

## Community Bulletin

Monday 11<sup>th</sup> May 2020

### School Update

The 75<sup>th</sup> anniversary of VE Day will live long in the memory: a bank holiday that had been moved to align with the commemoration, celebrated by the majority of the country indoors or two metres apart. Despite this, it served as a reminder of the power of community in times of adversity. A reminder of the contribution of three million people from Britain and its overseas colonies who served in the British military to defeat Nazi Germany. A reminder too of the contribution of the 45 million people at home in Britain during the war. People ready to accept limitations on their freedom for the greater good.

We are sure everyone in the community watched the Prime Minister's briefing last night with interest, and you might be left with questions regarding the reopening of schools. The School has had no further information regarding this, other than what was in the statement. This included that the country "may be in a position" to bring Reception, Year 1 and Year 6 primary school children back to their school on 1<sup>st</sup> June, and that the Government has an "ambition" to give secondary school pupils who will be sitting exams in 2021 – presumably meaning Year 10 and Year 12 – "some time" with their teachers before the summer holiday. We will continue to update the website with information as and when we receive it.

We would like to draw your attention to a competition called Generation Lockdown Writes. We will include a regular section about this, and [you can find out more information here](#), but this is a writing competition for those aged between seven and 17. It is an opportunity to write about your experience of the "lockdown". It could be a personal experience, a poem, or a creative story, but it must be 700 words or under and submitted by 17<sup>th</sup> July.

Year 13s and their parents will want to read [this letter from the Universities Minister](#) that includes details on university admissions, accommodation and loans.

There are a number of letters on the school website we would like to draw your attention to: [a letter to parents](#) on the awarding of qualifications this summer, [a letter to pupils](#) on the awarding of qualifications this summer, and [a letter to Year 13s](#) on the university admissions process. Please continue to check the [website](#) for further updates.

Please also note reposted sections below on Ramadan, e-safety including parental safety controls, Show My Homework and national health measures during this period of school closure.

### School Highlights

Over the last two weeks, our Year 7 and Year 8 pupils have been learning about the horror genre in English. As they have read extracts from both classic and modern horror texts, they have also been asked to write in response to them. The English Department have been pleased and impressed by both the effort and creativity of the work submitted. We would love to share all their work, but are limited by space and so we are delighted to share some names of pupils who have particularly impressed us with their innovative responses to the tasks, their use of language and how they have clearly thought about the effect of their choices on their readers.

There are two main tasks we are sharing in this edition. The first was in response to *The Ballad of Black Tom*, a short story by Victor LaValle, which itself was a re-imagining of H. P. Lovecraft's story *The Horror at Red Hook*, where a character has to deliver an unusual and magical object to a mysterious stranger. The second was in response to the science fiction novel *Fledgling* by Octavia E. Butler – in the selected extract, the main character slowly realises that they are a vampire.

Across both tasks, pupils across both years showed lots of strengths:

- They showed real creativity and went beyond the basic outline of the task and brought their own ideas and twists to the scenario
- They worked very hard to create tension across their writing, by building in little clues about what would happen, using longer sentences with commas to slowly build expectation, and holding back key details until the right moment
- They thought about the vocabulary they chose, so it fitted the genre and also the moment in the story they were up to
- They used unexpected and refreshing images to help their reader imagine the setting and their characters.

We're hoping to see lots more of the same, and hopefully also:

- Increasing control over the range of sentences used, to shift the pace and tone of the story at the right time
- Maintaining the creativity we've seen, especially in withholding information to reveal it at the right moment.

We aren't able to share full names, so please ask your English teacher if you are in doubt about whether your work appears here.

#### Highly Commended – Year 7

Fulvio  
Dominic  
Riccardo  
Keeyan  
Anthony  
Zhandos  
Zaid

#### Highly Commended – Year 8

Spencer  
Oliver  
Alex  
James  
Mal  
Nathaniel

And here are some highlights.

