



WEST SUSSEX COUNTY COUNCIL

SUMMERLEA C.P. SCHOOL

WINDSOR DRIVE, RUSTINGTON

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'Growing thoughtful learners and independent thinkers'



Friday 9th July 2021

Dear Parents/Carers

I can't believe we are only two weeks away from the end of the academic year! It has certainly been an unusual and uniquely challenging one in many respects.

As restrictions are lifted from 19th July we look forward to life returning to normal, as much as is possible over the summer break. New guidance for schools was published earlier this week, and in this it is clear that schools may wish to continue with measures currently in place until the end of the summer term. I do not anticipate our risk assessment changing significantly until the start of the new academic year and it will certainly need to remain a 'living' document, being regularly reviewed and updated as circumstances and guidance change. Cases of Covid-19 continue to rise and we know the Delta variant is more transmissible. As such, it remains as important as ever that we continue to follow the hands, face, space and fresh air guidance to help keep everyone safe.

Arrangements for current Year 6 on transition day

If your child's secondary school is not offering a transition day on Wednesday 21st July then your child is still expected to come to school. We are in the process of putting arrangements in place for the day in terms of staffing and activities, as the Year 6 team will be spending the day with their new classes. Year 6 children should come to school wearing PE kit and appropriate sun protection as we hope they will be able to spend at least some of the day outdoors. Children should arrive at school at the usual time and will be registered in their current classrooms and home time and collection arrangements will also be as normal. If your child will be attending a transition day, or will be absent for any other reason, then please let us know in advance.

Annual Reports

These will be coming home with your child next Friday 16th July. Please complete and return the comments slip as soon as possible and no later than the end of term.

Attendance Awards

The School Pupil Council representatives have now reached a decision about how attendance can be most fairly awarded this year given the unprecedented circumstances and so many children being absent for reasons related to the pandemic. They have said that only children in Year 6 should achieve an award, if applicable, as it is the last opportunity for this cohort to do



so. The senior leadership team support this and certificates / medals will be sent home in report envelopes. Thank you to the School Pupil Council for their input and ideas around this.

Chartwells reminders

On the first day of the autumn term (Thursday 2nd September) Chartwells will only be providing jacket potatoes on their menu. Also, a reminder that if your child is currently in Year 2 and will want hot school meals when they move into Year 3 that these need to be ordered online.

Please visit: <https://westsussex.mealselector.co.uk>

Cowbell assembly

The deadline for entries into our virtual summer cowbell assembly is next Thursday 15th July. As always, almost anything goes and we are always on the look out for new and unique acts! By uploading an entry to your child's portfolio on Class Dojo you are giving consent for their entry to be put forward to the judges and included in our virtual cowbell assembly which will be available to view on our website via YouTube. Teachers are going to be dedicating some curriculum time next week to allow children that need it the chance to rehearse in school and we look forward to seeing what this term's cowbell brings!

Dyslexia awareness

As a school we have been developing our understanding of dyslexia and how we respond to the needs of children with literacy difficulties. Our aim is to achieve the Dyslexia Friendly Schools Award and ensure that barriers relating to dyslexia are overcome for our children. If you would like more information regarding dyslexia, please visit our school website where there are a variety of supporting resources. Please go to Our School > Inclusion > Dyslexia. If you are concerned your child might be dyslexic, please talk to your child's class teacher in the first instance. Our Inclusion Team is also available if you would like to speak with them for further support and advice and can be contacted via the office.

FOSS virtual summer fair

Please see the attached flyer providing details about our first ever virtual summer fair! We hope you will be able to support us to help raise funds for our school. Thank you.

Football's coming home!

And finally, given that England have made it through to the final of Euro 2020 and we expect lots of families will be watching the match live on Sunday evening, our rolling-start will be extended next Monday morning. Gates will still open at 8.30am but will close at 9am rather than 8.40am to allow any families wishing and able to have an extra few minutes in bed in the morning to do so, after what might be a late night and historic moment in British history!

Wishing you a good weekend and I will write again before the end of term.

Yours sincerely

Helen Morris

Headteacher

Safeguarding

With the summer holidays fast approaching you may be looking at clubs and childcare providers. Please take a look at the guidance below about questions you may want to ask any potential providers about safeguarding.

