

Carrington Junior School Autumn Term Newsletter 1



13th September 2024

Message from Mrs Cameron

It has been wonderful to talk to so many families at the school gate in the mornings. Please do come and say hello.

It has been fantastic to welcome the children back to school and to welcome new faces right across the school in every year group.

I have been impressed by the behaviour of the children so far and their attitude towards their learning, and each other.





Staying in touch

We have sent out SeeSaw codes with every child, so you can sign up to your child's new class for weekly updates and reminders. There is also a messaging facility to contact the class teacher.

Please remember that teachers may not see messages posted here immediately, so urgent messages should come through the school office.

Attendance



Attendance is expected to be above 96% for all pupils.

We can help if your child is finding school difficult.

Good attendance supports children in many areas of their life: academic learning, friendships, confidence and self-esteem.

Children with poor attendance have more friendship problems and do less well throughout their school career. Our most successful pupils are the ones with attendance above 95%.

Good attendance means...

being in school at least 95% of the time or 180 to 190 days





Reminders – travel and traffic

Thank you to all who are continuing to park courteously and arrive at school safely in the mornings.

Please remember the library car park does not belong to school and only people with permits from the school office and school taxis are able to use this facility.

We would like to thank Christ Church for the continued use of their facility on the majority of days.

Please read the reminder about use of the church car park below.





Christ Church Car Park

Welcome to the new school year! We hope your children are excited and that you're all ready to go. Christ Church has a car park that many parents and carers use at drop-off and pick-up times, and to help keep everyone safe, please do take a moment to read this leaflet.

We're very happy to be able to share our car park with you, and would kindly ask you to remember the following:



Closing the car park

Sometimes we need to close the car park for church events (including funerals) - please don't park there if you see the car park closed sign



Please drive slowly

With children in the car park please drive as slowly as possible, taking care round the blind corners - we want everyone to be safe



Only park in the marked bays

Please only park in the marked bays and don't leave your car anywhere else. Display a blue badge if parking in the disabled spaces



Turn your engine off

We're working really hard to reduce our carbon footprint, so please turn your engine off when you are parked

Thank you!



Reminders – food and uniform

Food orders need to be completed by Wednesday for the following week. This will be a routine most of Year 3 are used to and the rest of us need to remember.

Please remember to send your child with a coat or waterproof, since we try to make use of as much fresh air as we can. We will always go out for play if there is only light rain.

Now the weather is colder, we will be mostly in winter uniform, with a smart shirt and tie.

Please remember uniform PE kit for PE days. On colder days plain black or navy joggers or leggings may be worn for warmth.

If you are having any difficulty in sourcing uniform, please contact the school office who may be able to help.

School uniform is available from Different Class in Bourne End.

Charity fundraising

On Saturday 21st September, 5 members of staff are taking part in the Shine Night Walk for Cancer Research.

This is a charity which is close to our hearts.

Ms Gibbons, Miss McConalogue, Mrs Cameron, Mrs Cox and Miss Hudson will be completing the 26-mile walk, which will mean walking through the whole night.

The staff have been training for this since May, including 19 and 20-mile walks over the last two weekends.

We wish them luck in their endeavours – 26 miles is a long way!

There will be a charity event later this term for all the pupils to join in with. We will let you know about this in the next newsletter.





Individual photographs

Photographs are coming up on Wednesday 18th September.

You will receive details of how to order prints after the photos have been taken.



Dates to Remember:

Wednesday 4th Sept—**Back to School**

Tuesday 10th September—**Secondary Test Transfer Practice** - Year 6 (11 plus)

Wednesday 11th September—**'Meet the teacher'** 3:30-4:30

Thursday 12th—**Secondary Transfer Testing** - Year 6 (11 plus)

Wednesday 18th September—**Individual School Pictures**

w/c 30th September—**Book Fair**

26th October-3rd November—**Half-term**

TBC November—**Parents Evening**

12th November—**Flu Immunisation**



Clubs start w/c
16th September

10 Top Tips for Parents and Educators SUPPORTING CHILDREN GOING BACK TO SCHOOL

Change can be hard for children to manage. Going back to school after a long summer break might cause them to feel uncertain about their friendships, school routines and relationships with new teachers. However, trusted adults play an important role in providing both practical and emotional support.

1 LEARN WHAT EQUIPMENT YOU NEED

Figure out a list of all equipment needed for the start of the school year, so you can comfortably get your hands on the necessary items in time. If children have any financial issues and receive free school meals, the school may be able to provide some monetary aid or offer other support.

2 COMMUNICATE WITH THE SCHOOL

If you notice that a child is feeling anxious about a change of teacher or school, arranging a one-to-one meeting with their new teacher can be a good way to alleviate some of the anxiety. Just knowing that they understand the child's worries and will be able to help them if the need arises can build the foundations of a good working relationship. Knowing that you can contact them with any queries can also be reassuring.