"As I suddenly went up the stairs in the darkness, I felt a shiver in my spine like no other, I heard a slight thump or bump like no other. Intrigued, I looked at the old, rusty pictures, not one showing a smile. Not one showing a feeling of happiness. What was this house built on? Sucking out people's merriment and replacing it with fear I ponder." Samuel, Year 7

“And finally, amidst the dazzling sunshine and lustrous, emerald leaves draping from the hazel trees, Tommy Tester found his destination. He slumped down on the tarmac, exhausted after the long journey, checking his dilapidated pouch to see if he still had the delivery. To his relief, it was deep in the bottom of the bag, unharmed. As he raised his head, Tommy could not help but admire the irresistible sight of the colossal trees towering over one side of the patch of land, allowing any welcoming visitors. The sound of elegant chirping echoed across the small town, muting all unpleasant energy.” Lukas, Year 8

### **A Moment’s Thought**

Give a moment today to think about the roles of motivation, habits, practice and reflection in learning by reading the article below entitled ‘Why Super Learners Are Not Superheroes’, written by our very own Mr Scivyer.

You also might want to send in some thoughts in relation to this question:

*Would society be better if there were more scientists in positions of political power?*

This was a question taken from an entrance exam for Oxford in 2015. We thought it was a pertinent question in the current climate.

Send in your thoughts to [community@cfbs.islington.sch.uk](mailto:community@cfbs.islington.sch.uk).

### **VTalks**

As always, please check the [VTalks schedule provided for us by Speakers for Schools](#). This continues with live talks by industry leaders that would normally take place in schools, streamed on the link above. You can see the schedule [here](#).

*Tuesday 12<sup>th</sup> May, 10am: Simon Meller, Deputy Chief Executive for Arts & Culture at Arts Council England*

What types of skills and qualities do you need for a career in the creative sector? Simon Mellor, Deputy Chief Executive of Arts Council England will explore with students the range of skills employers look for and the wide range of roles available in the sector.

*Tuesday 12<sup>th</sup> May, 2pm: Josie Rourke, film and theatre director*

Her own journey within the creative industries, in particular film and theatre and director roles. Focusing on the challenges she faces, the joy she feels from her career and what she’d like her younger self to know.

*Wednesday 13<sup>th</sup> May, 10am: Lady Nicola Mendelsohn, Vice President for EMEA, Facebook*

Lady Nicola Mendelsohn will be joining SFS to discuss how she got to work at Facebook and her top tips for career success for young people.

Wednesday 13<sup>th</sup> May, 2pm: Sereena Abbasi, Worldwide Head of Culture and Inclusion, M&C Saatchi

Sereena's talk will focus on her journey of overcoming barriers and obstacles to get to where she is today. This talk will also share some helpful tips on how to get you name out there and build a career that you love.

Thursday 14<sup>th</sup> May, 10am: Ed Couchman, General Manager, SNAP Inc

This session will focus on Ed's own story, what advice he would share with his younger self and how social media / tech might change in the future.

Send in your thoughts to [community@cfbs.islington.sch.uk](mailto:community@cfbs.islington.sch.uk).

## Reading, Watching And Listening

### Reading

You might want to try the RamadanReadathon. The purpose of this readathon is to celebrate and support Muslim authors during the holy month of Ramadan. Whether or not you'll be participating, you can follow @MuslimReadathon on [Twitter](#) and [Instagram](#) for all the updates, as well as [#RamadanReadathon](#) to share your progress throughout the month or see what everyone else is reading!

To support this, [here's a list of books by British Muslim writers](#), most of which are intentionally novels for young adults, but those aimed at adults would be appropriate for pupils in Year 10 and above.

This is not just for our Muslim members of our community but would be a wonderful opportunity for all of us to learn about each others' culture and faith, as well as a chance to read some really good novels.

