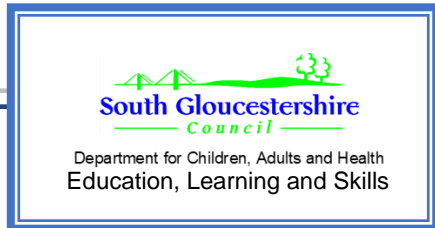


# COVID-19 Education Continuity Newsletter



## Issue 18: 18<sup>th</sup> June 2020

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

### The Recovery Curriculum

We have received an excellent response from system leaders across South Gloucestershire, following the webinar by Professor Barry Carpenter OBE and Sharon Gray OBE. This work in South Gloucestershire is being recognised nationally and by the DfE, so we are really excited about how this project will develop, as a system led, collaborative project to support all children and young people across our local area.

Our vision for South Gloucestershire's Recovery Curriculum is, 'Creating the culture to enable the voices of all stakeholders to be truly heard, needs to be accurately identified and through a creative, collective collaboration, effectively met.' Leaders and stakeholders are committed to ensuring we put the social and emotional wellbeing of all, at the core of all we do, enabling children and young people to flourish and thrive as they return to school.

We have collated the responses from leaders and this is now shaping the next phase of the project, into ten working groups. Each working group will focus on strategic development of particular areas of the recovery curriculum such as, Staying Connected, Rising Strong, Understanding the impact of stress and trauma, Staff wellbeing to name a few.



### Rising Strong

When a bowl, teapot or precious vase falls and breaks into a thousand pieces, we throw them away angrily and regretfully. Yet there is an alternative, a Japanese practice that highlights and enhances the breaks thus adding value to the broken object. It's called kintsugi (金継ぎ), or kintsukuroi (金繕い), literally golden ("kin") and repair ("tsugi").

The mission: Reconnection to Recovery and Resilience

Our next online teams meeting will take place on **Monday 22<sup>nd</sup> June, 1.30 – 3.30pm**. If you were unable to attend the webinar but are still interested in being involved in the recovery curriculum project, please do join us.

In our next meeting, we will share the responses received from system leaders. This will include feedback on what leaders want from the recovery curriculum project, what they can offer and a shaped plan for this project over the coming weeks and months.

**A Microsoft teams invite has been sent out to all leaders this week.**

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

### The South Glos Way

With more vulnerable pupils and those with an Education, Health and Care plan returning to school, the launch of The South Glos Way SEND and inclusion toolkit will be extremely pertinent at this time. This project has been developed over the last 12 months, working with a range of stakeholders. From mid July, the toolkit will be available online and the official launch will take place from September 2020.

The South Glos Way is an online SEND toolkit for practitioners and will develop greater consistency and best practice for 'the way we do it' in South Glos. **Central to this during the period of COVID, will be our collaborative work on the Recovery Curriculum and the way in which we develop approaches, resources and support tools for pupils with SEND.** This will feature within the toolkit when it launches.

On Monday 15<sup>th</sup> July, we shared information about the toolkit with SENCOs at a briefing session and this was positively received. We will keep you updated and share the website link once it goes live.

### Inset Closure Dates from Schools for the Academic Year 2020-2021

We are currently looking ahead to the next academic year. While at this stage we do not have any certainty about the arrangements for schools in September 2020, it is prudent to receive from head teachers of all maintained schools and academies details of INSET closure dates planned for the 2020/21 academic year. We should be grateful to receive details of your dates before the end of term if possible please. Please send to [CAHBusinessSupportBMR@southglos.gov.uk](mailto:CAHBusinessSupportBMR@southglos.gov.uk). Please also note that the LA has updated the FAQ section of the School Re-opening guidance to include reference to planned INSET days in this current academic year. The Q&A reads as follows:

#### I have planned INSET days, can I still go ahead with these?

If the school has **planned** INSET days, they can still go ahead with these. Some schools may consider keeping a basic offer, during the day for key workers and ascertaining key worker parent/carer views in advance would be useful to support planning. Leaders could consider, in this context, prioritising care on the INSET days to critical key workers, such as NHS staff and care workers. This will be a school based decision.

Although there is no definitive guidance on whether or not INSET days may be carried over from this academic year to the next, it is considered unlikely. Further clarification will be provided at a later date.

