

# NEWS & VIEWS

Aspiration, Character & Excellence

Headteacher: Mr M Suttwood



## Headteacher's Comment:

Today is the final day of the academic year, but for staff it is merely a pause in the delivery of amazing lessons to best educate the young people that attend Chase High School and College. I have thoroughly enjoyed this year and am genuinely excited to return in September to meet the new Year 7 pupils and to continue to support every student, every day.

I was honoured this week to be asked to present a number of awards in our termly Honours assemblies where hundreds of students are recognised for excellent attendance, house points and subject achievements. Our community has every right to be proud! Have a restful and well deserved summer break and I will see you all in September.

#ProudToBeChase



## Sports Day:

Last week our PE department hosted another successful Sports Day with everybody entering into the competitive spirit and lots of action taking place! **Topaz** were the overall winners. Well done to everyone who participated in the events!



## LORIC Cup:

On Friday, pupils took part in the annual LORIC Cup competition. Pupils competed in dodgeball, rounders, cricket and an obstacle course race against a mixed group of teachers and ESA pupils. Congratulations to the **Ruby House**, who won the LORIC Cup.



## Charity Donation:

During LORIC week, Year 9 pupils were asked to raise as much money as they could for charity. Mr Lee's tutor group, 9E2, raised the most money and have chosen to donate the £318.95 raised to the MacMillan Cancer Support Centre at Southend Hospital. Well done to everyone in Year 9 for raising money for such a fantastic charity.





## Fun Fair:

On Monday this week, pupils in the Emerald House were invited to enjoy the first ever Chase High Fun Fair as a reward for gaining the most house points as a team this year. Pupils were able to enjoy multiple attractions such as a giant inflatable obstacle course, wipe out machine, foot-darts and a dodgeball arena. Pupils also challenged each other at a variety of traditional fun fair stalls. Congratulations to all pupils who were involved in this event. Which house will win next year?



## Uniform Expectations:

We really value your support in making sure the children wear the correct uniform to school each day and look forward to a smooth start in September.

Please continue to support the high standards at the school by ensuring that when purchasing uniform this summer that is in line with the school's expectations. Girls' trousers must not be skin-tight. You are reminded that straight skirts are not permitted and only pleated; knee length skirts will be acceptable. Shoes should not be boots or have a significant heel on them. They must be of a material that can be polished. Students that arrive after the summer, if their uniform does not meet our expectations, will receive a sanction.

Some children enjoy an extreme hair cut in the long break and it is important that they are returned to normal cuts ready for the start of the September term. Hair colouring must be natural and of a single colour. The only jewellery that may be worn at school is a watch and a single pair of stud earrings, one in each of the lower ear lobes. Jewellery that does not fall into this regulation will be confiscated by year leaders and returned at the end of the school day. Full details of our uniform policy are available on the school website.



## STEAM Learning Opportunity - Girl Meets Code:

GT Scholars are running a programme for girls aged 12-16 who are interested in learning about the world of technology and coding. The programme does not require any previous coding experience as the girls will be guided through the content. The girls will participate in practical coding and team building activities to solve everyday problems. They will also learn from industry role models and mentors and get the chance to ask questions about careers in technology. The programme runs from Monday 19 August to Friday 23 August 2024.

The application deadline is end of July 2024.

Please use this link to apply: <https://gtscholars.org/programmes/girlmeetscod>



## Dates for your Diary:

03.09.24 Year 7 and Year 12 return

04.09.24 All year groups return

**As we approach the end of term, you may have seen that shops and supermarkets are using the end of the academic year to promote the giving of token gifts to teachers to say thank you. I must stress that this has never been and never will be expected by any member of Chase High School staff. However, if you or your child/ren would like to say thank you in this way, please ensure that you refer to the Trust's Gifts and Hospitality Policy, available here, which details the monetary values that members of staff are allowed to accept.**



**DISCOVERY**  
EDUCATIONAL TRUST

**Chief Executive Officer: Mr R Duff**

Chase High School is proud to be part of the Discovery Educational Trust



[www.chasehigh.org](http://www.chasehigh.org)



[@chasehighschoolsex](https://www.facebook.com/chasehighschoolsex)



[@chasehighschool](https://www.instagram.com/chasehighschool)



[@chasehighsch](https://www.twitter.com/chasehighsch)



**CHASE HIGH SCHOOL**

**PRELOVED**

**Uniform donations are needed!**

**Blazers, trousers, skirts,  
shirts, jumpers and  
Chase PE kits.**



**Drop donations at  
Main School Reception**



# CAREERS NEWSLETTER

This newsletter is a collation of all the opportunities we have heard about from employers and universities. Please use the links included to read more information and apply to anything you are interested in. Links are underlined.

