



Staff Site Safety Manual

March 2021





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Introduction



This manual sets out the arrangements for implementing protective measures against COVID-19 at Caister Infant & Nursery and Junior Schools.

It covers all aspects of preparing the school site, arrangements for parents bringing their children to school and collecting them at the end of the day, and the complete running of the school day.

It is written principally for staff. It is designed to ensure that we all understand what is expected of us as we reopen our school to more children from March 8th.

However, it will also be available to parents, so that we are entirely open about how we are setting up our school for COVID-19 prevention and control.

Some of this will seem very prescriptive. This is not the way we usually work – we would usually encourage colleagues to adapt their classrooms, for instance, in the way that best suits their teaching. Equally we would not usually be prescriptive about the language we use with parents.

But this situation is different – parents will be feeling extremely anxious about sending their children into school and we must reassure them by making it very clear that we have very clearly thought-through protocols and that we are all following them down the smallest detail. More importantly, following these protocols will minimise the chances of COVID19 spreading within our schools.

This manual follows the guidance provided by the government in the document

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

The document sets out the following system of controls:

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 has been properly considered and we have put in place measures that suit our particular circumstances.

Number 6 applies in specific circumstances - such as administering first aid.

Response to any infection:

- 7) engage with the NHS Test and Trace process
 - 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
 - 9) contain any outbreak by following local health protection team advice
- Numbers 7 to 9 must be followed in every case where they are relevant.

All stakeholders should be aware of these fundamental principles, which underpin the plans we have made.





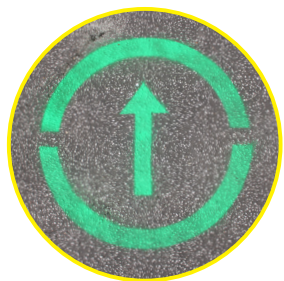
Coming to School

There will be three entrance points to the site. One will be the gate on Kingston Avenue. The other two will be School Lane. These will all be one way – parents and children will only be able to enter the site via these routes. Directional signs and social distancing reminders have been spray painted on the floor and helpful signage is placed along the route.

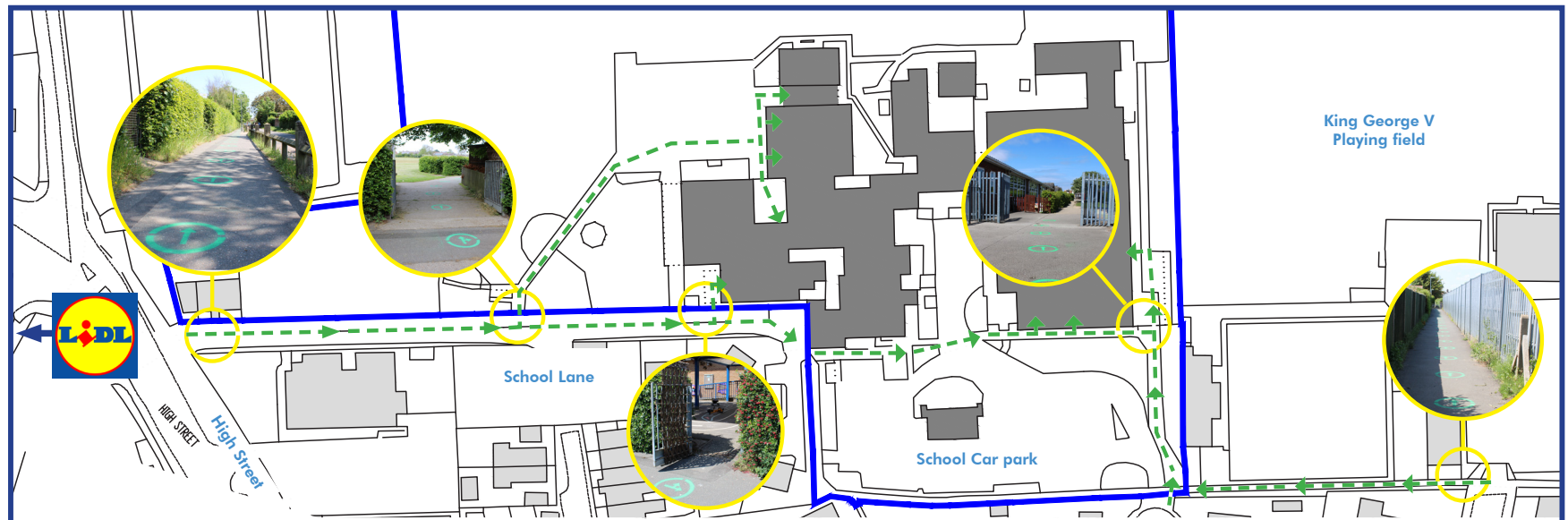
It is vital that parents and children move at a steady speed while maintaining social distancing.

Parents will be asked to keep their children with them at all times – not to allow children to run off to see their friends or join other family groups. **No scooters or bicycles will be allowed.**

Parents will be asked not to stop and chat with friends, no long goodbyes to children.



Social Distancing & Directional sign



School Lane



Parents/Carers and children will only be able to **walk along School Lane in one direction**; from the traffic lights on Norwich Road towards the school campus. Infant school parents and children can enter the infant school site at the gate half way along School Lane.

Initially, there will be marshals at both ends of School Lane and at the infant school gate. Junior school children can walk down School Lane and continue through the pedestrian gate straight to the external doors of their classrooms.

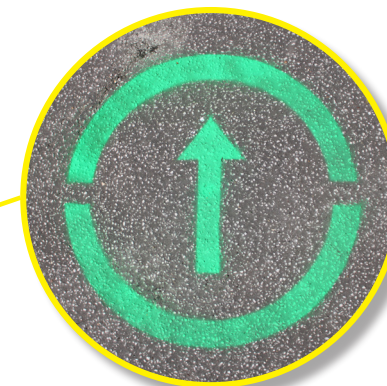
Nursery children and parents can continue through the pedestrian gate to the nursery entrance.

Marshal Point Notes

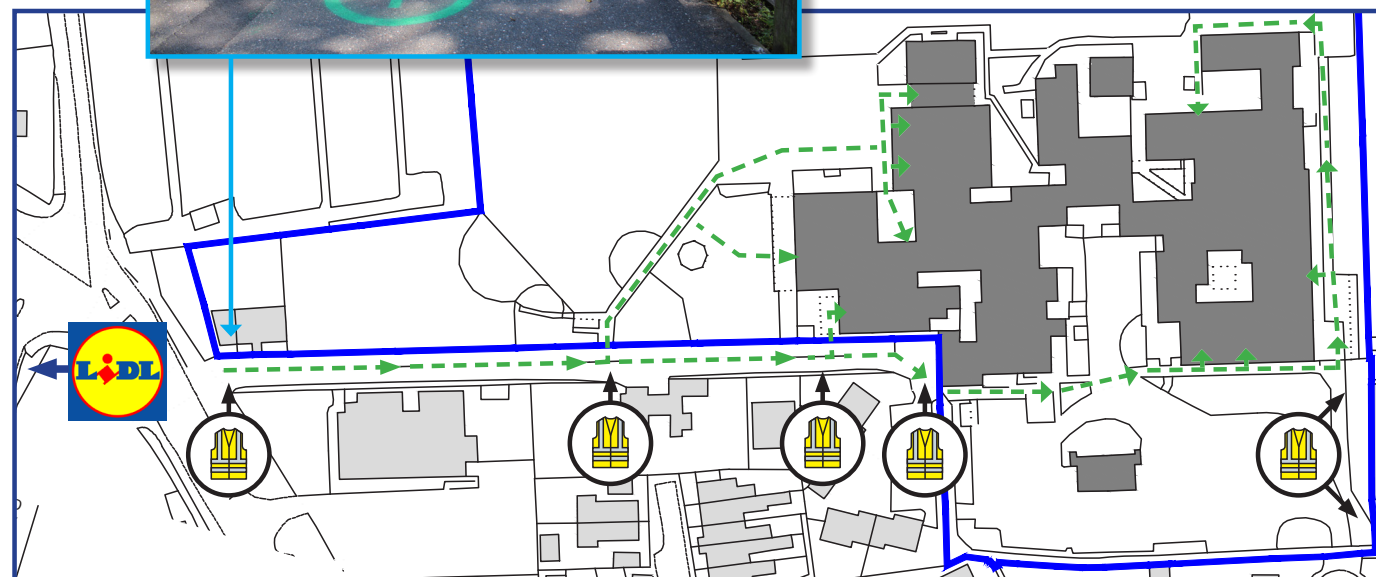
Guide parents/carers to the main school gates.
Remind parents/carers of the one way system & social distancing.



