



# SKA HEADLINES

Friday 16<sup>th</sup> September 2022

The children have had a great week of learning with their new teachers – I have been really impressed with how settled school has been and how the children are living and breathing our new school values and the ‘SKA Golden Rule’ of making sure that everyone is safe, happy and learning.

## School Uniform & P.E. Kits

Your children have all continued to look so smart in their new uniforms this week. The trial of the children getting changed for P.E. lessons has gone extremely well – through doing this, the children will build their independence by getting changed and looking after their belongings. Please refer to the P.E. kit section of the uniform policy which can be found on our website if you are unsure of what you should be sending your child to school with.

## Letters Home

All letters are now posted on the school’s website and I will not be sending out paper newsletters after this week. Instead, scan the QR code using your mobile phone’s camera to reach our letters page. Some letters will also be sent using our new school app (details to follow) and a text notification will be sent if a letter is uploaded to our school website. Links to letters will also be posted to our Facebook and Twitter pages. There will be paper copies of each letter in the office available for those families who are unable to access this. Details of our website and social media pages are at the bottom of this newsletter.



## Safeguarding Message

Some children may have been impacted by the recent passing of Queen Elizabeth II, reminding them of their own personal losses. This week’s guide has a mental health and wellbeing theme and has been included to provide information about supporting children with grief. You will find this on the final page of this newsletter.

## Weekly Coffee Club

A reminder to existing families and information for new families that we have our weekly coffee club on Thursday mornings at 8:45am in the staff room. Come along and have a cuppa and a chat with school staff – all welcome.

## Drop-off and Collections

Thank you for not stopping on the yellow zig-zag lines and using the cricket club car park to park your car. Please continue to show consideration to our neighbours by not parking over or turning in drive ways.

**School Calendar** There are a few dates to be aware of for next week.

A letter was shared with important dates for the Autumn term – please have a look at this on our school website, which can be accessed by scanning the QR code above.

Date	Event
Monday 19 <sup>th</sup> September	School is closed today – national bank holiday to mark the funeral of Queen Elizabeth II
Tuesday 20 <sup>th</sup> September	School re-opens – classroom doors open at 8:45am
Thursday 22 <sup>nd</sup> September	Coffee Club – 8:45am-9:45am (ALL WELCOME)

**Stockingate, South Kirkby, Pontefract, West Yorkshire, WF9 3DP**

**Telephone:** 01977 643187 **Email:** skaoffice@watertonacademytrust.org

**Website:** www.southkirkbyacademy.org **Facebook:** @SouthKirkbyAcademy **Twitter:** @WatertonSKA

**Executive Headteacher:** Mrs Sam Thompson

**Head of School:** Mr Adam Potter

## After School Clubs

Thank you for returning your slips for our exciting new after-school club offer. You will receive further information about each club next week and clubs will start week-commencing **Monday 26<sup>th</sup> September 2022**. If you have not yet handed in your reply slip, the deadline has been extended to **Tuesday 20<sup>th</sup> September 2022**.

## Vacancies at SKA

**We are currently advertising for three teaching assistants and two lunchtime supervisors.** Do you want to be a part of the team to drive exciting change and improvement at South Kirkby Academy? If the answer is yes, please visit the Waterton Academy Trust recruitment page ([www.watertonacademytrust.org](http://www.watertonacademytrust.org) and click 'Join Us') for details about current vacancies at our school. You can download an application form or come to the office and speak to Mrs Neary if you would like to find out more information. You can also pick up a paper copy of the application form.

## Attendance Matters (Our school attendance target is 96%)

It is important that children are at school as much as possible so they do not miss valuable learning time.

Year 3	Year 4	Year 5	Year 6
Bretton 91%	<b>Fairburn 98%</b>	Brodsworth 96%	Ackworth 88%
Nostell 93%	<b>Waterton 98%</b>	Wragby 93%	Wentbridge 96%

Well done to **Fairburn and Waterton Class** for winning this week's attendance award with **98%** attendance. What a great result! **As their reward, they are welcome to come to school on Friday 23<sup>rd</sup> September in non-uniform.**

Enjoy the weekend.

Mr Adam Potter



**Head of School**

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# Tips for Supporting Children in DEALING WITH GRIEF

It's important that trusted adults feel able to help children and young people cope with grief – particularly at the moment, when we are a nation mourning the loss of a public figure who was treasured by so many. Children are seeing bereavement and sadness being featured heavily in the national news and in their favourite online spaces, and hearing it being talked about extensively among families and in the community. How can we help them in processing this healthily?

## 1 UNDERSTAND WHAT GRIEF IS

Grief is emotional distress which is a normal response to the death of someone close, well known or admired. It may feel overwhelming – especially for young people – and is often accompanied by feelings of shock, disbelief, anger or fear. These emotions may also mean that sleep, eating and our relationships with others could be affected.

## 2 MEET THE CHILD 'WHERE THEY ARE'

This could be a child's first experience of grief and loss – or conversely, they may have already encountered it several times. Make sure that any conversations you have with them, and the support that you give, are led by their experiences and their understanding of death – and in the context of their religious or community beliefs.

## 3 EXPLAIN CLEARLY WHAT DEATH IS

It may often feel uncomfortable, but it's healthier to actually use the words "dead", "death" or "died". Abstract explanations of death can frequently create even more confusion – particularly for younger children, who are still trying to grasp this complex (and possibly unfamiliar) concept.

## 4 BE PREPARED FOR QUESTIONS

On subjects such as this – especially when it involves a person who's well known to them – children and young people often have lots of questions, all at once. Sometimes, new queries about the issue will occur to them weeks after the event. Be ready to answer their questions as honestly as you can, using language that's appropriate for their age.

## 5 FIND WAYS TO REMEMBER THEM

It can help to talk to about the person who's died, even if that individual wasn't personally involved in the child's own life – such as a significant public figure, for instance. You and your child can discuss what that person meant to you, celebrate the things they achieved or go to a place where they can be remembered.

## 6 ENCOURAGE COPING STRATEGIES

You can help a child or young person to identify what their usual positive ways of coping are when they have overwhelming feelings. For example, do they find that talking with someone, drawing, going for a walk or listening to music help when they're feeling upset? These same activities could form an important part of the grieving process.

## 7 REACH OUT FOR SUPPORT

If a child or young person is struggling with grief to the extent that it's impacting on their everyday life, there are lots of expert organisations that you could reach out to for further help. Samaritans provides a listening ear for anyone in emotional distress; The Mix offers specialist support to people under 25; and Winston's Wish deals specifically with helping young people who are grieving.

**SAMARITANS:**  
116 123

**WWW.THEMIX.ORG.UK/GET-SUPPORT**  
0808 808 4994

**WINSTON'S WISH:**  
08088 020 021

## Meet Our Expert

Anna Bateman is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department for Education, advising them on their mental health green paper.



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