



# HEADTEACHER'S WEEKLY BULLETIN

"For I know the plans I have for you... plans to give you hope and a future"

Jeremiah 29:11

ISSUE NO. 2 : 13 Sept 2024

## DIARY DATES



Fri 13 Sept  
Mon 16 Sept  
Tues 17 Sept  
Wed 18 Sept  
Tues 24 Sept  
Fri 27 Sept

School Uniform and Second Hand Uniform Sale after school  
School Photographs (with pre-school age siblings from 8.45am by arrangement)  
9am Phonics/Reading Parent Information session for Ladybirds' and Dragonflies' parents in school hall  
9am "Meet your Teacher" and Welcome session for Busy Bees' parents in school hall  
9.15am School Tours for Prospective Parents Sept 2025 Entry  
9-10am Macmillan Coffee Morning in School Hall—All welcome

Dear Parents and Carers,

What a fabulous week we have had! The Busy Bees have had a great week, settling in to full school days. They have been amazing, and I hope they have really enjoyed the start of their new school adventures. They have certainly been very busy little bees, and I am loving popping into their classroom to see them. The Ladybirds and Dragonflies have eagerly started their new half termly topics and are astounding us with their knowledge and thirst for learning. It has been wonderful to see them in action. The two KS1 classes have also been voting for councillors for our different groups.

## HOUSE CAPTAINS



**CANTERBURY**  
Camilla, Flynn



**SOUTHWARK**  
Eliza, Theo K.



**YORK**  
Brandon, Florence H

## ECO COUNCIL



Alice, Esme, Finlay, James, Jesse, Luca, Olivia, Pia

## SCHOOL COUNCIL



Alicia, Elsie, Florrie, Henry, Joseph, Noah, Pierce, Poppy

## ANTI-BULLYING TEAM



Cade, Callie, Cecily, Marnie, Noah, Robyn, Rory, Thea

## FAITH GROUP



Ellie, George, Lily, Louis, Luna, Reuben, Seren, Summer

## MEET OUR TEAMS

We pride ourselves on giving our children as many roles and responsibilities as possible through their time at St Peter's School. We have a number of council groups who look at initiatives and support the school and children in different projects and through pupil voice. We start the year with children from Year 1 and Year 2 but introduce the Reception children to these groups later in the year, once they have fully settled into school. Every new year in September we hold our School Council Elections and each of the classes elect representatives to become part of the different school councils and House Captains for the year. Each council will meet regularly throughout the year and work together to further develop the experience for all members of our community. I am really looking forward to working with them, and for them to show the rest of our children how we can, for example, improve our ECO status or ensure we have buddies on the playground if we are feeling a little sad. I will post news and updates from our councils in this newsletter throughout the year.

## S.N.A.G (School Nutritional Action Group) TEAM



Amelie, Elidi, Jonah, Valentina

## ATTENDANCE

I appreciate that the new attendance guidance can be a little confusing for some parents new to a school setting and I am aware that there has been some discussion about the new Attendance policy, specifically concerning the issue of penalty fines for children who are under compulsory school age. Compulsory School Age (CSA)—children are expected to be in full time education in the term after they turn 5yr. I hope the following will explain the St Peter's School approach to attendance clearly.

School attendance is important for equipping your child with skills for life. Attending school every day can help your child to achieve their aspirations, and the aspirations you have for them. "Absence has a significant and detrimental effect on learning. Parents have a legal duty to ensure that children of compulsory school age attend on a regular and full-time basis. **Pupils are expected to attend 100% of the time, unless the absence is authorised by the Headteacher.**"

—St Peter's Attendance Policy 2024

All parents who register their child at a school, regardless of age, have a legal responsibility to ensure their child attends school. Government guidance states: "Where parents decide to have their child registered at school **(whether of compulsory school age or not)**, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school." So, although a parent may not be sanctioned for taking their child out of school under the age of 5, they are by law agreeing to them attending school by registering their child at a school. In addition, the signed Home School Agreement asks parents to commit to "support the school's attendance policy and take family holidays only out of school time".

