

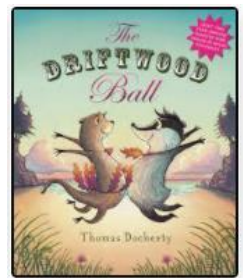


Communication is a priority for us once again this year, we will communicate to parents and carers using **School Ping** In addition, we use **Twitter and Instagram** to share what's going on within the Academy daily. Please make sure you are following us **@Darlinghurstsch** on Twitter and **@DarlinghurstAcademy**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

Message from the Principal

Dear parents and carers,

This week's News and views is a special edition, focusing on community and care. This year, more than ever, we have witnessed the positive power of society and how we can come together to tackle a common challenge. This week our children have continued to show how the collective power can impact on the well-being of others. Our academy value of 'Belonging' has continued to be an important value on our return with links to current topical events and cross-curricular learning. The children have shown empathy towards others and a strong understanding of inclusion. During Assembly, Key stage 1 reflected on the meaning behind the stories 'The Driftwood Ball' and 'Abracazebra', by the author of 'Little Boat', Thomas Docherty.



They made links to being 'United against bullying'. Across KS2, children discussed the importance of everyone playing their part to come together to make a difference. They reflected on the Learning and Life skill of, 'working together' and the impact of team work. Within the curriculum discussions and debates form an important part of their learning, particularly in 'PHSE' and 'the news', supporting their emotional, social and academic development. Our children have demonstrated our values in learning and play, always doing their very best, challenging themselves every day with determination. Together, they help to make Darlinghurst a caring, welcoming place.



Some of our year 6 prefects, have written some testimonials for the Academy <http://www.darlinghurst.uk/virtual-tour/testimonials>, below are some that reflect our values. They make us feel extremely happy and proud.



'The teachers care for all the children, their needs and dreams. Here, at Darlinghurst Academy, no one is discriminated against or left out. We always respect one another. One of our values, belonging, means that we help to make the school a better place. Darlinghurst helped me to be an active citizen and the staff push us to do our very best'.



'Darlinghurst Academy is a caring school, the teachers are externally kind. When my mum was ill teachers were extremely supportive and made sure I wasn't sad. We have a worry box in each classroom which is read by the teachers'.

'Darlinghurst is an amazing community where everyone comes together to learn. The reason I really like our school is because of our values, Achievement, Belonging, Confidence, Determination leading to Excellence. Personally, my favourite is belonging as it shows how we come together as a team and support others. I love it here'.

'At Darlinghurst everybody gets their say and nobody gets left out. There is an indescribable bond here'.

'All the staff and pupils are kind and caring here. I love it as they all look out for each other. The teachers have



supported me every step of the way'.

'Darlinghurst is an excellent school because there are kind teachers, LSAs and children. They treat me with kindness and respect. I am an Eco-Warrior and help to care for the environment and help people to learn how to be environmentally friendly'.

'We have bake sales and raise funds for charities. All pupils try their hardest to demonstrate our values. I love Darlinghurst Academy'.

As always, enjoy your family time together.

Mrs Nicholls

The Vice Principals message

Dear parents and carers,

Thank you to all the families that supported Children in Need this year – as a school we managed to raise £181.00. There is still time to donate via your child's ParentPay if you wish.

Continuing our support to charities, we would like to support The Children's Society and Save The Children with our upcoming Christmas events.

Our first event is our Christingle Celebrations in Key Stage One. Our Children will be making a Christingle of their own, using the resources supplied by The Children's Society and Chris's Toy Box and Bouncy Castle Hire, supported by the PTA.

Our second Christmas event will be the greenest, eco-friendly, Christmas jumper day. The event will take place over three separate days, dependant on your child's year group. This year, we would like children to re-use their old Christmas jumper, or craft their own Christmas jumper from an old sweater to be worn in addition to their school uniform. Dates will be confirmed in next week's News & Views and added to the school website calendar.

To support these charities, we are asking families for a donation via your child's parent pay.

