are in the creative field and the charitable sector working with disadvantaged families. Don't mention phone lines or the trials and tribulations of setting up a bank account - how is it possible for that to take so long?

There have also been some real successes. We began by reviewing the classes that were working and those that weren't. We have developed some new classes and workshops such as

(continued over the page)

Beacon Arts


Creative classes for children and adults

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www.beaconarts.co.uk
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(continued from previous page)

Choir and Pilates that already feel really well-established and valued and hope to bring on board some new crafting or life-sculpture classes.

We have a vision for the ongoing future of our community arts space which includes keeping arts affordable and in the heart of the community. We all know only too well that creative arts are being squeezed out of the curriculum for our children. We would like to be able to offer more subsidised and niche classes/workshops for disadvantaged groups and ensure that we are doing our bit to improve the emotional health of our community. But give us time - we are only two terms in at the moment and enjoying the journey! 

Beacon Arts, Knoyle Hall,
Knoyle Road, Brighton, BN1 6RB.
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info@beaconarts.co.uk
www.beaconarts.co.uk
Please contact us for information
on classes and availability.

Physical activity classes

- start them early



There is a range of physical activity classes available for children of all ages and they bring with them an array of benefits. Here we highlight the key benefits for children.

Getting children interested in being physically active and having regular exercise is important, but it's also good to do so in a way in which they enjoy it, it's not forced and it's something they want to carry on with. When they're young, children are naturally active - as soon as they're able to walk, they're well away and want to be able to scoot off and explore things. Being active at this stage is great, as it gives children the chance to strengthen their key muscles, learn how their body works and what they're capable of doing.

For young children, there are various physical activity-based classes available and they're well worth exploring. Classes usually start accepting young children from when they're able to toddle or walk and may contain children of various ages. With young children, parents may be encouraged to stay for the class, to help out with simple

activities, but as a child gets older and more confident, there's likely to be no need to stay.

...as soon as they're able to walk, they're well away and want to be able to scoot off and explore things.

A well-run class should have a good proportion of teachers and official helpers to children - if there are a limited number of people officially helping, and you're worried safety may be compromised, then it may be worth looking elsewhere.

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The benefits children can gain

A good physical activity class will bring with it a host of benefits for a child. Initially the activities will be designed to help a child get to know their own body and what they're capable of, but as they get older and progress on to further stages, they're likely to consist of activities that promote certain skills, like flexibility or balance, or one type of activity that the child prefers and would like to learn more about.

Some of the benefits to be gained by children of all ages include:

- Increased stamina.
- Increased strength.
- Good all-round use of muscles and improve muscle tone.
- Better balance.
- Improved coordination and catching and throwing skills.
- Enjoyment of exercise.
- Motivation.
- Improved social and team work skills.

Many of these benefits can be gained by young children, as well as the older one who've been going for a while. For example, simple activities such as throwing a balloon or ball will help a child learn to catch and throw and improve their coordination skills, jumping and using a skipping rope will build up their stamina and running around or playing football will help boost strength and stamina.

Getting a child interested in physical activity offers a good foundation for the future. We all need exercise, but so often it's easy for us to put it to second place when we're older and not prioritise it as much as it should be. There's a lot to be gained from instilling a sense of the importance of physical activity in a child and exercising and being active together as a family is a crucial helper too.

*Taken from
www.earlychildhoodeducation.co.uk*



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Wednesdays	9.15am - 10.00am & 10.15am - 11.00am
Fridays	9.15am - 10.00am & 10.15am - 11.00am

BUTTERFLIES - independent sessions for 3 - 4 year olds

Mondays, Tuesdays, Wednesdays & Fridays	11.15am - 12 noon, 1.00pm - 1.45pm & 2.00pm - 2.45pm
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Tuesdays (gymnastics)	4.00pm - 5.00pm, 5.00pm - 6.00pm & 6.00pm - 7.00pm
Wednesdays (gymnastics)	4.00pm - 5.00pm & 5.00pm - 6.00pm
Thursdays (gymnastics)	4.00pm - 5.00pm, 5.00pm - 6.00pm & 6.00pm - 7.30pm
Fridays (gymnastics)	4.00pm - 5.00pm, 5.00pm - 6.00pm & 6.00pm - 7.30pm
Saturdays (gymnastics)	9.00am - 10.00am, 10.15am - 11.15am & 11.15am - 12.15pm

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All classes are for both boys and girls and are led by British Gymnastics qualified coaches. Wickers Gym Club is fully insured through British Gymnastics, and is a GymMark accredited club.

Your first session is a taster session for just £2.50, with further sessions costing from £4.50 for a fully coached and supervised gymnastics session.

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there is no need to book, you can just turn up to a suitable session.

For Butterflies sessions

please call or email to book your place.

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for more information call Katy on
01903 752503
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www.wickersgymnastics.co.uk



Music matters!

It's 6.45am on a Saturday morning, I've got children's porridge starting to solidify on the sleeve of my dressing gown and a small butter handprint on my pyjamas. I look to my right and I can see stood amongst the discarded children's books and toast crumbs, my 17-month old boy. He's dancing to the Smiths. I feel overcome with pride. I thought I'd have to wait years to indoctrinate him in my favourite bands and here he is - lost in music. Toddler and mid-eighties indie music in perfect harmony.

It could have been a fluke. At the moment he'd probably dance to me banging the dustbin lid, but the innocence of childhood is never more apparent than when faced with musical expression. It's beautiful to see, and absolutely integral. But in a wider sense, it seems to be increasingly under attack.

A recent BBC article (Music 'could face extinction' in secondary schools, 9 March 2017) reports that at secondary school level, fewer young people are choosing to study music than ever before. So much so

that the report suggests that music as a subject could lead to extinction if efforts aren't made to underline its importance. This will be difficult. Since the onset of austerity the Government has placed less importance than ever on subjects like music because of their lack of employability or STEM-subject relevance. It's a cynical viewpoint. But talk to any

teacher, either in primary or secondary education, and faced with cuts to everything but the essentials, music is, more often than not, the first casualty. This is hugely worrying. With SATS tests, along with more pressure on teachers to get results from their pupils - especially since the introduction of the new curriculum - music inevitably becomes an expendable luxury.

It can utilise parts of the brain that would otherwise be taken over by anxiety and the unravelling questions it breeds.

should never be understated, as Graham Greene once said in his book *Ways of Escape*: *"Writing is a form of therapy; sometimes I wonder how all those who do not write, compose, or paint can manage to escape the madness, melancholia, the panic and fear which is inherent in a human situation."*

All of this was on my mind recently when I took my boy to a session called 'Jiggly Wrigglers'. This involved encouraging him to interact and move around a litany of rhymes, counting songs, knee bouncers and action jingles. It all felt a little delirious, like being drunk on the set of *Rainbow*, but the reality was a room full of children who were engaged, relaxed and happy. It was wonderful. Children should be able to express themselves and encouraged to do so at every opportunity.

And this is the thing: if our education system fails to see the importance of music to childhood development then as a parent I'm determined to ensure that whatever my child misses out on at school, he will get in other ways.

But there are places that exist that help to reconnect young people to music - and in the process help cultivate some of the most important social aspects of growing up.

In every local authority area music services offer a wide variety of instrument and singing tuition, as well as

This comes despite studies revealing the benefits of music both to child's development and social well-being - particularly when faced with a growing problem of anxiety in children of all ages. A recent article in *The Conversation* ('How music benefits children', February 17, 2017) emphasises this point. In it, a leading academic suggests that notable changes in socio-emotional well-being often take place in those children who are involved with music. The results showed that those who had chosen to learn an instrument were considered to be less anxious.

This isn't a surprise. Creativity of all kinds can help to open up neurological doors that would otherwise stay shut. It can utilise parts of the brain that would otherwise be taken over by anxiety and the unravelling questions it breeds. The importance of creativity, specifically musically,

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(continued on page 16)

What is **baby signing** all about?

by Louise Goulding
Sussex Sing and Sign parent



I did some signing with my baby before he could talk, and I found it the most wonderful thing I've ever done, second only to becoming a mum in the first place! I started classes locally with my son Sam when he was nine months old. The classes were brilliant because we learned the signs through music. I wasn't totally sure what it was all about when I joined, I just wanted an activity to do with my friend who also had a little boy the same age. The day and time suited us so we took a chance. Both of us have never regretted that decision, the classes were lovely and welcoming, the teacher was warm and very gentle and engaging for the boys, but even more importantly, the class taught us all about the benefits of baby signing and how to do it, and it was a wonderful way of helping our little boys in their development.

It's very clever how it works. All babies use gesture naturally before they can actually say words out loud. So when you see little babies (aged between about six months and 15 months) usually their main form

of communication is gesture - pointing, waving, shaking their heads, pulling faces and so on. What the baby signing approach teaches you is that you can enhance that and get more involved in it yourself and really

help your baby expand their vocabulary of gestures. You can help them be very specific with many words and concepts. So for instance, we learned a sign for the word 'more'. When Sam was in his highchair enjoying

lunch I'd say "Would you like some more?" and use the sign. It didn't take him long watching me do this before I could see from his expression that he was understanding the word and

(continued over the page)

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anticipating me producing the 'more' of whatever it was I'd promised! Shortly after that, he actually started copying the sign whenever I used it - so I knew he was using the word properly even though his little mouth was too young to actually say it. Then he started using it as soon as he'd finished a mouthful. That's the key point at which I knew he really did understand the concept and was using the word properly himself. Easy as that, and such an incredible and exciting thing. He also started using some other useful words quite early at about that time. 'All gone' was one which they focus on in class a lot, and he loved to use that one.

My mother-in-law was a little sceptical at first. She was worried that Sam would sign words instead of saying them, but that's not been the case at all, nor was it suggested by any of the research we found online. Because he was also hearing me say the word every time he saw the sign he linked the spoken word and the sign instinctively. When he started using signs himself those were actually the first words he started saying too. I know for sure that it was the signs that taught him

those words, gave him opportunities to use them appropriately and that when he was developmentally ready the spoken word just seemed to come naturally to him. He didn't even give it any thought and it never slowed down his speech. Quite the opposite, he was so happy communicating with us that the words just started coming thick and fast after a few months.


We used lots and lots of signs for other things, the ones he took to the quickest were 'hot' (he loved to tell me my cup of tea was 'hot' whenever he saw me holding one) also 'eat' and 'drink', 'change your nappy' and 'ouch'. The classes were structured really well, so we had themes each week and learned lots of signs to the music, so I didn't actually realise how many I knew until I got home and showed my husband Matt what signs Sam was into.



...he was so happy communicating with us that the words just started coming thick and fast after a few months.

He also loved 'car' and 'lorry' and 'motorbike' which meant a running commentary from his buggy pointing out all the vehicles when we were out. He also loved the animal signs and we started a lovely bedtime routine of signing all the animals on his curtains and saying goodnight to them all. Matt was often not around at bedtime due to the work he does, but when he did put Sam to bed he

would sign all the animals for his daddy and it was so lovely for him to see and share that with him.

I really do recommend starting some baby signing classes. They start them from six weeks old right up until babies can talk. I found such joy and closeness with my boy and it opened such a window into his little thoughts. He is just coming up to his second birthday now, so of course he talks more than he signs. It's coming to the end - but I'm pregnant so will be able to do it all over again soon. I can't wait! 



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Have you got a story to share with other
ABC readers? We'd love to hear from you...



(continued from page 14)

opportunities to join bands, choirs and orchestras, and perform in prestigious venues. Across London finding local music services has just been made easier thanks to the launch of Learn Music London (www.learnmusic.london), which provides information on how

young people can access their local music services. In all other parts of the country a simple Google search of 'my local music service + name of local authority' is the best way in.

The importance of music should never be underestimated. The musical opportunities offered by services such as these are crucial. They help underpin the social skills that are so valuable to transforming and honing young minds such as making friendships,

cultivating a sense of community, gaining self-confidence and finding effective stress relief methods - so important in an education system that places increasing demands on young people to achieve at all costs.

They help underpin the social skills that are so valuable to transforming and honing young minds...

Many children are already learning instruments, but parents may not be aware of the wealth of other musical opportunities on their doorstep. Through their local music service, children and young people can get involved in orchestras, bands and choirs and have opportunities to tour their music or play in some of the country's high profile music venues.

We recommend that parents Google 'my local music service + name of local authority' to find their local Music Service.



Learn Music London is a new website set up to connect parents with their local music service for hundreds of opportunities for children aged 5 to 18 on their doorstep. The website has been developed by leading music organisations ABRSM and Music Mark UK and supported by a GLA grant.

ABC
...priceless information
for Sussex parents!



Bon appétit

or how to encourage happy eating habits

We all want our children to eat happily, healthily and heartily. We introduce our babies to solid foods hoping they'll soon pick up a spoon and start shoveling in peas or happily gnaw on broccoli while reaching for the hummus. But what if your child clamps their mouth shut, declares their dinner 'disgusting' and throws the food on the floor? Having a child who finds eating difficult is stressful, making even the calmest parent feel anxious and frustrated. Mealtimes can become a daily battlefield, but if we take a step back (and a deep breath!) we can think about what might be going on.

One of the few things children control is what goes in their mouths, but parents control what goes on their plate. That delicate power balance can be easily upset when we pressure our children to do what they don't want to do, like eat their spinach. To broker a ceasefire, down tools and stop pushing; fighting over eating only becomes a vicious cycle between parent and child.

To broker a ceasefire, down tools and stop pushing; fighting over eating only becomes a vicious cycle between parent and child.

emotional or sensitive children struggle the most. Some children experience Neophobia - fear of the new - which means being genuinely fearful of new foods rather than fussiness. Most children grow out of being particular or Neophobic around the age of six, but what to do before then and what if they continue to find food challenging?

How we eat is just as important as what we eat. We link our emotions to memories of how and what we ate as children, so

whether a mealtime is a happy or anxious experience can shape our tastes and distastes into adulthood. Reading Roald Dahl, you can almost savour his happy memories of sweets

and cakes as a boy, except maybe in the case of poor Bruce Bogtrotter! Research shows that if we pressurise our children to eat through force-

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Our children can resist food for many reasons and often

feeding or negative emotional language, it can have a long-term detrimental effect on their relationship with food.

So what can you do to encourage your child to be a happy, healthy eater?

1. It starts with you!

Research shows that children soak up eating habits and attitudes from their parents. Model good eating by sitting together at mealtimes and be positive about your food.

2. Avoid using emotional language and force-feeding.

Instead, try talking to your child about what their food is made from, and what it does for our bodies. If they know that carbohydrates in their pasta provide energy to run and play or that vitamin C in broccoli helps them fight off colds, then it might inspire them to gobble the lot! Does Batman eat beans?

3. Positivity and patience.

It's frustrating waiting over an hour only for your children to nibble their mashed potato before running off, but instead try doing some other things that keep you occupied and calm like reading or making lists of the foods they have tried and liked.

4. Try and try again.

It can take between 10-15 exposures to a food before a child comes to accept it, so that means a lot of repetition. Tiny samples of a new food introduced outside of the pressure of mealtimes can have an amazing outcome. Peas for snacks!

5. De-label.

If your child comes to see themselves as 'picky' or 'fussy' eaters because they've heard you say it, then it prevents them from evolving.


6. It's a fine balance.

With all the mixed information about what's healthy, it's easy to be confused. When you're struggling to encourage your child to eat, you don't need extra worries about their diet, unless they have specific diagnosed intolerances. There's no doubt that the healthiest diet consists of predominantly plant-based ingredients, with low refined sugar or other processed ingredients. However, it's a whole lot easier if you remove feelings of guilt over allowing your child an occasional cake/biscuit/ice cream (especially if it's home-made).

7. Make food fun!

Try playtime with food, both in and out of meal prep. For sensitive children, messy play with squishy or crunchy fruit and veg away from meals is great. Importantly, try getting your children cooking! Include them in the process from meal planning, to shopping for ingredients, to safe prep, stirring, pouring and even handling hot pans (with help!). Not only is cooking one of the most

sensory and fun experiences, but it's also a vital life skill, helping children to learn about and explore their food.

It takes a slice of love, a teaspoon of persistence, and a cup of patience to break down barriers. Over time, you will likely be rewarded with a child who has a happy, healthy and hearty attitude towards good, real food. 

Laura Seymour set-up and runs Foodini Club which inspires kids to explore and learn about food. They conjure up recipe kits for kids to cook healthy snacks and run workshops and projects in Brighton & Hove. www.foodiniclub.co.uk

Research shows that children soak up eating habits and attitudes from their parents.



Sugar tax

Sugar-filled soft drinks will see a tax hike in April 2018 in an attempt to combat rising levels of obesity.

Philip Hammond announced details of the sugar tax in his budget statement, saying the money raised would go to the Department for Education (DfE) for school sports.

Tax on drinks with more than five grams of sugar per 100ml will be levied by 18p per litre, while those with eight grams or more of sugar per 100ml will have an extra tax of 24p per litre. The Department of Education is expected to receive an extra £1bn from the sugar tax, said Mr Hammond. However, he added that revenues could be lower than expected as companies reduce the amount of sugar in their products to avoid the tax.

This could bring significant health benefits, cutting rates of tooth decay, obesity and type 2 diabetes, although soft drinks manufacturers say there is no evidence this will be the case. The controversial levy was first announced last March, when the Government announced it would target the producers and importers of soft drinks with added sugar. Pure fruit juices will be exempt as they do not carry added sugar, while drinks with a high milk content will also be exempt because of their calcium content. Alcoholic drinks with an alcohol by volume of up to 1.2% are included in the levy although some of these drinks will be exempt.

Responding to the Budget announcement, British Soft Drinks Association director general Gavin Partington said: "Given current increases in the cost of goods, we're surprised the Treasury wishes to put more pressure on businesses and

raise prices for hard-pressed consumers. It's also ironic that the tax hits the soft drinks category, which has led the way in helping consumers reduce sugar intake down nearly 18% since 2012. We are also the only sector with a calorie reduction target for 2020. We support the need to address the public health challenge the country faces, but it's worth bearing in mind that there is no evidence taxing a single product or ingredient has reduced levels of obesity anywhere in the world."

However, the Obesity Health Alliance described the levy as a "bold, positive and necessary move we believe will help reduce the amount of sugar our children consume."

The Royal Society for Public Health (RSPH) chief executive, Shirley Cramer, said: "We are delighted that, as shown by the downgrading of the Treasury's revenue expectations, the sugar levy is already working to spur reformulation of sugary drinks by manufacturers. This is a crucial development for the health of our children, who receive the highest proportion of their added sugar intake from such drinks. We are doubly delighted that, despite the reduction of forecast revenue from the levy, the Government has maintained its commitment to the full funding already promised to schools for sports and healthy living programmes. Schools have an important role to play in giving all our children a healthy and active start in life, and it is encouraging to see the Government giving them this backing."

Taken from www.independent.co.uk

Living in a bilingual family



My family is a lot of things: stubborn, caring and funny in an unconventional way - with an incredible Laurel and Hardy duet, my dad and stepmum! However, its strongest characteristic is surely its bilingualism. When I go back home, there is an undeniable language emerging - 'Frenglish' - the switching from one language to the other without even noticing it and I am sustaining that tradition with my own nuclear family.

Born and raised in France, I come from a family of English teachers - my grandfather, my parents, my stepmum and my sister. I even have some English and American blood from my grandparents in my veins, so it was inevitable.

From an early age, my sister and I were nursed to the Beatles' songs and English nursery rhymes, devoured films in their original version, re-enacted Billy Crystal's opening monologues at the Oscars and managed to decode our parent's other language, English, which they would use to speak secretly in, or so they thought! On top of that, we were travelling to Scotland every year. Indeed my parents led a successful exchange trip to Banchory for more than 16 years and I was lucky enough to start going there from the tender age of seven. On arrival, while all the children were spread to their hosting families, my big sister and I were also 'dumped' in a family that barely spoke French to spend three whole weeks there.

My bug for the UK started there and I vividly remember saying to my penfriend at the age of sweet 16, obviously emotional and inebriated - a Scottish affair - that one day I would live in Scotland. Well I wasn't far off...

In the meantime and years after an amicable separation from my mum, my dad married a very special born and bred Scottish lady, another English teacher met on one of his exchange trips. The reverse to me, she settled in France with my dad, but had to learn French from scratch. They had a beautiful daughter, my little sister, who is bilingual too. Interestingly, my stepmum has always spoken to her in English and as it regularly happens when the language is spoken from the minority language parent, my sister preferred responding to her in French.

Fortunately and because my stepmum has always been consistent with speaking her mother tongue to her, my sister, now grown up, speaks English as a native speaker. With all this dual language exposure I naturally studied English at university and after my degree, left home for a language assistant job in Cornwall followed by a PGCE and a career as a passionate language teacher in the UK.

A few years later I was fortunate enough to meet and marry an English gentleman with a wonderful asset - his fluency in French. Indeed, he had always dreamt of marrying a French

girl and had studied and lived in France (only to meet me back in the UK) and together we shared the same fervour for our respective languages and culture.

After two children I have now reproduced the same pattern in my family and enjoy bolstering the 'Frenglish'. More seriously, I have empowered my children with loving and using the French language and

its customs. I naturally speak to them in French and their clever bilingual brain clearly distinguishes which parent to speak to and in which language. Daddy always has to speak English and despite being able to speak French beautifully, they really do not like him to speak French and vice versa with me. My eldest, Maya who is four, is at the age where she clearly

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...because my stepmum has always been consistent with speaking her mother tongue to her, my sister, now grown up, speaks English as a native speaker.

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marks that difference and would say "Daddy, look at the house I made and Maman, regarde la maison que j'ai fait" (grammar is slowly coming on!).

They both love their princess stories but they like to listen or watch them in both languages and the same with the famous Elsa song 'Frozen' or 'Libérée, délivrée'. Maya constantly asks for translations into French or


Maya constantly asks for translations into French or English depending on certain phrases, she has that curiosity...

English depending on certain phrases, she has that curiosity and also the ability to change her sentence structure according to the language which is fantastic to see, and my youngest Jude, who is two and a half, is following suit. If you show him a picture of a snail, he will automatically say "escargot" without thinking.

I was a little apprehensive they wouldn't respond to me in French and to be fair this

might change once they go to school, but I have always been consistent with speaking to them in French, translating English stories into French, as well as reading original French stories and trying to expose them to the language as much as I can.

We go to a French club Les Bidous, led by the French association Les Franglophones, and attend their weekly sessions. I have made a fair few friends there and we also meet up outside which allow our children to speak even more French. Next year as Maya is going to school, I will

be putting her in the weekly French class offered by the association where she will learn to read and write in French as it is crucial for her progression in the language. And when we go back to France, to my bilingual family, it is a delight to see how well my children can too switch in between the two languages and fit in my unusual bilingual family. 

info@bonjourkidz.com
www.bonjourkidz.com
or for bilingual families:
info@lesfranglophones.co.uk
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Do you find it difficult to read text on a white background?	Visual Stress can be associated with Dyslexia and is a well-documented condition that could be caused by an undetected need for spectacles, a problem with how well the eyes work together, and/or distortions when looking at black print on a white page.
Do the words 'move' or change size or shape?	Typical signs and symptoms may include, holding things too close when reading, skipping words and/or lines, blinking or rubbing the eyes excessively and even closing one eye to read. It can cause headaches and eyestrain, cause a person to tire easily, especially when reading, and result in a short attention span or poor concentration. These can all have a negative impact on you or your child's ability to read as well as cause them to underachieve at school.
Do you see 'patterns' in the print?	Relief of the symptoms of Visual Stress can come in the form of reading/working in the presence of a specific colour*. These colours can take the form of coloured overlays placed on a page or precision tinted lenses in spectacles, and this colour is very specific for the individual. (* Research references available on request.)
This could be Visual Stress!	Investigation of Visual Stress is best carried out by an eye care professional, an Optometrist, who can also investigate if there may be other causes for the Visual Stress such as needing glasses or eye exercises.
COLOUR may help you to read more easily!	Barnard Associates - Optometrist Jerome Chin Aleong has a special interest and holds additional qualifications in the investigation of people with Dyslexia, Dyspraxia, ADHD and Learning Difficulties, as well as Paediatric Eye Care.
To find out if COLOUR may help you	
Ask about having a coloured Overlay Assessment	BARNARD ASSOCIATES OPTOMETRISTS Tel: 01273 772318 Connaught House 27 Sackville Road, Hove BN3 3WA Email: reception@barnard-associates.co.uk

Time for play

You don't need an excuse for play during the summer holidays, but if you are struggling for ideas, look out for events in your area to mark Playday, which is on 2nd August.

Last year thousands of children and their families got to play at hundreds of community events across the UK. From small-scale community events to thousands of children taking part in events organised in parks and open spaces - Playday is celebrated by the community in a way that suits them. Have fun!





Where to start if your child has been diagnosed with ASD?

Just because your child has a diagnosis of ASD does not mean they cannot reach their full potential. It is important to find out as much as you can about ASD, how it might affect your child, the facts versus myths and how to access advice and support. The National Autism Association (NAS) and Autism Sussex provide information and support (including events for children and families in Sussex). East and West Sussex and Brighton and Hove County Councils all have information on their website about their 'Local Offer' and how to access advice/support locally to you.

Who should be involved with my child?

All children find different skills easier and/or harder to develop. It is therefore important to know who should be involved with your child to ensure they have access to the right 'evidence based practice/therapy'. The professionals involved will depend on the areas of strength and difficulty identified in the multi-disciplinary diagnostic assessment. Typically this team will consist of the following professionals who are specialists in the assessment and therapeutic support of children.

- **A Paediatrician** deals with developmental health issues, including childhood diseases and disorders at different developmental ages/stages, and have a vital role in bringing together the information from all professionals involved in ASD assessment.

- **A Child and Adolescent Psychiatrist** looks at neuro-developmental conditions (ASD, ADHD), emotional, behavioural and mental health issues (depression, anxiety, OCD, attachment disorders).

- **A Speech and Language Therapist** will look at a range of complex speech, language and communication (SLC) difficulties (for example, developmental language disorders, social communication, dysphagia, stammering, dyspraxia).

- **A Child Clinical Psychologist** helps children with a range of emotional, behavioural and interpersonal difficulties, aiming to reduce psychological distress and promoting psychological well-being by making sense of the young person's difficulties.

- **An Educational Psychologist** deals with children and young people who experience difficulties accessing education which can impact on their learning.

- **An Occupational Therapist** looks at the functional skills a child requires in everyday life (using specialist equipment, addressing sensory issues).

What is 'evidence based practice/therapy'?

When you are deciding how to help your child it is important to know that what you choose works! 'Evidence based practice/therapy' means that the intervention has been clinically tried and tested and there is

Supporting children with Autism Spectrum Disorder (ASD)

- a multidisciplinary approach

by Neil Gordon
Speech House

evidence to show that it does what it says it will. For example, 'The Communication Trust' has gathered information about a range of SLC interventions and training packages and given them a 'level' of evidence to suggest that it works. It is, however, important to remember that although there may be evidence that it works, it may not necessarily be right for every child due to their individual strengths/needs. Every child is different so creating an individualised therapy plan for your child is essential!

What 'therapy' should I chose to support my child?

The core ASD assessment team will be able to give specific advice about the right therapy/training for you and your child. The following is a non-exhaustive list of the kind of therapy/training offered by an ASD team that could be appropriate for you and your child:

Speech and Language Therapist:

Intensive Interaction, Picture Exchange Communication System (PECS), symbol based 'Communication Books', Lego Therapy®, Makaton Signing, Colourful Semantics/Shape Coding (visuals to support language development), Social Skills Groups, Social Stories, Elklan Training.

Child Clinical Psychologist:

Assessment and direct therapy for the child (for example CBT for anxiety; understanding and managing emotions), consultation with the nursery/school/college; parent consultations/counselling; understanding and managing challenging behaviour; positive behaviour support; and managing social relationships.

Occupational Therapist:

Sensory Integration Therapy, assessment, direct

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Inclusion

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If you really want to know look in



intervention and training to minimise functional difficulties encountered at home and in school and to maximise participation and social inclusion, advice/recommendations regarding specialist equipment.

What support is available for me?

Coming to terms with your child's diagnosis can take time. It is common for parents to experience grief before acceptance but for others it can finally all make sense. Parents may require support to help them understand the impact of ASD on their lives and/or on their expectations for their child. It is important that parents continue to have aspirations for their children but also to be aware of the smaller steps/achievements that their child is making along the way. Parents should be offered opportunities to access support, counselling and guidance (see above) to build their confidence to progress through their ASD journey.

It is important that every professional working with your child, including you, keeps your child at the centre of every decision. You should be encouraged to be actively involved in decision-making and therapeutic interventions offered to your child. It is important that everyone works together, establishing and working towards SMART (Specific, Measurable, Achievable, Realistic, Time Bound) and functional goals to ensure that your child can reach their potential and get the most of their environment, relationships and life. 

Neil Gordon (Highly Specialist Speech and Language Therapist)

Speech House Ltd, a local company dedicated to improving the lives of children and adults with communication difficulties

Please contact us on 01903 530681
www.speech-house.co.uk
info@speech-house.co.uk

Free disability awareness training for West Sussex schools

Littlehampton disability charity addresses the budgetary restraints of state schools in West Sussex by offering free pupil enrichment days.

Enable Me, the Littlehampton charity dedicated to raising disability awareness, has today announced that it is to offer free school enrichment days to all state schools within a 40 mile radius of Littlehampton.

