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Message from Gary Lewis

We have all been enduring a difficult few days as the second wave of the pandemic has been peaking in North Somerset and Bath and NE Somerset. Both of our LA areas have had rates sitting well above national average and we know that our urban neighbours in Bristol and Weston-Super-Mare have seen an even higher incidence of COVID-19 cases.

This is evident in our schools where we have had 18 positive tests over the last few days. The impact of this is considerable as we now have hundreds of pupils and staff self-isolating and accessing the curriculum remotely supported by MS Teams.

You will see later in the Bulletin some of the work that we have been doing to tighten our Risk Assessments. Our Headteachers have also been communicating clearly and frequently with staff and school communities so that all parties can see the leadership that we are providing to ensure their safety and play our role in the national strategy to fight the virus.

It is a fact that there is inherent risk in bringing people together on school sites during a pandemic and we also acknowledge that the risk mitigations that we have put in place make delivering education even more demanding and complicated for our teachers and support staff; theirs is a heroic effort.

I've seen some wonderful emails and messages from our school leaders showing our staff just how much they are appreciated for what they are doing. That doesn't make their jobs easier but I am sure that it helps to strengthen their motivation and sense of worth.

Let's keep that flow of acknowledgement going and stay in dialogue with our staff to ensure that we continue to do our utmost to support them.

Gary Lewis



Cyber attack

The Trust was recently subject to an attempted Phishing attack by an individual posing as our CEO, Gary Lewis.

Thankfully this was identified as a cyber-attack, however, please be aware that you may receive a similar email so consider the following when responding to emails that are out of the ordinary:

- Many phishing emails have poor grammar, punctuation, and spelling.
- Is the design and overall quality what you'd expect from the organisation the email is supposed to come from?
- Is it addressed to you by name, or does it refer to 'valued customer', or 'friend', or 'colleague'? This can be a sign that the sender does not actually know you, and that it is part of a phishing scam.
- Does the email contain a veiled threat that asks you to act urgently? Be suspicious of words like 'send these details within 24 hours' or 'you have been a victim of crime, click here immediately'.
- Look at the sender's name. Does it sound legitimate, or is it trying to mimic someone you know?
- If it sounds too good to be true, it probably is. It's most unlikely that someone will want to give you money, or give you access to a secret part of the Internet.
- Your bank, or any other official source, should never ask you to supply personal information from an email.
- If you have any doubt contact the person/organisation using a published phone number (not the number in the email).
- Sometimes spammers manage to make it appear that they are sending from a legitimate @lsp.org.uk address, however these spoofed emails will generally not have;
- A photo in the top right like you would normally see
- The address in the from field will not display first and last names or show a busy or free status

If you think that you have been the victim of a cyber attack please change your password immediately, contact your IT team/provider and email the Central Team and the DPO on dpo@lsp.org.uk.

Decarbonisation Bid

The Government has provided an opportunity for us to apply for funding from the Public Sector Decarbonisation Scheme. This is a £1b scheme to fund energy efficiency and heat decarbonisation measures and yesterday we submitted an application for £1.3m for such schemes in a number of schools across the Trust. The bid has been created, in the main, on the basis of schools' Display Energy Certificate (DEC) ratings and targets projects at those schools meeting the criteria below:

