



Communication is a priority for us once again this year, we will communicate to parents and carers using **School Ping**. In addition, we use **Twitter and Instagram** to share what's going on within the Academy daily. Please make sure you are following us **@Darlinghurstsch** on Twitter and **@DarlinghurstAcademy** on Instagram

## Message from the Principal

Dear parent/carer,

Here we are at the end of the first half of the Spring Term. It feels more like winter, with the recent snowfall. The snow certainly bought the half term to an exciting end. We received a constant flurry of photographs of family fun in the snow and shared them on our Instagram page each day for each other to see and enjoy. They were heart-warming at this time. Take a look at our picture gallery within News & Views.

The staff and children from our 'bubbles' created a heartfelt message to our families and neighbours, ahead of Valentine's Day. During your daily exercise, take a walk past the school and take a look at their message. We wish you all love and happiness.



This half term has been a showcase of our academy values, across the community. Staff, parents and children responded to the news of another lockdown with a real sense of collaboration. We have supported and encouraged each other in order to make sure we can do the very best for our children. The success of the last half term has been due to the daily contributions that everyone has made, keeping routines, staying motivated and juggling home and school. Our children have continued to engage at an extremely high level in their LIVE lessons and learning, including the additional challenges and activities. They have shown determination and resilience throughout this period. We couldn't have asked for more. We know that this is a strange time for them and recognise that it isn't always easy. We have endeavoured to provide our children with consistency and care during this half term and will continue to do so, after the break, with learning commencing Monday 22<sup>nd</sup> February. Further in our News and Views article we have included some information on indicators of Lockdown stress that can be displayed in children. We will await news from the Government on when and how schools will reopen. Until then we will continue to provide our blended learning approach. During the next half term, we have some 'Deeper learning Days' and charitable events coming up, with World Book Day, International Women's Day, Science Week and Red Nose Day – using the power of funny to turn laughs into lasting change.

Over the last week our children have celebrated the work of the NHS and the inspirational life of Sir Captain Tom Moore.



## Celebrating the life of Sir Captain Tom Moore

With the sad passing of the incredible and inspiring Sir Captain Tom Moore, someone who despite challenges valued the importance of physical activity and raised millions for charity. Mr Felton decided to honour his life and legacy by walking 100 laps of the school collectively. Each year group bubble walked 15 laps of the school grounds to contribute to the event.

Here are some pictures of their walk for Captain Tom Moore.



With the sad passing of the incredible and inspiring Sir Captain Tom Moore, someone who despite challenges valued the importance of physical activity and raised millions for charity. We decided to honour his life and legacy by walking 100 laps of the school collectively. Despite the snow and the cold weather, the children pulled on their boots and warm coats and walked around the school whilst thinking about the great man and all he achieved. He is living proof that your best days can come at any point in your life. Because of this great man 'Tomorrow will be a better day for so many more'

Today in a virtual live lesson a child shared that she has enjoyed being with her class every day on teams, coming together with her class. She said, 'whoever invented TEAMS is a godsend as it means that I can join my class every day and it means so much. If it wasn't for Teams I would be learning at home with parents and this way I get to see my friends and learn with my teacher'.

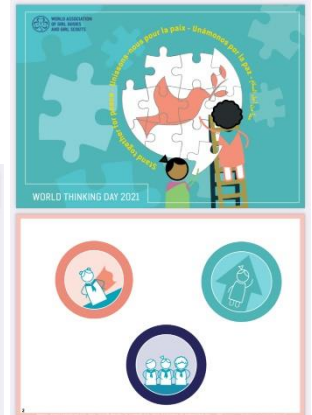
As always, enjoy your family time together.

Mrs Nicholls



## World Thinking Day - Monday 22nd March

It has been an ongoing tradition that our Guides, Scouts, Rainbows and Brownies all wear their uniforms with pride in support of world thinking day. On our return, on Monday 22nd February, we ask that they switch their school uniform for their guiding/scouting uniforms and attend live lessons or their bubbles representing their groups. Don't worry, if they have outgrown their uniform, they could always accessorise or simply wear or show their badges to their class. Alternatively, send a picture in of a time they were at the club or camp. Whatever they do, let's continue our support of World Thinking Day and the support it gives to young children across the world, 'standing together for peace'.



