



Finding Your Way

Support for the Summer Term 2020

Be still, and know that I am God
Psalm 46



The compassing of God be upon you,
The compassing of God, of the God of life

The compassing of Christ be upon you,
The compassing of the Christ of love

The compassing of the Spirit be upon you,
The compassing of the Spirit of grace

The compassing of the Sacred Three be upon you,
The compassing of the Sacred Three protect you,
The compassing of the Sacred Three preserve you

Amen

*Caim Prayer from the Northumbria Community Trust
Celtic Daily Prayer; Harper Collins, 2005*



*For I am the Lord your God who takes hold of your right hand and says to you, Do not fear; I will help you. **Isaiah 41: 13***

Throughout this testing time, the Oxford Diocesan Board of Education has accompanied you even when not in person. Through online means and phone contact, we have kept in touch with you, our school leaders, and offered as full a service to you as restrictions allowed. We acknowledge and admire the way you have managed through the difficulties, how all of you have given so much to keep children safe and support key workers.

A compass does not work unless you stand still. Now we are facing and overcoming challenges which we have never faced before. We encourage you to stand still and take time to orientate yourself and your school communities, knowing that you are all upheld within God's love.

This document comes from your diocesan adviser team, and you will recognise the voices that have contributed to it. It is intended to provide practical and spiritual direction during the transition from closure and lockdown. The compass is a symbol of navigating new waters, of moving towards new places and new ways of living. We include advice and suggestions which complement those you may receive from other organisations.

To that end we offer help, shaped by Bishop Steven's Diocesan Vision calling us to be Christ-like: contemplative, compassionate and courageous.

This document provides a central resource for some practical elements of serving a church school during and after a challenging period for the whole community, including for worship and bereavement. Further resources are available on our website and are noted in the 'Way Forward' section. These will continue to be augmented as time goes by.

We are committed to serve you, our school leaders. You have borne the brunt of the organisational feat of the last few weeks with little advance information and will now do the same with transitioning back to schools re-opening in some form. On behalf of the Oxford Diocesan Board of Education, we are profoundly grateful for what you have achieved and what you will continue to do.

The word 'compassionate', begins with compass. We hope you use this compass document to guide your way ahead.

God bless you as you take your next steps.

Frances Bartlett (Deputy Director)
and the Oxford Diocesan Board of Education Adviser Team



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*For I am convinced that neither death nor life, neither angels nor demons, neither the present nor the future, nor any powers, neither height nor depth, nor anything else in all creation, will be able to separate us from the love of God that is in Christ Jesus our Lord. **Romans 8: 38-9***

Change, Loss and Bereavement in a time of Global Pandemic

Human beings experience degrees of change and loss all the time; Heraclitus the Greek Philosopher once stated that our experience of the world is like stepping into a river; the river we step into on one occasion is never the same one we step into on another. Time, life is continual motion, flux and change. However, few of us will have experienced in our lifetime the scale and disruption of change that the Covid 19 Pandemic has brought to our homes, our society and our world and the ODBE is keenly aware of this.

It is quite likely that many of you within your school community will know of, or know personally, people who have had the virus severely, or sadly people who have died of the virus. Perhaps you or your community have experienced a bereavement without being able to see a loved one, and almost certainly members of the school community will be experiencing other fears on the horizon, such as unemployment, insecurity and purposelessness due to insecure work and financial situations. Perhaps members of your school community will return bereaved of people they hold dear and depend upon.

People often talk about the big 5: a list of the 5 most stressful events in life, namely bereavement, divorce, job loss (and money worries), moving house and severe illness. The current situation clearly hits three of these full on, whilst the other two could certainly also be secondary consequences.

However, beyond that, school communities are also experiencing all kinds of other smaller losses on a daily basis too. Normal ordinary 'givens' have been ripped from under our feet, as much in schools as anywhere else: the working day, the working week, place of work, friendships, routines, interrelating with colleagues and governors, the list goes on. The classroom has been replaced by a laptop or phone, the staffroom by Zoom, the playground by back gardens and yards or shared parks and public spaces. What about the Year 6s who are mourning the loss of their long-awaited residential, or final assembly, or the Year 11s and Year 13s who don't have the rite of passage of Prom, Results Day or the Final Exam? The retiring Head or long-serving member of staff who doesn't get to say goodbye properly after a lifetime of service at the end of a final summer term, or a Form Teacher who doesn't have the opportunity to say a proper goodbye to the class she or he has been nurturing for most of the year. This too is loss, and we need to be honest about it and acknowledge it. The shortest sentence in the Bible is when Jesus hears about the death of his beloved friend Lazarus, and St John simply says: "Jesus wept." We weep too and should be unafraid to do so.