Direction of travel down School Lane



Social Distancing Indicators



Map of School Lane



Direction of Travel



Kingston Avenue

There are effectively two entrances into the junior school – **Kingston Avenue** itself, and the footpath from the **King George V** car park at the end of Allendale Road.

We are asking parents to treat both as one way for pedestrians.

Cars

We will be asking parents /carers not to drive down Kingston Avenue to park outside the school, and certainly not to enter the school car park. Colleagues can use the staff car park as usual. There will be a car park marshal on the gate.

Marshal Point Notes

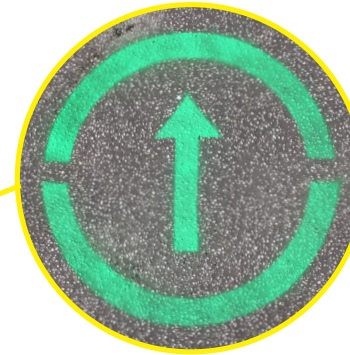
*Guide parents/carers to the main junior gate.
Remind parents/carers of the one way system & social distancing.*



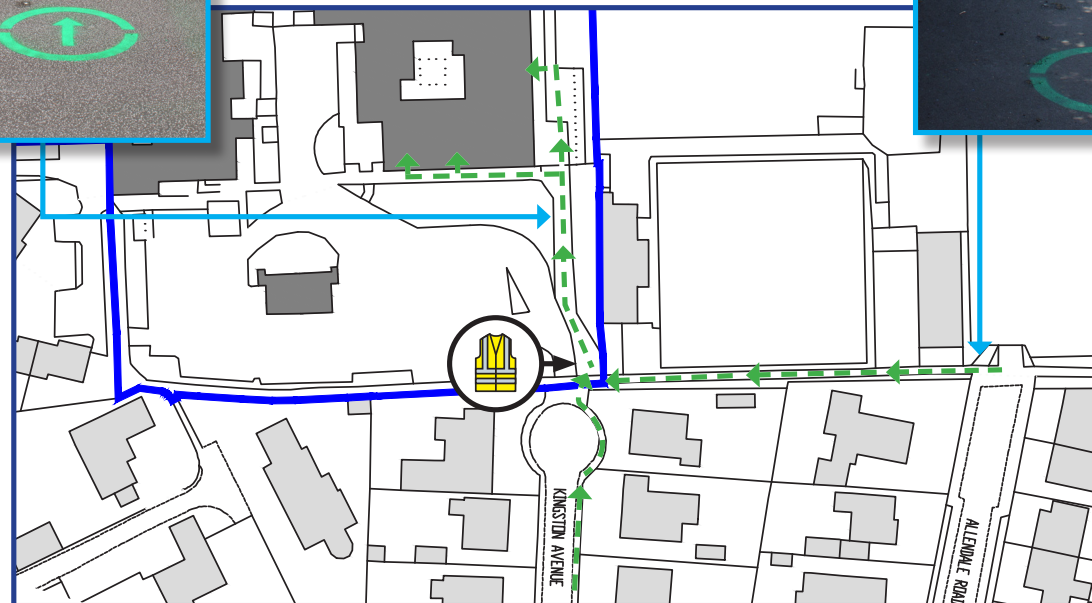
Direction of travel
Junior School



Social distancing markers



Direction of travel
Allendale foot path



Direction of Travel

Staggered timings



Times will be staggered throughout the day to avoid groups of children mixing and to reduce parents' footfall at any one time.



Junior School	Arrive	Break	Lunch	Depart
Year 6	8:30	10:00	11:50	2:30
Year 5	8:45	10:15	11:50	2:45
Year 4	9:00	10:30	12:30	3:00
Year 3	9:15	10:45	12:30	3:15
Infant School	Arrive	Break	Lunch	Depart
Year 2	8:30	10:15	11:30	2:30
Year 1	8:45	10:30	12:00	2:45
Reception	9:15	10:30	12:00	3:15
Nursery	9:00			3:00





Dropping off children at the nursery

Parents will be asked to bring their children to the gate on School Lane.

After dropping off they will walk through the outdoor area and proceed across the field to exit via the gate on Charles Close.



