



The Gusford Gazette

This week's attendance was 96.8%. Just about our best ever!

Issue 2442

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Circulation: 570

Responsibility

Our school values include Kindness, Honesty, Confidence, Respect and Responsibility. On Thursday, Mrs Garner took the assembly and spoke to the children about 'Responsibility'. There are lots of positions in school in which you can demonstrate this value. The children will be interviewed for certain positions, elected for some or chosen by a member of staff for others.

School Council
Eco Team
Digital Leaders
Junior Road Safety Officers
Mental Wellbeing Ambassadors
Corridor Captains
Library Monitors
Litter Pickers
Sports Ambassadors
Club Captains
Forest Wardens

Forest Area

We have opened up the Forest Area for one class at a time at break and lunchtimes. This area will be supervised by a member of staff and one of our Forest Wardens. There are a few guidelines we'd like to share with you:

1. The children must not damage, break, snap or trample over any plants, flowers or trees.
2. When building dens only use the sticks that are left out for construction (not the large logs, pioneering poles or planks in the racking).
3. Do not run when carrying sticks.
4. Do not climb the trees.
5. Have fun and enjoy yourself.

Attendance

Great news! Our attendance this week was 96.8%. This is brilliant. We are aiming for 97% across the year. Thank you for your support.

Behaviour Chart (Traffic Light)

In school every child starts on green and aims for silver and gold. If a child needs two reminders they slip to amber and if things don't improve it's then red. Initially this may mean missing a break, a phone call home and the possibility of additional consequences (perhaps missing a disco or school treat). If your child makes it to gold they will receive a special card and five golden tickets and it will also be one of the 'gold' children who are chosen as the Star of the Week in our Celebration Assemblies on Friday. It was lovely to see so many parents at our first Celebration Assembly on Friday.



Our Three Rights

Alongside our behaviour chart we have been sharing our three rights with the children. Teachers will often highlight these rights as the children's names move up and down our behaviour chart (traffic light). Our three rights are:

The right to be safe

The right to be respected

The right to learn



Stay Safe Outside and In

CLEVER NEVER GOES is the new campaign that teaches children how to stay safe from abduction whether they are outside or online.

<https://clevernevergoes.org>

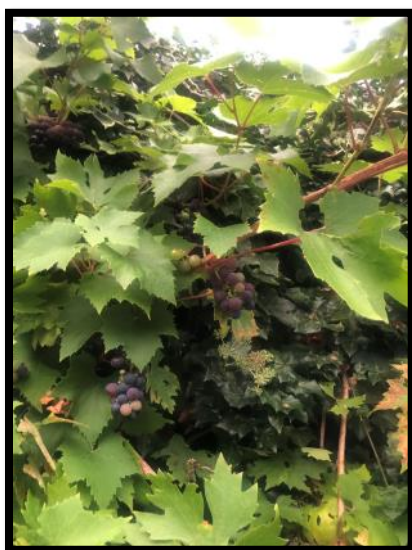
Reading

Reading with your child is the single most important thing you can do at home to ensure the children are successful in school. Please make time for it everyday. You can help with reading in lots of different ways:

1. Discuss what you think might happen next in a story
2. You read a sentence, paragraph or page then they read a sentence, paragraph or page (you can either read it first and get your child to re-read it or just take turns, you do a page, I do a page)
3. Read it at the same time
4. Compare the story to other stories
5. Ask questions about the book they have read (retrieval questions-Who ate Little Red Riding Hood? The answer to these are in the text. Or try questions which require inference-Why do you think the wolf was so angry? You have to use clues from the text and your experiences outside the story to answer these)

Exotic Gusford

Look what has been growing in the Bungalow garden.



Awareness Days and Whole School Diary Dates

Monday 16th September. **Headteacher's 'Surgery'**. Meet and chat in the library 3.30-.4.30pm.

Sunday 22nd September. **Bluey Club (Forces children). Stay and Play.** 10.00am-12.00pm.

Year 4 trip to **Kentwell Hall.** Tuesday 24th September.

Friday 27th September. **Macmillan Cake Sale** (after school in the main hall). Cake donations welcome in the morning.

Flu Vaccinations. Monday 4th November and 'mop up' on Tuesday 12th December.

Trail Camera

Have you seen what we have managed to photograph with our motion sensor trail cam? Visit our Facebook or Twitter pages to find out more.

Food Hygiene

Debbie and the Kitchen Staff have done it again but this time with our new caterers Edwards and Blake.



Blue Peter Style Badges

We will be running the Blue Peter scheme until the October half-term. After half-term we have another exciting scheme we would like to introduce.

Challenge

How many words can you find that start with a 'silent' letter?