3 CHECK THE SCHOOL WEBSITE

There will be plenty of information about the start of term on the school's website to keep you updated. Furthermore, you should be able to find other useful information such as contact details for staff, important school equipment, clubs, and news about any special events on the school calendar for the year. It could be helpful to look through this with children for anything which might reassure them.

4 HELP TO MANAGE FRIENDSHIPS

If a child is feeling anxious about making new friends – especially if they're moving up to secondary school – it can be a good idea to remind them of what they could do or say when meeting new classmates. Investigating the extracurricular activities available could be a good way to open a conversation about their hobbies and pastimes, and joining such clubs could allow new friendships to be built on this mutual interest.

5 PLAN SELF-CARE

Talking to children about how they can manage their self-care can be an effective way of helping them understand its importance. This might involve playing a computer game they love with friends, a weekly visit to the library, getting to bed at the same time each night, or a range of other activities that support their wellbeing and provide the familiarity and safety of a routine that works for them.

6 MANAGE TRICKY FEELINGS

Explain that it's okay to have difficult feelings around returning to school. This can help reduce any shame or embarrassment a child might be feeling over these emotions. Emphasise that other children – even some of the teachers – will be feeling the same way. Consider practical ways to manage these feelings and help children feel more in control of their emotions. Some examples include fidget toys, breathing exercises or a notepad for doodling.

7 SECURE A SCHOOL UNIFORM

Parents and carers should try to buy a child's uniform for the new academic year well in advance of the new term (although allowing for potential holiday growth spurts) and give them time to adapt to any changes. Make sure they can comfortably change into and out of it for PE lessons. Double check the requirements for PE on the school's website, as some schools will also have requirements for PE kits.

8 PREPARE FOR TRANSITION DAYS

Ensuring that children attend transition days is a vital step in preparing for the new year. Some schools also have transition evenings for parents and carers to attend, offering extra opportunities to reach out for any additional support.

9 READ THE MENTAL HEALTH POLICY

If a young person struggles with their mental health, it's important to understand their school's mental health policy and provision to know what support is available. This should be on the school's website. A range of aid is typically on offer – from individual timetabled appointments to group sessions on emotional wellbeing. You can then discuss these options with the child to reassure them that help is there if they need it.

10 LEARN ABOUT SEN SUPPORT

If a child has SEN and receives help in school, try to confirm exactly what support is available, to ensure they'll be having their needs met. If they're moving up to secondary school, it's a good idea to meet with the SENCO to ensure that all teachers receive the most relevant, up-to-date information about the child's needs and have a contact to liaise with if these change over time.

Meet Our Expert

Amy Sayer is a freelance mental health trainer for schools, an author and a content writer. She is an Associate for Diverse Educators, a fellow of the Chartered College of Teaching and ITT wellbeing coach. Amy has previously been a SMH coach, helping many different settings audit their mental health provision and support them to create and implement a strategic plan based on the specific needs of each setting.



Source: See full reference list on guide page at: <https://nationalcollege.com/guides/supporting-children-going-back-to-school>

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 Lewis 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>

Meet our Governors



Carrington Schools Federation





Co-Chair – Jane Wright

My name is Jane Wright. I am the co-chair of governors at the Carrington Schools Federation. My professional background is in public health, healthcare, and nursing.

My role, alongside the other Governors is to ensure that pupils at Carrington Infant and Carrington Junior schools have the best possible opportunities to fulfill their potential.

To achieve this, the board of governors is responsible for the strategic direction of the Federated schools and they play an important role in challenging the leaders and holding them to account.

We are looking forward to working together for a very bright future for the Carrington Schools Federation.

Co-Chair – Nadia Zachary

My name is Nadia, and I am proudly co-chair of governors for the newly formed Carrington Schools Federation.

My role is to support and challenge the senior leadership team to ensure that we deliver the best outcomes we can for our children.

My background is in advertising, and I now run a recruitment business in media, marketing and events specialisms.





Safeguarding Governor – Emily Foster

My name is Emily and I am the named governor for safeguarding.

My role is to support Mrs Cliffe, Mrs Cameron and their teams to ensure all children within the schools are kept safe.

We focus on ensuring all children feel safe at school and are comfortable to speak up if they don't feel safe and are able to voice any worry.

I help to support the head teachers whilst they create and embed all the relevant processes and policies within the schools and keep staff ever vigilant regarding the children's safety and wellbeing.

I utilise my background within nursing, healthcare, clinical effectiveness and graduate / post graduate education to support me with this role.



Finance Governor – Fiona Benzecry

I have a degree in computer science and worked in the oil and gas industry for many years.

I have been a governor at Carrington Junior School for 2 years where I led the finance committee and was the link governor for maths, science and DT.

I'm looking forward to learning more about the Infant School.

Pupil Premium Governor – Jonathan Nelson

I aim to bring my experience to the role of pupil premium school governor in the newly formed Federation Board, supporting the leadership teams at both schools in the development of their respective and combined strategies for improving educational outcomes.

I am also a parent of 2 children at Carrington (1 in Infant, 1 in Junior) so I have a personal interest in the success of both schools.

