

# Beechwood Bulletin

**Beechwood Primary School**

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## Moving forward.....

Dear Parents and Guardians,

I hope you all continue to be keeping fit and well.

As you will be aware we welcomed back some of our Foundation Stage and Year 1 children, as well as maintaining our continued provision for our Key worker children.

We are extremely pleased with how the return to school has gone so far this week. It has been wonderful to have more children back in school and seeing how keen and excited they have been to come in each day. We have been so proud of how sensible they have been; remembering all the extra measure whilst also having lots of fun.

I would like to take this opportunity to say a huge thank you to all of the staff here at Beechwood who have been working tirelessly since the school closed; doing their absolute best for all the children. I would also like to say thank you to you, as parents and guardians, for all your support and understanding as we have continued to work our way through this unprecedented time.

It is with mixed emotions, that I inform you that Mrs Jain, Mrs Clayton and Mr Clark will be leaving us at the end of the year. I am sure you will join me in thanking them for everything they have done for the children and school during their time with us. I know we will miss them a great deal but also wish them all the very best in the future.

As a result we will be welcoming some new teaching staff to Beechwood in September. We are very excited that Miss Webb, Miss Hussain and Mrs Parsons will all be joining us. We will be inviting our new members of staff into school for our transition week, so hopefully the children will be able to meet them then. We are also delighted to inform you that from September Mrs Soutter will be taking on a new role within school and will be one of our class teachers in Foundation Stage.

Whilst the school has been closed we have been continuing to develop our new school vision and values. We have been working hard to capture pupil, staff, governor and parent's wishes and are hoping to do so in a pictorial representation and well as a worded version. I am hoping to have this to share with you very soon.

Whilst considering the visions and values for the school, it has led us on to reviewing our current school uniform. As a result, we will be exploring a few small changes to the uniform going forward. We are looking to introduce sweatshirts and sweat-cardis for our youngest learners as we feel this will be more practical for them to be wearing in school. We are also looking to sharpen our school logo and investigate the possibility of a new school tie which has a more modern feel. I would like to confirm that we are not planning on changing the colour of the uniform. Beechwood will remain burgundy.

The first aspect we will be looking at is sweatshirts/sweatcardis for our new September 2020 cohort. We remain very mindful of the potential cost of changing uniform, so after that, changes will be phased in to enable parents to replace items as they are needed, as your child grows out of their current uniform. We are currently in the process of investigating these options and will keep you informed as we move forward.

Kind regards

Miss S E Hunter  
Headteacher

## **NOTICEBOARD**



**Updated Policies** The following policies have been updated, sent out with this Bulletin and will be added to our website shortly.

- Updated COVID-19: School Closure arrangements for Safeguarding and Child Protection - Appendix 2 to the Child Protection Policy
- New Covid-19 Interim Guidance: Managing Behaviour in Response to COVID-19 - Appendix 3 to the Behaviour

**A Reminder** work is posted daily on our website for parents to access with their children at home: <https://beechwoodprimaryschool.com/> click on Pupils tab, then select your child's year group.

**Join the Silly Squad Summer Reading Challenge** Please see page 3 for more information of this scheme run on behalf of Woodley Library.



See next page for more!



**Thank you for sharing your wonderful pictures again with us this week**



**Join the Silly Squad Summer Reading Challenge**

The Summer Reading Challenge from the Reading Agency takes place every year during the summer holidays. This year the Summer Reading Challenge is back and online with Silly Squad! It's all about funny books, happiness and having a laugh!

You can join the Silly Squad on a new adventure by setting your own personal reading challenge to complete this summer. The Summer Reading Challenge website has lots of brilliant book suggestions to get you started, and tips on how you can keep reading even while schools and libraries are closed. There is also heaps of super silly activities, quizzes, videos, games and more to keep you entertained at home! **You can sign up for the Summer Reading Challenge on the national website, this year, instead of registering at your local library, you should register online.**

If you are not already a member of the library, you can join the library online here <https://wokingham.spydus.co.uk/cgi-bin/spydus.exe/MSGTRN/OPAC/JOIN>  
 Parents and guardians can find out more on the Summer Reading Challenge website. [www.readingagency.org.uk/schools](http://www.readingagency.org.uk/schools)  
**Woodley Library**

## Appendix 2

### **COVID-19: School Closure arrangements for Safeguarding and Child Protection at Frays Academy Trust**

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#### **1. Background and Context**

From 20<sup>th</sup> March 2020 parents were asked to keep their children at home, wherever possible. Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home. This addendum of the Frays Child Protection policy contains details of our individual safeguarding arrangements following on from the DfE Guidance, **Coronavirus (COVID-19): safeguarding in schools, colleges and other providers** (Updated 20<sup>th</sup> May 2020)

From June 1<sup>st</sup> 2020, the government announced a phased return for some year groups. Therefore, it has been necessary to make some further adjustments to this addendum, as per the DfE guidance. At Frays Academy Trust we will continue to follow safeguarding principles, as laid out in Keeping Children Safe in Education, 2019 and while the ages and numbers of pupils returning will vary from school to school the safeguarding principles to protect those children from harm and abuse will remain broadly the same.