## Maintaining a Musical Life in your setting

In response to queries from some schools about how we should be delivering instrumental lessons in schools in Term 1, I would urge you to read [our latest booking pack](#) which has now been distributed to schools, along with our most recent [Newsletter](#). It has been wonderful to already be talking to schools who are proactively exploring how to bring music back into their schools in September. This is a really exciting time for us as we have developed a wide range of new opportunities, particularly in terms of our Singing Strategy and our instrumental workshops. Music has a crucial role to play in the development of a Recovery Curriculum focused on providing a holistic, broad and balanced education for our children. If having read the booking pack you have questions about how we can make music delivery work in September do please talk to us.

### The Importance of Music Now

It's been inspiring to see how much comfort and enjoyment has been created by the sharing of music during the past three months. If ever there was a time when the importance of music in all our lives was evident, it is now. Here at the hub, we're determined to do what we can to ensure that the difficulties created by the requirements of social distancing do not create barriers for the next generation of musicians. The DfE's planning guidance for schools, updated in May, refers to some of the things that will be necessary to support our young people in the foreseeable future and specifically mentions singing. Active engagement with music making and learning has also been proven to impact positively upon:

- re-engaging disaffected students
- enhancing self-confidence and aspirations
- improving mood and behaviour
- reducing anger
- increasing motivation

Making music has also been seen to have the following benefits to emotional and physical well-being:

- development of resilience
- improved negotiation skills
- develop co-operative working and learning to trust peers
- support the healing of those who have been traumatized

### How the Music Hub can help

Schools may well have concerns about the logistics of managing small group and individual peripatetic lessons or indeed Music Explorers sessions within schools from September. You will see in our booking pack that we have suggested various models including virtual lessons through Microsoft Teams, with a minimum of disruption to the school day. We have produced short guides (attached) to help schools understand how online delivery would work which we urge you to look at.

Many schools have already been in touch asking for advice and guidance or with questions, so we have compiled a FAQs sheet, also attached, that you may find helpful.

We encourage you to complete the booking form 'as normal' and indicate whether the lessons would need to be delivered virtually during Terms 1 and 2. We can also consider delivering whole class instrumental lessons (Music Explorers) for you via Microsoft Teams. If in doubt, have a look at our FAQs, or contact Kathy Harris, Music Hub Participation and Progression Leader [Kathryn.harris@integra.co.uk](mailto:Kathryn.harris@integra.co.uk). She will be able to advise you about the best approach to take for your setting. Be assured, we want to work with you to enable your pupils to continue their lessons and support new pupils to begin their musical journeys.

## Jigsaw Recovery Package

For Primary schools with children aged 5-11/12 returning to the classroom

Jigsaw is providing free resources which can be found [here](#).

'At Jigsaw, we are always keen to support schools and being very aware that the Covid-19 pandemic has caused so much disruption and will continue to have all sorts of impact on children, we have written these materials that we hope may help as children return to school.

Some children will be eager to get back to the safety and predictability that school provides for them, others may be anxious or not want to come back. A safe, calm, caring, welcoming school community will offer routine and solidity.'

### The Jigsaw 'Recovery' Package comprises:

- Introduction from Jan Lever, the Creator and CEO of Jigsaw PSHE
- A free PDF book for children (free to distribute to your children under a Creative Commons licence)
- A mapping document showing which Jigsaw 3-11 lessons could offer support for specific topics related to returning to school
- Separate packs for KS1 and KS2, each including:
- An assembly acknowledging the Covid situation, drawing out the positive themes from it e.g. community spirit, helping others, Colonel Tom, NHS, etc. and supporting British Values and togetherness.
- Lesson plans focussing on:
- Welcome back to school including a temporary Jigsaw Charter to support respect for personal space (social distancing), hygiene, etc.
- Belonging and feeling safe at school
- Reconnecting with friends at school
- The Coronavirus explained and keeping safe and well
- Managing worries, fears and anxieties
- Being positive and looking forward to learning
- Gratitude and appreciation
- Loss and bereavement



# Key messages from Public Health England on dealing with a suspected case (School's Webinar 16 June 2020)

On Tuesday this week Dr. Chaamala Klinger from PHE SW ran through some of the key definitions and scenarios in dealing with reports of a suspected case of covid-19 in an educational setting.

