

Diocese of Carlisle Board of Education

www.carlisle-diocese.org.uk/education

Weekly Communication: 12th March 2021

Reflection:



A Prayer of Relinquishment

*Today, O Lord, I yield myself to you.
May your will be my delight today.
May your way have perfect sway in me.
May your love be the pattern of my living.*

*I surrender to you
my hopes,
my dreams,
my ambitions.*

Do with them what you will, when you will, as you will.

*I place into your loving care
my family,
my friends,
my future.*

Care for them with a care that I can never give.

*I release into your hands
my need to control,
my craving for status,
my fear of obscurity.*

*Eradicate the evil, purify the good, and establish your
kingdom on earth.*

*For Jesus' sake,
Amen.*

Richard Foster

Feedback from Headteachers: themes of the week

Return to school on Monday 8th March:

The general consensus was that the return of all pupils has been joyful, albeit noisy(!), for headteachers and school staff. Pupils were excited to be reunited with friends.

Some were clearly craving the structure and routine of the school day. Others have, understandably, found it hard to readjust. Many were very tired by the end of the week.

We compared this return to school to that in September. We agreed that it was until a few weeks into term, once the initial euphoria of being reunited with classmates had worn off and relationships with adults had been re-established that emerging needs became evident. We agree that the timing of this return to school could make dealing with emerging needs more difficult – just as things are settled and beginning to feel more ‘normal’ we will be breaking up for Easter. It could be well into the summer term before we actually get to grips with what are the emerging needs and how best to deal with them.

One school has successfully used a 'questions' box to enable children to share any questions or concerns they have. It threw up a wide range of issues, many of which the school would not have anticipated and gave pupils and staff a 'way in' to discussing anxieties (Are we safe? Will I catch up in maths?) , practicalities (Will we be able to have a residential? How long will we need to stay in bubbles?) and other issues thrown up.

Pupils who were in school throughout lockdown:

Some have craved the return of their friends. However, others (typically especially those special or additional needs) have really enjoyed the peace and quiet, the calmer environment, more intervention and support.

Families:

The majority of parents are elated that the difficult period of juggling working at home and remote learning has ended. However, a concerning number of schools have reported parental separation anxiety – definitely something to monitor as the impact on children of adults struggling with them being back at school can be significant and damaging. We all agreed that, as expected, social distancing between parents at drop off and pick up times is lapsing. Several headteachers have had to address this with parents this week.

Safeguarding:

Sadly, we are aware that many of you are dealing with safeguarding concerns which have emerged this week. The safeguarding hub has been overrun and for a number of headteachers, responding to concerns has been a large and difficult part of your week.

Being a headteacher again:

Becoming a school leader rather than a "COVID Manager" (favourite phrase thanks Lindsay Burnett!) is a shock to the system. Several headteachers expressed a feeling of being overwhelmed and not being sure where to start responding to the myriad small issues that have arisen together with beginning to get back into the normal patterns of the school year and planning ahead.

Doing one thing for yourself:

We invited colleagues to share one thing they either had done or could do to make their life a little easier, better or more positive. We heard some great ideas including:

- **Lateral flow tests:** trust your staff to take their tests and ask them only to report positive tests to you so you aren't hounded by messages on a Sunday evening.
- **Taking control over something:** painting a wall, powerwashing a sand tray or tidying the clutter can be very cathartic and make us feel like we have actually achieved something that will have a lasting impact and won't be out of date as soon as they're completed!



Wellbeing Corner:

Each week we will be sharing a wellbeing top tip/idea/resource which we hope you will find helpful. You can also access our full Strategy for Wellbeing, Mental Health and Developing a Trauma Informed Approach [here](#), should you need it. Thanks go to our Consultant, Pam Weeden for her hard work to produce this tiered approach to supporting wellbeing.

Limiting and Supportive Beliefs

"If you accept a limiting belief,
then it will become a truth for
you."

-Louise Hay

We all have limiting and supportive beliefs; whether we are conscious of them is another matter. Limiting beliefs are those we hold to be absolutely true, which have a negative impact on our personal and professional growth because they focus on perceived lack, weakness and fault. Limiting beliefs cause us to miss out on trying things, taking risks and missing out on the things we want most because they leave us feeling fearful and anxious. Supportive beliefs, however, are empowering: they instil a sense of what we could achieve and what is possible.

