



The Camelot

Monthly Newsletter No. 79

Summer Two 2019-2020

#exceptionaleveryday



Extending not re-opening at Camelot School

While many schools across the country have been making plans for re-opening following recent government advice, the picture is very different at Camelot School. Not only has the school been open for the best three months for Existing School Provision (ESP) pupils, Camelot School has been providing all children and their families with the most exceptional online classroom provision.

Unfortunately, both these two Camelot qualities have not been offered to all children across the country and therefore there has been a lot of anxiety in the education world recently and reported in the news as other schools have needed to either re-open or re-start providing their children with the education which has been the norm for everyone at Camelot School and.... Exceptionally Everyday!

Therefore over the weeks ahead, if your child is invited to re-join their year group in being in school we see this as only an extension of what we have proved we are exceptional at offering.... everyday! With this expertise built up, we can support all children in school with highly skilled staff members at managing the challenges of social distancing as well as ensuring that their health and well being are a priority.

If your child is returning, we look forward to seeing them soon but if you are choosing to keep them off school at this time, we are pleased to continue to offer an exceptional online classroom provision.



Free School Meal Vouchers

Any parent/carers who think their child might be entitled to receive this significant weekly voucher is requested to urgently contact Miss Raven on office@camelot.southwark.sch.uk to complete the necessary forms to qualify for this payment. The sooner that this application form is completed the sooner any decision can be made regarding whether your child is entitled to be supported in this way.

Action: Priority

Camelot Lockdown School

Lockdown Experiences and Life at Camelot since
March 23rd 2020



Our Year 4 classroom!



Our 6 Year Olds
together!



Our Year 2 classroom!



National Thank a
Teacher Day



Our Year 1 classroom!

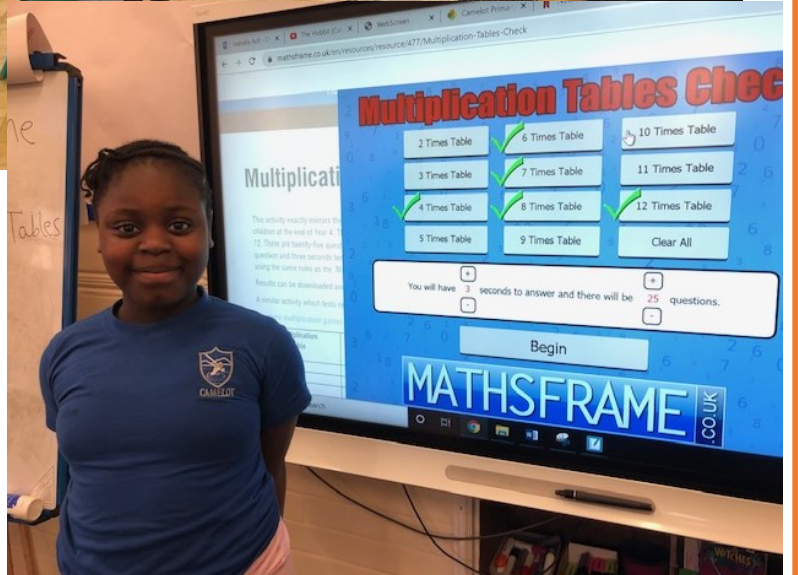
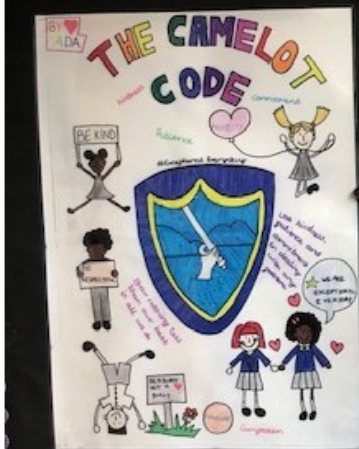


Social distance PE!

Memories from 2019/20

Thought these might
cheer us all up at this
exceptional time!

@CamelotSE15
#exceptionaleveryday



Thinking about next academic year... dreaming of a holiday!

