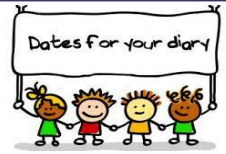




## CLAREMONT PRIMARY SCHOOL NEWSLETTER FRIDAY 18<sup>th</sup> OCTOBER 2024



Dear Parents and Carers,

This is the final edition of the Newsletter this half term and what a half term it has been. I am really pleased that our school attendance is moving in the right direction. This is a positive sign and something we need to keep up as the weather worsens in the winter. Learning in classrooms is going well. The children are engaged by some really powerful learning opportunities and have formed positive relationships with their teachers and support staff. We will be reviewing our behaviour and relationships policy over the next half term and will reach out to parents, carers and our children to seek views and ideas. We are also seeking a new parent governor to join our Governing Body. This is a fantastic opportunity to help to shape the direction and future of our school. More details will follow in the first week after half term.

Finally, can I remind all parents and carers of Year 6 pupils that the deadline for submitting applications to secondary school is 31<sup>st</sup> October which is during the holidays. If you don't apply on time, you may get offered a place a long way away from where you want your child to go.

I hope that you all have a peaceful and relaxing break and look forward to seeing you all again on Monday 4<sup>th</sup> November.

Best wishes,

Headteacher

### Dates for your diary:

**21<sup>st</sup> October:** Half Term Holiday starts – we are on holiday from Monday 21<sup>st</sup> October and back in school on Monday 4<sup>th</sup> November  
3<sup>rd</sup> and 5<sup>th</sup> December Parents' Evenings



### Attendance:

Every child should attend every session every day that they can

### Free October Holiday Club

Rattle and Roll will be running a Holiday Activity Club based at Claremont from Monday 28<sup>th</sup> to Thursday 31<sup>st</sup> October (the second week of the half term holidays). If you are entitled to Free School Meals then you would have received an email for your free places. Rattle and Roll also offer a great price of £20 for families not entitled to Free School Meals. This price also includes a meal. If you would like any more information please call 07722 014031

### Care and consideration

The start and end of the school day can be really busy times of the day both on the playground and in the streets surrounding our school. Can I please ask that we treat everyone in our community with respect, care and consideration. This is a great time to model appropriate behaviour to all of our children and each other. Thanks in advance for your cooperation.

### Thought of the week:

"Truly wonderful the mind of a child is." – Yoda

We believe that safeguarding children is everyone's responsibility. At Claremont, we are committed to keeping our children safe from harm. Mr Campbell, Miss Davis, Mrs Cutler, Mrs Khan and Mrs Eager have responsibility for safeguarding and child protection. If we have any concerns reported to us, we will always take action to protect a child and inform the relevant agencies where necessary.



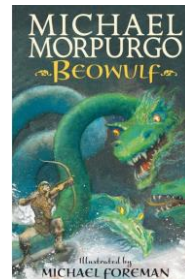
## What have we been learning this week?

- Nursery** – have been busy making new friends and learning all about faces.
- Reception** – made shadow puppets and used repeated, rhyming words and phrases.
- Year 1** – have been learning their number bonds to 10 using tens frames
- Year 2** – have been celebrating those children who read at home at least 4 times last week.
- Year 3** – buddied up with Year 5 to do some extra reading.
- Year 4** – have been creating amazing artwork using watercolours.
- Year 5** – have been testing different materials to check whether they are magnetic or not.
- Year 6** – have been making model trenches as part of their history topic on World War 1.
- Acorns** – have been busy with PE, counting, adding, subtracting, singing, reading and writing.



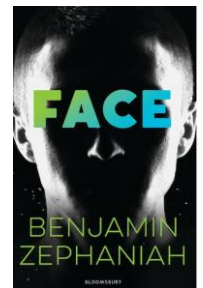
## Recommended Reads

**“The Colour Monster” by Anna Llenas** – One day, Colour Monster wakes up feeling very confused. His emotions are all over the place; he feels angry, happy, calm, sad and scared all at once! To help him, a little girl shows him what each feeling means through colour.



**“Beowulf” by Michael Morpurgo**  
 The epic Anglo-Saxon legend is brilliantly retold by an award winning author

**“Face” by Benjamin Zephaniah.** A ground breaking novel by poet and author Benjamin Zephaniah



## Readathon Success

Thank you to everyone who joined in with the recent Readathon. Thanks to all of our efforts, we have won a £500 voucher to spend on books across the school. Reading is one of the most important things that our children will ever learn to do – so this is a real boost. Please take some time to read with your child daily, discuss what they have been reading and encourage them to progress on our daily reading rainbow.

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# 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

Cabrina Lovell 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