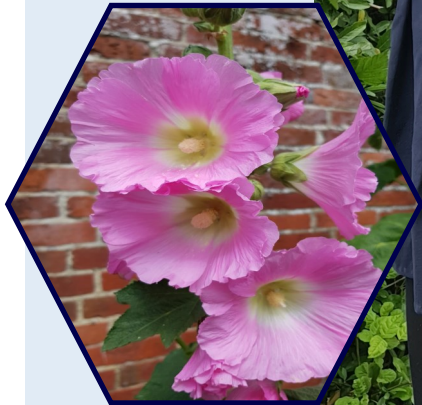


No 437  
July 2020

# Oaklands News



A publication for  
**Oaklands Catholic School  
and Sixth Form College**





# Oaklands

Catholic School and Sixth Form College

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### From the Headteacher's Desk

When you have been writing to all parents at least once a week and to various groups a further twice a week it is difficult to know what to write about in the final Oaklands News.

Much has changed in all our lives and this will be the case for some time to come. Outside of my professional responsibilities, one of the many defining moments was receiving the news that no worships were allowed in churches on Sundays until further notice. A hole had been blown in my life; COVID was going to deny me the sacraments. In response, the call went out for us to take more responsibility for our prayer life at home, the responsibility shifted from the priests to the people. We can be on speed dial to God and we don't need to be in church for this, although at times it helps. The call to pray from home equally assures God's presence in line with what Jesus said in Matthew's Gospel: *'For where two or three are gathered together in my name, there am I in the midst of them'*. Our churches are now reopening, and this is a welcome gift.

We must not lose sight that it was the building that has shut and not the church. The current pandemic shines a light on the balance between what goes on in the building and what goes on outside the building. There are many examples where church communities, not just Catholic, have gone on the pastoral offensive practising the word of God in deeds and actions; there are many people in many communities than have been impoverished as a result of the current crisis and the church has been the fourth emergency service.

I would argue that the role of the Catholic school in this crisis has to be different to other schools, we too have been on the offensive. We have found ways to continue to breath spiritual life into our youngsters through the daily prayer, videos and presentations provided by our Chaplain, these have been well received. We have found ways to try and bring together elements of our community who are remote, be that staff or students. All schools have had to work to the guidance provided by the DfE and this has made it difficult to bring large numbers of students back into school, however our work in support of the most vulnerable students has been widely praised bringing many youngsters into our emergency provision.

Working closely, and applying pressure on the Local Authority resulted in over fifty families being given a laptop to access on-line learning. Staff have engaged in pastoral visits to family homes, sometimes to help with complex emotional issues, on other occasions to provide uniform and food vouchers. We have also found ways to acknowledge the success of youngsters, I was delighted that we found a way to continue with the Governors awards this year (see cover photograph).

The last 4 months have been a challenge that required community cooperation and unity. As I said in my last letter, I recognise the substantial part that parents have played in this. It has not been possible to reach all of the people all of the time, but this has not stopped us trying; our ambition has been driven by compassion to alleviate suffering, and a greater responsibility to exercise our faith in practice and deed.

September will come around soon enough and with it a raft of other challenges, many of which we cannot yet see. One again thank you for your continued support.

Until the next academic year then I wish you all a safe and happy summer.



**Mr M Quinn**

## Governor Awards

Praise and affirmation are one of the best motivators—this is equally true for adults as well as young people. As mentioned above, it was wonderful to still be able to celebrate students' talents and gifts this year.

Here are some of those who received Governors' End of Year Awards. These are nominated by the subject departments and only one student per subject per year group will receive the coveted engraved glass plaque. The recipients of these awards are nominated by a variety of criteria—outstanding performance, outstanding commitment or clear passion for the subject.



**D**uring Lockdown, we said goodbye to **Mr Geddes** who was the Head of the Maths Department. Mr Geddes had been at Oaklands for ten years, during which time he was involved with Duke of Edinburgh expeditions, Young Carers and Challenge Week. He has left to take on the role of Assistant Head at Fareham Academy.

We also said goodbye to **Mrs Healy** who joined the school in September 2013 as a Catering Assistant. Mrs Healy then moved to Student Services, helping students with a wide range of issues including first aid, lost timetables and forgotten items. Mrs Healy is now working in the NHS.

**Mrs Dodsworth** and **Mrs Wade-Palmer** also left during lockdown. Mrs Dodsworth had come back to Oaklands again to teach in the Design Department until the end of May. Mrs Wade-Palmer came to Oaklands as a cover teacher, but soon found herself as a teacher in the English Department. She has also recently helped with GCSE media lessons.

**Mr Outterside-Hughes** has been here for one year to cover maternity leave. He has enjoyed being in the Geography Department and ran a very popular Dungeons and Dragons club.