The charity aims to help schools in West Sussex and surrounding areas to address school budgetary restraints, offering its disability awareness training programmes for pupils free of charge.

The offer is for a limited time period only and will involve the provision of its 'Enrichment Days' which include a range of interactive workshops for school pupils, helping them to gain a better understanding of disability.

The charity is funding the project with money it has raised through the 'Co-Op Local Community Fund', subsidising a limited number of enrichment days, which can be booked now.

Chris Jay, the Executive Chairman of the charity explains *"It is a great concern of ours, that the necessity for disability awareness training is being overlooked due to the financial pressure on schools. We are, therefore, offering schools within 40 miles of Enable Me, the opportunity to allow their children to develop their understanding and empathy for those around them. Offering our workshops free of cost, means we are able to reach more children, allowing more schools to explore and challenge perceptions of disability at a young age."*

The workshop days are designed to complement the school curriculum as well as help develop citizenship, empathy and understanding in the school. With a wide range of training modules, the children can participate in disability sports, (allowing them to take part in Paralympic style games), hear from guest speakers, take part in workshops and debates about disability, learn about bullying, and get involved in role play and drama.

The workshops are tailored to promote inclusion and empathy amongst children and are uniquely delivered by Enable Me's volunteers and staff - all of which have disabilities, both physical and hidden.

If you are a school staff member that is interested, or your child attends a school that would benefit from Enable Me's free enrichment days, contact Enable Me now on 01903 734400 or email vicki@enablemeproject.org.uk

by Lizbeth Navas-Aleman

Adam's story



Adam was four months old when we started suspecting that something was not right but it took us two months to persuade the health visitors to carry out an assessment. When they did, he was immediately referred to Seaside View, an NHS specialist centre for children with developmental delays. We were devastated but also relieved that Adam was finally going to receive the support he needed.

Walking is easy for many of us but for our five year old son Adam it is still a novelty, and an activity that makes him (and us, his parents) smile with amazement. Walking is not easy when you have severe hypotonia (low muscle tone) and you've been diagnosed with a rare genetic disorder: SUCLA2-linked Mitochondrial DNA Depletion syndrome. Adam is the only one in the UK with this condition and one of 50 worldwide.

Words like 'Physiotherapy', 'Occupational Therapy' and 'Speech and Language Therapy' started appearing in our diaries but it soon became clear that the number of sessions available on the NHS were not enough. Private therapies are, unfortunately, really costly. Thankfully, another parent told me about Whoopsadaisy, a charity that provides Conductive Education to help children

with physical disabilities.

When Adam joined Whoopsadaisy in autumn 2013, he couldn't sit on the floor or a stool unaided. During one of his first sessions the Conductor began to help him walk by moving his legs in a walking motion whilst I held him upright with the help of a stool on wheels. No-one else had ever tried it, nor been so confident that

Adam should even entertain the idea of learning to walk. But Whoopsadaisy were committed from the start to helping him learn to sit, crawl, walk and become independent.

Soon, Adam could sit in a high chair unsupported. For the first time ever we could go out for a meal together as a family. He started communicating with gestures and to say a few words. We started to feel positive about the future. We are also grateful to Whoopsadaisy's community of parents for sharing useful advice from their own experiences.



In autumn 2015 Adam started walking on his own, something completely unheard of in a child with SUCLA2-MTDNA Depletion syndrome. He started mainstream schooling in 2016 and now he walks short distances around the school even negotiating many stairs several times a day. His concentration and fine manipulation is improving and he is learning to write letters and draw shapes.

Adam shall be graduating from Whoopsadaisy at the end of the summer term. Whoopsadaisy has suggested he's ready for more challenging physical activities, such as his new hobby, indoor rock climbing!

Our family and friends will continue to support Whoopsadaisy long after Adam has moved on. Charities need our support now more than ever. We want many other children and families to benefit from Whoopsadaisy.

Registered Charity No: 1083024

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www.whoopsadaisy.org info@whoopsadaisy.org
www.facebook.com/whoopsadaisybrighton
Tel: 01273 554178
Whoopsadaisy Pavilion, Preston Park, Brighton BN1 6HN

Open Week

If you have a child under the age of five with cerebral palsy or physical developmental delay and would like to see if they could benefit from Conductive Education, we are holding an Open Week from 7th - 11th August 2017 at the Whoopsadaisy Pavilion in Preston Park, Brighton.

Please contact us on 01273 554178 to arrange a visit.

Help raise awareness

Whoopsadaisy will be celebrating its 10th Anniversary in 2018. The charity has grown steadily since 2008 when it supported just two children. Today it provides weekly sessions for more than 40 children at its centre in Brighton. Like and share on Facebook to help raise awareness. www.facebook.com/whoopsadaisybrighton

Hold a Reindeer Run this December!

Last Christmas, 49 schools, nurseries, colleges and groups across Sussex and South East Hampshire took part in a Reindeer Run challenge, raising vital funds for Chestnut Tree House children's hospice.

Children across the region hopped, skipped, jumped and ran for charity, with a range of 'Reindeer Runs', from obstacle courses and laps around the playground to themed PE lessons and park runs. Why don't you get involved in 2017? Chestnut Tree House will provide everything you need for your Reindeer Run event, including free reindeer antlers and red noses for everyone taking part, posters, helpful hints and sponsorship forms.

How will your sponsorship money help?

- Chestnut Tree House currently cares for 300 children and young people with life-shortening conditions across Brighton & Hove, East Sussex, West Sussex and South East Hampshire
- It costs Chestnut Tree House over £3.5 million each year to provide all its specialist care services
- The charity receives less than 7% of its care costs from central government funding
- £5 pays for one minute of all Chestnut Tree House care services
- £35 enables a child to experience a magical hour in Chestnut Tree House's multi-sensory room with a specially-trained member of staff
- £230 gives a life-limited child the chance to visit Chestnut Tree House for the day and enjoy a range of activities.

For more info: on Reindeer Runs and to get involved visit www.chestnut-tree-house.org.uk/reindeerruns

Chestnut Tree House Reindeer Run!

Grab your antlers this December and hold your very own Reindeer Run for Chestnut Tree House!

- ★ FREE antlers and red noses!
- ★ Choose your own date in December
- ★ Raise sponsorship for us

For more information:
 ☎ 01903 871820
 🌐 www.chestnut-tree-house.org.uk
Registered charity number: 256789



Young meets old

Loneliness and social isolation in our older generation is now only too common here in the UK, with The Guardian recently reporting that over three quarters of our older people are lonely.

As an Early Years community it is important that we teach children to value and respect our older generation in order to eradicate social isolation and loneliness for the elderly in our society, especially as research shows that over half of people aged over 75 live alone (ONS, 2010). In addition to this, 20% of older people are in contact with family, friends and neighbours less than once week and a staggering 11% are in contact with family and friends less than once a month (Victor et al, 2003).

This can be achieved simply by arranging to visit an elderly

relative or arranging to visit a local care home. This is an incredibly beneficial activity for both the children and the elderly involved. The visits do not need to be over complicated in any way; perhaps joining the residents for a morning snack, providing the children with an opportunity to interact with the residents, such as talking about their favourite activities and their families, singing songs and rhymes or by conducting a small

activity that the children and the elderly can do together. Children can also prepare artwork or craft to present to the residents on their arrival. Developing intergenerational relationships in the early years supports children in developing their understanding and awareness of others and their needs. It is truly heart-warming to witness how patient, affectionate and caring the

...it is important that we teach children to value and respect our older generation in order to eradicate social isolation and loneliness...

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Teaching children life skills...

Here at ActiveKids we encourage children to enjoy the world around them - both inside and in the great outdoors. We teach children the basics they need to thrive and grow in the world around them.

It all starts in the BABY ROOM...



Our youngest children are some of our most important and we like to get to know each family individually to ensure families are supported and settled within the nursery, staff work hard to create strong bonds with the families to ensure an open family

feel. This includes supporting parents in settling in their child, taking each step at the child's pace; ensuring the transition into ActiveKids is easy and enjoyable.



The baby room is a great place for children to learn new skills and socialise with other babies, the key carers plan a variety of activities for the babies based on their interests and abilities, all designed to give them a great start in their learning journey.

Moving on... our two year olds 'the explorers'



Our open plan setting offers a great learning place for our two years old children who learn via exploring and observing. The nature of our setting means we can have mixed age groups working together and facilitating play.

The children explore the environment in small groups alongside a key person who leads and supports them with learning and development via a vast range of activities. These activities reflect the children's individual interests allowing them to learn via play they enjoy. This age range develop quickly as they are often observing



and interacting with our older children, who guide and support them with their development, whilst learning valuable skills themselves.

When it's time to get serious... the preschool children

We often get fantastic feedback from local schools on how well prepared the children from ActiveKids are when they enter reception class and we have great community bonds with the local schools. Here at ActiveKids we ensure all our children are developed at their own pace with help from our Early Years Teacher to ensure they are ready for school.



Children learn through various activities that we offer on a regular basis from your basic number and writing skills straight up to additional Spanish lessons, ballet, yoga and we even have a fortnightly visit from Long, Tall and Silly! Our qualified staff are passionate about childcare and they teach children a wide range of valuable

skills through daily tasks such as counting and measuring via cooking and developing fine motor skills via chopping snacks. We have a lovely rabbit here on site and even hatched our own chicks to support children with real life experiences.

We have a nursery minibuss so we are able to extend children's learning in the natural environment and love getting out into the community around us. This year's outings have included many visits to the farm, woods, Bluebell Railway and the park. We love to bring things back to explore and talk about including the eggs that hatched into beautiful little chicks.

We are now taking bookings for entry and if you would like your child to be apart of the growing ActiveKids family then come and see our amazing staff and nursery.



(continued from page 24)

children become as soon as they begin to interact with the residents. This is evident in even the youngest of children.

Similarly, the change in the older generation when the children are present is simply phenomenal; particularly those who suffer with Alzheimer's/ Dementia; they become happy, talkative and affectionate, and even begin to remember significant features about each child as the visits progress and continue. Visits from young children truly do have the potential to brighten the days of the elderly and provides them with interactions to look forward to, in a time where this may not be possible otherwise.

A relative of an elderly person suffering with Alzheimer's




who is visited fortnightly by a group of young children says "The change in my grandmother when the children are present is phenomenal; she is happy, talkative and affectionate, and incredibly remembers significant features about each child every time they visit which is something she has struggled with since her condition deteriorated, it's incredible to see the effect the children have on her."

Providing children with the opportunity to engage and interact with the older generation is so beneficial...

Some larger settings may struggle to arrange and accommodate such visits to the elderly externally, however, the children can still be provided with the opportunity to interact with the older generation

within your setting. For example, inviting grandparents into your setting for events and celebrations or asking grandparents into the setting to read a story to a group of children or even just simply to come into the setting and come and play for a session or engaging and interacting with the children whilst they carry out activities can have the same benefits on the children as visiting the older generation externally.

Providing children with the opportunity to engage and interact with the older generation is so beneficial for both parties and something that every Early Years setting should

strive to be involved with. The learning opportunities the children experience from these visits is fantastic and it is a joy to witness such a high level of compassion and concern from children so young when they begin to interact with the elderly. The amount the children learn from the older generation truly cannot be replicated with any other interaction. 

Bridgit and Chloe are homebased childcarers, and at their setting Pebbles Childcare in Worthing, offer a home from home learning environment for children aged from birth to 12 years. Over the past year they have been visiting Chloe's elderly great grandmother and Bridgit's

parents on a weekly basis and have witnessed first-hand the enormous benefits such visits have for the children, Great Grandma and their families.
www.pebbleschildcare.co.uk



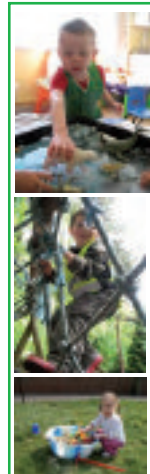
Footsteps Day Nursery opened its first branch in Portslade in 2003. It now has three branches across the city and offers high quality, affordable, fully flexible childcare all year round.

The Portslade branch is currently the smallest of the three with places for just 26 children aged between one and eight. However, with the announcement of the 30 funded hours coming into force in September the Portslade branch is getting a brand new extension. This will increase the age range and number of funded spaces the busy local nursery can offer.

The building work, funded by Brighton and Hove City Council, has already started with a hopeful completion date of September 2017. It will give the nursery a new classroom for the older children and a new baby unit with a separate sleep room. The older children will be able to have free flow access into the garden.

Footsteps offer a fully flexible childcare service and are pleased to be able to offer more spaces for children from three months to eight years from September.

If you would like to look round any of the nurseries or find out more about our flexible service or the 30 funded hours then please call us on 01273 416164 or see www.footstepsdaynursery.com



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95 Lyminster Avenue, Hollingbury, Brighton For children aged 3 months - 8 years

Balancing praise

by Deborah Tidey
The Nest, Brighton

As a nursery owner, manager, Early Years Teacher and MA student I review research, reflecting on current practice and make judgements on how we can best support children's emotional, social, physical and education needs. Recently, a couple came to me with an alternative approach to how they offered their child praise. It made me think more carefully about how praise is offered in my setting.

Like anything in child rearing there is no one sure fire approach that is going to guarantee a desired outcome. For each child comes with their own complex set of ever changing needs and personality traits. How we praise our children and its effects on the child's natural enjoyment and appreciation in favour of being driven by pressure to perform or constraints is no exception to this rule.

Praise is the positive evaluation that one makes. It is different to feedback and acknowledgement such as "that's right" or "you scored 80%". When we offer praise, we are making a judgement.

On a whole, it is generally accepted by society that praise only has positive effects on children. We make a point to praise children for their accomplishments, and we expect our praise to enhance their motivation and boost their self-esteem. Parents are actively encouraged to be positive and praise their children to demonstrate their approval and encourage desirable behaviours.

In reality you may have observed a child who has given

up on an activity when praise has been offered or a child who finds praise uncomfortable, particularly in social situations, or even a child who will deliberately misbehave to prove you wrong. In fact, you may be familiar with some of these feelings in your own exchanges as adults too, along with the pressure of needing to perform to the same standard next time or not taking a risk just in case you fail.

There is no questioning that praise does have beneficial affects too but praise cannot be administered haphazardly. Careful consideration should be given to sincerity of praise offered, what is being praised, whether it promotes autonomy, social comparisons and if realistic standards and expectations are conveyed.

The process through which praise can reduce autonomy and serve as a controlling reward was described by Gordon (1989): "Praise especially acts as an extrinsic reward, and its effect on children is quite predictable. Children who are subjected to

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**In reality
you may have
observed a child
who has given up
on an activity when
praise has been
offered ...**



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frequent praise learn to select only those things they think will please their parents and avoid doing those things that may not. While to some parents, this may seem very desirable, we know that such children are much less apt to become innovative, creative, self-directing. They learn to conform rather than innovate, and to follow a pattern known to bring praise rather than to experiment with something new."

Only individuals who believe their actions have been autonomous are likely to continue performing that behaviour. So how can we

continue to offer praise where praise is due and how can we avoid offering praise that may hinder a child's autonomy?

Process praise does not focus on a fixed quality of the child, such as being smart.

It is well documented that praising the process rather than praising the product or person is beneficial to children's outcomes. This will help the child to identify what they did that helped them to accomplish the result, thus highlighting their autonomous steps. For example, your child may have drawn a picture, instead of saying "it's beautiful" or "you're so clever" you may consider saying "I can tell that you have really focused on staying

inside the lines" or "I can tell that you put lots of effort into that picture" or even "you could tell your friend really wanted to have a turn."

Process praise focuses on the enthusiasm, effort, ideas, persistence or a specific problem solving approach. Process praise does not focus on a fixed quality of the child, such as being smart. By saying to a child "you are really smart" we are suggesting that they must be smart in order to qualify for praise, or that being smart is a fixed quality that cannot be changed. After receiving praise that focuses on the product or the person, children may later conclude, "My successes made me clever, therefore my difficulties make me dumb". Children who receive process praise are more likely to rise after setbacks,

try harder and are less likely to give up. Process praise also demonstrates a deeper sincerity by focusing on steps specific to the goal the child is trying to reach. Always saying "It's beautiful," "well done," or "clever girl" seems to carry less meaning when we have said it 100 times.

So continue praising your children, giving careful thought to how your words may be interpreted by them. Try using process praise to help your children develop a more resilient approach to learning and to become more autonomous learners.



Deborah Tidey is an Early Years Teacher, Director and Manager at The Nest, Brighton. We have spaces in our brand new nursery and preschool in Queens Park, Brighton and limited spaces at our Outstanding nursery in Hove. www.thenestnurseryschool.co.uk

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Healthy eating

How to help our children make positive choices



Every parent wants their child to be healthy, and we know that developing a positive attitude to food as children is one of the keys to maintaining health into adulthood. We asked Jade Custerson, Early Years Practitioner at First Steps Childcare's Bersted nursery, how we can help our children get the best start in life.

The NHS states that one in five children aged five years are overweight and, unfortunately, this statistic only worsens as children grow; by primary school one in three children are classed as overweight. It is clear that both parents and nurseries have an important role in keeping children healthy, but how can we do this?

...often the real battle is encouraging children to eat and enjoy! wholesome foods.

When thinking about nutrition, there are some considerable challenges that parents have to face - from misleading food labels to balancing a budget, not to mention 'picky eaters', it can sometimes seem overwhelming and difficult to know where to begin.

Food labels can be a minefield to navigate, and it is not easy to read every food item whilst shopping with your child. However, there are some handy tips you can use to make healthy, yet quick choices.

Many brands of food now display a label with a 'traffic light system'. This label will tell you whether the amount of calories, sugar, fat and salt are at a suitable level. More green icons mean a more healthy choice, followed by amber which means the food is not 'high' in any unhealthy aspect. Red icons should be limited as these contain high amounts of unhealthy substances. Some food companies will only display the

calories for 'half a pack' or '100 grams', so it's important to be mindful of this when reading labels. Similarly, a food that is labelled 'light' is not always a good food to consume as it may be lighter in fats but still have the same high sugar content as the non 'light' version.

Of course, it is all very well to purchase the 'right' foods, but often the real battle is encouraging children to eat (and enjoy!) wholesome foods. A healthy attitude to eating is crucial for instilling good habits that will follow children

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**Offering
30 funded
hours**



(continued from previous page)

through their lives. At our nurseries, we aim to make eating a social experience for children, allowing them the time to enjoy their meal at their own pace whilst relaxing and talking amongst friends. This creates a low pressure environment for children to enjoy their food. This can be easily recreated at home by sitting down with your child at mealtimes and removing any distractions (such as the television or tablets). Children naturally copy their parents, and are more likely to try the food on their plate if they see you doing the same.

A sense of ownership and responsibility can often encourage even the 'fussiest' of eaters to try different food. Allowing children to help prepare food can give them a sense of pride, and they may be therefore keener to eat. If you have the space, you may even go one step further and attempt to grow your own food with your child. We are currently growing spring onions, potatoes and herbs in our 'growing gardens' at our nurseries. The children enjoy taking care of the food as it grows, and are always very keen to try it once ready! You can also think about 'themes'

when making food fun for your child. We use special days to introduce children to different foods; we may have noodles when celebrating



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Telephone (01273) 622883 www.orchard-daynursery.co.uk orchardday@yahoo.co.uk

Chinese New Year and of course, we make pancakes with the children on Shrove Tuesday and have fun with pumpkins at Halloween.

Try to think about portion sizes when serving dinner. Often children will use the same plates as the rest of the family meaning that they are eating portions much larger than they really need. By purchasing child size plates and bowls, you will be more mindful of how much you are serving. A plate piled high can seem overwhelming to a small child who will then be less likely to eat. Serving up a smaller plate will seem more manageable and more can be added if needed which will help your child to know when they are full. We

Allowing children to help prepare food can give them a sense of pride, and they may be therefore keener to eat.

also encourage children to help themselves to dishes at nursery, thereby giving the control to them to decide how many potatoes or pieces of broccoli they would like on their plate.

Another helpful way to monitor children's calorie intake is a set 'snack time' at home. Children will be less likely to fill up on unhealthy snacks if they know that food is on the way. You can use this time to introduce low cost yet

nutritious snacks, such as carrot sticks and low-fat hummus, or fresh exotic fruits like kiwi or pineapple. Snacks such as these are easy to prepare and contribute to your child's 'five a day' requirement for fruit and vegetables.

The types of drinks chosen by your child are also an important factor to consider; juice and fizzy drinks can damage young teeth and should be limited. Children will likely be more accepting of this change if they feel they have a choice; so allow them to choose between milk or water instead and encourage

(continued over the page)



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them to pour their own drinks
at mealtimes.

Often the hardest part of
healthy eating is getting
started, but there is a wealth of
information online to support
you in making these changes.
'Change4Life' is a campaign by
the NHS and has many hints
online, along with recipes ideas.
Your health visitor can also
advise you, should you need to
speak to a professional about
specific challenges such as 'fussy'

eating. Eating healthily is a
life-long journey, and there is
no quick fix but by introducing
small changes to the way we
eat, and presenting a positive
attitude about food to our
children, we can make a huge
difference to their long term
health and to their future. 

*First Steps have three nurseries in
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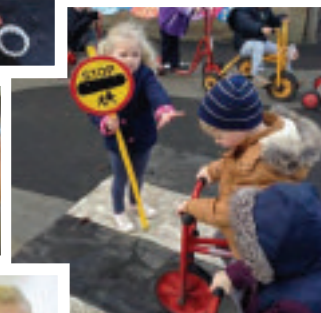
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Carry on learning!

Toddlers may not be at school yet, but it can still be challenging to keep preschoolers happy during the summer holidays. Although most nurseries will be open all year round, pre-schools and school based nurseries tend to close during the school holidays. Many of your child's activities and clubs will also be term-time only, so they will have a lot more free time.

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We all need time to relax and kick back. It is lovely to have some extra time at home, and to not have to rush to preschool in the morning and an activity class in the afternoon, but toddlers quickly get bored! Children of this age love learning new things, and become restless if there isn't enough stimulation. This doesn't mean that you have to fill every hour with an education-based game, but it is useful to have a few plans in advance!

Craft activities are always popular with children, so it is a good idea to make sure your craft boxes are full, and collect a few boxes and tubes in the weeks before. It's lovely to treat your little one to a few new pens, colouring books, drawing pads and craft materials. If you've run out of ideas, there are lots of ideas online and colouring pages that you can print out for your child to colour in. These kind of activities will enhance children's



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fine motor skills which is good preparation for school. Depending on their age, you can encourage your child to write their name on their art work or to add a few words to them.

Children can have many hours of fun with water and bubbles. The small tubes of bubbles are cheap, and you can also buy giant bubble wands to create big bubbles. If you

are feeling adventurous you could make your own bubble solution - make it into a science experience! If it's a warm day, fill a few plastic containers with water (or a paddling pool) and bring out all your unbreakable jugs, funnels and measuring utensils. You could also bring down all the bath toys. Young children will love pouring water from one container to another and generally playing with water. You can introduce all

sorts of learning into water play such as estimating, predicting and learning what sort of materials float or sink.

Get them in the kitchen

If you have a spare afternoon, there are loads of simple recipes you can try

out with your children. If you have very little children and you are concerned about getting things in and out of the oven, there are many things you can make which you chill in the fridge. It could be as simple as trying some new sandwich fillings, or you could do some

This doesn't mean that you have to fill every hour with an education-based game, but it is useful to have a few plans in advance!

baking. Children will be learning about weighing, measuring and quantities. It is also a good way of learning about smell, taste and what happens to raw ingredients when you cook them.

Outdoor learning

Children can learn a lot without realising it if they grow a few simple plants - not least, what happens if you don't water them. Growing plants is great fun and it's even more fun, if you can watch your work get bigger and flower in front of your eyes. There are lots of plants that even a young child can grow without too much trouble. Try growing herbs such as basil, parsley or cress - that way they can eat them once they've grown, and sunflowers are good too as they grow so quickly and tall.

(continued over the page)



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The holidays are a good time to explore a local town or city. Choose one with some history attached to it, with a castle, ancient ruins or a tower perhaps and imagine what it was like to live there hundreds of years ago.

Museums normally have educational but fun activities for children during the holidays - take a look at the Diary of Events in this magazine and online. Entry is normally free, but you may need to pay a

small charge to participate in an activity or workshop.

Toddlers soak up information and what is going on in the world around them like a sponge...

Toddlers soak up information and what is going on in the world around them like a sponge, and become bored and frustrated if there isn't enough stimulation. Of course, you don't want every minute filled with an activity - it's lovely for children to enjoy a DVD or their favourite television programme, but if they are stimulated at other times, you are all likely to have more fun this summer. **ABC**



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- the magazine Sussex parents *really* read... it's got everything in it!



Happy, healthy children

Schools and parents should be partners in helping young children acquire good habits in health and diet. Working together to model the right behaviour is crucial, says Burgess Hill Girls Junior School Head Heather Cavanagh.

When we think about teaching good health and well-being in schools, we often focus on the teenage years. Exposure to social media 24/7, mental health problems and lack of sleep are just some of the problems we're having to deal with - as teachers and parents.

But if we can get good habits in health and well-being embedded in children's minds and lives,

even before they start school, we may avoid serious problems later on. A good diet and a love of physical activity are life skills every bit as important as numeracy and literacy. Attitudes acquired at a young age

A good diet and a love of physical activity are life skills every bit as important as numeracy and literacy.

can make a difference years down the line, into secondary school and adult life beyond.

What's really important is modelling the acquisition of good habits in diet and exercise. Rather than

focusing on BMI measurements and obesity targets, we should support parents and educate them alongside their children.

We know that a key cause of life-long health problems is a sedentary lifestyle and too much sugar in the early diet.

At our school, we're fortunate in having a really committed

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school catering team who are involved in educating the children about food choices. And there's no doubt that there's a job to be done.

A recent survey of under eights commissioned by Asda revealed that children lack the most basic knowledge of where their food comes from.

A shocking 41% of survey respondents didn't know eggs come from chickens while a quarter thought chicken could only be cooked on a barbecue!

And, depressingly, 15% of children believed chocolate and cucumbers grow on trees.

One in 20 even believed that avocados are laid by animals. How disheartening is that?

At a time of reliance on convenience food, these findings expose how little children understand about what's on the plate. As we like to remind

parents, a key indicator of possible high sugar and fat content is if you have to unwrap a snack or meal to eat it, or if it only needs reheating rather than cooking.

It's with this in mind that we are growing potatoes in the Infants class this year. There's nothing to beat harvesting your own spuds whether you're four or 40! Our catering team will now work with the girls to process the potatoes and cook them.

Out of school, a day at a pick-your-own farm is a great outdoor family activity that shouldn't be limited to the strawberry season. Particularly for town and city-dwelling children, a farm visit can be a real eye-opener. And while many people think of Sussex as a largely rural county, that's not the reality for many children.

So many parents look for organised activities for their children to do rather than enjoying doing things together.

For example, involving children in cooking (not baking!) is another great way to teach them about food.

Activity and keeping on the move is just as important as diet. With small children, we're not talking about hot-housing them to become Olympic champions; it's all about participation and fun. Enjoying sport and activity is also a skill for life.

At our school, the girls have a PE lesson and a sports club most days of the week with our PE teachers. All girls in the Junior School participate in a wide variety of sports, including gymnastics, dance, netball, hockey, rounders, tennis and athletics.


And keeping active is for weekends and holidays, too. Playing in the garden is not the same as riding your bike in the park or up and down the street.

At weekends, children now often sit at pub restaurant tables

playing on electronic devices rather than being out on the climbing frame or playing in the pub garden. We need to change that.

Our belief of the importance of good health in its widest sense, and engaging with parents as well as children, led us to invite CBeebies' star Dr Ranj to give a talk at our recent Open Day.

Dr Ranj - full name Ranj Singu - is a NHS paediatrician best known as co-creator and presenter of the pioneering CBeebies' show Get Well Soon. He also has a children's health slot on ITV This Morning.

Dr Ranj's message was that good health is something parents and children must work on together. I couldn't have put it better myself. 

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Sussex parents
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The 'ideal' school shoe

- does it exist?

by Kim Jackson M.S.S.F.
Klodhoppers Ltd Hove and Haywards Heath

As that time of year looms closer - 'Back to School' season, most parents will be thinking about the new school year, including a new uniform and shoes.

The 'ideal' school shoe is quite difficult to find and is very often a matter of compromise, especially with older children who are easily influenced by peer pressure and fashion trends.

Footwear that is worn five days a week and for at least six hours a day, such as a school shoe, needs to be correctly sized and fitted and most importantly, be very comfortable for the developing foot.

Footwear that is too big, too small or simply the wrong fit for the shape of the foot can do irreversible damage to your child's feet.

And to those parents who complain about the price of a good quality leather school shoe - in all honesty it works out to be a matter of pennies per day for a decent pair of school shoes.

On average it's two pairs per academic year due to the growth spurts. Surely your child's feet are worth that?

The main difference and characteristic of a child's foot compared with that of an adult is that it grows. Sounds obvious? Yes, but this means the child can be at risk from certain foot and lower limb problems at different ages as the feet and lower limbs develop.

Foot problems are classed as intrinsic or extrinsic

Causes within the foot (intrinsic) relate to the posture of the foot as it develops and this can make the foot appear flat-footed. These conditions require expert examination and professional help - speak to a podiatrist if you have any concerns.

