



# NEWSLETTER

## FRIDAY 13TH SEPTEMBER 2024

### ISSUE NO.2

## EXCELLENCE IN EVERYTHING



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**EXCELLENCE IN EVERYTHING-ACHIEVING GREATNESS THAT LASTS A LIFETIME**

## Message from Mr Taylor

We are two weeks into the new academic year already and what a start it has been. Firstly, I must congratulate children and parents/carers on your response to our continual drive for **Excellence In Everything** with regard to our whole school attendance. Our new 'No Days Off' initiative has been a resounding success and we have already seen 3 classes this year with perfect attendance - every child in school, on time everyday - leading the way with 'No Days Off'. Yet another excellent example of the power of working together as a school community to drive standards of excellence across the school.

The big news this week is the launch of our school houses - North, East, South and West - and the appointment of eight 'Student Navigators' from Year 6 who will lead the way, setting impeccable standards of **Excellence in Everything** to the whole school. Research shows pupils' sense of belonging impacts their academic outcomes, including academic achievement, classroom engagement, motivation, and attendance. Belonging grows from a feeling of connectedness with others, and the sense that you are a part of something. That could be with an individual, a group, or a larger community. Belonging is all about being seen, accepted, and supported by others and doing the same for them. It's built gradually over time with people that are supportive of us.

On Tuesday next week, we welcome Kevin Marlow Lead Navigator from [Compass for Life](#) who will form an integral element of our character curriculum moving forward. At *Compass for Life*, their mission is simple – to help staff, children and parents on a lifelong journey of learning and development to find their personal and professional purpose and become the best version of themselves. From CEOs, civil servants and international sporting champions to children and future leaders, each of us is on our own journey. As that journey progresses, the *Compass for Life* programme is here to equip staff, children and parents with the tools, skills and support to challenge you to take the next step - in the case of Warren Farm, to achieve **Excellence in Everything**. Kevin will deliver assemblies to Key stage 1 and Lower key stage 2, workshops to Year 5 and 6 and then finish the day welcoming parents/carers of children in Year 5 and 6 to a workshop at the end of the school day to share childrens' **Super North Star**.

Make it a great weekend

Mr Taylor

*"Intelligence plus character - that is the goal of true education"*  
Martin Luther King

## DATES FOR YOUR CALENDAR

Tue 17th September	Compass For Life launch Year 5 & 6 Parent wksp 3:30pm
Wed 18th September	Year 6 Whitmoor lakes Residential (18th-20th)
Mon 23rd September	Reception and Nursery Parent welcome meeting 9:00am
Tue 24th September	Year 1 and 2 Parent welcome meetings 9:00am
Wed 25th September	Year 3 and 4 Parent welcome meetings 9:00am
Thurs 26th September	Year 5 and 6 Parent welcome meetings 9:00am
Tue/Wed 8/9th October	Parents Evening all year groups 3:30pm -6:00pm
Fri 18th October	Break up October Half Term (2 weeks)

COURAGE

HONESTY

INTEGRITY

RESPECT

SELF  
DISCIPLINE



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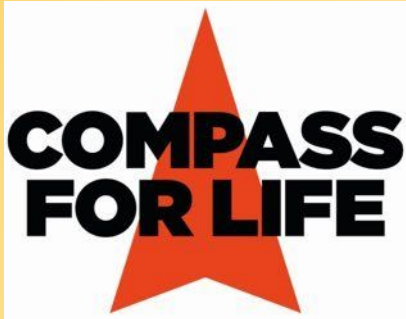
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# STUDENT NAVIGATORS



We are excited to announce that today we have chosen the pupils who will lead our four House Groups—North, South, East, and West. These children participated in the MPCT programme last year, where they were commended for their outstanding leadership skills.

In addition to their success in the programme, these pupils consistently demonstrate many of the characteristics we believe are essential for effective leadership, including strong communication skills, teamwork, adaptability, empathy, a positive work ethic, and a can-do attitude. They embody the values we strive to cultivate in all our children.

We look forward to seeing these young leaders flourish in their new roles, further developing their character both this year and in the future.

Thank you for your ongoing support as we continue to nurture the next generation of leaders here at Warren Farm.

## NORTH

## EAST

## SOUTH

## WEST



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### EARLY YEARS

We are so proud with how Reception and Nursery have settled into their new classes. Reception have already started their Phonics learning, and so far we have learnt all about the letters S and A. In our first P.E session, we explored different ways we can move around a space. Please ensure you are reading with your child every night and writing progress comments in their diaries. Please can I remind parents that staff are unable to respond to messages on Clasdojo, so ensure you pass any information onto staff at the door. Thank you for your cooperation.