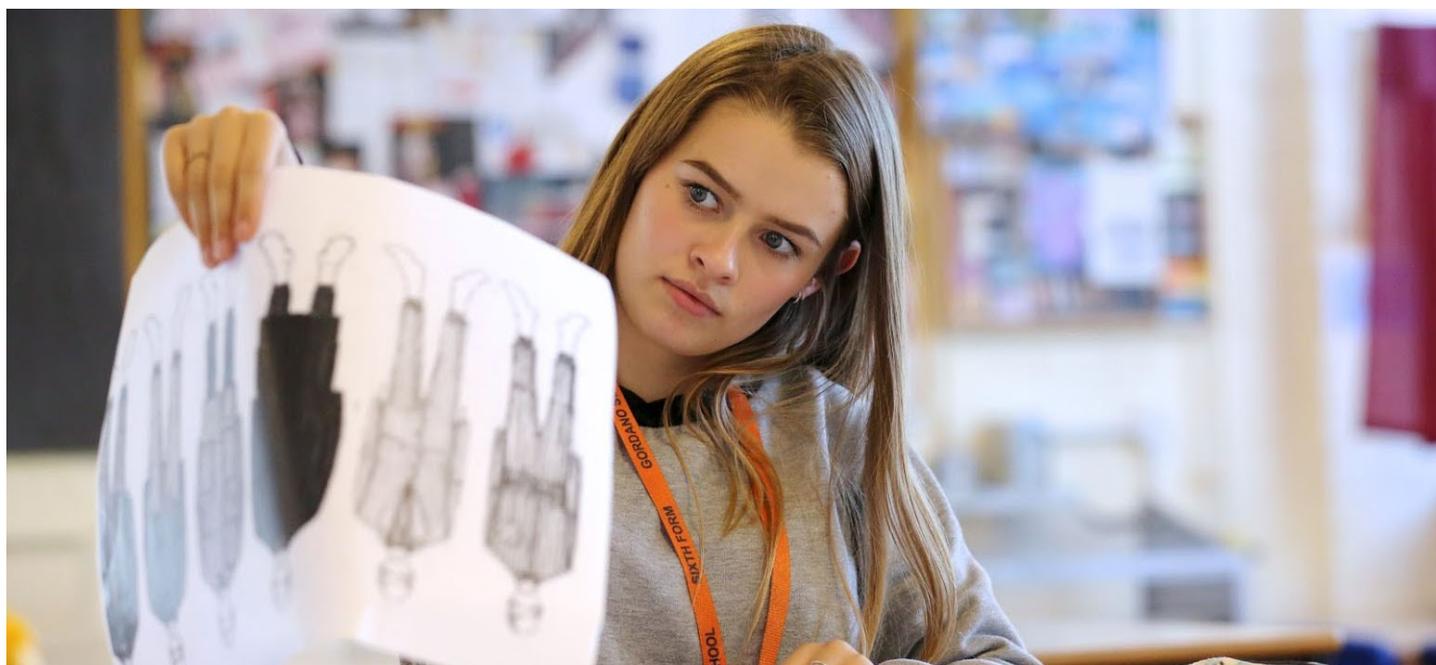
- DEC / EPC Operational Rating of D or worse
- DEC / EPC illustrates the Heating is well above benchmark for size / type / location of school
- DEC / EPC Recommendation Report states Heating, Building Fabric and Glazing would have Medium or High Impact on decarbonisation

The proposed projects are to upgrade building fabric and improve airtightness (insulation and glazing) and to install new, energy efficient, heating systems.

We expect to hear the outcome to our bid on Friday 11 December and the precise projects to be undertaken will have to be prioritised if we do not receive the full amount that we have applied for. After this date we will be able to confirm which projects, in which schools, will be undertaken.

If we are successful in our application, work to commence the projects will start immediately as the projects must be completed by no later than the end of the summer holidays in 2021.

We have an opportunity to apply for further funding from this scheme on Monday 11 January 2021 and will be carrying our further work in this interim period to identify if a further application can be made.



Updating Governors on the LSP Disadvantaged Strategy Document

We have just launched the [LSP Disadvantaged Strategy 2020-2023](#).

This is a key document and priority for the Trust and has implications for the work of all schools as we look at COVID-19 catch up plans and RAPP priorities.

Governors with responsibility for Disadvantaged pupils/Pupil Premium are invited to attend a briefing via MS Teams on **Tuesday 15 December 6.00-7.00pm**. The briefing will support governors to know what to look for in provision for disadvantaged pupils and give governors a chance to share practice in this key area of work.

The sessions will be led by Sharon Roberts (LSP Associate Director of Education), to book a place, please email Jane Norris jnorris@lsp.org.uk

Reminder - Discussion groups to review our systems, tools and processes for financial reporting

In September 2019 we introduced new standardised financial monitoring and reporting arrangements for all schools in the Trust. Whilst this has improved the regularity and consistency of financial reporting, we recognise that there are improvements that can be made and that this is an area of concern to some. As a result, we are planning a review of our systems, tools and processes for financial reporting.

We are running a series of discussion groups to gather views on what how we can improve our arrangements moving forwards and we would like to encourage anyone with strong views on this issue to participate in one of the discussion groups. Details of the discussion groups are provided below and you can book your place by contacting Jane Norris on jnorris@lsp.org.uk.

