

# The Calder Learning Trust

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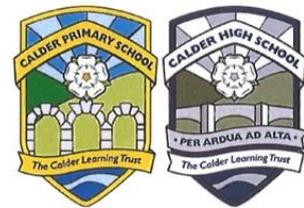
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**Headteacher: Mr A Guise**



Dear Parents

Thank you all for the care, commitment and courage you have shown in what has proved to be a particularly difficult week. I've attached a summary of the government guidance if you need to refer to it over the coming days. I have been in constant communication with Headteachers across Calderdale and beyond and the Local Authority as I know a lot of you have questions about what future provision will look like, what will happen during the Easter holidays etc.

This is the Local Authority line:

We are recommending that schools continue to operate individually next week to allow time for planning and preparation. We are also unsure of the actual numbers of children and young people who will attend settings on Monday given that the advice to parents who are key workers, is still that many parents working in these critical sectors may be able to ensure that their child is kept at home and that this is an offer with no requirement for parents to send their children to school if they do not need or wish to.

This is the Department for Education line:

Many parents working in these critical sectors may be able to ensure their child is kept at home. Every child who can be safely cared for at home should be. This is an offer to parents and carers and there is no requirement for parents and carers to send their children to school if they do not need or wish to do so. For vulnerable children, your child's social worker will work with you to assess the best option for your child.

The Calder Learning Trust is expected to remain open and continue to provide care for primary and secondary children who are vulnerable and children whose parents are critical to the Covid-19 response and cannot be safely cared for at home over the coming weeks. What is clear from the guidance however, is that childcare / school places should only be taken up by key workers who cannot make any alternative arrangements for their children to be safely cared for at home by anyone else so please consider this as there is a responsibility on us all to make every attempt to do so to minimise the numbers of children in schools.

From Monday we will start to be in a much better position of knowing how many children we will need to cater for on an ongoing basis over the coming weeks and from that point we can then begin to plan more accurately what our educational offer and provision will look like. All our staff who can be in on Monday, will be, and I am grateful to them for their on-going diligence in trying to keep things as 'normal' as possible in these worrying and rapidly changing times. I have attached a 'Wellbeing Guide' to signpost and offer support for students (and parents) during self-isolation and the period of enforced school closure.

Over the last few days a number of parents have contacted the school regarding either payments or refunds for school trips. The Finance Team is currently working alongside activity providers and our insurers to secure full refunds for the PGL Netball trip and the Geography Trip to Norway. As you can imagine these companies are very busy at the moment and we cannot guarantee a specific date for return of payments, but we will be issuing full refunds as soon as possible. We have also received enquires about future payments for Activities Week in July. In these uncertain times we suggest that parents do not upload further payments until notified. It is not known how long we will remain closed for and we will need to wait and see as to whether Activities Week will take place. If the school remains closed, parents will be refunded any payments made.

I have literally just received the following guidance from the Department for Education regarding arrangements for the summer GCSE examinations. I have attached the link below and as soon as we receive the detail of how exactly it is going to be managed, I will share it with you.

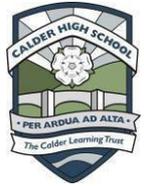
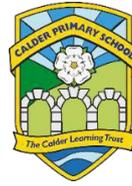
<https://www.gov.uk/government/news/further-details-on-exams-and-grades-announced>

I would like to end this week by saying an enormous "THANK YOU" to all of you who have contacted the school or sent in messages of thanks and offers of support. This is a situation like no other that we have ever had to face and myself and my staff genuinely appreciate your support and recognition of the job we are trying to do in continuing to educate, support and care for your children, our students.

I will be back in touch on Monday with a further update so please; look after yourselves, look after your families and let's meet the challenges of next week together.

Yours faithfully

Anthony Guise



# Calder Learning Trust

## Family Wellbeing Guide

Feeling concerned or overwhelmed by the news around coronavirus (COVID-19) is completely understandable, particularly with schools now closing for the majority of students from next week. Self-isolating, social-distancing and a change in routine for all the family can add additional worries and challenges for everyone. We have compiled some tips and advice for keeping both physically and mentally well during these challenging times and some useful links for guidance and support for both young people and their families.