### Watching

In light of the celebration of VE Day on Friday, you might be interested in watching Darkest Hour, which is currently [available here on the BBC iPlayer](#). It is set in May 1940: 'As the Nazis advance against Britain's European allies, newly elected prime minister Winston Churchill must decide whether to leave neighbouring countries to their fate, by striking a peace deal with Hitler, or fight on against terrifying odds for the greater good.' It is a PG certificate and Gary Oldman received a number of plaudits for his portrayal of Churchill, including the Best Actor Academy Award.



### Listening

Audible have made some famous classic titles free to download or listen to online as audiobooks during this period, [available here](#).



It's particularly worth looking in to the 'Teen' category for new authors you might enjoy, and the 'Literary Classic' category has Frankenstein, a fantastic gothic text currently being shown in theatrical form by the [National Theatre on YouTube here](#), and The Picture of Dorian Gray, for those pupils who have enjoyed Dr Jekyll and Mr Hyde and would like to read something similar. Frankenstein is much

more action-packed, and if you were intrigued by the idea of scientific discovery pushing the boundaries of what humanity should know, you will really like this. Similarly, if you liked Stevenson's exploration of the duality of human nature and our desire to conceal our true selves, then The Picture of Dorian Gray would be right up your street.

Send in your contributions, along with your sources to [community@cfbs.islington.sch.uk](mailto:community@cfbs.islington.sch.uk).

### Poetry Corner

Read "[Hope](#)" is the thing with feathers by 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 -  
  
And sweetest - in the Gale - is heard -  
And sore must be the storm -  
That could abash the little Bird  
That kept so many warm -  
  
I've heard it in the chilliest land -  
And on the strangest Sea -  
Yet - never - in Extremity,  
It asked a crumb - of me.

[Emily Dickinson](#) is a nineteenth century American poet who here likens "Hope" to a bird. A bird that does not stop, and one that endures, despite the hardships it encounters.

Send in your thoughts and contributions to [community@cfbs.islington.sch.uk](mailto:community@cfbs.islington.sch.uk).

### Trying New Genres

Rock and roll pioneer [Little Richard](#) sadly died on Saturday. For many, Little Richard was an inspiration and the greatest rock and roll artist of the 1950s. You might want to [listen to his greatest hits here](#).

Send in your suggestions to [community@cfbs.islington.sch.uk](mailto:community@cfbs.islington.sch.uk).

## Career Insights

Pupils aged 15 to 18 can apply for online summer internships in a range of careers, including investment banking, medicine, engineering, psychology, architecture and computer science. These will take place throughout July and August and [full details can be found here](#).

## Learn A New Skill

As we adapt to home learning, and various other social distancing measures within our community, we want to ensure we are providing you with a range of resources that allow our young people to expand and develop a wide range of skills. Central to our curriculum is equipping our young people with the social and professional skills that supports a young person to be confident in pursuing the career pathway of their choice. We have started to source a variety of online platforms that will allow pupils to improve upon their skills while at home; all these online programmes are free, and suitable for a wide range of age groups. Although many things in our daily routine have been suspended there are still many ways we can continue to learn and grow, and the below activities can give our young people the opportunity to discover and grow skills that will support them in future endeavours. They may even be a chance for our parents and guardians to discover a new skill – you're never too old to learn something new!

Below are a list of free online programmes and courses, as well as the year groups that they would most likely be appropriate for. We would encourage our young people to engage in these programmes, as they are a great resource for developing valuable skills for the future.

[Lloyd's Bank Academy](#) – Years 10 & 11, create your own free learning course with lessons such as “Improving your CV and online applications”, “Staying Safe Online”, “Understanding Documents”, “Using email in the workplace”

[Future Learn: Create a Professional Online Presence](#) – Years 12 & 13, better understand the use of social media for future employability, and learn how to create a positive professional online presence

[Future Learn: Thriving in the Digital Workplace](#) – Years 12 & 13, learn about the digital skills that will support students in building successful career, and discover the new and evolving roles that are increasingly becoming tech-based

[Future Learn: Presenting your Work with Impact](#) – Years 12 and 13, learn about the importance of presentation skills, how to develop them further, and how to design high-quality presentations that will engage your audience

