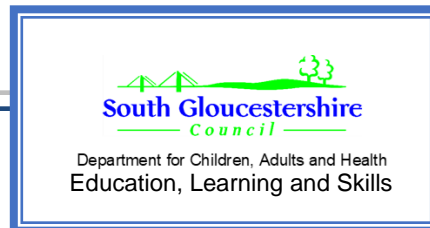


COVID-19 Education Continuity Newsletter



Issue 17: 11th June 2020

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

The Recovery Curriculum

On Wednesday 10th June, we were privileged to welcome Professor Barry Carpenter OBE and Sharon Gray OBE, to our school and wider education leaders meeting about development of a recovery curriculum model. We were joined by duration the session by 90 system leaders and we have been pleased to see such a positive response and excellent feedback about the presentations they gave. We know from talking with both Barry and Sharon that their work is gaining interest and traction from the children's commissioner the Welsh Government and the DfE.

This project will be shaped by your feedback. Sharon Gray will be facilitating working groups to develop a bespoke model and wealth of resources to support schools as they develop their approach to a recovery curriculum.

At the end of the presentation yesterday, school leaders were asked to respond to 5 key questions to help shape this programme of work, via email.

1. What do you feel has gone well during lockdown?
2. What are your concerns around reconnecting with students and for students reconnecting with each other?
3. Are there specific strengths that have been evident during COVID?
4. What can you offer the system in terms of supporting a 'Recovery Curriculum approach'?
5. Who is best placed to be involved from your setting?

If you would like to be a part of this project and have not yet responded, Please email your question responses to CAHBusinessSupportBMR@southglos.gov.uk

If you were unable to join us for the initial meeting, it is not too late to join in with this project. This is a curriculum development project driven by systems leaders, for system leaders. The Local Authority will be supporting this by commissioning Sharon Gray to facilitate and support the working groups. We know this is an extremely busy time for Head teachers and so you may wish to consider who is best placed from your school to be involved in this project and it can be anyone – none of us are absolute experts but there is enough expertise to make a real difference.

[Check out the podcasts here.](#)

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

Suspected and Confirmed Cases of COVID-19 Process

Education, Learning and Skills with Public Health colleagues have produced easy reference flowcharts to ensure that schools are supported in this process. Centrally we collate information in relation to all cases (suspected and confirmed) with PHE SW taking the lead with schools and supported by the ELS team. With suspected cases, our experience to date, is that some are confirmed and some not confirmed and the flowchart shows the process for both scenarios. Suspected cases do not require a bubble or school to close but areas that the suspected person has been should be cleaned in line with guidance. Clearly, we accept that some staff may be anxious with a suspected case. Heads should consider the benefit of meeting with staff where there is a suspected case and going through the process. If any staff are particularly anxious in taking a bubble from where the suspected case has been, then you could either deploy another member of staff, or temporarily close the bubble as you would not have the necessary staffing. Looking ahead it is likely that schools will need to manage suspected cases. LA advice is that schools should not communicate to parents generally that there is a suspected case, as this would create unnecessary anxiety and may attract unhelpful media attention.

The Local Authority PHE/ELS team will provide a **30 minutes Microsoft Teams meeting on Tuesday 16th June at 1.30pm** to go through this process with Heads and to take any questions. All schools will receive an invite via Microsoft Teams by close of play on **Friday 12th June**.

DSL weekly drop in surgery – TEAMS meeting

Lynda Cordukes, our Safeguarding Education Officer, is setting up the DSL drop-in surgery to run every week starting on Monday 15th June. They will be alternating between a Monday from 2 – 3pm one week and a Wednesday from 2 – 3 the other week. I have done it weekly but on different days hoping that this will give more of you an opportunity to join. It will be an opportunity for you to discuss a particular question or concern or if you feel you could just do with a chat about what is going on for you and your colleagues. Lynda has sent invitations out via a TEAMS meeting on email today but if you have not received this and would like to attend then please email on Lynda.cordukes@southglos.gov.uk and she will forward it on to you.

As always please don't hesitate to contact her if she can be of any support - Lynda's mobile is 07885975223.

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email address

Episode 7: A Recovery Curriculum Part 7 - Sharon Gray OBE (Embank Federation & Woodlands Learning)
In this episode we hear from Sharon Gray, OBE. Sharon has extensive experience in all sectors of education, but especially in the field of Social...

Episode 6: A Recovery Curriculum Part 6 - Beverley Cockbill
In this episode Professor Barry Carpenter interviews Beverley Cockbill, who has extensive experience of children with Complex Needs through her research and practice, especially in...

