



## Bruche Primary School Academy

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Tel: 01925 815772

Executive Headteacher: Mr C Jones

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Welcome to our latest newsletter!

Hopefully you will have read the letter that was sent out this morning regarding some staffing changes happening after Christmas. If you have any questions please contact school.

Thank you for your donations this week for the Peace in Mind campaign. Our children wore pink this week in celebration of what would have been Brianna's Ghey's 18<sup>th</sup> birthday. Your support for this was very much appreciated.

We had one of our School Improvement Partners (SIP) in school on Wednesday who looked at the quality of our reading through school as well as our Relationships and Health Education. Our SIP has made the following comments.

- ***The impact of the reading curriculum is very strong. Outcomes are outstanding.***
- ***Reading and books have a high profile at Bruche. Reading areas, both in classrooms and in communal areas, are engaging and inviting. Books are displayed in a way which encourages pupils to want to read them.***
- ***In the RHE lessons visited, teachers were following the MHM curriculum and pupils were engaged in the learning.***
- ***Pupils could explain healthy and unhealthy relationships.***
- ***Pupils know that everyone is welcome at their school. They recognise the importance of being kind to others.***

You'll agree these are lovely comments made about our children and staff!

Have a lovely weekend everyone!

Mr Jones

Communication Corner

**Diary Dates**

- 04.11.2024** School re-opens  
**07.11.2024** Wear Pink for Peace. Children to wear pink and bring £1 (non-uniform)  
**12.11.2024** Chester Zoo Trip Y4 and Y6  
**18.11.2024** Children in Need- own clothes day, cake sale, games  
**20.11.2024** New Reception Starters 2025 Open Evening 5pm  
**21.11.2024** Individual School photographs  
**22.11.2024** Year 6 Chemistry with Cabbage  
**28.11.2024** Flu Immunisations Nursery-Y6  
**07.12.2024** Christmas Fair  
**09.12.2024** Catch up flu immunisations  
**12.12.2024** 14.00 EYFS Performance  
**13.12.2024** 14.00 EYFS Performance  
**17.12.2024 09.30 and 15.30** KS1 performances  
**18.12.2024 09.30 and 15.30** KS2 performances  
**20.12.2024** Toy day/ party day/ Christmas Jumper day  
**20.12.2024** School Closes for Christmas
- 06.01.2025** School re-opens  
**14.02.2024** School closes for the half term break
- 24.02.2024** School reopens

**Abcd** = New addition to the diary dates

**Abcd** = parents attendance

**Abcd** = PTA events

Asda Cashpots for School- We need you!

Asda are working with Parentkind to offer support to school PTAs. It is incredibly simple to help and will cost you absolutely nothing! The school cash pot is linked to your Asda Rewards account so when you buy something from Asda, Asda will donate money to our school cashpot!

We currently have **£548.42** in our pot already and have **22 days left** to build up that total which will go towards our PTA events for our children!

Please see how to help below...





**BBC**

# Children in Need

## Friday 15<sup>th</sup> November - Children in Need

Next Friday, the children are invited to come into school in their own clothes (Children in need themed if they wish!)

They do not need to bring in a £1 donation to wear their own clothes but can bring in some money to spend during the day as there will be a cake sale and some fun games and activities such as bear pong, a raffle and a treasure hunt!

Each activity will be priced at 50p.

### **Special Mentions**

**Nursery- Jamie Kenwright** – Jamie was fantastic this week during phonics and was able to finish our rhyming sentences.

Well Done Jamie!

**Reception-** My star of the week this week is going to be awarded to **Edward Clancy**. Edward has worked really hard on his letter formation this week and has labelled pictures using his knowledge of sounds. Well done, Ted!

**Year 1- George Jones** for trying his best with his Maths and number formation! Well done!

**Year 2 - Sonny T and Georgie** for their fantastic listening skills and sensible behaviour when on the carpet.

**Year 3 - Connor** for his fabulous contributions to our RHE lessons this week!

**Year 4 - Thomas Carroll** for his great effort in his writing this week

**Year 5 - Paige Reeson** for her amazing vocabulary during our Whole Class Shared Read Lesson!

**Year 6 - Jake Featherstone** - for being a great ambassador for reading at school.

### **Early Years News**

#### **Nursery**

Welcome back to you all! It has been lovely to hear about all the lovely things you have been doing and we have enjoyed looking at all of the wonderful Autumn activities you have completed.

We have had a lovely first week back. The children have been identifying the signs of Autumn, they have created beautiful Autumnal trees, leaf prints and prickly hedgehogs.