### KEY STAGE 1

We are thrilled to report the children in KS1 have made an excellent start back after the holidays! They have settled in wonderfully and are already showing great enthusiasm in their learning. To help us continue this positive momentum, we kindly ask that all items of school uniform be clearly labelled with your child's name, ensuring lost items can be returned quickly. Please remember the importance of reading daily with your child and signing their reading book each time—it makes a big difference in their progress. Practicing letter and number formation at home is also a great way to support your child in building strong foundations in literacy and numeracy. Thank you for your continued support!



### ATTENDANCE

It is with great pride that we are able to report that the school year has begun with an exceptional record of attendance. Many of our classes have celebrated days—and in some cases, entire weeks—without a single child missing a day of school. This is a fantastic achievement and reflects the commitment of our students, parents, and staff.

At Warren Farm School, we place a high priority on attendance and punctuality, not only as essential life skills but also because we believe that every child deserves a full and enriching educational experience. Regular attendance ensures that our students receive the full offer of school life, including all the learning opportunities, activities, and support that come with it.

We would like to extend our heartfelt thanks to all parents and guardians for your ongoing support and dedication. Your efforts to ensure that your children attend school regularly is playing a crucial role in making attendance at Warren Farm School an area of strength.

### YEAR 6 SECONDARY APPLICATIONS

Online admissions opened on 1 September 2024 for Year 7 September 2025 places. Parent/carers resident in Birmingham should apply through the Birmingham City Council website

<https://www.birmingham.gov.uk/schooladmissions> up until the **deadline of 31 October 2024**. If you require support with the admission arrangements and process please speak to the school office. Advice and support is also available from Children's Services on 0121 303 1888

**PARENTS EVENING**  
**TUESDAY 8TH**  
**WEDNESDAY 9TH**  
**OCTOBER**  
**3:30PM - 6:00PM**





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### SAFEGUARDING

All staff working in an educational setting regularly update their safeguarding training. Annually a document called Keeping children safe in education is released. Some of the updates on that document for this year include; updating the definition for safeguarding. The definition is now; providing help and support for children as soon as problems emerge, protecting children from maltreatment within or outside the home, including online, preventing impairment of children's mental and physical health or development, making sure children receive safe and effective care and taking action to enable all children have the best outcomes. Some of the other updates include using the terminology of exploitation alongside abuse and adding persistent absence as one of the early help indicators.

### Medical Needs

Updating medical records in a school setting is crucial for safeguarding, pupil health and ensuring a safe learning environment. This process involves maintaining accurate and current information about each pupils medical history, allergies, medications, and any special health needs or conditions. It is important at the start of the school year to ensure that these records are up to date, this will ensure pupils are receiving the necessary support and care while minimizing the risk of health-related incidents during school hours. We are aware that these needs can change, especially following a large break. Please can you ensure that if there have been any medical changes that you notify the school office.

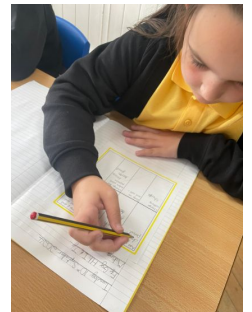


### CHILD OF THE WEEK

NAH	
RMH	Jacob Morrall
RYG	Peyton Westwood
1CO	Remmi Halford
1/2HM	Jude Smith-Melia
2DN	Abbas Ghazi
3AB	Ana-Maria Costandache
3/4LM	Adele Matangwe
4SK	Megan Isbor
5AS	Simey Beet
5/6NW	Jack Gouldingay
6BP	Jacobi Coleman

### LOWER KEY STAGE 2

This week, we have settled nicely into school life again, progressing with the curriculum. In English we have recapped basic spelling, punctuation and grammar linking to our new class texts. We have had a high focus on our presentation skills focusing on our cursive handwriting. If you would like to support your child with their handwriting at home, please see the class teacher. Please keep your child's PE kit in school so that they have it for every lesson. As they are in KS2 they have a longer PE lesson which is either on a Monday or Thursday. Usually, it is every Thursday but every 3 weeks it will be on a Monday. If you wish to wash the kit, PE kits can be taken home on a Friday and brought back into school on a Monday.



### UPPER KEY STAGE 2

We're back to it! The children have settled back into the daily structure of lessons and are already making great progress! In English, we've been diving into new texts that explore the theme of courage, sparking lots of thoughtful discussions. In Maths, we are focusing on place value, helping the children strengthen their understanding of numbers and laying the groundwork for future topics. In History, we've started learning about the fascinating Mayan civilisation: the pupils are excited to explore this ancient culture and its lasting influence and in Science, we've been discovering what makes something alive. Through hands-on activities and discussions, the children are learning about the characteristics that define living things. We're looking forward to more exciting learning in the weeks ahead!





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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](https://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 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 timeliness 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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