

# Abacus Primary School



# Newsletter 539 13/9/24



We are very excited that our new Foundation children started their Abacus journeys today.



Next week, we will be on **WEEK 2** of our school menu, which you can view on our website.

THIS SCHOOL IS  
**NUT FREE**



THANK YOU  
for keeping our school safe!



**you scan,  
we donate  
££s TO  
SCHOOLS.**



## Asda Rewards Cashpot for Schools

[Cashpot for Schools Terms & Conditions](#) [Asda Rewards terms & Conditions](#)

**1**

### Download and sign up to the Asda Rewards app

Opt into the Cashpot for Schools campaign and select a specific primary school or select 'Schools in Need'.

**2**

### Shop in store across Asda and George, or online at Asda.com

Asda will donate a percentage of your shop to your chosen school each time you shop and scan.

**3**

### Asda does the rest

The money raised will be donated through Parentkind to schools to spend on what they need most. This won't affect your own Cashpot earn.

**Once opted in and selected a school, we will add £1 to your chosen schools Cashpot to help get them started.**

Each school will get an additional £50 added to their Cashpot, after at least one customer has shopped and scanned their Rewards app.



## Registering your school

A school, PTA or parent council can register on behalf of their school.

To register, they must sign up with our charity partner, Parentkind, via their [website](#). There is a free option for those unable to sign up for the yearly membership. If a school isn't registered by 30th November, the money earned will be transferred to the Schools in Need Cashpot, where it will be distributed to schools in disadvantaged areas.

**CASHPOT  
FOR  
SCHOOLS**



You may have seen Joe Wicks advertising the new Asda school scheme. You select Abacus Primary School on the Asda Rewards App and scan it every time you shop, Asda will then donate 0.5% of the value of your shop to our school.

Your school have opted to be involved in a pilot project aimed at increasing inclusivity in school and building relationships and communication with parents/carers. The name of this project is Partnership for Inclusion of Neurodiversity in Schools (PINS).



PINS will bring health and education specialists and parent carers with lived experience into mainstream primary settings to:

- Help shape whole school SEND provision.
- Provide early interventions at a whole school level.
- Improve pupil outcomes
- Upskill school staff and improve confidence.
- Support strengthening of partnerships between schools and parent carers.

As part of PINS the school will be working closely with your local Parent Carer Forum for SEND parent/carers, Essex Family Forum (EFF). You can find out more about what EFF do here <https://essexfamilyforum.org/>

Before the project begins, we would like to invite you to complete this online survey. The questions in the survey are to give an overview of the school's approach to inclusion to help us understand the current strengths and potential areas of improvement in your child's school. They are not intended to address any individual issues with regard to the support your child receives. This is also not a suitable route for reporting any safeguarding concerns. In these circumstances we recommend you follow the school's policies and procedures.

The survey is for all parents and carers of children attending your school. If you have more than one child attend the school, you do not need to complete the survey for each child, unless you feel it would appropriate.

The individual information provided will only be accessible to EFF and will be stored securely. Any information provided that could identify any individual will be anonymised. The only time any individual information will be shared is if it raises a concern for someone's safety.

EFF will produce a summary of the survey results highlighting the themes that have been raised by the responses given by parent/carers in the school. The themed summary will be shared with the parent/carers and the Senior Leadership Team from your participating school, as well as the PINS project team partners from NHS England, Department of Education and the National Network of Parent Carer Forums (NNPCF).

A themed summary of the survey results will be shared with your participating school and PINS project partners from NHS England, Department of Education and NNPCF.

Please use this link to complete the Survey it should take less than 5 minutes of your time and will be open for 2 weeks from today. <https://www.surveymonkey.com/r/2RX53Q9>

Watch out for further opportunities to join EFF in person to share your thoughts/experiences to work together with the school to make improvements.