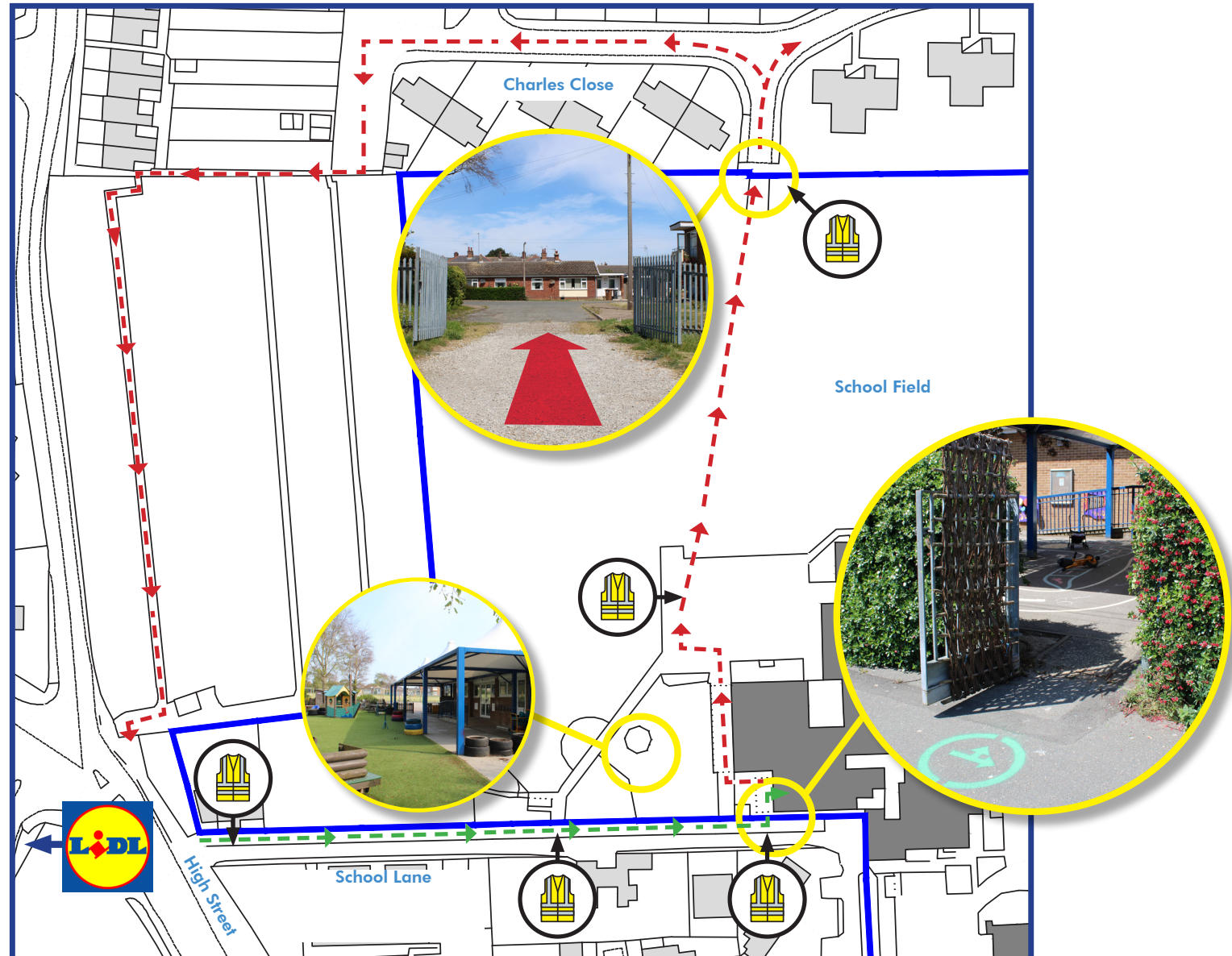
Marshal Point Notes

Guide parents to the nursery gate.
Then to the field gate.
Remind parents to maintain social distancing.



Direction of Travel into school

Direction of Travel out of school

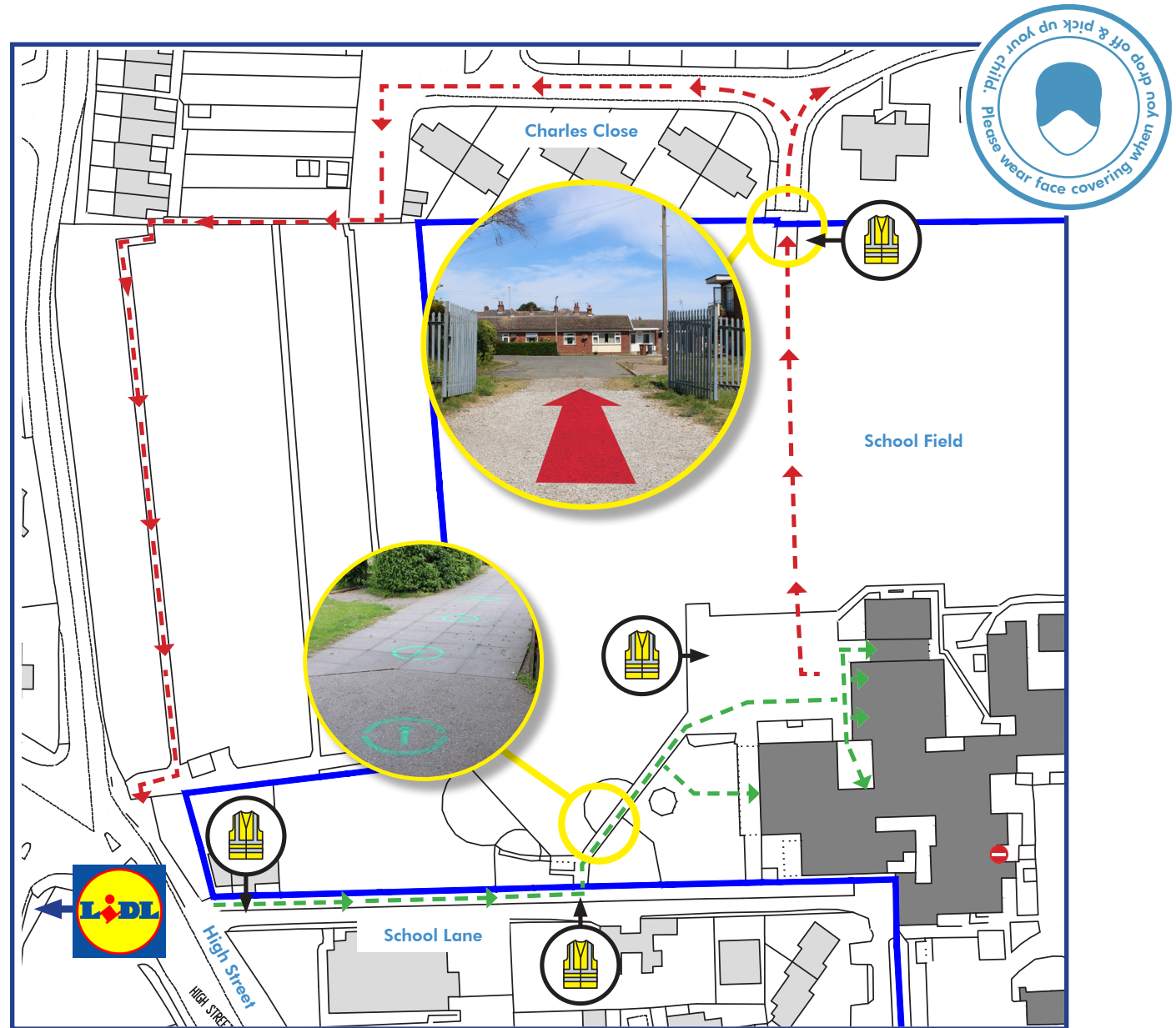


There will be marshals on the playground to remind parents to maintain social distance and at the gate on the field. **Parents will not be allowed to bring their children to the front office.**

**Guide parents/carers to the main infant school gate.
Remind parents/carers of the one way system & social distancing.**



