



Education Newsletter *Vulnerable Pupils – January 2021*

Welcome to this term’s e-newsletter which aims to be a resource for both schools and partner churches. If you have items you would like to share in a future publication or for any other matter please contact Tatiana Wilson at tatiana.wilson@exeter.anglican.org or 01392 294941

Previous Newsletters can be found at <https://exeter.anglican.org/schools/newsletters/>

In the words of Emily Dickinson:

*“Hope is the thing with feathers
That perches in the soul
And sings the tune without the words
And never stops - at all.”*

Whilst this term has got off to a challenging start and as schools you have moved to mixed-mode learning, we are hopeful that now there is a vaccination process in place it will not be too long until all children will be able to return safely to school.

<p>RIGHT TO READ <i>Planning for this initiative continues in partnership with the Educational Endowment Foundation, Devon and the Church of England Foundation for Educational Leadership amongst others. As soon as details have been finalised we will be contacting all primary schools within the Diocese and encouraging them to consider being a part of this as part of their ‘recovery curriculum’ approach. There will be three cohorts the first starting in the Summer Term and all participating schools will have the opportunity to be badged as a Right to Read School.</i></p>	
<p>COMMUNITY FOOD PROGRAMME: WINTER SUPPORT GRANT <i>Devon Community Foundation recently launched a Community Food Programme – specifically for families with children: Working in partnership with Devon County Council, this funding is part of a national initiative to support vulnerable families with children and other vulnerable households who have been particularly affected by the pandemic. There is a focus on helping to ensure that every child will be well fed and warm during the winter months, particularly in the school holidays, up to and including Easter 2021.</i></p> <p><i>Applications will be considered up to Monday 8th March, subject to available funding. Funding MUST be spent by 31st March 2021.</i></p>	<p><i>Devon schools are able to apply for food, energy and essential items.</i> https://devoncf.com/apply/community-food-programme-2/</p>
<p>ST WILFRID’S TRUST HARDSHIP GRANT FOR VULNERABLE CHILDREN <i>The Trustees of St Wilfrid’s are keen to respond practically to the needs of our most vulnerable children. Applications should be made as soon as possible, in writing, together with details of what you would like the Trust to provide. Please include information that would help the Trustees decide the grant to offer. Please send your letter / email to the education team education@exeter.anglican.org and we shall forward these to the Trust on your behalf.</i></p>	<p> confidential to Head of schools.docx</p>

<p>FREE HOME LEARNING RESOURCES : SELECTED LINKS</p> <p>Cat Scutt from the Chartered College of Teaching has created a comprehensive list of home learning resources which can be shared with colleagues and families. The collection is organised into the following sections:</p> <ol style="list-style-type: none"> 1: Other people's lists of resources 2: Resources produced by teachers, schools, multi-academy trusts, LAs etc 3: Resources produced by subject associations, education charities and similar 4: Resources produced by commercial organisations, publishers and similar <p>Additionally, at the bottom of the page, all of the links in the sections above that are phase or subject specific have been organised by subject / phase.</p> <p>5: Resources organised by subject / phase Whilst some of the resources linked have been produced specifically in response to the COVID-19 outbreak, many are more general.</p> <p>The list will be regularly updated with new links, and suggestions of other resources to add are very welcome. Not all subject areas are covered yet.</p>	<p>https://my.chartered.college/2020/04/selected-links-free-online-and-paper-based-home-learning-tools-and-resources/</p>
 <p>OFSTED has also published a short guide on what is working well in remote education, which draws on findings from their interim visits, research and literature review.</p>	<p>What's working well in remote education - GOV.UK (www.gov.uk)</p>
 <p>british-sign.co.uk</p> <p>LEARN A NEW SKILL & SIGNPOST TO FAMILIES 'Introducing British Sign Language' is a comprehensive introduction to British Sign Language and is a really good place to get started.</p> <p>During this difficult time, as more of us are finding ourselves in self-isolation or spending longer periods at home, the 20hr CPD certified course can be studied at your own pace and is a comprehensive introduction to BSL.</p> <p>Because of this they are now asking those who wish to sign up to the course to pay what they feel they are able and what you feel this course is worth to them - a minimum contribution of £3. Group rates also available.</p>	<p>To enrol with the special rate please follow the checkout process on our website as usual (starting here: https://www.british-sign.co.uk/learn-online-british-sign-language-course/) - and follow through the checkout processes. This is the same process for signing up individuals or groups.</p>
 <p>KICKSTART - FUNDED APPRENTICESHIPS TO ADD ADDITIONAL CAPACITY TO SCHOOLS The Kickstart scheme supports 16-24 year olds through providing work placements for young people on Universal Credit who are deemed to be at risk of long-term unemployment.</p> <p>The scheme will cover 100% of the relevant national minimum wage costs for 25 hours per week and associated National Insurance costs and employer minimum automatic enrolment contributions. It will also provide a one-off payment of £1,500 for the employer to enable the right support for a placement.</p> <p>To be eligible for the scheme, businesses will need to show that the placements are not replacing any existing or planned recruitment. They need to have a clear plan to support the individual young person to develop skills and enhance their employability.</p>  <p>Real Ideas act as a 'gateway', working with businesses and organisations to be able to access the scheme when they only want a few placements. They also have a range of levels of support to ensure businesses and organisation and young people are supported to make this scheme a real success.</p>	<p>More information here: https://realideas.org/about-us/our-work/kickstart/</p> <p>This link is for the webinar presentation Powerpoint: https://realideas.org/wp-content/uploads/2020/10/Kickstart-presentation-2.pdf</p> <p>This link covers a blog on our news page around FAQs: https://realideas.org/2020/10/07/kickstart-faqs/</p>

