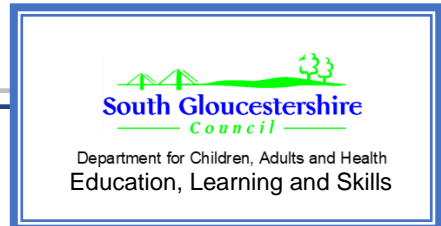


COVID-19 Education Continuity Newsletter



Issue 12: 4th May 2020

Public Health England now has updated the guidance on COVID-19 for educational settings [here](#) Keep checking daily.



Hidden Heros!

Education teams across South Gloucestershire are going that extra mile to ensure families are well supported at home and those pupils who are able to attend school, have a positive and enjoyable experience. This cannot go unnoticed and celebrated. Many staff might be feeling naturally anxious about the pandemic, but they rise to the challenge, put on a smile and go about their daily work, making difference to so many families within South Gloucestershire. We want to celebrate these hidden heros! Please send any good news stories, along with a photo to faye.bertham@southglos.gov.uk We aim to celebrate this work through the council social media forum and within this newsletter.

Christ Church Infants

Christ Church Infants has been very busy continuing to provide the care and support their families usually get when the school is open to all. Their Pupil Premium lead and SENCO, Susan Dickinson, has been busy delivering any spare lunches we don't use in school, differentiated home learning packs to families and is even shopping for those who are receiving E Vouchers but can't leave their homes. She spends hours several times each week chatting to these families just to keep them company and is making sure that we can say that we know these children are safe as she is regularly seeing and talking to them.

We have very a very strong Church/School partnership with Christ Church in Downend and they are really helping to support our most vulnerable families at the moment. They have decided to open up their usual foodbank for clients of Christians Against Poverty (CAP) to support any vulnerable families that myself or Pippa Osborne (Head at CCJ) identify and then hand deliver food packages to these families. The food has been donated by members of Christ Church, families at our schools and school governors and staff.



The Church are also offering great pastoral support to our school communities and our Children's Link Worker, Helen Buick, has been so busy setting up online Bible and after school clubs and Bible stories and activities every Friday for families linked to our Sunday morning kids groups. There have been 2 "services" of collective worship on our YouTube channel aimed specifically at our local school children. In addition, Messy Church are adding digital content and there's lots more of that planned too, recipes, stories, puppets and crafts.

Spiderman Visits

James Baker, teacher and senior leader at Stanbridge Primary School, has been bringing joy to the local community by becoming Spiderman and taking his daily exercise around the local area.

James told us, 'The idea originated in Stockport then a chap in South Bristol started doing the same thing - running around housing estates bringing cheer to children at a time when everything is so strange. I was asked by some parents from Stanbridge whether I'd be willing to do it in north Bristol so I thought I'd give it a go (especially as I do like to dress up!). The response has been amazing. So many children. So many happy faces.'

DEPARTMENT FOR EDUCATION CORONAVIRUS HELPLINE
for education and children's social care related queries: anyone working in early years through to universities, plus parents
0800 046 8687
8am to 6pm (Monday to Friday) 10am to 4pm (Saturday and Sunday)
DfE.coronavirushelpline@education.gov.uk

Planning for partial re-opening

The Local Authority are currently working on a model framework guidance document to support you as school leaders in any partial re-opening of schools. This will be predominately be aimed at maintained schools, but there will be elements that are relevant to academies also, though Trust leaders will have their own strategies and guidance. We are looking internationally in our modelling and at various research papers and guidance documents to support our thinking with this. We are aiming to publish some initial guidance next week focusing on what a reopening phase might look like for schools which will cover areas such as health and safety, internal logistics, curriculum, liaising with external providers, staffing, resources alongside mental health and well-being. We will address some FAQs within this document, but clearly there is an understanding that what is published will be liable to change and will be based upon DfE guidance that is available at the time. We aim to publish this by **Tuesday 12th May**.

Free School Meals

Families are being urged to check if their children are eligible for free school meals as the coronavirus crisis creates more hardship. If your salary is reduced as a result of changes caused by the COVID-19 crisis, you may be eligible for support.