[Future Learn: Digital Skills, Social Media](#) – Years 10 to 13, understand the use of social media in business, and learn how social media can be used to support and expand your business strategy

[Google Digital Garage: Fundamentals of Digital Marketing](#) – Year 13, Google's Fundamentals of Digital Marketing course is accredited by the Interactive Advertising Bureau Europe and the Open University; the course covers the fundamentals of digital marketing, and how digital marketing can be used to support and expand your business venture

[Open University: Learn to Code for Data Analysis](#) – Year 13, a great one for our future computer scientists looking to explore or expand their knowledge of coding, and an introduction to how coding can be used in a professional and real-world application

[CISCO Networking Academy: Programming Essentials in Python](#) – Years 9 to 13, learn the basics of coding in Python; a great opportunity for our young developers to understand how computer programmes are created

## Well-Being

As well as keeping up-to-date with your PE tasks on SMHW, you might want to give the PE Department sporting challenge a try. They are asking you to try to throw a tea bag in a mug from a social distance, i.e. two metres. Send in your attempts to [community@cfbs.islington.sch.uk](mailto:community@cfbs.islington.sch.uk).

Here is the '[Meaningful May](#)' calendar created by the Action for Happiness team. For each day there is a small action that can be done which will hopefully lead to a feeling of well-being and happiness. Families could also find three good things from each day as part of their routine. They could be things they feel grateful for, moments that made them smile or laugh, or just something that made them feel good. They don't have to be big things, sometimes the smaller the better. Looking for the good and being grateful can help people cope with stress and create a more hopeful, positive environment.

## Mathematics Puzzles

1. If you add the square of Thom's age to Lauren's age the total is 62. If you add the square of Lauren's age to Thom's age the total is 176.

How old are Thom and Lauren?

2. Each interior angle in a quadrilateral (apart from the smallest) is twice the previous one.

What is the size of the smallest interior angle?

3. The number 2005 is the sum of a sequence of five consecutive positive integers.

What is the smallest of these integers?

4. In the set of equations below, how many  $\triangle$ s are equal to  $\diamond$ ?

$$\triangle + \triangle = \square$$

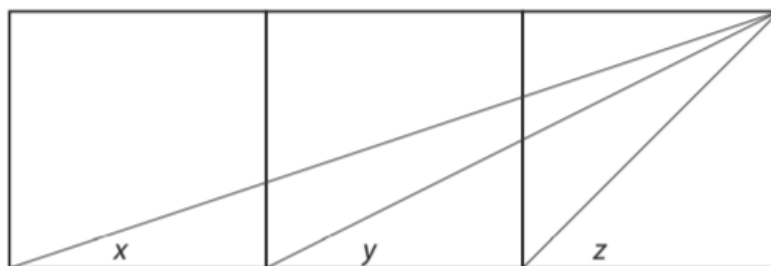
$$\square + \triangle = \bigcirc$$

$$\diamond = \bigcirc + \square + \triangle$$

5. A hard one:

## Angles in three squares

This rectangle is made up of three squares.  
Prove that  $x + y = z$ .



Note that trigonometry is not necessary.

## Why Super Learners Are Not Superheroes

During these difficult times, lots of people have been sharing how they are trying to make the best of self-isolation by learning a new skill. Some people have decided to learn to cook some new recipes, while others have said they will try and read a classic book they had been meaning to tackle for a while. While it is not possible for everyone to try something new in this way – these is a very difficult and unusual time, so it is OK not to be working at your best and to feel a bit uneasy – I thought I would have a go at improving my French reading skills.

Before doing this, I looked at some books and lectures by people considered to be the experts in language learning. These are women and men who love learning languages so much that they don't stop. Some of them can use five, ten, twenty, even fifty languages! They call themselves polyglots (from the Greek words 'polu' meaning lots and 'glotta' meaning 'languages'). There is an active community of them online, and they are an interesting bunch of people in themselves. One of them, Alex Rawlings, was named the best student linguist in 2011, as he was able to have a conversation in eleven languages (you can [see him in action here](#)). He later moved to Budapest for nine months to learn Hungarian. Another, Judith Meyer, can speak fourteen languages, among them Arabic, Russian, Hebrew and Farsi. The most impressive though is Alexander Arguelles, who has a working knowledge of over fifty languages.