## Safer Internet week

On Tuesday 9th February we celebrated Safer Internet Day 2021 with the theme 'An internet we trust – exploring reliability in the online world'. Using the internet safely and positively is a key message that we promote in school and celebrating Safer Internet Day is a great opportunity for us to re-emphasise the online safety messages we deliver throughout the year.

The campaign focuses on how we can know what to trust online, supporting young people to question, challenge and change the online world. In KS1 we focused on the story of Digiduck and his friend the Wise Owl, who encouraged Digiduck to check online facts from other sources like books and talk about them with an adult. During our virtual assembly, Mrs Nicholls continued to share the important message from the story too.



In KS2 we have explored how influence, persuasion and manipulation can appear online and why this may happen. We have also discussed the emotional impact of navigating a misleading online world can have on young people and why it is important to create a supportive, critical and questioning culture online that encourages debate and discussion.

While the digital world offers a range of information and opportunities for young people, it's also become harder to separate fact from fiction. As children are spending more time online constantly making decisions of what and who to trust, it's now more important than ever for them to know how influence, persuasion and manipulation can impact their decisions, opinions and what they share online.

You will receive a guide, via our school ping, that shares 10 top tips for parents on what to talk about and practical things to do to help children create #AnInternetWeTrust.

Why not agree a pledge with your child about what and who they can trust online?





## Children's emotional health and wellbeing

### Signs of lockdown related stress in children

There has been a huge focus recently in the national press around the signs to look out for that may suggest that your child is experiencing stress, related to the current lockdown. I have summarised the key findings below and things that you can try that may help:

- Behaviour changes – restlessness, finding it hard to relax, hitting out, withdrawing from others, spending more time alone or being clingier.
- Changes in sleep patterns – sleeping a lot more or less, having trouble getting back to sleep or waking during the night or very early or nightmares.
- Change in motivation – not interested in usual hobbies, lack of interest in completing school or homework.
- Eating – eating a lot more or less, an increase in comfort eating.
- Changes in mood – feeling low, sad, hopeless about the future. Feeling angry, frustrated, being more irritable. Thinking and talking about dying and death.
- Changes in self-care – not taking care of appearance, showing less interest in personal hygiene, less concern over health eating and exercise.

### Strategies that may help:

Most importantly, let them know that it is okay to feel however they are feeling whether it be scared, worried, angry, sad or something else.

Try to answer any questions. We don't know the answers to everything but answering the best that we can and being up-front about it in a child appropriate manner is important.

Encourage your child to self-help. Whether it be exercise, going for a walk, watching a favourite film, reading a book, drawing or writing. Anything that makes your child feel more in control and happier.

Reassure them that this will pass. After the easing of restrictions over the summer children got used to having a sense of normality and now, yet again, there has been another major change to their routine with no end in sight for that return to normal. They may be finding it frustrating and worry that things will never get back to normal and what normal will look like.

Keep regular routines. Bed times/ getting up times, meal times and hobbies.

It is also recommended that electronic devices are turned off 1 hour before bedtime. This allows for some decompression time before sleep.

The Anchor Room community on DB Primary has some ideas for relaxation and a way for them to share their worries with members of the Anchor Room Team and we also have a worry book that they can work through with you at home if they feel able to share their worries with you.

When a child is in the middle of a very anxious moment, they may feel frightened, agitated or worried about having a panic attack. The important thing to do in the moment is to help them calm down and feel safe.

### These strategies can help:

#### **Breathe slowly and deeply together.**

You can count slowly to five as you breathe in, and then five as you breathe out. If this is too much, try starting with shorter counts. If it works for them, gradually encourage your child to breathe out for one or two counts longer than they breathe in, as this can help their body relax.








#### **Sit with them and offer calm physical reassurance.**

Feeling you nearby, or holding your hand if it's possible, taking into consideration the need for social distancing and preserving the integrity of bubbles, can be soothing.