The Education Inclusion Officer assigned to the school does regular attendance checks and may still flag a pupil's attendance, regardless of CSA, if it is below a certain threshold. We have a duty of care, shared with the Local Authority, to challenge poor attendance. Where attendance levels are low and where there are invalid reasons (judged by the Education Inclusion Service, not the parent) for a pupil's frequent absence or where parents condone absence (e.g. by taking children out of school on unauthorised holidays) then parents render themselves liable to a potential fine. Of course, no one wants this to happen but we need to be very clear about the issue. We hope that this helps give you a clear understanding about the School's expectations in this matter. Thank you for taking the time to read this and we would be very pleased to answer any further questions you may have about our approach to maintaining and improving our attendance record.

**RUBBISH!**  
Don't leave it...  
**Bin it** 

While the weather is still good, it is lovely that the children can enjoy the field and outside areas, but we have noticed a rise in litter being left around the play areas. Please may we ask that people either use the bin provided by the council by the swings or take their litter home with them to help us look after our beautiful environment. Thank you very much.

## MACMILLAN COFFEE MORNING FRIDAY 27 SEPTEMBER 9am

On Friday 27 September we will be holding a cake and coffee morning in the school hall with all the proceeds going towards the amazing and valuable Macmillan charity. We would really like as many of you as possible to come along and spend some time having a chat and coffee/cake to raise funds for this cause. If you are able to donate cakes for this event so we have plenty to go around please bring them in on the day. Volunteers to help with the morning would also be greatly appreciated.



## SCHOOL HARVEST SERVICE @ ST PETER'S CHURCH, TANDRIDGE TUESDAY 1 OCTOBER 9am

We are excited to be welcoming everyone to St Peter's Church for our Harvest Service on Tues 1st Oct. The children have already been starting to learn some of the Harvest songs and are, I must say, singing them with gusto! We ask that the children are dropped directly to the church (at the top of the hill) for 8.45am (NOT TO SCHOOL) so we can start promptly at 9am. The children will be escorted to their seats by the class teachers and will remain with their classes throughout the service. Children will be in the two middle sections of the church. Parents are very welcome to join us for the service and can sit in the side pews (we do however understand that many of you may need to 'kiss and fly', so please don't feel bad if you can't make it).

After the service the children will walk back to school with their classes. If you would also like to walk with the children, that would be lovely. Please do let your class teacher know if you are able to do this. Please may I give a gentle reminder that you are role models so will need to walk on the pavements and not in the road, but I will give a little reminder in church!

As this is a time for giving and sharing, we always like to support the local community and offer donations of (in date) tinned foods and non-perishables. If you are able to donate things like long life milk or fruit juices, porridge, tinned goods, pasta, rice, cereals, tea/coffee and biscuits that would be wonderful and very welcome. We will be displaying these in the church at the beginning of our service, so please bring them directly to the church on that day. We will send out a reminder nearer the time.



**HAPPY BIRTHDAY TO...** Finlay and Thea (age 6)

**REMEMBER:**

**SCHOOL PHOTOGRAPHS ON MONDAY!**

Heavenly Father, show our children the right path this school year.

May they not be influenced by the unwise but seek your purposes in all things. Guide their choices. Show us the right path as a family.

That we would place our time and energy on the things you want us to invest in.

Lauren Gaines



## CLASS NEWS



### BUSY BEES

WOW, how fantastic have our little Busy Bees been the past week coming into school, hanging their coats, putting away their belongings and, most importantly, doing all of this with a smile on their face? Thank you also to families for being prompt by the gate each morning and supporting your child walking into school independently. It is very important that we all encourage the children with their growing independence. The children have been exploring all areas of learning within the classroom/school. They have enjoyed playing some circle time games to get to know their peers and adults and had a go at helping their Teacher writing the Bee Class Rules!!! They painted their portraits and made their individual Bee mascot using different materials. What a wonderful week!

**Homework:** Get lots of rest—we have another busy week next week!



### LADYBIRDS

Ladybirds have had a brilliant first full week back. We have all settled into new routines really well and we have been working really hard. In Geography, we have been learning about the seven continents and have definitely enjoyed singing all about this. In Maths we have been looking at numbers to 20 and number bonds to 10. In English, we have been practising writing full sentences using the story 'The Enormous Turnip' to inspire our writing. We have also enjoyed outdoor learning sessions where we have had the opportunity to get used to the environment and explore.