**Miss Colvin** has been an LSA since January 2019 and has helped lots of students with their additional learning needs. She is leaving to train to be a History teacher.

**Mrs Bohea** came to Oaklands at the end of 2018 as a volunteer, since then she has worked in our Business Support Team and in Reception during Lockdown.

**Mr Screen** has been one of our Design & Technology teachers since September 2018, using his knowledge and craftsmanship to help students achieve their potential in DT.

**Miss Murawska** joined the Maths Department in September 2017. She has been involved with fundraising activities for the school, ran a Maths Club and helped with Challenge Week. Miss Murawska is starting a new teaching job in September in the West Country.

**Mrs Upton** has been in our Catering Team for almost four years and is leaving to spend more time with her family. **Miss Jackson** has also left our Catering Team after four years and is now working for the NHS in Patient Transport.

**Miss Field** is our peripatetic piano teacher and has been coming to the school since 1995. She has taught many students the piano, keyboard or harpsichord and has been a great friend to the music department and Oaklands. We wish her well in her retirement.

**Mrs Crane** has been at Oaklands since September 2002 and has been Head of the IT Department since 2008. During her time here she has worked with many students on Icon design, ran the robot club, helped with Challenge Week and much more. She has also been involved with the spiritual life of the school for both students and staff. We wish her well in her retirement.

**Mrs Hough** has been working at Oaklands for 25 years. She has helped many students achieve their best through her work in the Learning Support Department, exam study support and bespoke intervention. She will be missed by the department, other colleagues and the students, but is looking forward to a well-earned rest and happy retirement and spending more time with her grandchildren.

**Mrs Harris** first came to Oaklands as an English teacher in 1985. After five years, she left but returned again in January 1999 and became Head of English in 2009. Mrs Harris has been very much involved in the life and culture of Oaklands, encouraging students to read and enjoy books, running numerous theatre trips and helping with over twenty ski trips. We all wish Mrs Harris a happy retirement.

We would like to thank all of these colleagues for all they have done for the Oaklands community and wish them good luck in the future.



The Health and safety of students during these challenging times has to be a priority for the school.

Keeping yourself and your surroundings clean is no longer a matter of preference or being gracious, but the first line of defence against Covid-19. Measures such as limiting the movement of students around school and creating bubbles will not be as effective in combating the outbreak if personal hygiene was neglected.

At school all children will have access to hand washing facilities in cloakrooms as well as in some classrooms. Sanitiser stations are being placed around the school site. We are recommending that students bring their own sanitiser which will also help in this respect. We will continue to push the 'Catch it. Kill it. Bin it.' message.

What hygiene measures can we put in place in school to protect the community?



We also have to be realistic to what is possible within a school environment. We can and will clean surfaces regularly, with high risk areas receiving particular attention. However it is unrealistic to assume that every banister rail is going to be cleaned after each child has touched it, or that we can 'disinfect' every child or adult that arrives on site.

There are other elements that we also need to consider. Until recently, if I was in a restaurant, after I had finished my meal I would put the disposable napkin on my finished plate and think that it is not littering, it is just keeping it away from the table and so forth. But I am beginning to recognise that these are also what I call 'little biohazards' that one could leave just by going about normal business. Managing these biohazards in school will be part of our defence. Most students will put their litter in the bin, but when it lands on the floor, particularly food waste, someone else has to pick it up. Reinforcing the importance of general cleanliness will also help reduce the risks.





Parents and Carers of students in Year 8 and above will be aware of Challenge Week, which is an annual event held towards the end of June each year. Challenge Week is when the timetable is suspended and students are given the opportunity to engage in a variety of activities outside of the confines of the normal timetable (Y9 camp, Y8 trip to France and Y7 trip to Marwell Zoo to name but a few of the activities). Unfortunately, we were not able to run the event this year due to on-going public health situation.

Mr Quinn had the idea that we should still do something that has a similar feel to Challenge Week to maintain the Oaklands tradition, albeit completed remotely; this resulted in 'Consolidation Week'. During the week, departments provided a wide variety of tasks that the students could attempt.

There is not the room here to discuss all of the activities that were provided, but I have selected some examples of student work to share with you.

Cerys and Daniel won the flag quiz with 100% scores, which was quite an achievement, given some of the obscure flags that Mr Bamford included

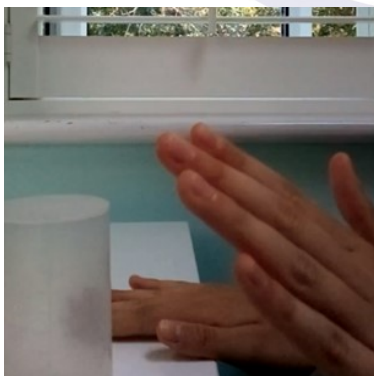
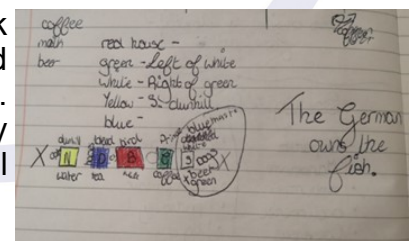


Isabelle produced this fine piece of work based on the work of the artist Iain MacArthur.



