



# Allanson Street News

13th September 2024

Our value this month is:

## Aspiration



## Reminders

Please make sure your child is wearing the correct school uniform. Complete guidance can be found on the school website. If you have any questions regarding uniform, please speak to your child's class teacher.

Remember that we have plenty of pre-loved uniform in our Unicycle centre. If you'd like to access this service, please contact Mrs Browne or Mrs Tyrer via Class Dojos.



## Dates for your diary

- 20<sup>th</sup> September- Phoenix Football Tournament
- 23<sup>rd</sup> September- New School Council
- 27<sup>th</sup> September- National Teaching Assistant's Day
- 30<sup>th</sup> September- Black History Month



## Reading

**Please make sure you listen to your child read at least 3 times a week and record this in their reading records.**

**For those children not yet bringing a reading book home, please make sure you are reading to them as frequently as possible.**



## This Week's Highlights

In **Nursery** we have welcomed many of our new children. The children have enjoyed exploring their Nursery, finding new things to play with each day and getting to know the children and adults. We are amazed with how well they are getting to know the Nursery routine. We look forward to welcoming the last group of new children next Tuesday

In **Reception**, we have welcomed the children and enjoyed exploring their new classroom. We have explored our outdoor area, experienced Forest School and began to become familiar with our routine. I have been so impressed with how each child has overcome the changes of a new school/new class.

In **Year 1** the children have made a great start to the new term. They have settled well into the new routine and have worked hard in their new wider curriculum subjects. It has been lovely to see some new friendships blossom too!

**Year 2** have settled in well on their first full week back in school and it has been lovely to see how much they have remembered of their learning from year 1. We have enjoyed starting new topics and loved our PE session with Lucy.

In **Year 3** we have had a lovely first couple of weeks back in school, and all the children are settling well into Junior life. We have started a couple of new topics this week, including the Stone Age in History, Light in Science and the works of artist Henri Matisse.

In **Year 4** we have enjoyed a lovely start to the year with all children joining in and starting to settle well. We have started exciting new topics including learning about the Ancient Maya civilization in History, animals and their habitats in Science and the work of the artist Gustavo Ramerez Cruz. We are also reading the beautiful story 'The Great Kapok Tree' as part of our English work.

**Year 5** have had a great week and have settled into their new routines. It has been wonderful finding out all their aspirations for the future and they have all created their own poems in the style of Wilf Merttens. In Science, we have started our Forces topics investigating gravitational pull.

**Year 6** have had an excellent start to the year and have settled in really well. In English and guided reading, we have delved into a book called The House with the Chicken Legs and the children have begun to write an amazing description of the house. They have begun learning about the artist, Frida Kahlo, in art and in science, begun thinking about how we inherit

# ★ This Week's Value Stars!! ★

<b>Nursery:</b> Lottie, Lucas, Rowan & Hallie	<b>Reception:</b> Macie, Theodor D.
<b>Year 1:</b> Aria, Morgan, Dominik, Zoey	<b>Year 4:</b> Neriman H, Pirajin R,
<b>Year 2:</b> Ollie P, Noah F, Jasmine D, Theo K	<b>Year 5:</b> Scarlet L, Daniel, Lexie and Ozan.
<b>Year 3:</b> Martin M, Lincoln D, Tyler H, Varali T	<b>Year 6:</b> Gabriel K, Ruby J, Ingrid S, Kian S

## ★ Weekly Winners ★

**Numbots. Nursery - Year 6:** How many coins can you earn? The highest number earned over the week will get 3 dojos. **Last week's winner= P**

**Mathletics. Years 1-6:** The class with the most time spent on MathsWhizz that week will get 3 dojos each. **Last week's winners= Y**



**ttkstars.** Who are your group winning classes of get 3 dojos each. **winners were = Y** week's battles...

## Attendance



<b>Early Years –</b>	<b>N am 99.1%</b>	<b>N pm 99.1%</b>
	<b>RKL 91.4%</b>	<b>RMC 96.5%</b>
<b>KS1 –</b>	<b>Y1PT 100%</b>	<b>Y1TE 97.9%</b>
	<b>Y2GW 97.6%</b>	<b>Y2LB 96.9%</b>
<b>LKS2 –</b>	<b>Y3EH 95.8%</b>	<b>Y3LC 97.5%</b>
	<b>Y4MC 95.8%</b>	<b>Y4MM 99.3%</b>
<b>UKS2 –</b>	<b>Y5EK 97.9%</b>	<b>Y5NO 93%</b>
	<b>Y6JM 97.5%</b>	<b>Y6LA 100%</b>

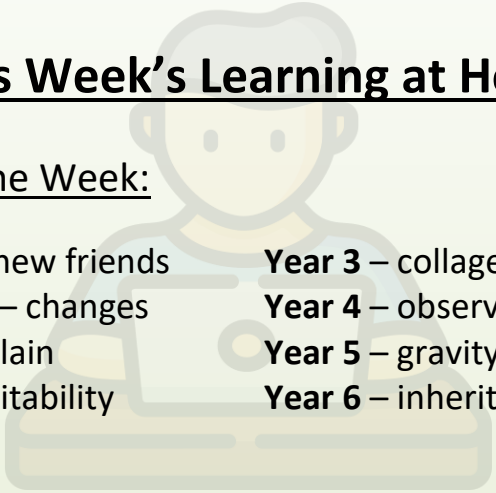
(This week's winners are highlighted in yellow)