This is a highly unusual time and due to the constantly evolving COVID-19 response we will ensure our Child Protection policy is under regular review. If further guidance is issued to schools, this appendix will be reviewed and adjusted accordingly.

## 2. Vulnerable Children

Ensuring that vulnerable children remain protected is a top priority for Frays Academy Trust. Vulnerable children, for the purpose of the COVID-19 response, include those who have a social worker and those children and young people up to the age of 25 with EHC plans. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Vulnerable children across all year groups continue to be expected to attend educational provision where it is appropriate for them to do so, unless the child/household is shielding or clinically vulnerable. This will remain a priority for Frays, particularly as some year groups begin to return to on-site provision. Vulnerable children and young people - regardless of year group - that have not been attending in the recent period are expected to return to nursery, early years, school or college provision where this would now be appropriate for them to do so.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether the school can safely meet their needs, or whether they can safely have their needs met at home.

Across the Trust, our senior leaders, especially the Designated Safeguarding Lead and their deputies know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support, if required.

Further information on this can be found in the guidance document, **Coronavirus (COVID-19): guidance on vulnerable children and young people** (Updated 15<sup>th</sup> May 2020).

Frays Academy Trust will ensure all our schools continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be the DSL in each school.

In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and school will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID19, the school alongside the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England. Frays Academy Trust will encourage our vulnerable children and young people to attend school, if possible.

## 3. Attendance Monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. Frays schools and social workers will agree with parents/carers whether children in need should be attending school. We will then follow up on any pupil that they were expecting to attend, who does not. Each school will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, when communicating with parents/carers and carers, our schools will confirm emergency contact numbers are correct and ask for any additional emergency contact numbers

where they are available. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the DSL will notify their social worker.

Schools will resume taking attendance registers and continue to complete the online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending. Parents and carers will however not be penalised if their child does not attend educational provision.

For further information, please see the DfE document, **Recording attendance in the school attendance register during the coronavirus outbreak** (May 2020)

#### **4. Designated Safeguarding Lead**

Each school in the Frays Academy Trust has a Designated Safeguarding Lead (DSL) and at least one Deputy DSL. The names of these key members of staff can be found on page 18 of the Child Protection Policy.

Each school will be expected to have a trained DSL (or deputy) available on site. In exceptional circumstances, where this is not possible due to high levels of staff absence, a senior leader will assume responsibility for co-ordinating safeguarding on site. This would include updating and managing access to child protection files or as and when necessary, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments. In dealing with any new safeguarding concerns, a DSL from one of our other Frays schools will provide professional support to ensure cases are dealt with effectively and in-line with guidance.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Frays Academy Trust will hold regular safeguarding meetings with all DSLs to ensure all schools are fully up to date with the latest guidance. This will ensure a consistent approach.

#### **5. Reporting a concern**

Where staff have a concern about a child, they should continue to follow the process outlined in the Frays Child Protection Policy. Staff are reminded of the need to report any concern immediately and without delay. New arrangements for teaching pupils within smaller 'bubbles' should not be a barrier to quick reporting of concerns.

With such different arrangements, young people could be at greater risk of abuse. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team.

We have confirmed the arrangements to contact the LADO at the local authority remain unchanged. Where staff are concerned about an adult working with children in the school, they should report the concern immediately to the Head of School. Concerns around the Head or School should be directed to the Chief Executive Officer as per the Child Protection Policy. The Trust will continue to offer support in the process of managing allegations.

## **6. Safeguarding Training and induction**

At Frays we understand that DSL training is very unlikely to take place whilst there remains a threat of the COVID19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had annual safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL in each school will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter one of the schools in the Frays Academy Trust, they will continue to be provided with a safeguarding induction. New starters must have an induction before starting or on their first morning with the DSL or a deputy. They must read the school child protection policy, the behaviour policy, the whistleblowing policy and the code of conduct. The DSL or deputy will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with the child protection procedure.

If staff are deployed across settings, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employing Head of School confirms in writing that:

- the individual has been subject to an enhanced DBS and children's barred list check.
- there are no known concerns about the individual's suitability to work with children.
- there is no ongoing disciplinary investigation relating to that individual.

For movement within the Trust, schools should seek assurance from the employing Head of School that the member of staff has had the appropriate checks completed and received appropriate safeguarding training. This will be monitored by the Trust as part of our safeguarding monitoring procedures.