Episode 5: A Recovery Curriculum Part 5 - Martin McKenna (Palmerston School & Foxfield School)
We hear from a leader in Special Education, Martin McKenna, currently Deputy Head of Palmerston School in Liverpool, and about to take up the Headship...

Attendance returns for vulnerable children

We would like to remind schools last term requesting attendance returns on a weekly basis for all children known to social services. We appreciate that DfE are also collecting detailed pupil attendance information but up to this point that return hasn't provided what we, the LA, needs for our fortnightly assurance meetings with Ofsted. Ofsted require the detail on attendance of each of the categories within "known to social care" on an ongoing basis and includes the pupils name so that the LA is able to monitor whether attendance of pupils within these groups is improving with time. Therefore, request that each Friday, commencing Friday 22nd May, the member of staff responsible for pupil attendance in the school, completes a simple return to the LA to show the position for that week by pupil by category. A simple spreadsheet was attached to show what will need to be completed and returned to the LA each Friday. Please could the information to be sent to Rebecca Wilmot via SOFIE (upload to ADHOC / Information Management) by 12.30pm each Friday so that the analysis can be completed and a report run for Monday of the following week. We thank you for your commitment to this information request.

Mental health support in schools

The Department for Education has announced that [new online resources will be provided to schools and colleges to boost mental health support](#) for staff and pupils. For pupils, this will include videos, webinars and teaching materials to help to foster conversations about mental health and grants to charities to support the development of young people's resilience and tackle bullying. For staff, a pilot project in partnership with the Education Support Partnership will focus on teachers' and leaders' mental health, providing online peer-support and telephone supervision from experts to around 250 school leaders.

Celebrating Best Practice

The staff at Our Lady of Lourdes have produced two videos to prepare the children for the changes they will experience as they return to school.

The first one is an information video for those children who will be returning to school in term 6 and not seen the school environment for a long while.



<https://www.ourladyoflourdesprimaryschool.org.uk/covid-19/>

The second is a video for the new Reception class as part of an alternative to the traditional induction programme -

<https://www.ourladyoflourdesprimaryschool.org.uk/class-pages/>

If your school has some best practice ideas to share, please email faye.bertham@southglos.gov.uk

South Gloucestershire Education Inclusion Officers (EIOs)

As more pupils return to school, their lived experiences at home may be unknown and they may experience increased levels of anxiety or distress when returning to school. This may present itself in a range of ways and could lead to physical or emotional responses. Nicola Joyce (Primary) and Andy Holliday (Secondary) are the Education Inclusion Officers, who play a vital role in providing advice, guidance and support to schools when supporting vulnerable children in schools across South Glos. The EIOs have continued to support schools during lockdown and remain available to support schools now they are in the process of reopening for some groups of pupils. The EIOs can help specifically with:

- Advice for planning to reintegrate children at risk of exclusion into school
- Ongoing advice for existing cases
- New consultations for pupils who are now causing concern because of escalated behaviours/risk of exclusion
- Availability for online multi-agency meetings where this has been agreed as part of a previous consultation
- Support with planning for transition for pupils moving to new year groups/ Key Stages or new schools if there is risk of exclusion
- Advice for accessing the High-Risk Group

Andy and Nicola can be contacted via email:

Andrew.Holliday@pathwayslearningcentre.org

Nicola.Joyce@pathwayslearningcentre.org

Social Distancing in School Grounds

Attached to this newsletter is some useful information to support schools in planning for social distancing in school grounds. Current government guidance recognizes that social distancing in school will be difficult to achieve. The attached poster provides ideas for potential solutions to help mitigate some of the constraints.

SOCIAL DISTANCING IN SCHOOL GROUNDS

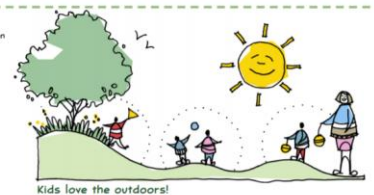
- Current Government guidance recognises social distancing in schools will be difficult to achieve. This poster provides ideas for potential solutions to help mitigate some of the constraints.
- It should be noted that some of the suggestions described will not be suitable or achievable for all schools. Guidance should be read in conjunction with information issued by the Government, National Health and Education experts to ensure the most appropriate measures are adopted or trialled to ensure effectiveness.
- Government guidance also suggests that early years and primary age children cannot be expected to remain 2m apart from each other and staff.
- Consideration should be given to dividing younger pupils into small groups who work together, play together and stay away from other groups of pupils. In this way they are limiting contact with a wider number of children as well as adults.
- Our architects are also developing tools to help schools with internal re-organisation (please request further details if required).

Why take learning outside?!