Deborah sent this image of her excellent brown paper puppet, which was a task set by the Drama team.

Cerys sent this work showing how she worked out the Maths puzzle. She was one of many who worked it out – well done!

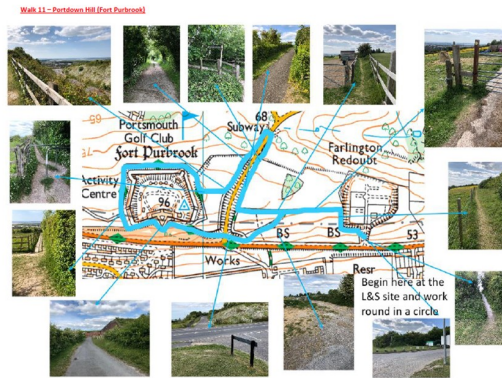


Lillian attempted the 'cup song', which was a task set by the Music teachers. The image here is just a screenshot of the video she sent; you can watch it here - <https://www.oaklandscatholicschool.org/wp-content/uploads/2020/07/Cup.3gp> Very impressive!

Wiktorina sent eight pages of Music work all about her favourite band and was able to discuss the meaning behind some of the lyrics in her favourite songs. She said herself that she got a bit carried away, but that was the main reason for doing Consolidation Week: it gave students the opportunity to do something different and allowed them to focus in on the tasks/subjects that they particularly enjoyed



Here is Harris on two of the PE walks (10 and 11) around Portsdown Hill, which he really enjoyed with his sister and father. I know that a number of staff really enjoyed other PE walks too.



Dear people who want to go to St Peter Basilica

St Peter is one of the 12 Apostles of Jesus Christ. It was on this site that Peter died a martyr in 64 AD. and lived the same way Jesus did.

In A.D. 318, construction began on the old St. Peter's Basilica, which was built upon the Tomb Saint Peter. There was a concern that basilica may collapse. On 1506 they built a new basilica.

These are some facts about St. Peter's Basilica which is such a beautiful place to visit. It is a really big beautiful place.

St Peter is 157 feet high  
380 feet wide.  
each column is nearly 90 feet tall.

Location = Piazza San Pietro

Latitude = 41.90254

Longitude = 12.45642

Build date = April 18, 1506

Build end date = November 18, 1626



Deborah in Year 8 completed this piece of work for RE about St Peter's Basilica

On behalf of the staff, I would like to thank the students for how they got involved with activities during the week, which was no doubt aided by parents. Moreover, on behalf of the students, I would like to thank my colleagues for all the effort they put in to provide such a wide variety of activities.

**Mr Bamford**



Recently, our Year 7 and Year 8 students explored some poetry by the famous poets John Agard and Benjamin Zephaniah. They read some well known quotations and were then tasked with writing a piece of poetry inspired by the theme of unity or an image of a circle of hands joining together...



### **The Machines Don't Know**

As our technology grows ever more prominent,  
If machines do take over, would the world be calm?  
Without wars and without lies without discrimination?

If robots took over the world would they see colour?  
If robots took over the world would judge others?  
If robots took over the world would they think they were better?  
If robots took over the world would they discriminate?

If robots took over the world would love each other?  
If robots took over the world would they empathise?  
If robots took over the world, would they stand strong to build empires?  
If robots took over world, would they be like humans?

**Daniel, Year 7**

### **Colour**

There are so many types  
But we don't judge the colours  
Every colour matters  
No matter what happens  
Everyone colour wonderful  
Everyone should respect that

**Evie, Year 7**

### **Equal**

People are like flowers,  
They come in all different shapes and sizes,  
But their beauty is all equal.

People are like emotions,  
They need each-other,  
But their importance is equal.

People are like animals,  
They are all loved,  
But the love they deserve to receive is equal.

People are equal.

**Thomas, Year 7**

### **We**

We are all equal  
We all deserve the same  
Respect one another  
And they will do the same

Justice and faith is all we need  
To stand upon as one  
And Fight for our need.

Change will happen but only together  
So come with me  
Let's bring equality.

**Anna, Year 7**

### **Hands in the Sand**

These are hands in the sand.  
This is a band of hands all from another land.  
Some don't get what we demand,  
while others command.  
We found each other on the sand,  
now we are bound.