Along with the holidays, we hope for some lovely weather so that we can get out and about. Please use the following websites to help you and your family stay safe in the sun.

Teenage Cancer Trust Resources

<https://www.teenagecancertrust.org/support-us/spread-word/shunburn-stay-safe-sun>

Sun Safety

<http://www.bbc.co.uk/programmes/articles/YDD2fTqHVfWJbV5qkHPL7D/sun-safety>

Tips for Staying Safe in the Sun (CBeebies)

<https://www.bbc.co.uk/cbeebies/watch/sun-safety-for-kids>

Equally, with good weather comes the temptation to cool off in water. We are very lucky to live where we do by the coast but it is important to remind children, especially teenagers, about the dangers. The following websites will help...

Royal Life Saving Society UK (RLSS UK)

<https://www.rlss.org.uk/pages/category/schools-community-groups>

Canal and River Trust - Summer water safety

<https://canalrivertrust.org.uk/enjoy-the-waterways/safety-on-our-waterways/summer-water-safety>

Water Safety at the beach

<https://www.rlss.org.uk/water-safety-at-the-beach>

Derbyshire Fire & Rescue

<http://www.derbys-fire.gov.uk/keeping-safe/keeping-safe-outdoors/water-safety-code/>

RNLI – Float to Live

<https://rnli.org/pages/ppc/beach-safety/beach-safe-float>

RNLI – Activity sheets and posters

<https://rnli.org/youth-education/education-resources/activity-sheets-and-posters>

Colin the Coastguard

<https://colinthecoastguard.com/>

National Water Safety Signs – do you know what these mean?

http://www.cheshirefire.gov.uk/Assets/watersafety_signs.pdf

Reservoir safety (United Utilities)

Particularly good package for use with teenagers

<https://www.unitedutilities.com/help-and-support/about-us/recreation-sites/reservoir-safety/>

Open Water Education Network

<https://owen7.org.uk/water-safety-tips>

5 July 2021

Dear parent and carer,

Emotional wellbeing and mental health support guides

Locally and nationally, the number of children and young people needing support with their mental health and emotional wellbeing is on the rise. This follows an unprecedented year of rules, restrictions and periods of isolation, unlike anything in living memory.

In response, we are working closely with all our partners to make sure the right support is provided to meet this need.

Here is information for parents and carers about how to access support for young people as well as some tips on how to approach conversations around mental health.

Support guides

New '[Recipes 4 Wellbeing](#)' cards have been produced by Sussex Partnership NHS Foundation Trust, designed to help you support young people experiencing difficulties with their mental wellbeing. There are 15 guides covering a range of support and advice from anxiety, bullying, sexuality, gender identity, transition to schools, loss and bereavement, to name a few.

Toolkits

The Sussex Health and Care Partnership have produced new [toolkits](#), which give top tips on how to look after your mental wellbeing and links to helpful resources and tools:

[Tool kit for parents and carers](#)

[Tool kit for young people](#)

We hope you find these useful and with the summer approaching and lockdown restrictions set to lift we also hope pupils enjoy reconnecting with friends and getting out and about.

Yours sincerely

Paul Wagstaff
Director of Education & Skills



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REGISTERED CHARITY NUMBER: 1145085

'Growing thoughtful learners and independent thinkers'

Exciting events happening throughout July!

1. **CRAZY HAIR DAY** Thursday 22nd July



Come to school with your craziest hair! Donations of £1 are suggested to raise money for the school.

2. **VIRTUAL SUMMER FAIR** Monday 12th July to Friday 23rd July

For the first time ever, due to current restrictions, we are launching a virtual summer fair for the last 2 weeks of term by using **Patchwork** online. Please pop in and out during these 2 weeks to take part in the various activities. Fingers crossed we can make this a successful event during these challenging times.

Please find below the link to the **Patchwork** website for the fair:-

<https://patchworkit.com/38578/summerleaschoolfair2021>

Team FOSS



Working in
partnership



Prenatal fitness

A fun and friendly **FREE** class for all abilities including a range of full body exercises. Reducing back pain and swelling as well as improving mood and sleep.

VIRTUAL PRENATAL FITNESS

Wednesday 14th July (for 10 weeks)
1pm-2pm
For Arun residents & workers only



NO CHILDCARE? NO PROBLEM!