There are various causes outside the foot (extrinsic) - the main one being ill-fitting footwear. Also, as the foot and lower limb grow, they undergo various positional changes that may look like something more serious to the untrained eye, but may be just a matter of developmental change. These can include bow leg, knock knee and toes

pointing inwards or outwards. Some problems associated with growth are first indicated by pain in the foot, swelling or limping, for example. They can occur at any time during the child's growth period but

each condition tends to fall into certain age bands. A podiatrist or health professional should always be sought for their advice.

You need to remember that no two children are the same, even within the same family. If you are concerned about anything as a parent then it's better to get the issue checked out rather than leave it untreated.

It is always difficult to explain what the ideal shoe should be like for a child's foot, but a 'proper school shoe' comes quite close. It means that the feet have been measured and assessed correctly by a professional fitter, for length, width and depth. The toe area of the shoe is actually 'foot shaped' and of sufficient depth to allow the toes to move freely when the child walks or runs. The heel height is no more than 4cm with a broad base of shock-absorbing material. It also fits snugly around the heel area. It should be held on the foot by Velcro® straps, buckles or laces. It is preferably made of leather in order to be breathable and more durable.

Adequate length, width and depth

All children's footwear should be measured for length, width and depth by a qualified fitter. The shoe fitter will also take lots of other facts into consideration when assessing the child's feet, for example, does the child have a high arch? Does he have slim ankles? Does he wear orthotic

All children's footwear should be measured for length, width and depth by a qualified fitter.

The Ideal Shoe



inserts; half or full length ones? Does he roll inwards (pronate) or does he roll out (supinate)? Is he very flat footed? An experienced fitter can assess a child's feet with use of their eyes and hands in a matter of seconds. The measuring gauge is merely a guide and a good place to start. Just because the box says 9F on the label it doesn't mean it's going to fit all 9F feet! The fit can be down to a lot of different factors including the brand of shoe, the style, the shape of the foot and the material the shoe is made from. If fitting is not available for children, or is refused, or there is a DIY gauge on offer, then go elsewhere.

Poorly fitting footwear in young children could result in deformity, whereas in older children it may result in toenail, joint and skin problems.

The Children's Foot Health Register is a national register of retailers who guarantee to strive to be 'centres of excellence for children's shoe fitting' and 'provide comprehensive training for staff, and offer children's shoes in whole and half sizes and different width fittings'.

Also look out for the Society of Shoe Fitters logo - this indicates that at least one staff member has completed a fully comprehensive course including topics such as foot anatomy, how a shoe is made, problem feet and customer care.

Finally, when shopping for school shoes, a word of advice; don't leave it to the last minute "in case he grows". There will be less choice, more queues and more stress.

Kim Jackson M.S.S.F (Member of the Society of Shoe Fitters) Klodhoppers Ltd Hove & Haywards Heath

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The formation of children's fundamental capacities is hugely important during the first years of life - not just academic learning but the ability to concentrate, persevere and think for themselves as well as the ability to interact well with others. Children who have been given the right kind of support during these formative years grow into adults who are self-motivated and love learning, can think flexibly and creatively and who are not only conscious of the needs of others but actively foster harmony as they go through life.

Mainstream versus Montessori education

In mainstream education adults decide what children need to learn and the ability to retain and reproduce information is used as a measure of academic success. The teacher is the active giver of information and children are passive receivers.

In the Montessori approach it is all about the activity of the child. The teacher takes on a different role, that is, to provide the right kind of circumstances so that children can be guided to find what they need from what is on offer. Children then become active learners and are able to reach their own unique potential because they are learning at their own pace and rhythm focusing on their own particular developmental needs at that moment.

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Should we be teaching our children to be happy?

by Fliss Bull
Lewes New School, parent
(image by Carlotta Luke)

Mental Health issues in children and young people are on the rise. According to the Association of Young People's Health, one in 10 children between the ages of five and 16 suffer from a diagnosable mental health disorder and over the last ten years the number of young people admitted to hospital because of self-harm has risen by 68%.

This worrying trend, regularly documented in the media, is deeply concerning for parents and the government has acknowledged that something needs to be done. Their new agenda includes judging schools on student well-being as part of their inspection criteria and trialing the introduction of 'happiness' lessons into schools.

Leading figures in the field of education, including Lord Layard (the government's former happiness tsar) and Sir Anthony Seldon, are strong advocates for teaching techniques such as mindfulness to children to support their happiness and emotional well-being. Research has shown that these practices can be hugely beneficial in helping children learn to manage their emotional lives and avoid negative mental states such as depression and anxiety, particularly where they are taught by the class teacher.

However, there is a danger that by isolating well-being

as something to be taught in distinct lessons it is viewed as just another 'add-on' to an already crowded and high-pressure curriculum, rather than something that ought to be fundamental to the daily practice and routines of school life.

On a purely practical level, many schools are facing a significant decrease in funding over the next two years, to the extent that the National Governors Association have recently stated that the amount of money provided by the government is simply not enough to provide an education to British children. Given the financial climate it seems both unfair and unrealistic to add another expectation to schools that are already struggling.

There is also an established body of evidence that links artistic and creative pursuits to increased emotional intelligence and well-being. With many educational commentators

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(continued from previous page)

feeling that the arts are being squeezed out of the curriculum, is the government not giving with one hand whilst taking with the other?

Perhaps, most importantly of all, the government's agenda seems to miss the main point entirely - that it's an increasingly pressurised school environment that is putting our children's well-being at risk.

In a poll conducted last year by the Association of Teachers and Lecturers, 89% of teachers responded that tests were the main cause of stress for pupils in their school. General Secretary of the ATL, Mary Boustead, said of the results, "*The government bears responsibility for much of this stress which appears to stem from a test-focused, over-crowded curriculum*". If school itself is a source of stress then surely we need to take a long hard look at the system, rather than simply teaching children how to cope.

My son's school, where he is in his second year, sees children's well-being as the foundation from which all their learning will take place. Daily life at the school is designed with this in mind.

The school cares for social and emotional well-being through a variety of means, such as a daily circle time where the views or concerns of the class are openly discussed, and by running ongoing learning and peer mentor programmes.

All staff are trained to practise and model respectful communication, and to actively listen to children's ideas and opinions. Parents have the opportunity to undertake similar training if they wish.


In addition, the school is concerned with children's intellectual well-being. Deep engagement and satisfaction occurs when children have ownership of their learning and

are trusted and guided to make their own decisions. Staff adopt a collaborative problem-solving approach rather than relying on rewards and punishment to manage behaviour. In this way children are able to develop trust as well as take responsibility for their own learning.

Despite welcoming children of all faiths and none, the school places emphasis on spiritual well-being, taking opportunities to promote empathy and understanding as well as coming together on a regular basis as a school community to celebrate each other, to notice the changing of the seasons and to promote a sense of connection and belonging.

Finally (and crucially, especially within primary settings) consideration is given to the child's physical well-being. Children are not confined to their desks but are encouraged to take an active approach to learning, and are given many

opportunities throughout the day to play outside whatever the weather. The school cook provides healthy, home cooked meals three times a week and leads regular workshops, to teach children about food, nutrition and cooking.

If we truly care about children's well-being then mindfulness and the techniques of teaching happiness have a role to play. But these must be embedded in a school-wide culture that supports well-being, rather than taught as a 'bolt-on' subject. In this way, the whole school community can learn to embody the values of mindfulness, of curiosity, open-mindedness, acceptance and being present in the moment, rather than simply adding another separate subject to the school curriculum. 

Fliss Bull is a parent at Lewes New School, an independent primary school and nursery in East Sussex. www.lewesnewschool.co.uk

Could my child benefit from tutoring?

Your child might benefit from being tutored if:

- Results/grades/achievements are lower than expected.
- Your child's confidence is slipping and they could do with a boost in a particular subject (or across the board).
- They need to improve their grades in order to pass a forthcoming exam.

However, it's very important to talk to your child's teacher before you make the decision to hire a tutor. There may be extra help that could be provided free of charge in their school. Or the teacher may have other ideas about how to help your child.

How to find the right tutor

Many different people work as tutors including:

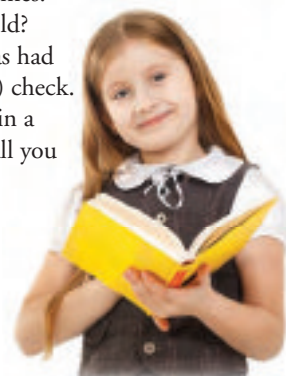
- Teachers who want to earn extra cash
- Retired teachers
- University and college students, or recent graduates

Many work through a tutoring agency. To find an agency in your area, take a look through the pages of ABC or search online. You can also ask your child's teacher, or other parents, to recommend an agency or a tutor.

Tutors have different styles and approaches to working. It's worth thinking about what approach you feel would work for your child, and talking it through with a possible tutor. You should also think about where the tutoring would take place. Some tutors come to you, while others work in their own homes. What would best suit you and your child?

It's vital to make sure a private tutor has had a DBS (Disclosure and Barring Service) check. Remember, you are placing your child in a vulnerable position, and you must do all you can to ensure the tutor can be trusted. Don't take anyone else's word for it - check them out yourself.

Taken from www.bbc.co.uk/schools/parents



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Preps and pre-preps explained

As their name suggests, the main aim of 'preparatory schools', or prep schools, is to prepare children for entry to fee-paying senior schools at age 11 or 13.

Traditionally, pre-preps take children from three or four and prepare them for moving on to preps at seven or eight. There are fewer stand-alone pre-preps than there used to be as their main market, the boarding prep, has declined in numbers. Today, many pre-preps and preps are linked schools, with more-or-less seamless transition between them and sometimes their senior school too.

Choosing a preparatory school

Preps tend to stand or fall by their senior school destinations. Parents, whether they are aiming to get their three or four year old into the pre-prep of a chosen all-through school, or their eight year old into a prep that sends many of its pupils to the top schools, are generally looking ahead. Yet

all-through selective schools rarely guarantee that children they take in at three or four or even seven will have a seamless transfer upwards. If your child is felt to be struggling, you may well be advised to look elsewhere. Equally, a child who fails to gain a place at the pre-prep stage may well have developed sufficiently to sail in there or elsewhere later on.

Paying a visit

If you want to get a feel for a prep school or two, attend their open days. Don't be dazzled by glitzy facilities or depressed by a dearth - look beyond.

- Do you like the head, the staff, the atmosphere, the library?
- Is the school well cared for? Does it smell good? Are the toilets clean and biscuits crunchy?
- What of the children? Are they friendly, polite, chatty, mannered,

smart? Scruffy or sculptured, what matters is, can you imagine your child in amongst the children at the school?

- Chat to other parents; do you have anything in common? Are there similarities between their children and yours?
- What about sports, drama, art? Is there something for your child? Are sports and music inclusive, who gets in the teams and bands? What standard are they - is this what you would hope for?
- Do they stretch the able, help the struggling and recognise these two traits may occur in the one child?
- What happens when things go wrong? Who is on hand to help, how? Are they caring and nurturing, forgive and forget or strict and unbending?
- Are they alert to bullying? Ask for instances and find out how bullies

and perpetrators are dealt with.

- How will they communicate with you and when? Are parents welcome, if so when, for what and to do what?

If a school is of particular interest, request a private visit and make sure it includes time to see the head and watch the school at work. Try to get a balanced view of the school - chat to pupils, staff other parents, don't allow the marketing manager to dominate your visit, before you visit (and after) browse the website, prospectus and marketing literature - they'll all be glossy with happy, smiley faces, but do you like the tone and the events they put centre stage? Same old faces, same old names or a good smattering of faces, across the ages?

Taken from www.goodschoolsguide.co.uk

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Expanding horizons beyond the core curriculum: a right not an expensive luxury

Education funding cuts are a hot topic at the moment. It seems every time we look at the news, there are bleak headlines about the possibility of Grammar Schools introducing means-tested fees, and tough decisions are being made about which subjects state schools can afford to offer, and which they are being forced to drop.

Heads are having to focus on the core compulsory subjects with resources being directed towards boosting league table results. Of course, literacy, numeracy and the sciences are vital, but with access to the creative and performing arts, languages and humanities becoming a lottery for many students across the country, we are on a dangerous path.

Variety and choice within the curriculum is fundamental to providing a thorough

and balanced education that expands a child's horizons and produces young people with the resilience, confidence and integrity to navigate the challenges they face in the modern world. At our school we strongly believe in the benefits of studying a broad range of subjects. The term 'humanities' provides a clue as to the many rewards that studying history, geography, philosophy, psychology, religious studies, classics and politics bring. These subjects

(continued over the page)

Variety and choice within the curriculum is fundamental to providing a thorough and balanced education...

ABC ...what Sussex parents really read!

(continued from previous page)

help our children to learn how to be human, instilling an understanding of ethics, values and culture that is an essential element of education.

The humanities afford an opportunity for students to develop their own considered opinions on some of the most important areas of life, helping them to clarify their beliefs and values. We live in societies made up of real people, who have been shaped by past events and individuals: communities follow traditions that have been passed down through the generations, and every day we depend on technologies, ideas and innovations that have been developed, by other people, for us. Studying the humanities also teaches research and problem solving skills, the capacity to summarise and

critique texts, and the ability to clearly and creatively debate and present information - skills that are extremely attractive to universities and employers, but should not be the sole reason for learning them.

Ever-increasing globalisation amplifies the importance of studying languages. Proficiency in French, Spanish and the other modern languages opens the door to living and working abroad, and to a plethora of careers across all sectors in multinational companies where language skills are required.

However, it is through the literature and art that one really begins to comprehend another culture: insight into experiences and perspectives fosters understanding and tolerance. Even if students choose to drop languages after their GCSEs, they will have

The benefits of singing, playing music or performing on stage (no matter how nerve-wracking it may seem initially) are vast...


learnt the discipline, dedication and confidence required to communicate with other people (no matter how tentatively) and so to begin to build links and relationships that may be useful both professionally and personally throughout their lives.

At our school we believe the creative and performing arts have an extremely positive impact on physical and mental well-being, inspiring pupils and allowing them to use their imaginations while they take a break from their academic pursuits. Whether a student intends to pursue music, drama, textiles, ceramics or art as a career, or whether it is just for fun and relaxation, it is vital these subjects are available to students at secondary level, and that they are encouraged to take part. Who knows where it may lead them? The more a curriculum is restricted, the more stifled creativity becomes and we risk depriving children of essential life skills, and of narrowing their horizons.

The benefits of singing, playing music or performing on stage (no matter how nerve-wracking it may seem initially) are vast: from boosting self-confidence, to teaching the discipline that is required to learn lines or music. Commitment, attention to detail, critical analysis and patience are required to succeed. These skills are eminently transferrable and cross-curricular links between the arts and those subjects considered more traditionally academic are hugely valuable, not least in providing contextual detail and background information

to enrich learning: the bigger picture!

A future in which these subjects are not available to pupils is an alarming one, and one that many parents in the state sector are increasingly facing. We want our girls to leave school with an excellent understanding of the past, not least in how that informs the skills they need to thrive in the future as a proactive member of a modern society. Abstract and creative intellectual curiosity is important, but must be tempered by understanding of and compassion for themselves and others: that is exactly what we are giving them. In our increasingly global existence, this combination of skills couldn't be more important, but cannot be measured by a written examination, or passively learnt!

League tables, funding cuts and ever-changing attainment goals have created an educational landscape in which the state sector is being directed to focus on the traditional 'core' subjects, to the disadvantage of those children and parents who are looking for a broader educational experience. Everyone should be able to benefit from an education that inspires creativity and critical thinking; that encourages commitment and self-confidence; that helps children learn about and prepare for the world around them. 

Antonia Beary is Headmistress at Mayfield School, a leading Catholic independent boarding and day school for girls aged 11 to 18. She is also currently Chair of CISC and Hon Sec of GSA.



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Getting the grown-ups to agree

A senior manager in education once said to me, "Of course, one of the most difficult things is when we are trying to work with a young person, but the grown-ups don't agree." I cannot remember when it was said, or who said it, but I do remember being struck by the force of it.

What interested me about this proclamation was that although it seemed at the time to be a comment on agreeing practicalities like homework, or who has achieved a prize or prefects' badge, it has, when true, more far-reaching implications than it might at first seem.

The headmaster of a well-known school in the north of England recently wrote that he feels that *"right now there is certainly a job to do with the health and well-being of*

young people in our care". He is right: there is and I cannot help feeling that this may have something to do with the statement I have quoted above.

Someone asked me recently what I was giving up for Lent and I answered 'opinions'...

More than ever, we live in an environment which seems to be giving rise to an astonishing level of opinion about almost anything and everything. Social media, for example, seems to lend itself to the publishing of a view point about all things under the sun and instantly. And, of course, so many people have become experts overnight, haven't they?

I haven't even begun to touch upon the increasing notion that knowledge is highly negotiable and it really depends whether or not you are in the possession of 'fake news' or 'alternative facts'. These two cosmic forces can throw a whole new spanner in the works too.

Someone asked me recently what I was giving up for Lent and I answered 'opinions', as there are far too many of them, I think. Yet, of course, ironically, here I am writing something for a magazine. That fact does not escape me, but I'll do my best to observe, rather than judge.

We only have to think about how many different reports and viewpoints we have seen in the

last few years on the benefits, or not, of red wine to see that bringing education into the picture is bound to elicit quite a few perspectives - from 'experts' and non 'experts' alike.

If I proclaimed *"homework is good for you"*, you will find teachers who will argue about that quite loudly. They usually begin with, *"well that depends"*. If I said that pupils should be rewarded with prizes on sports' day, I have known different families respond in markedly variant ways. If I said pupils must take responsibility for their actions, most parents might agree, although I have seen parents disagree with each other about this, when it comes down

(continued over the page)



Little Lions Nursery



Junior School



Senior School



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AGED 3-16

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Challenging and supporting, giving every child the confidence to succeed

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(continued from previous page)

to the nitty gritty of it - and that is a challenge too.

Here's one observation: it seems to me that whilst there is something to be said for diversity in life, it might also be true that for young people developing their ideas and values, utter confusion might not be the way forward. In fact, I suspect it is wholly unhelpful. It destabilises them and can be isolating. It can create a kind of moral loneliness.

So, what about schools? What can we do to work against this potential chaos, which does not help young people? That is a tricky question, of course, but I think there is one starting point. Each school has to form its own ethos and attempt to persuade parents that it is a reasonable one, even a good one, to stand by and uphold.

It is then up to the parents to buy into that ethos, quite literally for independent

schools, and for the school and the parents to work hard together to create as much consensus as possible for the good of the young people they are jointly nurturing. From my observations, confusion and a lack of clarity in what the 'grown-ups' think is rarely helpful. The school and the parents really should collaborate on what is a challenging and complex project.

If I were to sum up our ethos it says that we strive to provide an excellent academic education, which enables all of our pupils to be realistically ambitious and make confident informed choices, in a safe environment that is in keeping with a Christian tradition whilst widening pupil horizons as people who have a place and social responsibilities within a local, national and global community. We say that we encourage and promote a strong partnership between pupils, parents and the school, recognising that each member

of the school community has an equally important role to play in contributing to the success of the individual and to the overall ethos of the College.

Naturally, of course, there is going to be the vexed question of interpretation. What does being 'realistic' mean or 'informed' in terms of our statement above? This is definitely problematic. (We would have thought the Ten Commandments might have been fairly straightforward, after all. And look what happened there.)

Good schools also strive hard to prepare young people to make choices in terms of their values and moral standpoints. Schools can offer the pupils real choice and understanding. That said, a school should make a stand in terms of values. It should expect pupils to show respect to others, take part, work hard, engage with their own working lives with a great deal of ownership and self-discipline. Schools should expect young people

to be honest, have integrity and take on their share of the hard work and responsibility that making a living breathing community entails. Surely, no one could disagree with these simple things?

I am concerned, however, when I see young people being brought up to think of number one first and to believe that life is simply a consumer experience to be had and for the benefit of individuals only. In other words, an approach that says *"this is for me and I would like it my way"* and *"all things are negotiable, aren't they? After all, who knows what is true?"* This seems doomed to me and not helpful at all to schools. It is socially unhealthy too.

Well, that's my opinion. I didn't quite manage to give them all up for Lent, after all. **ABC**

Please call 01273 592681 to find out more about what Shoreham College can offer you, or to arrange a personal visit at any time of the school year.
www.shorehamcollege.co.uk



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Normal ABC competition rules apply and can be found on page 3 or see www.abcmag.co.uk

Brighton schoolboy trains with England rugby team

Brighton College rugby team captain Marcus Smith got a taste of the future recently when he was asked to train with the England rugby squad whilst they were visiting his school.



Marcus, who already plays for the England U18 team, has got to know the players well over the past year as England coach Eddie Jones has brought his squad to train at the Eastern Road school five times over the last 12 months. But during a recent visit, the squad asked for

18 year old Marcus to join in with the training, much to the schoolboy's delight.

Said Brighton College head of rugby Nick Buoy: *"It's always very special when we welcome the England squad here to train and the pupils got a real kick out of watching some of the world's best sportsmen in training. But to see their friend actually working alongside them was fantastic. And it's a day Marcus won't forget in a hurry, either!"*

To find out more about the school, Brighton Pre-Prep welcomes visitors on its Open Day on Saturday 7th October. Please see our ad on the back cover for more information.



Open
Mornings
Saturday
14 October
10am-12 noon



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Broadwater Road, Worthing
West Sussex BN14 8HU
01903 201123
worthing@lancing.org.uk
Registered Charity No. 1155150

www.lancingcollege.co.uk

Diary of Events

This list of events in Sussex has been carefully selected to offer both children and families fun things to do - hopefully with something to appeal to everyone.

We suggest that you check details before setting off for the day. Tourist Information Centre phone numbers covering the local area are listed below or simply take a look at www.visitsoutheastengland.com

Arundel & Bognor	01903 737838
Brighton & Hove	01273 290337
Burgess Hill	01444 247726
Chichester	01243 775888
Crawley	01293 438000
Eastbourne	0871 663 0031
Hastings	01424 451111
Horsham	01403 211661
Lewes	01273 483448
Littlehampton	01903 721866
Worthing	01903 221066

Brighton and Hove Museums & Libraries

Pick up a 'What's On' leaflet from any of the Brighton & Hove Museums to find out about Early Years and Families events, or pop along to your local library to pick up information on their children's activities.

Many events are free and there is something for all ages!

www.brighton-hove-rpml.org.uk

Disclaimer: The information contained in this listing is given in good faith on the basis of information available to ABC Magazine. ABC Magazine cannot guarantee the accuracy of the information and accepts no responsibility for any error, omission or misrepresentation. All liability for loss, disappointment, negligence or other damage caused by the reliance on the information contained herewith, is hereby excluded.

Sussex council contacts

The councils, libraries and museums all across Sussex are busy throughout the year creating things to keep residents and their children busy and entertained. Check out the websites below for more information.

Arun	www.arun.gov.uk
Brighton & Hove	www.visitbrighton.com
Chichester	www.visitchichester.org
Crawley	www.visitcrawley.co.uk
Eastbourne	www.visiteastbourne.com
Hastings	www.visit1066country.com
Horsham	www.horsham.gov.uk
Lewes	www.lewes.gov.uk
Rother	www.rother.gov.uk
Worthing and Adur	www.visitworthing.co.uk
Visit Sussex	www.visitsussex.org

There are many councils in Sussex - all are a wealth of local information. Here are the contact numbers of each council - queries should be raised with Leisure Services Department.

Adur	01273 263000
Arun	01903 737500
Brighton & Hove	01273 290000
Chichester	01243 785166
Crawley	01293 438000
Eastbourne	01323 410000
East Sussex	0345 60 80 194
Hastings	01424 451066
Horsham	01403 215100
Lewes	01273 471600
Mid-Sussex	01444 458166
Rother	01424 787000
West Sussex	01243 777100
Worthing	01903 239999

We appreciate that on a family day out, if the children are happy then the chances for the entire family to enjoy the day are enhanced. Every effort is made to ensure that information is correct at time of going to press, but ABC Magazine cannot be held liable for any errors or omissions.

July

1	Summer Fair 12 noon-3.00pm Little Learners Nursery, Shoreham www.holmbushprimaryacademy.org.uk
1-2	Paddle Round The Pier Hove Lawns, Hove www.paddleroundthe.pier.com
1-2	The Smallholders And Country Show South Of England Showground, Ardingly www.seas.org.uk/calendar
1-27 Aug	Summer Of Circus Worthing Theatres, Worthing www.worthingtheatres.co.uk
2	The Brighton Market Brighton Marina, Brighton www.brightonmarina.co.uk
2	Rainy Day Bear's Adventure 2pm Brighton Open Air Theatre, Brighton www.brightonopenairtheatre.co.uk
3-16	Big Screen Wimbleton Brighton Marina, Brighton www.brightonmarina.co.uk
4	Big Screen Royal Opera House Brighton Marina, Brighton www.brightonmarina.co.uk
4-6	The First Hippo On The Moon Theatre Royal, Brighton www.atgtickets.com
5-9	The Wind In The Willows Open Air Theatre, Brighton www.ticketsource.co.uk/event
8	Kite Festival 11am Stanmer Park, Brighton www.brightonkiteflyers.co.uk
8-9	Rail Gala Amberley Museum, Amberley www.amberleymuseum.co.uk
8-9	Wiston Steam Rally Wiston Park, Steyning www.sussexsteamrally.co.uk
8-16	Horsham Festival Various Venues, Horsham Area www.horshamtimewellspent.co.uk
9	Charity Open Day And Summer Fete High Salvington Windmill, Worthing www.highsalvingtonwindmill.co.uk
9	Big Screen Movie Day Brighton Marina, Brighton www.brightonmarina.co.uk
14	As You Like It! Family Trail Petworth House And Park, Petworth www.nationaltrust.org.uk/events
14	Big Screen Royal Opera House Brighton Marina, Brighton www.brightonmarina.co.uk
15	March Of The Mermaids Hove Lawns, Brighton www.marchofthemermaids.com
15	West Chiltington Village Show 1.30pm Recreation Ground, West Chiltington www.westchiltingtonvillageshow.org
15	AMAZE 100 Metre Water Slide Wild Park, Brighton www.amazebrighton.org.uk
15-16	Jousting Tournaments Hever Castle, Edenbridge, Kent www.hevercastle.co.uk/whats-on
15-16	Norman Knights Tournament Arundel Castle And Gardens, Arundel www.arundelcastle.org
15-16	Graffham Food and Drink Festival Graffham Recreation Ground, Grantham www.graffhamfestival.co.uk
15-16	We're Going On A Bear Hunt Connaught Theatre, Worthing www.worthingtheatres.co.uk
19	Fun Dog Show 1-3pm Unleashed Dog Day Care, Worthing www.unleashed.uk.com
22	Jamie's Wish Fun Day Linden Park, Littlehampton www.jamieswish.co.uk
22-23	Jousting Tournaments Hever Castle, Edenbridge, Kent www.hevercastle.co.uk/whats-on
22-31 Aug	Kids' Summer Fun 11am-3pm Borde Hill Garden, Haywards Heath www.bordehill.co.uk

- 22-3 Sept **Dusty's Wildlife Rangers**
Arundel Wetland Centre, Arundel
www.wwt.org.uk/arundel
- 23 **Classic Car Summer Show**
Amberley Museum, Amberley
www.amberleymuseum.co.uk
- 25-28 **The Wind In The Willows**
Highdown Gardens, Goring-by-Sea
www.highdowngardens.co.uk
- 27 **Pirates & Princesses Cruises**
Wey & Arun Canal, Loxwood
www.veyandarun.co.uk
- 27 **The Wiggles Big Show**
The Hawth, Crawley
www.hawth.co.uk
- 28-28 Aug **Brighton Big Screen**
East Of The Pier, Brighton
www.brightonbigscreen.com
- 29-30 **Robots Live Show**
Amberley Museum, Amberley
www.amberleymuseum.co.uk
- 29-30 **Jousting Tournaments**
Hever Castle, Edenbridge, Kent
www.hevercastle.co.uk/whats-on
- 29-30 **Hot Air Balloon Festival**
Hampden Park, Eastbourne
www.balloonsovereastbourne.com
- 29-30 **Bouncy Weekend 10am - 5pm**
Fishers Farm Park, Wisborough Green
www.fishersfarmpark.co.uk