# **NEW INTAKE SCHOOL TOURS**

**Our school is holding tours for prospective parents on the following dates:**

**TUESDAY 5<sup>TH</sup> NOVEMBER 2024**

**THURSDAY 28<sup>TH</sup> NOVEMBER 2024**

**WEDNESDAY 8<sup>TH</sup> JANUARY 2025**

**We are holding 3 sessions on each of the November dates: 9.30am, 10.45am & 1.30pm and**

**2 sessions on the January date: 9.30am & 1.30pm**

**The tours will last for approximately 45 minutes and begin with a presentation sharing key information about our school, followed by a tour led by our “experts” in Year 6.**

**Please contact our school office on 01268 571018 to book a tour.**

**\*Tours are by appointment only\***

**We look forward to meeting you all!**

# Diary Dates

**Wednesday 18th September** at 9am—Year 1 introduction session—in person.

Year 2 introduction session 2.45pm in person.

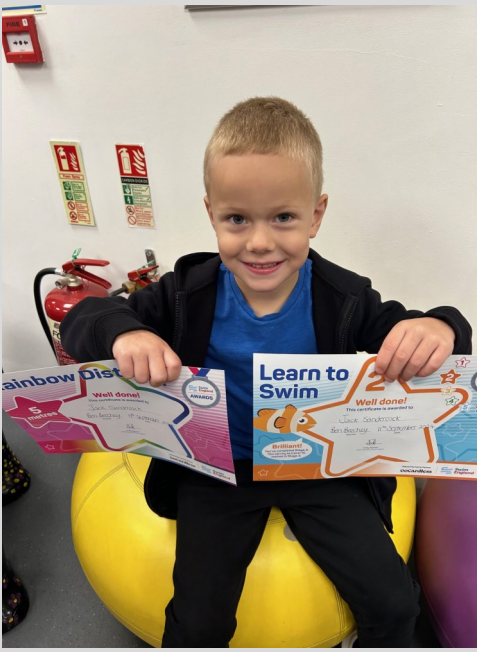
Mrs Howard has been busy adding school events to our calendar. You can view these by copying and pasting the link:

<https://www.abacusprimaryschool.co.uk/school-calendar>



We will be taking part in National Fitness Day this year which is on **Wednesday 18th September 2024**. We invite all children to come to school dressed in their fitness wear or PE kit.

# LET'S CELEBRATE!



Well done to Alfie, Jack, Arthur and Albert for their achievements in football, swimming and climbing this week.

## Year 6 Open Evening

Thursday 3rd October 2024

5.30pm - 8.30pm

Come and see our school in action!

Year 6 Tours will run daily from  
Monday 23rd September to Friday 11th October at 9.00am and 10.00am  
Please contact the School Office on 01268 471201 to secure your viewing



## Wickford Primary School

Market Road, Wickford, Essex, SS120AG  
01268 733071  
[wickfordprimary.uk](http://wickfordprimary.uk)



Thursday 5th September 2024

Dear Parent/Carer,

### The 2 Johns - Online Safety Workshop for Parents/Carers from Wickford Schools

'The 2 Johns' will be visiting Wickford Primary School, Market Road on **Thursday 10<sup>th</sup> October** to deliver online safety workshops to parents 5pm – 6.30pm. We are inviting all Wickford school parents to this event in an effort to share vital messages and important online safety information. We encourage all parents & Carers, and any other friends or relatives, to attend this vital workshop to help keep your child safe in an ever-evolving online world.

We are incredibly proud to have secured this visit from two hugely respected and renowned online safety experts. During the day, your school's staff will have received expert advice and guidance on a number of online safety themes.

The evening workshop is for **adults only** so children cannot attend.

This workshop is incredibly informative and difficult to secure, so we hope to see as many of you as possible at the event. We do have a maximum capacity and places will be secured on a first come, first serve basis – please call our school office on **01268 733071** (9am – 4pm) to secure your place.

Yours sincerely,

Mr Baker  
Assistant Headteacher



*"The most informative and useful hour and half I've spent as a parent since ante-natal classes!"*

*"Not only did they bring me up-to-date with how my children are at risk, but gave fantastic advice on how to communicate with my children to keep them safe online."*

# 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>