



Southfields Academy Weekly Newsletter

Week Commencing Monday 13th December 2021



Ethos statement: We believe that through individual commitment, self-discipline, integrity and respect for others, we inspire everyone to learn.



Year 12 News – Ms Minto



It is hard to believe that Year 12 have completed an entire term in the Sixth form. They have had to deal with new courses, increased workload and higher expectations but I am happy to say they are thriving. This is not to say that mistakes have not been made but the maturity they have shown in their ability to reflect on them is something I admire.

The students have spent the last half term preparing for exams and being reintroduced to exam procedures set out by the Academy and JCQ. We started this half term with the external GCSE Math and English exams and look forward to receiving these results in January. Students have also recently completed the Vocational mock exams (preparation for the first set of external exams in January) – the results of the Mocks have been uploaded to MCAS for parents to view.

At Post-16, the focus is to ensure students achieve the necessary grades to meet entry requirements for university or apprenticeships that they may want to pursue. We also encourage them to identify what skills they need to ensure they are viable candidates for any job, work experience, etc. that they apply for. During tutor periods and IEAP Days students have been given logins and tasks for careers websites such as Start, created CVs, been interviewed by employers and given feedback.

We also celebrate students when they take the initiative to sign up to opportunities that build experience – we have had students:

- Perform at the Southfields' Christmas light event and Prize Evening
- Sign up to external mentoring schemes (Gravity, Social Mobility Foundation)
- Learning British Sign Language
- Secure part time work with the NHS

A Blossoming Friendship

Japanese blossom season is coming to King George's Park. Fifty young trees have been gifted to the borough by the Sakura Cherry Tree Project – an initiative promoting friendship between Japan and the UK and part of a legacy project celebrating the Japan-UK Season of Culture 2019-2020. These have been planted alongside the footpath from the Burr Road entrance to the Henry Prince Estate.

The trees are three Japanese varieties known as 'Beni-yutaka', 'Taihaku', and 'Somei-yoshino', which have been chosen for their variation in colour, timing, and historical significance. Taihaku' is a large, single white blossom variety, which became extinct in Japan but thrives there now thanks to its reintroduction by Britain's Collingwood 'Cherry' Ingram in 1932.

For more information about the scheme visit <https://japanuksakura.org/>



Dates for Your Diary

Wednesday 15th December 2021 – UCAS Application Deadline
Wednesday 15th December 2021 – End of Term for Students
Friday 17th December 2021 – Academy Breaks for Staff.
Tuesday 4th January 2022 – Academy Resumes – INSET Day
Wednesday 5th January 2022 – Students Resume





Thought for the Week

"We are stronger when we listen, and smarter when we share." Rania Al-Abdullah

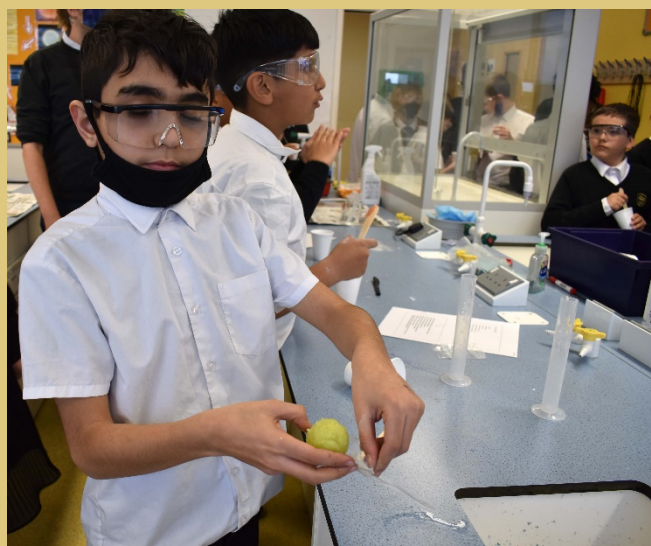
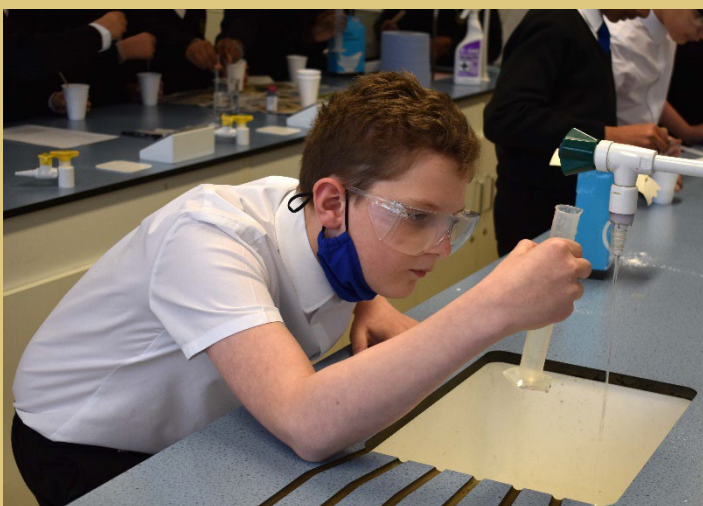


