

## Diocese of Carlisle Board of Education

[www.carlislediocese.org.uk/education](http://www.carlislediocese.org.uk/education)

**Weekly Communication: 1<sup>st</sup> July 2021**

### Reflection:



## BELIEVE IN YOURSELF

Look in the mirror. Go ahead, face yourself and announce,

‘I’m full of untapped potential.’

### **Philippians 2:13**

*‘For it is God who works in you to will and to act in order to fulfil his good purpose.’*

### Feedback from Headteachers: themes of the week

**Bubbles popping everywhere:** we know how hard this is; some of you have made it all the way through without a closure and now, when the end is in sight, have just popped. It’s prevented trips taking place; staff are ill; pupils are remote learning (again); parents aren’t following the rules and are out and about when they should be self-isolating; it’s a nightmare. AND YET, you’ve shown amazing resilience yet again. You’ve moved your trips in house. We heard about nature trails; lunch in the woods; clay creatures; virtual University of Lancashire STEM week including learning about neural pathways; and the solar system.

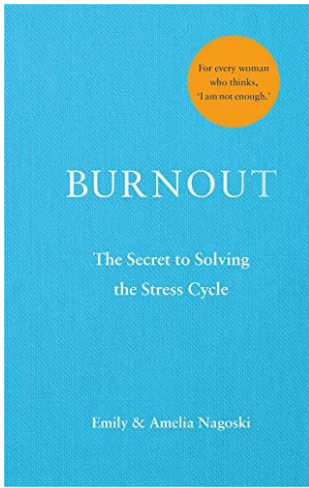
**The week before the week before the end of term:** we spoke about how this week is **always** the week when things fall apart. Pupils and staff are tired and run down. It’s hot. It’s been a long term. Year 6 are too kool for skool. You’ve have enough and there’s still so much to fit in before the end of term.

**Exclusions:** we discussed how harrowing an exclusion is. You’ve done everything you can possibly do for a pupil and are heartbroken to have to make that decision. Just occasionally, it’s necessary. It feels awful but has to be done.

**People coming at you personally:** we heard about how, end-of-term-itis is resulting in parents and, in some cases, colleagues coming at you personally, turning your best efforts into something negative. We discussed the difference that a supportive team can make in these circumstances – who are your cheerleaders? We all need some.

**Wise words from Ruth:** it was great to have Ruth Houston huddling in this week. She shared some wisdom inspired by a book she has been reading:

We heard about some ways to complete the stress cycle, to send messages to your brain that the stress period is over, many of which you may not have found time for in recent days, weeks or months:



- ❖ **Physical activity** (for one Headteacher walking up a mountain, notwithstanding a broken toe, made everything better this week)
- ❖ **Your crew** (back to the cheerleaders again!)
- ❖ **Breathing** (proper deep 'belly' breathing, not shallow panting)
- ❖ **Laughter** (never underestimate the power of the banter or gallows humour)
- ❖ **Affection** (a hug or a hand hold really helps)
- ❖ **Crying** (sometimes you just need to let it all out)
- ❖ **Creative expression** (try a spot of doodling if in doubt)

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## Information from us:

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### Ever thought about joining the Diocesan Consultancy Team?

We have a great team of Consultants with whom we really enjoy working closely and deploying in a way that enables them to play to their strengths.

We would love to add to our existing team some more expertise from practising school leaders. Perhaps you have a particular area or areas which you are passionate about and would like to be able to share with others? Perhaps there's something you've encountered in your school which you might be able to help someone else to navigate? Perhaps you have a niche skill, qualification or area of expertise which you could use to support another school.

If you think this might be something you are interested in exploring further, please do get in touch.



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## NPQs

### NPQ Event Schedule

#### General Information Webinars

For those interested in finding out a little more about the new NPQs, including in particular those run locally for the Church of England, please see the attached schedule.