South Gloucestershire Council is appealing to hard-pressed families to make sure they do not miss out on free food for their children – even if they are not currently in school. For vulnerable children and children of key workers who are eligible and currently in school, meals will be provided as part of the school day. Eligible children who are at home are entitled to receive food parcels or food vouchers, depending on the arrangements made by their local school. Details of the eligibility criteria are available at the following link that can be found [here](#). The application process is quick and easy and may be accessed via the Portal at the following link: [Apply for free school meals](#)



'The whole thing has really taken off now and there are superheroes all over Bristol. The main message we share is that you don't need a cape or to be able to fly in order to be a superhero - just to be kind and help people. This is within all of us. You are all super heros!'

James also had a stop off at Blackhorse Primary School where the children attending were very happy to have a visit from Spidey!

Payment to Suppliers

Following some questions and discussions in relation to schools continuing to pay suppliers as detailed in Procurement Policy Note 02/20 ([PPN02/20](#)) we thought it would be useful to provide some high level guidance to support you as school leaders alongside your business managers. As a Local Authority we are committed to the spirit as set out in PPN02/20 and want to be in a position that with any partial reopening and what happens thereafter, suppliers are in a position to deliver, we are also wanting to make sure we support staff that could be at risk with any non-payment. The cost to individuals in this crisis is something that we are mindful of.

Therefore the **spirit of PPN02/20** is that schools will continue to receive its same level of funding by the government during the Covid 19 crisis and in turn will continue to pay their suppliers. There is the desire to ensure that the risks faced by suppliers if they are not paid (in full) is removed allowing continuation of service both now and post the coronavirus outbreak, even if service delivery is disrupted or temporarily suspended.

The above is appropriate in most circumstances however as with all things there will be exceptions, the obvious ones are:

- You are not expected to make payments to suppliers if the usual source of funding (e.g. parental funding) is no longer available.
- School meal charges: schools will continue to receive funding for both UIFSM and FSM and therefore suppliers should continue to be paid based on the average uptake for these categories in the previous 3 months. Note this does of course not include KS2 paid meals as the school will not receive the payments from the parents.

Please however note suppliers cannot furlough and receive PPN 02/20 payments for the same staff. They should initially seek payments under PPN 02/20 if applicable, and where this does not cover costs for all staff, they can seek to furlough. Attached is a standard letter that you can send to suppliers in this regard.

School Attendance Update

The Secretary of State for Education has issued a notice to disapply Section 444(1) and 444(1a) of the 1996 Education Act. This means that parents cannot be prosecuted or receive a criminal conviction for failing to send their child to school between 1st May and 31st May 2020.

Penalty Notices

No PNs can be issued re any Covid-19 related absence from 16th March (ref letter from the Secretary of State and the requirement that LAs amend Code of Conduct to reflect this). This will remain in place for a period of 8 months, the situation will be reviewed at the end of this period.

Any schools wanting to request PNs in relation to unauthorised holidays should keep hold of the requests until such a time as the schools are reopened to all students. Schools may also wish to take account of any recent changes in the family's circumstances.

Once the schools have re-opened to all students, we will consider any PN requests received, taking account of any advice from the DfE and also of the timescales needed for cases to be in court (i.e. if a PN is unpaid, the Information must be laid at court within 6 months of the 'offence').

NQT Guidance Update

DfE have re issued the guidance for NQTs during the COVID outbreak. It remains the case that NQTs who miss time in school during these challenging times will not have their induction phase automatically extended for missing more than 30 days, which is the usual guidance for statutory induction. Any absences of 30 + days related to COVID means that the NQT **can** still pass induction provided that the standards are being consistently met. Absences of 30 + days not related to COVID are still subject to an automatic extension. The guidance is clear that NQTs still need to continue to the end of the induction phase which for most will be the end of July. This means that NQTs still need to continue to engage in CPD and maintain regular contact with their induction tutor/mentor. During the period that schools are closed the guidance states that '*consideration of non-routine practice*' should be used in gathering evidence during this final phase. NQTS should still have a final assessment meeting with their mentor before the end of induction form is submitted for consideration by the appropriate body. The guidance for the appropriate body is '*to exercise their discretion to recommend an extension allowing the NQT further time and opportunity to demonstrate their ability to meet the standards.*' for those NQTs that there are concerns about.

