

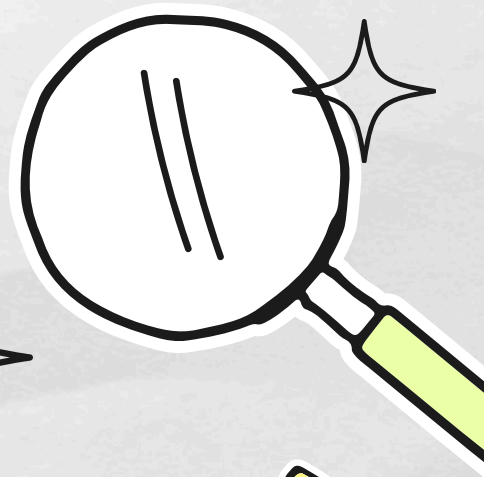
BOORLEY PARK NEWSLETTER 2

HEADTEACHER'S MESSAGE

We have had a very busy week at Boorley! Our Year R children have joined us full time and settled into Boorley life and routines really well. It has been a pleasure to see them making friends and enjoying life in Year R. Year 4 and 5 have been fantastic Play Leaders supporting the children at lunchtime.

Our oldest children went on Boorley's first ever residential. They have had a fantastic time at Fairthorne developing team work skills and their independence - the children even let the staff have a few hours sleep!

We have also enjoyed seeing the building work going on to construct the play trail. It won't be long until this is completed for the children to enjoy at break and lunch time.



INSPIRING MINDS

Since we have returned to school, we have been working hard on establishing fantastic learning behaviours with the children. The children are focusing on one of these each week to ensure that we create the best learning environments and attitudes to learning. It was a pleasure visiting classrooms this week and seeing children supporting each other, making great choices and being resilient when taking on challenges. This makes for a great culture for learning!



NURTURING FUTURES

Over the next week, we will be nominating our new School Council and Eco Council members. There will be one child per class for each council. To apply, children need to prepare a short speech to share with their class as to why they should be nominated. This is a fantastic opportunity for children to be the voice for their class on important matters at Boorley. The first things each council will be focused on is the recruitment of our new Assistant Headteacher and the development of a new community garden. Please do encourage your children to apply!



STRENGTHENING COMMUNITY

On Monday 30th September, Boorley will be celebrating the Harvest Festival. As part of this, we will think about how harvest is celebrated around the world.

We are also inviting families to make a donation of tinned and long life items on the 30th September. These will then be donated to Kings Community Church food bank to support families who are in need in our local area. Please see their website for types of donations required:

<https://www.kingscommunitychurch.co.uk/foodcentre>

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SAFEGUARDING NOTICES

All adults in school are here to support our children and families with any worries they have or challenges they are facing. We have a group of adults who are specially trained to support our children and families. The Safeguarding Team at Boorley is:

Miss Ozanne and Mrs Carpenter - Designated Safeguarding Leads

Miss Cunningham, Mrs Darnley, Mrs Batchelor and Mrs Hayles - Deputy Designated Safeguarding Leads

Please do not hesitate to contact our safeguarding team if you would like support.



KEY DATES

Wednesday 18th September - Individual School Photos - all pupils

Friday 20th September - Messy Church at 3.30pm

Monday 23rd September - Nasal Flu Vaccinations - all pupils

Monday 30th September - Harvest Festival, food bank donations

Please see the school website for dates for Year R (2025 intake) tours



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>