What is most interesting about these people is how down to earth they are, and how willing they are to share the 'secret' to their success. They all say the same thing: learning is not a superpower. This got me thinking about how we sometimes look at learning the wrong way, as if it were a superpower and that you've either got it or you haven't. At a series of meetings known as Polyglot Conferences, many of the abovementioned polyglots and more besides deliver talks sharing their research and reflections on how people learn languages. They are all available on YouTube if you are interested. However, I thought I would share a few of the things I learned from engaging with their work:

**1. Learning is about goals and motivation.** Many of the polyglots were not happy when people asked them 'how many languages do you speak?'. They felt this was too vague. What does it mean to 'speak' a language? It depends on the language. For example, someone about to go on the Hajj might want to learn some spoken Arabic. They might have learned Arabic in order to read the Qur'an, but the language written there is very different from how someone speaks in the modern UAE. Learning a language depends on what you want to use it for. This is linked to motivation. If you know what you want to achieve, it is easier to succeed. If, like me, you have a history book in French you want to read, then learning how to tell the time or how to talk about fresh salads and ordering lunch in a bistro is not going to help. I need to learn how to read the past tense very quickly.

**2. Good habits are essential.** Alexander Arguelles was a professor living in South Korea when he decided to try learning languages to an extreme degree. He organised his day into half an hour chunks,



and then chose the languages he wanted to learn. He would then give each language a certain number of half-hour chunks and went from there. Arguelles had no problem with motivation – he claims to have spent twelve hours a day studying languages at one point! – but he ensured that he had a routine and stuck to it. Of course, we all have distractions, but saying that you will spend X minutes or Y hours a day learning, and sticking to it, is most important.

**3. Find out what works and do it a lot.** Many of the polyglots spent a lot of time at the beginning working out what was best for them. Some wanted to visit places and talk, so they found people online to talk to and practiced that way. Others wanted to read, so took a dictionary and worked through page by page, checking words as they went. Either way, they found their method and did it every day. As students at a school with some fantastic teachers, you are lucky to have a group of learning experts who, through experience, know what works. That's why they get you to do it a lot.

**4. If something's not working, stop doing it and rethink.** The most demotivating thing in life is when you try hard but still can't do something. Even worse is when you do a lot of work, but you still mess up a test. A lot of the polyglots were very self-reflective. They tried new things a lot. They asked people for help. By doing this, they found out what worked best to help them use the language in the way they wanted to use it.

Learning is not a superpower. It is also not easy. Alex Rawlings said he was surprised by how people thought there was a secret trick. It was about regular practice and regular checking. You see these principles in lots of other areas of learning too. Think about sports. Personal trainers work with a client to find out what their fitness goal is, how much time they have, and what exercises work best. If it doesn't work, they work out why it is not working and find another solution. Scientists, historians, you name it. Life isn't always easy, and there are lots of things that make it hard to stick to a habit. However, it doesn't hurt to start. Ten minutes a day, every day, makes a huge difference. Super learners aren't superheroes. They're just persistent and know that if they want it, they'll have to work at it.

Mr Scivyer

## **Ramadan**

We are sharing the below information [directly from The Muslim Council of Britain](#) to help all our families safely pray and fast during the holy month of Ramadan in self-isolation conditions.

### *Top Tips*

It is important to plan Ramadan activities given these restrictions. Consider:

Online – Stream Islamic lectures or taraweeh to your home, either pre-recorded or live.

Prayers – Organise prayers including taraweeh at home as a family and pray as a congregation in the home. Since it is no longer possible to do I'tikaf in the mosque, consider doing this at home.

Virtual Iftars – Try to organise virtual iftars with extended family and the community through the many online video calling facilities available.