The number of spaces on each discussion group is limited to 10 and places will be allocated on a first come, first served basis. Once you have booked your place you will receive a MS Teams invite.

- Governors and Trustees - 5.00 to 6.00pm Thursday 3 December
- Headteachers - 3.30- 4.30pm Wednesday 2 December
- Business Managers - 3.00- 4.00pm Tuesday 1 December, 11.30am -12.30pm Thursday 3 December and 11.00am–12.00pm am Friday 4 December

We plan to formalise the areas for improvement, investigate options and make recommendations to the Trusts Finance Committee on Monday 21 December.

Where issues do not require systems development, we are planning to deliver training and guidance notes on changes to processes and procedures for School Business Managers before the end of February and for Headteachers and Governors during April and May.

Reminder—Mental Health First Aiders

Please can you email Eleanor Capel-Davies (ecapel-davies@lsp.org.uk) the name of the mental health first aider in your school.

This will form part of a Wellbeing Guide for all staff in the Trust.

Thank you to those schools who have already sent this information through.

Teacher training: Relationships, Sex and Health

[Click here](#) to read Government guidance on teaching about Relationships, Sex and Health as well as support and training materials for schools to help train teachers on relationships, sex and health education.

The following has been changed: Added links to teacher training modules on healthy eating and physical health and fitness.

Teacher training: Physical Health and Fitness

[Click here](#) for practical training materials for primary and secondary schools to use to train staff to teach about physical health and fitness.

This training module supports the [physical health and mental wellbeing](#) section of the statutory relationships, sex and health education curriculum.

The module contains key knowledge and facts to help teachers understand what they must teach. It includes information on:

- active and healthy lifestyles
- the benefits of physical activity
- the risks of an inactive lifestyle
- mental wellbeing and activity
- blood, organ and stem cell donation

These slides should be adapted to suit individual school context. This can include adding your own videos and resources to make your teaching training sessions more visual and interactive.

Teacher training: Healthy Eating

[Click here](#) for Government guidance on teaching about Healthy Eating.

This training module supports the [physical health and mental wellbeing](#) section of the statutory relationships, sex and health education curriculum.

The module contains key knowledge and facts to help teachers understand what they must teach. It includes information on:

- a healthy diet
- understanding calories
- planning healthy meals
- the impacts of unhealthy diets
- healthy eating choices
- poor diet and health risks

These slides should be adapted to suit individual school context. This can include adding your own videos and resources to make your teaching training sessions more visual and interactive.

Reviewing the implementation of Risk Assessments

The spike in COVID-19 cases has given us cause to reflect on the rigour of some elements of our Risk Assessments (RAs).

In particular we have asked Heads to consider who the people are in each school that risk spreading the virus between bubbles or might lead to a large numbers of pupils and staff going into self-isolation in the event of a positive staff test. Staff working between classes such as LSAs/TAs, Sports Coaches and staff delivering PPA in primary schools seem to pose particular risks. Schools have been addressing these risks by strictly enforcing 2m social distancing for sports coaches and PPA cover and through the use seating plans and agreed working groups for LSAs and TAs.

I have spoken individually with all of our Headteachers in the last couple of days and I am aware that some changes to RAs are now being made. Updates need to be shared with staff for their comment and schools must ensure that Local Governing Bodies (LGBs) and the LSP Central Team are kept updated of developments and that the most recent version of the school's RA is published on the website.

I also propose that on behalf of the Board of Trustees, either Louise or I join schools in person or on MS Teams to review and discuss how well RAs are being implemented. We'll be setting those sessions up in the coming days and they will be short, to the point and will not require the production of additional documentation.

Many thanks to Heads, School Leaders and Business Managers for the priority that they are giving to the work. You are making a real and positive difference to the safety and continuity of education during the pandemic.

Gary Lewis

Clarification: 14 day self-isolation period

It has come to our attention that some schools have received challenge and questions from families around self-isolation and returning to school when numerous people in their household are positive for COVID-19.

[This NHS link](#) can be shared with parents which clarifies the self-isolation requirements and confirms that the individual does not need to re-start their isolation clock if another member of their family contracts COVID at a later date than they do, but only have to complete the 14 day isolation period as set out by their own symptoms and testing time scale.