

Churchfields' Weekly Newsletter

Two are better than one, because they have a good return for their labour. If either of them falls down, one can help the other up
Ecclesiastes 4:9-10

Friday 13th Sept 2024

Dear Parent/Carer,

I hope you've had a chance to look at all the photos of the children enjoying their wow day this week on Facebook. Everyone had a fantastic time and I enjoyed learning about local Roman Settlements.

Thank you to everybody that attended the Atworth coffee morning this week and I hope to meet more of you at the coffee morning at Monkton Farleigh next week.

It's not too late if your child wishes to enter the school rules competition. I just need an A4 piece of paper with our school rules which are ready respectful and safe displayed clearly to me by Monday.

Finally, I'm sure that many of you like me like to ask your children how their day has been but often by the end of the day so much has happened and they have forgotten. I saw these prompts online and thought it would be useful to share with you.

Best wishes,

Heather
Heather Saunders



Meet the Head
Monkton Farleigh
Tuesday 17 Sept
8.30 – 9.30



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Wow! I am just blown away by the number of mathletes this week - nearly 1/3rd of the school!



Huge congratulations to everyone who has earned a certificate - especially to our new Puffins. What a super start to your first week of school. Our fantastic five are Bella, Ella, William, Ellis and Meredith.

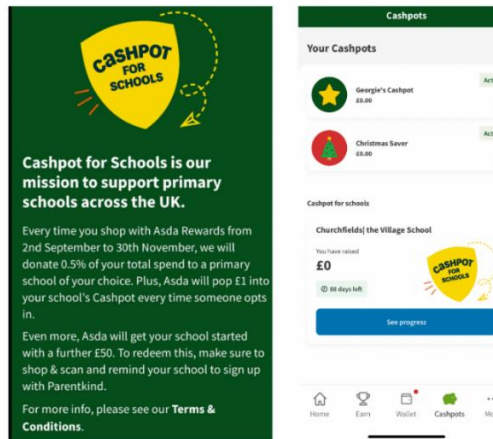
We also have our first mathletes climbing onto the Silver podium - this means they have (already!) earned 5 bronze certificates. [It is only possible to earn one certificate a week - 1000 points (or more) = 1 certificate].

Well done everyone.

Bronze : Niamh, Scarlett, Rufus, Ezra, George P, George R, Joseph, Vinnie, Emily J, Iris, Imogen W, Alexis M, Morgan, Bodhi C, Maggie, Christina, Anna, Branwen, Henry J, Jude, Florence W, Jasper, Isabella A, Ella, William CJ, Ellis, Meredith, Mali, William J, Rosemary, Jason, Leighton, Oliver CJ, Benjamin, Jazmyne
Silver : Alexis G, Maddox, Felix

Raise £ for Churchfields

Did you know you can raise £ whilst shopping in Asda by using the Asda Reward App? All you need to do is sign up and set up Cash Pots, then select our school using our post code SN12 8HY. Its fantastic opportunity for Churchfields and we get £1 for each sign up made! Woohoo!



CASHPOT FOR SCHOOLS

Cashpot for Schools is our mission to support primary schools across the UK.

Every time you shop with Asda Rewards from 2nd September to 30th November, we will donate 0.5% of your total spend to a primary school of your choice. Plus, Asda will pop £1 into your school's Cashpot every time someone opts in.

Even more, Asda will get your school started with a further £50. To redeem this, make sure to shop & scan and remind your school to sign up with Parentkind.

For more info, please see our [Terms & Conditions](#).

Cashpots

Your Cashpots

- Georgie's Cashpot £0.00 Active
- Christmas Saver £0.00 Active

Cashpot for schools

Churchfields| the Village School

You have raised **£0**

© 30 days left

[See progress](#)

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Term dates for 2023/2024

<p>Term 1: Monday 2 September – Wed 23rd October</p> <ul style="list-style-type: none"> Monday 2nd – INSET DAY (school closed) Friday 4th Oct – INSET DAY (school closed) 	<p>Term 2: Monday 4th Nov – Fri 20th December</p>
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Term 1 & 2

TERM 1	
Tues 17 Sept	Coffee Morning Monkton Farleigh 8.30-9.30
Friday 20th Sept	Bucket Golf AT 9-12 MF 1-3
Friday 20 th September	Tempest Photography individual photos
30 Sept – 4 Oct	Book Week
Tuesday 1 st Oct	Parents evening until 7.30
Tuesday 1 st Oct	Scholastic Book Fair
Thursday 3 rd Oct	Parents evening until 6.00pm
Friday 4 th Oct	INSET DAY (school closed)
Monday 7 th Oct	Harvest Festival Atworth 1.15
Tuesday 8 th Oct	Bedtime stories (5-6pm)
Friday 11 th Oct	MF Open day
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Wednesday 23 rd Oct	End of term 1
TERM 2	
Monday 11 th Nov - Friday 15 Nov	Anti - bullying week
Friday 15 th Nov	Children in need
Monday 2 nd Dec	Open day both sites Atworth 10-2 Monkton Farleigh 10-2
Friday 6 th Dec	School nurse Whole school Flu immunisations
Tuesday 10 th Dec	KS2 Production 4pm/6pm TBC
Thursday 12 th Dec	R/KS1 Production 4pm/6pm TBC
Tuesday 17 Dec	Carols St Michaels Atworth 1:15
Wednesday 18 Dec	Christmas Dinner
Thursday 19 th Dec	Carols St. Peters Monkton Farleigh 1:15
Friday 20 th Dec	End of Term 2

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At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

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 negotiate 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 their thoughts 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. Seeking 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 meet. 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 details 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, list as a neutral chairperson who can keep all parties on topic. 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 leaders 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
Caitrina Lawri 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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