Plan food – Plan your iftar menus in advance so that you can limit multiple shopping trips and limit exposure given social distancing measures.

Drink well – Hydrate well for the long work days. Dehydration can lead to tiredness, headaches, lack of focus/concentration.

Energy foods – Eat high energy, slow burn foods for suhoor (starting your fast) – It is important that you remain energised throughout the workday, especially as we can experience heightened levels of anxiety during these times.

Breaks – Take regular breaks to reflect and take time for yourself.

Mental Health – Life can be full, and we try to fill it with more worship during Ramadan. We all want to pray more and this can help with anxiety but it is important to be good to yourself – sometimes it is quality over quantity.

### *Studying From Home*

Much like working from home, studying from home without the benefit of your classmates, and direct face to face time with your teachers can have its own challenges. Fasting may tire you out further, and dehydration is often a factor in reducing focus and/or concentration. Much like with working from home, we advise the following:

Let others know – Give your university, student advisor or professors advance notice that you will be fasting.

Breaks – Ensure you are taking regular breaks from studying, for rest and reflection – perhaps around salaah times.

Timetable – Set yourself a study timetable. Lectures always help structure your day even when scheduled online, but make sure you take into account prayer times and iftar when planning your day.

Timings – If you are able, start your day earlier so that you can finish earlier and have some down time prior to iftar.

Share – Share Ramadan with classmates and friends by having a conversation about Ramadan, your struggles or sharing what special activities you're doing or foods you may be cooking/etc.

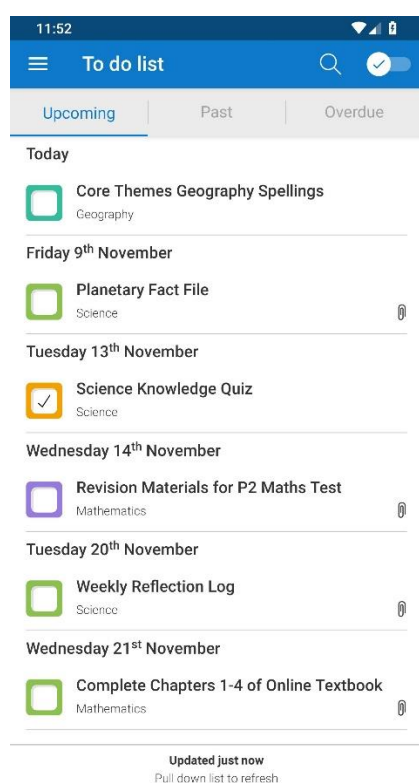
Duties – Honour your studies and commitments with patience and good grace to those around you.

Breaks – Should you find yourself frustrated or tired, take a break.

## Show My Homework

The School has chosen to use Show My Homework as the platform through which it is delivering its lessons during this period of closure. Parents can find [most of their questions answered here](#) but we have summarised some key points.

1. To login in as a parent to view your child's account details, including their to-do list and their gradebook, you will need an email address and a SMHW PIN. To get your SMHW PIN please contact Mr Mitchard on [mitchardr@cfbs.islington.sch.uk](mailto:mitchardr@cfbs.islington.sch.uk).
2. Pupils who are logging into a parent's account will not be able to submit homework using the application or website. This can only be done with a pupil account. Again, for help in relation to this, please contact Mr Mitchard on [mitchardr@cfbs.islington.sch.uk](mailto:mitchardr@cfbs.islington.sch.uk).
3. Parents and pupils have access to two types of task list on SMHW: their to-do list and their gradebook. The to-do list can be crossed off by pupils before work has been completed and submitted. The gradebook is the record of the work the teacher has received and is the most accurate account of pupil work submission. Please see [here for full information on how to submit work using SMHW](#).