1. Being outdoors presents a significantly lower chance of Covid 19 transmission (Prof. Jonathan van, Dept. Medical Officer, England, 2020)

2. Outdoor learning positively affects:

- A Pupil and educators health and psychological wellbeing
- B Learning and attainment
- C Cognitive, personal, emotional and social development
- D Physical activity
- E Creativity, attention and focus
- F Student-centric learning, i.e. taking theory into the 'real world'
- G Connection to the natural world



How to make the most of the site?!

Things to consider:

- Audit school grounds to identify 'all' usable spaces including nooks and crannies
- Unused areas could make great supervised, self-contained, group zones
- Consider disturbance of inside occupied rooms
- Maximise use of hardstandings, i.e. time tabled vehicular movements / strategic use of parking areas
- Use playing fields for more than just sport
- Scope for new surfacing to increase all-weather access



Coding of Additional Costs relating to Coronavirus

We understand the importance for schools to be able to capture all additional costs incurred relating to the Coronavirus. However the current guidance only allows for the exceptional costs to be reclaimed.

To ensure schools are in a position to reclaim the exceptional expenditure when the funding is available we have set up the classification code 'COVID19'. In addition to ensure schools are able to keep a record of other expenditure not currently reclaimable under the DfE guidance we have set up an additional classification code 'COVID'. Below is some guidance for schools on the use of these codes based on the current DfE publications.

We strongly recommend that all SBM's and Head teachers read the current [DfE guidance](#) if you haven't already done so.

Exceptional Costs for COVID-19

The South Gloucestershire 'COVID19' classification code must only be used to identify the exceptional costs as currently identified in the DfE guidance summarised below:

1. Increased premises related costs (including utilities and resources needed to keep the school open, such as hygiene services) associated with keeping schools open during the Easter and/or summer half term holidays, for vulnerable children and the children of critical workers, over and above the costs that schools would have faced in other circumstances

2. Support for free school meals (FSM) for eligible children who are not attending school, where those costs are not covered by the FSM national voucher scheme - this covers:

- costs to schools arising before the introduction of the national voucher scheme
- costs where schools are providing free meals to children for whom the national voucher scheme is inappropriate (for example, because there are no participating supermarkets locally or schools are providing meals directly)

3. Additional Cleaning - required due to confirmed or suspected coronavirus (COVID-19) cases, in line with COVID-19 cleaning of non-healthcare settings, over and above the cost of existing cleaning arrangements.

We have noted that some schools have used this code for items that are not in accordance with the DfE [guidance](#) for example:

*The funding guidance **does not currently cover:***

Additional staffing costs: *the guidance states that in order to protect staff wellbeing and to minimise any need for existing staff to work additional hours in order to cover the holiday periods, schools should consider:*

- *adopting rota systems to cover holidays, and offering staff time off in lieu for this*
- *approaching the local authority or academy trust to check whether staffing support is available from other institutions*
- *making appropriate use of their supply budget*

Accessing Funding

In their guidance the DfE have stated:

Funding will be available to schools that are unable to meet such additional costs from their existing resources, or which they could only meet by drawing down on reserves and undermining their long-term financial sustainability. While we are not asking schools to draw on existing reserves to meet these costs, we do not expect schools to make a claim against this funding if they are anticipating that they will be able to add to their reserves in the 2020 to 2021 financial year. We are asking schools to make the necessary payments from their existing budgets and record these in line with local finance policies. In June, we will publish further guidance for schools on the process for informing us of any additional costs relating to coronavirus (COVID-19). We understand the significant challenges schools are facing at present and will therefore make the process for reporting this information as simple as possible. We will then make payments – direct to academies, or to local authorities to pass onto their schools – to reimburse schools for costs they apply for up to the limits set out below.

Next Steps

Some schools have requested the ability to identify COVID costs **which are currently non-recoverable**, so that they can easily make a claim for non-recoverable costs should the DfE guidance change.

For this purpose a classification code of simply 'COVID' has been set up for your convenience.

- Please review the transactions you have currently recorded against the COVID19 classification code and recode to COVID where necessary or back to the school without a classification code to ensure you are recording reclaimable costs only as per the guidance against the classification code COVID19.
- Please do not code any salary costs that you wish to identify as being COVID related to COVID19. You must use the new COVID classification code.

If you have used the COVID19 classification code for any payroll transactions to date, you will need to check that they have been processed correctly (to COVID). If they are not recorded against the COVID classification code it will mean they are against the schools basic ledger code. If this is the case then you can recode where necessary to the COVID classification code via a payroll enquiry.

Rerun your 'Staff full pay for last full month' report (before the end of June) ensuring you change the format from Word to Excel. Doing this will distort the headings but you won't be able to see the full ledger code clearly if you leave it as Word.

