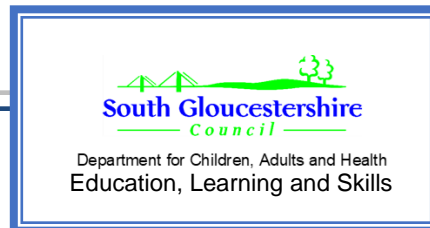


COVID-19 Education Continuity Newsletter



Issue 16: 5th June 2020

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

Supporting the Recovery Curriculum Implementation (An Opportunity)

We would like to take this opportunity to thank you for your incredible hard work to date. We have also already had some **really positive** feedback in relation to your work around the reopening phase this week from our Councillors, parents, staff and you our school leaders – thank you.

The aim of this offer is to be **something different and is rooted in learning and opportunity**. You will know that our vision for reopening is very much based around safely increasing the numbers of children, young adults and staff returning to our schools and that we aim to put the child at the very centre. You will also know that as a Local Authority we are supporting a **'Recovery Curriculum' approach** as part of this and the aim of this email is to provide an opportunity for you and/or your staff to be supported with this.

We know that this has been a varied and incredibly challenging time for everyone, with many experiencing a range of factors that potentially impact on mental health, well-being and finances to name just a few. As we reconnect on a wider physical scale we know that there will be challenges that could impact on physical health, capacity for learning and the retention of learning and future emotional health and well-being. This is a crucial time as we reconnect our schools to recovery, regrouping and recouping, and we wanted to create an opportunity, that by **utilising the expertise, creativity and skills across our system** we can enable even greater strength, courage and quality by working collaboratively and sharing the load.

We would therefore like to facilitate an opportunity, that is bound by no obligation or pressure, for you to be involved in a strategic approach to support schools to work together, share best practice and reduce replication of activity across the system and so reduce additional workload for all involved as much as possible. This will look at the implementation of the Recovery Curriculum and will involve system based support. In essence we have a Local Authority duty to support you and because we value what you do - this is one way in which we feel we can achieve this.

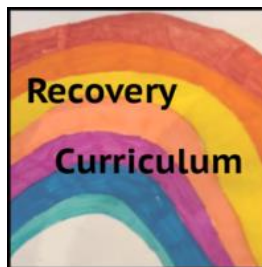
In legal cases, the test of what constitutes good practice is whether a particular course of action would be supported by a 'reasonable body of professional opinion'. In drawing together such an experienced group to face these challenges; in South Glos; we become that reasonable body irrespective of school designation. This in essence means that the sector shapes the piece of work and we as an LA are part of the sector and will support coproduction. There are **no experts** in a position to pass down guidance to leaders on the practicalities of managing schools in this new era of COVID/Post COVID. It is up to us to invent best practice by engaging creatively and sharing ideas that seem to work.

The key question we want to focus on is; **How can our community lean into the future and articulate a pathway through this experience?**

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

As you will know, we have looked for best current practice and were drawn to the work of **Professor Barry Carpenter OBE and Sharon Gray OBE**. Both have been heavily involved in developing the [Recovery Curriculum](#) which aligns with our shared desired approach. We have invited Sharon and Barry to potentially support us on this journey and would also like to invite you to work alongside as we co-create what this may well look like.

We would therefore like to invite you to attend a **Microsoft Teams meeting on Wednesday 10th June at 2pm-3,30pm**. Here you will hear from Sharon, some examples of the ways she is currently supporting other MAT's and Local Authorities through their journey and from Barry around the Recovery Curriculum Intent. We will then open up a conversation as to how we can plan forward to ensure that we facilitate as smooth a transition back into schools as possible for all involved.



We are very much aware that this is an extremely busy and potentially fraught time for you, our school leaders, and therefore we will be really flexible around who it is that attends. You may decide as a hub to allocate someone to join, you may have a member of staff that has a burning interest in this area, **we are open to support what works for you**. This is about us setting the stage for a piece of work that will take us through the next six months. What we don't want this to be is an additional pressure – so some of you will be in a position where you or your team may have capacity and others of you will be entirely different because of your context – that is fine. Whatever is produced or developed will be for the good of the system and for all, which chimes with the inclusive nature of this approach. This first session is very much about setting the ball rolling and starting the conversation, so it comes with no pressure from us. **This is an offer to all schools; maintained, academy, primary, special and secondary; this is a genuinely open offer to all.**

If you are interested in attending the meeting, even if just to listen, please can you let **CAH Business know by Monday 8th June; CAH-BusinessSupportBMR** CAHBusinessSupportBMR@southglos.gov.uk. We will need the **name and email address** of the attendee so we can then set up the meeting invite **Tuesday** next week.