We have been talking about all of the animals that we see during Autumn months and we have been learning about why they have been collecting so much food.

In maths we have been counting amounts and matching numbers using a range of Autumn objects and we have been listening for words that rhyme within songs as well as when playing the game silly soup.

The children enjoyed finding out about Guy Fawkes and why we celebrate Bonfire Night and we were very impressed with how many different things they could remember about staying safe when watching fireworks.

We have also read the story of Rama and Sita and the children have created some lovely artwork demonstrating some of the ways in which Diwali is celebrated including playdough Diya lamps, collaged Diya holders and Rangoli patterns.

The children all looked fabulous in their pink for peace clothes and to finish off our week we have been making our own poppies to remember all the brave men and women that helped to protect our country.

What a busy first week back!

Well Done Nursery, have a lovely weekend.

**Mrs. Wallace**

## **Reception**

Hello everyone,

We have had a fun filled week in reception this week with learning and celebrating Diwali and all of the Bonfire events. The children have been learning about the festival of lights and have been completing a range of activities including making diya lamps with play dough and Rangoli patterns with mixed objects. The children have been using their pattern making skills to make repeating pattern.

In maths the children have been comparing objects using 5 frames to compare numbers. The children have been using a range of mathematical language to explain who has the most and who has the least.

We have also done a lesson all about kindness and have made a love heart for our friends to say why they are kind.

The children have also been introduced to a new text called 'The Leaf Thief'. We have looked at the front cover and used our knowledge of sounds to label the characters in the story.

Have a lovely weekend everyone!

## **Miss Bostock**

### **Key Stage 1 News**

#### **Year 1**

Welcome back everyone! This week we have had a lovely week in Year 1!

In Maths, we have revisited number bonds. Year 1 worked hard to revisit number bonds to 4 and 5 using different practical activities. We used a cup and some pom poms to help remind ourselves of the number bonds to 4 and to 5. We shook our cup and threw the pom poms on our table. We were able to say the number bonds quickly too. We started to notice a pattern when listing our number bonds and quickly realised it was easy to recognise what number fact was next. Later on in the week we made number bond bracelets to help us to identify number bonds to 7 and we used a bead string to recognise number bonds to 8 and 9!

In Writing this week we enjoyed finding out what the Naughty Bus had been up to over half term. We saw some pictures of the bus and where he had been. We all agreed he had been very cheeky and we decided to write down some sentences explaining what the bus had done wrong. We used adjectives to describe what he had done and tried hard to remember capital letters, finger spaces and full stops. On Thursday we looked at the meaning of different words such as past, present, chronology and wrote down definitions for this.

In RHE, we learnt that there are different character strengths that we all have that make us special and unique. We drew pictures to give examples of how we can show kindness, love, honesty, bravery, learning, teamwork and loving our world. We gave some great examples of this!

In Science, we looked at the weather across the year and created our own graph to show what happens to the daylight in the different seasons and months.

In Geography we looked at our local area on an aerial map. We talked about what a bird's eye view is and were able to look at the map and identify places and objects on a map. We created our own list of what we could see, trying to remember a capital letter for any places we could find.

On Thursday we wore pink for peace and show our support for Brianna. We talked about how important it is to show kindness and discussed what we could do to show kindness each day. We also talked about peace and what this means to us.

## **Year 2**

Year 2 have had a fantastic first week back!

In Maths, we finished our learning on place value by practising counting in 5's and 3's. We completed our end of unit assessment and everybody tried really hard to remember all of the learning we did last term. We then started learning our new addition and subtraction unit by practising our addition and subtraction facts within 10.

In English, we have started looking at our new story 'Major Glad, Major Dizzy'. We looked at the front cover and wrote compound sentences about all the different things we could see. We tried hard to remember our capital letters, fingers spaces and conjunctions. I was very proud of how much effort lots of children were putting into their handwriting!

In PSHE, we started our new topic on 'Celebrate'. We learnt that there are five character strengths and it is these character strengths that make us all special and unique. We thought about which character strength we use the most often and how we use these strengths in different situations. In RE we finished our learning on our Christianity (God) topic by learning how everyone, religious or non-religious, can look after the world, and the little actions we can all do to protect it.

In Science, we carried on our learning on materials by thinking about the suitability of different materials for different objects. We used different spinners to pick a material and an object and decided if this would be a good match or not. We justified our reasoning by thinking about the properties of different materials and how this affects their suitability.