**Sam, Year 7**

### **Everyone**

Everyone is different  
No cell in the body is the same  
the colour of our skin  
does not divide us into different groups. We  
should be one big  
family.  
Everyone looks and sounds different  
unique. Special.  
However, God loves us all.

**Isla, Year 7**



## What Do You See?

What do you see when you look at me?  
Do you see a friend with a smile?  
Someone you could sit with for a while?  
Do you see me as different to you?  
Or perhaps you've got a different view.  
What do you see when you look at me?

What do you see when you look at me?  
Do you see me as a mathematician?  
Someone you could aspire to be?  
Do you see me as different to you?  
Or perhaps you've got a different view.  
What do you see when you look at me?

What do you see when you look at me?  
Do you see me as an athlete?  
Someone who could compete?  
Do you see me as different to you?  
Or perhaps you've got a different view.  
What do you see when you look at me?

What do you see when you look at me?  
Do you see me as a human?  
Perhaps we've got the same view.  
So am I human just like you?  
Is this what you see when you look at me?

**George, Year 8**

## My Poem-Hands.

Hands around a circle  
All touching  
All together  
All the same?

Different colours  
Different sizes  
Different skin  
All the same?

The world  
All together  
All moving forward  
All the same.

**Joshua, Year 7**

## 'Colours'

The colours I see in people,  
are not black and white  
but yellow for happiness,  
And blue for sorrow,  
Or red for anger and enragement  
Green for peacefulness.

Down to the core  
I don't see black or white,  
Only character.

**Jack, Year 7**

## United

United,  
A wall of stone,  
A still lake,  
A perfect world,  
Strong,  
Peaceful,  
United.  
Divided,  
Defenceless,  
Aggressive,  
Anger and hate.

**Reuben, Year 7**

## Wake Up

This is a wake up call that has been going off since the 1600s  
but as a society have decided to press snooze.  
We realise there is something wrong in the world and we  
march along the streets.  
We want to see a change in the world, but is that  
what we are going to get.

This is a wake up call to everything that is different,  
our race or our religion but it really doesn't matter.  
It's about what's in us that makes us different but people  
need to understand we don't make it easy.

This is a wake up call to everyone who is still asleep.

**Erin, Year 8**

One of the things that students may feel they have really missed out on this term are the practical activities that they complete as part of their studies in Science and Design & Technology. We posted ideas for STEM challenges in the last issue of Oaklands News and here are some others that may be useful as we ease gently out of lockdown.



**The STEM learning** has lots of resources that are suitable for students to use at home. These include videos from famous/celebrity STEM ambassadors, careers podcasts, Smart phone Apps and STEM activities to do at home. Follow the link below to access the educational resources for families:

[https://www.stem.org.uk/home-learning?](https://www.stem.org.uk/home-learning?utm_source=Adestra&utm_medium=email&utm_term=&utm_content=Browse%20here&utm_campaign=Resend%20of%20South%20T2%2F3%20Science%20Teacher%20newsletter%2009.07.20#educational-family-activities)

[utm\\_source=Adestra&utm\\_medium=email&utm\\_term=&utm\\_content=Browse%20here&utm\\_campaign=Resend%20of%20South%20T2%2F3%20Science%20Teacher%20newsletter%2009.07.20#educational-family-activities](https://www.stem.org.uk/home-learning?utm_source=Adestra&utm_medium=email&utm_term=&utm_content=Browse%20here&utm_campaign=Resend%20of%20South%20T2%2F3%20Science%20Teacher%20newsletter%2009.07.20#educational-family-activities)

Coding is a skill that is becoming more relevant in everyday life and is the language used by computer programmers, a little bit like the way we use the alphabet to construct words and then language for communication. **Code for life** has resources to help parents educate their children (and possibly themselves!) in coding. See the link below for more details:

<https://www.codeforlife.education/home-learning>



**The Royal Society** has a 'summer science exhibition extra'. Students can interact with media and explore theories around topics such as life on Mars, ageing, randomness and innovation. There are excellent graphics so definitely worth exploring. See the link below:

<https://royalsociety.org/assets/sse-extra/index.html>

**The Royal Institution of Great Britain** has a series of Livestream events that can be accessed by booking in advance. One example is given below.



### Space weather

Tuesday 21 July, 7.00pm – 8.30pm

Our Solar System can be a wild and stormy place. Events such as solar wind and coronal mass ejections have effects on Earth, disrupting communications, GPS and electricity distribution. In this talk, astrophysicist **Lucie Green** will explore the science of space weather and will investigate what instrumentation could be used to improve space weather forecasts.