Attendance Update

What educational settings will need to do when they return to marking the school registers:

1. Schools should resume taking an attendance register, from Monday.
2. Schools should use the codes suggested on this page to [record attendance and absence](#) in the attendance register.
3. All settings should submit daily attendance figures using the [educational setting status form](#) by midday every day.

There's further guidance on school attendance policy at [Actions for schools during the coronavirus outbreak](#)

Schools which will not be open on the 1st June but hope to open later, they will still use the #code, ie "resume taking the attendance register when more groups of pupils begin to return to school".

Pupils who are in an eligible year groups or priority groups (children of critical workers and vulnerable children) that attend will have a present mark (/).

For pupils that do not wish to attend other than for the reason stated (shielding, self-isolating and illness etc) would be recorded as C or I if they are unwell for example with chicken pots.

Y is now for covid-19 related non- attendance and must have a reason/note attached.

X is for all year groups not attending and those not in the cohort for attending at that time.

At this time, all absence should be classed as authorised

Where a pupil does not attend school - despite being eligible and is not shielding, self-isolating, unable to attend due to illness, nor has an EHCP risk assessment saying their needs cannot be safely met at school, the pupil should be recorded as code C (leave of absence authorised by the school) where no other authorised absence code is appropriate as stated above.

Where other specific authorised absence and attendance codes are more appropriate schools may want to use these as usual, such as code M (medical appointment).

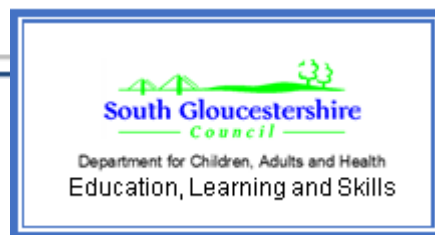
For further guidance please see the link below

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/process-for-recording-attendance-and-using-the-educational-setting-status-form>

DfE Updates Log

Please see attached to this newsletter, the latest COVID guidance log for educational settings, with the following updates (sign-posted in red):

- School exclusions during coronavirus outbreak: Added guidance on changes to school exclusions during the coronavirus (COVID-19) outbreak
- FSM guidance: Updated information about providing meals for pupils attending school, the national voucher scheme and providing meals or food parcels through your food provider
- Guidance for further education and skills providers: Updated guidance to provide further information to plan for wider opening, including clarification on the total proportion of learners from eligible cohorts that should be in education settings at any one time
- School registration legislation changes / Disapplication notice: school inspections legislation changes / Modification notice: EHC plans / school attendance legislation changes: second notice for June 2020 added



IMPORTANT: COVID-19 Single Cases and Outbreaks (ALL Schools)

It is vital that all schools and settings, no matter of their designation follow the Education, Learning and Skills and Public Health England flowcharts of what you should do and who you could contact if you have a single case or outbreak of COVID-19. The process has been agreed between our two departments and applies to early years settings, child minders, academies, maintained and independent schools. We ask that governors/committees/trustees and all relevant staff are cited on these documents and familiarise themselves with the process. We will be operating under the premise that school/setting leaders have read and understood the flowcharts and the process in South Gloucestershire. If you have any questions or need further information please contact ELS/Early Years Service in the first instance and we hope both documents are really useful in supporting you in your planning.

Occupational Health Resources

The Councils Occupational Health provider, Cordell have put a paper together for school returning and set out some useful practical information and statistical information on children catching Covid-19.