## **Homework**

Our spelling homework this week looks at some Year 1 and Year 2 common exception words. For English, our homework focuses on writing sentences with 'and' or 'but' while our maths homework is all about addition and subtraction within 10.

Have a lovely weekend!

**Miss Johnson**

## **Key Stage 2 News**

### **Year 3**

In English this week, we looked at creating our own What Am I? riddles using verbs we have explored that relate to different animals. The children then looked at each other's riddles and tried to figure out what animal they were describing. We have also looked at using speech marks when writing dialogue to prepare us for writing a letter from the little boy in Seal Surfer, to his grandad.

In maths we have moved onto our addition and subtraction topic and started to recap number facts. We have looked at number bonds to 10 and acknowledged that if we know our number bonds to 10, then we will know our number bonds to 100 as we are just making the number 10 times bigger. In RHE, we have continued to look at different kinds of families and the different people who are in our family. We drew our own family tree and then talked about what celebrations we take part in in our own family.

In shared reading we started our new book, Count. We have started with making our initial prediction on the book based on the front cover and the blurb.

In our spelling lessons, we have focused more on the 'ei' phoneme and practiced writing sentences with this in. We have also looked at homophones of words and started practicing understanding the difference.

It has also been assessment week this week and the children have worked so hard at completing these!

**Homework to be completed by Friday 15<sup>th</sup> November**

LbQ- English and Maths.

Reading Plus- 2 stories or 2 available tasks at 80% or above.

**Mrs Hogan**

**Year 4**

This week has been assessment week in Year 4 and the children have worked very hard, well done.

In Maths, we have been looking at rounding and have been practising rounding to 10 and then to 100.

In English, we have started to look at our new class novel 'The Lion, The Witch and The Wardrobe'. We have looked at the front cover and the blurb and used our inference and prediction skills to work out what we think the book is about. We then have started the first chapter and learnt about some of the background to the story around World War II.

In Science, we have started to look at the digestive system and the children first looked at what they thought the organs were in the digestive system and had a go at drawing what they thought it looked like. We then went through all the different parts and their names before we look at the functions next week.

In Music, we have started to learn Christmas songs in preparation for our Christmas show on the ukulele.

**Homework**

**LBQ - Maths rounding task**

**Reading Plus x 2**

**3 x Reads in diaries**

**Mrs Shone**



## Year 5

Welcome back! I hope you all had a lovely 2 week break!

This week we have gotten straight back into the swing of things! We have started our new maths topic based on addition. We began by using known facts to work out larger sums e/g/ if we know that  $4 + 5 = 9$ , we also know that  $40,000 + 50,000 = 90,000$ .

In writing, we read Queen of the Falls - a book all about Annie Edson Taylor, the first person to go over Niagara Falls in a barrel. She did this to become rich and famous. We will be writing a newspaper article about this stunt over the coming week.

In science, we dissected lilies so that we could identify the sexual reproductive parts of a plant. We will be learning about the process of this reproduction.

In RE, we learnt the importance of the Lord's Prayer to Christians. We then analysed the prayer and the meaning behind each line, in particular why Christians refer to God as the 'Father'.

**HOMEWORK: This week the children will be expected to complete the two Learning By Questions Tasks (one English, one Maths) and 2 Reading Plus lessons over 80%.**

**Mrs Ratcliffe**

## Year 6

Year 6 have been working on their new WCSR text, Wonder, this week. They have been carrying out predictions, using inferences and showing empathy for the main character, August, by researching the symptoms of his disease.

In English, ready for anti-bullying week, the children have begun to look at manifestos and how they could make Bruche an even better school to attend.

The children have also been looking at the character strengths in more detail in RHE, researching how their strengths make them unique and how their specific strengths help build their future and their relationships.

In Science, the children completed their evolution topic by investigating how latitude affects adaptation - next week, the children will be celebrating the end of their topic by seeing evolution in action at Chester Zoo.

In Maths, the children have been recapping on BIDMAS, the 4 operations of fractions and increasing by percentages.

**Mr Gould**

## Lunch Menu w/c 08.11.24

### Week 2

# SCHOOL MEALS

Available daily as an alternative: - Filled jacket potatoes served with vegetables, a dessert and drink. An alternative dessert from a selection of seasonal fresh fruit, yoghurt, soren and cheese & biscuits  
Available daily - Unlimited fresh salad and wholemeal bread, drinking water or fresh milk.