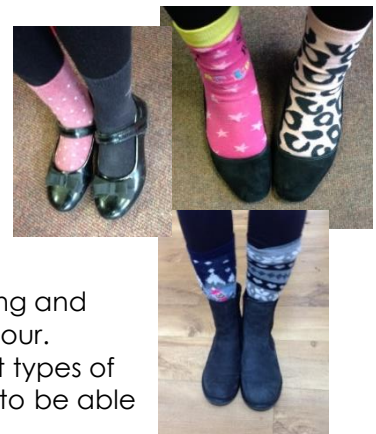
Myself and The PTA would like to send our thanks to Chris's Toy Box and Bouncy Castle Hire for their incredibly kind donation of 150 oranges for our KS1 children.

Mrs Hahn, Vice Principal

Anti-bullying week

This week we have been discussing the concept of bullying. We launched the week with Odd Socks Day to demonstrate the importance of diversity and how we are all unique and that is something to be celebrated. This concept of uniqueness was further demonstrated by the task set for children by teachers to create a puzzle piece. We are all unique but put our pieces together and we fit together as one whole – one class, one school, one community.

The children learnt about the roles we as individuals have to play in combatting bullying and that we shouldn't be bystanders or join in with hurtful and unkind comments or behaviour. Bullying can also happen online and children learnt strategies to dealing with different types of bullying. It's important we equip our children with skills to not only be resilient but also to be able to speak out when something isn't right.





World Kindness Day

Last Friday was World Kindness Day and we wanted to encourage acts of kindness across our skills. Our classroom buckets of kindness were full to the brim with kind words that children shared about their classmates. Our focus for Learning and Life Skills this half term is 'It's Up to Me' and part of this is about taking individual responsibility for ourselves and others. We believe that equipping the children with the skills to show support, help, care and kindness to others is an important one and is a focus for many class's 'I can' statements across the academy this half term. An act of kindness has a ripple effect and cannot only make someone's day but in turn can lead to them showing kindness to others. Let's spread positivity and focus on our sense of belonging.

Proud to be Me

Every week Grace impresses all the Year 5 teachers with her carefully chosen language and sentence structures to really fit the tone of the piece of writing. This week we are writing to build suspense and tension and Grace's story definitely gave me goose bumps! Below is a paragraph from the story that Grace wrote independently in lesson, enjoy! Incredibly proud of you! Well done.

Miss McCrory

'As he attempted to glimpse at his surroundings, the carriage slowed again. In the distance, a strange figure with what seemed like orange hair was waving at him. The next lightning strike illuminated the whole landscape, and the figure got closer. And closer. And closer. The next strike of lightning revealed a ragged being gliding across the mist towards him. He tried desperately to scream as he saw what the figure was. Before he could try to get away, it was gone.'

Hands – Face - Space



Please be reminded only one adult should collect their child from the academy. Please ensure you are wearing a face covering. Please be reminded that dogs are not allowed at the academy.

Around the Academy

This week in **Nursery** it has been nursery rhyme and road safety week so we've been very busy! We started the week with the wheels on the bus and the children coloured some lovely pictures, we then learnt 5 little speckled frogs, and old McDonald had a farm! The children have also had fun at home singing and colouring with their families, which they have then put in to tapestry! We spoke lots about road safety and even went up to the Early Years garden to practice making sure we stopped looked and listened out for the scooters. We spoke at carpet time about waiting for the green man! What a busy week!



This week in **Reception** we have shared the story of 'The Three Little Pigs' linking it to Anti-Bullying Week with the rest of the school. The children have enjoyed ordering various sized pigs, building houses using different media as well as writing about the characters. We are really impressed with the children's increasing phonic knowledge which shows in their lovely writing. The homework that you have been uploading to Tapestry is wonderful. Thank you for sharing your special family photographs and routines on there as well. We shall look forward to seeing more! Have a fantastic weekend.

In **Year 1**, on Monday we kicked off Anti-Bullying week with an odd socks day. It was wonderful to see so many children and staff participating. Photos are up on social media if you would like to have a look. In our classes we have been finding out about how we can unite against bullying by playing our own individual part. We discussed what we could do, whether it be to show kindness to someone who looked left out or to make sure that the way that we act in school is kind to others. Children filled in their ideas on puzzle pieces which were then joined together to represent how we all need to work together to make change happen.