As NQTs will have missed a significant part of their induction period they are entitled to complete the whole year so it will also be important to check with NQTs that they are happy to have their induction reduced. In the normal statutory guidance when reductions are offered then the NQT also has to agree to have the shortened period of time. '*If a teacher wishes to serve the full induction period they must be permitted to do so.*'

Alcohol Hand Sanitiser

We have received a safety alert from Highways England in relation to alcohol based hand sanitiser and hot surfaces. There had been an incident where an employee had touched a hot surface before the liquid had evaporated on their hands and this led to a serious burn to the skin. Although this is identifying hot surfaces there could be potential risks in other areas where teams may be subjected to similar heat, and also a risk to those who smoke or near naked flames.

Could you please cascade the attached safety alert to mangers and remind managers to review their current risk assessments to incorporate this potential risk and Covid-19 risks into their existing documentation. If managers need advice on reviewing existing risk assessments, they can contact the H&S team for support.

Safety Notice – Alcohol Based Hand Sanitiser

Sharing of Lessons Learnt – Incident **was not work related**: Location: Haugesund



What happened?

A Gassco employee used alcohol based hand sanitiser as recommended during the Corona pandemic. The person touched a metal surface before the liquid evaporated. Due to static electricity, the vapour from the hand sanitiser ignited with an almost invisible flame on both hands. The person quickly managed to get to a sink to extinguish the flames

Consequence: First and second degree burns, see photo of injury.

Actions taken: Warning signs indicating flammable liquids are posted on all hand sanitising dispensers at Gassco.

Advice: Everyone should wash their hands with soap and water if possible. If only alcohol based hand sanitisers are available, make sure all liquid is evaporated before touching any surfaces.

SIEMENS
Ingenuity for life.



Five ways to harness emotional contagion when schools reopen

Find the full article [here](#).

Defining emotional contagion

Emotional contagion is the phenomenon that individuals tend to express and feel emotions that are similar to those of others. If a friend tells us with a beaming smile that they passed an important test, we smile as well. If, on the other hand, we hear about a bereavement, we are saddened. Emotional contagion is the basis of empathy – where we ‘catch feelings’ from people around us, and its positive impact is to connect people. It is a form of social influence and, as such, a phenomenon of major relevance to school leaders; both a risk and an opportunity.

Within this article, there are five components of what we might call an emotional contagion management strategy, but there will be many more. School leaders and teaching teams may like to reflect on this think piece as we begin to consider plans for reopening and the impact of COVID-19 on our school communities.

Safeguarding Monitoring

We have now held over 50 safeguarding conversations with school leaders in South Gloucestershire. Thank you for your time in holding these extremely important conversations. We would like to share some positive themes with you.

Monitoring shows that schools are robust and resolute in their contact with vulnerable families who are not attending. In the vast majority of cases, where a school cannot make contact with a family, the pastoral lead/Head/SENCO/TA deliver food parcels/work and make contact this way. This is very strong practice.

Heads have really welcomed the opportunity to talk about their processes and concerns. It has been an affirming process in what is a very challenging time for school leaders.

There is strong evidence of swift follow up from 0-25 team and Lynda Cordukes (Education Safeguarding Advisor) when concerns are raised about specific children.

Where school attendance numbers are low and schools have concerns about families who do not fit the government criteria, Headteachers are working with families to risk assess and offer places on a case by case basis. E.g EHCP pupil safer at home but younger sibling (no EHCP) offered a school place for some respite and support for the family.

Schools are providing excellent resources (physical resources and online) to support families with mental health and well-being. Schools are keeping in close contact with the most vulnerable (via phone, text, video, doorstep visits)

If a case has stepped down from social care and you have concerns about the child, please follow the usual route and re-refer into ART. You can also contact Lynda Cordukes for advice and guidance
Lynda.cordukes@southglos.gov.uk

Government Update on SEND and EHCPs

Education, Health and Care Plans:

Guidance on temporary legislative changes relating to Coronavirus (COVID-19) [link to guidance](#)

The Government has legislated on SEND so as to strike the right balance during the outbreak of coronavirus (COVID-19) between: the needs of children and young people and managing the demands on local authorities (LAs) and health bodies to respond.