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## Admissions

For Academy, Multi Academy Trust, Foundation and Voluntary Aided school colleagues

Further to the information about the new Admissions Code and the requirement to amend your **current** policy to be compliant from 1<sup>st</sup> September 2021, some of you have asked whether your current over subscription criterion wording which refers to pupils looked after from overseas is sufficient.

The change in the new Code is aimed at ensuring that those children who were in care in countries in which record keeping is not good are not discriminated against (it can often be very hard for adoptive parents to demonstrate that their child was, in fact, in care).

As a Diocese, aiming for our schools to be **scandalously inclusive**, we strongly support this change.

You can read the new Code here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/989176/School\\_admission\\_code\\_2021\\_slip.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/989176/School_admission_code_2021_slip.pdf)

If it helps, you can use the following wording (lifted directly from the new Code) to replace your current over subscription criterion which refers to children looked after:

*A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order including those who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).*

Don't hesitate to call (Charlotte) if you have any concerns or questions about how to meet your statutory duties.

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## Wellbeing Corner



### Useful Links for Schools Mental Health and Wellbeing

Don't forget to make use of Pam's useful wellbeing links below. Alongside the website links, the treasure trove of resources by Liz Dawson is well worth investing some time in browsing; Liz is lead coach on the Mental Health for Schools Award at Leeds Beckett University.

I would also like to draw your attention to the guidance on policy creation if this is something you need to do within your own school.

[Mentally Healthy Schools](#) – this website, commissioned by the young royals is a portal to pastoral and curriculum resources related to mental health. Everything on the site has been quality assured – it links out to a lot of other sites and training. It was initially aimed only at primary schools but much of it is more widely relevant and secondary school resources are currently being reviewed and quality assured.

[The Charlie Waller Memorial Trust](#) – CWMT provide free [mental health resources](#) and [training](#) to school staff

[Mental Health Policy & Guidance](#) – this policy and guidance is a good starting point if you're considering developing one for your school.

[Line Managers Toolkit](#) – this toolkit is to enable line managers to promote the mental health of their staff. It is not specific to schools, but it is relevant and easy to apply.

[Education Support Partnership](#) - The UK's only charity providing mental health and wellbeing support services to all education staff and organisations.

[Anna Freud Toolkit](#) – A toolkit that walks schools and colleges through different outcome measures that can be used to measure pupil wellbeing.

[Young Minds](#) – the UK's leading child and adolescent mental health charity. The info for [parents](#) is especially good and their subsite [HeadMeds](#) which explains medication for mental illness in terms that are accessible and relevant to young people is excellent.

[Huge directory of articles etc via Head Coach Liz](#) – this is a treasure trove of resources and articles collated by our head coach Liz.

[PSHE Association](#) – the subject association for PSHE; a membership organisation but many of their resources are free. Their Department for Education funded [guidance around the safe teaching of mental health issues](#) in PSHE + accompanying lesson plans is worth checking out.

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## Collective Worship Resources:

The Church of England has published guidance for Collective Worship.

The document sets out minimum expectations which all pupils in all Church of England schools can expect to enjoy.

It also provides guidance relating to training for staff (and ministers) and the need to have a named person responsible for Collective Worship for example.

We will be leading some training during the Autumn Term – look out for our new Events Schedule with all our diary dates for 2021-2022.

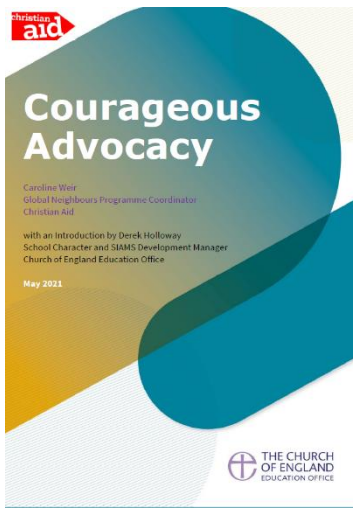
You can read the full guidance document [here](#)

If you have developed or found collective worship resources which you would be happy to share with colleagues in other schools, please do get in touch. We know that high quality collective worship materials and inspiration for how to find awe and wonder whilst COVID restrictions remain in place is something many of you are grateful to receive.



