

## Diocese of Carlisle Board of Education

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

**Weekly Communication: 21<sup>st</sup> October 2021**

### Reflection:



### My Prayer for you Today:

As we head into the half term break,

I pray that you will find **REST & REJUVENATION**.

I pray that you will be able to **PUSH PAUSE**.

I pray that you will return to school feeling **REFRESHED**.

**Remember you are all magic weavers, making the lives of hundreds of people better every day. It's tiring work being a magic weaver.**

### Training for Clergy – I need your help!

As you may be aware, I am married to a vicar. I was horrified to discover that working with children and young people and/or schools did not feature in his training. It is left until the practical, on the job, stage of training after ordination, when working as a curate. This is all well and good, if curates are working in a parish where this work is prioritised and they have a good role model to learn from but it is very much down to the luck of draw.

I am therefore very excited to be working with the Reverend Canon Elaine Bates, this year to put together a day's training for curates on just this theme on 7<sup>th</sup> December.

I had originally hoped to be able to invite them to one of your schools to see what good collective worship looks like. However, with COVID showing no sign of abating and many of you still managing staff and pupil illness and absence, I am looking for an alternative.

If you are able to record a short act of collective worship which I could use on the day, please do get in touch. I am looking for a range of approaches – school staff led, pupil led, led by someone external. Perhaps you have a wonderful minister or NISCU link who could model leading collective worship? Perhaps you would be prepared to model all or part of an act of collective worship (inclusive, invitational prayer or reflection perhaps?) Perhaps you have confident pupils who regularly lead collective worship or who could talk about what they value or what inspires them in an act of collective worship.

Equally, if you might be able to attend some or part of the day to discuss what works well and pitfalls to avoid, it would be wonderful to have your input.

If you are able to contribute in any way to this exciting and vital project or would like more information, I'd love you to get in touch.



Thanks in advance, Charlotte

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## Heads Huddle: next guest 16<sup>th</sup> November Perspective Lite

Heads Huddle is a weekly opportunity to meet with fellow school leaders and members of the Diocesan Education Team in a relaxed and informal online chat.

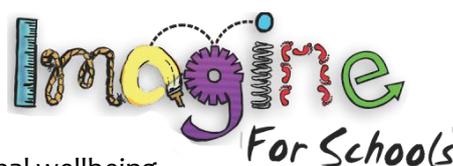
Please do join us to share the highs and lows of the week; to take a moment for reflection; to enjoy some mutual support; to ask any questions on your mind; and to receive any updates available.



**We'd love to see you at 3.45pm on Tuesdays whenever you can make it.**

<https://us02web.zoom.us/j/88350734545?pwd=aEFSQlk3Wm5qK2FWNk8wSoxVNC84dz09&from=addon>

It was lovely to welcome Shell Perris from Imagine for Schools to our huddle this week. She told us about some of the services they offer to support wellbeing for pupils (including coaching, workshops and positive learning behaviours sessions). She also shared some information about their project **Emotions in Motion** which supports emotional wellbeing through physical development (and you can use your Sport Funding to pay for it!) I have attached an example of their weekly wellbeing letter for families to give you a taste of the sorts of materials they produce.



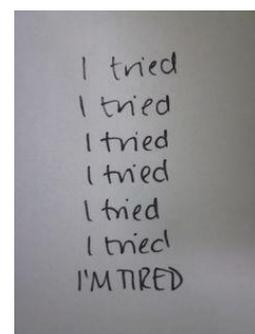
<http://imagineforschools.co.uk/>

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## Feedback from Headteachers: themes of the week

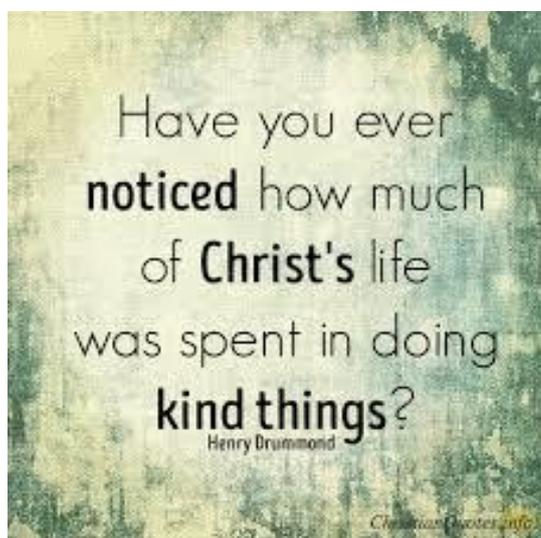
**A brutal half term:** we all agreed that the combination of COVID cases, outbreaks and illness has made this half term particularly brutal and everyone is exhausted.

**Child Protection:** we heard from one head another example of the frustration associated with children who are clearly in serious need of help, who are living in difficult and dangerous circumstances, who aren't living the lives they deserve and whose plight we are helpless to change not meeting the threshold to be considered to need Child Protection (as opposed to being a Child in Need). The lack of funding and resource to support children who urgently need help is heart-breaking and completely contradictory to what we all know to be the most effective way to deal with these issues – early intervention. It can be really harrowing (as well as time consuming and frustrating) trying to help pupils and families in need, sitting through lengthy meetings at the end of which no support is forthcoming. We can't fix the underlying problems but remember we are always here if you need someone to talk to confidentially.