Employer Resources - <https://cordellhealth.co.uk/>
[https://cordellhealth.co.uk/Brief Covid-19 Educational Settings.pdf](https://cordellhealth.co.uk/Brief_Covid-19_Educational_Settings.pdf)

Delayed Entry Parental Requests

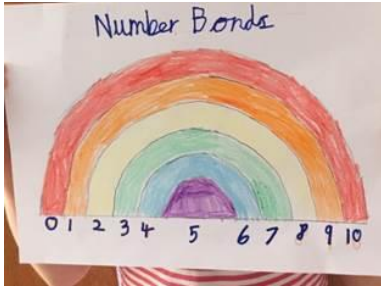
The Council has received a slightly increased number of requests for delayed entry to primary school from parents/carers, particularly of summer born children. For all community and controlled schools, the Council will continue to make a decision based on the circumstances of the individual case taking into account the well-considered views of headteachers and other relevant professionals as necessary. For children joining reception classes for the first time in September, the Council understands that there will be additional anxiety and this will be true for very many children. However, [South Glos Parents and Carers](#) can be confident that our schools understand the anxieties and are fully equipped to support children to make the best start possible in their new school.

Children Missing Education Quick Guide Summer 2020

Our CME team have put together a helpful guide to support school leaders in knowing what steps to take when pupils fail to return to school over the coming weeks and month. This will help clarify when a CME referral might be appropriate. A copy of this guide is attached to this newsletter.

Celebrating Home Learning

We have been receiving some fantastic ideas for home learning across South Gloucestershire. Leaders and teachers continue to be innovative in engaging children and young people remotely.



A school in Gloucestershire has been using the rainbow symbol to support number bonds work.

North Road Primary School have a school mascot called Roley. He has been setting 'ten-day challenges' for the children within the themes of creativity, challenge, curiosity, caring and fun. Roley also gives the children mental well being activities.

Nexttime - Roley's Ten Day Challenge Set 1

Creativity	Challenge	Curiosity	Caring	Fun
<ul style="list-style-type: none"> Design and make a board game Create and perform a dance Write and perform a poem Write a story for a younger child 	<ul style="list-style-type: none"> Learn to count to 10 in three different languages Read a new book and write a book review for the library Write and send an email message to Mrs. Little at School to let her know some news. Complete Roley's Maths Challenge (see reverse) 	<ul style="list-style-type: none"> Watch the sun set and photograph it Find out something about North Road School/Chapel before you were born Identify a six star constellation in the night sky 	<ul style="list-style-type: none"> Take responsibility for recycling at home for a week Write a letter to bring happiness to someone Raise awareness of an environmental issue (e.g. make a video/poster) Research & make a presentation on an interesting animal 	<ul style="list-style-type: none"> Learn to play a game of cards Perform a puppet show Make up your own game and teach it to someone else Make a card Help to cook a family meal

Hi! Please choose ~~at least~~ two activities from each list to complete. Please bring your work back to school in the folder that you have been given so that you can share it with your class teacher and friends. Email any photos of your learning into school so that we can see what you are getting up to!



Supporting Autistic Children with Social Stories

<https://www.autismparentingmagazine.com/wp-content/uploads/guides/social-stories-for-autistic-children-guide-b.pdf>

Many schools use social stories effectively to support children in modelling social interaction by giving a brief description of a situation using appropriate social cues, the perspectives of others, and a recommended appropriate response.

Several resources have already been developed to support pupils on the autistic spectrum, to make sense of the new school environment they will be returning to. These can be used and adapted based on the needs of each child. They can be found [here](#).

Studio TV have also produced a selection of training videos. 'The Big Transitions for Autistic and SEND Pupils After Lockdown,' provides practical help, advice and resources to help prepare children for the big transition as lockdown starts to ease and they begin to return to school. This can be found [here](#).



GRT History Month- Art Competition

June is Gypsy, Roma and Traveller History Month. It is an opportunity to celebrate the diverse ways in which the Traveller community add to the vibrancy of life in the UK and a great chance to learn about the history and culture of these communities.

To celebrate GRT History Month, the Ethnic Minority and Traveller Achievement Service are running an art competition for the children of South Gloucestershire. The competition focuses on the art of Gabi Jimenez, an artist and Traveller of Spanish heritage. Children should complete a piece of art, showing their home or family, in the style of Gabi Jimenez. **We have attached a PowerPoint presentation which can be used to investigate Gabi's work and give the children ideas of how they can create their art work.**

This competition can be linked to art objectives but can also be linked to PSHE objectives to discuss our differences and similarities. Please feel free to adapt the PowerPoint to suit your children.

1st prize is a £20 voucher, 2nd prize a £10 voucher and 3rd prize is a £5 voucher for WHSmith. Entries should be photographed or scanned and emailed to alice.jones@southglos.gov.uk by the 30th June.