August

- 1-5 **The Qatar Goodwood Festival**
Goodwood Racecourse, Goodwood
www.goodwood.com/flagship-events
- 1-27 **Summer Of Circus**
Worthing Theatres, Worthing
www.worthingtheatres.co.uk
- 1-28 **Brighton Big Screen**
East Of The Pier, Brighton
www.brightonbigscreen.com
- 1-31 **Kids' Summer Fun 11am-3pm**
Borde Hill Garden, Haywards Heath
www.bordehill.co.uk
- 1-3 Sept **Dusty's Wildlife Rangers**
Arundel Wetland Centre, Arundel
www.wwt.org.uk/arundel
- 1-1 Oct **The Great Brick Safari**
Marwell Zoo, Winchester, Hampshire
www.marwell.org.uk
- 2 **Mr Dilly's World Of Wonder**
Brighton Marina, Brighton
www.brightonmarina.co.uk
- 4-6 **Brighton Pride**
Various Venues, Brighton
www.brighton-pride.org
- 4-19 **Grimm Tales**
Festival Theatre, Chichester
www.cft.org.uk
- 5 **The Emperor's New Clothes**
The Hawth, Crawley
www.hawth.co.uk
- 5 **Big Wow Small Wonder**
The Hawth, Crawley
www.hawth.co.uk
- 5 **Le Cirque Du Platzak**
Pavilion Theatre, Worthing
www.worthingtheatres.co.uk
- 5-6 **Loxwood Joust**
The Loxwood Meadow, Loxwood
www.loxwoodjoust.co.uk
- 6 **Musical Sunday 1-3pm**
Borde Hill Garden, Haywards Heath
www.bordehill.co.uk
- 6 **The Brighton Market**
Brighton Marina, Brighton
www.brightonmarina.co.uk
- 6 **Falconry Display And Hawk Walks**
High Beeches Woodland, Handcross
www.highbeeches.com
- 8 **Peter Pan 7pm**
Brighton Open Air Theatre, Brighton
www.brightonopenairtheatre.co.uk
- 9 **Pirates & Princesses Cruises**
Wey & Arun Canal, Loxwood
www.veyandarun.co.uk
- 9 **Mr Dilly's World Of Wonder**
Brighton Marina, Brighton
www.brightonmarina.co.uk

- 9 **Alice In Wonderland**
Brighton Open Air Theatre, Brighton
www.brightonopenairtheatre.co.uk
- 12-13 **Jousting Tournaments**
Hever Castle, Edenbridge, Kent
www.hevercastle.co.uk/whats-on
- 12-13 **Loxwood Joust**
The Loxwood Meadow, Loxwood
www.loxwoodjoust.co.uk
- 12-13 **Pirates & Princesses Cruises**
Wey & Arun Canal, Loxwood
www.veyandarun.co.uk
- 12-13 **Firle Vintage Fair**
Firle Place, Firle
www.firle.com/calendar
- 13 **Musical Sunday 1-3pm**
Borde Hill Garden, Haywards Heath
www.bordehill.co.uk
- 14-18 **Play In A Week: The Twits**
The Hawth, Crawley
www.hawth.co.uk
- 16 **Mr Dilly's World Of Wonder**
Brighton Marina, Brighton
www.brightonmarina.co.uk
- 18-20 **Kidding Around Festival**
Gaveston Hall, Nuthurst, Nr Horsham
www.kiddingaroundfestival.co.uk
- 19 **Flower And Produce Show**
St Mary's Centre, Felpham
www.fandmhs.co.uk
- 19-20 **Jousting Tournaments**
Hever Castle, Edenbridge, Kent
www.hevercastle.co.uk/whats-on
- 19-20 **South Downs Show**
Queen Elizabeth Country Park, Horndean
www.southdownsshow.co.uk
- 20 **The Smallest Giant In Town**
Brighton Open Air Theatre, Brighton
www.brightonopenairtheatre.co.uk
- 20 **Musical Sunday 1-3pm**
Borde Hill Garden, Haywards Heath
www.bordehill.co.uk
- 23 **Mr Dilly's World Of Wonder**
Brighton Marina, Brighton
www.brightonmarina.co.uk
- 24 **Pirates & Princesses Cruises**
Wey & Arun Canal, Loxwood
www.veyandarun.co.uk
- 25 **The Princess And The Pig**
Brighton Open Air Theatre, Brighton
www.brightonopenairtheatre.co.uk
- 25-27 **Family Fun At Goodwood Racecourse**
Goodwood Racecourse, Goodwood
www.goodwood.com/sports/horseracing
- 25-28 **Jousting Tournaments**
Hever Castle, Edenbridge, Kent
www.hevercastle.co.uk/whats-on
- 26 **East Preston Food & Drink Festival**
Village Green, East Preston
www.facebook.com/epfdf
- 26-27 **Brighton Thai Festival**
Preston Park, Brighton
www.magicofthailand.co.uk
- 26-27 **Jungle Book**
Connaught Theatre, Worthing
www.worthingtheatres.co.uk
- 27 **Musical Sunday 1-3pm**
Borde Hill Garden, Haywards Heath
www.bordehill.co.uk
- 27-28 **Worthing Rotary Carnival**
Steyne Gardens, Worthing
www.worthingcarnival.co.uk
- 28 **Story Book Day, Alice At Amberley**
Amberley Museum, Amberley
www.amberleymuseum.co.uk
- 30 **Mr Dilly's World Of Wonder**
Brighton Marina, Brighton
www.brightonmarina.co.uk

September

- 1-3 **Dusty's Wildlife Rangers**
Arundel Wetland Centre, Arundel
www.wwt.org.uk/arundel
- 1-1 Oct **The Great Brick Safari**
Marwell Zoo, Winchester, Hampshire
www.marwell.org.uk
- 9 **KAPOW The Fun And Foamy 5K**
Preston Park, Brighton
www.themartlets.org.uk

- 9 **Findon Sheep Fair And Village Festival**
Nepcote Green, Findon Village
www.findonsheepfair.co.uk
- 10 **Plundered!**
The Hawth, Crawley
www.hawth.co.uk
- 10 **Chestnut Tree House 10K Run**
Seafroft, Littlehampton
www.chestnut-tree-house.org.uk/events
- 10 **Historic Cycles Day**
Amberley Museum, Amberley
www.amberleymuseum.co.uk
- 11 **As You Like It! Family Trail**
Petworth House And Park, Petworth
www.nationaltrust.org.uk/whats-on
- 5 Nov **Bentley Wood Fair**
Bentley Wildfowl Museum, Bentley
www.bentley.org.uk
- 15-17 **Miniature Steam Weekend**
Amberley Museum, Amberley
www.amberleymuseum.co.uk
- 21-24 **Southdowns Folk Festival**
The Regis Centre/ Town Centre, Bognor
www.southdownsfolkfest.co.uk
- 23 **The Color Run 2017**
Madeira Drive, Brighton
www.thecolorrun.co.uk/locations/brighton
- 23-24 **West Sussex Food & Country Fair**
Stansted Park, Nr. Chichester
www.oakleighfairs.co.uk
- 24 **Apple Day Brighton**
Stanmer Park, Brighton
www.brightonpermaculture.org.uk
- 24 **Autumn Bus Show And Running Day**
Amberley Museum, Amberley
www.amberleymuseum.co.uk
- 25-26 **The Gruffalo**
The Hawth, Crawley
www.hawth.co.uk
- 30 **Michael Morpurgo's King Arthur**
Connaught Theatre, Worthing
www.worthingtheatres.co.uk

October

- 1 **AnimAlphabet The Musical**
The Hawth, Crawley
www.hawth.co.uk
- 1 **The Great Brick Safari**
Marwell Zoo, Winchester, Hampshire
www.marwell.org.uk
- 1 **Bump, Baby And Toddler Show**
Cophorne Effingham Hotel, Gatwick
www.babytodd.co.uk
- 1 **Canine Partners Pedal For Paws**
Canine Partners Southern Centre, Heyshott
www.caninepartners.org.uk
- 1 **As You Like It! Family Trail**
Petworth House & Park, Petworth
www.nationaltrust.org.uk/whats-on
- 5 Nov **NSPCC/ChildLine Autumn Fair**
Barnsgate Manor Vineyard, Nr Uckfield
www.nspcc.org.uk
- 4 **The British Pet Show**
Selsfield Road, Haywards Heath
www.britishpetshow.co.uk
- 7-8 **Norman Knights In The Keep**
Arundel Castle & Gardens, Arundel
www.arundelcastle.org
- 25-26 **Wizards And Witches Workshop**
Brighton Marina, Brighton
www.brightonmarina.co.uk

**LOOK OUT FOR THE NEW WINTER
ISSUE OF ABC - OUT & ABOUT
FROM 1st NOVEMBER!**

November

- 1-5 **As You Like It! Family Trail**
Petworth House And Park, Petworth
www.nationaltrust.org.uk/whats-on
- 5 **Tide Of Light-Latern Parade & Fireworks**
Pavilion Theatre, Worthing
www.tideoflight.co.uk
- 18-19 **Brighton Model Railway Club Exhibition**
Patcham Community Centre, Patcham
www.brightonmrc.com/exhibition.htm

Where can we go?



What can we do?

• Days out for FREE • Days out for FREE • Days out for FREE •

All these places offer free admission and may also have other facilities available for a charge (such as tea rooms, boat hire, golf etc)

Alfriston - 7 Sisters Country Park. 700 acres of clifftop downland and marshland, shingle banks and scrub located by the Cuckmere River. www.sevensisters.org.uk

Ardingly - Ardingly Reservoir. 200 acre lake formed in a natural valley, set in an area of outstanding natural beauty. Numerous water sports. www.ardinglyactivitycentre.co.uk

Arundel - Arundel Park. This unspoiled slice of the Downs is not open to cars. Boats available for hire on Swanbourne Lake. Tearooms. Lovely Downland walks.

Arundel - Fairmile Bottom. 160 acres of grassland and woodland ideal for picnics. Nature trail with a way-marked route, many woodland birds and wild flowers.

Bognor Regis - Hotham Park. Wooded park- miniature railway, putting green & crazy golf. Next to Rainbow's End children's park. www.hothampark.co.uk

Bexhill - Egerton Park. Great play area with sand pit right next to the beach. Large pond, tennis courts and toilets and only 5 minute walk from the train station.

Brighton - Brighton Marina. Enjoy the sights and sounds of a busy marina. The South Coast's only Factory Outlet Shopping Village. www.brightonmarina.co.uk

Brighton - Devils Dyke. Superb views over Sussex countryside. Hang gliders launch site. Ideal kite flying. Picnic site & facilities. Restaurant open all year.

Brighton - Preston Park and the Rock Garden. 63 acres of parkland. Small pond with stepping stones. Enclosed playground. Tennis courts. Choice of two cafés.

Brighton - Stanmer Park. Just south of Sussex University at Falmer on A27. Lots of open space, Rural Museum, woodland walks, plant sales & tea rooms.

Brighton - Withdean Park. Open parkland covering 38 acres. Largest collection of lilacs in Europe. Bog garden with two lily ponds laid out in a natural bowl.

Brighton - Booth Museum of Natural History. Over half a million exhibits and specimens from the extraordinary to the exotic! www.brightonmuseums.org.uk

Burgess Hill - Bedelands Farm Nature Reserve. Recently approved nature reserve, well marked, circular walks. Lots of wildlife. Great for picnics.

Burgess Hill - St John's Park. Open parkland, picnic area, adventure play area and tennis. Activities in summer. www.midsussex.gov.uk

Crawley - Buchan Country Park. Over 150 acres of woodland, 2 large ponds (fishing permits available), nature trail and countryside centre.

Crawley - Tilgate Park. Outdoor play area, Smith & Western, open parkland, woods & lakes. www.crawley.gov.uk/tilgatepark. www.crawley.gov.uk/tilgate

Ditchling - Ditchling Beacon. 50 acre nature reserve managed by the Sussex Wildlife Trust. 813ft above sea level, the third highest point on the South Downs.

Ditchling - Ditchling Common Country Park. 188 acres of open countryside. Small lake is home to Britain's largest dragonfly! Lots of lovely walks.

Eastbourne - Beachy Head Countryside Centre. Free exhibition into the history and ecology of Beachy Head and Eastbourne downland. www.beachyhead.org

Eastbourne - Pier. Originally built in the 1870s the Pier has much to offer. Enjoy a walk from end to end or play on the latest hi-tech games. www.eastbournepier.com

Eastbourne - Hampden Park. Huge park area with a fine selection of mature oak trees, a beautiful lake with wildfowl and a great assault course for the children.

Eastbourne - Princes Park. This beautiful park has a picturesque boating lake and a children's play area.

Eastbourne - Sovereign Harbour. Panoramic views of the Marina from the harbourside walkway offering a mix of shops and restaurants. www.eastbourneharbour.com

Eastbourne - Townner Art Gallery. 19th and 20th Century British Art. www.townnereastbourne.org.uk

Eastbourne - R.N.L.I. Lifeboat Museum. Lifeboat memorabilia and fine selection of lifeboat models. Well stocked souvenir shop. www.eastbournernli.org/museum

Hastings - Alexandra Park. Large park with boating lake, café, tennis courts, play area with climbing apparatus and toilets.

Haywards Heath - Beech Hurst Gardens. Miniature steam railway. Excellent children's playground & facilities. Tennis courts and pitch & putt.

Henfield - Sussex Wildlife Trust's Nature Reserve at Woods Mill. A nature trail winds through woodland, a meadow and a reed-fringed lake. www.sussexwildlifetrust.org.uk

Horsham - Horsham Park. Excellent facilities for families. Enclosed play area, lake, scented garden and tennis. Leisure Centre and pool on outskirts.

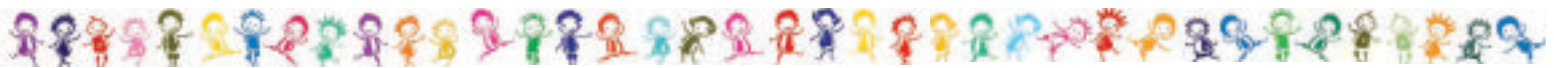
Horsham - Southwater Country Park. 55 acres of wooded park formally Southwater brickworks. Visitor Centre open summer weekends.

Horsham - Warnham Nature Reserve. 150 acres of woodland, meadows, marsh and millpond providing a safe haven for much wildlife.

Hove - Hove Park. Excellent enclosed children's play area with safety surface. Miniature railway, bowls and tennis. Cafe. Plenty of open space for picnics.

Littlehampton - Mewsbrook Park. Large boating lake with boats to hire in summer. Miniature railway, tennis courts and miniature golf.

Shoreham - Shoreham Airport. A very busy general aviation airport with a Grade II listed terminal building with full public restaurant.



The Loxwood Joust - is the UK's premier mediaeval fun day out, taking place at the enchanted Loxwood Meadow - it is the most spectacular mediaeval festival in the Realm with an unrivalled programme of mediaeval mayhem.

Step back in time and experience the verve and vigour of a world where lives were harsh and hearts were passionate at this unique, fun and educational day out for all the family!

Each day from 10am to 6pm, the Loxwood Joust's unrivalled programme of mediaeval revelry guarantees a day out like no other. A fast-paced, all action jousting tournament will amaze and astound whilst daring displays of weaponry, archery and cannon fire will enthral as fully armoured knights prepare to meet in a thunderous battle. Wander the massive Living History Village in the 'Mediaeval Meadow' - a totally authentic recreation of a mediaeval battle camp and browse the Mediaeval Market Place where traders and hawkers vie for your attention as companies of actors, wandering minstrels, the Court Jester and dance troupes entertain and delight throughout the day.

Try your hand at archery and blacksmithing, sup fine ales and dine on local organic fayre while the little ones can enjoy their very own Children's Kingdom - a festival within a festival where the Mediaeval Groat is the currency! This 'Mini Mediaeval Mayhem' includes Have-a-go Archery, Face and Wound Painting, Pelt the Peasant and 'Sword School' where you can learn to be an apprentice knight - welcome to your heritage!

5th, 6th, 12th & 13th August 2017 - two weekends of Mediaeval Mayhem! www.loxwoodjoust.co.uk

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The miniature railway and café are popular highlights, as are the craft workshops, miniature Shetland ponies and wildlife safaris - keep an eye on the website and Facebook page for details of what is going on.

A major highlight of the year is our ever popular Bentley Wood Fair which is held over the weekend of 15th - 17th September 2017. This year it will celebrate its 22nd Anniversary and with over 150 exhibitors, demonstrators and craftsmen and women; this is a show not to be missed! The Woodfair will be home to a packed programme of have-a-go activities, live demonstrations of woodworking skills, craft displays, children's activities, and chainsaw sculpting, as well as a wide range of trade stalls selling everything from tools and equipment to bespoke furniture. The woodland zone offers the chance to experience 'forestry in action' including timber processing and horse logging, while the main arena will entertain with falconry, an exciting lumberjack display team, dancing ponies and much much more.

Visit www.bentley.org.uk for further information and early bird discounted ticket prices. Find us on Facebook - www.facebook.com/BentleyWildfowlandMotorMuseum and www.facebook.com/BentleyWealdWoodfair

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Summer Opening 10am - 5pm (20th March - 28th Oct)

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Last entry to Centre at 3pm.

Farm and Café closes at 3.30pm. Centre closes at 4pm.

For our Christmas and New Year Opening hours please contact us.

We are closed Easter Sunday.

Activity Fees

Activity fee will gain entrance to the Open Farm and Forest Trails, Mini Golf, Woodland Walk, Play Area, Treasure Trails, Enchanted Garden and Ride on Tractors and The Maze. All children must be accompanied by at least one paying adult.

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www.aldingbournestrust.co.uk/country-centre

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Fun days out

There's plenty of time to fit in some wonderful days out during the summer holidays. Of course, some days are just about play and being with friends and family, but there are many places to go where children will not only have lots of fun but can learn something too.

As any parent knows, children have a vast curiosity for knowledge, and family days out with an element of education can stave off their boredom. Family days out can involve a

whole host of activities - from going to the park or a local nature spot, to heading to somewhere that is purpose built for fun - when the weather is good the choice is endless.



Like us on Facebook, follow us on Twitter
visit us at www.abcmag.co.uk



Have you got a story to share with other
ABC readers? We'd love to hear from you...



Heaven Farm is very aptly named - it is both a wonderful and a magical place - visitors of all ages cannot fail to be enchanted by its simple beauty and historic charm.

Easy to find and with plenty of free parking, we headed straight for the Stable Tearooms for a cup of tea and to work out the best route for our nature trail. The trail map is clear and informative with fascinating pointers to times gone by and we found the tranquil beauty surrounding us very relaxing. We sat on a bench amongst the chickens and guinea-fowl as they clucked their way around the farmyard.

Various footpath junctions along the trail offer explorers a choice of a short or longer route to suit their abilities. Take your time though and don't forget your camera as the light is wonderful and the fauna magnificent. The wallabies may not be indigenous, but they've made themselves at home here in 'Heaven' and are a delight. The trails are well-trodden with good signs but unfortunately, prams or wheelchairs are not practical because of the evolving nature of the terrain. Off the trail however, access for all is good and there's plenty going on, in and around the farmyard.

Heaven Farm is a lovely relaxing place and although famous for its fabulous bluebell woods, its other features alone merit a visit. As a great 'back to nature' family day out we cannot recommend it highly enough - after all, who wouldn't want to go to 'Heaven' for the day?

Heaven Farm, Furners Green, Uckfield, TN22 3RG
Telephone 01825 790226 www.heavenfarm.co.uk

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Fun is one of the key parts of a day out. Children are more likely to remember something if they learn it in a fun way, and learning alongside your family is a lovely way to bond. We have many castles in the county, and a visit can mean that the whole family learn something new about the Tudors or why castles have moats and so on.

Most places of interest now try to make learning interactive and exciting for children.

Most places of interest now try to make learning interactive and exciting for children. It isn't just a case of reading information from a board. Children can often take part in workshops or go inside a castle and see the toys that children used to play with, or the armour that soldiers had to fight in. Children certainly need a break from enforced learning but you can have many trips out where they thoroughly enjoy themselves and pick up a little bit of knowledge along the way too.

Many historical venues also have re-enactments such as jousting tournaments during the school holidays which children find great fun. Keep an eye out for special one off events in the area too, which may focus on a specific time in history or hobby such as aviation or cars.

Most areas in the county are fairly easily accessible to London and once you get to London, there are many things to do and places to visit. All the museums are free and most run special workshops or trails for children to follow during the holidays. A walk along the South Bank passes many points of interest and there is normally some kind of festival and even a small man-made beach area during the summer holidays. Downing Street, Buckingham Palace, Tower Bridge, Big Ben and so on are all free to look at and then you can perhaps choose one or two attractions to pay an entrance fee for and go inside and have a good look around.

There aren't too many places that are nicer than a children's farm on a sunny day. In addition to all the animals inside and out, most farms now have vast outdoor play areas where children can run, climb and have fun. There are so many learning opportunities at farms; children can discover how you milk cows, learn about the various animals, and this may be the only chance 'city children' have of seeing chickens run around or perhaps even riding a horse! Young children can learn about the texture and feel of different animals, and some farms also have nature trails as well.

Children can still learn, even if they are having a day full of adventure and fun - and they are far more likely to remember what they learn if they are enjoying themselves at the same time.



Station Road, Amberley, Arundel,
West Sussex BN18 9LT
01798 831370
office@amberleymuseum.co.uk

Family Fun at Amberley Museum

With 36 acres to explore and over 40 exhibits to visit, there is so much to discover, learn and have fun at Amberley Museum. Take a ride on the train and the historic buses around the Museum.

Summer events:

- Sat 8th and Sun 9th July - **Rail Gala**
- Sun 23rd July - **Classic Car Summer Show**
- Sat 29th and Sun 30th July - **Robots Live Show**
- Mon 28th August - **Story Book Day, Alice at Amberley**
- Sun 10th September - **Historic Cycles Day**
- Sat 16th and Sun 17th September - **Miniature Steam Weekend**
- Sun 24th September - **Autumn Bus Show and Running Day**

Toddler Tuesdays - 25th July, 1st, 8th, 15th, 22nd and 29th August.
Themed morning sessions for under 5's, with stories, songs and play.

Activity Wednesdays - 26th July, 2nd, 9th, 16th, 23rd and 30th August.
Activity days for children of all ages, with activities to explore around the Museum.



    www.amberleymuseum.co.uk



Kids Summer Fun & Musical Sundays in August



Kids Summer Fun
22 July-31 Aug, 11-3
'Alice in Wonderland' trail, outdoor games, playground & activities on selected days.



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Swimming Pool • Mini Mosquerade Disco • Tall Tales and Spooky Stories • Campfire and Cocoa
Family Led Activities Pond Dipping and More!

For the Parents and Guests:
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Theatre time

Most young children love the theatre and if you take your children to the theatre early in their life they will see and experience one of life's greatest cultural pleasures and hopefully develop a love that will last them a lifetime.

Make sure you take children to an age appropriate production and if they are very young, head to a children's theatre production as these are usually quite short in length (under an hour) and designed with a child's attention span in mind!

Before you go to the theatre, explain to your child what they will be seeing and that you are taking them to a live theatre performance. Familiarise them with the characters, the plot and the setting and if there is a book of the play, read it with them.

It's also a good idea to tell your

child how they will be expected to behave and explain what is required of the audience in order to help the actors do a good job; use your own judgment concerning what they will understand and how much they can retain.

Then, you can sit back and enjoy watching their excited faces as the characters come alive and give you all a trip out that will produce some lovely memories.



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Mon 25 & Tue 26 September
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Summer party madness



Summer is a great time for children's parties. There are so many more options when you have the great outdoors! However, due to the unpredictable English weather it is probably best to have another plan in case of rain.

A visit to a children's farm is a perfect way to celebrate your child's birthday. Most of them now have large indoor play areas and cafes so if the weather isn't so good, you can still have lots of fun. If the sun is shining you can spend most of the day at a children's farm. Many have excellent outdoor adventure play areas, tables for picnics

and, of course, plenty of animals to enjoy.

The party packages offered by farms are excellent value for money. Normally there are

...book an entertainer as soon as you can as the best ones will be booked a few months in advance.

a few to choose from so you can decide which suits your needs best; some may include party food, animal handling or a tour of the farm

on a tractor. Alternatively, you could simply take a few friends and family, have a birthday picnic and then have the freedom to do as you please.

If you have the party at home, you can base it in the garden. The children will have plenty of fun outside, and you don't need

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It's Party Time!

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South Downs Leisure
www.southdownsleisure.co.uk



(continued from previous page)

to worry about the mess.

Inflatables can provide a focus of activity, and apart from food, children will need very little else.

There is a wide choice of inflatables today; much more than just a bouncy castle!

You could have a slide, obstacle course, water slides, roller wheels or even sumo suits. Some companies offer packages around a theme such as the Frozen film.

Inflatables can also keep children occupied at family gatherings - they don't just have to be for parties.

There is a huge array of children's entertainers in the area, and most of

them will be able to entertain inside or outside; or you could move outside for games and a barbeque perhaps. The better weather means that you can often keep costs down by having the party in your own garden, rather than hiring a venue. Once you know the date of the party, book an entertainer as soon as you can as the best ones will be booked a few months in advance. You will also need to check what is included in the price; some will provide invitations, party bags and stay to supervise tea as well, whilst others will simply provide the entertainment.

Some activity centres will also host birthday parties which are great for active and adventurous children - you may even be able to camp overnight! You can simply choose the activities that the children would like to do and hire or bring your own camping equipment.

If you would like to organise the whole party yourself, make

sure there is plenty to keep the children occupied and allow for some games to over-run and for others to take a shorter time than you expect. If the weather is good you can have sports and water games, or outdoor craft activities and you can get as messy as you like without having to worry about carpets and furniture. However, if children are likely to get messy or wet it is best to put this on the invitations so that they don't turn up in their very best party clothes!

Outdoor parties can be more relaxed as children can run around freely and are happy to eat a picnic on a blanket for the birthday tea. Have lots of fun but make sure there is some shade, lots of drinks and have a plan B in case it rains! **ABC**



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"Thank you so much for Ella's party today - all the children had a great time, and so did the parents!
Ella has said she wishes she had a time machine so she could go back in time and it would be her party again tomorrow!" - Charlotte H.

Hurrah for Chocolate Week!

Whatever you do, don't forget it's
Chocolate Week from 9th-15th October!

It's the UK's biggest celebration of chocolate
and culminates in The Chocolate Show
on 14th-16th October at Olympia, London.





Children can say 'I do' too

by Rebecca Stephens
Heartening Ceremonies

Commemorating a significant life event can create memories that will last a lifetime. Having just one opportunity to make the day perfect and exactly how you hoped, is no simple feat. Using the services of an independent celebrant is increasingly becoming a favoured and preferred option for all manner of ceremonies from weddings and civil partnerships, renewal of vows, baby naming ceremonies, adoption and step-family acceptance, coming of age and significant birthdays, special anniversaries, divorce healing ceremonies, funerals and memorials, recovery from illness and even new home blessings.

An independent celebrant who has been professionally trained will work with families to generate ideas for the ceremony to make it personalised and reflective of the family's wishes, dreams, cultural roots and beliefs. Incorporating symbolic wording and features in the ceremony can add a different dimension to the overall experience. An independent celebrant offers an open minded, non-judgemental and unbiased position so families can have a ceremony that reflects their personal preferences, whether that be traditional, alternative or more radical, spiritual, secular or non-secular or integrative of cultural beliefs and norms.

Family structures have shifted over the course of time where we now see an ever emergence of differing family structures including (but not exclusive to); the traditional family with two parents - of opposite, same or other gender identification and including adoptive parent/s, single parent family, blended and step family, and even grandparents and extended family members taking primary roles in caregiving responsibilities. These family structures can include parents who are married or in a civil partnership or not married and either cohabiting or living independently, be of mixed heritage or of inter-faith belief.

When families experience a change or transition in life, adults, as well as children, can experience a whole array of emotions.

Whilst the intricacies of family structures, function and life can be complex, having a family celebration to mark an important occasion or event doesn't have to be.

Ceremonies that involve children and those where children have a special role to play offer a deeper and more personal connection conjuring a unique sentimentality to the overall experience. When families experience a change or transition in life, adults, as well as children, can experience a whole array of emotions. Acknowledging, respecting and validating those emotions can be the impetus to achieving a different, more positive and accepting personal or familial connection.

If the wise words of Pablo Neruda ring true, that;
"Everything is ceremony in the

wild garden of childhood," then there is a place for children in every ceremony that signifies an important life event.

Let's consider a wedding, civil partnership and renewal of vows. The obvious choice would be to offer the opportunity for a child to scatter petals from a favoured flower, hold the rings or read a poem. However, there are other creative and more symbolic gestures that children can be involved in. A sand ceremony is a beautiful process where the parents and child/children pour their own individual containers of sand - symbolising the unique expression of individuality - into a main container; the blending of the different coloured sands symbolising the joining of their lives as one family. In the same vein as a sand ceremony, unity candles can offer a

(continued over the page)

What wakes us up?

According to the results of a new study, the majority of Britons don't remember the last time they enjoyed a full night of uninterrupted sleep!

Almost three-fifths of people in a recent poll said they could not recall their last uninterrupted night's sleep. Respondents were asked which outside influence (i.e something outside their home) was likely to wake them up and refuse collection was the main culprit, followed by traffic and loud cats and dogs.

Research from www.Web-Blinds.com



Rebecca Stephens
Independent Celebrant

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- and any other life event worth commemorating and celebrating!**

rebecca@hearteningceremonies.co.uk
www.hearteningceremonies.co.uk
07732 373723





Baby names going extinct

If you're looking for a unique baby name, you might be interested in the traditional monikers that are likely to go extinct in 2017. Parenting website BabyCentre released a list of names that were popular in the 1950s and 1960s, but have not been registered at all this year. They studied their database of the UK mums who have given birth in 2017 and registered their baby names on the site.

The result was a list of 36 once-popular names likely to go extinct. Some names aren't as unique as you'd think, including Angela, Carol and Debra for girls and Derek, Duncan and Wayne for boys. However, others are quite distinctive, including Bertram, Cecil, Cyril, Horace and Ernest.

Would you pick a traditional name for your newborn? Have a browse of the list below.