 Direction of Travel out of school





Dropping off children at the junior school

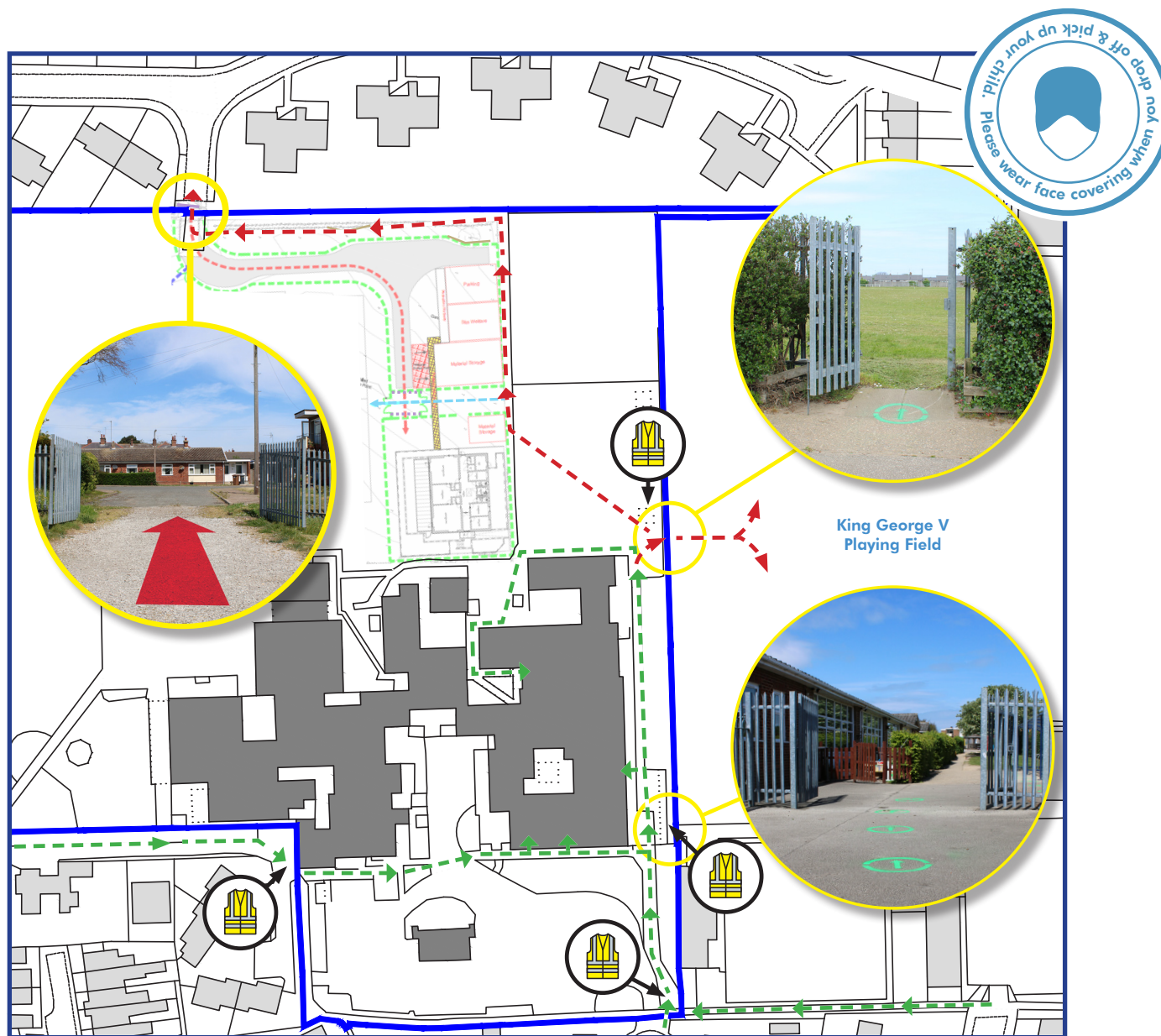
Start times will be staggered (see page 5). We will ask parents to bring their children to the front of the school and make their way towards their classroom external door where teaching staff will be waiting.

Parents will be asked to say a quick goodbye and then make their way to the path along the eastern side of the school. They will walk northwards and have a choice to exit the school either at the gate in the hedge back on to the King George V field, or to walk across the school field and exit through the gate on to Charles Close. Marshals will be at the bike shed corner of the school and both gates to keep parents moving and ensure social distancing.

Children in 3H, 4HB & 5JK, can walk across the field from the infant school and access their classroom, through the external doors in the courtyard.

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Direction of Travel into school

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Direction of Travel out of school



Going Home



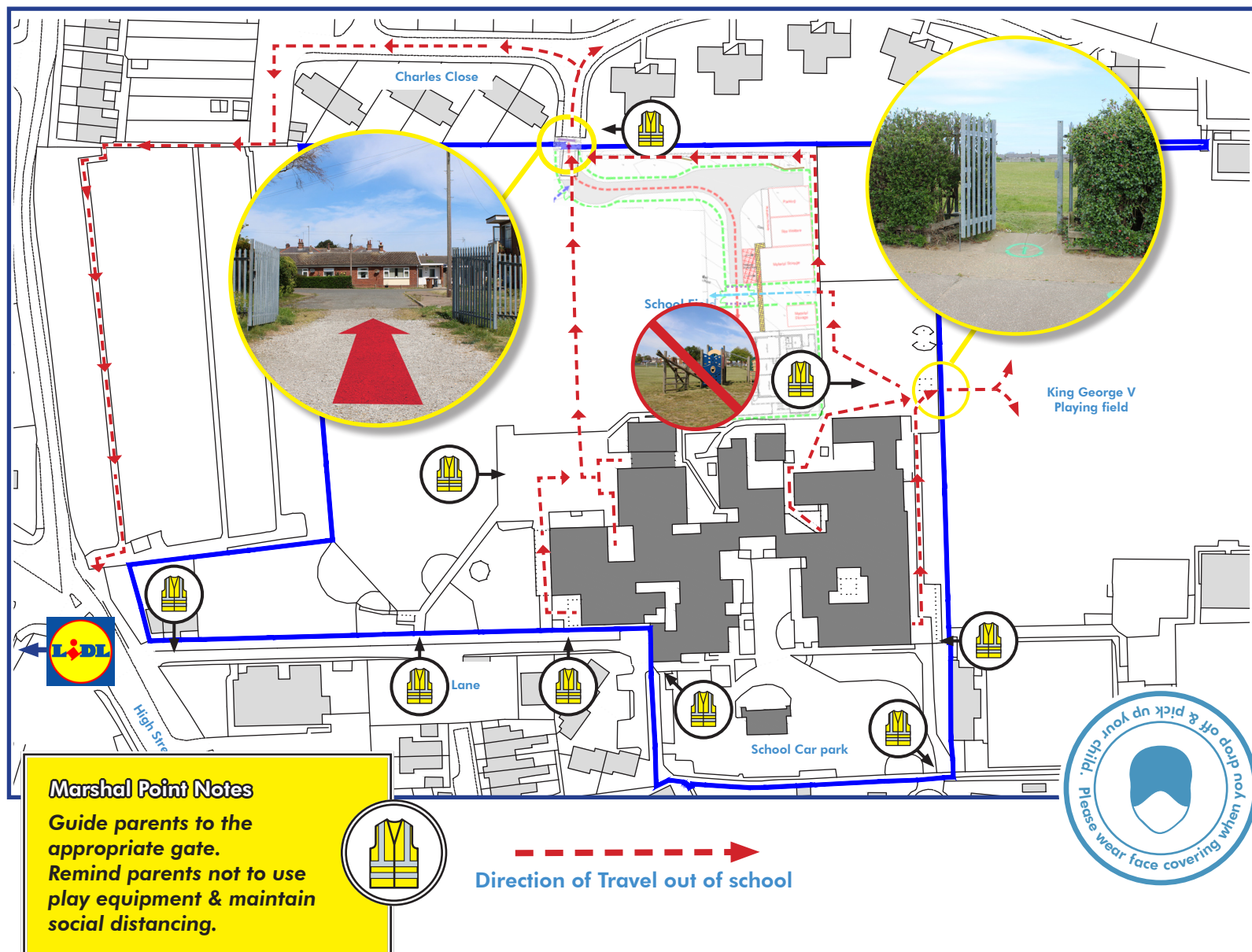
Staggered times will apply at home time (see page 5). Infant School parents are asked to enter the site via School Lane and exit via the school field onto Charles Close.

Junior School parent will be asked to enter the site via Kingston Avenue or School Lane and exit via the side gate onto King George V playing field. Parents will be asked to queue along the side of the school (see page 11).

Maintain social distancing, Year 3 parents/carers can wait on the junior school playground to pick up their child. They can then leave via either gate.

No bicycles or scooters will be allowed and parents will be reminded to keep their children with them at all times. Children will not be permitted to play on the play equipment as they leave the school site.