### Week One

**Meat Free Monday**

Vegetarian Sausage Roll  
Herby Diced Potatoes and Baked Beans  
  
Vanilla Ice Cream

**Tuesday**

Pork Sausage with Yorkshire Pudding Creamed Potatoes, served with Carrots and Peas  
  
Fresh Fruit Segments or Yoghurt

**Wednesday**

Beef Burger in a Bun served with Herby Diced Potato and Fresh Side Salad  
  
Vegetables Fajitas served with Savoury Rice and Sweetcorn.  
  
 Orange Jelly and Fruit

**Thursday**

BBQ Chicken served with Baked Wedged Potatoes, and Sweetcorn  
  
Homemade Blueberry Cake/Muffin

**Friday**

Crumb Coated Chicken served with Chunky Chipped Potatoes, Garden Peas, or Baked Beans  
  
Oven Baked Fish Fingers Served with Chunky Chipped Potatoes, Peas, or Baked Beans  
  
Homemade Cooks Choice Biscuit

### Week Two

**Meat Free Monday**

Margarita Pizza Rounds Served with Baked Jacket Wedges and Sweetcorn  
  
Doughnut

**Tuesday**

Roast Turkey with Creamed Potato, Roast Potato, Carrot and Broccoli  
  
Fresh Fruit Salad or Yoghurt

**Wednesday**

Spaghetti Bolognaise Served with Garden Peas  
  
Garlic and Herb Chicken Pitta served with Vegetable Rice and Broccoli.  
  
Arctic or Chocolate Ice Cream

**Thursday**

Brunch Lunch (Sausage, Beans, Hash Brown, Omelette)  
  
 Raspberry Jelly and Fruit

**Friday**

Crumb Coated Chicken Served with Chunky Chipped Potatoes, Peas or Baked Beans  
  
Oven baked Battered Salmon served with Chunky Chipped Potatoes, Peas or Baked Beans  
  
Homemade Cooks Choice Biscuit

### Week Three

**Meat Free Monday**

Tomato and Mascarpone Pasta Bake Served with Seasonal Vegetables  
  
Strawberry Ice Cream

**Tuesday**

Chicken Katsu Curry served with Rice  
  
Fresh Fruit Segments or Yoghurt

**Wednesday**

Selection of Pizza (pepperoni/cheese) Served with Jacket Wedges, Salad  
  
Sweet and Sour Chicken/Quorn Served with Rice/Noodle  
  
 Jelly and Fruit

**Thursday**

Pork Meatballs in Tomato and Basil Sauce Served with Pasta and Garden Peas  
  
Vanilla and Chocolate Marble Cake

**Friday**

Oven Baked Chicken Poppers Served with Chunky Chipped Potatoes, Garden Peas or Baked Beans  
  
Oven Baked Fish Stars Served with Chunky Chipped Potatoes, Garden Peas, or Baked Beans  
  
Homemade Cooks Choice Biscuit

Menu Cycle Week One: 17<sup>th</sup> June, 8<sup>th</sup> July, 2<sup>nd</sup> Sept, 23<sup>rd</sup> Sept, 14<sup>th</sup> Oct, 4<sup>th</sup> Nov, 25<sup>th</sup> Nov  
Menu Cycle Week Two: 24<sup>th</sup> June, 15<sup>th</sup> July, 9<sup>th</sup> Sept, 30<sup>th</sup> Sept, 21<sup>st</sup> Oct, 11<sup>th</sup> Nov, 2<sup>nd</sup> Dec,  
Menu Cycle Week Three: 1<sup>st</sup> July, 22<sup>nd</sup> July, 16<sup>th</sup> Sept, 7<sup>th</sup> Oct, 28<sup>th</sup> Oct, 18<sup>th</sup> Nov, 9<sup>th</sup> Dec,

= Vegetarian = Vegetarian substitute available  
Lunch will be served with fresh milk or drinking water.  
All homemade dishes contain additional vegetables.

For allergen and dietary help please contact school meals helpdesk on 01925 443082 or visit our website [www.warrington.gov.uk/schoolmeals](http://www.warrington.gov.uk/schoolmeals)

**WARRINGTON**  
Borough Council



## BRUCHE PRIMARY SCHOOL

### Term Dates 2024-2025

|   | <b>Closing Date</b>   | <b>Opening Date</b> |
|---|-----------------------|---------------------|
| Autumn 2024                                   |                       | 04.09.24            |
| Autumn Half Term                              | 18.10.24              | 04.11.24            |
| Christmas 2023                                | 20.12.24              | 06.01.25            |
| Spring Half Term 2024                         | 14.02.25              | 24.02.25            |
| Easter  | 11.04.25              | 22.04.25            |
| Bank Holidays (Good Friday and Easter Monday) | 18.04.25 and 21.04.25 |                     |
| Bank Holiday (May Day)                        | 05.05.25              |                     |
| Summer Half Term                              | 23.05.25              | 02.06.2025          |
| Summer 2024                                   | 18.07.25              | 03.09.25            |