To book this, follow the link below:

[https://www.rigb.org/whats-on/events-2020/july/public-space-weather?cm\\_ven=RIGB&cm\\_cat=9+subscriber+newsletter&cm\\_pla=All+Subscribers&cm\\_ite=https%3a%2f%2fwww.rigb.org%2fwhats-on%2fevents-2020%2fjuly%2fpublic-space-weather&cm\\_lm=0033z00002bFzn3AAC&cm\\_ainfo=&&&&](https://www.rigb.org/whats-on/events-2020/july/public-space-weather?cm_ven=RIGB&cm_cat=9+subscriber+newsletter&cm_pla=All+Subscribers&cm_ite=https%3a%2f%2fwww.rigb.org%2fwhats-on%2fevents-2020%2fjuly%2fpublic-space-weather&cm_lm=0033z00002bFzn3AAC&cm_ainfo=&&&&)

You can also access some interesting videos through the RIGB website. Examples include 'how to fix a leaking tap with chemistry'!!



The University of Reading and National Centre for Biotechnology Education have produced great food science videos that students can try at home. See the link below:  
<https://www.youtube.com/channel/UCYSMFTQ3IGYJWhVkf1CkefA>

The Chemistry department of **Kings College London** have released a set of experiments that can be carried out with common kitchen equipment. These include extraction of caffeine from coffee and chromatography of food colourings. These are aimed at **KS4/5** students and should not be carried out without permission/supervision from a responsible adult. Participants are asked to complete a questionnaire to give them feedback.

All resources and instructional videos can be found by following the link:

<https://www.kcl.ac.uk/chemistry/outreach/open-access-labs>



Help scientists capture research quality environmental data:

<https://earthchallenge2020.earthday.org/>



Help Scientists to classify data:

<https://www.zooniverse.org/projects>

**CREST challenges** and projects that are suitable for home learning can be found by following this link:

<https://collectionslibrary.crestawards.org/#11-18>



Please take photos of your activities at home and/or write a report about your investigations so that we can add them to our STEM noticeboards and give you lots of EPraise points.

**Mrs Hardaker**

Getting the basics right with uniform is a good indicator of a student's level of commitment, co-operation and a sense of pride about being part of the school community. Our staff work hard to uphold the rules regarding uniform and we would be very grateful if you could reiterate those rules at home and check that they leave the house looking smart.

Here are some pre-shopping reminders for you, in preparation for September. Please also refer to our website for more information.

- **Blazers** are compulsory and must be worn to and from school. Please ensure your son/daughter is wearing it correctly when they leave the house (and it is not rolled up in their bag).
- **Jumpers** are optional in the summer term due to warmer weather. A recent trend in the female jumper has developed – girls have taken to tucking their jumpers into their skirts. This is not acceptable and they will be asked to untuck it. Please ensure they leave the home without their jumper tucked in.
- **Boys' Trousers** should be navy blue, formal tailored trousers. Skinny fit / super skinny fit trousers are not acceptable. Slim fit are acceptable. Parents are warned NOT to buy cotton mix chino style trousers as you will be asked to replace them.
- **Skirts** should be navy blue, with sewn down pleats all around. We face an ever-present battle with our female students regarding the length of their skirts. Many girls roll up their waistbands and this results in skirt lengths which are not appropriate for a mixed learning environment. Please help us to help you – buy sufficiently long skirts, check the waistband before the girls leave home. We will insist that they roll them down.
- **Shoes** – students are required to wear black flat proper shoes; girls' heels should be no more than two inches. There has been a recent fashion of students wearing Converse type, canvas casual shoes or leather trainers / trainer style shoes– this is not acceptable and contravenes the uniform regulations and has health and safety implications due to the type of sole. The shoes should be leather, not suede.
- **Coats** - for inclement weather, parents may purchase a plain (without logo) appropriate school coat, preferably navy or black to be worn over the blazer. Denim, leather or leather look jackets are not acceptable. No other colours or patterns are permitted. Hoodies/sweatshirts/ gilets are forbidden and not considered an acceptable item of school uniform.
- **Scarves** - should be in appropriate school colours and not linked to any football team. Students will be asked to remove any non-regulation item of uniform.
- **Cosmetics** – makeup, false tan, nail varnish/Shellac/ artificial nails are all prohibited. Staff have been equipped with cleansers/removers and students will be ordered to remove these forms of cosmetics. Given the current hygiene requirements, nails should be kept as short as possible to aid good hand washing technique.
- **Jewellery** – students are permitted to wear a simple cross and chain, a watch and ONE pair of plain stud earrings in the LOBE. Other body piercings, ie nose, eyebrow, tongue, bellybutton, upper ear are not permitted and students will be ordered to remove them. Items which do not conform to our regulations will be confiscated. ***Please note that if a student gets their ears pierced during term time they will be asked to remove them for PE for health and safety reasons; we can no longer allow students to tape them up. Refusal to remove them will result in an after school detention. We advise getting any piercing done at the start of the summer holidays to avoid any issues.***
- **Hair** - exaggerated, coloured, or bleached hairstyles are not acceptable at Oaklands. This includes beading, braiding and extreme colouring/highlights. Excessively long and excessively short hair styles are considered exaggerated and are not acceptable. Hair must not hide the face – all features must be visible. Long hair must be tied up for PE. For parents' guidance, boys' haircuts should be of no less than a Grade 2 on any part of the head. All boys should be clean shaven. Hair accessories must be navy, royal blue or white.