Baby names likely to go extinct in 2017

- | | |
|-------------|--------------|
| 1. Angela | 19. Geoffrey |
| 2. Bertram | 20. Horace |
| 3. Beverley | 21. Joanne |
| 4. Cecil | 22. Leonard |
| 5. Carol | 23. Maureen |
| 6. Clarence | 24. Malcolm |
| 7. Clive | 25. Nigel |
| 8. Cyril | 26. Neville |
| 9. Debra | 27. Paula |
| 10. Diane | 28. Roy |
| 11. Donna | 29. Sally |
| 12. Dean | 30. Sandra |
| 13. Doris | 31. Sharon |
| 14. Dennis | 32. Sheila |
| 15. Derek | 33. Tracey |
| 16. Duncan | 34. Wendy |
| 17. Elaine | 35. Yvonne |
| 18. Ernest | 36. Wayne |

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powerful and meaningful way of lighting a main candle from individually held candles to represent a joining or rekindle within the family unit. The main candle can then be lit on each anniversary thereafter as a symbolic ritual. Children could even write their own vows or commitments to each of their biological, adoptive or step-parents as part of the unification process.

Welcoming a baby into the world or a child into a new family could arguably be one of life's most significant moments. In a world where people are enticed to be different and more creative, having a bespoke ceremony for a baby or child that reflects the individuality of families, their beliefs and values is appealing. An independent celebrant will work with you and get to know what is important in your present and future family life and then create and orchestrate a ceremony that depicts precisely that. From planting a tree, writing a wish book, creating a memory box or the appointment of 'guide-parents' or adult mentors, a naming ceremony can celebrate the arrival of a baby or child into a family.

The reality of contemporary life is that relationships

sometimes do not last as long as anticipated. Amicable separations and divorce healing ceremonies are being embraced to honour the very foundation that the relationship was built. Whilst there can be significance in beginning a new and socially acceptable union with another partner or life as a single parent, there can be reservation, denial and sometimes awkwardness to even socially acknowledging an ending of what was and beginning a new journey.

A divorce ceremony or blessing can be a pivotal and transformational part of the healing process where a couple - and their children - can reflect on the array of emotions in a private and safe space and embrace the emotional journey towards a different way of life.

Whatever the life event or occasion, there is an expansive choice of locations to hold a ceremony. Choosing an independent celebrant will give you the freedom to have your ceremony at a place of personal significance or sentimentality and at any time of day or night. 

...there is a place for children in every ceremony that signifies an important life event.

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ABC

...what Sussex parents really read!

Swim Safe



this summer

With the weather getting warmer and holidays by the sea booked, many parents will be wondering how to ensure their children stay safe in the water this summer.

The Swim Safe initiative is providing every primary school with a range of resources to help teach young people how to enjoy the water safely.

The Swim Safe school campaign is being led by Swim England

and the world's leading online security company, Norton by Symantec. The two organisations have come together in a new partnership to ensure young people stay safe in the water as well as online.

(continued over the page)

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"As summer holidays approach it is important that parents are equipped to keep their children safe. From surfing online to surfing the waves, children get up to all sorts in summer, which is why we have partnered with Swim England. We believe it's important to


Schools are also being encouraged to sign up to take part in a free, practical Swim Safe session at one of 15 sites across the UK.

support families and encourage them to teach young people how to enjoy their summer safely", said Nick Shaw, vice president, Consumer Business Unit, Symantec.

The new resources will complement the work schools already do on water safety. Jane Nickerson, Swim England CEO, commented:

"Every primary school already teaches swimming and water safety as part of the national curriculum. These fun resources have been designed to help support these classes so that every child is aware of these important water safety messages."

Primary schools across England will receive their Swim Safe packs in time for the start of the summer term. They are also available to download via swimsafe.org.uk/school-resources.

Schools are also being encouraged to sign up to take part in a free, practical Swim Safe session at one of 15 sites across the UK. Schools can find out more by visiting www.swimsafe.org.uk. 

ABC

**...what
Sussex
parents
really read!**



water babies

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Help our children get active



A shocking study shows that by the age of nine, two thirds of girls and a third of boys are not doing the recommended one hour a day of physical activity while childhood obesity is still on the rise and one in ten children are already obese by the time they start school. Vicki Bates from the little swim school investigates what we can do to help our children get active and buck this trend.

I was at a swimming gala and a friend said that she had heard Brighton had been voted the most active place in Britain and I thought fantastic, I'll investigate that. I couldn't find that study but did find a very sobering study published on 28th April 2017 from the University of Bristol which found that two thirds of nine year old girls and a third of nine year old boys don't do the recommended hour a day of physical activity.

The researchers from the University of Bristol tracked the activity levels of 1,300 children aged five to six in their first year of primary school, and then three years later the same children were re-visited and their activity levels monitored again, with an accelerometer, to compare how much more sedentary they had become. By Year 4 (age nine) the researchers found that

65% of girls and 38% of boys were failing to meet the Chief Medical officers recommended physical activity guideline of an hour of physical activity a day. This means that by the age of nine two thirds of girls and a third of boys are not doing enough physical activity and it seems as children get older the percentages just increase. Professor Jago of Paediatric Physical Activity and Public

Health at the University of Bristol, who led the study, said: "*The*

results show a clear need to find ways to help children to be active throughout the primary school years. We need to get children

active and then keep them active as they move through primary school. To help us to do this we need to find the activities that children enjoy and foster as many opportunities within and outside of school to take part in activity across the day."

...by the age of nine two thirds of girls and a third of boys are not doing enough physical activity...

I personally think there are two issues here - understanding why so many more girls give up physical activity earlier than their male counterparts, and what we can do as a society to help these children enjoy doing physically active things.

As a child I didn't do a great deal of physically active things so didn't really get the chance to be good at or enjoy a particular sport and as an adult it has taken me a long while to enjoy walking, running a bit,

swimming and to not be scared to do these things.

I have therefore positively encouraged all things physical for my children from a very early age - they therefore are not bad at their now favourites and have physically active things they genuinely want to do: my daughter dances and has recently re-discovered her bike and the teenage freedom it brings; my son swims, plays football and loves his bike too.

(continued over the page)

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They have always happily gone and tried things so I thought they were just quite chilled but a few weeks ago I booked Theo onto a basketball course which he said was fun at the time but when I asked him if he wanted to do it again, he said not really because he really wasn't very good and it got me thinking. The research seems to back up my thoughts!

I was thinking that we need to find the activities that our children like to do and if we can afford to, introduce them to some at a young age so they get a chance to be at least okay at

them and maybe good at them; definitely not embarrassed that they aren't good enough. They may then learn to love them and, as they grow up and attend classes with like-minded people, start to enjoy the social side of the activities, be it football, dance, swimming or basketball! From my personal experience, this is true - the children I know that started swimming early on are still swimming as teenagers with some taking Life Guard Qualifications and working in swimming. I know I am biased, but swimming is a really good life-long sport that as well as being life saving, can be done by people of differing fitness levels

and abilities. It is also one of the least expensive - in some parts of the UK (including Brighton & Hove) children under 16 can go to the leisure centre and swim for free!


A study by the NHS in 2008 found that girls perceive more barriers to being active, are more influenced by their peers, and view getting sweaty, messy and dirty as unfeminine.

Also, over half of girls were put off sport and physical activity because of their experiences of school PE, be it the sports, or the embarrassment about changing and wearing the kit - this may also explain in part the earlier drop off in girls as they tend to be more self-conscious at an earlier age. The girls in the study wanted to be active but wanted a greater choice of activities and the choice of girl only groups away from the gaze of the boys.

particularly powerful source for girls with 37% saying they are motivated to be active because their mother or stepmother is. As children get older, again particularly girls, friends are shown to have an increasing influence - it seems girls are more influenced by both family and friends than boys.

...over half of girls were put off sport and physical activity because of their experiences of school PE

To conclude, I think that this study is worrying, particularly given increases in obesity and computer and tablet

usage, but I think we can use it as a wake-up call to help our children. We, or others in our family, need to be physically active ourselves if we can, to be role models. If we can afford it we should spend time being physically active as a family, walking, swimming in the pool or sea in the summer and take our children to physically active hobbies as early as possible. We then need to try our hardest to encourage them to continue them as long as possible - children all go through a few wobbles - as parents we need to stand strong and most important of all, have fun with it - if we can get them enjoying themselves and having fun while being physically active we will have cracked it! 

For information on our classes, water safety, water confidence and swimming skills for babies, toddlers and pre-schoolers, call the little swim school on 01273 207992 or visit www.thelittleswimschool.co.uk



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Twisternet is the brainchild of Elliott Mould, world number one touchtennis champion (2010-2016) and inventor David Free. It's lightweight, portable and requires no assembly. It simply pops up and folds down in seconds. It's so easy to put up the whole family can play in the garden or out and about.



For super family fun this summer Twisternet (£49.95 net and ball; £59.95 family pack - net, two racquets and a ball) is available from www.twisternet.co.uk



We've teamed up with Twisternet to offer 4 lucky readers the chance to each win a fabulous pop up net and ball, worth £49.95. For your chance of winning this great prize simply tell us the names of the two men who invented the world's first pop up tennis net.

Normal ABC competition rules apply and can be found on page 3 or see www.abcmag.co.uk

One primary intervention taking Britain by storm is The Daily Mile, a simple initiative started by St Ninians School in Stirling in Scotland where children are taken out in almost all weathers to walk, jog or run approximately a mile every day. This daily burst of exercise is on top of the normal PE lessons. Children can run or walk the mile at any time of the day, with teachers setting 15 minutes a day aside for this. It has also been shown to develop the children's social, emotional and mental well-being. Now 2,500 other schools have adopted it and they hope to include every school in Britain (www.thedailymile.co.uk)

Family has been found to be the most important factor in sport participation. Family is shown to have the greatest influence of all factors - both from a facilitating, supporting role and also as role models - mothers were thought to be a



How everyday activities can boost your child's confidence

While every child is different, many of the everyday situations families find themselves in provide plenty of opportunities for nurturing children's confidence and can-do approach to life. Author and educator Lorraine Allman shares her insight and practical tips for boosting children's confidence that don't cost a penny, and not a craft basket in sight.

Patience is a virtue

When children achieve something on their own it helps them develop a sense of what they are capable of, fuelling excitement and of course self-confidence. Just watch a child's face when they manage to tie their shoe laces for the first time or when you let go of the saddle and they realise they are riding the bike by themselves.

Mastering many of the basic skills independently such as tying shoelaces, brushing teeth or making their bed, is a big achievement for any child, and taking steps towards their independence should be celebrated, but bear in mind it can require a lot of patience from both you and them. The more opportunities you give them to practise, with gentle guidance and a good helping of patience, the more they will learn the importance of persistence and determination in achieving success.

Let them take the lead

Giving children the opportunity to take the lead can really boost their confidence and self-belief. This could be simple things such as taking ingredients out of the fridge ready for baking, or try these two fun activities:

- If I were in charge... next time they're dressing up as a king, queen, or superhero, ask them "What laws would you pass if

you were in charge?" Encourage them to go beyond the expected 'children can eat as many sweets as they wanted' to explore their innate sense of what is fair and desirable.

- Do it my way! - they give you instructions to carry out an activity of their choice. Ideally, this will be something they've seen you complete lots of times before such as making a hot drink or a sandwich. You must follow their instructions exactly as they are given! Afterwards talk about how they found it and if the end result was what they were expecting.

Acceptance and support

Self-esteem, particularly in early years, is in the main based on children's perceptions of how their parents view them, which will show itself through both words and actions. A positive level of engagement - support, trust, and encouragement - where children feel loved, accepted, and supported, has been shown to nurture children to become more confident, emotionally resilient, and secure.

Showing empathy with how a child is feeling by commenting

on and normalising their experiences is important. For example, perhaps they're upset because a toy has broken. First let them know you recognise they are upset "*I can see you're upset*", then move on to helping them see there are choices about what to do next. For example, seeing if the toy can be mended, or tapping into their curiosity and opening up the toy

to discover how it worked. Try not to rush in to fixing things, let them feel empowered to make the decision and know that it's okay to be upset.

Team family

Whatever the structure of your family, large or small, home is the perfect setting for children to learn and understand what it means to be part of a team in a supportive environment. Achieving things together reinforces teamwork and the value of working together towards a common goal. Family is the first team children experience, and what they learn in the home team will shape their attitudes and character for years to come. Encouraging children to express themselves, to listen, and to exchange ideas all helps in building their confidence. Try this activity:

- 'Top Dog' - one child is appointed 'the boss'. They take the lead in assigning household tasks to family members (including themselves!) and making sure all the jobs get done. They will need to negotiate and make sure tasks allocated are age-appropriate and achievable. When the tasks have been completed, discuss who gets to be 'Top Dog' next time and what lessons have been learned.

Be a (not quite perfect) role-model

We know children learn more from what we do than what we say, and this is never truer than learning social skills such as being confident with others. Model the way in which you would like them to be with others, for example how you introduce yourself to new people, how you ask for help, thank people for their time, and give compliments.

Modelling positive traits such as curiosity and perseverance, listening to ideas of others, and taking a methodical approach to problems can also have a powerfully beneficial effect on children's confidence. Don't feel you have to be perfect though - in fact, it's better to demonstrate openness about mistakes along with a sense of curiosity and determination to resolve problems, even

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**Try not to
rush in to fixing
things, let them
feel empowered
to make the
decision...**

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encouraging them to help in exploring possible solutions where appropriate.

Decisions, decisions

The more children are involved in decision making, the more their confidence and self-belief will grow. Start with small decisions so it's not too overwhelming for younger children, for example, offering a choice of two t-shirts to wear, or two sandwich fillings to choose from. For older children, get them involved in deciding where to go on a family trip, what route to take or what to pack.

Stand back and sweat the small stuff

Giving children the opportunity to work out solutions for themselves rather than having a parent rush in to fix things not only builds confidence and self-belief but also helps develop their imaginative and independent thinking skills. Children learn problem solving skills best through experiences which are meaningful to them so creating space in the everyday for them to explore and experiment with solutions to problems rather than intervening, is to be encouraged. From simple situations such as why a plastic lid won't close, to how to overcome the problem of mismatched socks, this is one of the few times when 'sweating the small stuff' really matters - talk about the problem, stand back, and listen to your child's take on the solutions!

Helping others

Encouraging children to use their natural skills and talents to benefit others not only nurtures enterprising characteristics and confidence, but helps them recognise their wider role in society and learn that they can make a difference in the world.

Examples may include:

- Holding a sponsored run, a bake sale or art sale to raise money for a charity if they enjoy running, cooking, or art.
- Helping a neighbour clear their path, or walk the dog if they like the outdoors.
- Volunteering at an animal shelter if they have a particular interest in caring for animals.

The more children are involved in decision making, the more their confidence and self-belief will grow.

Don't fear the 'F' word

It's important to support children in becoming comfortable with things not working quite as expected. If they can learn to cope with the frustrations this may cause, even to relish the challenge and understand the need to be flexible, their confidence will really begin to shine through as they try new things without fear of failure.

Modelling this to children through our own behaviour is important. Take a simple example such as burning the toast - involving them in a light-hearted discussion about what happened and why shows that mistakes are not disasters, providing opportunities to learn more about cause and effect, and discovering better ways to do things.

Set realistic goals


Encouraging children to dream by having a picture of a mountain they want to climb, or of a person they would one day like to emulate can give you interesting insights into what they want, what excites them, or even what they fear. Encouraging an ambitious rather than defeatist approach to life will help develop children's can-do character as can a simple to-do list.

Encourage them to write out, for example, 'four things I want to do in the next eight weeks'. Talk through the list with them

so they understand what needs to happen for each of those things to be completed, making sure timescales are realistic. As each new goal is achieved, take time to celebrate not just reaching it but also their determination to succeed, and watch their confidence grow.

Discover the joy of learning

The greatest gift to give a child in nurturing their confidence and can-do character is to help them discover the joy of

learning through play from an early age. There are so many 'teachable moments' in the everyday provided children are given the time and space to explore, experiment, set goals, learn how to work with others, make mistakes and 'bounce back'. 

Lorraine is author of The Can-Do Child: Enriching the Everyday the Easy Way - packed with easy everyday activities and ideas to help nurture confidence and can-do characteristics and skills in children, making family time enjoyable and fulfilling for all.

Let nature help the stress

Research by Nestlé Waters has revealed the extent to which children are affected by stress, with over three-quarters (84%) of 10 to 14 year olds admitting they often experience stress - as defined by feelings of worry or anxiety that lead to changes in behaviour, for example, difficulty sleeping, bad dreams, or reduced confidence and concentration.

The study reveals that the school environment is the main factor in contributing to feelings of stress among children. The biggest causes of stress are cited as:

1. School and homework performance (63%)
2. Falling out with friends at school (41%)
3. Being bullied (30%)
4. Feeling like you don't fit in at school (21%)
5. Changes in family life (21%)

When asked about current coping mechanisms for dealing with stress, turning to a games console was the most common choice (43%) for children, followed by eating foods they like (36%), lying for long periods in bed (28%) and just staying alone in their rooms (27%).

Crucially, when asked about whether having access to the outdoors would help to make a difference, over three-quarters (83%) of children said that being outdoors surrounded by nature would make them feel happier.

For the past 25 years, Nestlé Waters has worked with Project WET - an initiative to help educate children and teachers about the importance of water as a resource. The research reveals that regardless of the positive benefits that being amongst nature can have on mental health, parents are only spending an average of two and a half hours a week outside with their children. The Wildlife Trusts, who reach around half a million children each year through their junior membership and work with schools, are concerned about a loss of contact with wildlife during childhood and are urging parents to respond by getting out into nature.



Summer safety

Summer is a wonderful time to explore and get out and about, but with this comes a need to be extra vigilant in the sun, and around water.

Water fascinates young children and it can be a source of great fun and exercise but sadly each year we hear of children drowning at home and abroad.

Even the most caring of parents can become distracted and it only takes three minutes to drown face-down in water, so even if your children are only playing in a paddling pool or if

you have a garden with a pond, always supervise them, and if you need to nip inside to answer the door or go to the toilet, take them with you.

The opportunity to swim in the sea

The opportunity to swim in the sea or pool is one of the highlights of going on holiday with children

or pool is one of the highlights of going on holiday with children, but before you go do check whether the pool has a lifeguard and once there make sure you understand local water

safety signs. If you are going to the beach, it is worthwhile asking the hotel reception or tourist information officer which beach offers the safest place to swim. When you first get to a new pool, take a few minutes to check which end is the deep end and to find out if it has a life guard or pool attendant, as their duties differ.

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Meningitis

Can you afford not to vaccinate your child?



The new Meningitis B (Men B) Vaccine Bexsero is now available at Sussex Travel Clinic. The Men B vaccine will protect your child against infection by meningococcal group B bacteria, which can cause meningitis and septicaemia (blood poisoning), which are serious and potentially fatal illnesses. The symptoms of Men B develop very quickly and it can kill within 24 hours. Men B strain accounts for 80% of all meningitis diagnosed in the UK.

The Men B vaccine can be given to anyone aged two months and over. Since September 2015 all newborn babies are offered a Meningitis B vaccine as part of the UK childhood vaccination programme. However, the NHS has no current plans to offer a catch up campaign for older children.

To book a Meningitis B vaccine please call the Sussex Travel Clinic on 01903 254 774 or 01273 749 100.

Information kindly supplied by Sussex Travel Clinic. Sussex Travel Clinic is an immunisation centre run by Directors Helen Thorpe and Jane Bell who are Registered General Nurses. Sussex Travel Clinic is registered and regulated by the Care Quality Commission and is licensed to see adults and children.

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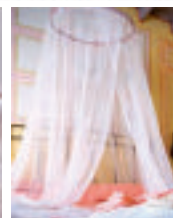
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Sunlight and vitamin D

The best source of vitamin D is summer sunlight on our skin; it only occurs naturally in a few foods, such as oily fish and eggs. However, it's important to keep your child's skin safe in the sun, so the NHS recommend all babies and young children aged six months to five years should take a daily supplement containing vitamin D, in the form of vitamin drops.

Find out more at www.nhs.uk

Amazing water slide comes to Brighton

Local Brighton charity Amaze is bringing a giant 100 metre water slide to Brighton on Saturday 15th July.

Situated on the dramatic slope at Brighton's beautiful Wild Park (on the Lewes Road) the 100 metre waterslide will start at the steep top and level out along the smooth green length of the main park.

1000 riders have the unique chance to book now to speed down the most fun, adrenaline-filled slide in the city, with bubbles and blow up cushions. All proceeds will help local families with disabled children.

Amaze is a local charity supporting families with disabled children and young people (www.amazebrighton.org.uk). Tickets are £12 per slide, which includes a minimum donation of £5 to the charity plus a booking fee of 80p. Riders aged 7 to 107. Suitable clothing such as swimming costumes or shorts and t-shirts should be worn. Tickets from www.yotickets.com



WIN fab prizes with
ABC

Great competitions

FREE ONLINE ENTRY

www.abcmag.co.uk/competitions

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Although children need constant supervision near water, they will be safer if they can swim and know how to get themselves out of difficulty, so book your child into swimming lessons as soon as you can.

The other danger in the summer comes from the sun. Exposing your child to too much sun may increase their risk of skin cancer later in life and in the short term sunburn can cause considerable pain and discomfort.


**Exposing
your child to
too much sun may
increase their risk
of skin cancer
later in life...**

even on cloudy or overcast days. Use one that has a sun protection factor (SPF) of 15 or above and is effective against UVA and UVB. Don't forget to apply it to their shoulders, nose, ears, cheeks, and the tops of their feet. Reapply often throughout the day.

- Be especially careful to protect your child's shoulders and the back of their neck when they're playing, as these are the most common areas for sunburn.
- Cover your child up in loose cotton clothes, such as an oversized T-shirt with sleeves.

Tips to keep you child safe in the sun

- Encourage your child to play in the shade - for example, under trees - especially between 11am and 3pm, when the sun is at its strongest.
- Keep babies under the age of six months out of direct sunlight, especially around midday.
- Cover exposed parts of your child's skin with sunscreen,

- Get your child to wear a floppy hat with a wide brim that shades their face and neck.
- Protect your child's eyes with sunglasses that meet the British Standard (BSEN 1836:2005) and carry the 'CE' mark - check the label.
- If your child is swimming, use a waterproof sunblock of factor 15 or above. Reapply after towelling. 

Information taken from www.nhs.uk





Dancing through the years

From the little three year old fairies or super heroes skipping around the room to the 18 year old dancers presenting a graceful par de deux, your child will learn so many valuable skills and techniques on their journey through dance.

You start taking your three year old to a dance lesson because they naturally enjoy moving their bodies to music. When they hear a tune wherever they are, they improvise without any inhibitions, bringing a smile to us all. Being involved in a ballet lesson at preschool age will bring this impulse alive with the use of structured age appropriate short exercises to develop strength, balance and co-ordination, alongside lots of little mime dances that young children can relate to using a variety of colourful props. This section of the class is excellent for self-expression; even the shyest of children will

be confident because they do not have the pressure of verbal communication and eventually they become the ones coming up with 'their ideas'! All that emotional and physical energy can certainly be channelled and hopefully your child will be calmer and in good spirits after their lesson.

...they have resolve and excellent self-management acquired by years of balancing their school work alongside dance lessons.

Once children start school they see their older peers practising dance routines in the playground, performing at a school

production, being taken to their first professional dance performance and so become very much aware of the different dance styles and abilities that will hopefully

inspire them to be that 18 year old! To reach this level these young adults have not just been taught dance and the importance of a healthy and active lifestyle, they have resolve and excellent self-management acquired by years of balancing their school work alongside

dance lessons. They also have had a dance family made up from their contemporaries which can be helpful if they've been having 'growing up' friendship issues at school. These are all priceless skills that are instrumental in developing

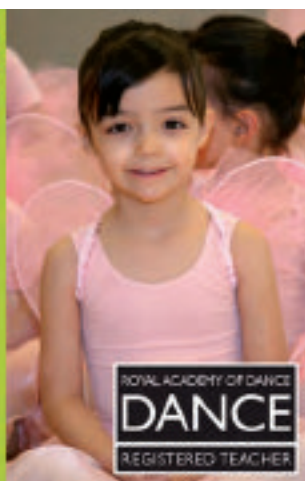
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Jodie Akens

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Children want to grow up to be... famous

Research shows children's career aspirations differ radically to those of their parents, thanks in part to the Internet

Research has found that Athlete, Actor, Vloggers and Bloggers are the popular career choices of today's generation of school children - aspirations vastly different to those of their parents. That's according to Geek's Guide to Britain publisher, The Register, whose survey of 1,000 children and parents measured the impact of technology on the YouTube generation's career aspirations.

Vlogger and blogger are the third-most popular career choice among school children, coming behind that of professional athlete, dancer or actor. A remarkable achievement given the relative newness of this potential career, and an indication of its impact and ubiquity in our society versus these older, more 'timeless' pursuits. Inventor or engineer also made the top five in The Register's survey, coming fourth.

By comparison, parents had aspired to becoming teachers, doctors or veterinarians. In fact, the profession most desired by parents when they were younger, teaching, is only half as popular among the current generation.

Top five - children position

Professional athlete
Actor or dancer
Vlogger or Blogger
Inventor or Engineer
Doctor

Top five - parents position

Teacher
Doctor
Veterinarian
Professional athlete
Policeman or woman

The research suggests the celebrities of television, cinema, sports, and now YouTube, have a much stronger influence over today's children, with fame being a key component of all three of the top spots on the list. Celebrities virtual omnipresence has been even further cemented among the 'want it now' and 'always on' generation.

The flip side of this constant connectivity culture is that it has elevated inventor or engineer to fourth place in the list of career aspirations - making it twice as popular as it was for parents.

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(continued from page 77)

well-rounded happy individuals who can present themselves confidently, not crumble under exam pressure and stand tall in any situation.

Dance is a physical art and no two bodies are the same therefore making it difficult for younger children to understand why they cannot do something as well as their friend who has perhaps just joined the lesson. These little people are living in a fast-paced world where there is an abundance of choices



and so much is expected from them to meet so many targets - it's important that they can be taught as individuals within a lesson, knowing that it is okay to learn at their own pace and that everyone has different bodies and minds that will do things when they are ready.


A good way to put this into perspective is to remind them that they didn't crawl, walk or talk at the same time as their friend, but are both doing the same now!

They will eventually understand the value of patience and find working towards something and 'getting it' is rewarding and enjoyable. Looking ahead to future school exams, having to practise over

and over to memorise a dance to perform to your very best is a great way to introduce repetition to children once they are a little older.

Lessons taken at your local dance school will offer quite tight age related lessons from approximately three to 18 years in at least three genres; ballet, tap and modern theatre. Check they hold the appropriate qualifications to enter children into an exam with an Ofqual accredited dance governing body (this information should be available to you).

By enrolling your child in a dance school, they should feel valued and encouraged by their teachers, whether they dance once a week or wish to make it their second home

and eventually their vocation - whether that be performing, teaching, dance photography, dance physio, costume designer, the list is endless... 

Dance Art Studio is located in the Fiveways and Preston Park area of Brighton offering under 5 and graded ballet, tap and modern. Boys tap and jazz, teen jazz, Adult tap and jazzfit. We also hold summer workshops. www.danceartstudio.co.uk



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Exercise

by Paul Sandell
South Downs Leisure



Give your little ones all the help you can to aid their growth. Recent studies have shown that exercise can improve the memory and that after-school clubs can help with academic performance in children, whilst sleep deprivation can have negative effects on both brain function and have health implications. A recent NHS health trends survey shows the numbers of inactive boys across the UK is higher than seven years ago, whilst girls are showing a very slight improvement during the same period.

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Researchers from NatCen Social Research, Newcastle University and ASK Research concluded that sports clubs participation was positively associated with attainment outcomes at age 11, whilst participating in organised sports or physical activity was linked to good social, emotional and behavioural outcomes.

Children taking part in sports clubs between the ages of five and 11 were shown to be more likely to achieve level 5 in maths. Researchers also found that for children from disadvantaged backgrounds, after-school clubs was the only organised activity linked to higher Key Stage 2 attainment and prosocial skills.

That being said, research also shows that the amount of hours sleep that your little person gets, as well as regular sleep patterns (including regular bedtimes), is

also key to cognitive function, including growth and repair.

However, there is growing evidence to show that short sleep duration results in metabolic changes that may contribute to the development of obesity, insulin resistance, diabetes, and cardiovascular disease.

Suggested average sleep patterns per age are as follows:

0 to 2 months:

16 to 18 hours per day. Although, newborns rarely sleep for more than five hours at a time and tend to wake up when they are hungry and sleep when they are full or tired. Until the age of six months, the part of a baby's

brain that controls when he goes to sleep and wakes up is not developed yet.

2 months to 6 months old:

14 to 16 hours, which may include naps.

6 to 12 months:

13 to 15 hours.

By about 6 to 8 months, the baby will start to sleep closer to the times that the rest of your family sleeps. Then by about 9 months,

7 out of 10 babies will

sleep through the night, usually waking about 6 hours after falling asleep to eat. After eating, they will fall asleep again.

1 to 3 years: 12 to 14 hours

3 to 5 years: 11 to 13 hours

5 to 12 years: 10 to 11 hours

12 to 18 years: 8.5 to 9.5 hours

Ask children what activities they enjoy. Encourage them to following their interest and make activity fun.



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Have you got a story to share with other
ABC readers? We'd love to hear from you...