Admissions

These remain unchanged, consultations with schools will continue and placements will be named in the usual way.

A school, named in an EHC plan must admit the child or young person and must admit the plan even if temporarily closed- child or young person must be placed on the roll and treated similarly to other pupils including risk assessments as required by the Covid legislation

We must make reasonable endeavours to secure the provision in the EHC plan

New assessments

It is important to note that only some aspects of the law on EHC needs assessments and plans have changed temporarily. The impact of coronavirus may mean that the process and provision in place previously may need to change for the time being.

Assessments will be completed as soon as reasonably practicable.

Annual reviews

Annual review requirements remain in place. A review meeting, even if by necessity briefer than usual, can be reassuring for parents, children and young people, through ensuring that their EHC plan is up-to-date.

Where it is impractical for an annual review of a plan to take place for a reason relating to coronavirus it must be completed as soon as reasonably practicable.

Please refer to advice given previous on annual reviews.

Reasonable Endeavours

For children with existing EHCP plans we must use ‘reasonable endeavours’ to secure or arrange the provision, this means considering what we need to provide during this period. This must be considered in partnership with parents on a case by case basis.

- Some children’s plans will continue to be delivered as usual.
 - For others, their provision may be being different to that which is set out in their EHC plan, for some, or all, of the time that the notice is in
- To decide this we need to consider:
- the specific local circumstances, e.g. workforce capacity and skills, temporary closures of education settings; guidance on measures to reduce the transmission of coronavirus;
 - the needs of and specific circumstances affecting the child or young person; and
 - the views of the child, young person and their parents over what provision might be appropriate

We must understand

What?	Securing something different to the provision stated in the plan, e.g.. in relation to availability of staff, availability of technology and any significant risk that may cause harm
Where?	Location where provision is to be provided may be altered - early years setting, school, college, community setting, home, clinic
When?	Frequency and timing of provision may be altered or modified in the light of available staff and risks that may cause harm
How?	Method of delivery may be altered, e.g.. virtual rather than face-to-face and smaller rather than larger groups for teaching (in line with the guidance on reducing transmission of coronavirus)
By Whom?	Changes to the person delivering the provision, e.g.. a learning assistant under virtual supervision rather than a specialist therapist or teacher

Examples of alternative arrangements

- Alterations to the frequency and timing of the delivery of provision in school, e.g. Moving to a part-time timetable.
- A temporary placement in another school - mainstream or special, with the agreement of the parent or young person.
- Attendance at a local hub.
- Video class sessions for children to keep in touch with classmates and teaching staff.
- Home learning reading programme, provided by SENCO, reviewed weekly.
- EPs providing brief therapy interventions.
- Specialist SEN Teachers providing advice and support to parents re autism, visual or hearing impairment or literacy.
- A SaLT delivering sessions via video link

it is essential that you

- Keep a record of the provision you arrange;
- Confirm to the parents or young person what it has decided to do, and explain why the provision differs from that in the plan for the time being;
- Keep under review whether the provision it is securing or arranging means that it is still complying with the reasonable endeavours duty, and takes account of the changing circumstances for the child, and for services.

Think Piece – Addressing Disadvantage

<https://dannicholls1.wordpress.com/2020/04/05/urgent-action-required-addressing-disadvantage/>

During the time of closure there will be **increasing numbers of children who are curriculum negative** (accumulating disadvantage) and are falling behind; a group that will expand over time. At the same time there will also be **curriculum and learning positive pupils (accumulating advantage)**, **those who thrive in the home**, making greater progress than if they had to contend with the noise of school. The result is **a stretch in present attainment profile that is now widening the disadvantaged gap and significantly growing the number of children who will have delayed attainment; from those who have little, more will be taken away.**

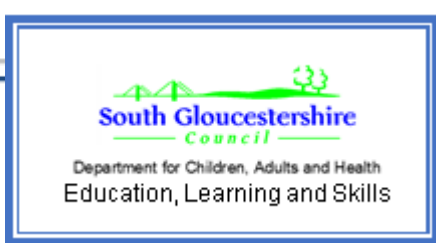
Again, the impact of this **will not be felt equally across schools and academies**, those serving high disadvantage in highly deprived areas will have the greatest challenge, where the **full impact of the pandemic and economic downturn will play out**. It is in these areas and schools that we will need to work the hardest to maintain a child's focus on education, secure attainment mobility and give them the opportunities to be more than they thought they could be.