In **Year 2** this week we have been re-telling the story of 'Alice in Wonderland'. We have changed the things that happen to Alice when she eats and drinks with some amusing results. We have also been investigating manmade and natural materials, sorting them into categories and ensuring that we understand why they are different. We have also started to investigate what the best material to make a raincoat would be in preparation for a scientific investigation that we will do next week.

We have been focusing on our new topic 'Party Planners'. Our writing has been based on the story Alice in Wonderland. Last week, we had a letter from the Mad Hatter inviting us to his 'very unbirthday' tea party. This week we are changing parts of the story to create our own versions of Alice in Wonderland. We have had some of Alice's drinking sparkly potions and turning invisible, another Alice ate a peperoni pizza and turned into avocado!

Last week Year 2 had lots of fun learning about Diwali. Some of us tried on sari's and traditional shirts often worn for a Diwali celebration. The Lobsters discussed objects Miss Sankey had collected during her time joining in with Diwali celebrations in India. Then, we all made our own Diva Lamps in the hopes that Lakshmi, the Hindu Goddess of wealth, might come and give us lots of luck!



This week, **Year 3** have been sharing great success with column addition and subtraction with confidence in maths once the children had followed the steps to success and lined the digits up correctly.

Whilst in writing, the children have been looking at an alternative version of the classic fairytale Little Red Riding Hood with some interesting combinations.

In science the children have begun the process of rewiring a house...well not quite yet but they've had a go at building simple circuits with wires, bulbs and batteries with some illuminating results.

Thank you to all the children that dazzled us with their odd sock combinations in support of anti-bullying week which kick-started the conversations around bullying and how to STOP it if it should occur.

All three classes took part in MSTEams meetings this week which helped us establish the electronic conduit to learning should the need arise.

Another great week in Year 3. Stay Safe. Be Happy.

This has been a bit of a different week with some of our **Year 4** children who have been completing their learning at home and some at school. However, everyone has been learning the same things and we were really pleased to see the online work being submitted via DB Primary – well done Great White Shark Class! The children have been continuing with their WW1 diary entries this week, putting their knowledge of past and present tense verbs to good use. In maths the children have been exploring multiplication using a written method as well as keeping up with their TTRS too. Remember part of your weekly homework is always to practise your TTRS for ten minutes every night. Let your class teacher know if you have any problems accessing



the site as this is super important! The children have also been learning about how to keep clean and healthy in PHSE and in topic lessons have been exploring 'how do we see?'. This has included learning what each part of the eye does and labelling these too. A busy week, well done year 4.

Year 5 began the week thinking about ways in which as individuals we could stand up to bullying and really make a difference. In lessons, we explored all the different roles in bullying behaviour and discussed how we could 'play our part' in the anti-bullying campaign. Good actions were being respectful, keeping our hands and feet to ourselves, celebrating differences, allowing others to join in and using kind words and gestures. We decided that the most important role was to be the 'defender' and letting an adult in school know about any bullying that could be happening.

In curriculum lessons, Year 5 examined the properties of materials, discussing why certain materials are chosen for a specific purpose. This led to much debate. We hope to test out our theories this week with some experiments of our own!

To make things even more interesting with our maths learning, we set an overnight battle on Times Table Rock Stars between all of the children in Year 5. It looks like Strand class were way ahead of everybody else. Well done, Strand! Which class will be the next to win the battle?

Here in **Year 6** we have been enjoying thinking about space, as part of our topic 'Out of this world'. We have carefully considered the problems of space travel and tried to come up with solutions. One of the main issues with space travel is how we store and use water. In space, it is one of the most precious commodities that must be conserved and recycled. This has made us think about how we use water and we can reduce the amount we waste at home. Some ideas for saving water are: having a shower instead of a bath, turning the tap off when brushing your teeth, using a watering can to water the garden instead of a hose. Can your family think of one way that you can save water at home – we would love to hear about your experiences.