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

## **7. Safer recruitment/volunteers and movement of staff**

At Frays we understand that it remains absolutely essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, our schools will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. Where our schools are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Frays Academy Trust will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE. The Trust will also continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During

the COVID-19 period all referrals should be made by emailing:  
[Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Frays will continue to ensure each of our schools keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

## **8. Online safety**

Frays Academy Trust will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where children are using computers in school, appropriate supervision will be in place.

We also understand that many children will be using computers with access to the internet at home. We understand that it is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the Frays Academy Trust Code of Conduct policy and the Online Safety Policy, both of which have been updated to reflect this new guidance.

We will also ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

At Frays, we agree that there is a need for guidelines to be adhered to by all staff when delivering virtual lessons, especially where webcams are involved. Therefore, we agree the following:

- No 1:1 sessions will be held, groups only
- Staff and children must wear suitable clothing.
- Any filming should be undertaken in an appropriate space, preferably a classroom. However, if this is not possible then online video should take place in area with an appropriate backdrop, not in a bedroom; and the background should be blurred.
- If a live class is streamed, it should be recorded so that if any issues were to arise, the video can be reviewed.
- Online lessons should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate
- Staff must only use platforms provided by Frays Academy Trust to communicate with pupils.
- Staff should record, the length, time, date and attendance of any sessions held.

## **9. Supporting children not in school**

Frays Academy Trust is committed to ensuring the safety and wellbeing of all its children and young people. Where the DSL has identified a child to be on the edge of social care support, or who would

normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. Details of this plan must be recorded in their safeguarding file, along with a record of each contact made.

The communication plans can include; phone contact, door-step visits at the home, or parent contact at the school.

- Door-step visits – these should always be undertaken with two members of staff. Staff should follow and maintain the social distancing rules, as outlined by the most up to date government advice.
- Phone calls – The DSL should make contact with all the pupils they have categorised as the most vulnerable, every week via a phone call home. The phone call should also take place with another member of staff present. When talking to children directly, the DSL must strictly adhere to all guidelines, as outlined in the Staff Code of Conduct policy.
- Parent Contact – If appropriate and both parties agree, parents can meet the DSL at school. They should, however, follow and maintain the social distancing rules, as outlined by the most up to date government advice.

Frays Academy Trust will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed weekly and where concerns arise, the DSL will consider any referrals as appropriate.

The schools within the multi-academy trust will share safeguarding messages on their websites and social media pages.

The Trust recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Our teachers are aware of this and consider it when setting expectations of pupils' work where they are at home. Frays Academy Trust will ensure that where we care for children of critical workers and vulnerable children on our sites, we ensure appropriate support is in place for them. This will be bespoke to each child.

## **10. Supporting Children attending School**

The Trust is committed to ensuring the safety and wellbeing of all its students and we will ensure that our schools will continue to be safe spaces for all children to attend and flourish. With the new arrangements for a phased return of some year groups, Each Head of School will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Frays Academy Trust will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

We will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child. If any school has concerns about the impact of key staff absence (such as DSLs or first aiders) they will raise this immediately with The CEO.

For further information, please see the DfE Guidance: **Coronavirus (COVID-19): implementing protective measures in education and childcare settings** (Updated 1 June 2020)

### **11. Peer on Peer Abuse**

At Frays Academy Trust we recognise that during this time a revised process may be required for managing any report of such abuse and supporting victims. Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

Our schools will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person. Concerns and actions must be recorded and appropriate referrals made.

### **12. Support from the Multi-Academy Trust**

The Multi-Academy Trust (MAT) will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

This includes, accessing Child Protection files for the purpose of quality assurance, support, guidance and direction. The MAT will also facilitate regular group and individual supervision sessions. This may take the form of online meetings.

## Appendix 2: Interim Guidance: Managing Behaviour in Response to COVID-19

### 1. Background and Context

From 20<sup>th</sup> March 2020 parents were asked to keep their children at home, wherever possible in response to the global coronavirus pandemic. On 10<sup>th</sup> May the Prime Minister announced a roadmap towards recovery, including plans for the phased return of some children to school from the week commencing 1 June. As part of the planning framework, for us to ensure that we are able to reopen our schools safely, there is a need for temporary adjustments to be made to the Frays Behaviour Policy.

This addendum of the Frays Behaviour Policy contains details of our behaviour arrangements following on from the guidance; *Coronavirus (COVID-19): Preparing for the wider opening of schools from 1 June*, DfE 14/5/20. If further guidance is issued to schools, this appendix will be reviewed and adjusted accordingly.