	<p>BUSINESS2SCHOOLS <i>Is a national initiative that enables businesses to pass on furniture and technology to schools alongside expertise and time.</i></p>	<p>To register your school click here https://www.business2schools.com/schools</p>
	<p>NATIONAL TUTORING PROGRAMME (NTP) – UPDATE <i>Thirty-two providers have been approved to deliver tutoring to disadvantaged pupils as part of the NTP Tuition Partners offering schools subsidised tuition from an approved list of providers subsidised by 75%.</i></p> <p><i>All tutoring provider applications were assessed against criteria covering safeguarding, quality and impact by a team within the Education Endowment Foundation. Funding for providers has been based on their ability to deliver high quality, curriculum relevant tutoring to disadvantaged students. Every approved Tuition Partner is experienced in working directly with schools, with demonstrated expertise to deliver tutoring that complements classroom work.</i></p> <p><i>Tutoring will be available in 15 hour blocks to reflect the best practice evidence on tutoring. Ensuring that tutoring occurs in a sustained block of sessions is a key aspect of delivery, which is likely to result in a greater impact.</i></p>	<p><i>Schools and trusts can use the NTP website to search and apply for provision available in your areas.</i></p>
	<p>NTP ACADEMIC MENTORS <i>The second pillar of the NTP, The Academic Mentor Programme, will support teachers by providing intensive academic support. These mentors will be employed in schools and deployed directly by teachers and leaders to provide additional intensive academic support to the pupils most in need. In total, Teach First will recruit and train 1,000 Academic Mentors, with the further cohorts starting in schools in January and February.</i></p>	<p><i>More details can be found here</i> https://nationaltutoring.org.uk/ntp-academic-mentors</p>
	<p>VIRTUAL INTERACTIVE ENCOUNTERS FOR YOUNG PEOPLE WITH THE WORLD OF WORK <i>The charity Education and Employers has created a free to access platform to create virtual interactive encounters for young people with the world of work. The platform has robust safeguarding measures in place.</i></p> <p><i>Over 60,000 people have volunteered from all sectors – archaeologists to zoologists, at all levels of seniority – apprentices to CEOs, who have taken a variety of routes e.g. vocational and university, who live in different parts of the country and come from different economic, social and ethnic backgrounds</i></p>	<p>Creating virtual interactive encounters for young people with the world of work – Education and Employers</p>
	<p>TEACHER WELLBEING INDEX <i>This year's report shows more UK teachers than ever are experiencing symptoms that can lead to depression and anxiety, in a significant rise on previous levels. They also experience symptoms of depression at far higher levels than the general population according to the latest in-depth research amongst the profession.</i></p>	<p>Download the pdf here.</p>
	<p>OPPORTUNITIES FOR CONNECTION AND SUPPORT <i>As a Diocesan team, we have planned in point of support and contact for staff – please share this list with them.</i></p>	<p>2021 01 18 Networks and Wellbeing.pdf</p>