About Drama Queens... we are Dramatherapist, Sally Orr, and experienced West End Performer, Debbie Spellman. We started Drama Queens over 10 years ago to encourage and develop children's confidence, creativity and performance skills through our unique lessons, workshops and performance opportunities. Drama Queens have moved to stunning new premises near Preston Park and are now using The Brighton Academy's large, specialised dance and drama studios.

Continuing to provide a friendly environment that enables children to maximise their strengths and fully supported by our expert pastoral care and tuition, each child is guided through an individual creative process. We can provide training for children who would like a career in the creative arts but are just as happy to coach those who want to have fun and learn life skills. As we have said for years "It's all about the journey."

We run a varied and affordable timetable of drama, musical theatre, dance and singing for children of all ages and personalities - all now under one roof. Please call us to discuss and discover which class your child might enjoy.

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Sleep deprivation is common, with many different effects on children, including daytime dysfunction with negative effects in school, sports, and overall health. A well-rested child is more likely to be healthy and energetic.

Sleep deprivation can be reversed and is preventable with increased education on the importance of sleep and increased prioritisation of sleep in our daily lives. With regular exercise and sports aiding sleep patterns, this can be a very handy aide to the vicious cycle of sleep deprivation.

There seems to be an inactivity crisis gripping the nation which needs to be addressed, as detailed in a recent Active Lives Survey lead by Sport England. Children should be encouraged to put their smart phones, tablets or laptops down and to step away from social media!

With the right support and encouragement, there are sports

that will spark your child's interest. Activities should be tailored to individual needs and age. For example, toddlers and pre-schoolers are too young for organised sports but can swim, run, throw, tumble and catch. For children between the ages of six and nine, activities such as gymnastics, football, tennis and running may be more suitable. From the ages of 10 - 12, children are much more able to understand strategy and are more ready to take on complex skill sports such as basketball and hockey.

The British Heart Foundation recommends the following activity tips for parents:

- Ask children what activities they enjoy. Encourage them to following their interest and make activity fun. Make a kite and fly it together, teach them to skip or use a hula hoop.
- Invite other children around to play and get them involved in activities such as football, throwing a Frisbee® or even



playing a game of chase.

- Encourage children to play games around the house such as hide and seek.

South Downs Leisure offers many after-school activities and sports clubs across four sites, including Football Mash Up, Boxing courses and Basketball. As well as Rugby and Tennis Academies, Musical Workshops, Badminton and Athletics to name but a few.

There are also numerous sporting and fun activities that run during the school holiday periods, with flexible drop in session options, or you can leave

your child for a full day of supervised fun whilst you go out to work. Alternatively, for the preschoolers there are a plethora of activities during and outside term-times.

With multiple sessions covering all age ranges, from preschool to 15 years old, there really is something for everyone that will help aid their personal development. For further information on any South Downs Leisure sessions and clubs, or to download the current Junior Activities or Holiday Programme brochures, please visit www.southdownsleisure.co.uk or contact 01903 905050 for further information.

Attachment

what is it and why does it matter?

by Dr Kathryn Whyte
Clinical Psychologist and Chichester
Team Lead at Beacon House

Research from Harvard University tells us that, in the first few years of life, babies' brains are making one million connections per second - that's 60 million per minute! The more something happens in a baby's life, the stronger the connections between particular brain cells become.

The same process applies to learning to wave, clap hands, walk and talk. More surprisingly maybe, it also applies to the development of relationships and complex emotional processes like empathy, trust and identity; who we are and what we believe about ourselves and others.

Attachment is the process that ensures that human babies stay alive. That's why attachment matters! It's a cycle that has only been studied scientifically since the 1960s and finds that babies are born with a set of behaviours designed to keep adults (parents) close to them to give the best chance of survival. In its simplest form the cycle, working well, goes something like this...

- Baby has a need and cries.
- Parent comes close because of loving feelings for baby (and wanting crying to stop!). There is stress for both of them - sometimes lots!
- Parent works out what baby needs and offers it.
- Baby feels relieved and content, parent feels relieved and content. Stress is less!
- Happy baby, happy parent enjoying each other until... baby cries, parent comes close... you get the picture.

So baby leads, parent follows and connections in the brain strengthen. Good news for parents is that things don't have to go perfectly. For a baby to develop what is known as a secure attachment, things have

to be 'good enough, enough of the time'. In fact, research tells us that mistakes are important in the development of a secure attachment. They're important because they offer the opportunity to put things right. The most securely attached, resilient adults are not always those from families where things were idyllic and nothing went wrong. Secure, resilient adults are grown in families where, when things do go wrong, parents take the lead in putting them right and repairing the relationship. Keeping a close emotional connection to your baby or child (or partner), particularly when things go wrong, is one of the most important features of attachment focused parenting.

The millions of connections in the brain make pathways and these pathways make a kind of 'inner world' map for each of us that influences future relationships, learning, trust and resilience (how easy it is to 'bounce back' after a shock or trauma in later life).

In children with a secure attachment style their map, born of the consistent response and repair cycle of their parents, tells them:

- I'm okay, people like me, I'm worth it!

- You're okay, I trust you, let's play!
- The world is okay, I can explore and come back safe in the knowledge that my parent will be waiting for me to welcome me back!

For some parents getting to 'good enough, enough of the time' can be a challenge. Parents' own vulnerabilities, traumatic experiences or learning difficulties can be factors. In other families the baby's particular temperament, illness or disability can mean it's hard to work out and follow the baby's lead in a reliable and consistent way that the baby experiences as 'tuned in' to his/her needs. In these

circumstances, because babies are born with the drive to survive they find a way to keep their parent close enough to ensure that they will stay alive - both physically and in the parent's mind which creates emotional safety. So, baby still leads and if the parent finds it hard to follow, baby finds another path that matches the parent's response style.

Because physical survival comes first, emotional, social and educational development can be affected and children's behaviour and sense of themselves and the world is less secure than in the example above. Some

children will work so hard to keep parents close that it feels overwhelming and there might be a worry about behavioural difficulties. Others learn that their best bet in keeping parents close is to put on a happy face and get on with it but they might seem withdrawn or too independent for their age to other adults. Self-esteem can be fragile and learning affected.

If you're worried that any of these patterns might be happening in your family, specialist advice and support are available. Awareness is also growing in general health and education settings.

The really important news is that nothing is set in stone. Our brains are amazing and both parents' and children's attachment patterns can be changed over time with specialist psychological or therapeutic support and a focus on responding to the right need at the right time.

None of us are perfect but with someone holding our hand we can get to 'good enough, enough of the time.'

Dr Kathryn Whyte is a Clinical Psychologist working with children and families and Chichester Team Lead at Beacon House Therapeutic Services - an attachment focused, specialist mental health and occupational therapy service working with children, teens and adults. We'd love to hear from you in Chichester 01243 219 909, in Cuckfield 01444 413 939 or admin@beaconhouse.org.uk www.beaconhouse.org.uk



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Beacon House is a specialist mental health and occupational therapy service for children, teens and adults. With clinics in Cuckfield and Chichester, we provide assesment and treatment in all areas with a special interest in working with trauma and building the bonds of attachment.

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Better solutions



in difficult times

by Leia, Susie and Kim
Sussex Family Solutions

Would you like to know that you had come through your divorce or separation in the best possible way?



Costs of raising a child

The cost of raising a child in the UK, from birth to the age of 21, has reached £231,843 - making it more expensive than the average semi-detached house!

According to the annual 'Cost of a Child' report from protection specialist LV=TM, the cost of raising a child has increased by more than £2,500 in the last year, and in London, the cost of raising a child is now more than a quarter of a million pounds - £253,638.

The most expensive years are between the ages of one and four, with the cost of childcare and babysitting adding to the financial strain, amounting to nearly a third of the total cost of raising a child. Childcare costs increased by the most over the last year, making it the second biggest expense after education

Breaking up is not easy to do. No-one pretends otherwise, but there can be a better way to divorce or separate. A way where you know you have done your best not to hurt the partner you once loved, where your children are free to love and feel loyalty to their two parents, where it is going to be easier to be together in the future at important events, where you can begin to feel resentment, anger, hurt and all those conflicting emotions dissolve into acceptance and affection for what you had together.

Collaborative lawyers saw that separation and divorce was not just a legal issue but an emotional one...

Collaborative lawyers saw that separation and divorce was not just a legal issue but an emotional one, and wanted to work in a new way which could support their clients, leading to better and more sustainable outcomes, especially for children.

A Family Consultant is a relatively new role, but Brighton has been leading the way in England and has had three established and experienced Family Consultants working with Resolution Pods for over five years.

What is a Family Consultant?

The Family Consultant role was developed by Resolution, an organisation of Family Lawyers and other professionals who believe in a constructive, non-confrontational approach to family law.

Family Consultants can offer support before, during and after a separation. We work alongside you individually or jointly as a neutral member of support. Our role provides an impartial 'third eye' perspective. This additional viewpoint has been introduced to collaborative law to offer

some key elements, that until now, lawyers on their own have struggled to provide.

This is not therapy, but the presence of a therapeutically trained professional offers mutually supportive emotional care for both clients. Our focus is not occupied with legal and financial matters, we are exclusively concerned with emotional well-being, and the psychological implications for all parties, particularly when there are children in the picture.

A Family Consultant is most effective in shedding light on dynamics, which often a conflicting couple is unable to resist, resolve, or prevent.

A Family Consultant will also pay attention to the dynamics of everyone else involved in the collaborative divorce process. Increasing insight for all parties at the 'options' meeting can develop understanding and therefore reduce distress. Family Consultants often work with people who are not yet ready to go to see a lawyer, to help them understand the options available to them, and to feel supported as they begin the process.

Case example from a Family Consultant

Helen contacted me saying she was very worried about telling Sophie, her 11 year old daughter, and Sam, her seven year old son, that their father James was going to be moving out and into a flat around the corner. After many difficult years, arguments and resentments Helen and James had decided to separate.

I met with Helen and James and we talked through what, when and how to tell the children about their new family arrangements; we discussed the benefits of Sophie and Sam helping their dad with the move and choosing furniture for their new bedrooms.

The next time we met we worked on a Parenting Plan, this covered areas such as when the children would be with each parent, arrangements for holidays, who would make the dentist appointments, how parents evenings would work. Even though it seemed a long way off for both of them we planned how a new partner would be introduced to the children.

This is not therapy, but the presence of a therapeutically trained professional offers mutually supportive emotional care...

This planning really helped Helen and James feel more secure which in turn helped Sophie and Sam feel their parents were working together to ensure the changes would be managed as smoothly as possible.

When Helen and James eventually went through the divorce process they were able to

pass their parenting plan to the lawyers and only had to discuss their finances in the lawyer meetings.

Susie, Leia and Kim are experienced psychotherapists who have been working with individuals, couples and families for over 10 years in the Brighton and Hove area. They united as Sussex Family Solutions, working with lawyers and Financial Independents to help separating families find a better way forward.



Sussex Family Solutions

Family Consultants supporting individuals, couples and families with separation, divorce and transitions.

A Family Consultant can guide and help you through a turbulent time. We are there to be a neutral third party and a steady listener, helping you explore realistic and lasting options for your new future.

Between the three of us we have made the journey many times and have experience and resources to call on.

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Mums tell white lies - lots of them!

A fib, a porky, a whopper... however you label it, telling the odd 'little white lie' to your children can be crucial to helping parents get through the day, and a new study has now revealed that the average mum tells an astonishing 255 each year - that's almost five each week!

The report, released by Interflora, found that 60% of mums admit the odd porky pie can help make their home life significantly easier - preventing tantrums, encouraging an early bedtime, stopping children watching too much television or even helping them to eat their greens.

The most common little white lies emerged as:

1. Carrots make you see in the dark.
2. We're almost there.
3. If you don't come now, I'll leave you here.
4. If you sit too close to the television your eyes will go square.
5. The chocolate has all gone.
6. It's bedtime - 30 minutes earlier than usual.
7. It won't hurt, I promise.
8. If you pull that face when the wind blows it will stay that way.
9. Eating crusts will make your hair curly.
10. There are no replacement batteries for that toy.

In addition, some of the more bizarre little white lies included: "eating apple pips make an apple tree grow in your tummy" and "eating broccoli will turn you into the incredible hulk."

PND and anxiety

Postnatal Depression (PND) is incredibly common, affecting one in 10 women within a year of giving birth. Christian Bates, owner of The Perrymount Clinic, and Tamsin Brewis, owner of Water Babies in Buckinghamshire and Bedfordshire, offer their advice to mums and dads (let's not forget them!) who are affected by PND and anxiety.

"First things first, it's nothing to be ashamed of," says Tamsin, who suffered from depression after the birth of her second child. "As women, we tend to want to be seen as being totally in control and able to cope with what is, frankly, a shocking and disorientating change to our lives. It may well be planned to the nth degree - that doesn't necessarily mean it's going to work out that way. And that's okay. I experienced PND myself and, looking back, I didn't realise it was happening to me at the time. That's a really common thing I hear from mums on a daily basis."

Dads or close family are the people most likely to 'see' PND happening. Here are a few things to look out for in yourself or in your loved one:

- Feeling persistently sad or low
- Taking no pleasure in the things you usually enjoy
- Exhausted, and lacking in motivation
- Not keen to see friends or family
- Irritable and tearful
- Anxiety about things that wouldn't normally bother you
- Taking no pleasure from being with your baby, or feeling hostile towards him, your partner or your other children
- Extremely worried about baby's health, even though he's fine
- Being fearful that you might harm your baby.

"Depression, postnatal or otherwise, is not your fault. It's not class related and it's not a sign that you can't cope or are a bad mother." In his work at the Perrymount Clinic, Christian helps countless mothers who suffer from anxiety and depression and his research has led him to some startling

findings when it comes to diet and nutrition.

"When mums are pregnant their body is so clever that it will strip nutrition from them to supply their growing baby if she isn't eating well enough to supply nutrition for the two of them. Basically, sacrificing the mum for the baby. This is the first factor."

"The second factor is not eating well once their baby is born. I have spoken to mums at length about this. This is what a new mum will very commonly eat: Cereal with milk, toast, cheese sandwich, pasta, toast..."

"If I could summarise how mums eat it would be 'not like they usually would eat.' Does this ring any bells with you? Understandably, mums can really over-do certain foods. They pick a food they can make with one arm holding their new baby and eat that all the time. This could be chocolate, toast, cereals or anything else that's a quick and easy snack but this doesn't translate into the best fuel for mum!"

Stress, lack of sleep and, more often than not, a poor diet, can all lead to PND. There are some simple things that can be done to help alleviate symptoms and they're all about getting back to basics.

Talk about it

PND can make you feel very alone as a new mum. Remember that your partner or loved one may be feeling guilty and defensive about how they see themselves

'coping' so reassurance and understanding are important.

Here's a little top-tip for family and friends: Try not to ask "are you okay?" - a woman's natural reaction is to say, "yes, I'm fine" because we don't want to appear weak or unable to cope. That was certainly true for me. Instead, be brave and say, "I love you but I'm not sure that you're ok, let's check and maybe get some help." Often, just having someone to talk to makes a difference.

Exercise

For tackling PND, exercise is one of the most important and helpful things you can do. It doesn't need to be ground-breaking - just walking out in the fresh air with your baby will get those endorphins running.

"Activities such as baby swimming have multiple benefits for mum and baby as classes are focused around child safety and development. And you can get started straight away, we have babies at our swimming classes from 12 weeks old! An added bonus to group activity is that you'll be around other new mums so can share experiences and make new friends along the way, all of which helps to combat PND." explains Tamsin.

Nutrition

Things like vitamin deficiencies and omega-3 healthy fat deficiency are known

contributors to depression and have been found to be beneficial when added back into the diet.

A women's hormone balance can also effect mood. What's often not known is that female hormones and vitamin D are made

out of good cholesterol. Cholesterol is found in good levels in meats, avocados, nuts, seeds, coconut oil, and wild salmon. Many mums are consuming carbohydrate for quick energy rather than meat and, therefore, may not be providing themselves with the ingredients to get their hormones back in balance. Eating healthy doesn't have to be hard or take much time to prepare! Here are some quick and healthy alternatives to try:

- 100% rye toast with smashed avocado or smoked wild salmon and cream cheese
- Plain yogurt/kefir with berries, nuts, seeds, and cinnamon
- Snack on olives or raw nuts
- Hard boiled free range eggs.

"It's possible that by making simple changes to eating habits, supplementing with a high-quality multivitamin and probiotic and getting back to some gentle exercise, a mum can get back on track and start to feel better," says Christian.

Tamsin adds, *"If you think someone you love is suffering from PND, do try to have a talk to them or someone else about it. Depression isn't a taboo subject, the more we talk about it, the better prepared we will all be, to deal with it."*

For tackling PND, exercise is one of the most important and helpful things you can do.





What is Cognitive Behavioral Hypnotherapy and what can it do for me?

Cognitive Behavioral Hypnotherapy is primarily a talking therapy that incorporates a variety of proven techniques and procedures including cognitive behavioral therapy (CBT), mindfulness, neuro linguistic programming (NLP), hypnosis, mental imagery and visualization work. Having a variety of approaches allows the CBH therapist tremendous flexibility when providing treatment. We are not all the same, so it makes sense that we will respond differently to certain treatments so having a number of options can greatly enhance the likelihood of achieving a successful outcome to therapy. All treatments are proven to be both safe and very effective in reducing or eliminating many of the issues that we experience in today's busy society, for example.

Stress: Stress is becoming more and more prominent in today's society - why? Because in the busy world we live in we are constantly bombarded with activities and information, time restraints, work, money, family pressures and more; all of which can cause stress. Sometimes our brains and bodies need a break in order to relax and recalibrate; mindfulness and relaxation techniques are wonderful at doing just that. Reducing stress levels is very important as it can often be stress that is the root cause of many other problems.

Insomnia: Around a third of all people experience insomnia at some time or other and its effects can vary from mildly irritating to devastating. In serious or longer term cases, many turn to medication for help and whilst sleeping tablets may work for a little while, they become less effective over time and can become addictive. Quite often, if you are stressed or worried about something then your sleep will be the first to suffer and if allowed to continue, poor sleeping habits can develop. Most long-term poor sleepers have, over time, developed poor sleeping habits and it is these habits that need to be changed if one is to create a lasting solution.

Anxiety: Public speaking, sports or performance anxieties, fears and phobias; these are just a few of the issues that can lead to worry, rumination, panic or avoidance (fight or flight). From general to acute issues, the majority of these problems are caused by a perceived lack of confidence or ability. CBH specifically targets these areas, challenging your fears and boosting your self-confidence to allow you to achieve (within reason) whatever you desire.

Weight control: Many people know the misery of being on and off diets on a regular basis; yo-yoing between trying the latest fad diet and maybe losing a bit of weight, only to see it pile on again as soon as they return to their old eating habits. CBH addresses the root cause of the problem which is why the person is under or overeating in the first place. It is only when we understand the answer to that question that we can progress to address those eating habits and bring about lasting, sustainable change.

Smoking cessation:

Everyone knows that smoking is expensive and not exactly good for your health, and about 79% of all adult smokers would like to quit if they could (Gallup poll). Of course you have to be motivated to stop smoking and the CBH approach incorporates different elements to boost that motivation, to question and then eliminate your desire to smoke, because you can only have a

craving for something if you have a desire to do it. If you remove the desire, you take away the craving allowing you to stop completely, easily and forever. Hypnotherapy has been proved to be the most effective treatment available (New Scientist Magazine (Vol 136); in fact you are about six times more likely to stop smoking using hypnotherapy than by willpower alone.

If you think you could benefit from CBH why not give Alliance Therapies a call and arrange your free initial consultation? Contact Ian Mackenzie on 01273 840382 or email info@alliancetherapies.co.uk

If you remove the desire, you take away the craving allowing you to stop completely, easily and forever.


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www.evabaydoula.com

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Strepelle

Strepelle is a home-to-laboratory test for Group B Streptococcus (Group B Strep or GBS).

Up to one in five of all pregnant women will be carriers of Group B Strep in the birth canal and the bacterium can be passed during labour to their baby. One in five newborns who are infected with Group B Strep suffer from serious, life-changing illnesses such as meningitis, septicaemia or pneumonia, which can have life-long effects such as brain damage, hearing loss and sight loss. One in 10 babies with the infection will die from it.

In the UK 70 babies a year die from Group B Strep infection. The only way of knowing if a pregnant woman is carrying the bacterium is by having a laboratory test. The Strepelle test (www.strepelle.com) will determine whether the pregnant woman is carrying the bacterium.

In the UK, pregnant women are not routinely offered testing for group B Strep by the NHS unlike in many other developed countries.

The good news is that with Strepelle, the very simple sample-to-laboratory test, the bacterium will be identified during pregnancy allowing the woman to be treated with antibiotics during labour, thus protecting the baby from the risk of infection.

Strepelle was created in partnership with midwives. It was designed to make laboratory testing for GBS more available and convenient, save babies lives, and prevent heart-breaking devastation in families. The accurate and easy to use test is for use from 35 weeks pregnant. The home-to-laboratory test can be purchased online or in store for £39.99 and contains everything that is needed to provide a sample to the laboratory; instructions, two swabs and a pre-paid envelope; the results will arrive within three days of receipt of the sample. If a woman is a carrier, all she needs to do is let her doctor or midwife know, and antibiotics will be administered intravenously during labour.



Win fab prizes with **ABC**
Gorgeous Ergobaby carrier



The Ergobaby Adapt carrier is made with 100% premium cotton and provides a new level of comfort for parents, as well as featuring three different width settings for your baby. This adaptability ensures your baby is supported at every stage of development, without the need for a separate infant insert.

The Ergobaby Adapt is now available in two sophisticated new monochromatic-inspired prints: Geo Black and Graphic Grey. Suitable from birth for babies above 7lbs.

The Ergobaby Adapt carrier is available from Amazon and good nursery retailers. RRP £119.90.



We've teamed up with Ergobaby to offer 2 lucky ABC readers the chance to each win a Ergobaby Adapt carrier in the new print of their choosing, worth £119.90. For your chance of winning this great prize simply tell us what new prints the Ergobaby Adapt carrier now comes in.

Normal ABC competition rules apply and can be found on page 3 or see www.abcmag.co.uk

The Midwifery Hub

The Midwifery Hub in Cromwell Road, Hove, the first of its kind in the South East, was launched in February. It will see up to 1000 women each year for their ante and postnatal in an environment which is designed to be comfortable, calm and away from the busy hospital.

Marion Wilyman, the Community Midwifery Manager at Brighton and Sussex University Hospitals NHS Trust said the hub was an innovation which gave women the best experience. She said: "I feel immensely proud of our community midwives and support workers who made this happen."



by Charlotte Morgan
Sweet Pea's Baby Massage

All about baby massage

When discussing the benefits of baby massage, digestive issues and colic are usually the first to arise. It is true, baby massage is fantastic for aiding the digestive system and soothing colicky babies, but there are so many more benefits and it is important that they are not overlooked.

Bonding

The bond between parent and child is the strongest in nature and acts as a lifelong template, moulding and shaping your child to ensure they build successful relationships in the future. While it is a very special and unconditional love, bonding is not always immediate and it is completely normal for it to take days, weeks or even months to nurture this special relationship.

Early positive interaction and touch are incredibly important for babies. Touch is their most developed sense at birth and through massage you can communicate love, security and trust to your baby immediately. During massage, parents use positive touch, eye contact, talking/singing and exchange of smells to help to develop their unique attachment and build a loving relationship.

Massaging your baby provides a period of mutual pleasure and focused one-to-one time for both parent and baby to enjoy which enables your baby to feel comfortable and trusting.

This focused time also gives parents the opportunity to observe their baby so they can start to recognise the subtle, non-verbal language they use, and develop their ability to

listen to their baby. When parents can understand these cues, and respond to their needs in a positive way, their confidence will start to grow, which can feel very empowering.

Relaxation

When you massage your baby your body releases 'feel good' hormones which help you both to relax. Gentle massage is very calming and can help to reduce tension, restlessness and irritability, as well as promoting sleep - enabling babies to fall asleep faster, longer and more deeply.

When a baby is upset or tense, their sympathetic nervous system is activated, which releases stress hormones like adrenaline as a baby prepares for fight or flight. When massaging, cuddling or holding your baby you activate their parasympathetic system, which works against the sympathetic nervous system to restore relaxation by releasing restful hormones like oxytocin and endorphins.

As parents learn massage techniques it increases their ability to help relax their baby

in times of stress or distress. Oxytocin has the power to soothe, relax and calm your baby, and even makes you feel more chemically attracted to them.

Development

Baby massage stimulates and supports your baby's physical, emotional and social development in several ways.

By boosting circulation, you will stimulate all the systems within their body, ensuring the delivery of oxygen and nutrients to cells, tissues, fibres and organs, helping them to work more efficiently and strengthening muscles and bones.

The immune system is also strengthened by increased stimulation of the lymphatic system, which is responsible for fighting off infection and disease. Babies who are massaged regularly show more weight gain as they have better immune systems and are less likely to be sick.

When babies are born they have no control, co-ordination, emotional thought or awareness of their body. Because their skin is covered in nerve endings, every time they are massaged we are sending messages to their brain to help them understand where their limbs are and how to control them, therefore developing co-ordination, movement and body awareness.

(continued over the page)

Early positive interaction and touch are incredibly important for babies.



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Make time for teeth...

Lisa Costigan from Rottingdean Dental Care has practiced locally for 27 years. During this time she has dealt

with many dental injuries and is very keen that all parents should know what to do if their child damages a tooth.

What should I do if my child damages a primary (baby) tooth?

You don't have to do anything yourself to the tooth. However it is important that you visit your dentist as soon as possible. NEVER put back a knocked out primary (baby) tooth as you could damage the permanent tooth below.

Why is important that I visit the dentist straight away?

Your dentist will want to assess the injury and monitor the tooth. If it has become very loose they may want to remove it as there could be an airway risk. If it has been mildly displaced from the socket they may be able to reposition it. Sometimes if the movement is very slight the tooth will reposition spontaneously.

How can I care for the injured tooth at home?

Avoid giving hard food for two

to four weeks and if possible avoid use of a pacifier or nursing bottle. Remember to keep brushing the tooth as it is important to keep it clean. Look out for any changes around the injured tooth. Colour change is a common sign of primary (baby) tooth trauma and may range from yellow to grey to black. Always return to your dentist with any concerns.

Can an injury to a primary (baby) tooth damage the unerupted permanent tooth?

During the first years of life the primary (baby) teeth are very closely related to the permanent teeth which are forming inside the bone. When injury occurs in the primary teeth in this period it can affect the appearance of the permanent teeth, which could erupt with white or brown marks or a deformation in the crown. It may also disturb the eruption time of the permanent tooth.

What should I do if a permanent tooth is broken or knocked out?

- Find the tooth. Hold the tooth by the crown (the white part), not by the root (the yellow part).
- Re-implant immediately if possible.
- If contaminated rinse briefly with cold tap water (do not scrub) and put the tooth back in place. This can be done by the child or an adult.
- Hold the tooth in place. Bite on a handkerchief to hold it in position and go to the dentist immediately.
- If you cannot put the tooth back in, place in a cup of milk or saline. When milk or saline or not available, place the tooth in the child's mouth (between the cheeks and gums).
- Seek immediate dental treatment as your dentist will need to take an x-ray and place a splint on the adjacent teeth. Follow up treatment will depend on the stage of root development of the tooth.

Lisa advises that due to the frequency of the tooth injuries all parents should download the Dental Trauma First Aid App which is endorsed by IAPT (International Association of Dental Traumatology).


Rottingdean Dental Care was opened in 1982. It became the first practice in Sussex to hold both national quality standards BDA Good Practice and Investors in People. Email: info@rottingdeandental.co.uk

Through stimulation of the skin, the process of myelination is also sped up, enhancing neurological and motor development. Tactile stimulation also improves sensory awareness through touch, eye contact, smell and sound, helping to teach babies about communication, speech and language.

Relief

As mentioned above, relief from the discomfort of digestive pain is the most commonly known benefit of baby massage, and massaging the liver and abdomen increases bowel movement by aiding the digestion and excretion of waste. However, massage can also be used for the relief of discomfort associated with teething, colds, congestion and dry skin.

By using special massage techniques around the eyes, cheeks, nose and chest, the pain associated with teething, colds and congestion can all be relieved, and by using nutritious oils during massage the condition of the skin can be improved as you remove dead skin cells, stimulate the sebaceous glands, open pores and lubricate the skin. Stimulation of the skin through massage also increases the production of endorphins which helps to reduce pain and tension.

The benefits of baby massage are so varied and it is a very natural, relaxing and enjoyable way to spend one-to-one time with your baby. Once the techniques have been learnt massage is a fantastic way to connect with your baby at any point in the day, as well as offering relief when needed and encouraging development. I would urge anyone to give it a try! 

Charlotte Morgan is the founder of Sweet Pea's Baby Massage, a local company who teach baby massage as weekly, one-to-one or groups at home classes. Please visit www.sweetpeasbaby.co.uk for more information or to book online today.

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Not just a pinch of salt!



by Julie Dunn
Salt Space

A 100% natural treatment for asthma and other breathing problems might just be the solution you're looking for...

Major discoveries in science and elsewhere are often the result of happy accidents. The smallpox vaccine was developed when it was noticed that people who looked after cows tended not to catch the disease. Alexander Fleming discovered penicillin after finding some mould which had grown when he was away on holiday and, famously, the bubbles of air in Aero chocolate bars were discovered accidentally.