If you would like more information about GRT History Month and lots of resources, please visit <https://www.gypsy-traveller.org/heritage/celebrating-gypsy-roma-and-traveller-history-month/> or email EMTAS for more details. Good luck!

The EMTAS Team
Ethnic Minority & Traveller Achievement Service, Integra Schools

Improving walking and cycling as pupils return to school

The council is working on social distancing measures outside schools to make travel to and from school on foot and by bike more attractive and safer. All schools will be contacted directly by the Road Safety and Transport team and the responsibility for ensuring measures are implemented on the Public Highway rests with the Council. Schools have been divided into three groups for delivering the schemes by order of priority. New schemes will be introduced in partnership with Headteachers and will consider any measures schools are introducing i.e. staggered start and finish times, opening a number of entrance and exit points, introducing one way systems which will all have an impact on travel to school. If you have any questions concerning these measures please contact the Highways team by email Roadsafety@southglos.gov.uk

Integra HR – School Staff FAQs

We are very conscious that the situation regarding school responses to the coronavirus pandemic is fast moving. As always, if you require any immediate advice or support, then please contact your HR Officer directly. However, we are also aware that schools may have a number of new, HR related, questions as a result of the Government requirement for schools to open for specific year groups from 1st June 2020. There is specific advice published by the DfE, and also South Gloucestershire Council, in relation to this; and we will continue to provide you with general email updates where needed. We have updated our previously issued FAQs, and will continue to do so as required. A copy for the Integra HR FAQs is attached to this newsletter.

Integra Staff Home Visiting Guidance

With the majority of primary schools open for eligible students from 1st June and secondary schools/academies expected to welcome back students from the 15th June specific guidance has been written (as attached) for Integra staff to support schools where possible face-to-face contact is required with families. This guidance draws on several sources including government documents on safe working in education and the recent NHS Test and Trace service launched on 28 May circulated to you in Newsletter 15. Further guidance for specific services such as Education Welfare will be forwarded to subscribing schools shortly.

Integra Metacognition Course

Integra are offering an online course on Metacognition. For full details and to book your place click the preferred date below. Flyer attached to this newsletter.

[June 24th 9.30 – 11.15](#)

[June 30th 3.45 – 5.00](#)

4 Minute Read from Psychreg

Supervision Now: Emotional Support and Self-Care for School Staff During Ordinary and Extraordinary times can be read [here](#).

Whatever your role, school staff are helping the children, young people and their parents and carers in their local communities. Schools have always been, and continue to be, an important focus of support in their local communities.

If people are exposed to high levels of anxiety and traumatic events without the opportunities to process and make sense of their experiences we know there is a risk of secondary trauma (sometimes known as vicarious trauma or burn out). Staff may become unwell or react unexpectedly. For some people they fear that catching COVID-19 may be life threatening to them or a household member and living with this anxiety could severely inhibit their usual functioning.

As schools move through the next phase of re-opening, leaders will be considering creative ways to support their staff. Whilst staff may be in the same school, we recognise that they may be in different boats. Creating mechanisms for space, reflection, peer support and steadying those who feel unsteady will be essential to keep teams strong.

Leaders in South Gloucestershire are already thinking of innovative ways to do this. Whilst there might not be capacity for formal supervision of all staff, well-being discussions and peer coaching/support will be invaluable in staff feeling that they are well supported, as confidence continues to grow. If you have ideas that you would like to share in our next newsletter, please email faye.bertham@southglos.gov.uk



Trauma Informed Schools UK

<https://www.traumainformedschools.co.uk/>

The Trauma Informed Schools UK website has a host of resources and videos to support school leaders in supporting staff and pupils during social isolation and in returning to school.

Trauma Informed Schools UK have had this shout out this week, **'Shout out to all educational superheroes welcoming back children to school this week. Huge respect to all Heads, leadership, governors, Trust and LA leadership for the mammoth job of balancing responsibilities to staff and children in deciding to open wider or not. We applaud you all!'**



[Action for Happiness](#) also have a range of resources and ideas. 'Joyful June (even in difficult times)' is a month long family challenge that you may like to share within your school community.

Action for Happiness, a leading wellbeing charity have created a great resource called ['Ten Keys to Happier Living'](#)