<p><b>Encourage them to do something that helps them to feel calmer.</b> This could be running, walking, listening to music, painting, drawing or colouring-in, writing in a journal, watching a favourite film or reading a favourite book. Remember that everyone is different, and that over time you can work together to find the things that work best for them in these moments.</p>		<p><b>Ask them to think of a safe and relaxing place or person in their mind.</b> If you haven't tried this before, agree with them when they're feeling calm what this place or person is. It could be their bedroom, a grandparent's house, a favourite place in nature or somewhere they've been on holiday. Sometimes holding a memento of a relaxing place, like a seashell or pebble, can help</p>	
<p><b>Reassure them that the anxiety will pass and that they will be okay.</b> It can be helpful to describe it as a wave that they can ride or surf until it peaks, breaks and gets smaller.</p>		<p><b>Try using all five senses together.</b> Connecting with what they can see, touch, hear, smell and taste can bring them closer to the present moment and reduce the intensity of their anxiety.</p>	<ul style="list-style-type: none"> <li> 5 things you can see</li> <li> 4 things you can feel</li> <li> 3 things you can hear</li> <li> 2 things you can smell</li> <li> 1 thing you can taste</li> </ul>

## How to help children manage their anxiety

Outside of moments when the child is feeling particularly anxious or panicky, there are things you can do over time to help them manage their anxiety and feel better. A lot of these strategies are about helping the child to understand themselves and find out what works for them. The more confident they feel about helping themselves when things are hard, the more they will believe in their ability to cope – helping to reduce feelings of panic.

- **In a calmer moment, talk with them about their anxiety.** Ask them what it feels like in their mind and body, and what things make them feel that way. It can be tempting to dismiss their worries because you want to reassure them, but it's important to empathise with their experience and validate their feelings.
- **Think together about whether there's anything in particular that's making them feel anxious.** This could include a friendship, a relationship with a family member, their schoolwork or a combination of things. Are there changes that could be made that would make things easier? If the child is worrying about things that are outside of their control, it might help to name together who is responsible for managing the problem – for example, you might say, "worrying about money is the parents' job".
- **Help the child to recognise the signs that tell them they're getting anxious, so they know when to ask for help or help themselves.** Anxiety might make them feel sick or make their heart race. Getting to know these signs can make them less frightening and overwhelming when they happen.
- **Think together about the activities that help them to express themselves and reduce their anxiety.** You could try doing exercise, drawing or painting, writing in a journal, watching a favourite film, talking to friends or cooking and baking. These kinds of activities can help them to feel calmer.
- **Try activities that help relaxation, such as mindfulness, yoga or meditation.** Lots of information has been shared with parents throughout the pandemic, including in News & Views, revisit some of these, ask the Pastoral Team for copies if needed. There are also a number of apps available. Remember that some people find these activities more helpful than others, so work together to decide what works best.
- **Use a worry box or self-soothe box.** It might help the child to write down their worries and put them in a worry box, giving them a physical place where their worries can be 'held'. Or they might prefer a self-soothe box, which they can fill with things that help them when they feel anxious – like photos, fidget toys, scented oils and positive quotes. Young Minds has information about self-soothe boxes which can be used at home.



## Eco News

The **Year 6** keyworker bubble were at it again this week – we litter picked Pavilion Drive, London Road and Recreation Avenue. We collected 2 rubbish sacks and 1 recycling and this time our finds included lots of cigarettes, a dummy and 17 face masks!

When I go out litter picking, I often find weird items that have been left as litter - I also hear from lots of other litter pickers who have had similar experiences. Amongst the weirder pieces of items I have found recently, was a single boot: where did it come from? Who did it belong to? Where is the other boot? (is it lonely)? For this week's Eco challenge, I want you to use your imaginations to write a story about how a single boot ended up as a piece of litter and what happened to the boot after it was tidied up?

For more resources and stories about recycling and litter, you might like to check out: [www.ecoprotectionsquad.com](http://www.ecoprotectionsquad.com)



In Year 2 the children have been looking for animal tracks in the snow. The children were really excited by their find and were very successful.