You are what you breathe

Another happy discovery is that breathing in air impregnated with salt is good for your breathing. This was discovered when salt miners in Roman times were noticed to have less bronchial and breathing problems. Salt, in this form at least, is very good for you.

The rooms are walled with salt and a high-tech machine fills the air with salt particles.

In fact, salt therapy has been widely used in Eastern Europe since the nineteenth century. A Polish physician, Dr. Bochkovsky, started recommending it when he noticed lower instances of respiratory ailments, colds and lung diseases among salt miners. People with asthma, allergies, emphysema, and other respiratory and skin problems began heading to salt mines to benefit from breathing the healing dry air found deep underground. Salt spaces or spas have been popular in Eastern Europe and Russia ever since.

And that is the logic behind our therapy clinic in Hove which opened in 2015 and is the only salt therapy clinic in Sussex. The rooms are walled with salt and

a high-tech machine fills the air with salt particles. Hove may be beside the sea, but this is the ultimate in natural salty purity.

Our customers, both young and old, report that a few treatment sessions often alleviate their symptoms. One five-year-old who has already benefited is Zara T. "Zara was always getting chest infections and had a terrible cough which kept her (and all the family!) awake," says her mum. "She was then diagnosed with asthma and given an inhaler by the doctor. I really didn't want her to start taking drugs at such a young age, then a friend told me about Salt Space. We visited twice a week for two weeks, then went weekly - eight sessions so far. After her very first session, Zara

slept all through the night without coughing! As we kept going, each treatment seemed to help her breathe better, stop her wheezing so much and made her cough less. She hasn't had a chest infection since we've been going and hasn't picked up as many coughs and colds as usual."

As well as being a natural treatment, salt therapy (halotherapy in technical parlance) is also straightforward. All you need to do is to sit comfortably and read a magazine or doze during the 45 minute session (30 minutes for children). Safe and chemical free, salt therapy is suitable for both adults and children from six months. Youngsters can

(continued over the page)

SALT SPACE
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Snoring Coughs Sinusitis Bronchitis

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372-374 Portland Road Hove BN3 5SD

brighton@saltspace.co.uk
www.saltspace.co.uk

ABC

...don't forget to say
where you saw it!
www.abcmag.co.uk

(continued from previous page)


watch television or play while they breathe in the salty air. Interestingly, children often respond quickly and effectively due to their faster respiratory rates.

Salt-tech

Though the idea is an old one, modern day salt therapy is a high-tech business. The clinic uses specially designed halogenerators which spray micro particles of very pure salt into the room. The particles are anti-inflammatory and anti-bacterial.

The health benefits are increasingly supported by research. One controlled study of 124 participants with a range of respiratory issues including bronchial asthma, cystic fibrosis, chronic non-obstructive and

obstructive bronchitis, found that salt therapy brought about a significant improvement on various lung function tests.

Everyone can benefit from salt therapy since it helps boost the immune system. Children who visit regularly may find relief from a variety of respiratory and skin conditions, including asthma, allergies, bronchiolitis, blocked ears, wheezing and eczema. 

Salt Space in Hove is run by a friendly and knowledgeable team headed by the owner Julie Dunn, who is passionate about the health benefits of dry salt therapy.

To book your first FREE session, or for more information, please call us on 01273 973843 or visit our website www.saltspace.co.uk



Top tips for a perfect smile

- Drink acidic drinks with a straw - acid contained in drinks such as coffee and orange juice can wear down tooth enamel, so try to use a straw to protect your teeth.
- Remember to floss - flossing allows you to reach deep between your teeth where toothbrush bristles can't.
- Keep pens out of your mouth! Pens and other objects can have germs on that can contribute to gum recession, you don't know where they've been!
- Don't eat the ice! Munching on ice can actually cause cracks on the surface of your teeth, damage your tooth enamel, plus your teeth can become extremely sensitive to hot and cold drinks and more prone to cavities.
- Healthy diet is key - a balanced diet including fruit and vegetables as well as starchy food and protein will have a considerable effect on your oral health.
- Use the right toothpaste - ensure it contains fluoride.
- Use mouthwash at different times - using mouthwash straight after brushing can actually wash toothpaste off your teeth; thus preventing the beneficial effects of the toothpaste.
- Cheese is good! - eating a cube of cheese is a great way to help reduce the effect of acids from the foods damaging your teeth.
- Be wary of dried fruits - raisins and other dried fruits can cause more tooth decay than chocolate as they stay on your teeth longer.
- Bedtime - use a fluoride mouthwash every day especially last thing at night before going to bed.

Information from Dr Bruno Silva from the Brighton Implant Clinic



Win fab prizes with The mother of natural care



Pregnancy and the early months of motherhood can be some of the most exciting of your life, but they can also be full of changes in your body that you haven't experienced before.

Weleda's new look maternity range, developed with experienced midwives and pharmacists, supports you through pregnancy and the early stages of motherhood, providing gentle and 100% natural care during this wondrous time. Products include Stretch Mark Massage Oil, Perineum Massage Oil, Nursing Oil and Nursing Tea Bags.

The Weleda maternity range is available from natural health retailers nationwide or the online store at www.weleda.co.uk. RRP from £5.95 to £16.95.



We've teamed up with Weleda to offer 4 lucky readers the chance to each win the 4 products listed above from the Weleda maternity range, worth nearly £50. For your chance of winning this great prize simply tell us which health professionals helped to develop this range.

Normal ABC competition rules apply and can be found on page 3 or see www.abcmag.co.uk

Human milk - tailor-made for tiny humans

A new initiative has been launched to spread the word about the science behind human milk and breastfeeding. The UK's first advert to highlight the unique components of breast milk has been launched on social media at www.human-milk.com

The first public screening of the advert took place at the Science Museum in Bristol and had more than 2.2 million views in less than a week. It has also been translated into 15 languages following requests from groups in each country.

This grassroots project is the result of two years of planning and work by a team of volunteers, and is the brainchild of Claire Tchaikowski, a breastfeeding mother and recording artist. The advert explains how human milk contains a unique combination of

factors, including stem cells which could be used in a wide range of treatments.

Claire comments: "I started the project after realising that most of the things I believed about breastfeeding, both culturally and physiologically, were wrong. I was a new mum, and could see that a lot of us were needing more support and information than we had access to."

Bristol-based Claire was so astounded by some of the facts she found out that she embarked on an initiative to share this

knowledge as widely as possible. She set about putting together a team with expertise in film-making, marketing and science.

Science advisor Dr Natalie Shenker, an expert in breast cancer risk, explains: "Research into the different functions of human milk is in relatively early stages, and the 'Human Milk, Tailor-Made for Tiny Humans' campaign aims to start raising the profile of the research that has been done already. Human milk contains hundreds of different active components, cells, microbes and

probably plenty more that have not yet even been discovered. The links between breastfeeding and reducing the mother's risk of cancer offer huge potential for future study and forms the basis of my own research."

Claire concludes: "We would love women to be informed about how their bodies work, so that, together with their partners, they can have the knowledge that they need to make informed choices about their child's nutrition. The launch of the advert marks the start of a movement to share this knowledge more widely."



Come to West Sussex to have your baby!

by Pat Schan
antenatal and newborn screening specialist midwife

There are lots of reasons to think about having your baby at West Sussex Hospitals - Worthing Hospital or St Richard's Chichester - besides being rated an Outstanding Trust, one of our midwifery teams has just been awarded the Royal College of Midwives Team of the Year award!

We offer many extra services to mums and their families such as dads being able to stay on our postnatal wards, Facebook pages, parent education courses, twin clinics, hypnobirthing and weight management in pregnancy but we are particularly proud to be able to offer NIPT (non-invasive prenatal testing).

With the announcement by the government that this new screening test for Down's Edwards' and Patau's syndromes will become available over the next two years, we are very pleased that our trust has already committed to providing this service to our families.

Background

NIPT is known by lots of different names - probably the most well-known is Harmony. These names are just the names of different manufacturers. The test consists of a blood sample being taken from the mother and sent away (some laboratories send samples to the USA or Hong Kong!) and the laboratories separate the baby's DNA from the mother's and then look to see if the baby is affected by Down's, Edwards' or Patau's syndrome. This avoids having an invasive test like an amniocentesis which carries a risk of miscarriage.

This will not replace Combined Screening, as we get other information from that test and it will be a couple of years before NIPT is generally available on the NHS.

We have worked very closely with St George's Hospital in London, who has developed their version of the test called the SAFE test, and St George's laboratory will become one of the main centres when the test becomes widely available over the next few years. At the moment as it's so new, the test is really expensive, but we have made the decision to offer it free to women with increased risk results* as we want to offer a gold standard service to our mothers.

Private Service

In order to fund the service we are offering a private service which is available from 10 weeks. You do not need to be registered with us for this service.

For any further details or to arrange a private test, please contact the screening teams at Worthing 01903 205111 ext. 86077 or St Richard's on 01243 788122 Ext 32829

* The test will only be available on the NHS to women who have received an 'increased risk' result from their Combined Screening.



- the magazine Sussex parents *really* read... it's got everything in it!

Pregnant women and new mothers feel judged



Today's mothers feel scrutinized and regulated by family, friends and strangers, suggests research by Cardiff University.

In a small study, published in Families Relationships and Society, researchers interviewed mother-grandmother pairs and found that community surveillance of pregnant women and infant feeding had significantly increased between the generations, with many of the new mothers reporting feeling watched, evaluated and judged.

Some also reported experiences of being questioned by strangers about their choices during pregnancy and when feeding their babies. In the most extreme cases, strangers had regulated the behaviour of pregnant women by restricting their access to food that they believed might harm the foetus.

Dr Aimee Grant, lead researcher on the study, from Cardiff University's Centre for Trials

Research, said: *"Our study found that today's mothers can be subjected to increased surveillance compared to the generation before. The mothers in our study described how this intrusive policing of lifestyle choices began in pregnancy and then continued to impact on their everyday lives, particularly through infant feeding. This observation and interference by others can result in pregnant women and new mothers performing public motherhood in ways that are highly self-aware and self-conscious, which makes it difficult to follow advice from health professionals."*

Participants reported a range of pressures to feed their babies in particular ways, including a general desire to breastfeed, as opposed to using infant formula, which came from societal knowledge and information from midwives resulting in a view that 'breast

The new mothers felt the most challenging form of surveillance was that from strangers, as they felt less able to control it.

is best'. They reported being questioned by family and strangers on their methods of infant feeding during pregnancy and whether they were going to breastfeed.

They also discussed an awareness of their visibility when feeding infants in public, or in the presence of family members, that related to breasts as sexual objects to be covered at all times. Because of this, some of them attempted to perform a 'good mother' role when breastfeeding infants in public, where they were aware of having an audience, by simultaneously demonstrating they were breastfeeding whilst showing as little as possible of their body. By contrast, women who were formula feeding also tried to perform a 'good mother' role by hiding formula packaging when preparing bottles in public.

The new mothers felt the most challenging form of surveillance

was that from strangers, as they felt less able to control it. One recounted a visit to a café where the waiter acted *"like the kinda food police"* refusing to serve the afternoon tea she had ordered because of her 'big belly', showing that she was pregnant. During her interview, this mother reported that she felt as though she, or at least her bump, was *"everyone's property"*.

All the new mothers admitted that comments and behaviour from their family could influence their feelings towards infant feeding and felt that the comments were judgements of their capability to look after their children.

Based on the study's findings, Dr Grant is keen to highlight ways that the public can make it easier for pregnant women and new mums to get used to their roles. She adds: *"Don't touch a woman's bump unless she has given you permission. Also, if you wouldn't ask someone what they had for lunch, it probably isn't appropriate for you to ask them questions about feeding their baby."*

HEALTHWATCH:

Why is pee so important?

Research around essential urine screening reveals that every year an estimated 65 million urine tests are delivered to the NHS, of which over 70% may be unreliable. That could be yours.

We know that every year 30 million women will suffer from Urinary Tract Infection (UTI) and at least 27 million antenatal urine tests are carried out; we also know that UTI is common amongst the elderly and can cause challenging behaviour in those with cognitive difficulties.

Urine is a window to our health; it can reveal excess protein or glucose both detrimental to pregnant women and their unborn children. It can pinpoint the cause of urinary tract infection, identify

biomarkers for a number of cancers and help clinicians prescribe accurate treatment, helping to reduce unnecessary broad spectrum antibiotic use, a major contributor to the growing problem of antimicrobial resistance.

Inaccurate specimen collection is ultimately bad for our health and deeply unhygienic too. In the 18th century clinicians did not

believe it necessary to wash their hands before or after touching a patient; in today's day and age we should not tolerate messy urine collection that can spread infection across hands and containers. It is simply not fit for purpose.

Peezy Midstream was invented by an NHS GP to solve all these problems; it is clinically proven to

be 98.5% accurate. It is also designed so that help can easily be given for the elderly or very young, leaving everyone dignified and dry.

Invented in Suffolk, developed in Sussex and now made in Kent, each Peezy Midstream kit costs the NHS less than £1 and can deliver efficiency savings of over over £1.2bn nationally.

Next time you have to give a urine sample, insist on accuracy, hygiene and economy. Insist on Peezy.

Next time you have to give a urine sample, insist on Peezy - it is FREE to you, the patient.



HEALTHWATCH

Did you know that over 70% of urine specimens can be unreliable?

If yours is one of them, you may not be promptly diagnosed and treated, making life miserable if you have a urinary tract infection or are anxious about your antenatal screenings. For the elderly and very young, it's just plain difficult.

Now you can ask for Peezy Midstream. Peezy was designed by an NHS GP to collect right first-time urine samples. Benefits to you include:

- Clinically proven to be 98.5% accurate (no contamination)
- Ergonomically designed for ease of use
- No difficult start-stop-start to the urine flow
- No splashing or soiling of hands, tube or toilet
- Accurate diagnosis means targeted prescribing and treatment

Insist on right-first-time healthcare
Insist on Peezy Midstream



Designed by a Doctor
Made in the UK



forte-medical.com

Peezy Midstream is available to you on prescription and to your healthcare provider through the NHS Supply Chain Catalogue.

Next time you have to give a urine sample, insist on accuracy, hygiene and economy. Insist on Peezy. It is FREE to you.

Tommy's launch

'Always Ask'

Tommy's, King's College London and Babycentre have launched a new campaign, 'Always Ask', to empower pregnant women to overcome fears about speaking to professionals about health concerns.



A body of research from King's College London, has shown that women's knowledge about their own changing body is invaluable in contributing to safer pregnancies but that they often struggle to voice their instincts and concerns.

The campaign aims to reduce the number of women who end up with serious pregnancy complications or loss that could have been prevented.

Don't play it down - take your concerns seriously and others will too.

'Always Ask' challenges ingrained social and cultural attitudes that currently dissuade women from seeking information on how to recognise potential problems

and how to present to, get listened to and taken seriously by healthcare professionals.

Fear of wasting time or being a nuisance has been shown to be one compelling reason for failing to discuss a concern. A poll run on the Babycentre website showed that more than 60% of women worried about wasting time before raising a concern, and almost 30% of women didn't speak up because of their concerns.

Tips for speaking up in pregnancy:

1 Don't play it down - take your concerns seriously and others will too.

2 Be specific - say what has changed, even if you don't think it's related to your pregnancy.

3 Begin by saying, "I am concerned..."

4 Ask the healthcare professionals for their name.

5 Make a list of all your concerns.

6 Write down what you're told when you are told.

7 It's okay to say you are feeling vulnerable and frightened.

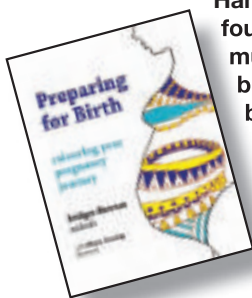
8 Before you leave that appointment - consider whether you have asked all your questions and are satisfied with the answers.

9 If you can't make yourself heard, you don't agree or you feel uncomfortable, say "Let me think about that and get back to you".

10 If you are not happy with the response ask for a second opinion.



Win fab prizes with **ABC** Books to complement your pregnancy



Hammersmith Health Books have four great book bundles that support mums-to-be before and after the birth to give away. Included in the bundle is **Preparing for Birth: Colouring Your Pregnancy Journey** by midwife Bridget Sheeran (priced £9.99).

The carefully chosen line drawings help prepare new mums ahead of the big day so as to boost their confidence and alleviate anxiety or fear.

Other books in the bundle are Nature Cures (£24.99), Whole Body Solution (£14.99) and The Mediterranean Zone (£9.99).

All books are available from Amazon, good bookshops and www.hammersmithbooks.co.uk



We've teamed up with Hammersmith Health Books to offer 4 lucky ABC readers the chance to each win this super bundle of books, worth nearly £60. For your chance of winning this great prize simply tell us the name of the author of *Preparing for Birth: Colouring your Pregnancy Journey*.

Normal ABC competition rules apply and can be found on page 3 or see www.abcmag.co.uk

ABC

on the WEB

fully interactive
digital magazine
now online

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Check it out!

Mum loneliness and how to fight back!

The moment you see that double line on the pregnancy test confirming that yes, you are pregnant, your whole world changes forever. The next nine months are a mixture of emotions; happiness, worry and anxiety all come into play but for most mums the overriding feeling is one of excitement. That wondering of what your baby will look like, imagining the fun you will have together as you watch them grow. It is without a doubt a huge and exciting event.

But for a lot of women the reality of motherhood is quite different. Recent research commissioned by the mum meeting app MUSH showed that 60% of mums go a full day without any adult interaction and 50% of mums say they find it hard to meet other mums locally.

I remember a friend of the family telling me once that you can never really prepare for what is about to hit you and I don't think there was ever a truer word said.

The transition is tough, really tough. Both of my sons were terrible sleepers. Years went by without a good night's sleep and inevitably that started to take its toll on every aspect of my life.

I started to pull away from meet ups with other mums. From the outside it looked like every other mum was coping so much better than me. The pressure to enjoy motherhood was just too much and the truth was I wasn't enjoying it, I found it hard

and lonely and as time went on I withdrew more and the loneliness grew.

The days are long when you don't have any company to fill them with. I found myself dreading Monday mornings when my husband left for work. The thought of the long week ahead was a daunting one and every evening I hovered at the window waiting for him to return home so that I could have a conversation

that didn't revolve around children's television characters or dippy eggs.

When I fell pregnant with my second son I knew that things had to be different. I wanted

to take some control back and most importantly I wanted to enjoy being a mum.

So second time around, things are quite different and I love it.

How social you become is, of course, up to you but I think the most important thing is that you take some time each week to be around other mums. It's

great for you and it's great for your children.

I tried and tested lots of different activities to mix with other mums and tackle loneliness but there were a few that stood out for me, the real game changers that I couldn't do without, so here they are:

NCT

I wasn't sure about joining an NCT antenatal class, especially as a second time mum, but it was, without a doubt, a fantastic experience. I met other mums, we all stayed in touch and met up weekly once our babies were born. I found having other mums who were going through the same challenges as me was really comforting.

MUSH

This free app connects mums to others mums in your neighbourhood. I have met a number of lifelong friends through this app and can't thank them enough for the feeling that I won't ever feel totally alone again. Everyone on the app registers because they are open to meeting new friends and that makes this app work well.

Buggy Fit

Some mornings after a bad

night with my son, the last thing I wanted to do was exercise but after a class I felt revitalised, energised and generally better. It was great to actually start doing something to lose my baby weight and I also met some lovely, like-minded mums along the way.

Children's Centres

What an amazing resource these places are for mums and their children. They are packed full of toys, they run baby groups and activities as well as offering support groups such as sleep clinics, postnatal depression groups and early parenting classes. What's not to love?

Libraries

Libraries right across the country are running groups for mums and their babies/toddlers. I loved the idea of encouraging my son to enjoy books and feel at home in the library and the groups were always really easy going, friendly and relaxed affairs. They are also completely free - always an added bonus!

MUSH is a free app that connects mums to other mums locally so that they can arrange play dates, support each other and put an end to social isolation. Visit www.letsrush.com for details.



From the outside it looked like every other mum was coping so much better than me.



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Have you got a story to share with other
ABC readers? We'd love to hear from you...



Do you have a child with a learning disability?

Mencap can help with financial planning to protect their future.

What's more precious than a parent's love for their child? It's a bond like no other; all you want is to keep them safe, secure and happy. Mencap know how powerful these protective instincts are, especially if you have a child with a learning disability - and worrying about how they'll cope financially when you're no longer around is common. Mencap's Wills and Trusts team can help you put everything in place to ensure your child's future is protected.

Why making the right arrangements now is vital

Did you know that a lump-sum inheritance - even as little as £16,000 - could affect your child's benefit entitlements? As you can imagine, this could turn their world upside down, impacting everything from vital care and education through to accommodation, transport use and access to social activities. Furthermore, an inheritance could leave your child vulnerable to financial abuse. But it doesn't need to be this way.

How can you protect their future?

The answer is simple: set up a Discretionary Trust. This gives your child financial security, protection from outside influences and ensures minimal change to their quality

Our helpline gives advice to over 3,000 people every year.

of life. Taking this step ensures you've got everything covered: a Discretionary Trust looks after savings, property, investments and other possessions - a bit like a piggy bank.

Don't worry if you've already set up a Will - they can guide you to ensure the arrangements you put in place best meet the interests of your child.

How we can help

Mencap's Wills and Trusts Service, delivered by an experienced, friendly team, can advise you on everything you need to know about this complicated subject - guiding you through the entire process. They will even help you find a recommended solicitor in your local area too.

Everything we do is about ensuring your child continues to live a fulfilling life when you're no longer around. We offer advice and information about how to create a letter of wishes that outlines exactly how you would like money in the Trust to be paid out.

This may include specific requests for things that you know your child would love, such as a trip to their favourite holiday destination, or a life-changing adaption to their home.

Take the right steps now to ensure your child continues to live life as they choose.

A lump-sum inheritance can affect your child's benefit entitlements.



Find out more:

Contact Gina Collins on **0207 696 6925**, or email: **willsandtrusts@mencap.org.uk**

'THE TRUST GIVES JAMES SECURITY'

Seventeen year old James is, according to his mum, Jane, "handsome, funny and clever." He was born 15 weeks early and has cerebral palsy, epilepsy, learning disabilities and autism.

Jane says, "I gave up being a solicitor to look after James. When he was young, we had no help or respite; I became suicidally depressed and it nearly ended my marriage. I had to take the council to court to get James into a specialist residential school.

I always strive to get James everything he needs. One day, however, I won't be here. The thought terrifies me, because he's totally dependent on others. At least my husband and I have made our Wills and set up a Discretionary Trust, so that James will have more financial security when we're gone."





Want to find out more?

Take the first step to protecting your child's financial future.

Come along to one of our free Planning For The Future seminars for an opportunity to:

- Get valuable face-to-face advice and information about Wills and Trusts.
- Meet a legal professional speaker with experience in trust and estate law.
- Get answers to any questions or concerns you may have.
- Meet with other families who are in the same position.

Above all else, get peace of mind.

Seminars near you

Tuesday 10 October **Guilford**
Thursday 12 October **Tonbridge**
Friday 10 November **Woking**
Tuesday 14 November **Uckfield**
Tuesday 21 November **London**

Book your place now

To attend one of our seminars, please get in touch with Gina Collins on:
0207 696 6925 or email her at **willsandtrusts@mencap.org.uk**

www.mencap.org.uk/PFTF



Don't overprotect children from money issues

Findings from a report released by the government-backed Money Advice Service, demonstrate a worrying lack of money skills among the UK's children and

young people. Millions of Britain's young people are set to enter adulthood unprepared to handle their money and at increased risk of being plunged into life-changing debt.

The survey found that children whose parents involved them in decisions and discussions about money and allowed them to experience using money from as young as four, are more likely to develop vital financial skills. These skills can have a major positive impact on their ability to save, budget and plan ahead financially in later life. However, children who aren't included in these discussions, or don't experience using money, risk being left behind.

The report showed that children who didn't have a say in spending their own money were substantially less likely to save. Of 12 - 17 year olds surveyed, when asked how they would manage if given £100, those whose parents decided how their money was spent were likely to save the smallest amount (£53.65). This compared to those whose parents included them in money discussions, who were likely to save an average of around 20% more.

Children (aged 12-17) whose parents decide how they spend their money are also nearly five times more likely to say that borrowing money didn't bother them - even if they had no plans to pay it back (19%, compared to 4% who decide on their own or with their parents).

This group were also more likely to choose unnecessary purchases over essential expenditure. The survey asked children aged four to six to choose between buying a toy and buying lunch. 30% of children whose parents decided how they spent their money chose the toy, compared to 17% where the child decides how they spend their money.

Finally, these children are less likely to be confident in managing their money. Only one in three (35%) whose parents made money decisions for them said they were confident in handling their finances.

The research also showed that parents are keen to be involved with their children's money management skills. 90% think it's important to help their child learn about money and 81% think they can impact their child's ability to manage money in adult life.

Previous research has shown that our attitudes towards money can be set from as young as seven. However, many parents are still leaving it too late to intervene and

failing to take decisive action to help their children. The research findings showed that the majority of parents were likely to overestimate the age at which they should talk to their children about money issues including saving, bills and debt

...children who didn't have a say in spending their own money were substantially less likely to save.

Furthermore, a quarter (24%) thought they should wait until their children were in secondary school before teaching them the importance of saving. A further 31% of parents of 16-17 year olds said they didn't set and stick to money rules with their teenager. And 17% said they rarely or never spoke to them about the risks of getting into debt.

How to include your children in money discussions and decisions:

- Give children the chance to pay for things from an early age, with their own money. For example, instead of buying treats for them during your weekly shop, give them the money and explain to them that they can pick what they want, but when the money is gone, it's gone.

- Include your children in discussions about bills, to give them an idea of how household finances run. Explain things like direct debits, monthly/quarterly bills and energy tariffs. Frame it in an engaging and interesting way - tell them they're helping to keep the lights on, for example.

- If you give your children pocket money, encourage them to set a little aside each month to save up for something they really want. Regularly remind them to save, even if it's a small amount each month.

- Open a savings account on behalf of your child. Try and save into it regularly, even if it's just a few pounds a month. Include them in this, get them to go and make deposits in person at a bank branch and let them know how much money is in their account. Some of these accounts also provide a gift, like a moneybox, which can be a nice incentive to save

- For very young children, just getting them used to what money is from a young age can be a great start. Give them the opportunity to handle money and explain to them what money is.

- For slightly older children, give them the chance to manage their money digitally, to get them used to things like mobile banking.

Legal Solutions

ALL YOUR LEGAL WORRIES ANSWERED

In each issue of ABC Dean Wilson LLP, one of Brighton's leading firms of Solicitors, covers a topic of interest to parents everywhere. In this issue, Julian Hunt, Partner of the Family Department, aims to set out some of the practical issues you should consider if your relationship has broken down.

The breakdown of your relationship is a distressing and emotional experience. The following summary aims to set out some of the issues you should consider if your relationship has broken down. Of course, every individual case is different and therefore it is advisable that you discuss the situation with your Solicitor. However, here are some general tips about issues, which you will need to consider right away:

- **Children** - decisions need to be made about who will care for the children. Many parents are able to make arrangements between themselves which is always the best way. If you encounter difficulties consider a referral to Mediation. Court proceedings should only be a last resort.

Take note that the Children and Families Bill provides a presumption that the involvement of each parent in the life of the child will further the child's welfare. 'Custody', 'Residence' and 'Contact Orders' are terms which no longer apply. Instead the Court will make a 'Child Arrangements Order' to define the amount of time that the child would spend with each parent.

- Inform your children jointly of the decision to separate and emphasize that it is not their fault and that both parents love them equally.
- Child Support - try to reach a voluntary arrangement with your ex-partner for a weekly or monthly payment. Go to www.gov.uk/child-maintenance and use the child maintenance calculator to assess how much your ex-partner should pay.

- **Property** - if there are children involved it is always better for parents to come to a mutual decision about who will leave

the home so that it will cause the least disruption for the family. If you jointly own the property you cannot simply change the locks and exclude the other from the property. If you are a non-owning spouse you have rights of occupation and a right not to be evicted from your home. Application can be made to the Land Registry to protect your occupation and prevent your spouse from disposing of the property.

If you have been subjected to or threatened with physical abuse by your partner you may need to consider making application for a Court Order to have them excluded.

If you are in rented accommodation and you are moving out of the property, you should see if you can be removed from the Tenancy.

- **Ongoing financial support (aka 'maintenance')** - if you are married you could apply for maintenance. If you are not married your partner does not have a duty to support you once the relationship ends.

On separation:

- Contact the Local Authority Council Tax Section as you may be eligible for a Council Tax reduction, or if you are moving out of the property to ensure that you are not liable for any subsequent payments.

- Contact the Benefits Agency if you are in receipt of benefits, as separation may affect your entitlements.

- Contact the Tax Office if you are receiving Tax Credits to reassess your entitlements, or otherwise to see if you are now entitled to Child and Working Families Tax Credits.

- Contact your banks and building societies, especially if you have a joint account. It may be advisable to consider freezing the account to prevent your partner from withdrawing some or all of the funds without your agreement, or at least change the drawing arrangement so that withdrawals require both your signatures.

- Contact all credit card companies especially if you have joint credit cards because you are jointly responsible for any expenses incurred. You do not want a situation whereby your partner could run up further debts because ultimately the credit card company could also pursue you for these as the card is in your joint names.