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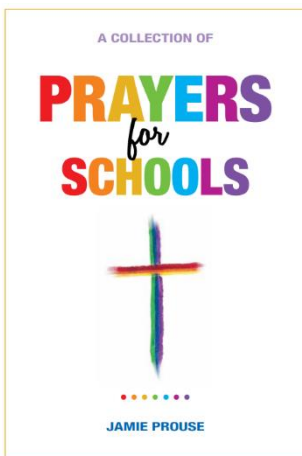
## Other information and resources:



## Courageous Advocacy

Although the current SIAMS schedule feels very different in a number of ways to its predecessor, the only brand new concept is **courageous advocacy**.

The attached document has been produced to help schools to think about ways in which they might encourage their pupils to be courageous advocates for change and great global citizens.



## 'A Collection of Prayers for Schools'

Jamie Prouse, Author writes:

*"These are prayers that I have written and collected for over 10 years, as an experienced teacher and leader of Spiritual development in a church school. They are intended and have been used for assemblies, celebrations, class acts of worship and times of reflection for all school ages."*

## Academisation of schools

Many of you are beginning to reflect on the implications of Gavin Williamson's recent confirmation of his renewed vision for all schools to be part of a multi-academy trust.

We fully appreciate that the responsibility of making a decision which will commit your school to a new structure and way of working, way beyond your period of tenure, is daunting and not something you would want to do hastily (or at all if you didn't feel it was the right move for your school).

Working with the Board of Education, our Church of England clergy colleagues and the Regional Schools Commissioner, we are currently taking advice and exploring options to enable us to support you and ensure that you feel confident about taking decisions with the long term interests of your school at heart.

You can read the full speech [here](#).



## **Let's think about friendships:**

### **A new guide for children in Church of England primary schools**

The Children's Society and the Diocese of Sheffield have produced a new resource aimed at children in Church of England primary schools, especially in Key Stage 2.



The resource, **Let's think about friendships**, draws on The Children's Society's work in listening to what young people say about their well-being and factors that influence that, such as having good friendships. This resource has been adapted from a guide for older children by Huw Thomas, Diocesan Director of Education for Sheffield Diocese, and includes new quotes from children across Sheffield, Christian content and activities. There is also an accompanying teachers' guide.

Both resources can be viewed at and downloaded from these links:

### **Friendship guide**

[https://www.flipsnack.com/CA7CFEBBDC9/2021109a-chu-friendship-guide-a5\\_v3.html](https://www.flipsnack.com/CA7CFEBBDC9/2021109a-chu-friendship-guide-a5_v3.html)

### **Teachers leaflet**

[https://www.flipsnack.com/CA7CFEBBDC9/2021109b-chu-teachers-leaflet-a5\\_v3.html](https://www.flipsnack.com/CA7CFEBBDC9/2021109b-chu-teachers-leaflet-a5_v3.html)

## **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.

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## Training, Courses and Events:

Please contact: [education@carlisle-diocese.org.uk](mailto:education@carlisle-diocese.org.uk) to book a place on any of our courses or events.

Further information is available [here](#)



Massive thanks to those who have been part of a working party to review our RE scheme of work. It won't be a quick job as there's lots to do but it is wonderful to have begun this process. If anyone else had thoughts or material to share, please do get in touch.



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## HUDDLES THIS HALF TERM



Tuesdays 3.45pm

Do come along when you can

### Join Zoom Meeting

<https://us02web.zoom.us/j/87570589949?pwd=M2lyUjFaWjJLNERCaXYrREhPMWtLZz09>

Meeting ID: 875 7058 9949

Passcode: 721391

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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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