When it comes to wellbeing, if we don't get to know and understand our limiting beliefs and the stories they cause us to live by, we remain disempowered and 'stuck'. In order to be able to identify our limiting beliefs and be able to swap them for more empowering, supportive beliefs, it is important to first understand where they come from.

Tony Robbins, world renowned life coach, describes an activity called The Belief Table where he invites a resourceful or limiting belief to be placed on top of a table and then explore what evidence holds up the belief (the legs of the table). The process helps to challenge the assumption we hold that the belief is true and valid. He then goes on to look at repeating the process with a supportive belief on the table instead and exploring the evidence available to hold up the supportive belief. Together, both exercises help to move away from limiting thinking and towards a more empowered mindset.



The link below from the GTC Scotland website takes you to a resource activity, which looks at limiting beliefs and supportive beliefs in more detail; it includes Tony Robbins Belief Table model and likewise some exercises and reflective questioning. The tool is very powerful as an aid for self-reflection, to use in a coaching style conversation, in a team setting or even adapted with children. For those who are interested in taking your understanding to greater depth, there is a webinar on sharing the emotional load that is worth watching.

<http://www.gtcs.org.uk/web/FILES/health-wellbeing/Making-Attributions-and-Examining-Limiting-Beliefs.pdf>

Information sharing from the Diocese

National Day of Reflection:

23rd March is to be a National Day of Reflection as it marks one year since the first day of the first lockdown. The Church of England is supporting the Marie Curie charity who have developed a pack for schools on this. They are intending to add some prayers to this for schools, one of which will have a signed video to accompany it.



In the meantime here is the link to their resources which might be helpful for you to use or augment with your schools <https://www.mariecurie.org.uk/get-involved/day-of-reflection/toolkit>

Also attached is a free resource called Reflective Colouring Pages: Prayers for Marking a Year of COVID-19. These have been produced 'Illustrated Ministry'.

Lateral flow tests:

In case you missed it last week, twice weekly testing is available to households and bubbles of school pupils and staff. Information about who is entitled to a test and how to obtain a test can be found [here](#).

School Admissions:

For those of you who administer your own school admissions (voluntary aided, foundation schools and academies), we anticipate the new Admissions Code to come into effect on 1st September 2021. It will be the code which you will need to follow for setting your 2023-2024 Admissions Policy. We hope to have national non-statutory guidance to help schools navigate the new code before the summer holidays.

A new Diocesan model policy to reflect the new code will also be available by the end of the summer term. If you have any questions, please contact Charlotte.

School Sparsity Funding Consultation (closes 9th April 2021):



If you haven't already, please do participate in the consultation (link below) which could make a huge difference to funding in Cumbria where road distances can often be significantly longer than 'as the crow flies' distances.

From 2022-2023 the DfE proposes to use road distances instead of 'as the crow flies' and increase the maximum amount available from £45,000 to £55,000 for primary schools

Sparsity funding is allocated for schools below a certain size and whose pupils live more than three miles from their second nearest secondary school or two miles from their second nearest primary. Currently, these distances are calculated "as the crow flies".

The DfE is proposing that the distances be calculated based on road journeys from 2022-23, after finding that 1,123 schools are "no more than two-tenths of a mile below their respective sparsity distance thresholds in the 2021-22 NFF".

The consultation document states that, had the road distance change been applied this year, it would have seen "approximately 900 more schools become eligible for sparsity funding", which means 54 per cent of small schools would have been eligible, up from 30 per cent under the current measure.

The government is not proposing a change to the distance thresholds themselves, or the threshold for the definition of a small school.

Link to consultation:

https://consult.education.gov.uk/funding-policy-unit/schools-nff-changes-to-sparsity-factor-2022-23/?es_c=EBD9BA64FCA0088FD8373D25CA0E315A&es_cl=5E5473C69946D2DD8E0EF758D6353E81&es_id=9d%c2%a303

CPAS Recovering Well Resources:

Schools have been through a tumultuous year, adapting at extremely short notice to a completely new way of delivering education, and managing to offer families huge levels of support. Now that we are returning to face-to-face teaching, we must consider the impact of this year and help our school communities to recover well. CPAS, a Church of England charity, has produced a set of free online resources to support this journey of recovery. They are available at:



www.cpas.org.uk/browse-everything/leading-through-recovery-resources-schools

Recovery is important after an illness, a traumatic event or an unexpected challenge in life. It takes time, often longer than expected, and involves a process of engaging with our emotions, integrating our losses, and embracing our new reality. Healthy recovery includes:

- Remembering.
- Reflecting.
- Recuperating.