Camelot School Term and Holiday dates

Academic year 2020/2021

Autumn term 2020

- Thursday 3rd September 2020 to Friday 23 October 2020 (37 school days)
Half Term Monday 26 October 2020 to Friday 30 October 2020
- Monday 2 November 2020 to Friday 18 December 2020 (35 school days)

Spring term 2021

- Tuesday 5 January 2021 to Friday 12 February 2021 (29 school days)
Half Term Monday 15 February 2021 to Friday 19 February 2021
- Monday 22 February 2021 to Wednesday 31 March 2021 (28 school days)

Summer term 2021

- Monday 19 April 2021 to Friday 28 May 2021 (29 school days)
Half Term Monday 31 May 2021 to Friday 4 June 2021
- Tuesday 8 June 2021 to Wednesday 21 July 2021 (32 school days)

Total number of days for children in school: 190

Inset Days: 5 days for staff only

Tuesday 1st September 2020
Wednesday 2nd September 2020
Monday 4th January 2021
Monday 7th June 2021
Thursday 22nd July 2021

Public holidays

- Christmas Day – Friday 25 December 2020
- Boxing Day – Monday 28 December 2020
- New Years Day - Wednesday 1 January 2021
 - Good Friday - Friday 2 April 2021
 - Easter Monday - Monday 5 April 2021
- May Day Bank Holiday - Monday 3 May 2021
- Spring Bank Holiday - Monday 31 May 2021

Please remember that children are only at school for 190 days each year and after the events of current times we cannot reiterate the importance of 100% school attendance and for all children to be allowed to be at school every day. Any plans to remove a child from their entitlement need to be discussed first with Mr Robinson and the request put in writing before a decision is communicated that would support any such plans. Parents/carers are not supported to book flights or make plans before the school has authorised any decision. Any unauthorised absence will incur a fine of £60 per parent/carer. Sorry, not our rules!

Southwark Council announces an emergency support scheme to help families in our area

Southwark Emergency Support scheme

<https://www.southwark.gov.uk/benefits-and-support/emergency-support>

Contact Number: 0207 525 2434

Southwark Council announced earlier this week a further £1.5m in emergency funding to be made available ensuring those requiring emergency support including food and fuel would be able to access support immediately. Whilst Government has announced some further support for families in receipt of free school meals we recognise that this may take some time to be made available.

We will be making temporary changes to the eligibility criteria for the Southwark Emergency Support Scheme.

Eligibility will be extended to those who experience a sudden loss or interruption to income as a consequence of the impacts of COVID-19, and who lack other resources to meet their household's basic needs for short periods.

The following criteria will also apply to families who live in Southwark and whose children are currently in receipt of free school meals until such times as government put alternative arrangements in place.

- Those claiming benefit but who face lengthy delays before they receive their first benefit payment and who lack other resources to meet urgent basic needs
- Those who are employed under zero-hour or similar contractual arrangements and who may still be employed but are without work or earnings and lack other resources to meet urgent basic needs
- Those who are self-employed but without work or income and lacking other resources to meet urgent basic needs
- Those whose income has fallen but where payment of Universal Credit for example does not yet reflect that change and who find themselves temporarily lacking resources to meet urgent basic needs
- Those facing significant deductions from their Universal Credit award or other benefits and as a consequence lack resources to meet urgent basic needs
- Those who experience problems claiming benefits for example due to difficulties in meeting evidence requirements (this would apply mainly to foreign nationals or UK citizens who were not born in the UK and who are we know likely to face problems when satisfying residency test for UC)

Parent/carers consultation sessions regarding the new Sex and Relationships Education (SRE) curriculum that will be taught from September 2020 onwards:

Whole School SRE Policy consultation session: Rearranged to Friday 3rd July 8.50 a.m.