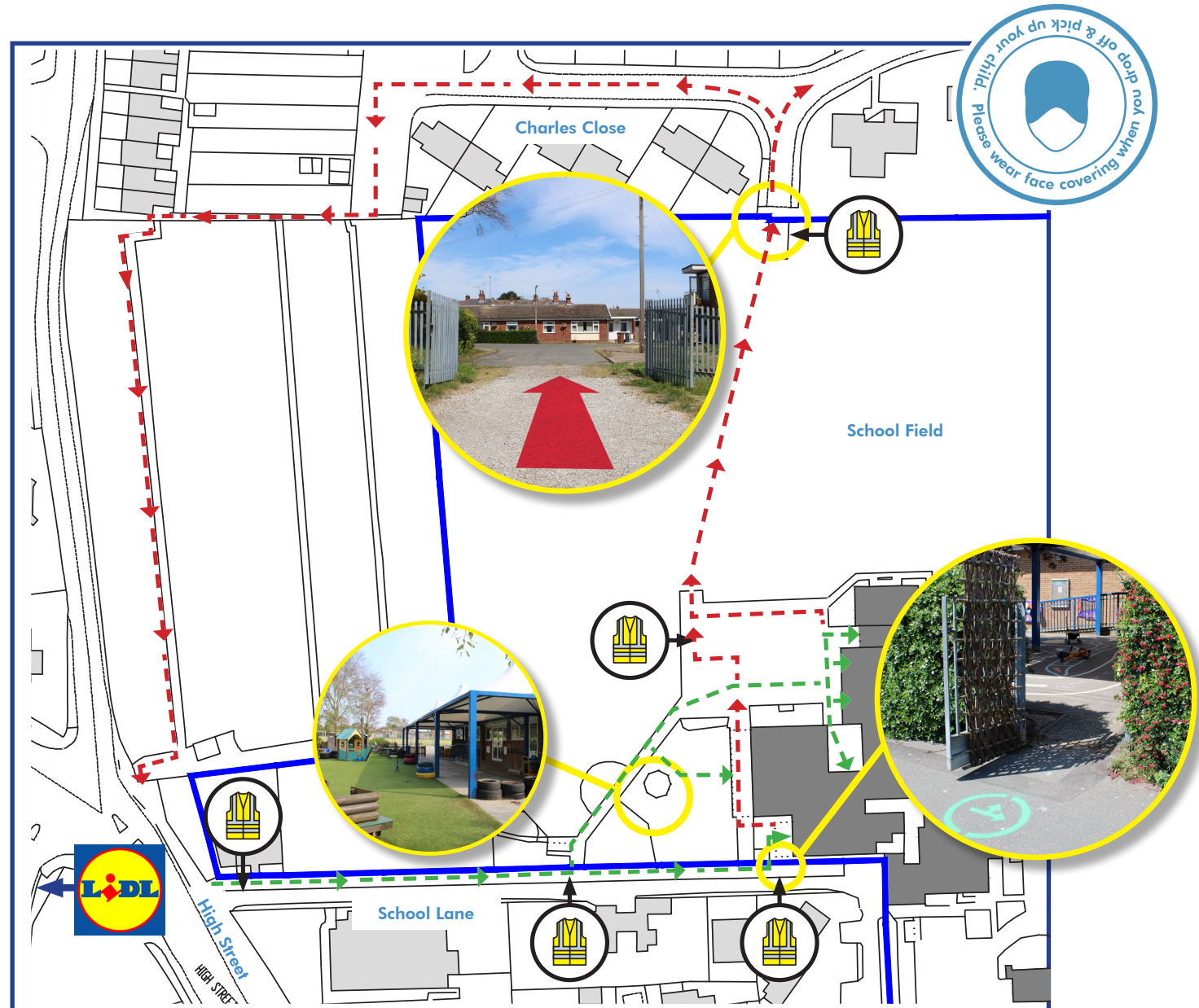
Marshalling will be the same as in the morning.





They will be reminded to maintain social distancing while they wait on the playground, or in the outside area, for their children to be brought out. Parents and children will then exit across the school field via the gate on to Charles Close.

**Guide parents/carers to the group access doors, then to the field gate.
Remind parents/carers to maintain social distancing.**



Picking up children from the junior school



Pick up times will be staggered. Parents will be asked to wait outside along the path bordering the eastern hedge.

There will be social distancing markings sprayed on the path. Parents and children will then have a choice to exit via the gate on to the King George V field or walk across the school field to the gate on to Charles Close.

While maintaining social distancing, Parents/carers of Year 3 pupils can wait on the junior school playground to pick up their child. They can then leave via either gate.

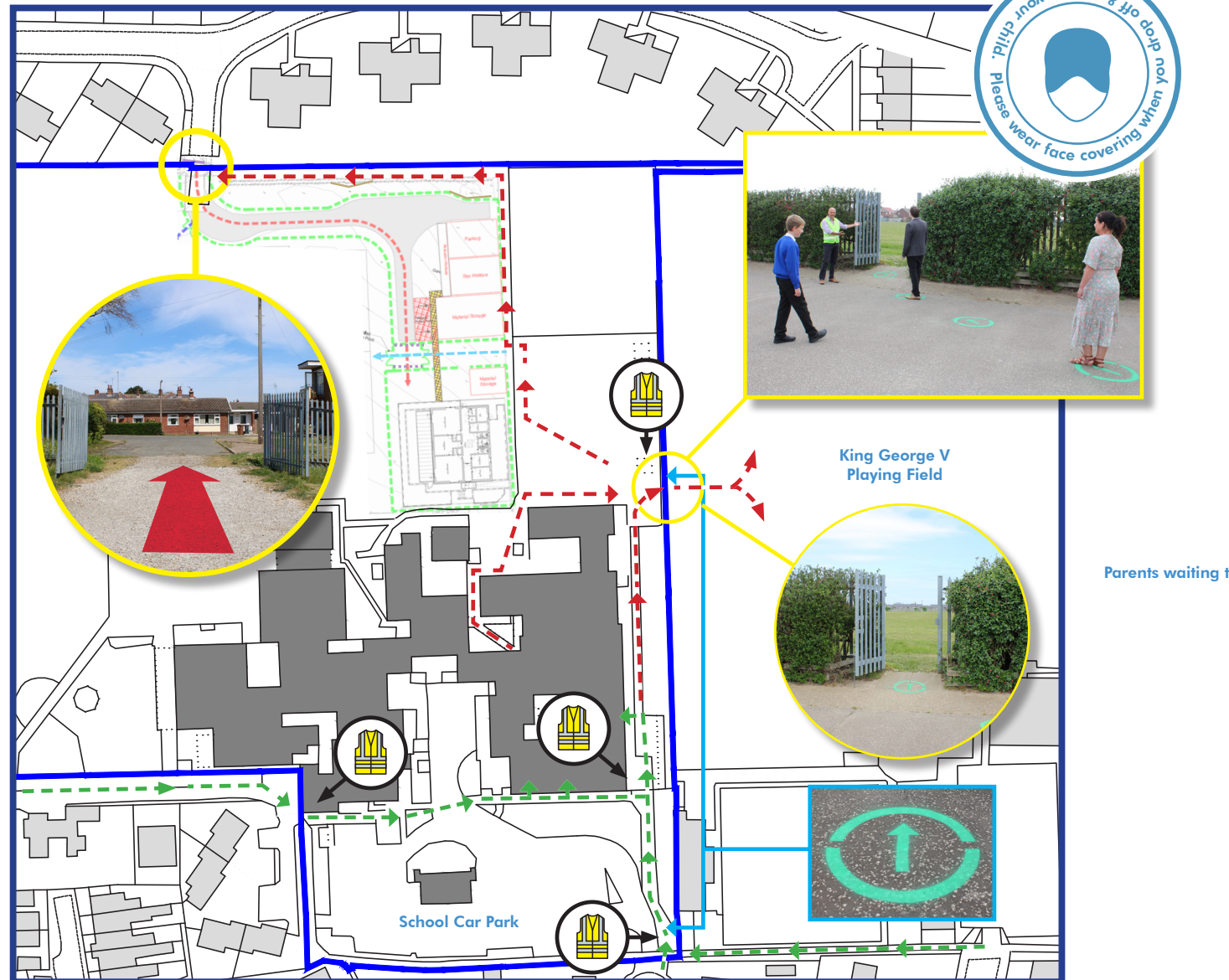
Marshal Point Notes

Phone through to the hall to let group leader know who is ready for collection. Remind parents/carers to leave a marker between themselves and others.