The resources give a range of ideas of how to support these three stages in a variety of ways across the school community (with ideas for PHSE, Collective Worship, Prayer/Reflection spaces, a Staff meeting and sheets to support at home).

Supporting Belonging and Believing in EYFS:



The Books at Press team has produced some free resources to support the requirements of the new EYFS Development Matters relating to RE.

[Development Matters 2020: Linking EYFS 2017 and 2020/21 Understanding the World to Religion and Worldviews Education \(England\)](#)

This document highlights the most relevant ELGs for Religious Education from both the EYFS 2017 and EYFS Early Adopter Framework. It then provides advice on implementing RE at the various stages of development in line with the Development Matters 2020 document.

[Curriculum Map for RE from Nursery to Year 2](#)

This map illustrates how the Books at Press and other resources can be used alongside a wealth of popular topics from Nursery, Reception, Year 1 and Year 2.

[Using the Accredited Puddles Resources with Understanding Christianity](#)

This detailed document shows how each of the Puddles books support the relevant units within Understanding Christianity.

Resources to support Community and Living Well Together:

“We have produced a series of resources for primary and secondary schools to help with this – through our ‘Faith at Home’ Series 2 which is entitled ‘Flourishing Together’, with collective worship/tutor programme films for all ages focusing on:



- Why do we belong together? (Community and Interdependence)
- How do we know we are loved? (Self-Esteem and Security)
- How do we get back on track? (Character and Renewal)
- How do we make sense of our feelings? (Mental Health and Wellbeing)
- How do we face our fears? (Anxiety and Failure)
- How can we have hope for tomorrow? (Faith and Confidence)

They're all available at [I am a School Leader | The Church of England](#) and we'd commend them to you to support this work.” **Andy Wolfe**, Deputy Chief Education Officer.



HUDDLES THIS HALF TERM

Tuesdays 3.45pm

Thursdays 1.30pm

Please note the new time on Thursdays

Do come along when you can

Tuesdays

<https://us02web.zoom.us/j/86821283299?pwd=UVhRZkVMeDJzTVNjZW5vaGZuaHJ6UT09&from=addon>

Meeting ID: 868 2128 3299 Passcode: 391687

Thursdays

<https://us02web.zoom.us/j/89631760793?pwd=SkVOZjE3bkZvd1EzbmdPb3htQTcyUT09&from=addon>

Meeting ID: 896 3176 0793 Passcode: 148024

Training, Courses and Events:

Our up-to-date Events Programme is attached. For further information or to book onto any of our courses, please contact: education@carlisle-diocese.org.uk



Lent and Easter resources:



GROWING FAITH

The Diocese of Coventry have produced a range of suggested activities for homes, schools and churches which you can access [here](#)

They have also produced a Lent in a Bag or Box pack which is attached.



CPAS have designed a KS2 Easter Reflection Day for use in school and an Easter Garden activity for use at home.

Both are attached again in case you missed them last week.



European Conference on Christian Education:

ECCE is a tri-annual gathering of Christian Educators across Europe. This year we should have been gathering for a week in Hungary – but for some reason that's been postponed. However, it does mean that there will be a free online taster for the event on 22nd April. Registration details are here: <https://www.eventbrite.com/e/wellsprings-of-hope-registration-138244632417?ref=elink>

Those of us who have attended ECCE in the past have found it hugely enriching as we meet with colleagues across Europe and share our similar (and often quite different) experiences. Even though this is just a 2 hour taster, I'd encourage you to attend.

Mary Hawes - National Children & Youth Adviser

The Education Office, Church House, Great Smith Street, London SW1P 3AZ, 07967 701891

Hope and Joy:

We love hearing what you have been doing to bring Hope and Joy to your school and wider community. Here's a few things to make you smile.

Pupils at St Mary's have been showing their gratitude for the things and people who helped get them and others through the lockdown period. Click to enjoy:



Two dedicated parents at Crosscrake School have rallied a whole team of helpers to make Afternoon Tea hampers which members of the local community have ordered and which will be delivered to lots of lucky mums this Sunday. What a great fundraising idea. Happy Mothering Sunday!



Pupils at St Matthew's had a pretty special welcome back to school on Monday – two week old lambs greeted them as they returned.

The children were tasked with naming them ... introducing **Joy** and **Hope!**



If you have any questions about any of the information contained in this week's communication, don't hesitate to get in touch:

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