<p>Children's Parliament giving ideas a voice</p>	<p>CHILDREN'S PARLIAMENT SERVEY – How are we doing This national wellbeing survey has been tracking the experience of the pandemic since April. This final report compares results from the period of April/May/June to new results from a fourth survey conducted in September/early October.</p> <p>Within the report are a number of useful questions for schools to consider.</p>	<p>https://www.childrensparliament.org.uk/our-work/children-and-coronavirus/</p>
<p>Anna Freud National Centre for Children and Families</p>	<p>CHILDREN'S MENTAL HEALTH WEEK- RESOURCES FROM THE ANNA FREUD CENTRE The Anna Freud Centre has published its Children Mental Health Week Toolkit. The toolkit is full of resources for children, parents, carers and school staff. They have created resources and guidance specifically designed with practical tools to support children's mental health during the coronavirus crisis that might be useful. Mental Health Week is 1st to 7th February 2021</p>	<p>Toolkit https://mentallyhealthyschools.org.uk/resources/express-yourself-children-s-mental-health-week-toolkit/?utm_source=cst&utm_medium=newsletter&utm_campaign=cmhw21 Practical Covid-19 tools https://mentallyhealthyschools.org.uk/risks-and-protective-factors/coronavirus-supporting-childrens-mental-health/?utm_source=partners&utm_medium=email&utm_campaign=cmhw21</p>
<p>THE LILY JO PROJECT</p>	<p>Provides bespoke mental health resources, designed to equip children and adults with the tools they need in order to maintain good mental health. They have a new online platform for primary schools and high schools, providing ready to use online lessons, worksheets, quizzes, discussion questions etc. "Lily-Jo, the founder of the project, is a singer/songwriter and qualified counsellor. We therefore use music and dance as part of our lessons, which are engaging and fun, along with Lily-Jo's clinical expertise." They are particularly keen to work alongside the church schools as many of our team, including Lily-Jo are Christians. Each lesson is very much created knowing that each child is valued and loved.</p>	<p>www.thelilyjoproject.com.</p>
<p>PLYMOUTH TOGETHER FOR CHILDHOOD - NEW FREE RSE WEBINAR FOR SCHOOLS</p>	<p>Free, locally developed resource for schools to support implementation of RSE curriculum called "Confidence in Discussing Healthy Relationships." The free webinar provides school staff with a training session covering issues, which impacts on teacher's confidence.</p>	<p>The webinar can be viewed here: https://youtu.be/TGbXpExLID4</p>
<p>COMMISSION ON GENDER STEREOTYPES IN EARLY CHILDHOOD REPORT</p>	<p>sets out how gender expectations significantly limit our children, causing problems such as lower self-esteem in girls and poorer reading skills in boys. The report finds that stereotypes contribute towards the mental health crisis among children and young people, are at the root of girls' problems with body image and eating disorders, higher male suicide rates and violence against women and girls. Stereotyped assumptions also significantly limit career choices, contributing to the gender pay gap. The report also evidences that parents want to see change and sets out a number of practical solutions.</p>	<p>https://www.fawcettsociety.org.uk/news/gender-stereotypes-significantly-limiting-childrens-potential-causing-lifelong-harm-commission-finds</p>

	<p>INEQE HAVE PRODUCED SOME HOME LEARNING ANTI-BULLYING RESOURCES for Primary and Secondary Aged Pupils <i>These age-appropriate lessons and resources include animations and videos to spark conversations and teachable moments between you and the children in your care.</i></p>	<p>Home Learning Hub – Safer Schools (oursaferschools.co.uk)</p>
	<p>PROTECTING DISABLED CHILDREN FROM SEXUAL ABUSE Key finding <i>Schools and other agencies should work in partnership with parents to ensure that disabled children receive consistent, clear, accessible information on safe touch, choice and control, puberty, sex, relationships and abuse, and knowing how to let others know when they feel unsafe.</i></p> <p>Additional findings</p> <ul style="list-style-type: none"> • <i>Parents and carers need to have opportunities to discuss and share ideas with each other on safe touch, choice and control, puberty, sex, relationships and abuse in a safe and sensitive environment.</i> • <i>Disabled children should have access to communication methods and tools which enable them to have a level of choice and control, and access to people who understand their communication method. This should be included in all children’s education, health and care plans. They should also be helped to understand that they have a right to be safe and to learn about who and how to let know if they do not feel safe.</i> • <i>Professionals need improved training to help them spot the signs of abuse in disabled children and prioritise the protection of disabled children.</i> 	<p>https://learning.nspcc.org.uk/research-resources/2019/protecting-disabled-children-from-sexual-abuse</p>
	<p>ONLINE SAFETY: SEND <i>Childnet has launched a teaching toolkit for educators to support the online safety of young people with Special Educational Needs and Disability (SEND) in Key Stages 3 and 4 in England.</i></p>	<p>Read the news story: Looking at online safety with young people with SEND – New resource from Childnet Access the toolkit: STAR SEND Toolkit</p>
<p>KEEPING CHILDREN SAFE IN EDUCATION 2021 CONSULTATION <i>The Government are seeking views on:</i></p> <ul style="list-style-type: none"> • <i>revisions to ‘Keeping Children Safe in Education’, the statutory guidance that sets out what schools and colleges should do and the legal duties with which they must comply to keep children safe</i> • <i>revisions to the advice on sexual violence and sexual harassment between children in schools and colleges</i> 	<p>The Consultation closes on 4th March https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education-schools-and-col/</p>	<p>The Consultation closes on 4th March https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education-schools-and-col/</p>