## Wellbeing Corner



### The Healing to be Found in Kindness

Alongside the direct impact of Covid itself, we are in danger of becoming an increasingly fractured community, in part, as a result of some of the decision-making processes surrounding the pandemic. It seems the sovereignty of individuals to make choices from their own values base and understanding of the factual information is no longer respected, main stream and social media is full of anger related posts and at times, we understand little of the suffering of our neighbour behind their closed front door.

Emotions have a way of attracting their likeness into our lives; when we are angry, we find more reasons to be angry. When we are afraid; we draw to ourselves more reasons to be fearful. In a world that drips feeds the negative into our lives, it can be hard to find the antidote. The impact on our wellbeing and mental health overtime can be corrosive. Jesus set us a role model as an exponent of kindness. Far from being a soft or sentimental action, kindness is a recognition of the fact we are all one together – a family: 'kin'; 'kinship' of a 'kind'. Acts of kindness and compassion can be transformative; the NHS has conducted extensive research into the power of kindness and the concept of 'Intelligent Kindness' is now being used to underpin a system wide case for change.

Kindness begins in the small acts and tiny choices, like a decision to smile at people you pass by or make a special effort to go along to the garden sale someone has organised for local charities, even if it is just to say hello. As with other emotions, kindness has a way of drawing in more of the same and influencing the way others think and feel. In the rebuilding of the kinship and our fractured oneness, there is all kinds of healing to be found, including that of our mental health and wellbeing.

<https://www.mentalhealth.org.uk/campaigns/kindness/kindness-research>

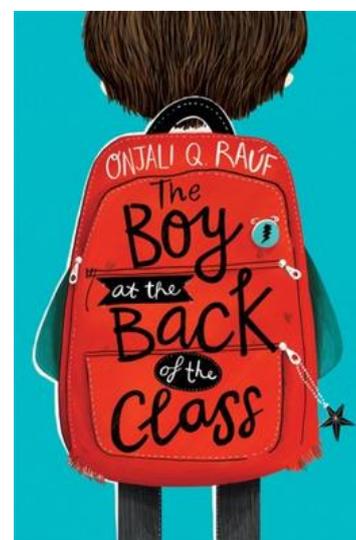
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## Inclusion Corner:

If you've never read it before, I cannot recommend highly enough **The Boy at the Back of the Class**.

It's a great 'way in' to discussing the plight of refugees with young children, bringing to life some of the horrors in an age-appropriate way. The book also tackles the theme of prejudice against refugees.

It provides great opportunities for pupils to respond to and express their thoughts on social injustice and to give thanks for their relatively comfortable and safe lives and to enable them to be advocates for change – we might not want our pupils to skip school and head off to Buckingham Palace like the characters in the story... But, we do want to encourage them to think about how they can make a difference.



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## Peer Support Networks:

If you've never joined a Peer Support Network before, please do give it a go.

This year the Networks have an **Inclusion, Equality & Reducing Deprivation** theme as we work our way towards our annual conference with guest, Professor Paul Miller.

Those who have been part of a network report the refreshment and inspiration they have enjoyed meeting and sharing experiences, ideas and challenges with colleagues facilitated by Ruth Houston in her capacity as CEFEL network facilitator.

For more information, please contact: [ruth.houston@churchofengland.org](mailto:ruth.houston@churchofengland.org)

To book a place, please contact: [education@carlisle-diocese.org.uk](mailto:education@carlisle-diocese.org.uk)

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The banner features the logos for 'THE CHURCH OF ENGLAND EDUCATION OFFICE' and 'FOUNDATION FOR EDUCATIONAL LEADERSHIP' on the left. On the right, there is a photograph of three people in a meeting. Overlaid on the photo is the text: 'Update for NPQs' in red, followed by 'The DfE have announced that ALL NPQs are now fully funded for Teachers and Leaders in state schools and 16-19 provision'. A small 'DfE Accredited' logo is visible at the bottom left of the photo.

Great news from @educationgovuk - all NPQs are now fully funded to all teachers/leaders in all state schools in England!

Time to get involved for our @CofE\_EduLead NPQH February intake.

Good Shepherd Trust have experienced facilitators and coaches based in Cumbria to support you or your colleagues on your or their leadership journey.

Sign up today!

Go to: [www.cefel.org.uk/npq](http://www.cefel.org.uk/npq) to find out how

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The logo consists of a white cross inside a circle, followed by the text 'THE CHURCH OF ENGLAND EDUCATION OFFICE' in a sans-serif font. The background is a gradient of yellow and blue with abstract shapes.

## SIAMS Update Summary

If you are expecting an inspection during this academic year, please do discuss with your Diocesan Link any support you might need as you prepare.

Remember, if you have purchased the Enhanced Partnership Agreement Package, there is no charge for support.

- Inspections will restart in October (slowly between then and Christmas, whilst the new systems are all tried and tested, with catch up beginning in earnest in January 2022).
- **Inspections can take place on any day of the week but will never be in the first week of a term or half term.**
- Schools likely to be inspected are on a list which can be accessed via the link below.
- Inspections will occur in a chronological order, starting with those schools which had already been notified of an inspection.
- No school can legally go more than 8 years without an inspection (this time).
- The usual 5 year inspection pattern will operate after this round of inspections.
- A **Revised Evaluation Schedule** has been produced to reflect the current context (COVID, no data available etc).
- There are two versions of the Revised Evaluation Schedule – one 'clean' one and one which is annotated so that you can readily see the changes.

- There is a suite of other documents available (including Information for Schools and a COVID Protocol for inspections).
  - You can find all the new documents, including the list of schools likely to be inspected during 2021-2021 here: <https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/siams-inspections>
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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:

**Charlotte Tudway**

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