--->
Direction of Travel into school

--->
Direction of Travel out of school





Marshals



Marshal Point



Direction of Travel into school



Direction of Travel out of school

The purpose of marshals is to

- welcome parents and children to the school site
- remind them that they are entering an area where we expect physical distancing to be observed
- enforce the one-way system
- move parents along quickly and keep them moving

Marshals will be stationed at key entrance and exit points and at intervals on families' journey through the school site. They will be clearly identifiable – they will wear a high-vis jacket. If the weather demands it they should wear a blue school coat under the high-vis jacket.

They are our meeters and greeters, our front of house, so they should present a cheerful demeanour and positive messaging about what we are asking parents and families to do. Smiling is essential! Key phrases to use would be:

"Good morning/afternoon"

"Lovely to see you"

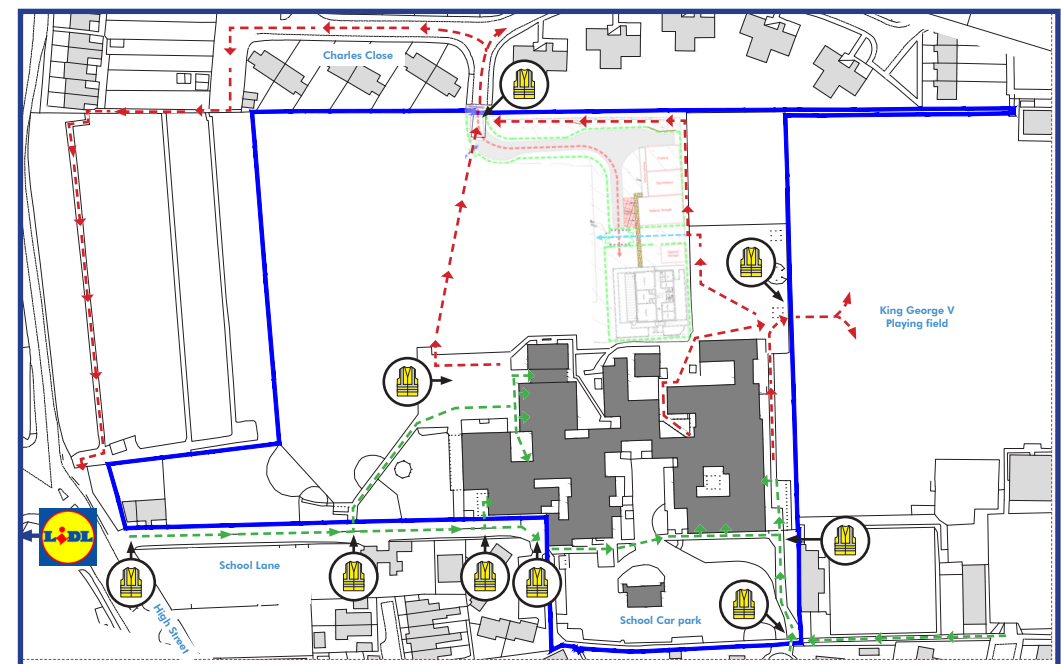
"Please remember social distancing everyone"

"Please keep a marker between you and others"

"Please remember to keep your children with you"

"One way only along here – please exit via the gate on the field / along the hedge"

We must avoid any build-up of parents around marshals. Therefore, if parents want to ask marshals questions or give them messages, they should be politely reminded to email or telephone the school office, or directed towards the FAQs.



Grouping the children / During the school day



Grouping the children

Full classes will resume in March. Each year group will form one bubble. Staff and pupils will stay within that bubble. All cover for PPA and other reasons will be provided by the staff within the year group bubble.

Intervention will also remain within the year group bubble. However, movement between classes within the bubble will be limited – so there will be no sets.

During the school day

Staff and children will be able to use a designated outdoor space during the day for some of their learning where appropriate; this will be staggered to avoid mixing with other groups.

Staff are to wear face coverings when they move around the school outside of their 'bubble'.

Children will have a designated area on the playground/field for outdoor recreation.

The children will be regularly reminded to social distance whilst playing.

ICT suite, laptops and iPads, library and activity hall will each be allocated to one year group bubble per day to allow for cleaning in between.

On their allocated PE/games day, children will be asked to come to school in their PE kit. Reading books can be taken home but they will need to be quarantined for 72 hours on their return.

Infant	PE Day
Reception	Monday
Year 1	Friday
Year 2	Wednesday
Junior	PE Day
Year 3	Wednesday
Year 4	Monday
Year 5	Friday
Year 6	Tuesday





Break & lunch times

Children will take breaks and have lunch in their year group bubbles. These times will be staggered to avoid mixing with other children.

Break times

Children must wash their hands before break times and upon returning to the classroom.

Children in the Infant school will access the playground and field via the doors in which they arrived through.

Children will access the playground and field via their classroom fire door, except children in 6T and 6D who will access the playground and field via the staff corridor, the hall and the external door.

The whole field should be used as well as the playground to give maximum opportunity for distancing. However, junior school children should not enter the infant school areas and vice versa.

Lunch times

Children must wash their hands before lunch and before leaving the classroom to go outside.

Children will eat their lunch at their desks in the classroom. Hot school dinners will be delivered to the classrooms.

