

The Christ Church News



15th November 2024

Our value this term is: **FRIENDSHIP**

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RESPECT COMPASSION PERSEVERANCE CREATIVITY FRIENDSHIP

Dear Parents and Carers,

We had a great start to our week with Year 5 leading a moving and poignant Remembrance Service. Thank you to the Year 5 staff and children for their hard work in putting this together and to give us the chance to reflect. Also, this week the children have enjoyed scooting and skating sessions and each class has had the chance to engage with some positive noticing as part of our work with Anti-Bullying week 2024

Have a lovely weekend all.

Mrs Pendlebury



Diary Dates 2024-2025

Date	Event
19 th November	Y6 Class worship
20 th November	Y6 visit Mandir
22 nd November	PTA Disco Infants 4.45pm-5.45pm - Juniors 6pm-7pm
26 th November	Y3, Y5, Y6 film festival cinema trip
27 th November	Y2 film festival cinema trip
10 th December	YR & Y6 height weight & vision checks – information to follow pm Reception & Y1 Nativity Time TBC

12 th December	Christmas Jumper Day am Reception & Y1 Nativity Time TBC
13 th December	Reception trip to the Everyman PTA crafternoon
17 th December	10am Christmas service led by Y2
18 th December	Christmas lunch 2.30pm Rock Steady Concert
20 th December	Last day of school – Christmas holiday Finish normal time
6 th January	INSET DAY – No school for children
7 th January	Children back to school
14 th February	Last Day of school – finish normal time – February Half term
24 th February	INSET DAY – No school for children
25 th February	Children back to school
28 th February	Young Voices Concert - Birmingham
6 th March	World Book Day
8 th April	10am Y4 led Easter Service (at church)
11 th April	Last day of school – finish normal time – Easter Holiday

Islam Visitor

Year 2 and Year 5 enjoyed a special RE lesson this week with a Muslim visitor – Atique Miah, the University of Gloucestershire’s Islamic chaplain. He talked to the children about what it means to be a Muslim in Britain today and brought some artefacts to show, such as his prayer mat. Year 2 watched some videos of Islamic children’s songs and were able to share their learning with him. It is so important for children to learn about different worldviews and beliefs – thank you Atique!



Anti-Bullying Week

CHOOSE RESPECT is this year's theme. Mrs Wyatt, Mrs Pendlebury and some Year 6 pupils led an assembly to talk through what bullying means!

We like to use the acronym STOP to help us remember....Bullying is....Several Times on Purpose! We must...Start Telling Other People!



Skate and Scooting Sessions



Lots of fun was had on Tuesday - as well as the development skills in confidence, physical proficiency and balance - in the skateboarding and scooting workshops from Y1-Y6. Children loved practising tricks Sam would demonstrate!



Reverse Advent Calendar BINGO COMPETITION



This year, we would like to continue our support for the local Food Bank who have contacted us with a challenge...they are still in HIGH NEED of donations so we would like to run this as a school competition (like OPAL bingo!)

Each class will have a Bingo Card to work together to collect items for each day in December. As we are not in school every day of December, we thought it was best to start early. Hopefully classes can organise amongst themselves who can bring what into school by the end of term. The winning class can have extra play to celebrate if they tick off all 25 boxes! Teachers will display the chart in the classroom and can keep a record of what's been donated. We will send out a clearer document in a separate email.

Thank you for your continued support for our local food bank, Mrs Proctor.

Attendance - It's everyone's responsibility.

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Ensure their child attends every day the school is open except when a statutory reason applies. Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness). Only request leave of absence in exceptional circumstances and do so in advance. Book any medical appointments around the school day where possible.	Have a clear school attendance policy on the school website which all staff, pupils and parents understand. Develop and maintain a whole school culture that promotes the benefits of good attendance. Accurately complete admission and attendance registers. Have robust daily processes to follow up absence. Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on. Have a dedicated senior leader with overall responsibility for championing and improving attendance.	Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures. Ensure school leaders fulfil expectations and statutory duties. Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed. Ensure school staff receive training on attendance.	Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services. Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance. Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice. Offer opportunities for all schools in the area to share effective practice.

"Positive Noticing" Labels

We have used this Friday to mark our Positive Noticing Day as part of Anti-Bullying Week and Children in Need we felt it was important to talk with children about the impact being positive can have on others. Importantly, positive noticing is a year-round approach. It's part of our school behaviour policy and staff and pupils are always noticing good behaviours.



We read the book Bloom – a story of “hope in a scary world” and discussed lovely comments we can make to each other to boost our self-esteem and mood.

Each child has written a label for another pupil and staff have done the same for each other.

We hope you enjoy reading the compliments they have received!

Dear Claudia,
I noticed that you are always kind
to everyone. I also like that you have
settled in this school so quickly.
I find that you are a fun friend
and that you are always kind
and loving.

To Louis, you are a
good friend and I like
how you help out in
gym. I notice that you
always pay attention in
lessons.

You pick me up when I fall
down. You stay with me
until I'm ready to get again.
You are a true great friend.
Creative. PS. you are
great at helping
kind yourself. PS. you are
great at
handwriting too.

To Grace,
you are really nice and you
respect everybody. I find that you
put effort in every lesson. I also find
your handwriting is very neat.

To Dianne,
I notice that you are creative
and kind.
I like that you are good at
making friends.