Science Club – Mr Clarke

In this week's Science Club, students made bouncy balls. This is an experiment that can easily be replicated at home - simply take 15g of cornflour and 30ml of water, mix with food colouring, and microwave for 30 seconds. The heat causes the starch to thicken, and after rolling into a ball shape and drying overnight, a homemade bouncy ball has been made! A special shout out to Rick O'Shea, a Year 7 student who was bouncing off the walls with excitement at the prospect of this week's experiment.

Week 7 (14/12/21)

Bath Bombs (Christmas Presents!)





Biology in Action trip to Emmanuel Centre, 7th December 2021 – Mr Bhatti



Puzzle: Why is Mr Bhatti drinking so much beetroot juice after this trip?

A-Level Biology Southfields students attended the Biology in Action series of talks on Tuesday. The chair of the talks was none other than Greg Foot, the TV Science broadcaster and communicator. Our students attended talks given by renowned scientists. I include the name of the talk, the scientist and some Southfields Student insights.

Talk: Can you smell what I smell? How the nose knows - Darren Logan

It linked to the receptor topic that we were learning about; the less you can smell the closer you are to your expiration date.

I can relate this to neurones, and pathways. I realise that flavour is a combination of taste and smell. It is only a perception, and that relates to how we see the world. The world we see is only a perception created by our brain

Talk: Who do you think you are? - Chris Willmott

Don't trust companies that test/scan your genetic code because they might not do it up to medical standards and you don't know what they do with your information afterwards.
I learnt more about the importance of ethical issues in biology.

Talk: Exploring the wonders of the deep - Helen Scales

Symbiotic relationships are very important in the deep sea as they allow two species to 'help' each other to survive. The deep-sea anglerfish can produce light through bioluminescence by the help of bacteria.

Talk: Ageless, The new science of getting older without getting older - Andrew Steele

I disagreed with this talk and found it ethically wrong because death is a natural part of life, is it sad sure but it needs to happen. Not ageing seems like a good dream however, it's not as simple as it looks, other issues could arise from not "dying".

Talk: Climbing Everest - Everest Lab - Greg Foot

And in case, you beat me to it, the reason Mr Bhatti is drinking so much beetroot juice is not because he was triggered by the talk of ageing but actually because the final talk presented how the humble beetroot can open up blood vessels (vasodilation). This means that cells will receive more oxygen and this will make the cells 'fitter.'

What is ageing?

1. DNA damage and mutations
2. Trimmed telomeres
3. Protein problems
4. Epigenetic alterations
5. Senescent cells
6. Malfunctioning mitochondria
7. Signalling changes
8. Microbiome changes
9. Cellular exhaustion
10. Immune malfunction





Helping a Child in “Fight/Flight/Freeze” Mode – Ms Nearn



The most ancient and primal part of the human brain is designed with one purpose - to keep us alive. When danger is near (whether real or imagined) it can override our ability to think or learn and throw us into fight, flight or freeze mode.

A child experiencing fight/flight/freeze may be easy to spot (a panic attack, for example), but sometimes their reaction is cloaked in other behaviours. The graphic below gives you a few clues about what to be alert for.