The sessions are aimed at people with young families around and those expecting their first bundle of joy.

<https://arun.westsussexwellbeing.org.uk/topics/being-active/wellbeing-active-courses>

Tel. 01903 737862  Arun Wellbeing  @ArunWellbeing



Working in
partnership



Postnatal fitness

A fun and friendly **FREE** class, focusing on abdominals and posture, along with some cardio to help get your fitness levels back. Increasing energy as well as strengthening core and improving mood.

**VIRTUAL
POSTNATAL
FITNESS**

Tuesday 13th July (for 10 weeks)
1pm-2pm
For Arun residents
& workers only



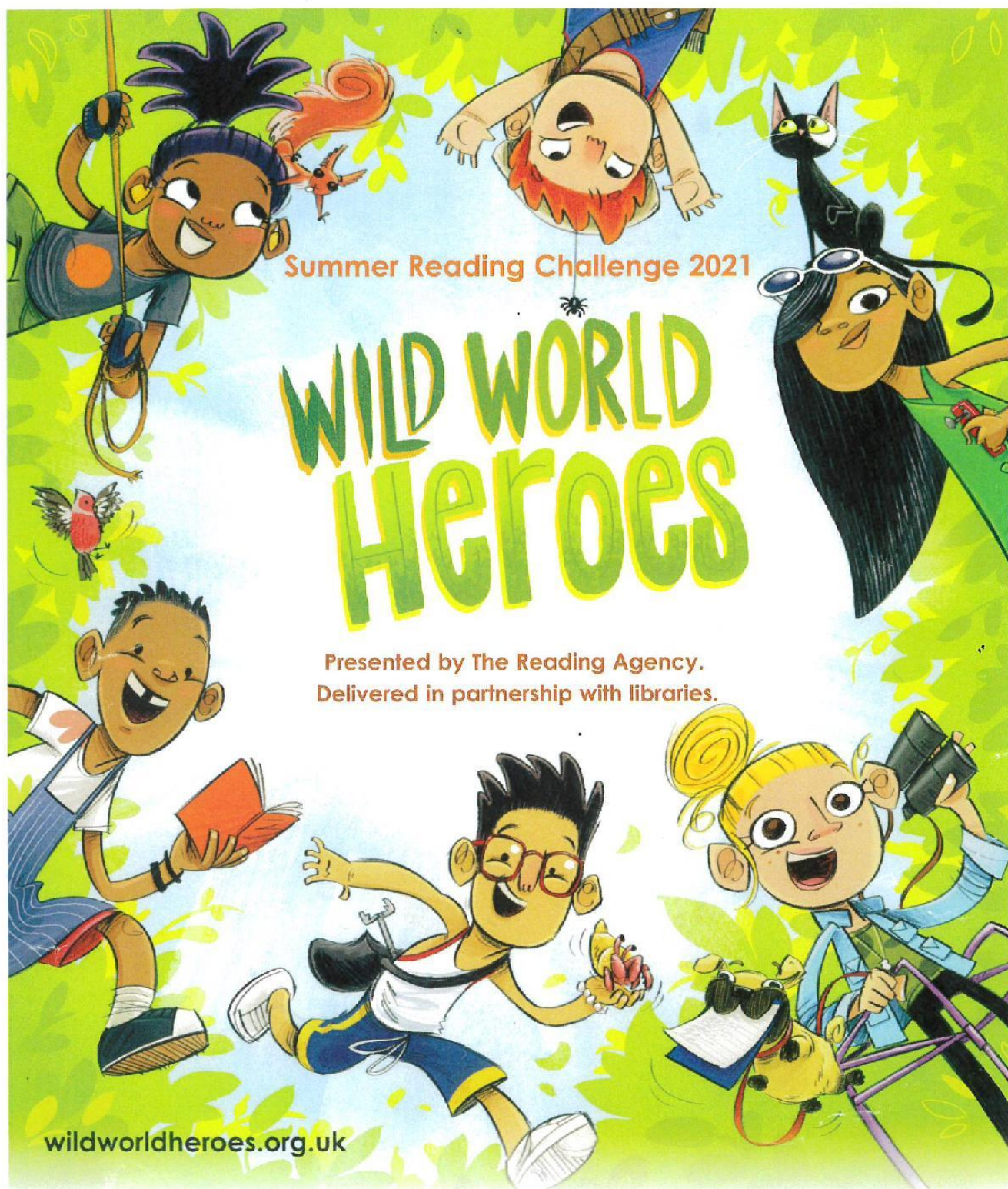
NO CHILDCARE? NO PROBLEM!