However, at Easter, Christians often reflect on the Bible passage about Mary Magdalene meeting with Jesus on the first Easter morning in the garden by the empty tomb. Mary at first does not recognise Jesus, mistaking him for a gardener, but when she does, she tries to touch him, possibly to see if she is hallucinating. Jesus utters the very enigmatic words: “Do not hold onto me, for I have not yet returned to my Father.” This has been the subject of many famous paintings and seems strangely appropriate and apposite for our times of social distancing. But what does it mean?

When we think of God it is easy to use words as eternal, all-loving and all-powerful, and another one we might imagine is ‘unchanging’. Here, though, we clearly see Jesus – the Son of God for Christians – in absolute transition. A state of twilight in-betweenness, a now and not yet; Jesus is rising but has not risen. So, this passage reminds us that transition and change is fundamental to the human condition and, for a God made flesh in Jesus for Christians, then that change and transition is necessarily somehow part of an eternal God.

But this passage also prefigures the fullness of the emerging resurrection. Death, transience, trauma, never have the last word for Christians, because it doesn’t have the last word on Jesus. The disciples virtually all abandoned Jesus on the cross, assuredly believing that the day, the cause, the battle had all been lost. But despair, depression, isolation and fear did not have the last word or those first disciples. The final word was unimaginable to them at the point of greatest change and loss, but it was coming towards them in all its brilliance and possibility just over the horizon of sight, and it knocked them for six when it arrived: resurrection, new life, potent energy, vision and most importantly HOPE.

So, Heraclitus might have been wise in his analysis of the changing state of the world, comparing it to a river, and for Christians and many others, there is also a message that change can bring about times of creative transformation.

[Comments on bereavement from faith perspectives](#) thanks to Rev Hugh Ellis, Chair of the Oxford Diocesan Committee for Inter-faith Relations for sourcing the following.

A Muslim perspective

The current pandemic has hit all of our communities hard, and we will all be grieving in our own ways. Whilst the Muslim community is a diverse mix of cultures and ways of life, the following information on Muslim funerals and bereavement (under normal circumstances) may be helpful to Headteachers when interacting with Muslim families coping with loss.

Islamic tradition encourages burial after death as soon as possible (often within one or two days). Under normal/relaxed conditions, this means children would be attending funerals very shortly after a relative or family friend has passed away. Funeral prayers are considered very important and invitations to these are often extended throughout the community. Islamic tradition is strongly against cremation and so the deceased are always buried.

In some Muslim cultures, death is often followed by a forty-day grieving period, which could mean a prolonged absence from school, particularly after the loss of a very close relative. During this period, other extended family members or close family friends will often play an active role in helping to facilitate day-to-day life for the grieving family, such as by cooking meals, helping with children, or household chores.

Islamic culture encourages the visiting of the graves of the deceased, so as to pray for them. In some cultures, this happens on Fridays, which is considered a holy day in the religion, and (in normal circumstances) visits to graves often take place on Friday afternoons after congregational prayers.

In many cultures, elderly relatives, such as grandparents or older aunts and uncles, live with the family. This means a loss of an older relative can have a direct impact on children's home environment, and may change the dynamic of the home permanently.

Muslims believe strongly in an afterlife, which can often bring comfort at the time of bereavement. There is a strong emphasis on Allah, God's, mercy, compassion and forgiveness, all of which can be helpful when offering comfort to the bereaved. Death is not considered to completely sever ties with those left behind – Muslims are encouraged to pray for and do good deeds in the name of the deceased with the belief that the departed may receive the rewards of these actions. This pro-active approach can also be a source of comfort for those left behind.