## SANCTIONS:

- Verbal warning to correct uniform
- Email home to parents with a warning that if no improvement next step will be uniform monitoring
- Student placed in uniform monitoring
- If there is no improvement a detention DT will be set and uniform monitoring will be extended for a further two week period
- If there is still no improvement a student will be set an SLT extended detention
- If student fails to correct their uniform following these interventions, a Fixed Period Exclusion will be put in place for 'Persistent Disruptive Behaviour'.



An image of hope, the reminder of a promise... the image of a rainbow has become such an iconic symbol throughout the coronavirus. In many of our windows, shop fronts, in our supermarkets; messages of gratitude and encouragement, all marked with a reminder that after a storm, there always comes a rainbow.

If we look at the Biblical origins of the rainbow, we find many similarities with our own experiences over the last few months, not least that Noah and his family going into the ark was the first recorded lock-down in all of history!

God's plan for creation wasn't going as planned, but He could see that Noah was a good man who loved Him. Noah built the ark to keep him and his family, as well as every living creature, safe from the flood. It rained for forty days and forty nights, and a tremendous flood covered the surface of the world. After the rain stopped, the world remained flooded for one hundred and fifty days (nearly as long as our lock down!) When Noah finally came out of the ark and on to the dry land, God made a covenant (an everlasting promise) to not flood the world again; God put a rainbow in the sky as a symbol and reminder of this promise.

*"THIS IS THE SIGN OF THE COVENANT I have established between me*



*and all life on the earth."*



**GENESIS 9**

"Whenever I bring clouds over the earth and the rainbow appears in the clouds, I will remember my covenant between me and you and all living creatures of every kind. Never again will the waters become a flood to destroy all life. Whenever the rainbow appears in the clouds, I will see it and remember the everlasting covenant between God and all living creatures of every kind on the earth."  
*Genesis 9*

The rainbow has been to each of us during this time a reminder that once this storm has passed, when the clouds of suffering move off, there will be the hope of a rainbow. But it is so much more than that... God commanded Noah and his sons to repopulate the world, to rule over the animals, to make a fresh start. God trusted Noah with His beloved creation, so that good could come from a devastating situation.

Perhaps in this time, following the devastation of the coronavirus pandemic, God is asking each of us to play our part to make a difference; to rebuild the world, not as it was before, but a fresh start. Maybe this is a pinnacle moment in time; this is an opportunity for change, for growth, for radical transformation. We cannot go back to how we were before; there cannot be a return to what was.

All of us have learnt many lessons throughout lock-down. Hopefully much reflection of what is truly important and valuable has come to light; we have learnt that family, friendships, faith, our health and well-being are the most valuable things we own. Hopefully we have grown in gratitude, increased in kindness, and learnt to love that little bit harder. And so, we must not forget, we must not rush back to 'normal'; we must be the change we long to see in the world.

Let us step out of our lock-down, seize this opportunity, remember that God always keeps His promises, and restore and rebuild our world.

I wish you a very happy and blessed summer. With the assurance of my prayers,

**Miss Keogh, School Chaplain**



Our Duke of Edinburgh activities unfortunately had to come to an early end this academic year due to COVID-19, however we were very pleased to receive the letter below and the certificate on the next page recognising the hard work of Mrs Hoar and her team of volunteers, as well as the students themselves.

Firstly, despite the circumstance I want to congratulate you and your team at Oaklands on a great year for your school's delivery of the DofE.

I am pleased to present you with your Social Value Certificate – this is to recognise and thank your participants for the voluntary service they donated to their local community through their DofE programmes.

The achievements of your DofE students is having an impact on local communities, Oaklands and of course, on themselves.

The 2020 DofE Certificate of Achievement has started to go out to the first batch of 32 Year 10 and Year 11 participants:

Olivia Boulton	Athene Ryan	Kai Wellbelove
Tilly Yeats	Heather Layton	Ross Collins
Ruthie Quinn	Shehan Ramaya-Untiah	Ishita Renji
Stafford Whelan	Rhys Colley	Josie Freeman
Ben Tuttle	Daniel Blackmore	Jemima Chappell
Joel Claxton	Matthew Hardie	Isabella Ilagan
Danielle Manners	Libby De Vos	Emily Hastilow
Meghan O'Neill	Olivia Pope	Charlotte Bland
Aimee Davies	Seren Jackson	Emma Lane
Patrick Layton	Fiya Thomas	Benjamin Cunningham
Benjamin Pope	Lara Mogridge	

The Certificate of Achievement is a formal recognition of the fantastic accomplishments of DofE participants and their dedication and resilience in coping with the current challenges to complete their Volunteering, Skills and Physical Sections.

