



## Message from Mrs Stamford

There has been a real positive buzz around the school this week, our new Year 7s have settled very quickly and are having a fantastic impact on our school community. We are so proud of our new cohort and their fabulous attitude towards their new environment and their keenness to learn and embrace new opportunities.

Next Thursday 19 September 6pm-8pm and Saturday 21 September 10am-12pm we have our Open Event for our new 2025 intake. We can not wait to showcase the amazing experiences Headlands School has to offer.

From this week, members of SLT will be

giving reward tokens to students who show excellent resilience in the classroom. These tokens will be put into a weekly prize draw and students have the opportunity to win a £10 voucher. We look forward to seeing some really focused students being the best version of themselves.

Next week our P6 sessions begin for Year 11. This is a great opportunity for our students to focus on some areas that they are less confident with. Attendance at P6 has consistently improved students' results and our data shows that those students who attend P6 are much more likely to reach their potential than

those who do not. Due to this, attendance at P6 is linked to the criteria to enable students to attend the Prom at the end of Year 11. We are also offering the students the opportunity to be placed in intervention lessons on Friday P5. We would like Year 11 students to engage in our Year 11 revision package as much as possible and really strive to meet their personal goals and targets to enable them to have the best possible chance of being successful in their next steps.

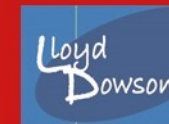
Mrs Stamford  
Head of School

## Headlands ARC Update

Students in Key Stage 4 are settling in to their option subjects. We offer Animal Care and Construction in the ARC. We have found students enjoy the practical activities involved in these subjects which can be applied to their life after school. Students in Animal Care learn how to care for a variety of animals. The support we receive from the Bridlington Wildlife Park has been fantastic and has helped us to provide this opportunity for our students. Charlie and Rosie – The ARC's Guinea pigs – are a big hit amongst the students too. In fact – our staff also enjoy a cuddle from time to time.

In Construction students will be learning practical skills which will be of benefit to them when they eventually move out of home. Skills such as tiling, decorating and building stud walls are on the agenda.





## Mrs Bone's Newsflash

On Monday I had the privilege of hearing from Tim Oates, CBE of Cambridge University Press & Assessment, on his findings of the impact of the Covid-19 pandemic on students and schools. Commissioned by the Association of School and College Leaders (ASCL), the report draws on research showing that the lingering effects of the pandemic are deep, widespread and persistent, with different age groups affected in different ways.

The Report notes, that whilst Secondary Schools nationally are reporting an increase in reading difficulties among Year 7 students, poor personal organisation and challenging patterns of interaction, staff in Primary Schools are reporting very serious problems of arrested language development, lack of toilet training, anxiety in being in social spaces, and depressed executive function.

Mr Oates cautioned those present against assuming that schools are "back to normal" and warns that educational challenges will continue to unfold over the next five to ten years as children whose early development was affected by the pandemic pass through school.

The Report recommends assessment and monitoring to understand how each child has been affected, the use of discussion to increase feelings of school connectedness, focused provision on basic skills, utilising digital resources, and strategies to improve home-school links. So, in respect of the latter, Mr Stamper (Associate Assistant Head - Community) will be launching a range of Webinars in the coming weeks to ensure parents / carers continue to feel "connected" to their child's education and have an insight into specific areas of focus.

Finally from me, I am looking forward to welcoming our new Year 7 students to Headlands School next Thursday and Saturday for our Open Events - we are expecting a packed audience again so please arrive early to ensure a seat for our Presentations (6.30pm on Thursday and 10.30am on Saturday). Also please see the link on our website front page <https://headlandsschool.co.uk/> to Applications for 2025 - we were oversubscribed again this year with 20+ Year 7 children not securing a place at Headlands. I can not stress this enough - if you want your child to attend our school apply now! Don't delay!

Have a good weekend!

Best wishes,

Mrs Bone

Executive Headteacher

## Theo - Year 10

Theo, one of our fantastic Student Leaders, attended the Great North Run as a St John Ambulance Cadet. It was an amazing day despite the weather. Theo assisted in providing first aid and care to patients at post 12 which was close to the finish line. Great work Theo!



Follow our Social Media Pages for school news and updates!



Headlands School



@headlands.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 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.



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Source: See full reference list on guide page at: <https://nationalcollege.com/guides/supporting-children-to-manage-conflict-effectively>



# Rewards:

## Showing **Pride** in yourself, **Aspiring** to be better, **Respecting** one another



1 Stamp = 1 Achievement Point  
 1 Super Stamp = 3 Achievement Points  
 1 Postcard = 5 Achievement Points  
 1 Character Card = Lucky Dip for Achievement Points and mystery prizes  
 100% Attendance = 5 Achievement Points per week

Achievement Points per stage will be determined by a breakdown of maximum projected total points for the year.

SLT will reward students daily with a token and a chance to win a weekly raffle prize.

There are 3 x £5 vouchers available each assembly linked to achievement points and half termly Year Leader rewards assemblies.



**Earning Achievement Points in Tutor:**  
 Be on time  
 Be 'Ready to Learn'  
 Correct uniform  
 Correct Attitude

**Earning a Character Card:**  
 Show the weekly character trait in lesson or out of lesson.

**Earning Achievement Points in lesson**  
 Stamps are awarded on a scale of 0 - 4:

1. Settled entrance, ready to learn and on with the MIS task. Date and title underlined
2. Following the teacher's instructions
3. Answer a question either as part of whole class questioning or as a one to one
4. Excellent Attitude to Learning throughout the lesson

Super Stamps and Postcards are awarded as extra for something outstanding.

\*Students will not be eligible to attend the rewards activities if attendance, lates or behaviour is not acceptable to the Year Leader