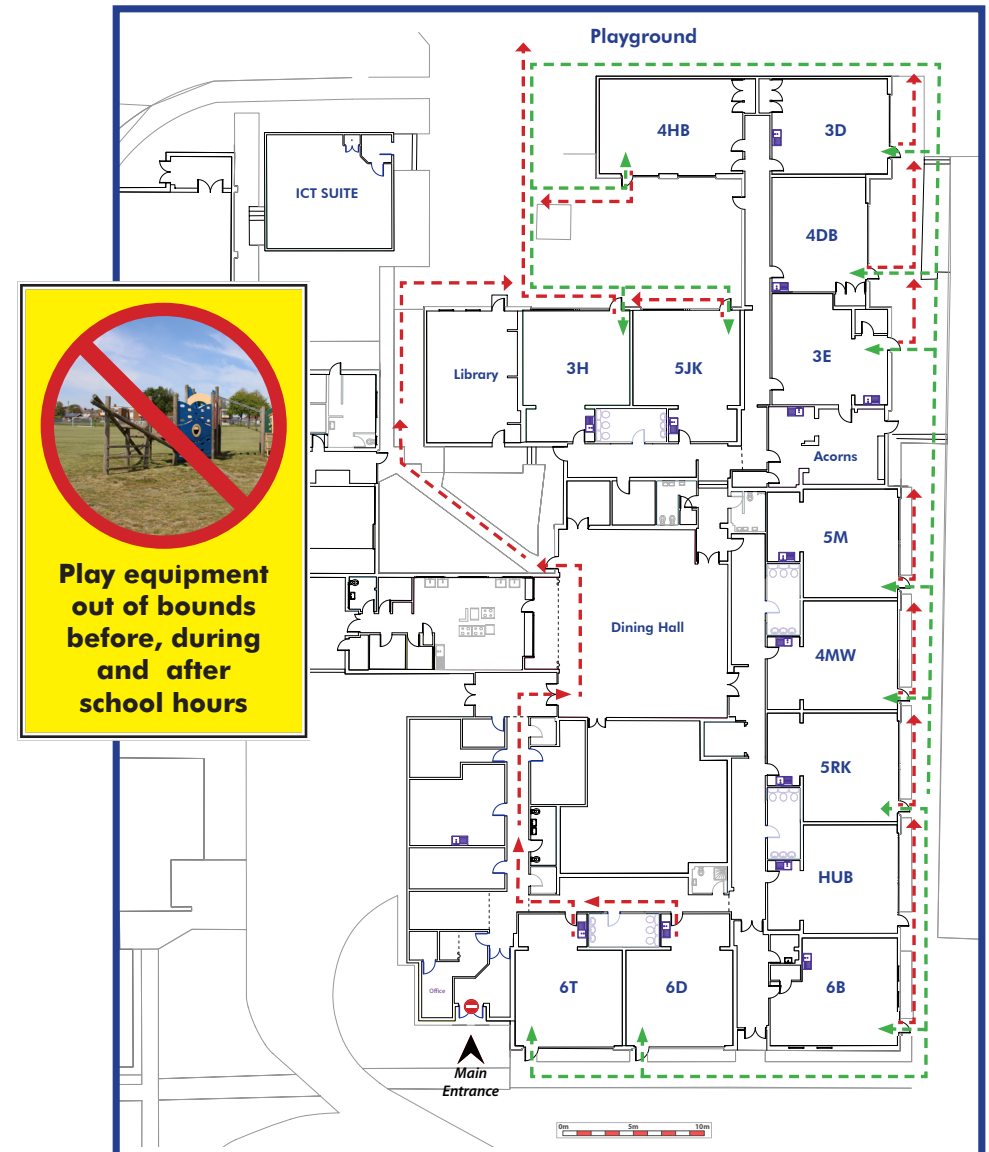
After lunch, children will access the playground and field via their classroom fire door. Children in 6T and 6D will access the playground and field via the staff corridor, the hall and the external door.

Children in the Infant school will access the playground and field via the doors in which they arrived through.

Where possible, children should sit at socially distanced interval on the tables. Lunch will be served at the hatch and brought to the tables by colleagues.

Afterwards, hot lunch children will access the playground and field via the external door.

Junior school



Staffroom



The downstairs room in West House & the Library will serve as overflow staff rooms to assist social distancing.

Staff should divide themselves between these rooms.

Staff will observe social distancing in the staffroom. To avoid bubble mixing staff will have separate areas for lunch and break times:

LSAs who eat at a different time

Year 6 - Staffroom
Year 5 - New library
Year 4 - Staffroom
Year 3 - New library
Acrons - GW Office until 12:30

LSAs who eat at a different time

Y6 - before lunch staffroom or if at 12.30 GW office
Y5 - Westside of house
Y4 - GW office
Y3 - Staffroom

The courtyard area can also be used, please ensure social distancing between bubbles. Take turns using the sink, the kettle and the fridge.

Some chairs have been removed to allow spacing at the dining table. Colleagues should sit 2m apart in the seating areas.



West House overflow



Cleaning

There will be two levels of cleaning in operation. Firstly, cleaning of frequently touched surfaces will take place constantly through the day. Secondly a deep clean of the buildings, classrooms and sanitation facilities once a day.

Frequently touched surfaces.

Designated colleagues will clean frequently touched surfaces with standard products such as detergents and bleach. A bottle of spray detergent, a cloth and protective gloves will be required by each. This is a roving commission. Colleagues should patrol the area being used by the children and clean each surface on a rolling basis. Examples of frequently touched surfaces are:

- **door handles**
- **window handles**
- **worktops**
- **sinks and taps**
- **soap dispensers**
- **desks**
- **chairs**
- **light switches.**
- **key pads**
- **interactive White Boards**

Colleagues may share this role during the day – an hour shift at a time.

ICT suite, laptops and iPads, library and activity hall will each be allocated to one year group bubble per day to allow for cleaning in between.

Deep cleaning. This will be performed by the school's cleaning staff and cover all areas of the school building which have been used during the day, especially:

- **classrooms**
- **toilets**
- **sinks**
- **dining hall**
- **sports hall**
- **sports equipment**
- **used equipment (toys etc)**
- **teaching & learning aids**
- **key pads**



Hand washing



This remains the key infection control strategy available to us. However, there is also anxiety from some parents that washing hands too frequently will cause their children's hands to become dry and cracked, which is an increased infection risk. So we must make sure this is proportionate and that we are sensitive to the condition of the children's hands.

Hand washing will be conducted principally at the sinks in classrooms, and only in the bathrooms after going to the toilet.

Children and colleagues should:

- wash their hands frequently with soap and water for 20 seconds and dry thoroughly.
- wash their hands on arrival at school, before and after eating, and after sneezing or coughing.
- visit the sink one at a time.

We need to ensure we are available to help children who may have trouble cleaning their hands independently.





Further hygiene measures

If children need to sneeze or cough, they should be encouraged to use a tissue or their elbow. The tissue should be placed in the bin. We will repeat the mantra '**Catch it, bin it, kill it**' when this happens.

Flip lid bins for tissues should be emptied regularly during the day. This will be part of the role of the designated colleague.

Children should be avoid touching their mouth, eyes and nose. Children will need to be regularly reminded of this.

Children may bring their own hand sanitiser and hand cream too if parents want them to.



Using the toilets

Children should be limited to one at a time in the toilets.

Older children can wait outside if the toilets are occupied.

Children should be reminded to wash their hands after using the toilet.

Q: What does my child need to bring with them?

A: Please keep these items to a minimum – water bottle, a pen, pencil, pencil sharpener, eraser and ruler would be ideal, to avoid children having to share resources. Please do not send your child in with pencils cases and unnecessary items of equipment. If possible please send you child in with a bag large enough to hold their coat, this will enable us to keep each child's belongings separate.

PPE, First aid and intimate care



The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. However PPE will be made available. PPE is only needed in a very small number of cases including:

- Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way.
- If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.



Example of PPE- Disposable gloves



Lateral Flow Device (LFD) Tests

Secondary schools have begun implementing LFD tests for children who are within the same “bubble” as someone who has tested positive for COVID-19. The rationale behind using the LFD tests in this way is to ensure there aren’t large numbers of children unnecessarily self-isolating.

For primary schools, staff are being asked to opt in to twice-weekly LFD tests in order to try and manage the COVID-19 infection rates. Approximately 1 in 3 individuals are asymptomatic when they contract COVID-19 and it is believed that the use of regular LFD tests amongst staff will help to identify those who may be positive for COVID-19 and are still infectious yet are asymptomatic.

Opting In/Out

Involvement within the LFD bi-weekly testing is purely optional and is open to all staff members regardless of your role. It will require staff members to pick up a box of 7 tests by Tuesday, 26th January which should last 3 ½ weeks. After that, the next batch of LFD tests will be made available. We are asking all staff members to let us know if they are opting in or opting out.