### **INSET** (Training days for staff – children not in school)

|                |          |
|----------------|----------|
| <b>INSET 1</b> | 02.09.24 |
| <b>INSET 2</b> | 03.09.24 |
| <b>INSET 3</b> | 27.06.25 |
| <b>INSET 4</b> | 21.07.25 |
| <b>INSET 5</b> | 22.07.25 |

| <b>Holiday Dates</b> |                     |
|----------------------|---------------------|
| October Half Term    | 18.10.24 – 03.11.24 |
| Christmas Holiday    | 20.12.24 – 05.01.25 |
| February Half Term   | 14.02.25 – 23.02.25 |
| Easter Holiday       | 11.04.25 – 21.04.25 |
| May Half Term (Whit) | 23.05.25 – 01.06.25 |
| Summer Holiday       | 18.07.25- 03.09.25  |



## BRUCHE PRIMARY SCHOOL

### Term Dates 2025-2026

|   | <b>Closing Date</b>   | <b>Opening Date</b> |
|---|-----------------------|---------------------|
| Autumn 2024                                   |                       | 03.09.25            |
| Autumn Half Term                              | 17.10.25              | 03.11.25            |
| Christmas 2024                                | 19.12.25              | 05.01.26            |
| Spring Half Term 2024                         | 13.02.26              | 23.02.26            |
| Easter  | 02.04.26              | 13.04.26            |
| Bank Holidays (Good Friday and Easter Monday) | 03.04.26 and 06.04.26 |                     |
| Bank Holiday (May Day)                        | 04.05.26              |                     |
| Summer Half Term                              | 22.05.26              | 01.06.26            |
| Summer 2025                                   | 17.06.26              | (TBC)               |

### **INSET** (Training days for staff – children not in school)

|                |          |
|----------------|----------|
| <b>INSET 1</b> | 01.09.24 |
| <b>INSET 2</b> | 02.09.25 |
| <b>INSET 3</b> | 03.07.26 |
| <b>INSET 4</b> | 20.07.26 |
| <b>INSET 5</b> | 21.07.26 |

| <b>Holiday Dates</b> |                     |
|----------------------|---------------------|
| October Half Term    | 20.10.25 - 31.10.25 |
| Christmas Holiday    | 22.12.25 – 02.01.26 |
| February Half Term   | 16.02.26 – 20.02.26 |
| Easter Holiday       | 03.04.26 – 10.04.26 |
| May Half Term (Whit) | 25.05.26 – 29.05.26 |
| Summer Holiday       | 20.07.26 - TBC      |





**Music is a compulsory and important part of the National Curriculum. The national curriculum for music aims to ensure that all pupils: perform, listen to, review and evaluate music.**

From September 2022 Early Notes Music Education will be able to offer support to students with small group and one to one instrumental tuition for the following...

**Ukulele** For KS1 & KS2 students

**Guitar** For KS2 students

**Keyboard** For KS1 & KS2 students (**all students will learn to read notation**)

**Flute** For KS2 students (**all students will learn to read notation**)

**Recorder (all ranges)** For KS2 students (**all students will learn to read notation**)

**Violin** For KS2 students (**all students will learn to read notation**)

**Drum Kit** For KS1 & KS2 students

Tuition prices start from £65 for 12 sessions, all lessons are held within school during lesson time. The 12 sessions will usually fit into a school term and lessons will be carried over should a term be less than 12 weeks.

For further information about Early Notes Music, details about specific instrumental lessons or to enroll for September, you can do this direct via our website

[www.earlynotesmusic.education](http://www.earlynotesmusic.education)



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 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 didn'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 inflame 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 another.

## 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 hurtful.

## 10 REFLECT AND LEARN

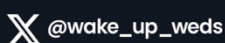
After a child has had a disagreement, encourage them to reflect on the experience and think about what they can learn from it. What did they handle well? How might they improve their communication skills to handle conflicts more effectively in the future? You could use role play, writing and drawing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

### Meet Our Expert

The Anti-Bullying Alliance (ABA) co-ordinate 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.



Source: See full reference list on guide page at: <https://nationalcollege.com/guides/choose-respect>



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