Please note the payroll system can only accept a classification code that has 6 characters or less and therefore one of the above will apply if you have used COVID19 on a payroll form.

Please note that within the DfE Guidance schools are advised of the following:-

If a school faces other, extraordinary costs to deliver appropriate support to their pupils through this period that are not covered by this list and cannot be met by existing budgets, they should contact DfE.CoronavirusHelpline@education.gov.uk.

By using the COVID classification code schools will be able to record these costs and extract the information to support their communication with the DfE.

Expenditure coded against the school's budget

It is important schools fully understand that using these classification codes does not automatically mean funding will be reimbursed to the school. Schools must follow the guidance set out by the DfE and if schools claim for expenditure which is not in accordance with the guidance, money could be clawed back. Please note that we do not have any further information on this subject and can only reiterate what the current guidance states.

Youth Accreditation Newsletter

We all know that capturing the voice of children and young people is key to our work and one way we do this in Preventative Services is through accreditation which is where we create opportunities for young people to have the things they learn whilst working with us recognised. For some young people, these can be significant and have a major impact on their sense of achievement. Attached is the first addition of the accreditation newsletter written by Sarah Gay, Youth Accreditation Co-ordinator, which celebrates young people's achievements in completing local and national awards. It also provides information and updates on the South Glos. Youth Award, ASDAN Awards and the Duke of Edinburgh's Award. If you have any good news stories which could be included in future around young people and accreditation in your team, please let me know!

For further information or to share good news to include in a future edition, please email sarah.gay@southglos.gov.uk

Ignite Life Support for Families

We would like to let you know about a charity called Ignite Life who are linked to Impact Mentoring. Tom Gould, the CEO, is keen to get the message out to schools. www.ignite-life.co.uk

They have money to support families during COVID-19 with food, welfare checks and in extreme cases mentoring. They have delivered food and essential items to over 300 families in South Glos so far, and are able to, and want to do so much more. They are especially keen to plug any gaps with FSM issues.

Tom is happy to be contacted by any of you for more detail, and attached to this newsletter is the very simple referral form (send password protected) email hello@ignite-life.co.uk

Some of the ideas of how Ignite Life can support are as follows:

- Drop off of a hot meal for whole family
- Drop off of care package for young people consisting of activities, fruit, treats and some basics
- Help getting shopping or paying for shopping
- Respite for acute cases, ie take a child out for some exercise give family time to decompress (full referral process would have to be done)



DfE Attendance Data

The DfE have produced a summary of attendance in education settings since Monday 23rd march and in Early Years settings since Thurs 16th April. Full details of this data analysis can be found [here](#).

Safeguarding Vulnerable Children and Young People during COVID-19

Whilst strict lockdown and social distancing measures have helped to mitigate the spread of COVID-19, many vulnerable children and young people find themselves isolated and exposed to other potentially harmful risks. Without the vital support systems provided by schools, colleges, children's centres, youth clubs, health visitors and social workers, many have become 'invisible' to local authorities and instead are living with greater risks of neglect, poor mental health and/or exposure to drug/alcohol misuse, online grooming and sexual or criminal exploitation by county lines gangs.

With the majority of schools and colleges set to remain closed for the foreseeable future, this timely Policy Foresight live webinar brings together key partners from education, child protection, police, health, third sector, local authorities and other statutory agencies to discuss the key issues at this difficult time, and explore innovative solutions to safeguard and support vulnerable young people in a period of continued social distancing.

[Safeguarding Vulnerable Children and Young People During COVID-19](#) Tuesday 30th June 2020 – Live Webinar

Policy Foresight

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Events

Safeguarding Vulnerable Children and Young People During COVID-19

Date: Tuesday 30th June 2020
Time: 10:00am - 2:00pm
Venue: ONLINE Live Seminar - Check Your System / Device Compatibility

[Facebook](#) [Twitter](#) [Instagram](#)

Key Speakers:

- Graham Archer, Director of Children's Social Care, Improvement and Learning Social Care, Mobility & Disadvantage (SCMD), **Department for Education**
- Amanda Naylor, Assistant Director for Impact, **Barnardo's**
- Rosy Roche, Senior Policy and Public Affairs Officer, **NSPCC**
- Junior Smart OBE, Founder and Business Development Manager, **SOS Gangs Project; St Giles Trust**
- Roxane Caplan, Head of Service Development, **YoungMinds**
- Senior Representative (TBC), **The Children's Society**

Should you/your colleagues wish to participate in this live webinar, please [register online](#) now to secure your place(s). Alternatively, if you would prefer your organisation to be invoiced prior to payment please complete and submit an offline [booking form](#). For further information please visit our website or download the [event flyer](#) [pdf].