Please note that this consultation is likely to go ahead via a Zoom Conference and email correspondence

Year 1 Medicines and People Who Help Us	Lesson 1: Staying Healthy Lesson 2: Medicines Lesson 3: Who gives us medicines?
Year 2 Keeping Safe	Lesson 1: Risk Lesson 2: Hazardous Substances Lesson 3: Safety Rules
Year 3 Smoking	Lesson 1: Why People Smoke Lesson 2: Physical Effects of Smoking Lesson 3: No Smoking
Year 4 Alcohol	Lesson 1: Effects of Alcohol Lesson 2: Alcohol and Risk Lesson 3: Limits to Drinking Alcohol
Year 5 Legal and Illegal Drugs	Lesson 1: Legal and Illegal Drugs Lesson 2: Attitudes to Drugs Lesson 3: Peer Pressure
Year 6 Preventing Early Use	Lesson 1: Cannabis Lesson 2: VSA and Getting Help Lesson 3: Help, Advice and Support

The new requirements

From September 2020, all schools with a primary phase (including all-through and middle schools) will need to provide:

- Relationships education
- Health education

You're likely to cover parts of these topics already if you teach sex and relationships education (SRE) or PSHE - which are currently optional for state-funded primary schools.

This is set out in the Department for Education's (DfE) [guidance](#), which it finalised following a consultation. This will replace the [current SRE guidance](#).

Additional and recommended advice provided to Mr Robinson from his children's Southwark Secondary School

Talking to young people about COVID-19.



The British Psychological Society

Make a dedicated time and space to talk about this in the daytime. This should be earlier in the day, and separate to the bedtime routine. Talking through difficult feelings too close to bedtime can raise anxieties, which can stop your child from feeling sleepy. It is very important that worries are talked through together with a suitable adult so that they are not ignored.

Mental Health & Wellbeing



MindEd

e-learning to support young building minds

Information and support on mental health and wellbeing.

Useful links:

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing>
<https://www.childrenssociety.org.uk/coronavirus-information-and-support>

Recognising and dealing with stress



Childhood Bereavement Network

Life is full of pressures and challenges. When these get too much and start affecting us badly, this is what we call stress. Stress affects our bodies, our minds, our feelings and how we behave. If we feel bad all the time, we can also get depressed or anxious. It is important to get enough sleep, eat well, take exercise and plan ahead for each day. Also talk to someone!

If you don't want to talk to someone in person, you could call Childline on 0800 1111.

The Importance of Sleep!



Since the start of the COVID-19 pandemic many students and their parents are at home all day. Parents are finding that without the routine of school and work, the whole family's sleep is affected. This is particularly hard for children with Autistic Spectrum Disorder, who are often very sensitive to changes in routine. To give your body the best chance of staying in normal time, you should consider following these tips:

Stick to your normal wake and sleep times as much as possible and limit lie-ins to the weekend.

If you are self-isolating and need to stay indoors, open up all the curtains/blinds first thing in the morning. Opening windows for 20 minutes in the morning will help you to get a blast of fresh air.

Make a daily timetable of what you will be doing as a family to keep some structure and get some exercise during the day. If you can go outside then this is best, however if this is not possible then try to use the spaces in your home creatively. Follow an exercise video together as a family, or make up some games that involve jumping/skipping/running.

At night, make sure you are closing the curtains/blinds and dimming the lights at the same time every day. Turn off screens for one hour before bedtime if you can.

Helpful information about creating a visual resource, can be found on the Autism UK website:

www.autism.org.uk/about/strategies/visual-supports.

Conflict Resolution

When you're spending more time with the people you stay with it may mean you get into more arguments or conflicts with those around you. Try to take a minute to think things through to avoid the situation escalating or getting worse. Be curious about the cause of the conflict but don't judge. It takes 2 to make an argument. Be calm and watch the situation de-escalate...

If you start to feel you cannot cope, or feel overwhelmed and stressed, speak to someone you trust. It can be scary to ask for help but, it takes strength of character to do so!

NSPCC Schools Service – Covid-19: Summary of NSPCC guidance, advice and support for children, parent/carers and professionals.

We've pulled together a summary of our advice, guidance and services to support your work with children, young people and their families during this challenging period.