## This Week's Learning at Home

### Word of the Week:

- |                              |                             |
|------------------------------|-----------------------------|
| <b>Nursery</b> – new friends | <b>Year 3</b> – collage     |
| <b>Reception</b> – changes   | <b>Year 4</b> – observatory |
| <b>Year 1</b> – villain      | <b>Year 5</b> – gravity     |
| <b>Year 2</b> – suitability  | <b>Year 6</b> – inheritance |



# 10 Top Tips for Parents and Educators

## SUPPORTING CHILDREN TO MANAGE CONFLICT EFFECTIVELY

Disagreement is a natural part of human interaction. This can seem particularly true when dealing with the sensitive issues that arise for secondary-aged pupils. This guide brings you 10 top tips which can help prevent conflicts arising or mitigate their impacts when they do.

### 1 INSPIRE RESPONSIBILITY

The best approaches to conflict resolution are restorative. This means that rather than adults imposing their own solutions on children who have had a disagreement, they should work with them. Allowing them to handle it can feel empowering to young people and will hopefully teach them to manage their own disputes as they move towards adult life.

### 2 ACTIVELY LISTEN

Remember to give every child the opportunity to voice their opinion, regardless of their age, stage of development, special educational needs, or other individual requirements. This can be done using a variety of different communication methods. For example, some children find it easier to express how they're feeling using pictures and drawings, while some prefer to write their ideas down.

### 3 BE CURIOUS

Demonstrating how to approach conflicts with a mature and empathetic mindset can set a good example to children, which can prove a useful skill for them later in life. Model this by asking inquisitive-yet-respectful questions about the issue at hand, really try to understand where all parties are coming from, and share information between them when and where appropriate. This should encourage young people to mirror your behaviour, teaching them to be curious about the other sides of a conflict, and thus being more willing to hear them out.

### 4 PROMOTE DIFFERENCES

Children and young people may come from a range of different backgrounds and cultures or have protected characteristics which may cause them to see things from various angles. Having a school and community culture which celebrates and embraces diversity in all things – including diversity of opinion – means people are more likely to feel heard and understood.

### 5 BE SUPPORTIVE

Discussions may be sensitive or, in some cases, even trigger negative emotions. Pupils may have mixed feelings about the issue at hand. They could be nervous or anxious before even coming to the table to talk about it. Try and create a space where all parties feel safe, welcome and comfortable. Allow breaks and time-outs if the conversation gets heated, to prevent anyone from saying something they might later regret.

### 6 MENTALLY PREPARE

Think of how you can approach the conflict in a calm and regulated manner. Consider taking some extra time to prepare beforehand and finding somewhere quiet to relax. Even if you're not directly involved with the conflict, mediating can be a stressful experience in its own right. Make sure you're hydrated, fed and comfortable, and do the same for the young people involved. These may seem like insignificant factors, but it's important to remember that physical discomfort can trigger dysregulation, which can make it much harder to have a calm, productive conversation.

### 7 GET YOUR FACTS STRAIGHT

Make sure you have all the facts, figures and timelines of the situation prior to the discussion. This should be done as objectively as possible with the aim of resolving the ongoing issue. You may want to risk assess any problems that may arise and look for possible solutions during your preparation time.

### 8 STICK TO THE POINT

Make the reason for, and purpose of, any meetings or communications clear prior to setting them up. Provide an agenda. Act as a neutral chairperson who can keep all parties on track. Make sure everyone has a chance to air their concerns about the issue being discussed and try to avoid talking about unrelated incidents. Close off with some action points, detailing what everyone can do to resolve the conflict.

### 9 BE SOLUTION FOCUSED

It's often said that the art of diplomacy is about giving others ladders to climb down. This means the main aim of any meeting or correspondence should be finding mutually acceptable and amicable solutions. Parents, carers, teachers and pupils should be aware there may need to be a compromise for the common good – and, most importantly, the good of the children you're supporting.

### 10 DON'T IGNORE OR AVOID CONFLICT

No one benefits from allowing concerns and grievances to fester, as this can lead to further division and mistrust, and ultimately doesn't help the children involved. Use our tips to open meaningful lines of communication. These should help you find a suitable resolution and minimise the number of conflicts you're faced with mediating overall.

### Meet Our Expert

Catrina Lowri is a neurodivergent former SENCO and advisory teacher. She founded her company, Neuroteachers, to improve inclusion for neurodivergent people. She works with nurseries, schools, colleges and businesses providing consultancy, training and mentoring to create belonging and understanding for people with the full range of neurotypes.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at <https://nationalcollege.com/guides/supporting-children-to-manage-conflict-effectively>

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