A Jewish perspective

Sadly, the Anglo-Jewish community have lost many members to COVID-19 (somewhere around 400 of a population of 265,000). What that means is that a large majority of the UK Jewish population will know someone who died from the virus and the deaths weren't limited to the elderly and the frail. Because we have such a social tradition, infection rates were quite high, early-on, before we realised the danger.

The even sadder part is that families aren't able to carry out the traditional community-supported funeral and mourning rituals. Where normally Jewish families would conduct funeral services in a chapel at the cemetery attended widely by relatives and friends, at present our cemeteries are shut, only allowing immediate family (not more than 5 members) to attend an abbreviated graveside service. And where it is customary to spend 7 days of mourning at home before resuming one's work routine and to have people visit throughout the day to offer condolences, we're now all spending time at home and, at best, the mourners are comforted by an online memorial service.

This suggests there will be a need when day-to-day activity resumes to have some form of acknowledgement service for all the families who were denied the traditional ritual practice.

There's a great amount of material online explaining Jewish end-of-life customs - which would include not only the ritual but the theological views about life and death. [The Board of Deputies of British Jews](#) may be worth contacting for advice on lesson plans to support this.

With regard to worship, it may be wise to bring in a rabbi (or Jewish faculty member) to lead or facilitate worship where a number of pupils are from the Jewish faith.

[A Time to Mourn. A Time to Comfort.](#) by Ron Wolfson explores the fundamental message of Judaism through stories from mourners and comforters.

A Sikh perspective

Sikh pupils: Sikh families are close families. Children are involved in all domestic matters. Many live in a joint family set up with several generations. Loss of any dear and close relation affects children in the Sikh community, as in all others. Our advice is to look at mentoring, offering listening ears and sympathy and possibly counselling.

Further Support

1. Bereavement Charities:

There are some very good charities that are well set up for helping people with grief. Most notable for children would be the local Oxfordshire charity [SeeSaw](#): and for adults the charity [Cruse](#) are a nationally renowned and respected provider :

2. Spiritual Support:

The Oxfordshire charity [Bespace](#) are familiar friends to many of our schools, and they are part of the larger family *Prayer Spaces in Schools*. Although all prayer spaces that have been planned in schools are currently on hold, there are some excellent ideas for creating your own [prayer spaces at home](#) led by either children or adults.

3. Pastoral Psychological Support:

The long-established and very well respected charity [Fegans](#) have developed their offer to focus on *Parenting in a Pandemic*, and they offer counselling to children and support for parents on line.

Similarly excellent support can be accessed via the charity [Mind](#) and [Buckinghamshire](#) and [Oxfordshire](#) have their own specific branches.

Finally an excellent charity called [One-Eighty](#), offering support mostly around Cognitive Behavioural Therapy, operates in Oxfordshire and Buckinghamshire.

There is of course also the local Child and Adolescent Mental Health Services (CAMHS) in your area too for more serious concerns.

Wellbeing

During this challenging time, it is vital that school leaders access, as they feel appropriate, the pastoral support of their diocesan School Link Adviser and the support of the whole ODBE team. It is a time when compassion is critical, not only for others but also for one's self.

'If your compassion does not include yourself, it is incomplete' Jack Kornfield

The current context has emphasised people's need for clarity and connection with others because of the lack of control that many are feeling over the situation they find themselves in which is changing on a daily basis. Regular communication, in whatever form, e.g. bulletins, emails, virtual meetings etc. from school leaders about what they know and how government policy will be interpreted on the ground in each role within a school is essential to promote wellbeing. Valuing each person's contribution to the school's overall goals will promote a team spirit and a connection to the rest of the team, even when physically separated. The emotional impact of the current context will vary depending on each individual's life experiences and this calls for genuine empathy and kindness to override feelings of isolation and fear, especially if some colleagues struggle to talk about their feelings. As always, the quality of relationships is critical to creating an ethos that allows all individuals to flourish but especially at a time when we are dealing with such challenging circumstances and many of us are feeling worried, stressed and anxious.

