



Tuesday 18<sup>th</sup> January 2022

## **Newsletter Number 2 – Spring Term 2022**

Dear families,

### ***Wirral Mental Health Team***

The link below will take you to the latest newsletter from Wirral's Mental Health Team. With Children's Mental Health week taking place from 7th February this is very appropriate timing. The theme this year is Growing Together and, whilst things will be on a smaller scale than originally hoped schools across the Wirral will help raise awareness and support for Children's Mental Health.

The Mental health team newsletter has brief articles including; Support for women who have experienced abuse and an article on Autism and gender identity.

For more information about your local CAMHS service and access to a range of other resources about mental health including the latest newsletter please click on this link [mymind.org.uk](http://mymind.org.uk)

### ***Reporting your child's absence***

Please remember to call us, email us or report to us through Parent Mail if your child will not be in school that day. At the moment we have about between 15 and 20 children absent from school for various reasons each day and it can take up to two hours of phoning to find out why some of them aren't in!

### ***Parent Governor Role***

We have a vacancy on the Governing Board for a Parent Governor. This role contributes to the work of the governing body in raising standards of achievement for all pupils. You would be contributing to providing strategic direction for the school. At times you will need to offer sensitive challenge to ensure a progressive improvement in standards across the school. Governors are accountable for the strategic direction and the performance of the school. Therefore they have a responsibility to work collaboratively with other members of the governing body, the staff and pupils of the school, the school's wider community and, where they are representatives to their particular constituency, (parents, staff, teachers, etc.) Although some governors may represent particular constituencies, they are not delegates of that group and should reflect the best interests of the school as a whole in all decisions. Governors carry accountability to the public and should expect to be scrutinised. They are expected to act with objectivity and act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias. They should act with openness, honesty and at all times show integrity in everything they do.

The role includes:

- Attending four whole governing body meetings per annum (two in the autumn term and one per term) and termly meetings of subcommittees. In addition, other subcommittees and meetings as required noting that some of these meetings will be evenings

- Prepare for meetings by reading papers beforehand and take their fair share of work/positions of responsibility
- Get to know the school: its needs, strengths and areas for development
- Work as a member of a team
- Speak, act and vote in the best interests of the school as one perceives them
- Represent the perspectives of constituencies, where appropriate
- Respect all governing body decisions and to support them in public
- Become familiar with the rules of school governance
- Act within the framework of the policies of the governing body and legal requirements
- Take responsibility for and participate in training and development opportunities appropriate
- Follow guidance from the Department for Education (DFE) which suggests commitment will be between ten to twenty days maximum per year

If you are interested in the role, you could spend some time considering this by looking at the following information:

<https://www.nga.org.uk/Governance-Recruitment/Be-a-school-governor-or-trustee.aspx>  
<https://schoolgovernors.thekeysupport.com/the-governing-body/constitution-and-membership/governing-body-constitution/parent-governor-trustee-roles-and-responsibilities/>  
<https://www.parentkind.org.uk/Parents/Have-a-say-as-a-parent-governor>

If you do decide that you would like to be nominated for the role of a school governor, you will need to prepare a written statement of no more than 200 words to let the school community know all about you. You will also need to be nominated for the role. All this needs to be done using the Pensby Parent Governor Nomination form which is on the school website under the 'Governors' tab or can be accessed below. The forms must be returned fully completed to the School Office by Friday 4<sup>th</sup> February at 9.30am. No nominations will be accepted after this time.

<https://pensbyprimaryschool.org/governors/>

### ***Keeping your child safe online***

Vodafone produce an excellent resource for families called 'Digital Parenting'. This guide is very practical and reflects on the effects of the pandemic and what families can do to keep their children safe. Some of the information is quite eye opening and every family will benefit from looking at this publication. We have a few paper copies in the main entrance but a digital copy of the latest publication can be downloaded here;