**Homework:** Number Bonds

### DRAGONFLIES

Dragonflies have settled very well into Year 2. They have learned the new routines and have really impressed us. We have started our first topic on London, reading 'The King's Pants' by Nicholas Allan. In Geography we have continued our UK theme by looking at maps and adding nation capitals. The children then extended this by finding the seas and oceans around the UK. In Maths we have been investigating number and finding different ways to find key numbers and presenting this in a variety of ways. We have continued our work on 'The Great Fire of London' by finding out about King Charles II and Samuel Pepys. We then looked at Tudor houses and designed our own ready for our construction of 1600's London. In Science we have started our Healthy Living topic by conducting a food tasting observational task.

**Homework:** Great Fire of London Fact File

I hope you all have a wonderful weekend. The weather is looking brighter so I hope you enjoy the sun and hopefully slightly higher temperatures!

God bless, *Lenia Greenaway*

### HOUSE TEAM POINTS



House Team Points are awarded for great learning, behaviour, manners, and for displaying our Christian Values. Congratulations this week to Southwark house and Canterbury, a close second this week!

**Emergency information regarding the school will be announced on HEART RADIO 102.7FM**

01883 712439 [hello@stpetersinfant.org](mailto:hello@stpetersinfant.org) [www.stpetersinfant.org](http://www.stpetersinfant.org)



Southwark Diocesan Board of Education  
Supporting Christian Education







**Earache**  
(Children  
aged 1 to 17  
years)

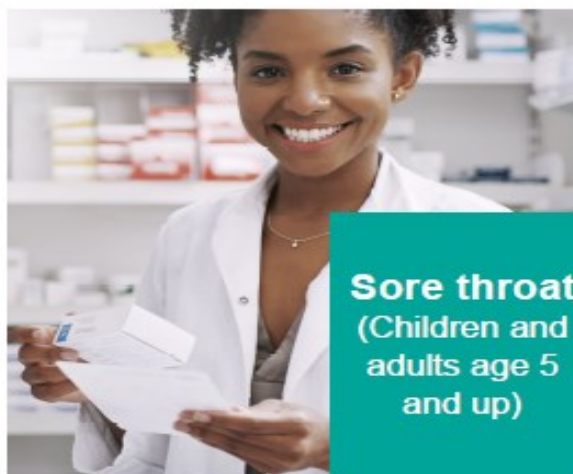
Pharmacies can now offer appointment, with medication available if required, for **four conditions** that affect school-age children:

- Ear ache (children aged 1-17)
- Sore throat (over 5s)
- Infected insect bites (over 1s)
- Impetigo (over 1s)

GP practices are busy and an appointment is not always necessary. When your child is ill with any of the above conditions, by going straight to a local pharmacy, you can have a consultation with a trained clinical professional and receive advice and even medication if it is needed, meaning they could be on the road to recovery as soon as possible.



**Infected Insect Bite  
or Impetigo**  
(Children and adults age 1  
and over)



**Sore throat**  
(Children and  
adults age 5  
and up)

The majority of Surrey community pharmacies offer the Pharmacy First service. Remember – if your child has an ear ache, sore throat, impetigo symptoms or suspected infected insect bite, think **Pharmacy First**.

For more info visit:

[nhs.uk/nhs-services/pharmacies](https://nhs.uk/nhs-services/pharmacies)



THIS SCHOOL IS A



**NUT  
FREE  
ZONE!**

**ABSOLUTELY NO NUTS  
IN SCHOOL AT ALL PLEASE**

Drop-in  
Last Friday Of The Month  
10am-11.30am

Tandridge Family  
Centre  
Wolf's Wood  
Hurst Green,  
Surrey,  
RH8 0HF

**SEND  
Parent  
Support**

Do you have a child with SEN?  
Join us for a chilled parent group to unwind,  
relax and find support from friends and  
professionals.  
Close to Hurst Green Train Station - 410 Bus Route

### CHILD PROTECTION CONTACT CENTRE

At St Peter's we take the safety and well-being of every child very seriously. If you are ever concerned about a child please speak in confidence to our Designated Safeguarding Lead, Miss Greenaway or our Deputy Designated Safeguarding Leads, Mr Atterton and Mrs Vaquinhas.

If you feel you have not had a satisfactory response from us to any child protection issue, please phone the contact centre on:



Tel: 0300 200 1006

**"Safeguarding is Everyone's Business"**



# 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>

@wake\_up\_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 11.09.2024