Photography Competition



Waters of the Cotswolds



SUBMISSION: Chose up to 2 themes : Submit 1 photo per theme

THEMES:

- Wildlife
- Reflections
- Troubled Waters
- Portraits by the River
- Historical Perspectives

Free to
Enter

PRIZES: Prizes for winners and runners-up

CATEGORIES:

- Under 11's
- 11-16 year-olds
- Open (16+)

DEADLINE: Sunday 5th January 2025

CONTACT: Evenlode@cotswolds-nl.org.uk



**Cotswolds
National
Landscape**



eCP Evenlode
Catchment
Partnership

We would like to invite you to a session about
Ways to help your child thrive at school



It should come as no surprise that success at school starts at home. What children bring to the classroom matters as much as what they are taught at school. Studies have linked social and emotional development and academic performance to factors such as sleep, nutrition, attendance and parental support. The learning attitude that your child arrives with at the school gates each day can directly impact their school experience and progress.

The good news is that nature can be nurtured and your child's potential can be developed. Success can stem from simple everyday practices and changes and just a small shift in awareness.

This is why our next session will be focusing on exactly this: helping you understand what you need to do to best support your child's social-emotional and academic development. If you'd like to find out more about how you can (further) support your child to thrive at school, we are looking forward to seeing you at school on the 2nd of December straight after drop-off. But don't worry, we are not suggesting you brush up on your Advanced Algebra just yet! 😊

The session will be run by Marijana Filipovic-Carter, Head of Family Support at Move-More.

When and where: 2.12.24 at Christ Church CofE Primary straight after drop-off

Any questions or problems, please email Marijana on marijana@move-more.org or contact the school office.

10 Top Tips for Parents and Educators ENCOURAGING CHILDREN TO CHOOSE RESPECT

Sometimes, differences between children can escalate into bullying, potentially impacting their mental health in a way that can persist into adulthood. While it's natural to disagree sometimes, teaching children the importance of respect is essential – especially in difficult situations. This guide provides strategies for encouraging considerate behaviour, even during a dispute, to foster a kinder, more inclusive environment for everyone.

1 LEAD BY EXAMPLE

As adults, we play a crucial role in modelling respectful behaviour for children: they observe and learn from our actions every day. Be mindful of the way you interact with others in front of children. Keep in mind that you should always approach others with an attitude of mutual respect, even if you disagree with them. Demonstrating this behaviour can influence young people and help them to handle their own conflicts in a healthy way.

2 AGREE TO DISAGREE

Make sure children know that it's fine to have differing opinions – and that disagreeing with someone doesn't mean you can't get along or respect each other's point of view. Help them understand that sometimes we can 'agree to disagree'. Using active listening skills when doing this can also help to build empathy and understanding of others.

3 PROMOTE ACTIVE LISTENING

Teach children about the importance of active listening, that is, making a genuine effort to listen to the other person's perspective without interrupting, before responding in a way that shows you understand their viewpoint, even (or perhaps especially) if you disagree with it. This makes people feel respected and allows for a better comprehension of their point of view, which in turn can make it easier for you to communicate your own opinions to them.

4 ENCOURAGE THE USE OF "I" STATEMENTS

If a child finds themselves in a disagreement with someone, it can be useful to encourage them to use "I" statements during the discussion. Framing their thoughts and feelings using statements like "I feel..." or "I think..." can help them avoid an accusatory tone and encourages them to take responsibility for their own emotions.

5 FOCUS ON BEHAVIOUR, NOT CHARACTER

When disagreements happen, encourage children to focus on critiquing and addressing the specific actions or behaviours that caused this upset, rather than attacking the person's character. For example, "I don't like how you interrupted me" is better than "You're so rude". This can help children avoid hurting someone's feelings, which is likely to worsen the situation.

6 STAY CALM AND TAKE BREAKS

It's perfectly normal to feel upset during a disagreement – especially if it's getting heated. Remind children that if they feel overwhelmed, they should try to take deep breaths or even go for a short break to help them stay composed. If a conversation becomes too intense, remind them it's OK to suggest continuing it later or in a different setting. This can prevent things getting out of hand, allowing cooler heads to prevail.

7 START CONVERSATIONS ABOUT RESPECT

Talk openly to children about what respect means – to you and to them. Discuss how they might show respect to each other, to friends, to strangers and even to people we might disagree with. You could use examples of considerate or inconsiderate behaviour in books, films or TV to open discussions about the importance of giving others due regard.

8 SEEK COMMON GROUND

When a disagreement has occurred between children, they may find it hard to move past it. You can support them in finding a more positive way forward by helping identify areas of agreement or common ground with the other party. This can help to build bridges between differing opinions and foster a more cooperative atmosphere, as well as preventing those involved from demonising each other.

9 AVOID MAKING THINGS PERSONAL

It's important that we make it clear to children they must avoid name-calling, swearing or derogatory remarks in a disagreement with others. Respectful language sets a positive tone and helps keep the conversation productive. Reminding children to stay calm and take breaks – as mentioned previously – can help them avoid getting too emotional and saying or doing something harmful.

10 REFLECT AND LEARN

After a child has had a disagreement, encourage them to reflect on the experience and think about what they can learn from it. What did they handle well? How might they improve their communication skills to handle conflicts more effectively in the future? You could use role play, writing and drawing pictures, or hypothetical examples to further develop their skills in showing respect during a disagreement.

Meet Our Expert

The Anti-Bullying Alliance (ABA) co-ordinates Anti-Bullying Week each year. ABA is a unique coalition of organisations and individuals, working together to achieve their vision to stop bullying and create safer environments in which children and young people can live, grow, play and learn. They welcome membership from any organisation or individual that supports this vision and support a free network of thousands of schools and colleges.



Disclaimer: See full references list on guide page at <https://nationalcollege.com/guides/encourage-respect/>

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