*A to-do list managed by a pupil*

The screenshot shows the 'Gradebook' interface on a web browser. It includes filters for 'Select a class', 'Select a teacher', and 'Select a status', along with a 'Homework search' field. Below the filters, there is a table with the following data:

Due on	Homework	Subject	Status	Grade	
06/09/2017	Dictation Test	English (German 6)			Take spelling test
11/08/2017	Apps	English (7/Art2)			Results
10/08/2017	Civil War Pop Quiz	History (F8)	Submitted		Try again
10/08/2017	Jane Austen Quiz	English (German 6)	Submitted	100%	Results
05/08/2017	Spanish numbers	Spanish (F8)	Not submitted		Results
04/08/2017	Henry VIII	History (German 6)			Results

*A gradebook with the submission record from the teachers*

## Internet Safety

It is probable that as a result of home learning we are all spending much more time online. It is important to remind ourselves that the internet has emerging online spaces and social networks which allow individuals to publish unchecked content. It is also important to use your better judgement and in particular be aware of fake news, scams and other forms of exploitation online.

Here is a simple explanation of [how to set parental controls on devices](#).

Here are our 11 tips for being safe online:

1. Only **USE** devices or apps, sites or games if a trusted adult says so.
2. **ASK** for help if you are stuck or not sure.
3. **TELL** a trusted adult if you're upset, worried, scared or confused.
4. If you get a **FUNNY FEELING** about something online, talk to an adult.
5. Look out for your **FRIENDS** and tell someone if they need help.
6. **REMEMBER** people online aren't always who they say they are.
7. Anything you do online can be shared and might stay online **FOREVER**.
8. Don't keep **SECRETS** or do **DARES AND CHALLENGES** just because someone tells you that you have to.
9. **BE CAREFUL** what you do in front of a camera, even if you think it is not recording.
10. Never **SHARE** personal information including your real name, address, mobile or landline phone numbers, school attended, IM and email addresses, bank details, passwords, full names of friends or family, specific interests and clubs that you belong to.
11. Always be **KIND** and polite to everyone.

Parents seeking help or information to support their child with online safety can learn more from the resources provided below:

[Childline](#) - for support.

[UK Safer Internet Centre](#) - to report and remove harmful online content.

[CEOP](#) - for advice on making a report about online abuse.

[Internet matters](#) - for support for parents and carers to keep their children safe online.

[London Grid for Learning](#) - for support for parents and carers to keep their children safe online.

[Net-aware](#) - for support for parents and careers from the NSPCC.

[Parent info](#) - for support for parents and carers to keep their children safe online.

[Thinkuknow](#) - for advice from the National Crime Agency to stay safe online.

[UK Safer Internet Centre](#) - advice for parents and carers.

## **Health Advice For Everyone**

Please note, the School will update this section as and when we receive more information on yesterday's briefing by the Prime Minister.

### *1. Stay at home measures*

The School would like to reiterate the importance of all the pupils adhering to the latest measures introduced to help stop the spread of the coronavirus.

Everyone must stay at home. You may only leave home:

- to shop for basic essentials – only when you really need to
- to do one form of exercise a day – such as a run, walk or cycle, alone or with other people you live with
- for any medical need – for example, to visit a pharmacy or deliver essential supplies to a vulnerable person
- to travel to and from work – but only where this is absolutely necessary

If you have to go outside to do essential tasks or exercise, stay at least two metres (three steps) away from other people.

### *2. Stopping infection spreading*

The NHS continue to emphasise the following to help reduce the risk of catching or spreading coronavirus:

- Washing your hands with soap and water often – for at least 20 seconds
- Avoiding touching your eyes, nose or mouth with your hands
- Covering your mouth and nose when you cough or sneeze – disposing of the tissues into a bin afterwards and washing your hands

### *3. Symptoms*

It is important that everyone in the community stays at home at all times. This is especially important if you have either:

- A high temperature
- A new, continuous cough

The vast majority of our community will be able to treat these symptoms with rest, paracetamol and drinking plenty of fluids. The NHS continue to state that to protect others do not go to GP surgeries, pharmacies or hospitals if you have these symptoms. If you are concerned, you can use the [111 coronavirus services](#).