Eco News

On Wednesday morning, the **Eco team** attended a special zoom meeting about Plastic Pollution. The All Party Parliamentary Group was set up by Keep Britain Tidy and Surfers Against Sewage and the meeting included speakers such as Lucy Siegle from the One Show, different industries, youth ambassadors and MP George Eustace who is the Secretary of State for the Environment, Food and Rural Affairs. We enjoyed listening to different solutions for the problem of plastics in the oceans and what is already being done to solve the problem. The children had lots of ideas and suggestions for what we could do beyond the school to solve this concerning environmental problem.



Helping a child with anxiety

7.1% of children (approximately 4.4 million) have diagnosed anxiety.

We are living in uncertain times where changes are frequent and often unexpected. Coping with these changes can cause anxiety. People who have experienced anxiety previously, may find that their anxiety is heightened at these times whereas others may start to experience anxiety for the first time. As the Coronavirus pandemic continues people are likely to experience anxiety for the first time. Either way, anxiety does not have to control us and make us live our lives differently.

What is anxiety?

Anxiety is a feeling of worry or fear that is experienced as a combination of physical sensations, thoughts and feelings. All children feel worried sometimes, and this is a normal part of growing up. At certain points, such as on their first day of school or before an exam, they may become more worried, but will soon be able to calm down and feel better.



Anxiety can become a problem when someone feels stuck in it, or when it feels like an overwhelming, distressing or unmanageable experience. If this kind of worrying goes on for a long time, it can leave a young person feeling exhausted and isolated, and limit the things they feel able to do.

If a child is struggling with anxiety, there are things we can do to help them – including providing emotional support and working on practical strategies together.

Symptoms of anxiety

Anxiety tends to affect a person's body, thoughts and feelings. They may also behave differently, including turning to certain coping behaviours to try to avoid or manage their anxiety.

Physical symptoms:

- panic attacks, which can include having a racing heart, breathing very quickly, sweating or shaking
- shallow or quick breathing, or feeling unable to breathe
- feeling sick
- dry mouth
- sweating more than usual
- tense muscles
- wobbly legs
- Irritable Bowel Syndrome (IBS), diarrhoea or needing to use the toilet more than usual
- getting very hot

Thoughts and feelings:

- preoccupied by upsetting, scary or negative thoughts
- nervous, on edge, panicky or frightened
- overwhelmed or out of control
- full of dread or an impending sense of doom
- alert to noises, smells or sights
- worrying about being unable to cope with daily things like school, friendships and being in groups or social situations
- worrying so much that it is difficult to concentrate and/or sleep

Coping behaviours:

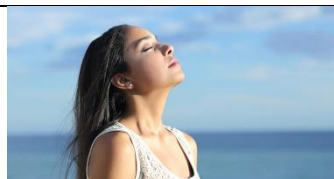
- withdrawing or isolating themselves – including not wanting to go to school, be in social or group situations, be away from parents or try new things
- repeating certain behaviours, actions or rituals (often called 'obsessive compulsive behaviours')
- eating more or less than usual
- self-harming

How to help a child in an anxious moment

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.





Encourage them to do something that helps them to feel calmer.

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.



Ask them to think of a safe and relaxing place or person in their mind.

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



Reassure them that the anxiety will pass and that they will be okay.

It can be helpful to describe it as a wave that they can ride or surf until it peaks, breaks and gets smaller.



Try using all five senses together.

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.



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 at home or school 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 lockdown, 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. (Unfortunately due to Covid-19, an area that produces a large amount of anxiety at the moment, there are safety restrictions on using the same things at home and school).



POPPY APPEAL

Patron: Her Majesty The Queen

The Royal British Legion

Mrs Hilary Le Marie
Poppy Appeal Organiser

Darlinghurst Academy
Pavilion Drive
Leigh on Sea
SS9 3JS

19th November 2020

Dear Sue

Thank you for advising us that you have raised £223.00 a lovely amount, plus in the collecting tin was £32.69. I have enclosed a thank you card, well done especially as the school holidays coincided with Poppy Appeal fortnight.



POPPY APPEAL

Thank you very much for helping with our Appeal.

223.00
32.69 £ 255.69
was collected by you.

Without your help, we would be unable to continue our vital welfare and benevolent work.

Yours sincerely

[Signature]
Local Honorary Organiser

District Total (if available) £

Registered Charity No. 219279