The following table identifies the reasons for the **widening disadvantaged gap through the lens of distance learning** during the pandemic, ... *something that is also true during normal times.*

Months Behind	Months Ahead
Curriculum Negative	Curriculum Positive
<ul style="list-style-type: none"> • More likely to be disadvantaged • Conditions for learning weaker than in school • Significantly impacted by poor distance learning • Likely that learning is not the priority • Other priorities, like caring, become dominant • Economic downturn impacting on the household • More likely to have less food, be hungry • Less likely to have parent/carer able to support • More likely to have one/no parent/carer at home • Likely to have a number of siblings • Less likely to have computer, i-pad, mobile • More likely to be out-competed for online access • Less likely to have printing capability • Less likely to have desk, space, stationary • Likely to already be behind advantaged peers • More likely to opt out of learning 	<ul style="list-style-type: none"> • More likely to be advantaged • Conditions for learning stronger than in school • Can make sense of poor distance learning • Likely that learning is the priority • Other priorities not relevant or managed • Economic downturn limited impact on household • Psychological needs met, normal diet • Likely to have >1 parent/carer supporting learning • More likely to have two parent/carers at home • More likely to have only a few or no siblings • More likely to have computer, i-pad, mobile • Less likely to be out-competed for online access • More likely to have printing capability • More likely to have desk, space, stationary • Likely to be on track or ahead most peers • More likely to self-direct and independently learn

Create effective distance learning through the eyes of disadvantaged children through the pandemic; based on the following principles:

1. **Accessible:** High clarity, specific instructions, dependable in format, encourages routine. – limit all barriers to accessing and completing learning.
2. **Sequenced:** Ordered and progressive, does not assume high levels of inference or cultural context. – random content in the wrong order does not support learning and progression.
3. **Proportionate amount:** Is achievable, meaningful, and encourages completion – too much work will encourage opt-out.
4. **Engaging and compelling:** Build in hooks and engaging tasks that encourage return and continuation of learning. – reducing disadvantaged propensity to self-deselect.
5. **Human interaction:** The more we can give a sense of human interaction and narrative with the more likely it will generate motivation.
6. **Validation and feedback:** Encourage further working by validating and acknowledging completed work



Ramadan and COVID-19

Bristol Muslim Strategic Leaders Group, Bristol City Council and Avon and Somerset Police have put together videos regarding Ramadan and Covid-19.

Although focusing on Bristol, they will be useful for South Gloucestershire communities as well. There are contact details included, for support.

There is an Arabic and English version below. Please feel free to share them.

English version

<https://www.youtube.com/watch?v=Ma3iNRImtbo&feature=youtu.be>



[Message from Bristol Muslim Strategic Leadership Group and Mayor of Bristol During Coronavirus Times - YouTube](#)

Message from Bristol Muslim Strategic Leadership Group and Mayor of Bristol During Coronavirus Times

www.youtube.com

Arabic version

<https://www.youtube.com/watch?v=H8M0I6E29v8&feature=youtu.be>

Educational Psychology Resources

We would like to remind you of our Coronavirus resources to support well-being of staff, parents and CYP during school closure.

This is now on the Local Offer website under **Promoting Health and Wellbeing section and can be found here:**

Headteacher Wellbeing – Issue 3

We are pleased to be able to share information about our next Headteacher Wellbeing newsletter. A copy is attached with this newsletter and can also be found [here](#).

DfE and Government Updates

Attached to this newsletter is a document containing links to all government updates regarding COVID-19.

- Modification notice: school registration legislation changes
- Disapplication notice: school attendance legislation changes
- Modification notice: EHC plans legislation changes
- Disapplication notice: school inspections legislation changes
- FSM guidance updated: Aldi and McColl's added to the list of supermarkets taking part in the national voucher scheme