## OPPORTUNITIES

Summer is here! We've created a list of the things you can do to help you think about and prepare for your future...

### Listen to a podcast!

In this podcast episode, the hosts are asking: can AI get me a new job? AI has changed the job market a LOT. It can sift through CVs, headhunt new talent and even conduct interviews. So where does that leave those looking for a new job? Does this place us in a better or worse position? Aleks and Kevin (the hosts) don't have all the answers, but they bring intelligence, curiosity and wit to the journey, seeking out the facts for us and speaking to those who are currently shaping our AI futures. This is very much a shared journey to get to the bottom of our deepest hopes and fears about these world changing technologies.

### Try a virtual work experience opportunity!

Springpod and Speakers4Schools both have a wide range of options available. Some are on demand, meaning they are available to complete any time, and some are available during certain dates.

### Try a subject taster!

Springpod and UniTasterDays have a range of virtual subject tasters that explore different subjects and topics linking to various university degrees. They can help you to understand more about what studying topics could look like and how they could support your career.

### Attend a virtual open day!

UniTasterDays currently have 523 different online events running from universities across the UK. If there is a certain university you want to learn more about, you can search the university name followed by "virtual open day" or "virtual tour" to find events.

## JOB OF THE WEEK



This week's video focuses on the job role of a Learning Disability Nurse. They focus on improving or maintaining a person's physical and mental health, reducing barriers to them living an independent life and supporting the person in living a fulfilling life.

Watch the video to learn more.

## LABOUR MARKET INFORMATION FACT

Apprenticeship starts were up by 2.5% to 200,550 compared to 195,600 reported for the same period in the previous year.

Under 19s accounted for 28.9% of starts (58,000).

Source

If you have any questions or need support, please email [careers@chasehigh.org](mailto:careers@chasehigh.org)

# CAREERS NEWSLETTER

## OPPORTUNITIES

### Create your UCAS Hub Account!

With your very own [UCAS Hub](#), you can plan your next step. The best bit – you can save your progress and carry on whenever you want. This means any student in any year group can begin their exploration into universities and apprenticeships.

### Download and use the Amazing Apprenticeship pack!

[This workbook](#) is designed for individuals aged 16-19 who might be considering an apprenticeship in the future. The workbook is designed to last 20 hours although you may find that some parts take slightly longer or slightly less time to complete. To make the most of this workbook you will need to complete all activities and participate in the discussions with your parents / carers, friends and tutor as instructed at various points throughout this workbook.

### Check out some advice libraries!

There are lots available, but here are some good'un's:

- [Careormap](#)
- [NotGoingToUni](#)
- [UCAS](#)
- [UniTasterDays](#)

### Create a LinkedIn account!

[LinkedIn](#) is an online networking platform for professionals. You can follow people within industries you're interested in, read articles from them and engage with companies who could become future employers! You can learn more about creating your account [here](#).

### Take part in an online course!

Massive Open Online Courses (MOOCs) are [free online courses](#) available for anyone to enroll. MOOCs provide an affordable and flexible way to learn new skills, advance your career and deliver quality educational experiences at scale.

## EMPLOYER SPOTLIGHT

"If you want to leave work every day knowing what you've done really matters, you're in the right place. Whatever your skills, qualifications or interests, there is a career for you in the NHS and we are recruiting now. You could work directly with patients, in hospitals, an ambulance trust, or in the community."

You can read more about NHS careers [here](#).

## UNI SPOTLIGHT

"We offer our students the best of both worlds; the opportunity to study and live on a beautiful, safe, friendly campus while also having the advantages of one of Europe's most vibrant and renowned cities on our doorstep. Alongside our academic reputation, we are equally proud of our supportive pastoral care."

You can read more about Liverpool Hope courses [here](#).