Thirdly, I want to summarise your annual statistics (April 2019 to March 2020). At Oaklands you increased the number of young people starting the Award and reached our Charity's Aspiration of over 60% of those who started the Award last year completing it this year:

- Awards Start: 67 (+10 year on year)
- Awards Achieved: 54 (95%)

Finally I wanted to thank your DofE Manager Judith Hoar and the excellent team for their achievements over the last year and their commitment to supporting your students through the DofE programme during this challenging time.

Kind Regards

**Nick Glover**

Operations Officer – Portsmouth, Southampton & the Isle of Wight  
The Duke of Edinburgh's Award





# Thank You

to The Duke of Edinburgh's Award participants from

## Oaklands Catholic School

Who between April 2019 and March 2020 donated

### 1300 hours

of voluntary service to the local community.

The social value of these hours is

### £5655.00

In addition, participants completed

### 1339 hours

of Physical activity

### &

### 1313 hours

working towards a Skill

PETER SINGLETON  
REGIONAL DIRECTOR

**M**any students have been writing over the last term and sending in their work. Here are two examples for you to enjoy:

### **Star Shopping**

Something about laying in the middle of a field and looking up at the sky was so calming, a feeling that could never be replaced or taken away.

Especially accompanied with the steady heart beat of a childhood best friend. Someone who's been there since day one. The person who's always held you...best thing in the world.

Almost every night we came here, just the two of us in the exact same spot, we put our worries aside and we just lived in that moment, everything around us slowed down in time.

We'd laugh on occasions, his hand twisting my hair as I ranted on about some more funny stuff I found. I could talk to him for hours.

There was always a comfortable silence between the both of us, never awkward.

"You know why I love looking up at the stars?" He shook his head as I sat up, looking up at the sky as faint music was playing in the background.

"Because when I look up at all the stars I feel free in the moment, I feel as if nothing can touch me, and I'm just in the moment and all my problems are gone, the music playing in the background, as your brain stops worrying about the small things in life and finally being free and happy."

"I understand the feeling, that's the same with me and my music, you can never get over the feeling; it's just so special." I nodded in agreement, before sitting back down, resting my head on Damiar's chest.

We where both in the moment, we didn't care what was happening around us.

*Look at the sky tonight, all of the stars have a reason, a reason to shine.*

I closed my eyes, tuning out everything but the music as we both sat in comfortable silence, Damiar pulling me in closer as he hummed softly to the song.

We always had our fights here and there, like every best friend would, but this was what brought us together, what re-united us.

Star shopping.

**Lucy, 9 St Clare**

### **Diary Entry - Based on A Woman in Black, by Susan Hill**

Had I been told a week ago I would have been staying in a residence at all relatable to Eel Marsh house, especially overnight, I would have scoffed, proclaimed my disbelief and swiftly left. Yet here I am. Despite my prior optimism at this being a quick albeit difficult course of work I was more than disappointed at the abysmal state of the late Mrs Drablow's keepings and state of records. There are rooms in this dreary old house full of random papers all stuffed together like sardines in a tin. How it is that one woman can fail at her tidiness so momentarily is lost to me. The height of sloth or simply a distinct lack of organising skills must have been enacted here. In fact you can tell that from the state of the house itself. It is verging on disrepair, a thick layer of dust chokes the house in its grasp and it is as though the woman's misery and despair has permeated the house, creeping and crawling into every small nook and cranny; clawing at the soul and mind of people who enter its domain. As if the pair were designed together the weather is equally as wretched, a blanket of darkened cloud suffocates the area and a potent gale thrashes the landscape engaging in a siege on peace. The air is bitter and icy in the way that stings your throat when you breathe. A truly woeful existence the late Mrs Drablow must have had. For the time being, I will control myself and keep a logical and intelligent head on, although my hope of leaving may be the only solace I find int his bleak and unforgiving environment.

**Sam, 8 St Martin**



The Oaklands Friends and Parents' Association are pleased to announce that we will be able to open the nearly new uniform shop and have put the appropriate measures in place to do this safely.

The shop is situated in the White House and is accessible by an external door. Parents are asked to email ahead with orders by the dates listed below. The OFPA will then arrange a time for collection, give further instructions regarding the operation of the nearly new shop and deal with any other queries.

When you email with an order, please state your child's gender, year group and size / measurements.