## Around the Academy and at Home





Wow what a week, I am so proud of every parent and child in **Nursery**, you have all been truly amazing this and every week this term! We have loved seeing all of your wonderful work, how hard you are all battling through another lockdown and we are constantly smiling at all of your achievements. This week you have joined in with the Nursery Bake Off, and made my tummy rumble at all of the wonderful food you've all been making together as families. We have thoroughly enjoyed seeing all of your adventures in the snow, and I would like to thank you all personally for all of the Birthday wishes you have sent me. It's now time for a rest, to hang up your teaching hats and to enjoy more quality family time and to take a break from school work. Have an amazing half term everyone, we will miss you all so much, but can't wait to hear all about your adventures after the break! **Team Nursery**

This week, in **Reception** we have focused our learning on Chinese New Year which has been great fun as well as learning about different traditions. Then there was the snow! Judging by the wonderful photographs, videos and pictures uploaded onto our Tapestry Learning Journals the snow was certainly enjoyed by all. The teachers included snow into our lessons too! This included writing letters and numbers into the snow which many children chose to do and others used their scissor skills to create snowflakes from paper. The Reception Team would like to thank all of the children in Reception for being such tremendous learners this half-term. It has been new to all of us having to learn and teach in this new way, linking school and home together. Thank you to the families and carers of our Reception children for your continued support, as your help and guidance with the children's learning is invaluable. I think that you have enjoyed many moments too! Ha! Ha! We hope that you have a wonderful half-term holiday. **The Reception Team**

**Year 1** have become detectives this week, finding out how to look for clues to make sure the information we think is true is actually correct. We have been inspired by the story of Detective Digiduck by Lyndsey Buck. We have found out that we can check information by talking with trusted adults, asking experts and using books and websites that are recommended to us. We have also used our detective skills to follow instructions in maths to move forward, turn left or right using full and half turns, then forwards to learn about direction and movement. We have also used our tens frames to count in 2s, 5s and 10s. In our climate change topic, we have found out how recycling can help our people and animals in their homes and where they live all around the world. We have had a very busy few weeks learning from home so we wish you a wonderful and well-earned holiday everyone! **Mrs Dutton, Lead Teacher for Y1**

This week, **Year 2** have been embracing becoming authors of their own fiction novels. Their stories were very loosely based on the plague of London experienced a year before the tragedy of the Great Fire of London. The enthusiasm and creative ideas demonstrated by the whole of year group was fantastic. We had 'Silly Steve and the burger', 'Loopy Ladybug and the red pear', 'Restless Ralph and the blue pineapple'... to name but a few!

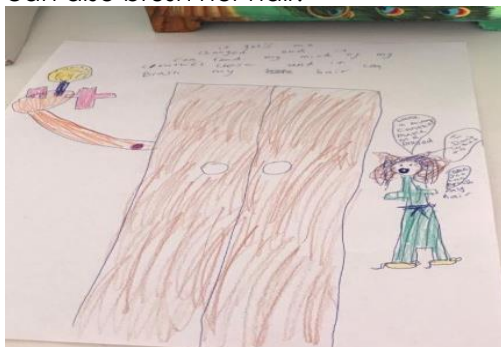
During our final lesson on the Great Fire of London, we considered how people lived in 1666 and how far we have progressed in the ways we can communicate, the transport we use, access to safe drinking water and waste disposal. A lot has change in the way people lived 355 years ago from how we live now! This led us to think about what might happen in 355 years time... the ideas were mind-blowing. Watch this space for future inventors!



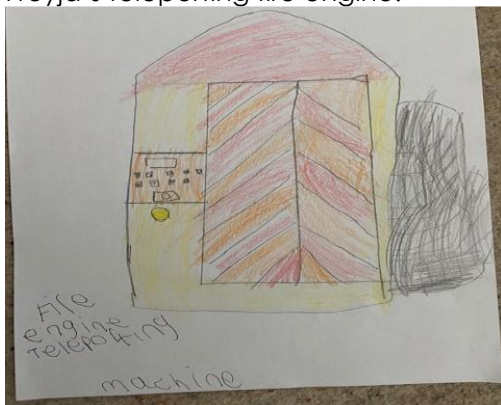
Molly has thought like an inventor and created something that would make our lives even better. The toothbrush holder arm moves side to side and up and down so you can stand still. When you start using it the snow globe throws the snow around and when you stop the snow settles. The red lights are where the batteries are.



