

# STAPLES ROAD PRIMARY

March 2026



## April Highlights at Staples Road Primary School

April has been a whirlwind of creativity, discovery, and community spirit here at Staples Road. From published artists to intergalactic explorers, we have been busy making the most of every learning opportunity.

We are incredibly proud of our budding illustrators in Reception who entered the Young Artist Competition. Every child worked diligently on a beautiful portrait of their family, and we are thrilled to share that all of their entries have been published in a special commemorative book. A massive congratulations goes to Evelyn, who was selected as the overall winner of the competition—your creativity is truly inspiring!

Beyond the art studio, Reception also welcomed the crew from Red Watch at Loughton Fire Station. As part of their "People Who Help Us" topic, the children got a front-row seat to a real fire engine and learned exactly how these local heroes keep our community safe.

In Year 1, the children began planting beans and will make scientific observations of how they grow. They also turned into mini-chefs in design technology lessons, practising essential knife, peeling, and grating skills to create fresh vegetable pitta pockets. Year 2 found their zen (and their power) during a high-energy visit from Loughton Taekwondo, where they learned the basics of this disciplined martial art.

Year 3 took their learning on the road with an exciting trip to Hertfordshire Zoo. The visit served as the foundation for their persuasive writing unit. The children have been engaged in thoughtful debates regarding the ethics of animals in captivity, using their first-hand observations to build compelling arguments for both sides of the discussion.

In addition, some children from Year 4 and 5 traveled to Chase Lane Primary School for a masterclass with renowned author Margaret Bateson-Hill. It was a fantastic opportunity for our students to hone their craft alongside a professional writer.

Back at school, Year 5 ended the month on a high note with Space Day, a stellar celebration of all things astronomical. Whilst Year 6 analysed data in science lessons following an exploration of Darwin's work on natural selection.

Y2 TAEKWANDO



Y5 SPACE DAY



Y4/5 WRITING



Y1 DT PITTA POCKETS



Y1 SCIENCE



RECEPTION VISIT



# TERRIFIC TENNIS

Huge congratulations to our Year 5/6 Tennis Team who beat 11 schools to smash their way to gold in the West Essex Schools Tennis Competition!



# Conflict Resolution

Conflict can arise through personal differences between individual pupils, problems which occur outside school life and are brought into school, or from difficulties arising from the breakdown of relationships between individuals or groups of pupils. This guide will provide you with the basic steps you can take to help pupils resolve conflict and develop the necessary skills to deal with difficulties which arise.

## 1. FORMULATE POLICY

When a school has a clear process for conflict resolution which is used by everyone, it helps pupils to learn the skills of dealing with conflict and to know what is expected when it does occur.



## 2. MANAGE EMOTIONS

Before any conflict is to be resolved, pupils need to access their executive functions such as thinking, listening and problem solving. This is not possible when their emotions are in charge. Help them to find the best way of calming down, and support them in this process if necessary.



## 3. ESTABLISH THE FACTS

Seek to gain the whole picture of what has happened from all parties so that the different perspectives are understood by all. This involves pupils actively listening to each other.

If pupils can learn skills such as calming down techniques, active listening, debating and problem solving during lessons away from actual conflict, the better they will be able to employ these skills when conflicts do arise and strong emotions run high.



## 4. BUILD EMPATHY

If pupils understand their own feelings and those of others, it will begin to build empathy and an establishment of connection and reconnection between all those involved.

Helping pupils learn the skill of conflict resolution takes time, particularly where strong emotions are involved, or pupils have not had good conflict resolution modelled before.



## 5. IDENTIFY RESPONSIBILITY

Where appropriate, it is important that pupils take responsibility for their actions and the consequences it has had for those involved. A good prompt for this might be 'Could you have done something differently to change what happened?'

Share ideas and problem solve. Seek to reach agreement on the most suitable solution or solutions. This may need to be modelled by an adult to begin with.



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**Meet the Expert: Anna Bateman**  
Anna Bateman, subject matter expert on mental health & wellbeing and school improvement adviser

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www.thenationalcollege.co.uk Email: support@thenationalcollege.co.uk Twitter: @TheNatCollege Facebook: @thenationalcollegeuk

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