

# WOODHAM BURN PRIMARY SCHOOL NEWSLETTER 20TH SEPTEMBER 2024

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## Message from Mr Sparrow

Good afternoon to one and all.

I hope this week's newsletter finds you well and that you have been able to enjoy a little of this week's sunshine. The children have been brilliant this week and I have been so impressed with them all. We have been talking in school about **respect**. We have discussed how we can respect property, others and also ourselves. Many classes have had discussions about how we respect ourselves e.g. not too much screen time, loving ourselves, eating correct foods, trying to work hard. It might be worth you having a discussion with your child about what they think respecting yourself means.

## Litter Pick

Thinking about our school value of **respect** the whole school had an assembly about not dropping litter and learning a little of how long it takes for rubbish to breakdown. The Year 4 children then took part in a litter pick to help keep our community clear.



## Nursery visit

This week our new nursery starters took their first visit to the town library. They loved seeing all of the books and sharing stories. Thank you to the volunteers for helping take our brilliant young people.



## After school football

This week saw the school football team take part in their first game of the year. We were really impressed with their attitude and desire to do their very best. They demonstrated our value of **respect** brilliantly.



## Clubs

This week has seen the start of school clubs. We are having a real push this year to increase the number of clubs following our pupil voice questionnaires. We have already had Girls club, football and cricket begin. I am hoping to get information to you next week about even more clubs taking place.

I am looking forward to seeing children take part in a range of activities. The only thing I ask is that if your child signs up to a club, you support them to attend as numbers will be limited and I would hate for some to miss out and a place not being used.

## Key Dates – Autumn 1

18/10/24 – Whole school panto – Peter Pan  
18/10/24 – Show Raising the Red Card – (children can wear red)  
12/11/24 – Potential reception starters 2025  
14/10/24 – Halloween Disco  
18/10/24 – Show racism the red card  
22/10/24 – Parents evening  
25/10/24 – Break-up for half-term

## Key Dates – Autumn 2

4/11/24 – Return to school  
6/11/24 – Photo day  
12/12/24 – Whole school Glow Show (Christmas Jumpers)  
17/12/24 – Christmas fair  
18/12/24 – Christmas Dinner day (Christmas Jumpers)  
19/12/24 – Disco/Party Day (Christmas Jumpers)  
20/12/24 – Break for Christmas

# 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.



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