You can still get in touch with Calder Primary and Calder High in the usual ways if you have any concerns and can also email [noworries@calderlearningtrust.com](mailto:noworries@calderlearningtrust.com). This will be monitored daily and the emails directed to Mrs Lambert (Primary Designated Safeguarding Lead) or Mr Taylor (Secondary Designated Safeguarding Lead) as appropriate. We may also make contact to check-in with families and check if there is anything we can do to help whilst school is closed.

If you have any safeguarding concerns about a child or young person, please contact Calderdale Multi-Agency Screening Team (MAST) as soon as possible:

Website: <https://www.calderdale.gov.uk/v2/residents/health-and-social-care/children-and-family-care/child-protection-page>

Email: [MASTadmin@calderdale.gov.uk](mailto:MASTadmin@calderdale.gov.uk)

☎ Telephone: 01422 393336

### Top Tips for Your Health

- ✓ Plan to eat a healthy and balanced diet and drink plenty of water. Tinned and frozen fruits and vegetables all still count towards your 5 a day.
- ✓ Build physical activity into your daily routine. Exercising at home can be simple and there are options for most ages and abilities. These could include dancing to music, helping with some tasks like washing the car or hoovering and online exercise workouts that you can follow.
- ✓ [The Body Coach, Joe Wicks](#), will be doing a live PE session on his YouTube channel every morning at 9.00am, and there are lots of other YouTube fitness links to suit all ages and preferences.
- ✓ [Sport England](#) have produced some great advice and links for keeping active whilst at home.

- ✓ Spending time in green space or bringing nature into your everyday life can benefit both your mental and physical wellbeing. It can improve your mood, reduce feelings of stress or anger and make you feel more relaxed.
- ✓ Get as much natural light as you can. Spend time in your garden or local woodland if you have one or it could be as simple as opening your front or back door and sitting on the doorstep.

## **Top Tips for Your Mind**

- ✓ Plan how your family will spend their time. It might help to write this down on paper and put it on the wall.
- ✓ Calder Primary have learning projects on the learning section of their website each week and Calder High will send information and online work for students, so please look out for these.
- ✓ Try to follow your ordinary routine as much as possible. Get up at the same time as normal, follow your usual morning routines, and go to bed at your usual time. Set alarms to remind you of your new schedule if that helps.
- ✓ Agree on a household routine. Try to give everyone you live with a say in this agreement.
- ✓ Try to respect each other's privacy and give each other space. For example, some people might want to discuss everything they're doing whilst others won't.
- ✓ There are lots of different ways that you can relax, take notice of the present moment and use your creative side. These include: arts and crafts, drawing, painting, collage, sewing, craft kits or upcycling. There are useful links [here](#) to some ideas for Primary and [here](#) for Secondary.
- ✓ Keep your brain occupied and challenged -set aside time in your routine for this. Read books, magazines and articles. Listen to podcasts, watch films and do puzzles.
- ✓ Some libraries have apps you can use to borrow ebooks, audiobooks or magazines from home for free, if you're a library member. You can also download free reading materials and ideas from [Oxford Reading Tree](#), [Teachit](#), [Twinkl](#) and some authors are holding live story telling sessions and write and draw along workshops such as [here](#)

## **Top Tips for Keeping Connected**

- ✓ Stay connected with current events, but be careful where you get news and health information from. For up-to-date advice, see the [NHS coronavirus webpage](#) and [gov.uk coronavirus webpages](#).

- ✓ If news stories make you feel anxious or confused, think about switching off or limiting what you look at for a while.
- ✓ Social media could help you stay in touch with people but might also make you feel anxious including if people are sharing news stories or posting about their worries. Consider taking a break or limiting how you use social media. You might decide to view particular groups or pages but not scroll through timelines or newsfeeds.
- ✓ Make plans to video chat with people or groups you'd normally see in person.
- ✓ Think of other ways to keep in contact with people if meeting in person is not possible. For example, you could check your phone numbers are up to date, or that you have current email addresses for friends you've not seen for a while. You might use online gaming and platforms to socialise.
- ✓ Connect with others in similar situations.
- ✓ You could join a peer support community. [Mind](#) runs an online peer support community, where you can share your experiences and hear from others. They also have useful resources on their website to support both young people and adults.
- ✓ If you're going online more than usual or seeking peer support on the internet, it's important to look after your online wellbeing and stay safe.
- ✓ If you're worried about loneliness, think about things you can do to connect with people. For example, putting extra pictures up of the people you care about might be a nice reminder of the people in your life.
- ✓ There is an initiative on social media for children to draw and paint pictures of rainbows and put them up in their windows. When you are out for a walk, you can spot and count the rainbows and feel the connection with others. Or what about sending a card or letter to a friend, a local care home or some of the key workers such as the NHS to let them know you appreciate them and to spread some cheer.