The sessions are aimed at people with young families around.



www.arunwellbeing.org.uk

Tel. 01903 737862  Arun Wellbeing  @ArunWellbeing



The fun starts at your library from **Saturday 10th July**

Find out more at westsussex.gov.uk/src

Remember to collect your medal by **Saturday 11th September**



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WORKING TOGETHER TO
INSPIRE YOUNG
READERS TO STAND UP
FOR OUR PLANET

**THE
READING
AGENCY**

**SUMMER
READING
CHALLENGE**

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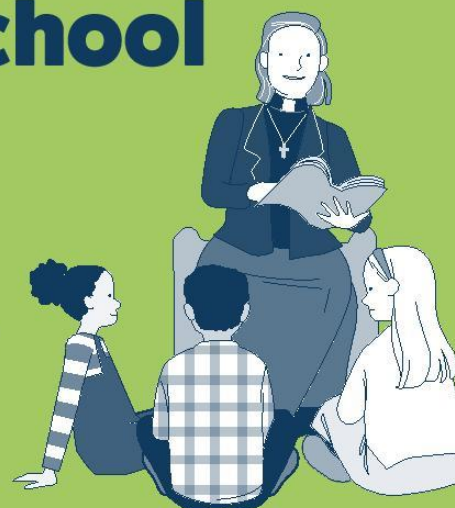
Department
for Education

Keeping Children Safe

during Community Activities, After-School Clubs and Tuition

Questions to help
parents and carers choose
out-of-school settings

October 2020



Summary

This guide will help parents and carers choose a safe out-of-school setting for their children¹ to attend. Parents and carers should also read the **guidance on children attending out-of-school settings during the [coronavirus \(COVID-19\)](#) outbreak**.

An out-of-school setting can mean many things, from places like community and youth centres, sports clubs, and places of worship to individuals offering tuition in their own home, or providing one to one coaching at a playing field or local park. Fees may or may not be charged. Some settings may be run as businesses.

A typical provider may be a tutor who works alone from their home or coach who runs training sessions in a sports field for children.

When we refer to a 'large' OOSS provider in this guidance, we mean there are 5 or more volunteers or paid staff members. A 'small' OOSS provider will have 4 or fewer volunteers or paid staff members. A 'lone' provider means that a single individual runs the setting and does not employ any staff or engage volunteers, for example, a private tutor.

How this guidance can help you

Before sending your child to an out-of-school setting, you will want to know they will be safe. There is no single legal framework that governs how these settings operate, and they are not inspected or assessed by a single regulator. This means there is no single responsible body with complete oversight of these settings, or the quality and safety of their provision.

As a minimum, providers of these settings should have policies on health and safety, safeguarding and child protection (including online and digital safety), and suitability of staff.

This guide contains:

- **questions you may wish to ask a provider**
- **examples of the types of good answers you should expect to hear back, and**
- **'red flags' (danger signs) you may wish to look out for when choosing a provider.**

You should feel able to ask questions about the provider's activities and policies. A well-run and trustworthy provider will welcome questions. They should be willing to give this kind of information to anyone who leaves a child in their care. As a rule, if a provider is reluctant to answer or cannot answer your questions, or you are not satisfied with their answers, you may wish to consider sending your child elsewhere. And, to satisfy yourself that it is a safe environment, you may wish to meet with the providers prior to the first session or ask providers if you are able to meet with them during a session before deciding whether to send your child to a particular provider. If a provider is going to be working on a one-to-one basis with your child (such as in the case of a private tutor), you may wish to supervise sessions.

What to do if you have concerns

If you have concerns about a setting your child attends, please first raise concerns with the provider. If the situation is not resolved, please escalate the issue by calling the NSPCC helpline on **0808 800 5000** or contacting the local authority designated officer (LADO). To find your local authority, go to **'[Find your local council](#)'** on GOV.UK and enter the postcode of your setting.