Tara admits that sometimes she doesn't like to get changed, so she has designed a hand that gets her changed so that she doesn't have to! It can read her mind to find out what she would like to wear that day. It can also brush her hair!



Freyja's teleporting fire engine.



This week, **Year 5** have taken a closer look at castles and their use during World War 1. Many of us were amazed to discover that some of the stately homes and castles we can visit today, were once used as hospitals to treat soldiers during the war. In our maths lessons we have been exploring multiplication and area and how we use these in everyday life.





For a little more fun (as well as playing in the snow!) pupils have been recognising how they have become better learners through the Learning and Life skills bingo. How many activities have you crossed off? Have you completed any other off screen activity?

As well as off screen, we explored the great things about being online with the focus on how to make sensible judgements about what we see and how we react to it. Our Safer Internet Day helped us with this as well as the great live lessons from the BBC.

It was great to receive the photographs of children playing in the snow and working remotely. Thank you for sharing. Good to see so many of you remembering the 3 P's! Keep up the effort. Enjoy your break! **Mrs Lee**

**Year 6** decided to kick off this week with some online cooking. We have been learning about ratio and measurement this half term so we thought it would be the perfect opportunity to put it into action! The keyworker children in school and children at home spent their Maths lesson live from the kitchen as parents helped their children make cookies and milkshakes. It was a huge success and helped the children understand how we need to use Maths in real-life. The Year 6 teachers were sent lots of photos of the finished product and the children in action!

It was with great pleasure and pride that I was able to produce a very special Valentine's message this year that is being released via our Instagram account this weekend. Many, many parents sent in messages, photos or artwork to celebrate and commemorate the special people in their lives that attend our incredible school. We hope you enjoy the video when it gets released and I want to say a special thank you to two members of staff from Belfairs Academy; Mr Riley for his magical editing skills and Mr Williams who lent his beautiful vocals to our special message. Enjoy! **Ms White**



TTRS Top Rockers - February Week 2			
	% of class that used TTRS last week	Average daily minutes	Average correct answers
1st	Bell Wharf (83%)	Swordfish (8)	Strand (1401)
2nd	Dune, Victoria (74%)	Stingray (6)	Bell Wharf (1358)
3rd	Wilton (71%)	Seashell, Victoria (5)	Endeavour (1183)

## Get creative with the Coop

Do you like to be creative? Would you like to contribute to a community project?

Take a look below...

Fairtrade is about better prices, decent working conditions, local and fair terms of trade for farmers and workers in the developing world. The Co-op are celebrating a fairtrade fortnight and would like to raise awareness in the local community by creating an artwork page. Any artwork would be posted on their local page and can be from any medium you wish – making cupcakes from fairtrade products, a poem, a collage, a drawing, whatever you like. Any entries need to be emailed to [Jodie.lane@coop.co.uk](mailto:Jodie.lane@coop.co.uk) and we'd love for you to send them to [generalenquiries@darlinghurst.co.uk](mailto:generalenquiries@darlinghurst.co.uk) so we can see what you have produced. The deadline for entries is 20<sup>th</sup> February.



sustainability,



The below link explains some more on Fairtrade and Coop's role within this.  
<https://www.coop.co.uk/our-suppliers/fairtrade>

The below links are some recipe ideas  
<https://www.fairtrade.org.uk/get-involved/fundraise-for-fairtrade/fairtrade-chocolate-cupcakes/>

<https://www.coop.co.uk/recipes/fairtrade?page=1>

The week of the 14<sup>th</sup>-19<sup>th</sup> March is Science Week. Part of Science Week is about celebrating the variety of science-related careers and showcasing them to the children. If you or a member of your family has a science-related carer, we would love for you to send in a short child-friendly video (no more than 5 minutes) about the job – what it entails, what you need to know to do your job, what you enjoy about it and any top tips for someone else who would like a similar career. Please send your videos to [generalenquiries@darlinghurst.co.uk](mailto:generalenquiries@darlinghurst.co.uk) We look forward to hearing from you.

5-14 March  
**British  
Science  
Week  
2021**

**Mrs Powell**

# What have you missed on Instagram this week?