## **Directory of additional support**

<http://www.openmindscalderdale.org.uk/>

Open Minds Calderdale have added a section to their website which brings together a wide range of resources to support the emotional wellbeing of children and young people and their families at this difficult time.

[www.kooth.com](http://www.kooth.com)

Kooth is an anonymous online counselling and emotional well-being service for children and young people. It can be accessed via a mobile, tablet or desktop and is completely free.

Counsellors are online at the following times:

Monday-Friday 12pm-10pm

Saturday-Sunday 6pm-10pm

<https://youngminds.org.uk>

A support resource for young people and parents/carers. This includes a parents' helpline: 0808 802 5544 (Monday to Friday 9.30am ' 4pm, free for mobiles and landlines).

<https://www.childline.org.uk>

Childline is an excellent resource ' a free, private and confidential service where you can talk about anything. Whatever your worry, whenever you need help, we're here for you online, on the phone, anytime. The helpline number is 0800 1111.

[www.samaritans.org](http://www.samaritans.org)

Confidential support for people experiencing feelings of distress or despair.  
Phone: 116 123 (free 24-hour helpline)

<https://www.mind.org.uk/information-support/tips-for-everyday-living/food-and-mood/about-food-and-mood>

This website gives tips to help you explore the relationship between what you eat and how you feel.

[https://www.mentalhealth.org.uk/sites/default/files/anxious\\_child.pdf](https://www.mentalhealth.org.uk/sites/default/files/anxious_child.pdf)

A booklet for parents and carers whose child may be experiencing anxiety. It offers understanding, advice and support.

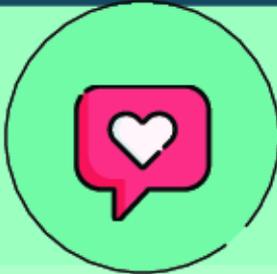
<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/talking-about-difficult-topics>

This section of the excellent NSPCC website gives advice to parent and carers on how to talk about topics a child might be sensitive about or find hard to talk about.



World Health  
Organization

## Helping children cope with stress during the 2019-nCoV outbreak



Children may respond to stress in different ways such as being more clingy, anxious, withdrawing, angry or agitated, bedwetting etc.

Respond to your child's reactions in a supportive way, listen to their concerns and give them extra love and attention.

Children need adults' love and attention during difficult times. Give them extra time and attention.

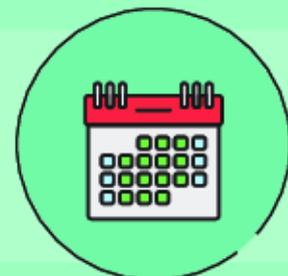
Remember to listen to your children, speak kindly and reassure them.

If possible, make opportunities for the child to play and relax.



Try and keep children close to their parents and family and avoid separating children and their caregivers to the extent possible. If separation occurs (e.g. hospitalization) ensure regular contact (e.g. via phone) and re-assurance.

Keep to regular routines and schedules as much as possible, or help create new ones in a new environment, including school/learning as well as time for safely playing and relaxing.



Provide facts about what has happened, explain what is going on now and give them clear information about how to reduce their risk of being infected by the disease in words that they can understand depending on their age.

This also includes providing information about what could happen in a re-assuring way (e.g. a family member and/or the child may start not feeling well and may have to go to the hospital for some time so doctors can help them feel better).

Guidance

# Guidance for schools, colleges and local authorities on maintaining educational provision

Published 19 March 2020

As a country, we all need to do what we can to reduce the spread of the COVID-19 virus.

That is why the government has given clear guidance on [self-isolation](#), [household isolation](#) and [social distancing](#).

