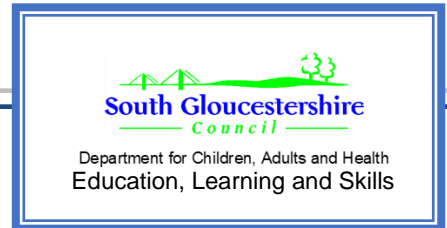


COVID-19 Education Continuity Newsletter



Issue 19:24th June 2020

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

The Recovery Curriculum

Thank you to all the system leaders who have come forward to join one of the ten recovery curriculum working groups. We have been pleased with the positive response from maintained and academy, primary, secondary and special settings. This is a truly collaborative project.

The ten teams will have the following focus:

- Staying connected
- Stress and trauma
- Utilising information about the impact of COVID-19
- Staff well-being and training
- Specific groups – SEND, EAL, PP
- Rising Strong Curriculum
- Enduring Strong Curriculum #Bereavement and loss
- Rights of Passage and positive aspects of this phases

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 meeting will take place virtually on Monday 29th June, 1.30 – 2.00pm and a teams meeting invite will have been sent to school leaders. This can be forwarded to any colleague in your school who would like to attend on your behalf and they can use the teams link to join the meeting.

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

Summer Holiday Provision

There is no expectation that school leaders provide summer holiday provision for all or part of the break. What is valuable to know is where there are offers though from external; providers, so that we can map this across the Local Authority. We are looking currently as to whether we can develop a basic offer for frontline NHS and care staff key workers and if your school has the capacity to host this type of provision please get in touch with Andrew Best in the first instance. We are also looking as to how we may engage disadvantaged learners potentially through some inspiring short term offers.

High Risk Group Headteacher Chairs

Do you have a passion for inclusion? Would you like to be involved in a multi agency approach in supporting schools to reduce exclusions? The **High-Risk Group** is a joint Local Authority / School Peer Review Panel which aims to reduce the need for permanent exclusion and improve outcomes for vulnerable children through inter-agency working. We are looking for volunteers to chair (on a rota basis) the High Risk Group primary schools agenda, that will be meeting fortnightly in the next academic year. The planning, organising and co-ordinating of these meetings will all be managed centrally so the key role is to chair the meeting as Heads bring cases of vulnerable pupils to be discussed. If you are interested in volunteering for this role or would like to find out more, please email faye.bertham@southglos.gov.uk

The South Glos Way – Children at the heart of all we do – Photo Call!

We are now in the final stages of publication of The South Glos Way online toolkit and graduated response for inclusion and SEND. To make this online platform come to life, we are looking for schools to volunteer digital photographs of children and young people at work and play in our South Gloucestershire schools and settings. These will be used in our online toolkit and so we ask that you obtain permission form parents/carers for this specific use. Many of you will already have fantastic photos of your school children for use on your website. If you are able to help, please email faye.bertham@southglos.gov.uk and we can make arrangements for images to be shared and permission to be formalised.

Inspiring the next generation of teachers

We are at the time in the year when we begin to think about September and a new school year. There is no doubt that the last few months of this school year have been very challenging for all - none more so than our current NQTs. School mentors have been working hard to support them during this difficult time. Many of them are now back in school doing some teaching as we head towards the summer break.

This is an exciting time for us at Integra as we have just launched our new support package for NQTs and we believe it offers schools an innovative and comprehensive approach to supporting newly qualified teachers. Our aim with the package is to enable NQTs to become reflective practitioners who draw on research to inform and develop their teaching practice.

We have some new programme partners that will be delivering elements of the service with us. At the Heads conference this academic year Dr. Kulvarn Atwal spoke about his journey as an NQT and his desire to use research and complete part of his master's degree in his NQT year. He has agreed to deliver parts of our programme and is very excited about the approach we are taking. The other big inspiration for us in designing this programme was collaborating with Dr. Faye Lewis from the University of the West of England. Dr. Lewis has looked at our programme and believes it offers a range of sessions grounded in pedagogy that would support an NQT to complete the reflective practice module towards a master's degree.

Our services

Along with a comprehensive CPD offer we also act as the Appropriate Body for induction and this year we are offering an enhanced service. Alongside the comprehensive support we have on offer we have now included two key training sessions as part of the service - one for mentors and one for NQTs designed to get them truly prepared for the year ahead. These training sessions run three times a year so whenever you appoint an NQT you will be able to access this training.

The professional development part of our programme includes separate offers for NQTs (mapped to the Teacher Standards), RQTs (mapped to the Early Career Framework) and mentors. Running alongside these programmes is the option to complete a module towards a master's degree facilitated by UWE. There is no obligation to complete the master's, however our core programme is grounded in research and offers the NQTs, not only a chance to reflect on their practice, but to also develop a strong NQT portfolio which could contribute to the master's module.

