

Beechwood Newsletter



The children have had a fantastic start back to school this year and they have really impressed us with their behaviour and attitude towards their learning. We are looking forward to another exciting year at school.

Attendance

Attendance remains an important focus at Beechwood, we want children to be able to achieve their full potential and to be supported both academically and with their wellbeing. In order to do that every child should be at school for at least 95% of the school year. We would like to thank everyone who has worked with us to get their children into school on time everyday so far this term, we are hoping that we will have a lot of 100% attenders by the end of this term. This week Miss Roberts and Miss Magill met with our new School Council and have tasked them with asking their class about attendance rewards and prizes this year, we are looking forward to seeing what they come up with and will share with you in a future newsletter about the rewards for this year.

Trips, Visits and Experiences

Year 4 Ancient Greek workshop

We took part in an amazing Ancient Greek workshop this week. We looked at how life was in that era and considered the inequality between men and women. We played some Ancient Greek games and designed our own vases. We finished the day considering how the hoplites (soldiers) prepared for battle and looked at some of the weapons they used.



Year 3 Stone Age to Iron Age workshop

This week, Year 3 were very excited to spend the day with a history expert. We explored reconstructed sources to learn about life in the Stone Age, drew our own cave paintings, made a Bronze Age mirror and learnt all about roundhouses.



Parent Year Group Meetings

Thank you to all the parents who were able to attend your year group meeting. Our teachers were able to talk to you about what will happen in each year group this year and answer some of your questions. If you were not able to make this meeting, the information is available on our website [here](#).

Pupil Voice

All classes from years 1-6 have voted for their School Council members this year. This is a really important role as the children need to collect the views of pupils from their class and bring these to meetings. Congratulations to all the children who put themselves forward to be on school council.

Free School Meals

If you think your child may be eligible for free school meals, please click [here](#) for more information.

Safeguarding

If you are worried about any safeguarding situation or about your child being harmed, then you should contact Miss Roberts (Designated safeguarding lead) or Mrs Giles (Deputy designated safeguarding lead) to share your concerns.

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PE Days

Year	Class	PE Days
1	Class 3	Monday and Thursdays
1	Class 4	Mondays and Fridays
2	Class 5	Wednesdays and Thursdays
2	Class 6	Wednesdays and Thursdays
3	Class 7	Wednesday and Thursdays
3	Class 8	Monday and Thursdays
4	Class 9	Tuesdays (swimming Wednesday)
4	Class 10	Tuesdays (swimming Wednesday)
5	Class 11	Wednesdays and Fridays
5	Class 12	Mondays and Fridays
6	Class 13	Tuesdays and Thursdays
6	Class 14	Tuesdays and Thursdays

Mental Health and Wellbeing

This week's mental health and wellbeing focus is about how to support children manage conflict effectively. Please see below for information to help parents and carers.

Key Dates

16th September

Nursery open day for new starters 3:30-4pm

17th September

Place 2 Be Body Image workshop – further information from office sent

Wednesday 25th September

SEND workshop for parents 2-2:30pm – invite sent

9th October

Year 6 NCMP nurse visit for height, weight & vision

17th October

Whole school photos – more information to follow

School App

Please remember to download the school App so that you don't miss any communication.

<https://www.theschool.app/>





Beechwood Primary School

Nursery Places Now Available



**Unique
Outdoor Magic
Garden Trail**



**Exciting
Activities
& Indoor
Provision**



**Universal & Extended 30hrs
Funded Options
Childcare
Choices**



ENROL NOW BY CONTACTING OUR OFFICE TEAM

0113 2930 250

office@beechwoodprimaryschool.co.uk



Autism Central



DAISY CHAIN

Autism & Neurodiversity

Parent Carer Support Coffee Mornings Leeds Library

Our parent coffee morning sessions are for parents and carers of children who display traits associated with, or have a diagnosis of, a neurodevelopmental condition including: autism, sensory processing, attention deficit hyperactivity disorder (ADHD), or Foetal alcohol spectrum disorder (FASD). A diagnosis is not needed.