### 2. New interim Behaviour Principles

<p>1. <u>General Conduct</u></p> <ul style="list-style-type: none"><li>• At all times children will be expected to listen to adults, following instructions carefully.</li><li>• Children will be expected to keep their hands and their feet to themselves.</li></ul>
<p>2. <u>Pick up and drop off</u></p> <ul style="list-style-type: none"><li>• Children will be expected to enter the school at their allocated time, in a calm and orderly manner, following social distancing rules with their parents.</li><li>• At the end of the day, children leave the school sensibly, following social distancing and not congregate with others on the school site.</li></ul>
<p>3. <u>Working in Class</u></p> <ul style="list-style-type: none"><li>• Children will remain in their new class group at all times during the school day.</li><li>• Each child will be responsible for looking after their allocated equipment and will ensure they keep it to themselves at all times.</li><li>• In Year Groups where children have been allocated a specific space they must stay within the allocated area.</li><li>• Children will try to distance themselves, as much as possible, whilst in the classroom.</li></ul>
<p>4. <u>Moving Around School</u></p> <ul style="list-style-type: none"><li>• When moving around school, children will be expected to do so in a calm and sensible manner, following the markings on the floor.</li><li>• Children must stay in the permitted areas only.</li><li>• Children will listen carefully to adults, when they are being instructed as to which areas they should play in.</li><li>• At playtimes, children must stay within their group's designated area.</li></ul>

#### 5. Hygiene Rules

- Children will wash their hands with soap and water at regular intervals throughout the day.
- Children will be reminded to use tissues and to cover their mouths when sneezing and coughing and then to wash their hands.
- If at any time a child feels unwell during the school day, they must tell an adult immediately.
- When using toilets, pupils must be sensible and follow the hygiene rules.

### **3. Rewards and Sanctions**

#### Rewards

- All schools staff will welcome opportunities to praise individuals for good attitude and behaviour during this time. They will also seek out pupils demonstrating a consistently positive approach to following these interim rules.
- Children will be praised for following these rules using a wide variety of different rewards, in line with each school's systems.

#### Sanctions

- Children who are unable to follow these rules may be asked to work in isolation supervised by a member of the senior team.
- Children will be guided to different zones of the playground if unable to keep a distance from each other at playtimes.
- Children will be expected to keep their hands and their feet to themselves and any form of physical aggression during this time will be a clear breach of the rules.
- Any child who intentionally spits or coughs on either another child or a member of staff, will face exclusion.

#### Serious incidents

- If a pupil wilfully ignores or refuses to follow these rules the child will immediately be moved to a separate area and parents will be called to collect the child. A member of the senior leadership team will discuss with parents whether it is possible to keep the child safe in school during this period. If the school's senior leadership decides that it cannot keep the child safe and/or other children/adults may be put at risk by the child attending, then parents should expect that their child will not be able to attend school during this time. If necessary, the school will exclude the child.
- In an extreme case where restraint is needed, this will be carried out by trained staff members, wearing PPE if possible. Parents will be called to take the child home. There will be a discussion with parents and a member of the Senior Leadership team as to whether it is safe for the child to be in school –considering the needs of the child, other children and adults. If necessary, the school will exclude the child

During this pandemic, the safety and wellbeing of all of our children and staff is paramount. If children repeatedly break these new rules, parents will be contacted. If at any time it is decided that a child poses a risk to themselves or others around them, then parents/carers will be contacted and the exclusion process will be initiated. A joint meeting will be held to assess the risks of the child being at school and as a result it may be decided that the child is safer working at home during this time.

#### **4. Pupils with Additional Needs**

As a Trust we recognise that some children, particularly those with special educational needs may find these rules confusing. The changes to routine and general structure of the school day may be also very challenging, particularly to children with attachment difficulties or autism. It might be therefore appropriate for the school to make reasonable adjustments to ensure these children are supported to follow the rules. Examples of this may be providing additional support with washing hands and personal hygiene, visual prompts and the supply of specific sensory equipment.

We also acknowledge that children will have had a different range of experiences during the lockdown period, which may have an impact on their behaviour on return to school. Some may present with frustration as a result of being isolated from friends and family, or due to missing significant events. Others may have experienced bereavement, loss or other traumatic experiences, which could affect their behaviour also. This may manifest in different ways, for example:

- Anxiety; lack of confidence; panic attacks; self-harm
- Challenging behaviour; fight or flight response
- Anger; shouting or aggressive behaviours
- Hyperactivity; inability to maintain focus
- Lack of engagement; unresponsiveness

In cases such as these it may be necessary for the school, in partnership with parents to undertake an individual risk assessment, through this process schools will use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

#### **5. Communicating interim Behaviour Principles with children and parents**

Each school will ensure that all new rules and routines are communicated to pupils and parents/carers. We will do this through:

- Sharing the new rules with parents and children via an interim home/school behaviour agreement
- Proactively teaching new rules to pupils, this will include demonstrating how to follow hygiene rules
- Reinforcing rules with posters displayed in classrooms and around the school
- Regularly and rigorously reinforcing behaviour throughout the day
- Positively reinforcing well-executed rules through encouragement and rewards
- Consistently imposing sanctions when rules are broken, in line with this policy.