You can choose to buy in to any or all of the packages below:

1. Appropriate Body Service
2. Core CPD programme for NQTs (also suitable for RQTs)
3. RQT programme
4. Accreditation option
5. Mentor programme

Investing in the next generation of teachers is the only way to keep the teaching profession strong and provide children with excellent classroom practitioners and future leaders in schools. We hope you will take advantage of our new programme to support this work in your school.

For more details on our programme please see the attached documents. If you have appointed an NQT then you will need to register them with us. Forms are attached for you to indicate the package/s which best suit your school and to register your NQT should you wish us to provide your Appropriate Body service.

For all enquiries please email NQT@southglos.gov.uk or telephone 01454 867171

Free School Meals Vouchers

Y11 pupils can continue to receive free school meals until the end of the school term – regardless of their registration position, and schools can continue to provide this support. **The position on FSM support over the summer holidays for Y11 is yet to be confirmed.**

On the pupil registration point, a pupil will remain on the school's admission register unless or until one of the grounds for deletion under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended is fulfilled. Whilst the school leaving date is the last Friday in June, a pupil who ceases to be of compulsory school age can continue until the end of the school year.

If schools are using the Edenred voucher system, they will need to block purchase the vouchers for the summer holidays, for pupils on roll at the school, by the end of term 6.

Hand Sanitiser Alert

This NHS property services quick share is to alert all colleagues to the potential fire risk in vehicles, caused by alcohol-based hand sanitiser. We have received a number of reports of hand sanitiser being the cause of fires when left in vehicles in the hot weather the UK is currently experiencing. The alcohol hand sanitiser is becoming heated

resulting in flammable vapours being released. These vapours are reaching their 'flashpoint' and then ignite in normal air conditions, setting fire to flammable components within the car. An educational setting is different and this incident occurred due to overheating in a vehicle resulting in a fire, however, the same can happen in any environment where there is a possibility of overheating (e.g. window ledge, near hot surfaces etc), so we do ask schools to factor the location of hand sanitiser into their risk assessment and ask that it is not kept in direct sunlight or in small confined spaces.

ELS Staff Site Visits

There are many ways to keep in touch with school staff, a CYP/s or adult/s without physical face-to-face contact and it is expected that these approaches will continue to be utilised appropriately and proportionately with schools.

It is therefore assumed that a significant proportion of visits to schools and educational settings usually done through a face-to-face visit will continue to be undertaken remotely in the first instance, as has been the case through the first phase of lockdown, prior to the 1st June.

We recognize that there will be specific job roles and cases (for example, statutory needs assessments, site inspections) where a physical face to face meeting or site visit is essential in order to undertake the task effectively, therefore ELS staff will resume setting/school/site visits when this is the case. However we anticipate that these will be exceptional cases, and the majority of services will continue to be delivered through virtual meetings in the short term at least. In respect of statutory needs assessments the requirement to undertake a physical face to face meeting with a child or young person will be determined by the circumstances of the individual child/young person.

We are currently developing risk assessments for use by ELS staff who may be required to visit settings/schools/sites and these will be shared with the setting/school/site when the need arises.

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

Following our PHE session on 16th June, 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. We have now addressed some of the FAQs that were raised from this session.

Q1. If a sibling has confirmed test and another sibling is clear - what about bubble that clear sibling is in?

A1. The other sibling needs to self-isolate for 14 days and be tested if they develop symptoms. Nothing needs to be done with the sibling's bubble UNLESS- the sibling is tested positive then they develop symptoms AND they were in school during the infectious period (48 hours before onset to 7 days after onset of symptoms). If the sibling has symptoms and a test comes back positive, let PHE know so that the contacts of the new case can be identified and advised to isolate.

Q2. Does the email questionnaire come from PHE?

A2. NO – comes from NHS test and trace

Q3. What is the guidance if a symptomatic child refuses the test due to learning needs? Just 7 days isolation for the identified child?

A3. This is treated as a positive case and all contacts (the bubble that child was in, the staff member and family members) will need to self-isolate for 14 days. You could encourage the children in the bubble and the staff member to get tested if they have symptoms.

Q5. Where can we find the web-casts?

A5. Please find below a link to a webinar to explain the COVID-19 guidelines for educational settings.

<https://www.eventbrite.co.uk/e/covid-19-educational-settings-webinar-tickets-109457638744>

There are also three videos, of no more than 3 minutes each. 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](#)

Q6. A teacher tests positive. They have spent time in their staff room with other staff (socially distanced). Do all staff they have come into contact with need to isolate?

A6. If social distancing can be guaranteed, and shared surfaces (sink / fridge / kettle etc.) have not been shared by contacts (see slide 11) of the suspected case then No. BUT if none of this can be guaranteed then YES, they will need to self-isolate for 14 days or until a notification of a negative test result. Consider closing off shared areas to reduce the spread of infection.



Q7. Information being given is that children are statistically less likely to pass on the virus to adults. Most adults catch covid-19 from other adults. If this is correct what age is a child? Do secondary school students count as adults?

A7. PHE SW HPT are not able to comment on this- there is not enough evidence to say for certain. That children are less likely to pass the virus on to adults.

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