If you believe a child is in immediate danger of harm, please call the police on 999.

¹ 'Children' refers to individuals who have not yet reached their 18th birthday.

Questions and answers

Here are some of the questions you may wish to ask. Some of the questions will not be relevant to all providers and answers may vary depending on the size and type of provision. Where appropriate, we have made clear how answers may vary for self-employed providers versus large providers with multiple staff members. For example, if your child attends piano lessons once a week with a private piano tutor who does not employ any staff, we would not expect the tutor to have written step-by-step child protection procedures. However, we would expect them to have a written child protection policy and be able to explain to you in detail what action they would take if faced with a safeguarding issue.

Q: May I have a copy of your child protection policy?

A: All providers should have a clear set of guidelines on how they will keep children safe and respond to child protection concerns. A copy should be available on the provider's website or given to you on request. At a minimum, the policy should include:

- A short policy statement, setting out the priority the provider gives to keeping children and young people safe and, in broad terms, how they seek to achieve this.
- A commitment that under no circumstances should any staff member or volunteer inflict physical or psychological harm on a child.
- A list of procedures that enable staff and volunteers to keep children safe. Self-employed providers and volunteers do not need to write down each procedure step-by-step, but they should be able to describe to you in detail how they would handle specific safeguarding issues.

- Any additional guidance, information or expectations that you need to be aware of, including details of the person who has overall responsibility for keeping children in the setting safe (also known as the designated safeguarding lead), and how to contact them, as well as contact details for local safeguarding services such as the local authority and the police.

If the provider has one or more employees or volunteers, they should also be able to provide you with a written copy of specific steps staff members will take when there are concerns about a child's safety or wellbeing, including:

- Steps the providers will take if they are concerned that a child may be at risk of abuse
- A procedure to use in the event of peer-on-peer abuse (for example, bullying) in their organisation
- Steps to deal with allegations or concerns that an adult working with children and young people in the organisation may present a risk of abuse themselves
- A complaints procedure that enables children, young people and families to raise a safeguarding concern

Providers with staff members should also be able to provide you with additional written guidance, information and expectations around the behaviour of employees and volunteers, such as a staff code of conduct and information on how staff will respond directly to a child who discloses abuse.

Q: Who is the lead person responsible for safeguarding children and what training have they had? How recently were they trained?

A: The provider should be able to name a lead person who is responsible for safeguarding children in the setting; in this guidance, we refer to this person as the Designated Safeguarding Lead (DSL). If the provider is self-employed, then they will be the DSL. At the least, a DSL should have training on bullying, physical abuse, sexual harassment and sexual violence, sexting,² hazing,³ online safety, and substance abuse. You may also wish to ask if they have had training on extremism and radicalisation. The DSL should have had the training that gives them the knowledge and skills they need for their role. Training should be repeated at frequent intervals or if the provider's circumstances change.



Q: Do you have a complaints policy?

A: Sometimes you may be alerted to an issue regarding an out-of-school setting by your child or another parent. All providers should have a clear policy to deal with complaints. This should include instructions on how to raise a concern, whether in person or in writing, who to complain to, and how it will be dealt with. Self-employed providers should give you instructions on how to raise a concern with the local authority, including contact details for the designated officer or children's social care. The complaints policy should be on the provider's website or displayed clearly in the setting.

Q: What training have staff had?

A: Training will differ according to the type of provider but all staff should, at the least, have good working knowledge of and be suitably trained in health and safety and safeguarding and child protection. As part of their policies and procedures, providers should be able to tell you what training the staff have done and how recently.

Q: Who is in charge of first aid?

A: Regardless of the type of provision offered, providers should be able to name an appointed person in charge of first aid and tell you what first aid training this appointed person has had that is appropriate to the circumstances identified in the provider's risk assessment. All providers should have carried out a risk assessment to identify what could cause injury or illness in their setting, decide how likely it is that someone could be harmed

² **Sexting** is sending, receiving, or forwarding sexually explicit messages, photographs, or images, (primarily between mobile phones).

³ **Hazing** (initiation ceremonies) refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

and how seriously, and take action to control or eliminate the hazard. They should also let you know that they have a first aid kit available.

Q: Do you have a parental consent and emergency details form that I need to return to you?