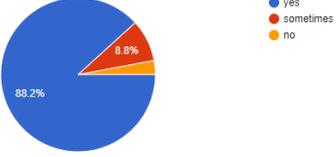
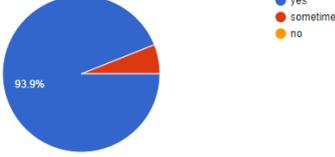
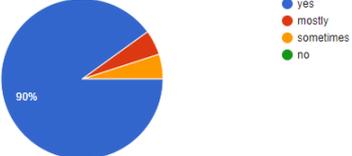
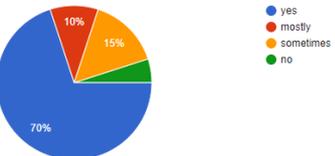
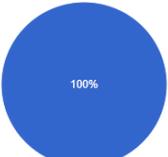
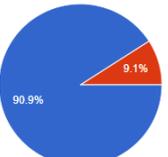
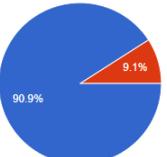
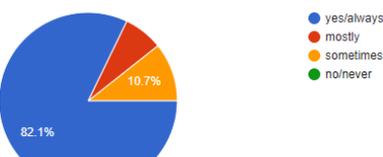
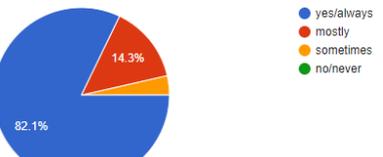
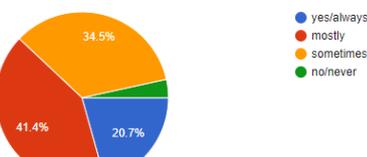
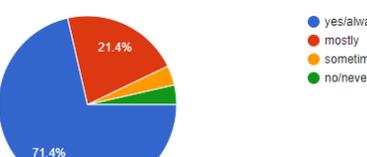
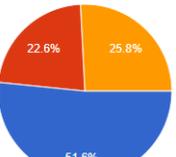
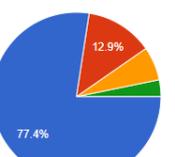
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### ***Military School Education (MSE) – half term provision***

Our colleagues at MSE have informed us that they are able to provide half term provision. Details of this and how to book will be sent out separately.

### ***Autumn term pupil surveys***

Last term our children were asked for their views on school and they were very open and honest. There is so much from their feedback, but thankfully it was very much in line with our parent survey in being very positive. Headlines from each class are:

	<b>Do you enjoy school?</b>	<b>Do you feel safe in school?</b>
<b>EYFS</b>	Do you enjoy school? 34 responses  <ul style="list-style-type: none"> <li>yes</li> <li>sometimes</li> <li>no</li> </ul>	Do you feel safe when you are in school? 33 responses  <ul style="list-style-type: none"> <li>yes</li> <li>sometimes</li> <li>no</li> </ul>
<b>Year 1</b>	Do you enjoy school? 20 responses  <ul style="list-style-type: none"> <li>yes</li> <li>mostly</li> <li>sometimes</li> <li>no</li> </ul>	Do you feel safe when you are in school? 20 responses  <ul style="list-style-type: none"> <li>yes</li> <li>mostly</li> <li>sometimes</li> <li>no</li> </ul>
<b>Year 2</b>	Do you enjoy school? 20 responses  <ul style="list-style-type: none"> <li>yes</li> <li>mostly</li> <li>sometimes</li> <li>no</li> </ul>	Do you feel safe when you are in school? 21 responses  <ul style="list-style-type: none"> <li>yes</li> <li>mostly</li> <li>sometimes</li> <li>no</li> </ul>
<b>Year 3</b>	Do you enjoy school? 22 responses  <ul style="list-style-type: none"> <li>yes/always</li> <li>mostly</li> <li>sometimes</li> <li>no/never</li> </ul>	Do you feel safe when you are in school? 22 responses  <ul style="list-style-type: none"> <li>yes/always</li> <li>mostly</li> <li>sometimes</li> <li>no/never</li> </ul>
<b>Year 4</b>	Do you enjoy school? 28 responses  <ul style="list-style-type: none"> <li>yes/always</li> <li>mostly</li> <li>sometimes</li> <li>no/never</li> </ul>	Do you feel safe when you are in school? 28 responses  <ul style="list-style-type: none"> <li>yes/always</li> <li>mostly</li> <li>sometimes</li> <li>no/never</li> </ul>
<b>Year 5</b>	Do you enjoy school? 29 responses  <ul style="list-style-type: none"> <li>yes/always</li> <li>mostly</li> <li>sometimes</li> <li>no/never</li> </ul>	Do you feel safe when you are in school? 28 responses  <ul style="list-style-type: none"> <li>yes/always</li> <li>mostly</li> <li>sometimes</li> <li>no/never</li> </ul>
<b>Year 6</b>	Do you enjoy school? 31 responses  <ul style="list-style-type: none"> <li>yes/always</li> <li>mostly</li> <li>sometimes</li> <li>no/never</li> </ul>	Do you feel safe when you are in school? 31 responses  <ul style="list-style-type: none"> <li>yes/always</li> <li>mostly</li> <li>sometimes</li> <li>no/never</li> </ul>