NSPCC Learning: Guidance for professionals [\[Link to all content\]](#)

**Covid-19 –
Undertaking remote
teaching safely.**

[\[Link\]](#)

**Covid-19 –
Safeguarding
guidance and
information for
schools. [\[Link\]](#)**

**Covid-19 –
Safeguarding during
coronavirus: School
governors and
trustees. [\[Link\]](#)**

NSPCC: Support and advice for parents/carers [\[Link to all content\]](#)

**Covid-19 – Talking to
children about
Coronavirus**

[\[Link\]](#)

**Covid-19: Taking care
of your mental
health. [\[Link\]](#)**

**Covid-19: Keeping
children safe from
abuse**

[\[Link\]](#)

**Covid19 - Working
from home**

[\[Link\]](#)

**Covid-19: Arguments,
conflict and family
tension. [\[Link\]](#)**

**Covid-19: Lockdown
and separated
parents**

[\[Link\]](#)

**Covid-19: Supporting
children with
disabilities and
special educational
needs. [\[Link\]](#)**

**Keeping children safe
online [\[Link\]](#)**

**Baby Parenting Tips
[\[Link\]](#)**

Childline: Support for children and young people [\[Link to all content\]](#)

**Childline - What is
Conoravirus - How to
cope - Getting
support [\[Link\]](#)**

**Childline - Staying in
touch with friends
during lockdown
[\[Link\]](#)**

**Childline – Calm Zone
[\[Link\]](#)**

Factsheet Three: Understanding Resilience

**Camelot recommends/
favours/loves resilience!**



Building resilience in ourselves and our children

Have a watch of this video (Credit and thanks to Tracey Farrell for granting access to this)

<https://youtu.be/mlUuY9tUFok>

This video demonstrates how resilience can sometimes not be recognised for what it is and some of the ways we may cope that are helpful under the stress can cause difficulties when the stress is no longer there.

Nelly is nervous in the harbour and easily startled. The hyper-vigilance (being in a constant flight or fight) she needed to cope with the battles at sea, are misfiring when she is safe, getting her into trouble (bumping into other boats).

This might be happening for us and our children in Lockdown - there is lots of joking on social media about peoples food and alcohol levels being calorific and high to cope with the impacts of lockdown. However, in the long term these strategies will not be helpful and at some point people will be thinking of alternative ways to handle the uncertainty and anxiety caused by this situation.

Here's a video for children which explains resilience and the impact on the brain:

<https://www.youtube.com/watch?v=HJyDrT6N-mw&t=22s>

Have a look at this video suggesting what is needed to develop resilience (for you and your children).

<https://youtu.be/1FDyiUEn8Vw>

We love it at Camelot School that many of our children have many names and many long names... you should all be getting really fit by completing this Fit Activity for Kids! Practise so you can show us when you are back or send us a video and see if we can spell out your names with you?!

what's Fit activity for kids your name?

SPELL OUT YOUR FULL NAME AND COMPLETE THE ACTIVITY LISTED FOR EACH LETTER. FOR A GREATER CHALLENGE INCLUDE YOUR MIDDLE NAME & DO EACH ONE TWICE! FOR VARIETY YOU CAN USE A FAVORITE CHARACTER'S NAME OR A FAMILY MEMBER'S NAME.

- | | |
|---|--|
| A jump up & down 10 times | N pick up a ball without using your hands |
| B spin around in a circle 5 times | O walk backwards 50 steps and skip back |
| C hop on one foot 5 times | P walk sideways 20 steps and hop back |
| D run to the nearest door and run back | Q crawl like a crab for a count of 10 |
| E walk like a bear for a count of 5 | R walk like a bear for a count of 5 |
| F do 3 cartwheels | S bend down and touch your toes 20 times |
| G do 10 jumping jacks | T pretend to pedal a bike with your hands for a count of 17 |
| H hop like a frog 8 times | U roll a ball using only your head |
| I balance on your left foot for a count of 10 | V flap your arms like a bird 25 times |
| J balance on your right foot for a count of 10 | W pretend to ride a horse for a count of 15 |
| K march like a toy soldier for a count of 12 | X try and touch the clouds for a count of 15 |
| L pretend to jump rope for a count of 20 | Y walk on your knees for a count of 10 |
| M do 3 somersaults | Z do 10 push-ups |