Parents are asked to place orders in advance by email to [opa@oaklandscatholicschool.org](mailto:opa@oaklandscatholicschool.org)

The shop will be open for **collections** on the dates listed below:

Friday 24 July, 2.00-4.00pm. Parents to place orders by Monday 20 July

Friday 31 July, 2.00-4.00pm. Parents to place orders by Monday 27 July

Friday 28 August 2.00-4.00pm. Parents to place orders by Monday 24 August

## Alumni

### Oaklands Catholic School and Sixth Form College - Alumni

**Were you a student here ... ?**

**Stay in touch with us and help ...**

It doesn't matter when you left school, whether you're in further education or employment or where you live - Oaklands still needs your help! If you would like to see our exceptional school continue to thrive, please let us have your details by signing up to the Future First database.

Go to [www.futurefirst.org.uk](http://www.futurefirst.org.uk)

Go to the 'Sign Up' tab

Click 'Former Student'

Type in **Oaklands Catholic School**



### **Government guidance for parents - online harms**

The government has produced a useful webpage listing sources of advice and support for keeping children safe. The guide includes information about:

- Protect children from domestic abuse
- Teenage relationship abuse
- Child sexual abuse and exploitation
- Sexual assault referral centres
- Crime, Criminal Exploitation and County Lines, violence and gangs
- Protect children from radicalisation
- Prevent
- Online child safety
- Mental health

You can find the information here:

<https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-from-abuse-and-harm/advice-to-parents-and-carers-on-keeping-children-safe-from-abuse-and-harm>

### **Guidance for parents and carers of children attending out-of-school settings during the coronavirus (COVID-19) outbreak (gov.uk)**

The government has issued guidance for parents about any out-of-school settings they use for their children. This will become particularly important as the summer holidays begin.

The guidance includes a section about choosing a suitable provider and provides some examples of positive signs to look out for when choosing an out-of-school setting for your child.

In addition to covid-19 related issues, the guidance covers safeguarding matters too, including finding out whether staff members and volunteers have relevant child protection training, and relevant checks have been made.

You can find the guidance here: <https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

### **Online Tutors – Safeguarding Considerations**

Tutoring is not a well-regulated industry and essentially anyone can just set up as a tutor whatever their skills, qualifications or background history.

South West Grid for Learning have created two articles looking at the safeguarding issues for both tutors and those engaging them. If parents are considering engaging the services of a private tutor we would strongly advise reading this useful leaflet

Thinking of using the services of a Private Tutor or Tuition Centre?

<https://www.redbridgescp.org.uk/wp-content/uploads/2016/04/LSCB-Private-Tutor-and-Tuition-Centre-Leaflet-2017.pdf>



## Safeguarding Children During Lockdown

# Concerned for a child?

The Government has asked parents to keep their children at home wherever possible, and for schools to remain open only for children who are vulnerable and for those children of workers critical to the coronavirus (COVID-19) response who absolutely need to attend.

While in lockdown, there is the potential that children could be at an increased risk of harm relating to:

- ◆ Self-harm and wellbeing
- ◆ Online exploitation
- ◆ Abuse and neglect by parents/carers



### Signs to look out for:

- ◆ Bruising in babies
- ◆ Bite marks
- ◆ Unusual weight loss, malnutrition, dehydration
- ◆ Withdrawn, unusual behaviour
- ◆ Unsanitary living conditions
- ◆ Unsuitable clothing, particularly for the time of year

### Are you concerned about the safety or welfare of a child?

You do not need to know everything about the child before contacting Children's Services. If you are concerned, it is important that you talk to someone about this.

**Contact: Children's Services**  
 Hampshire: 0300 555 1384  
 Isle of Wight: 0300 300 0117  
 Southampton: 023 8083 3336  
 Portsmouth: 023 9268 8793

### Are you concerned about someone working with children?

If you are concerned about the professional conduct of a member of staff, either in a paid or voluntary capacity, please contact the Local Area Designated Officer (LADO).

**Contact: LADO**  
 Hampshire: 01962 876364  
 Isle of Wight: 01983 823 723  
 Southampton: 023 8091 5535  
 Portsmouth: 023 9268 2500

### Do you work in the community?

If your job involves entering people's homes and something concerns you regarding a child, please contact Children's Services.

**Contact: Children's Services**  
 Hampshire: 0300 555 1384  
 Isle of Wight: 0300 300 0117  
 Southampton: 023 8083 3336  
 Portsmouth: 023 9268 8793



### Safeguarding Adults contact numbers

If you are concerned about the welfare of an adult, including those with care and support needs, please contact Adult Services in your local area:

**Hampshire:** 0300 555 1386  
**Isle of Wight:** 01983 814980  
**Southampton:** 023 8083 3003  
**Portsmouth:** 023 9268 0810