Example

gnat

DIAL LANE BOOKS AND IPSWICH CHILDREN'S BOOK GROUP
 INVITE YOU TO THE MAGICAL BOOK LAUNCH FOR

WITCHSPARK





by DOMINIQUE VALENTE

Thursday 10th October, 5.30pm – 8:30pm
 Dial Lane Books
 8 Dial Lane, Ipswich IP1 1DL

'Find your Witchspark superpower' activity, author Q&A and book reading,
 followed by refreshments and book signing

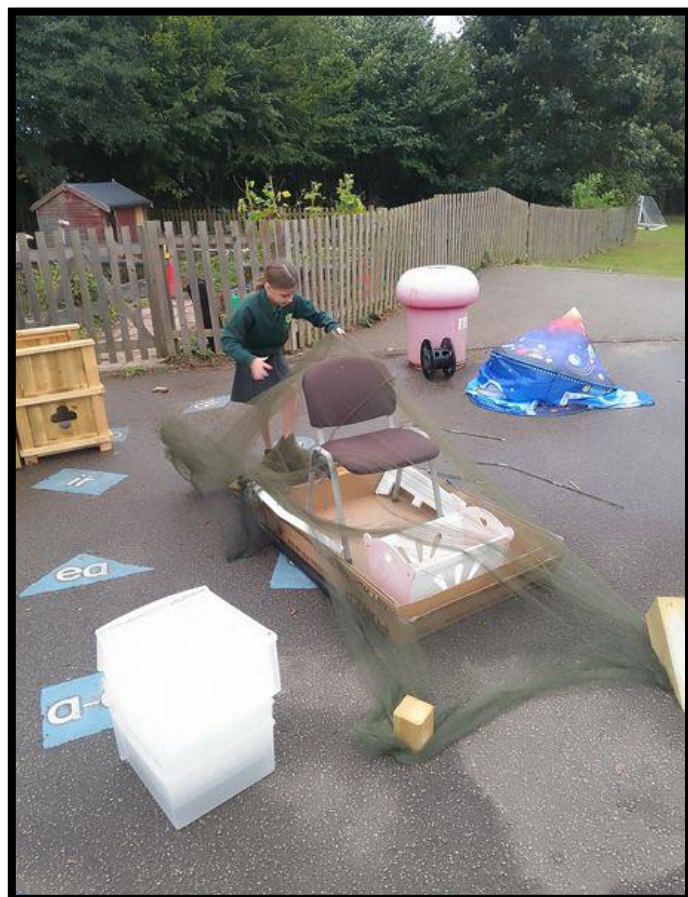
RSVP by 30.9.24 to: fritha.lindqvist@usborne.co.uk

Dress code:
 Victoriana or a hint
 of purple or sparkle
 (or just come
 as you are!)

Scrap Pod

We opened our scrap store this week. We hope it helps develop imaginative and creative play. It was great fun and I hope the children enjoyed it.



Shadow Blocks

We love Mrs Garner's small block shadowing, it not only helps when the children tidy up but with fine motor, shape recognition, matching skills and number development.



Spring Summer 24 – Week One

9 Sept, 30 Sept, 21 Oct



WEEK ONE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Main Meal	Wholemeal Cheese & Tomato Pizza served with Wholemeal Garlic Bread	Pork Sausage served with Baked Omelette, Country Diced Potatoes & Baked Beans or Sweetcorn	Roast Chicken served with Skin on Roast Potatoes & Gravy	Creamy Korma Style Chicken & Lentil Curry served with Rice	Friday Fish Fingers served with Chips & Tomato Ketchup
Vegetarian Main Meal	Creamy Vegetable Penne Pasta Carbonara	All Day Veggie Sausage Breakfast Served with Country Diced Potatoes & Baked Beans or Sweetcorn	Vegemince & Vegetable Pie (Ve) served with Mashed Potatoes	Cauliflower Cheese & Pasta Bake	Baked Bean & Cheese Panini with Chips
Filled Sandwiches	Cheese	Ham	Tuna Mayonnaise	Ham	Cheese
Jacket	Available Daily with Cheese or Baked Bean				
Vegetable Selection	Selection of Daily Vegetables & Mixed Fresh Salad	Selection of Daily Vegetables & Mixed Fresh Salad	Selection of Daily Vegetables & Mixed Fresh Salad	Selection of Daily Vegetables & Mixed Fresh Salad	Selection of Daily Vegetables & Mixed Fresh Salad
Dessert	Marble Sponge & Custard	Chocolate Ice Cream	Iced Banana Traybake	Oat & Raisin Cookie (Ve) & Fresh Watermelon Slice	Chocolate Shortbread Biscuits (Ve) & Fruit Slices

Available Daily: Fresh Bread, Fresh Fruit & Yoghurt

Spring Summer 24 – Week Two

Portion(s) of fruit or veg	Source of wholegrain	Contains plant-based proteins	50% fruit	Oily fish
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Our desserts meet Public Health England's target for 'free sugar' intake for your child.

Recommended fruit and vegetable portion sizes are calculated using School Food Standards. On average, our desserts do not exceed a third of a child's recommended 'free sugar' intake.