Our survey for pupils attempted to cover all age ranges in the school and of course this is very challenging as different aged children have differing experiences and understanding. Pupils told us that behaviour in school is a strength – both their own behaviour and the behaviour of others. They know there is an adult they can go to if they are worried or need help. The lessons they experience are interesting and they are shown how to make their work better. The main areas that came out of the survey that we are now working on is that some pupils didn't feel they knew how well they were doing in school. This is not really a surprise after the last 18 months in schools nationally but it something we know we can support the children with.

### ***COVID in our school***

Like all schools we are experiencing much higher numbers of pupils and staff with COVID. Yesterday 30% of our teachers and 25% of our support staff were absent due to COVID related incidents. This is creating quite an exceptional situation for our school and we are struggling to maintain our ratios. Staff that are in are amazing and are covering multiple roles wherever they can – I am so grateful to them for this. This week we have needed to close after school club half an hour early each day to help ease the pressure on all staff and I thank those families affected for their understanding. Who knows what the rest of the week will bring! Our priority is keep every class open, keep all the children safely supervised and try to ease pressure on those staff who are undertaking an unprecedented amount of usual duties. With all this in mind, you can see that communication may be affected and I ask for your patience and support – knowing how our Pensby families always rally round and look after their own – thank you!

### ***Changes to the self-isolation period for those who test positive for COVID-19***

This change came into effect in England on Monday 17 January and applies to all positive cases, regardless of vaccination status.

People who are self-isolating with COVID-19 have the option to reduce their isolation period after 5 full days if they test negative with an LFD test on both day 5 and day 6 and they do not have a temperature. For example, if they test negative on the morning of day 5 and the morning of day 6, they can return to their education or childcare setting immediately on day 6.

The first test must be taken no earlier than day 5 of the self-isolation period, and the second must be taken the following day. All test results should be [reported to NHS Test and Trace](#).

If the result of either test is positive, they should continue to self-isolate until they get negative results from two LFD tests on consecutive days or until they have completed 10 full days of self-isolation, whichever is earliest.

The new rules also apply to people who are already isolating – so if someone was already isolating before Monday 17 January, they can take LFD tests on day 5 and 6 and if they are both negative and they have no temperature they can end their isolation. Anyone who is unable to take LFD tests or anyone who continues to have a temperature will need to complete the full 10-day period of self-isolation.

Further [information on self-isolation for those with COVID-19](#) is available.

### ***Dates for the term***

No change from the last newsletter;

<b>DATE</b>	<b>TIME</b>	<b>EVENT</b>	<b>DETAILS</b>
Monday 31 <sup>st</sup> January	Until Wednesday 2 <sup>nd</sup> February	Year 6 to Robin Wood Centre for activity days	
Friday 18 <sup>th</sup> February	SCHOOL CLOSSES FOR HALF TERM BREAK		
Monday 28 <sup>th</sup> February	SCHOOL OPENS FOR SECOND HALF OF SPRING TERM		
Friday 8 <sup>th</sup> April	SCHOOL CLOSSES FOR EASTER BREAK		

*And finally,*

We have a limited supply of Wirral Cycle route maps. These have been put in the main entrance area and you are welcome to take one.



Mrs K Brown, Headteacher