The 'Mental Health Awareness Week 2020' (May 18th – 24th) has the theme of kindness. Why kindness? *'Because of its singular ability to unlock our shared humanity. Kindness strengthens relationships, develops community and deepens solidarity'*. At a time when each of us can, at times, feel alone, kindness can make you feel connected to others in some way. Further details can be found on www.mentalhealth.org.uk Remember that often 'giving makes us feel more fulfilled than receiving' so showing acts of kindness impacts on us positively as well as being the recipient of a kindness. Both MIND and NHS also recognise connection and belonging as being central to wellbeing.

In addition to ensuring clarity and offering opportunities for connection, school leaders could share some possible other strategies to promote a sense of wellbeing, including:

- Journaling – putting pen to paper allows you to focus on your thoughts, facing the reality of what you have been doing and identifying what has gone well and what may have gone not so well but what has been learnt from that experience. Going over previous 'gone well' experiences can also be a great encouragement
- Regular opportunities to share any 'silver linings' and encourage each other – recently shared silver linings have included the kindness of neighbours leaving meals on the doorstep, parents thanking school staff for regular communication and support for home schooling
- Maintaining regular mealtimes to maintain order and blood sugar levels
- Promoting regular physical movement – exercise helps to make you feel good mentally, even a short walk in the fresh air

- Regular opportunities to speak with family and friends
- Treat yourself – personal reward and celebration of something achieved in a day e.g. a relaxing bath, a favourite meal, a favourite film, listen to/play music, chocolate, wine – but it is important to monitor alcohol intake
- Indulge in a hobby – resurrection of a past hobby or identifying new ones
- Escape in a book
- Rest and relaxation e.g. sitting in a garden – neuroscience has shown that being in a ‘green’ space has a positive impact on mood, breathing exercises, mindfulness activities
- Personal reflection or prayer

It is essential to remember that school leaders should direct any member of staff to access their GP if they feel that they are exhibiting concerning or unmanageable levels of stress and anxiety.

"Pooh!" he whispered.

"Yes, Piglet?"

"Nothing," said Piglet, taking Pooh's paw. "I just wanted to be sure of you."

AA Milne



Treat others the same way you want them to treat you
Luke 6:31

Sustaining Flourishing Leaders

In addition to the wellbeing section above, it needs to be reiterated that self-compassion is critical for all school leaders as they feel the weight of responsibility in these challenging times. Often our intra-personal dialogue can be so negative and the positive comments we so readily encourage others with are absent in our reflections on self – ‘speak kindly to yourself’ is a key phrase for all leaders. Leaders will be encouraging and supporting their team and they themselves can be sustained through the support and encouragement from their team. It is also important to identify a trusted peer, close friend, your school link adviser, local incumbent or someone else with whom you can share things confidentially.

Honesty is so important for flourishing, leaders do not have to have all the answers and it is fine to share this with colleagues, especially when these are unprecedented circumstances where nearly everyone is being personally affected and there is no previous similar experience that you can draw any solutions from. Wisdom can come from a team approach – ‘*none of us is as smart as all of us!*’ – and the commitment to active listening by everyone allows all to feel valued and wanting to bring out the best in each other through contribution of ideas. This commitment to team solutions demonstrates confident humility of the leader. As one headteacher shared, his deputy headteacher’s feedback was ‘there is a saviour and it isn’t you’.

Living with this reality means leaders must also accept their own emotional response and identify their own strategies for raising personal ‘energy’ levels (see examples of wellbeing strategies above) and ‘believing the compliments that they receive’ should be added to the rewards list! Emotional reactions can kick in quicker than a rational response so it is important that leaders give themselves ‘thinking space’ and don’t get overtired – careful words can build and careless words can cause damage so don’t be caught off guard through tiredness. Anyone suffering with sleep deprivation should consult their GP.

In Bishop Steven Croft’s book ‘The Gift of Leadership’, he states:

“Watching over myself is at the heart of the Christian tradition of leadership, ensuring that the leadership I offer has integrity and balance.” Consequently, it is essential for every school leader to develop a pattern of reflection or prayer, work and rest which is right for them.