These free drop-in sessions will provide a safe space for parents and carers to meet others in a similar situation and provide the opportunity for peer support, enabling parents to support each other, share experiences and ideas. These groups are facilitated by a member of the Autism Central team. The aim is to provide a supportive and empowering environment for our parents and carers.

Autism Central is a free programme commissioned by the NHS which provides high quality and accessible autism information, education and coaching for families and carers.

Daisy Chain is the charity delivering this service in the North East and Yorkshire.

As well as group and individual coaching and support, we provide regular online and in-person learning opportunities and support sessions covering a variety of topics relating to autism.

Upcoming Sessions:

Wednesday 11th September 10.30am-12.30pm

Wednesday 9th October 10.30am-12.30pm

Thursday 14th November 10.30am-12.30pm

Thursday 12th December 10.30am-12.30pm



Leeds Central Library, 3rd Floor, Sanderson Room, Municipal Buildings, Calverley Street, Leeds, LS13AB

<https://daisychainproject.co.uk/ac-coffee-mornings-leeds/>

www.daisychainproject.co.uk/autism-central | support@daisychainproject.co.uk | 01642 378461

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GET YOUR ACT TOGETHER

Through our Get Your Act Together project we run FREE music sessions for young people who are interested in trying out new music skills in a fun and friendly environment, delivered by our expert tutors!

**KEYBOARDS
DRUMS
RAPPING
SINGING
GUITARS
PRODUCTION & MORE!**

Our 10 week courses are based in South Leeds. The courses run throughout the school term in the early evenings. Please drop us an email for more information.

CLOTH CAT LEEDS

www.clothcatleeds.org.uk
gyat@clothcatleeds.org.uk

COMMUNITY FUND

PRESENTS OUR TAKEOVER

BOARD GAMES AT BRODRICK HALL

**TUESDAY 6 & 20 AUGUST 2024
10AM - 12PM & 1 - 3 PM**

You're Invited!

Ever wanted to design your own board game?

Join us for a free and playful space with board games and other fun activities.

- Friendly board games competitions
- Design your own board game
- Win prizes for best entries
- Free face painting at afternoon sessions

**Leeds City Museum
Brodrick Hall**

Difficult relationship breakdown or separation? Struggling to co-parent without arguing?

You're divorced, separated or separating. Making plans to spend regular time with the children or arrangements for holidays and birthdays causes arguments. You may be concerned about your finances or housing. Your child is caught in the middle and you are worried about the impact on their behaviour, emotions, and family life. If this sounds familiar, Family Transitions Triple P can help

What is Family Transitions Triple P?

Family Transitions is a group learning experience for divorced or separated parents. It gives you new ways to help protect your child – and yourself – from the fallout from a family split

Family Transitions can help you

- Talk about divorce and separation with your child
- Cope with overwhelming emotions
- Practise self-care
- Balance work, family and leisure
- Think about moving on

What happens at Family Transitions Triple P?

At Family Transitions sessions, you meet other parents going through many of the difficulties that come with divorce or separation. Your Family Transitions Triple P facilitator will give you new ideas, techniques and strategies to help you through the day-to-day dramas and ongoing trauma of your situation. These ideas can help you cope with stress, anger and change, resolve conflict, and communicate better with your ex.

How long does it take?

There are five weekly sessions of two hours each. After the five sessions, you will have learnt new ways of coping and developed your problem-solving skills. If you would like more information on developing your parenting knowledge, managing teens or behaviours which challenge, you can talk to your facilitator.

Does my ex-partner need to attend with me?

No. Family Transitions is not a mediation or counselling programme so you should attend on your own or, if you want support, with your new partner. Your ex-partner is welcome to attend a separate Family Transitions learning programme.

The Triple P – Positive Parenting Program® knows all parents have different needs, that's why Triple P has different ways for you to get your parenting help, so you can choose what suits you and your family best.

Contact

relationships@leeds.gov.uk
Toni.smith@leeds.gov.uk

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>