- Consider changing your Will if you have appointed your ex-partner as the beneficiary of your Estate. If you have not made a Will then you may want to consider making one to ensure that your Estate does not automatically pass to your spouse, or you may want to make specific provision for any children to ensure security for them.

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The boss or the baby - which comes first?

The demands of long working hours is having a serious detrimental impact on family life - leaving around three in 10 working parents with less than an hour of quality time to enjoy with their babies and toddlers - according to research from Tots to Travel.

At a time where there has been widespread debate over long working hours, the gig economy and the issue of exercise in the workplace, the research from Tots to Travel puts in sharp focus the impact of working life on young children - and the amount of quality time their parents can find to devote to them during the working week.

No quality time during the working week

In a nationwide poll, Tots to Travel asked more than 400 parents with children aged under five about the proportion of available time they had during the working week to really enjoy one-on-one time with their baby or toddler. The research revealed that during the typical working week:

- The majority of parents (51%) said they enjoyed no more than three hours quality time during the working day with their toddler or baby.
- For those with full time jobs, the picture was more acute: 62% of respondents said they managed three hours or less a day and 29% said they had just an hour or less of quality time with their young children

Work factors the biggest barriers

Overall 87% of parents cited

specific barriers to spending more quality time with their young children. Beyond the time that needs to be spent on household chores (54%), work related factors dominated. For those in full time work:

- 47% of respondents mentioned simply being too tired at the end of a long day.
- 29% blamed having to work late after their usual working day.
- 19% bemoaned the impact of having a long commute to and from work - and its impact on eating up time during the typical working day.
- A further 9% cited the impact of having to do a lot of travelling for their job, which kept them away from home for extended periods.

In an age where the prevalence of dual income homes has soared from 25% to 60% since 1960, the difficulty in getting or affording help around the home was also an issue. Overall, 14% of parents said they didn't have relatives nearby who could help around the house and almost one in 10 (8%) said they couldn't afford to pay for a cleaner or home help.



Friends Centre



Friends Centre has secured funding from the European Social Fund and Big Lottery Fund for a new

project called 'Get Socially Active' that will help unemployed and socially inactive people get involved in their local community whilst developing skills to become work ready.

Designed around a variety of confidence-building activities and training, the project is aimed at people over 19, who are not working for a variety of reasons, whether registered unemployed or not, who need help to make positive changes in their lives. People interested in this free service will receive long term, individually tailored support that will help them achieve their own goals and ambitions.

Support through an action plan will include accessing confidence building and personal skills training, as well as work experience placements, volunteering, attending and helping to set up community groups, leading to accredited training and employment opportunities.

The project is being delivered in Newhaven, Central Brighton, Portslade and Fishersgate.

For more information about 'Get Socially Active' visit www.friendscentre.org/get-socially-active.



Friends Centre, the only dedicated adult and community learning centre in Brighton & Hove, runs a wide range of courses and education projects for anyone aged over 19.

Visit www.friendscentre.org to find out more.



Returning to work after having a baby

When you're returning to work after a period of maternity leave, there's a lot to think about. It's likely you'll need to find a fresh way to make your old job fit around your new circumstances. We look at how you can feel more in control of a return to the workplace.

Consider your childcare carefully

Firstly, and perhaps most obviously, you'll need to find childcare for the hours you're at work. But did you also know that many parents have to do this while their child is still in the womb? The waiting lists for nursery provision can be long, so the sooner you get this ball rolling, the better. Likewise, if you need to hire a nanny or au pair; the selection process can take time and it's important to get this right so you avoid issues down the line.

Many people these days ask grandparents to help out. But have you thought about what you'll do in case they have holidays or are unwell, for example? The same can be said for childminders, although this type of childcare can be more flexible than nurseries, for example, if you are late or stuck in traffic.

The childcare you choose will also give you a good idea as to whether you'll eventually be earning enough to cover these bills and the other associated costs of going out the front door every morning, such as transport costs and lunches. And if you'll be working long hours, you may also need to

think about getting a cleaner or other household support.

It's also worth bearing in mind your rights to unpaid parental leave. You can have time off to look after your child's welfare, for example, if your child has long-term healthcare requirements. Find out more about parental leave at www.gov.uk/parental-leave/overview

You may even start to question whether you can do the job any more...

Make the most of keeping in touch days

Some parents we know have reported a crisis of confidence returning to work after having a baby. You may even start to question whether you can do the job any more or whether you're so 'out of the loop' that you won't keep up when you return to work. This is probably the sleep deprivation talking. Like riding a bike, you probably did your job very well before, so there's no reason you won't be able to do it again. If you think this might be you, you might like to consider keeping in touch days.

You can have up to ten keeping in touch days, which are optional and paid, without it affecting statutory maternity pay see www.gov.uk/employee-rights-when-on-leave for further details. It's best to talk to your employer directly about this


so they can make plans about how best to use your time. Some people go in to perform a normal day of duties, have a meeting with colleagues or additional training, so they're not at a disadvantage when returning to work.

Going back to full-time hours

There are lots of ways to make returning to work after having

a baby work. But if you're worried you won't make the nursery pick up time, you might want to approach your employer to discuss a change in working hours. You could ask for staggered hours, where you go in early and leave early, still completing the same hours as you did before. A popular choice is to work compressed hours, where you work your

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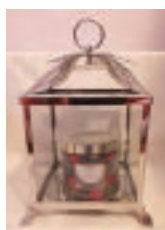
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Forget 2.4 children

The average family has 1.7 children, 1.4 parents and half a dog

Research examining the make-up of modern families reveals how our immediate families have changed from the traditional, with the British counting at least one of their friends as a member of the family.

- Friends really are the family we choose, with nearly two thirds of us (59%) relying on friends for help and advice as much as we do our families
 - Mothers-in-law are more popular than the stereotype suggests, with 90% of us considering them part of our immediate family and more than half of us feeling close to them.
 - There's also a great deal of importance placed on our furry friends - 74% of us consider pets to be part of the family, while 1.5 million of us consider pets to be more important than members of our immediate family!
 - Women (74%) are more likely to take a family portrait than men (64%).
 - Despite nearly half of us (41%) taking at least one family photo every month, under one in three (31%) of us own a framed family portrait
 - With the help of handy camera phones, some 2.6 million Brits now take a family portrait every day.
- The research showed that while 20% of us would include our pets in a family portrait,

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full-time hours in four days. Or you might ask for a day working from home to help you use your commuting time more effectively.

If you feel you need to work more flexibly still, you can ask your employer to drop your hours by a day or two and go part-time. Your employer doesn't have to agree to this, and you will likely have to go to a meeting with the HR department (if your company has one) to discuss the reasons you feel you can better fulfil your position in this way. Find out more about requesting flexible working at www.acas.org.uk

What to do if work isn't working

If your employer doesn't appear to be supporting your return to work by agreeing to a change in working hours or if you feel you can't make your existing job work once you're a parent, it can be hard to take.

If an HR decision doesn't go your way, you might begin to feel resentful towards your employer. Employees no longer have a right to appeal a flexible working request, but every company is different, so it's worth checking what your

work's policy is on this. Find out more at www.gov.uk/flexible-working/appeals

If you find your employer isn't going to accommodate your needs, all is not lost. A rise in flexible working has meant that many companies are more accommodating than they used to be. You might decide to look for another position elsewhere, which could be a good step for your career. Or you may consider offering your professional services on a contract or freelance basis. **ABC**

At Ten2Two, we deal solely in flexible career jobs for professional working people. These vary from part-time roles to contracts for maternity cover or short-term projects, through to freelance and full-time flexible positions. Contact emma@ten2two.org or 07810 541599

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only 65% of us would include our children in a family portrait!

The research shows that the average family in the UK is made up of the following:

- 0.77 mothers
- 0.67 fathers
- 1.74 children
- 1.26 sisters
- 1.2 brothers
- 0.7 grandmothers
- 0.7 grandfathers
- 2.6 cousins
- 1.6 uncles
- 1.7 aunts

- 0.2 step-mothers
- 0.2 step-fathers
- 0.4 step-sisters
- 0.38 step-brothers
- 0.5 half-sisters
- 0.5 half-brothers
- 0.4 mothers-in-law
- 0.35 fathers-in-law
- 1 friend
- 0.5 dogs
- 0.5 cats
- 0.3 other pets

Research conducted by Mr Men. For more information go to www.mrmen.com

Could you be a school governor?

by Sharon MacKenzie
School Workforce and Governor Support Officer
Brighton & Hove City Council

Who are school governors and what do they do?

School governors are one of the largest volunteer forces in the country. They make a real difference to the lives of children, by working with headteachers and leadership teams to improve schools. Governing bodies work as a team to make decisions.

What kind of person can be a governor?

We are keen to appoint people from all walks of life who are enthusiastic, have an interest in the welfare of children and a willingness to learn. You must be prepared to contribute to discussions and offer support and challenge to the headteacher.

What's in it for me?

You will meet new people, develop skills and learn more about how schools work. Above all, you will have the satisfaction of knowing that you have made a real difference to the development of children, young people, their school and the community.

Do I need to have a child at a school?

Not necessarily. There are different types of governor and being a parent governor is only one of them. If you are interested in becoming a parent governor, you should contact

the school to find out about vacancies. When a vacancy arises (for example, when someone's term of office comes to an end), the school will invite nominations from all parents and there may be an election. If you are not a parent, you can be a co-opted governor or a local authority governor. You may live or work in the area and have specific skills, knowledge or experience that would be useful on a governing body. Church schools also have foundation governors, who are appointed by the relevant Diocese.

What is expected of me?

Governing bodies usually meet together once or twice a term. Most also hold regular committee meetings that focus on certain areas (for example, curriculum or finance) and have governors who focus on certain areas of work (for example, Special Educational Needs). You will also be expected to carry out school visits.

Is training and support provided?

Brighton & Hove's Governor Support Team provides phone advice and guidance to governors and clerks, as well as induction and further training - all this is free of charge to the individual. There are also regular briefings to update you on national and local developments.

Job opportunities

We sometimes have vacancies for clerks to governors, so if you're looking for a few hours of paid work per week and have good administrative skills, contact us on the number below.

For more information:

Tel 01273 293465

Email governor.support@brighton-hove.gov.uk

Web www.brighton-hove.gov.uk/governors

Twitter @BHSchoolGovs



Be a School Governor

Schools need a diverse range of skills and people on their governing bodies

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Do you work well with others?**

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www.brighton-hove.gov.uk/governors
twitter.com/BHSchoolGovs**

Britons' biggest 'life baggage'

New research has revealed that family, financial and work worries are considered to be the biggest 'life baggage' that Britons carry around with them.

Family worries come top of the pile in terms of the heaviest burdens people have to bear. In a recent survey, all respondents were asked, "What types of 'life baggage' do you find the most worrisome on a day to day basis?" The top five answers were:

1. Family worries (52%)
2. Financial worries (40%)
3. Work stress (34%)
4. Relationship problems (28%)
5. Friendship problems (17%)

Most of those who identified 'family worries' as one of their

most worrisome forms of 'life baggage' were concerned about misbehaving children (34%), aging parents (17%) or problems with fertility (11%).

According to the poll, 63% of respondents admitted that they

kept their worries to themselves so as not to worry others, whilst the remaining respondents said they share their worries and concerns with those around them in order to get a different opinion on the matters.

Survey from www.Remescar.com

Financial misconceptions

Research has revealed that Britons don't know as much as they should when it comes to various financial aspects of their life. For example, 68% were surprised to learn that statutory sick pay does not maintain the recipient's standard wage whilst off sick, 47% had no idea that pregnant women are entitled to free prescriptions, and 39% were unaware that all parents are entitled to Child Benefits.

According to new research, Britons aren't as in-the-know as they should be when it comes to statutory sick pay, inheritance and gifting, and even what benefits are available should they need them, such as jobseeker's allowance, prescriptions and bus passes.

2,397 Britons aged 18 and over, all of whom stated that they managed their own finances independently, were quizzed about what they knew to be true surrounding finances.

Initially all respondents were provided with numerous financial statements and told to select all those that they were surprised by. When provided with a list of possible responses and told to select all that applied, the top ten financial statements that Britons weren't familiar with were as follows;

1 Statutory sick pay is a fixed amount (£88.45 per week), not your regular wage - 68%

2 Any outstanding balance on student loans gets wiped after 30 years - 65%

3 The annual gift allowance (for family/friends) is £3,000 - anything above is taxable - 61%

4 Some inheritance does incur tax - 53%

5 You incur a customs tax on orders from outside of the UK (not included in the cost with the sender) - 51%

6 Pregnant women are entitled to free NHS prescriptions (and for 12 months following the birth) - 47%

7 All parents/guardians are entitled to Child Benefits (children's allowance) - 39%

8 You get a free bus pass when you reach pension age - 37%

9 Your tax codes tell you how much you can earn before being taxed, per year - 32%

10 You can claim Jobseeker's Allowance when you're unemployed, whilst looking for a new job - 19%

According to the poll, of those who weren't aware of the above statements, 64% of those unaware that student debt gets wiped after 30 years have student debt of their own, and 56% of those who didn't know about Jobseeker's Allowance have been unemployed and not claimed any financial aid.

Furthermore, according to the results, just 7% of respondents stated that they were aware of all financial statements provided to them.

Research conducted by www.VoucherCodesPro.co.uk

Calling

Leading fostering charity The Fostering Network is calling for more under 35s to consider becoming foster carers.



Children's charity Barnardo's is desperately looking for more carers across Sussex who can provide support to families with disabled children. This can be anything from occasional overnight stays, through to shared care and full-time fostering from newborn up to aged 18.

Helen has been a Barnardo's carer for 25 years. Helen looks after Arlo, who is 13 years old and visits her for 12 nights a year. While this might not seem like an awful lot, it makes a world of difference to his parents Ben and Keely.

Arlo has a loving family but his care needs and the level of attention in a family setting can be tiring. His additional needs also make it less easy to arrange informal breaks with grandparents or reciprocal play dates. This is where Helen and others like her come in.

The short time Helen has with Arlo is full of fun and this is what it is all about, whether it is going on a train ride or seeing the ponies. Arlo has grown in confidence and independence and responds well to Helen's boundaries and house rules.

Short Breaks give disabled children and young people the day-to-day opportunity to just be children. You can help to make that happen.

For more information please contact Vicky on 01273 295179 or email vicky.lloyd@barnardos.org.uk

foster carers under 35

Less than 5% of foster carers are under 35, despite this age group making up about 20% of the UK's population.

Kevin Williams, chief executive of The Fostering Network, said: "Older foster carers bring life experience and skills from other work to fostering, and do an amazing job in providing homes for thousands of fostered children. However, given the need for over 7,000 more foster families in 2017, it's vital that we also reach out to more people under 35 who are heavily under-represented among foster carers. What is important is not age, but rather the skills and qualities to look after fostered children, and we believe there are many people in this younger age bracket who would make fantastic foster carers but may think they're too young. Younger foster carers will also be

in a great position to offer homes to the many children who need to live with a foster family for the long term, often until the age of 21."

Joelene Hodgson-McKail began fostering at 29 and believes being younger has been beneficial to the care she and her wife Yvonne provide. She says: "I thought my age would be a big concern at first and we had lots of discussions with social workers about the age of the children, we could care for. However, we have found that our youth has worked really well, particularly with teenagers as we've been able to relate well to them. Even the basic stuff like knowledge of social media and sharing interests in music, for example, has helped us to build and establish bonds.

When we enquired about foster care there were never really any

concerns about age. Prior to fostering, I worked for the Scottish prison service in a position that held a great deal of responsibility and maturity, and I had experience looking after nieces and nephews whose ages range from three to 21. During the assessment process the focus was very much on my experience with children and not the lack of life experience."

At the other end of the age scale, those in their sixties and beyond can also provide loving, stable environment for a child.

Anthony Prewett and his wife Joyce, who are now in their eighties, didn't start fostering until they reached their sixties, which for them was the perfect time to start after retiring and watching their own children fly the nest. Anthony says: "I saw it as an opportunity to give

back to the town and its children something of the privileged existence I had led, the love and care my son had received and the support of a large family which I had never experienced before.

We think older foster carers bring a wealth of life experience to the task, tend to have a 'longer fuse' and be more empathetic and understanding. They usually have more time to devote to the children and are also more active than in the past and can expect to make a worthwhile contribution for many years.

It's great to have the health and vitality to keep up this work a couple of years into my ninth decade!"

Taken from www.thefosteringnetwork.org.uk

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For more info check out
brightonmarina.co.uk





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- Barnard Optometrists** 20
Hove 01273 772318
www.barnard-optometrists.co.uk

Out Of School Clubs & Holiday Care

- Artroom Brighton** 5
Hove 01273 240308
www.artroombrighton.co.uk
- Brighton & Hove Montessori School** 46
Brighton 01273 702485
www.brighton-montessori.org.uk
- Drama Queens** 81
Brighton 01273 275 077
www.dramaqueens.biz
- The Fashion School** 9
Brighton 07749 090847
www.thefashionschool-uk.com
- The Nest Nursery School** 27
Brighton, Hove 07935 199 392
www.thenestnurseryschool.co.uk
- Rox School Of Dance & Drama** 78
Hove 01273 566885
www.roxschoolofdancing.co.uk
- South Downs Leisure** 65
Worthing 01903 905050
www.southdownsleisure.co.uk
- Westgate Leisure Centre** 69
Chichester 03330 05 0396
www.everyoneactive.com
- Whoopsadaisy** 23
Brighton 01273 554178
www.whoopsadaisy.org

WIN

prizes galore!
(see page 3 for
all details)

Parent & Toddler Drop-In

Carden Tots 12
Brighton 01273 540779
www.carden.tots.co.uk

Parental Support

The Arts College 7
Worthing 01903 529633
www.justine86.wixsite.com/kidsartclasses

Barnardo's
Brighton & Hove Link Plus 107
Sussex 01273 295179
www.barnardos.org.uk

Beacon House
Therapeutic Services 83
Cuckfield, Chichester 01444 413939
www.beaconhouse.org.uk

Eva Bay
Birthing and Early Days Doula 88
Sussex 07915 406520
www.evabaydoula.com

Royal Mencap Society
Nationwide 0207 696 6925
www.mencap.org.uk/PFTF

Speech House 21
Sussex 01903 530681
www.speech-house.co.uk

Sussex Family Solutions
Hove 07867 528085
Hove 07917 562711
Hove 07711 102461
www.sussexfamily.solutions.com

Parties
The Fashion School 9
Brighton 07749 090847
www.thefashionschool-uk.com

i-star Academy 79
Sussex 07843 666251
www.i-staracademy.wix.com/istaracademy

Just 4 Kids Discos 66
Sussex 07522 899820
www.just4kidsdiscos.co.uk

Little Dippers 70
Brighton 01273 229390
www.littledippers.co.uk

Little Ninjas 13
Brighton, Lewes, Shoreham, Seaford 01323 873753
www.scrivenlittleninjas.co.uk

Magic Moves 81
Brighton 01273 600126
www.magicmovesdance.com

Musical Bumps 14
Brighton, Hove 07582 256957
www.musicalbumps.com

Nature Nurture Sussex 12
West Sussex
www.naturenaturesussex.com

Sky High Trampoline Park IBC
Peacehaven 01273 580 029
www.skyhightrampolinepark.co.uk

South Downs Leisure 65
Worthing 01903 905050
www.southdownsleisure.co.uk

Trickswap 66
Sussex 07855 215 122
www.trickswap.co.uk

Tumble Tots 13
Worthing, Durrington 07799 148286
www.tumbletots.com

Wickers Gym Club 13
Lancing, Worthing 01903 752503
www.wickersgymnastics.co.uk

Personalised Gifts 8
Treasure Arts
Sussex 07508 540185
www.treasurearts.net

Photography

Little Dippers 70
Brighton 01273 229390
www.littledippers.co.uk

Treasure Arts 8
Sussex 07508 540185
www.treasurearts.net

Places To Visit

The Aldingbourne Trust 61
Chichester 01243 542075
www.aldingbournetrust.co.uk

Amberley Museum & Heritage Centre 63
Amberley 01798 831370
www.amberleymuseum.co.uk

babytodd 61
Gatwick 07760 115433
www.babytodd.co.uk

Bentley Wildfowl & Motor Museum 61
Holland, Near Lewes 01825 840573
www.bentley.org.uk

Borde Hill Garden 63
Haywards Heath 01444 450326
www.bordehill.co.uk

Breeze up to the Downs 60
Brighton & Hove 01273 292480
www.brighton-hove.gov.uk/breezebuses

Brighton Marina 108
Brighton 01273 693636
www.brightonmarina.co.uk

Chichester Festival Theatre 64
Chichester 01243 781312
www.cft.org.uk/forfamilies

The Hawth 64
Crawley 01293 553636
www.hawth.co.uk

Heaven Farm 62
Danehill, East Sussex 01825 790226
www.heavenfarm.co.uk

Hever Castle 60
Hever, Near Edenbridge, Kent 01732 865224
www.hevercastle.co.uk

Kidding Around Festival 63
Nuthurst, Nr Horsham 07511 372939
www.kiddingaroundfestival.co.uk

Loxwood Joust 59
Loxwood
www.loxwoodjoust.co.uk

Marwell Zoo 59
Winchester, Hampshire 01962 777407
www.marwell.org.uk

Sky High Trampoline Park IBC
Peacehaven 01273 580 029
www.skyhightrampolinepark.co.uk

WWT Arundel Wetland Centre 62
Arundel 01903 881530
www.wwt.org.uk/arundel

Private Tuition

First Class Learning 48
Brighton 01273 730873
www.firstclasslearning.co.uk/brighton-withdean

Private Vaccination Clinic 75
Sussex Travel Clinic
Worthing 01903 254 774
Hove 01273 749 100
www.sussextravelclinic.com

Room Hire 70
Little Dippers
Brighton 01273 229390
www.littledippers.co.uk

Samurai Martial Arts Centre 12
Brighton & Newhaven 01273 570940
www.samuraibrighton.com

Salt Therapy 91
Salt Space
Hove 01273 973843
www.saltspac.co.uk

School Uniform 45
Klodhoppers
Brighton & Hove 01273 711132
Haywards Heath 01444 452824
www.klodhoppers.com

Shoes 45
Klodhoppers
Brighton & Hove 01273 711132
Haywards Heath 01444 452824
www.klodhoppers.com

Shopping 108
Brighton Marina
Brighton 01273 693636
www.brightonmarina.co.uk

Solicitors 101
Dean Wilson LLP - Solicitors
Brighton 01273 249200
www.deanwilson.co.uk

Special Needs Childcare 23
Whoopsadaisy
Brighton 01273 554178
www.whoopsadaisy.org

Speech Therapy 21
Speech House
Sussex 01903 530681
www.speech-house.co.uk

Swimming Classes

Flippers & Fins 71
Brighton, Clayton, Hurstpierpoint
01273 831382
www.flippersandfinsclub.co.uk

Little Dippers 70
Brighton 01273 229390
www.littledippers.co.uk

the little swim school 71
Brighton And Hove, Lewes
01273 207992
www.thelittleswimschool.co.uk

Seriously Fun Swimming School 69
Sussex 01273 95 00 15
www.seriouslyfun.com

Water Babies 70
Sussex 01273 552454
www.waterbabies.co.uk

Westgate Leisure Centre 69
Chichester 03330 05 0396
www.everyoneactive.com

Swimming Pools 70
Little Dippers
Brighton 01273 229390
www.littledippers.co.uk

South Downs Leisure 65
Worthing 01903 905050
www.southdownsleisure.co.uk

Westgate Leisure Centre 69
Chichester 03330 05 0396
www.everyoneactive.com

Theatres & Entertainment Venues 64
Chichester Festival Theatre
Chichester 01243 781312
www.cft.org.uk/forfamilies

The Hawth 64
Crawley 01293 553636
www.hawth.co.uk

Therapeutic Services 83
Beacon House
Therapeutic Services
Cuckfield, Chichester 01444 413939
www.beaconhouse.org.uk

Toys 63
North Park Farm Activity Toys
Sussex 01273 833643
www.northparkfarm.co.uk

Trampoline Parks IBC
Sky High Trampoline Park
Peacehaven 01273 580 029
www.skyhightrampolinepark.co.uk

Tutoring 48
First Class Learning
Brighton 01273 730873
www.firstclasslearning.co.uk/brighton-withdean

Underwater Photography 70
Little Dippers
Brighton 01273 229390
www.littledippers.co.uk

Voluntary Work 105
The School Workforce & Governor Support Team
Brighton & Hove 01273 293465
www.brighton-hove.gov.uk/governors

Women's Health 95
Peezy Midstream
Nationwide
www.peezymidstream.com



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www.abcmag.co.uk



ABC Magazine is also available online as a fully interactive easy-to-read and search digital magazine!



HELPLINES

AMAZE Helpline

01273 772289

Monday to Thursday 9.30am-5pm and Friday 9am-1pm. Information, advice and support to parents of children and young people with special needs in Brighton and Hove

Asthma Helpline

0300 222 5800

BLISS

0808 801 0322

National charity supporting parents with sick and premature babies. Monday - Friday 9am-9pm

Child Bereavement

0800 028 8840

Childline

0800 1111

Cry-sis

0845 122 8669

Support for families with excessively crying, sleepless and demanding babies

Dental Health Foundation

0870 770 4000

Department for Education

0370 000 2288

Gingerbread Helpline

0808 802 0925

The Informed Parent

01903 212969

Information on vaccination debate.

La Leche League

0845 120 2918

Specialising in providing breastfeeding information (24 hour helpline)

Lullaby Trust

0808 802 6868

Support for families affected by SIDS

MENCAP

0808 808 1111

Learning disability helpline

Meningitis Now Helpline

0808 8010 388

24 hour support helpline for parents needing info regarding meningitis

National Domestic Violence Helpline

0808 200 0247

NCT

0300 330 0771

NHS Direct Helpline

111

NSPCC

0800 800 5000

Relate

0300 100 1234

Relationship guidance, support and advice

RISE Domestic Violence Helpline

01273 622822

Samaritans

0845 790 9090

Winston's Wish

0845 203 0405

Helping bereaved children rebuild their lives after a family death

FAMILY INFORMATION SERVICES

Brighton & Hove

01273 293545

East Sussex

0345 608 0192

West Sussex

01243 777807

SCHOOLS ADMISSIONS

Brighton & Hove

01273 293653

East Sussex

0300 330 9472

West Sussex

0333 0142 903

Pre-school Learning Alliance

020 7697 2500

CITIZENS ADVICE BUREAUX

Brighton & Hove

0845 120 3710

East Sussex

03444 111 444

West Sussex

0344 477 1171

RIGHTS & BENEFITS

Jobcentre Plus

0345 604 3719

St Lukes Advice Service

01273 549203

Brighton Unemployed Centre

01273 671213

Income Tax Helpline

0300 200 3200

Working/Child Tax Credit

0345 300 3900

Child Benefit Enquiries

0300 200 3100

OTHER USEFUL CONTACTS

Sussex Police

101

Frank About Drugs

0300 123 6600

Family Lives

0808 800 2222

Support and advice for anyone caring for children

Civil Legal Services

0345 345 4345

Gas Emergency Service

0800 111 999

Southern Water Emergencies

0300 303 0368

TRAVEL

Gatwick Airport

0844 892 0322

Brighton and Hove Buses

01273 886200

National Express

0871 781 8181

Stagecoach

0845 121 0190

National Rail Enquiries

0345 748 4950

6 simple things to save lives

Five people are killed every day by something we already know how to cure. If people change their driving behaviour the 470 deaths and serious injuries that happen on our roads every week can be prevented.

Road Safety Week, which is coordinated by Brake, the road safety charity, will focus on the six elements of the Brake Pledge :

Slow: Trying to make up time when running late could be the difference between a safe journey and one that ends in a fatality.

Sober: That one drink a driver has could affect their ability to make a split-second decision, a decision that might prevent them from killing either themselves or someone else.

Secure: Despite their huge impact on road safety, seat belts are still seen as an inconvenience by a minority of drivers, yet using a three-point belt reduces the chance of dying in a crash by 50%

Silent: That phone call a driver thinks simply cannot wait could cost them or another road user their life. Drivers who perform a complex secondary task at the wheel, like using a mobile, are three times more likely to crash than non-distracted drivers.

Sharp: Crashes caused by poor driver vision are estimated to cause 2,900 casualties and cost £33 million per year.

Sustainable: By minimising the amount we drive, or not driving at all, we are removing the potential for many crashes to happen in the first place and doing the best we can for the environment and our health.

Road Safety Week is in November every year and Brake is asking everyone to show their commitment to road safety by making and sharing Brake's Pledge online.
www.roadsafetyweek.org.uk

Parent & Toddler Groups

In Sussex we are lucky to have a wide range of Parent & Toddler Groups - too many to mention in the magazine by name!

Therefore, please find below contact numbers for the local councils who will be able to direct you to up-to-date information.

Brighton & Hove 01273 293545
East Sussex 0345 608 0192
West Sussex 01243 777807



BOUNCE, FLIP, TWIST AND FLY AT SKY HIGH TRAMPOLINE PARK THIS SUMMER

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Autism friendly sessions | Home schoolers' bounce | Party packages

Open 7 days a week - check website for sessions and times. Book now at:

w www.skyhightrampolinepark.co.uk
t 01273 580029
e enquiries@skyhightrampolinepark.co.uk
a Meridian Estate, Peacehaven, BN10 8JQ



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