New and Retiring Headteachers

In the current pandemic there is great concern for many, both pupils and adults, who are ending a stage in their education or career, that they have been denied the normal opportunities for closure before moving on to their next 'stage'. For some, this sense of loss is proving to be a serious emotional issue. The movement of staff and pupils at Easter, and likely in the summer 2020, has presented a number of challenges linked to farewells and effective induction and clearly there is hope that measures to overcome such challenges will ease at the end of this term. Regarding headship, ODBE is committed to supporting schools with headteacher induction in the autumn term, in the first instance through the support of the School Link Adviser, and also wishes to thank all the headteachers who are due to retire, or move to another post, for their years of valued service. It seems there will be a number of 'social gathering farewells' that may possibly be planned for the autumn term, depending on updated government guidance.

Leading your Church of England School

When considering all of the above advice and guidance, it is important to remember the particular context of the Church of England school in its community. Church of England schools, often founded well over a century ago, have been a vital part of towns and villages across the country. Headteachers are genuine pillars of these communities and people look to them for guidance, support and example. This can be an additional pressure in times of difficulty as leaders strive to respond in the best possible ways to ever changing demands and advice.

Guidance will be coming into the school from the government, unions, MATs and local authorities and leaders need wisdom and strength to sift through this in order to make the best decisions for their specific contexts. Remember that everyone is human and what is right for one school may not be right for another. When mistakes are made, as they undoubtedly will be, it is important to practice the values of forgiveness, compassion and integrity that schools encourage and live out in their daily lives.

No Church of England school leader is going through this alone; the school and church community will be there and the ODBE is here to walk alongside you. Support is available to all school leaders as they navigate their way through this journey – school link advisers can be contacted for specific support as needed.

SIAMS

School leaders may wish to consider their Church of England foundation and work with the Diocesan Adviser Team to undertake planned evaluation or development work around SIAMS. The ODBE strongly advises that leaders and governors prioritise the health, safety and wellbeing of the whole school community above all else at this time. However, advisers are offering support which may be delivered virtually.

The following activities are offered to schools and would usefully inform next steps for schools and advisers moving forward. At the time of writing, inspections are suspended and the resumption of these will be determined by the DfE and Church of England Education Office. We advise leaders to look at the Diocesan Website for updates on SIAMS.

Advisers will keep leaders informed of developments around SIAMS as these become known. You may wish to consider one of the following options with remaining SLA credits – further details are included in the ‘Way Forward’ below.

1. SIAMS Website Review
2. SIAMS Self-evaluation Support and Feedback
3. SIAMS Virtual Briefing Session School Staff and Governors

In the first instance, please contact your Link Adviser to discuss any of the SIAMS virtual activities. [Allyson Taylor](#), SIAMS Adviser for ODBE may also help to deliver or support this work.

Governing Board Responsibilities

Guidance for governing boards during this time has been produced by the DfE and NGA and it is likely that they will update this as things change and develop. Each governing board will have found the best way of working for them and ensuring that vital work continues.

Communication has never been more important – between governors themselves and between governors and the school community. In particular, the support of the chair will be invaluable to the headteacher. As mentioned in ‘Leading Your CE School’, in times of uncertainty and change, communities look to key figures for guidance and support and the headteacher will be called upon to provide some of that leadership which could add additional pressure at a difficult time. Just knowing that the governing board acknowledges this can be a real encouragement.

Each community will work in a unique way and this could be a good time to consider what sources of support are available to schools locally. Governors may want to think about developing new links with others or re-establishing old connections. This may even be a time to let go of any connections which are not particularly purposeful as different priorities develop. It is a time to think about the community groups schools work with or support and evaluate the best ways to sustain or strengthen these links.

In all of this, all school leaders should remember their vision and values – time has been spent together agreeing and developing this vision so living this out through decisions, work and communication will help leaders to navigate their way through this time together.

Chaplaincy Support

If you already have a school chaplain, then this is obviously an important time to be linking with that person. Chaplains always aspire to share the context of the people whom they serve, and there may be tangible ways that chaplains can support the school communities at the moment, whether it be by ringing up more vulnerable families from the school community, helping to source food delivery for less economically advantaged households, or offering generic and gentle mental health support through a pastoral conversation with staff, pupils or parents who might be struggling at this time. Don't be afraid to solicit help from your chaplain at this time: this is what they are there for.

It is quite possible and likely that the current context has thrown up spiritual or existential questions for your community, beyond the physical and emotional concerns. Once again, spiritual care is what chaplains do best, so do get in contact with them.