THE STRESS RESPONSE IN KIDS

FIGHT

Yelling, Screaming,
Using Mean Words

Hitting, Kicking, Biting,
Throwing, Punching

Blaming, Deflecting
Responsibility, Defensive

Demanding,
Controlling

“Oppositional”,
“Defiant”, “Noncompliant”

Moving Towards What
Feels Threatening

Irritable, Angry,
Furious, Offended
Aggressive

FLIGHT

Wanting to Escape,
Running Away

Unfocused, Hard
to Pay Attention

Fidgeting, Restlessness,
Hyperactive

Preoccupied, Busy with
Everything But the Thing

Procrastinating, Avoidant,
Ignores the Situation

Moving Away From What
Feel Threatening

Anxious, Panicked
Scared, Worried,
Overwhelmed

FREEZE

Shutting Down,
Mind Goes Blank

Urge to Hide,
Isolates Self

Verbally Unresponsive,
Says, “I don’t know” a lot

Difficulty with
Completing Tasks

Zoned Out,
Daydreaming

Unable to Move,
Feeling Stuck

Depressed, Numb,
Bored/Apathetic,
Helpless



WholeHearted School Counseling

When you suspect that your child has gone “off-line” and is in the clutches of their ancient brain, the first thing to remember is that they are not thinking, they are reacting. Usually they will have no idea what has triggered them (the ancient brain has no sense of time - it may be triggered by something that simply reminds it of a past trauma) and they will be just as confused about their behaviour as you are. So how can you help?

Stay with them, literally or figuratively. Let them know that you see they are struggling and will not give up on them. That may mean pacing the room with them or giving them time to sit somewhere quietly on their own. Whatever your approach, it should not be punitive - they are not in control.

Reassure them. Don’t tell them they’re fine, because they’re not. Instead, let them know that although they feel overwhelmed now, they WILL feel better.

Ground them. Ask them to feel their feet on the floor or their bum on their seat. Literally bring their physical senses back to their attention. It can be helpful to get them to cross their arms over their chest and gently tap their chest with their fingertips.

Breathe with them. Breath is the doorway to the ancient brain, and can serve as a balm to calm a flight/flight/freeze reaction. Just a few long, slow outbreaths can begin to pacify a reacting brain. And if you do it with them, it will calm you down too!

If you need support on how to handle a panicked or overwhelmed child, please contact our DSL for Mental Health Ms Nearn (tricia.nearn@southfieldsacademy) or the academy’s Attendance Welfare Officer (and mindfulness expert!) Ms Ramirez (nancy.ramirez@southfieldsacademy) for guidance.



Christmas Tree Donation

Southfields Academy has kindly been donated a Christmas tree by Pines and Needles and they would love to offer parents a discount on Christmas trees in their pop up stores! Our local pop up store is located in Wimbledon Park at:

Wimbledon Park, Wimbledon Park Road Entrance,
SW19 6PE

Phone: 0203 598 4877

DISCOUNT CODE: FIELDS10

Keep an eye out on Pines and Needles social channels @pinesandneedles for kids tree tutorials and wreath making workshops

Please visit www.pinesandneedles.com for more details and other locations as they are all around London!



PINES AND NEEDLES
Premier Christmas Services

Mindfulness at Home: Using the Senses in Times of Stress – Ms Ramirez

As we all know, adolescence is a stage of development, which is considered, almost by definition, a period of emotional turmoil.

When encountering children's spurs of anger, sudden bursts of sadness or simply crying 'for no reason', know that all their bodies are doing is crying for help.

Other than being present and patient while those stormy moments pass, the following technique will help you not only to connect with your own emotions, but also to foster a sense of calm in your child just by bringing more peace within you first.

By looking, feeling, listening, smelling and tasting, you can bring anyone almost instantly to the here and now. It's an extremely useful tool when it comes to helping both parents, and children to find calm in times of stress. The more we practice, the more we connect the mind with the body, eventually being able to soothe ourselves without external help.

Next time your child's stress makes YOU feel stressed, try the following:

Name:

5 things you can see

4 things you can touch

3 things you can hear

2 things you can smell

1 thing you can taste

After a few minutes, notice... what is your favourite sense? What do you notice as you explore each sense? Which sense could help you to feel calmer next time you feel stressed?

"Don't fear the storm, for the rainbow's never far behind." 🌈 - Jamie Worthington