**Key points to take away:**

1. Preventing the spread of infection (slide 9)



2. Definitions (slide 11)

**Case (possible vs confirmed case)** COVID-19 Case Definition: (as of 18/05/20)

A high temperature; A new, continuous cough; A loss of, or change to, your sense of smell or taste.

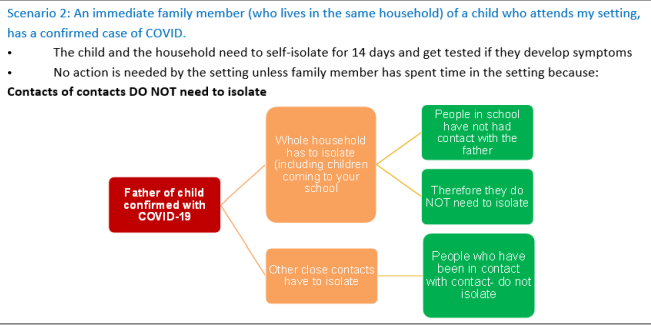
**Contact Direct close contacts:** Face to face contact with a case for any length of time within 1m e.g. being coughed on; a face to face conversation; unprotected physical contact (skin to skin); This includes exposure within 1 metre for 1 minute or longer. **For educational settings, children and staff within the class and or bubble will fall into this category.** **Proximity contacts:** Extended close contact (within 2m for more than 15 minutes) with a case;

Travelled in a small vehicle with a case. **Household of CONTACTS do not need to isolate**

**Outbreak** 2 or more CONFIRMED cases in the same group or class (transmission within the setting)

**Cluster** 2 or more confirmed cases among students or staff in a setting within 14 days (transmission within the community)

3. Understanding why contacts of contacts don't need to self-isolate (slides 15 & 16)



4. Laundry advice (slide 27)

- Use the warmest water setting and dry items completely. Dirty laundry that has been in contact with an unwell person can be washed with other people's items.
- Do not shake dirty laundry, this minimises the possibility of dispersing virus through the air.
- Clean and disinfect anything used for transporting laundry with your usual products, in line with the cleaning guidance above.
- People dealing with laundry from a suspected/ confirmed case should wear gloves and aprons when handling the laundry

5. Waste from people with symptoms of COVID-19, waste from cleaning of areas where they have been (including disposable cloths and tissues) (slide 28)

- should be put in a plastic rubbish bag and tied when full
- the plastic bag should then be placed in a second bin bag and tied
- it should be put in a suitable and secure place and marked for storage for 72 hours. Waste should be stored safely and securely kept away from children
- You should not put your waste in communal waste areas until the waste has been stored for at least 72 hours. Storing for 72 hours saves unnecessary waste movements and minimises the risk to waste operatives

6. Video resources (slide 24)

These videos are no more than 3 minutes each and there is a version without music for those with hearing loss, difficulty hearing or if they aren't keen on the music!

The first video – focusing on prevention looks at the chain of infection and the protective measures that settings should put in place to minimise the risk of infections in the school and that will help prevent spread amongst those attending.

[Prevention webcast - WITH MUSIC](#)

[Prevention webcast - NO MUSIC](#)

The second video – covers a lot of definitions, e.g. case and contacts as well as describing the actions a setting need to put in place if they have a single confirmed case of COVID-19 in the setting.

[Management of Single Cases - WITH MUSIC](#)

[Management of Single Cases - NO MUSIC](#)

The final video covers definitions of cluster and outbreak and describes what a setting would need to do in the event of an outbreak.

[Outbreak Management - WITH MUSIC](#)

[Outbreak Management - NO MUSIC](#)

## Equality Impact Assessment and Analysis Template

In this very busy time of school leadership, we wanted to support leaders in the requirement to carry out an EqIAA. The attached template supports schools in carrying out an Equality Impact Assessment and Analysis (EqIAA) designed to assist schools in conducting risk assessments. We have put together a tool that is user friendly and can be used by leaders and teachers alike and in conjunction with your risk assessments.

Further advice can be obtained from: Daniel Wood, Corporate Equalities, South Gloucestershire Council. Email:

[daniel.wood@southglos.gov.uk](mailto:daniel.wood@southglos.gov.uk)