Equally, maybe the current circumstances have made you wonder whether it would be a good time to consider establishing a chaplaincy relationship with your local church, to help support the school, staff and leadership through some potentially turbulent times ahead. If you are interested in doing this, then we would really encourage you to use this time to start a conversation with a local church (it doesn't have to be Church of England), parish or deanery, about how chaplaincy could develop and deliver real benefit to your community.

It is also entirely appropriate that, where you have significant numbers of other faith adherence (or a common ethnic faith background), that you explore a chaplaincy with an appropriate faith which is not Christianity. Our chaplaincy adviser at ODBE, the Revd Charlie Kerr, is available to support you. His contact is charlie.kerr@oxford.anglican.org

[The National Educational Chaplaincy Resource](#) and [Chaplaincy Central](#) are two other resources, which you may find helpful in thinking about chaplaincy.



WORSHIP

All the nations you have made will come and worship before you, Lord; they will bring glory to your name. For you are great and do marvellous deeds; you alone are God.

Psalm 86: 9-10

These eleven [Acts of Worship](#) have been specifically written with recent events in mind, with scripts, notes and further suggestions for worship leaders and optional PowerPoint slides which may be added to.

Please read the Introduction in order to make the most of how you can adapt and use these acts of worship in your context.

Each act may be delivered as a 'stand-alone' worship. We suggest the three for each theme are delivered in numerical order for flow.

1. An introduction to the resources
2. A first worship, with an alternative for EY and KS1
3. Three acts of worship on Courage
4. Three acts of worship on Compassion
5. Three acts of worship on Contemplation

See exemplar slide below, the full set are on the schools page of the [diocesan website](#)

Finding Your Way | collective worship | Contemplation 2

 **Space to be Filled**



Gathering and Greeting

We come together to experience stillness in the presence of God

who is with us, hears us and knows us.

Reflection

What has your experience of having space to be still been like?

Lord of all time,
Thank you for the spaces where we can be quiet,
Both together and separately.
Help us to know that we do not need to be lonely, even when we are alone,
Because you are always there.
Amen



But they who wait for the LORD shall renew their strength; they shall mount up with wings like eagles; they shall run and not be weary; they shall walk and not faint.
Isaiah 40:31

Supplementary Resources and Support

SIAMS

1. Website Review

- Link Adviser undertakes an offsite review of the school's website using the criteria available on the ODBE website
- Selection of policies to be audited via the website with evaluation of the impact of the vision through the school's core work
- Summary of development points and strengths shared with the school to be discussed in a virtual meeting with Leaders

2. Self-Evaluation Support and Feedback

- Feedback given using margin comments, to Summary Self-Evaluation Tool (SEAT) and/or Summary Reflection 2 pages, or Making a Case for Excellence (MCFE), sent electronically to the ODBE Link Adviser and SIAMS Adviser
- Summary of findings shared with the school to be discussed in a virtual meeting with Leaders

3. SIAMS 'Essential' Briefing Session for School Staff and Governors

- Link Adviser or SIAMS Adviser to deliver a short virtual session, using PPT slides and commentary
- Clear signposting to relevant documentation to be offered, with weblinks
- Intended 45-minute session with 15 minutes for Q&A
- Available within the SLA without charge, non-SLA schools £90 to be invoiced

RE

[The diocesan scheme of Work for RE has 3 units on the Beatitudes for KS 1, 2 & 3](#) which may be helpful in looking at compassion.

Contact [Anne Andrews](#), RE adviser for further information

[Further resources available on the diocesan website](#)

[Guidance on Faith and Bereavement from the DfE](#)

[Bible verses for use with the vision statement: compassionate, contemplative, courageous](#)

[Oxford Diocesan Board of Education Website Index](#)

[Prayers and Thoughts](#)

[Reflections and Activities](#)

- [Fruit of the Spirit](#)
- [Prayerful reflection](#)
- [Easter to Ascension reflections](#)
- [Prayerful activities](#)
- [Singing](#)

[Things to help us talk and think about what is happening](#) Support for parents and others to talk to children, including the Bookshelf for further reading

[Explore the world of religion and beliefs](#) Support for parents and children to encounter the wider world of beliefs, practices and cultures of others

Be still, and know that I am God

Psalm 46



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