If you have any questions or need support, please email [careers@chasehigh.org](mailto:careers@chasehigh.org)

# What Parents & Educators Need to Know about WORRY AND ANXIETY

Worry and anxiety are common emotions experienced by children, often triggered by uncertainty or fear. While worry involves concern about future events, anxiety is a persistent feeling of dread or apprehension. Current statistics indicate a rising prevalence of anxiety disorders among children, and this guide has some expert advice on understanding and addressing these concerns.

## UNDERSTANDING WORRY AND ANXIETY



Worry and anxiety are emotional responses to stress or uncertainty. Worry is typically associated with potential misfortune, while anxiety is characterised by feelings of fear, apprehension or unease. Both can manifest physically through symptoms such as restlessness, fatigue or muscle tension. Understanding the distinction between worry and anxiety is crucial for effectively addressing these concerns in children.

## WHAT ARE THE RISKS?

## LONG-TERM CONSEQUENCES

Untreated worry and anxiety in childhood can have potentially lifelong impacts on a person's mental health and wellbeing. Chronic anxiety may increase the risk of developing anxiety disorders, depression or other mental health conditions later in life. Additionally, unresolved worry and anxiety can negatively impact self-esteem, confidence and overall resilience. It's essential to address these concerns proactively and provide appropriate support and intervention.

## THE IMPACT ON CHILDREN

Excessive worry and anxiety can have profound effects on children's mental and emotional health. It may interfere with their ability to concentrate, sleep or participate in daily activities. Chronic worry and anxiety can also lead to physical symptoms such as headaches, stomach aches or difficulty breathing. Left unchecked, these concerns can escalate and potentially contribute to the development of anxiety disorders later in life.

## DIFFERENTIATING WORRY FROM ANXIETY



While worry and anxiety share similarities – in that they both involve concerns about possible trouble – anxiety tends to be more constant and overwhelming. Worry may come and go depending on circumstances, whereas anxiety can linger regardless of the situation. It's essential to recognise when the former crosses into the latter, as anxiety can significantly impact a child's daily functioning and wellbeing.

## THE EMOTIONAL TOLL

The emotional impact of worry and anxiety on children can be significant, affecting their overall quality of life and wellbeing. Children experiencing chronic worry or anxiety may feel overwhelmed, irritable or helpless. They may also withdraw from social activities or avoid situations that trigger their anxiety, leading to feelings of isolation or loneliness. Addressing these concerns early can help prevent long-term emotional distress and promote healthy coping strategies.

## ACADEMIC & SOCIAL IMPACTS

Impacts on the academic performance and social interactions of children and young people are very possible. Frequent worry or anxiety may impair concentration, memory and problem-solving skills, making it difficult for children to succeed in education. Anxiety can also hinder social development by causing children and young people to avoid social situations or to struggle with communication and interpersonal relationships, potentially leading to feelings of isolation or exclusion.

## Advice for Parents & Educators

### ENCOURAGE OPEN COMMUNICATION

Parents and educators can foster a supportive environment by encouraging children to express their worries and anxieties openly. Actively listening and acknowledging young people's emotions can help them feel understood and supported, reducing the situation's intensity. Creating opportunities for regular check-ins and discussions about one's feelings can promote healthy coping strategies and strengthen communication bonds.

### TEACH COPING STRATEGIES

Empowering children with effective coping strategies is essential for managing worry and anxiety. Encourage the use of relaxation techniques such as deep breathing, mindfulness or progressive muscle relaxation to calm anxious thoughts and promote a sense of composure. Additionally, teaching positive self-talk and problem-solving skills can help children develop resilience and confidence in managing challenging situations.

### CREATE A SUPPORTIVE ENVIRONMENT

Parents and educators play a crucial role in creating a supportive environment that promotes emotional wellbeing. Establishing routines, providing predictability and offering reassurance can help relieve anxiety and create a sense of security for children. Foster a culture of empathy and understanding, where children feel safe enough to express their emotions and seek support when needed.

### SEEK PROFESSIONAL HELP

Recognising when to seek professional help is vital for addressing significant or persistent worry and anxiety in children. If worry or anxiety significantly impacts a child's daily functioning, interferes with their relationships or academic performance, or causes significant distress, it may be necessary to consult with a mental health practitioner. Early intervention can prevent long-term consequences and promote positive outcomes for children's psychological wellbeing.

## Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, which collaborates with schools on improving their mental health provisions.



#WakeUpWednesday

The National College