A: All providers should ask you for more than one emergency contact number and any necessary medical information for your child. This information should be collected at or before the first session. Providers might collect the information through an electronic or printed form. If your child attends the setting for over a year, the provider should ask you for updated information.

Q: How will you securely store the information you hold on my child? Who has access to it and will you give it to anyone else?

A: The provider should be able to detail how they are storing paper and electronic copies of files. If they are storing electronic data, it should be encrypted and password protected. If they are storing paper data, it should be secured with a lock.

Only the designated safeguarding lead,⁴ or someone high enough in the organisation to be trusted with it, should have access. This information should not be given to other parties without your child's consent (and your consent if your child is under 13).



⁴ Self-employed providers can appoint themselves as the designated safeguarding lead.

Q: (If a small or large provider) How are staff and volunteers recruited? What checks do you undertake to ensure that they are suitable to work with children? How recent were the checks?



A: Regardless of type and size, all providers should safeguard and promote children's welfare by making sure they have robust procedures in place to prevent unsuitable people from working or volunteering in their setting.

Providers should be able to describe to you a range of checks that they have undertaken to reassure you that your child is safe in the care of their staff and volunteers. It is important that providers do not rely on one single check (e.g. DBS check) to determine whether staff or volunteers are suitable. Some of the many checks that providers can undertake are:

- Recruitment checks: for example, it is best practice for providers to check that prospective volunteers or employees have the right skill set, such as teaching experience. Providers might choose to ask for details of previous experience by interviewing candidates, for instance.
- Pre-employment checks: Before employing a person, providers must confirm their identity and that they are permitted to work in the UK.
- References: Seeking references allows providers to get independent and factual information before appointing a volunteer or staff member.
- DBS checks: The Disclosure and Barring Service (DBS) issues criminal record certificates to help the provider decide on the suitability of staff, especially when working with children. There are different levels of DBS check depending on the type of work or activities being undertaken.

Providers should also be able to give you details of the staff code of conduct which will describe what acceptable behaviour is for staff and volunteers.

You may also wish to ask the provider to describe to you how the performance of individuals in post is regularly monitored and reviewed to ensure they continue to have the necessary skills and training to carry out their role.

Q: (If a lone provider)
What checks have you
undertaken that show
you are suitable to work
with children?

A: There is no single check that can be undertaken to show that a provider is suitable to work with children, so to satisfy yourself that your children will be safe in the care of a provider you may wish to ask for, or carry out, some of the checks described below.

- **DBS checks:** You can ask the provider if they have undertaken a DBS check. A self-employed person can apply for a basic DBS check. They may also be able to obtain a standard or enhanced check if they are working for another body that would qualify them for a more detailed check (for example, a school or a local authority).
- **Testimonials:** You may also wish to ask a self-employed provider to show you testimonials or you could ask other users about them to check whether the provider is suitable.
- **Child Sex Offender Disclosure Scheme:** You can also make an application to the police for disclosure about a person who has some form of contact with a child or children under the Child Sex Offender Disclosure Scheme (known as “Sarah’s Law”). In the event that the person has convictions for sexual offences against children, poses a risk of causing harm to the child concerned and disclosure is necessary to protect the child, the police will reveal details confidentially to the person most able to protect the child (usually parents, carers or guardians). More information can be found on [GOV.UK](https://www.gov.uk).

Q: Will any adults
besides yourself (if
a sole provider) and
staff or volunteers be
present while my child
is there? If so, will they
be there regularly?

A: This is especially important to ask if the provider operates from home. If other adults will be present besides the tutor or coach, you may wish to ask for their names and whether they will be in the room alone with your child at any point. If the adults are staff or volunteers, ask whether they have been DBS checked.



Q: Is my child allowed unsupervised access to the internet?

A: Your child should be 13 or older to access the internet unsupervised.

If a setting provides internet connectivity or internet-connected devices, the provider should be able to show you their online safety policy or an acceptable use statement. This should outline specific examples of what behaviour is acceptable online for children and staff.

You should also consider whether your children are likely to have access to the internet from their own devices via 3G, 4G or 5G or public WI-FI. Providers should show awareness that the misuse of technology plays a significant part in many safeguarding issues and should be able to identify and intervene in incidents where appropriate.

If your provider allows your child to access the internet unsupervised, they should have internet filtering and monitoring systems for managing internet access.