And the most recent scientific advice on how to further limit the spread of COVID-19 is clear. If children can stay safely at home, they should, to limit the chance of the virus spreading.

That is why the government has asked parents to keep their children at home, wherever possible, and asked schools to remain open only for those children who absolutely need to attend.

It is important to underline that schools, colleges and other educational establishments remain safe places for children. But the fewer children making the journey to school, and the fewer children in educational settings, the lower the risk that the virus can spread and infect vulnerable individuals in wider society.

Schools are, therefore, being asked to continue to provide care for a limited number of children - children who are vulnerable and children whose parents are critical to the Covid-19 response and cannot be safely cared for at home.

Vulnerable children include children who are supported by social care, those with safeguarding and welfare needs, including child in need plans, on child protection plans, 'looked after' children, young carers, disabled children and those with [education, health and care \(EHC\) plans](#).

We know that schools will also want to support other children facing social difficulties and we will support head teachers to do so.

Parents whose work is critical to the COVID-19 response include those who work in health and social care and in other key sectors outlined below. Many parents working in these sectors may be able to ensure their child is kept at home. And every child who can be safely cared for at home should be.

Please, therefore, follow these key principles:

1. If it is at all possible for children to be at home, then they should be.
2. If a child needs specialist support, is vulnerable or has a parent who is a critical worker, then educational provision will be available for them.
3. Parents should not rely for childcare upon those who are advised to be in the stringent social distancing category such as grandparents, friends, or family members with underlying conditions.
4. Parents should also do everything they can to ensure children are not mixing socially in a way which can continue to spread the virus. They should observe the same social distancing principles as adults.
5. Residential special schools, boarding schools and special settings continue to care for children wherever possible.
- 6.

If your work is critical to the COVID-19 response, or you work in one of the critical sectors listed below, and you cannot keep your child safe at home then your children will be prioritised for education provision:

### **Health and social care**

This includes but is not limited to doctors, nurses, midwives, paramedics, social workers, care workers, and other frontline health and social care staff including volunteers; the support and specialist staff required to maintain the UK's health and social care sector; those working as part of the health and social care supply chain, including producers and distributors of medicines and medical and personal protective equipment.

### **Education and childcare**

This includes nursery and teaching staff, social workers and those specialist education professionals who must remain active during the COVID-19 response to deliver this approach.

### **Key public services**

This includes those essential to the running of the justice system, religious staff, charities and workers delivering key frontline services, those responsible for the management of the deceased, and journalists and broadcasters who are providing public service broadcasting.

### **Local and national government**

This only includes those administrative occupations essential to the effective delivery of the COVID-19 response or delivering essential public services such as the payment of benefits, including in government agencies and arms length bodies.

### **Food and other necessary goods**

This includes those involved in food production, processing, distribution, sale and delivery as well as those essential to the provision of other key goods (for example hygienic and veterinary medicines).

### **Public safety and national security**

This includes police and support staff, Ministry of Defence civilians, contractor and armed forces personnel (those critical to the delivery of key defence and national security outputs and essential to the response to the COVID-19 pandemic), fire and rescue service employees (including support staff), National Crime Agency staff, those maintaining border security, prison and probation staff and other national security roles, including those overseas.

### **Transport**

This includes those who will keep the air, water, road and rail passenger and freight transport modes operating during the COVID-19 response, including those working on transport systems through which supply chains pass.

### **Utilities, communication and financial services**

This includes staff needed for essential financial services provision (including but not limited to workers in banks, building societies and financial market infrastructure), the oil, gas, electricity and water sectors (including sewerage), information technology and data infrastructure sector and primary industry supplies to continue during the COVID-19 response, as well as key staff working in the civil nuclear, chemicals, telecommunications (including but not limited to network operations, field engineering, call centre staff, IT and data infrastructure, 999 and 111 critical services), postal services and delivery, payments providers and waste disposal sectors.

If workers think they fall within the critical categories above they should confirm with their employer that, based on their business continuity arrangements, their specific role is necessary for the continuation of this essential public service.

If your school is closed then please [contact your local authority](#), who will seek to redirect you to a local school in your area that your child, or children, can attend.

We are grateful for the work of teachers and workers in educational settings for continuing to provide for the children of the other critical workers of our country. It is an essential part of our national effort to combat this disease.