16 Sept, 7 Oct



WEEK TWO	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Main Meal Option 1 (& Halal Equivalent where Required)	Macaroni Cheese	Summer Hot Dog Baguette served with Freshly Made Coleslaw Salad	Roast Chicken served with Skin on Roast Potatoes & Gravy	Beef Bolognese & Penne Pasta	Friday Fish Fingers served with Chips & Tomato Ketchup
Vegetarian Main Meal Option 1	Vegetable Enchiladas (Ve) Served with a portion of Sunny Vegetable Rice	Summer Veggie Sausage Hot Dog Baguette (Ve) Served with Freshly Made Coleslaw Salad	Vegemince Cottage Pie (Ve)	Veggie Mince Bolognese & Penne Pasta (Ve)	Cheese & Onion Puff Pastry Roll Served with Chips & Tomato Ketchup
Filled Sandwiches	Cheese	Ham	Tuna Mayonnaise	Ham	Cheese
Jacket Potato	Available Daily with Cheese or Baked Bean				
Vegetable Selection	Selection of Daily Vegetables & Mixed Fresh Salad	Selection of Daily Vegetables & Mixed Fresh Salad	Selection of Daily Vegetables & Mixed Fresh Salad	Selection of Daily Vegetables & Mixed Fresh Salad	Selection of Daily Vegetables & Mixed Fresh Salad
Dessert	Ginger & Mandarin Traybake	Strawberry Jelly (Ve)	Freshly Baked Chocolate Cookie (Ve)	Flapjack Finger With a fresh slice of Watermelon (Ve)	Homemade Shortbread Biscuits (Ve)

Spring Summer 24 – Week Three

Portion(s) of fruit or veg	Source of wholegrain	Contains plant-based proteins	50% fruit	Oily fish
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Our desserts meet Public Health England's target for 'free sugar' intake for your child.

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2 Sept, 23 Sept, 14 Oct



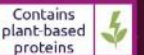
Eafiverse

WEEK THREE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Main Meal Option 1 (& Halal Equivalent where Required)	Wholemeal Cheese & Tomato Pizza served with Wholemeal Garlic Bread	Farm Assured Pork Sausage Roll with Homemade Skin on Baked Potato Wedges	Roast Chicken served with Skin on Roast Potatoes & Gravy	BBQ Chicken & Vegetables served with Noodles	Friday Fish Fingers served with Chips & Tomato Ketchup
Vegetarian Main Meal Option 1	Mildly Spiced Vegetable Chilli & Rice (Ve)	Cheese & Onion Puff Pastry Roll served with Homemade Skin on Baked Potato Wedges	Savoury Vegetable Mince & Gravy served with a Yorkshire Pudding & Skin on Roast Potatoes	BBQ Quorn, Vegetables & Noodles	Cheesy Beans Pitta Pocket
Filled Sandwiches	Cheese	Ham	Tuna Mayonnaise	Ham	Cheese
Jacket Potato	Available Daily with Cheese or Baked Bean				
Vegetable Selection	Selection of Daily Vegetables & Mixed Fresh Salad	Selection of Daily Vegetables & Mixed Fresh Salad	Selection of Daily Vegetables & Mixed Fresh Salad	Selection of Daily Vegetables & Mixed Fresh Salad	Selection of Daily Vegetables & Mixed Fresh Salad
Dessert	Baked Apple Sponge served with Custard	Tutti Frutti Jelly and Mandarins (Ve)	Homemade Flapjack (Ve)	Zesty Lemon & Blueberry Yoghurt Cake	Freshly Baked Vanilla Cookie (Ve)

Available Daily: *Fresh Bread, Fresh Fruit & Yoghurt

Our desserts meet Public Health England's target for 'free sugar' intake for your child.

Recommended fruit and vegetable portion sizes are calculated using School Food Standards. On average, our desserts do not exceed a third of a child's recommended 'free sugar' intake.



Thank you for choosing a school!

Gusford Community Primary School

Sheldrake Drive, Ipswich, IP2 9LQ

When you shop with Asda Rewards, we'll donate 0.5% of your total spend every time to your selected primary school. This is additional to your own earnings and doesn't take anything out of your Cashpot.

You'll be able to track your school's Cashpot in the next 24 hours. Keep an eye on your selected Cashpot to track their progress and see how much they've earned!



Monday to Friday

Short	3:15pm-4:15pm	£5
Long	3:15pm-5:00pm	£8
Extra	3:15pm-5:30pm	£10
Extended	3:15pm-6:00pm	£12



To book:

[KICKSANDTRICKS.IPALBOOKINGS.COM](https://www.kicksandtricks.co.uk)
School Provision > Gusford Wraparound

We provide a light, healthy snack at a short and long session. A light tea at the extra and extended sessions.

For more information visit:
[WWW.KICKSANDTRICKS.CO.UK](http://www.kicksandtricks.co.uk)
CALL 07939501775 | [INFO@KICKSANDTRICKS.CO.UK](mailto:info@kicksandtricks.co.uk)

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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