

Moorfield News

Responsibility Perseverance Compassion Thankfulness

9th - 13th September 2024

Classes of the Week: R/KS1: 2GS KS2: 5M

House of the Week: Wolf

Pupils of the Week: R/KS1: Theo D KS2: Emmie R



TRACKIT LIGHTS

9th - 13th September 2024

KM	KP Oscar W	REC All children	
1H Rory C	1E Jaxon H	2C Theo T	2GS Theo D
3J Thomas C	3H Teddy S	4G Bruce L	4C Autumn M
5M Skye A	5SH Jack H	6R Elsa M	6H Mabel K



Pen License



Star Bonds

Moorfield Tables



9th - 13th September

Rec 98%, Year 1 94%, Year 2 94%, Year 3 93%,
Year 4 95%, Year 5 98%, Year 6 98%

Attendance Matters



Headteacher Award

R/KS1 Saif E - Responsibility
KS2 Jake H - Responsibility



SCHOOL PACKED LUNCH POLICY

Thank you to those who got in touch with ideas to make the school packed lunch policy better for our school community. The children put a lot of hard work into it but it has been very useful getting the thoughts of parents and carers.

If anyone else would like to contribute, please share your thoughts by 23rd September by emailing admin@moorfield.stockport.sch.uk

ASDA REWARDS

A reminder about the communication you received this week from school regarding Asda Rewards and how, if you shop at Asda, you can raise money for Moorfield.

Parentkind - the charity that supports school PTAs - have teamed up with Asda, who is making millions of pounds available to donate to primary schools across the UK through their 'Cashpot for Schools' initiative - all you have to do is, opt in through the Asda Rewards app, choose our primary school and shop and scan in store or shop online at Asda.com, between 2nd September and 30th November 2024.

Asda will donate 0.5% of the value of your shop to our Primary school. Also, every time somebody opts in, Asda will give an additional £1 to the school Cashpot. Plus, it doesn't stop there - Asda are also giving £50 to every school to get them started. All money raised will be donated to schools to spend on the things they need the most.

INTRODUCING CASHPOT FOR SCHOOLS

Download and opt-in with Asda Rewards
and we will donate **££s** to schools.

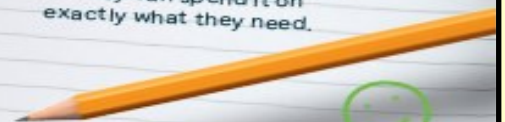
**CASHPOT
FOR
SCHOOLS**



With
Parentkind

HERE'S HOW:

- 1** Download the Asda Rewards app and opt-in to Cashpot for Schools.
- 2** Choose your primary school
- 3** Shop in-store across Asda & George, and scan your Asda Rewards app at the checkout.
- 4** Shopping online?
Simply log in to Asda.com using the same details as your Asda Rewards account.
- 5** We'll do the rest!
We donate ££s to your chosen school every time you shop, so they can spend it on exactly what they need.



HEAD PUPILS

Well done to those in Year 6 who were chosen to represent the school this year:

Head Pupils - Bella, Max

Deputy Head Pupils - Sophia,
Matthew

Senior Prefects - Katie, Andrew



We look forward to seeing who the Primary Leadership Team (PLT) members will be after voting this week.

AND FINALLY

We are supporting 'Disability Stockport' this year as our chosen charity. They are a registered charity specialising in Autism and mental health in the Stockport and Cheshire Area. Any money raised this year through school events will go towards supporting this charity.

www.disabilitystockport.org.uk

Best wishes,

Paul Anderson
Headteacher





Picture News

TAKEHOME

16th - 22nd
September



In the news this week

The Wildlife Photographer of the Year shortlist has recently been announced, with just 100 photos left in the competition, following a record-breaking 59,228 entries! The winners will be revealed on 8th October and displayed in the Natural History Museum in London. To celebrate its Diamond Jubilee (60 years) this year, the competition has also introduced a new Impact Award to recognise conservation successes and stories of hope.

Things to talk about at home ...

- > Can you think of any wider benefits of people learning about the Wildlife Photographer of the Year competition?
- > Do you enjoy photography? Do you prefer looking at or taking photos?
- > Do you have a favourite photo? What is it of, and who took it?



How can photos shape the world?

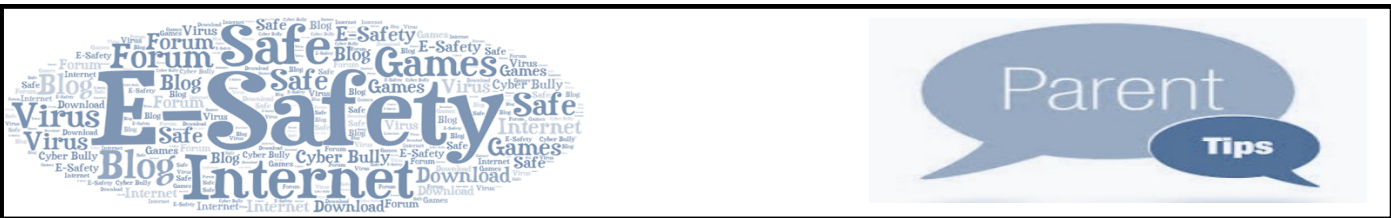
Please note any interesting thoughts or comments

Share your thoughts and read the opinions of others

www.picture-news.co.uk/discuss



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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 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.



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



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