Q: What filtering and monitoring systems do you have for managing internet access?

A: Your provider should have age-appropriate systems in place. These should filter out:

- inappropriate or harmful material such as pornography, or racist, radical or extremist views; and
- any means of being subjected to harmful online interaction with other users such as chatrooms where adults can pose as children or young people.





Q: My child has Special Educational Needs or a disability (SEND) or both. How will you cope with this?

A: The provider may not always have the skills and resources required to meet SEND needs. But you should always ensure that you understand what the provider can and can't do. For example, you may want to know whether they have a member of staff who is trained to work with children who have SEN or disabilities. However, if you are not satisfied, ask follow-up questions or consider sending your child elsewhere.

Q: My child needs help with using the toilet; changing; feeding; their medication, etc. How will you cope with these personal-care needs?

A: The provider may not always be able to cope with personal care needs. But you should always ensure that you understand what the provider can and can't do. If you are not satisfied, ask follow-up questions or consider sending your child elsewhere.

Choosing a suitable provider

Some of the information below provides a summary to help you make good choices. If you spot any of the below red flags when asking the above questions or when visiting the setting, you may wish to send your child elsewhere. You should report serious incidents to the NSPCC, your local authority or the police.

Positive signs to look out for

All Providers

- ✓ Health and safety has been considered. Large providers should have a written policy. Small and lone providers do not need to have a written policy but should be aware of the risks and how to reduce them.
- ✓ The environment appears safe (for example, a well-maintained building with a clear exit route in case of emergencies and a first-aid kit available). The provider knows what to do in the event of a fire or emergency.
- ✓ A appointed person is responsible for first aid.
- ✓ The provider has relevant training to deal with child protection and safeguarding issues (for example, abuse and neglect).
- ✓ A child-protection policy can be given to parents on request. This should say how children can report concerns and how the provider will make parents aware of them.
- ✓ There is an appointed safeguarding lead.
- ✓ Parents or carers can meet with providers either before or during sessions to ensure the setting is well-managed.
- ✓ An internet safety policy is in place and monitored.
- ✓ A parental consent form, which asks for medical information and emergency contact details, is needed before the child attends for the first time.
- ✓ Registered charity status (where applicable). The [Charity Commission](#) has a register for all charities which are registered in England and Wales.
- ✓ A complaints process is in place.

Providers with Staff Members

- ✓ Staff members and volunteers have relevant training to deal with child-protection issues such as physical, emotional or sexual abuse.
- ✓ Staff and volunteers have completed relevant qualifications and checks (for example, pre-employment references and DBS checks).
- ✓ If a provider has many staff or volunteers, their roles and responsibilities are clear.

Red flags

All Providers

- X** Little or no consideration for health and safety, including general lack of awareness of the risks and how to reduce them.
- X** Evidence of a dangerous environment, e.g. loose wires, damp, no clear exit route in case of emergencies and no first-aid kit. Lack of awareness of what to do in the event of a fire or an emergency.
- X** No appointed person is responsible for first aid.
- X** A child-protection policy is not in place. In other words, the provider does not have clear steps for how concerns (for example, peer-on-peer abuse) can be reported and how parents will be made aware of these.
- X** No appointed safeguarding lead
- X** Signs of abuse on other children who attend the setting, for example, unexplained bruises.
- X** There are unknown adults in the setting.
- X** There do not seem to be enough staff or volunteers to supervise all of the children in their care.
- X** Staff members or other adults have unsupervised one-to-one contact with children without parental or carer consent.

- X** No internet safety policy in place or monitored.
- X** Parents are not asked to provide a consent form or to sign one.
- X** No process in place for dealing with complaints.

Providers with Staff Members

- X** Staff have not completed relevant training, qualifications or checks (for example, DBS checks). Staff or volunteers appear not to acknowledge or raise potential safeguarding concerns.
- X** Staff and volunteers do not know what to do if they have a child protection concern (for example, if a child makes a disclosure about abuse).
- X** Staff or volunteers appear not to acknowledge or raise potential safeguarding concerns.



If you are reading a print version of this document, you can find the digital version which includes web links to other useful resources at <https://www.gov.uk/government/collections/keeping-children-safe-in-out-of-school-settings>