Instructions

Full instructions on how to administer the LFD tests are given alongside your test kit. Inside your testing kit is an old set of instructions which should not be used. Please recycle the old instructions and follow the new set of instructions.

Each test takes approximately 5 minutes to administer and 30 minutes for a result to show. Please read the instructions carefully.

Staff are required to take their LFD test at home after school (if you are in school) on a Sunday and a Wednesday, before 5pm. The rationale for the Sunday and Wednesday evening is this will allow enough time to arrange cover if appropriate.

Frequently asked questions

Should I use the LFD test if I have started to develop COVID-19 symptoms?

No, the LFD test should only be used if you are asymptomatic. If you have developed COVID-19 symptoms, you must self-isolate immediately and organise a PCR test.

Should staff members continue testing if they have already contracted COVID-or if they have received the vaccine?

Yes, staff can still be involved as this helps to understand the effects of the vaccine and to also identify if individuals can test positive for COVID-19 more than once.

Can I give one of the LFD tests to another household member?

No, the LFD tests must only be used by the named staff member. Other household members should access PCR tests in the normal way if they are symptomatic.

Does a negative test result mean I can stop my isolation period early if I previously tested positive and it hasn’t been ten full days?

No, government self-isolation advice should be followed at all times. This test does not remove the need to self-isolate.

Do the tests need to be stored in certain conditions?

Tests can be stored in normal household conditions (between 2°C and 30°C). They do not need refrigeration but should be kept out of direct sunlight and not be exposed to heat.

LFD Test Links



Staff Opt in/out



Staff LFD Test Reporting



DfE LFD Test Reporting

Displaying symptoms



If someone develops symptoms of coronavirus (COVID-19) whilst at school:

If anyone becomes unwell with a new, continuous cough or a high temperature in an education setting they must be sent home and advised to follow the staying at home guidance.

If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.

In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.

If a colleague has helped someone who was taken unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people.

When a child, young person or colleague develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 10 days. All colleagues and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are

encouraged to get tested in this scenario.

Where the child, young person or colleague tests negative, they can return to their setting and the fellow household members can end their self-isolation.

Where the child, young person or colleague tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or colleague they live with in that group subsequently develops symptoms.

As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases a larger number

of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.

Shielding

Children, young people and colleagues who have been classed as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield. We do not expect people in this category to be attending school, and they should continue to be supported to learn or work at home as much as possible. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. Few if any children will fall into this category, but parents should follow medical advice if their child is in this category. Colleagues in this category should work from home where possible.



Managing mental health & well being - Pupils

The coronavirus outbreak may have caused significant mental health or wellbeing difficulties for some pupils. It is important to recognise that while 'getting back to normal' is important and will be reassuring for many, school staff will need to consider how to support all pupils, with additional focus for those who:

- Have found the long period at home hard to manage
- Have developed anxieties related to the virus
- The school have safeguarding concerns about
- May share safeguarding disclosures once they are back in school

To support pupils, staff may wish to provide opportunities for pupils to talk about and share their experiences. This can be done by providing:

- One-to-one conversations with trusted adults, where this may be supportive
- RSHE lessons on relevant topics including mental wellbeing, seeking help etc
- Pastoral activities that promote social recovery

Guidance for talking to pupils

- Plan to speak to every pupil on a 1:1 basis about their experiences of lockdown
- Decide who may be the best adult to speak with the child
- Give staff the tools / resources / training they may need to have the conversation
- Ensure staff working in the child's 'bubble' are aware of appropriate information about any concerns raised so they understand how best to support them.
- DSLs need an understanding of where they could refer/signpost children and families to according to the concerns or issues raised.
- Maintain contact with the families and children who are not attending school.

Providing a recovery curriculum

The purpose of the recovery curriculum is to help pupils deal with the sense of loss that they have developed over the coronavirus pandemic. The aims are to promote the safeguarding, health and happiness of your pupils through:

- Reestablishing positive peer-peer and peer-staff relationships
- Providing a safe space to process experiences and feelings
- Engendering a sense of connectedness and community
- Equipping with self-regulation strategies to manage emotions and behavioral responses
- Developing the knowledge, values and skills to support themselves and others

Reporting concerns

Ensure safeguarding information is recorded and passed to a DSL so any next steps can be undertaken swiftly. Any wishes and feelings work should be uploaded to CPOMS for recording concerns.

Resources

Use simple ways of gathering thoughts, feelings and wishes about home, returning to school, family members, events which have happened during lockdown etc. Here are some resources and tools to help facilitate this:

- Pip Wilson: [Blob Back to School](#) (Covid Edition)
- Young Minds: [How many positives and Find your feet](#)
- Norfolk County Council: [Managing my moments](#)
- Phoenix Education: [Return to school resources](#)
- NSPCC solution focused practice toolkit
- Norfolk Safeguarding Children Partnership
- Children's Commissioner: [Children's Guide to coronavirus](#)

Additional support

- [The DfE funded wellbeing project](#)
- [Just One Norfolk: Return to school](#)
- [Safeguarding](#)
- [RSHE](#)

Managing mental health & well being - Staff



Wellbeing is all about our holistic health, including the physical and emotional. When we have good levels of wellbeing we feel that life is in balance and that we can generally cope well. We feel motivated and engaged, we're resilient and able to deal effectively with daily troubles, as well as 'bounce back' from life's challenges.

This is going to be a challenging time for all of us. This is a worrying time. The pandemic doesn't just impact on physical health; your mental health can also be affected. There is much we can do collectively and individually to alleviate concerns and many resources are available.

Donna Walker, Louise Cushing & Nic Amond are trained Mental Health First Aiders. As a MHFA, they will be able to signpost you to sources of support. You can contact them via email.

Looking after your own wellbeing: Consider how to connect with others: Maintaining relationships with people you trust is important for your mental wellbeing. Think about how you can stay in touch with friends and family via telephone, video calls or social media instead of meeting in person – whether it's people you normally see often or connecting with old friends.

Help and support others: Think about how you could help those around you – it could make a big difference to them and can make you feel better too. Could you message a friend or family member nearby? Are there community groups that you could join to support others locally? Remember it's important to do this in line with guidance on coronavirus (COVID-19) to keep yourself and everyone safe. And try to be accepting of other people's concerns, worries or behaviours.

Talk about your worries: It is quite common to feel worried, scared or helpless about the current situation. Remember that this is a difficult time for everyone and sharing how you are feeling and the things you are doing to cope with family and friends can help them too. If you don't feel able to do that, there are people you can speak to via NHS recommended helplines or you could find support groups online to connect with.

Look after your physical wellbeing: Your physical health has a big impact on how you are feeling emotionally and mentally. At times like these, it can be easy to fall into unhealthy patterns of behaviour which in turn can make you feel worse. Try to eat healthy, well-balanced meals, drink enough water, exercise inside where possible and outside once a day, and try to avoid smoking, alcohol and drugs.



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Research also indicates that taking the following steps can be important in the promotion and maintenance of mental wellbeing:

Being flexible around change:

Even with the best plans, sometimes unexpected events or situations occur. Our ability to accept change and plan and adapt can help us to manage any potential feelings of stress and anxiety and cope better overall.

Self-compassion: If you take some time to stop and reflect on the thoughts in your head, are they more positive or critical? Once you have identified any negative thought, you can begin to introduce more positive thoughts and 'turn the volume down' on the critical voices.

Looking after your own wellbeing when you're not working.

There are simple steps we can all take to look after ourselves. Keep in touch digitally with family and friends and consider reconnecting with those with whom you've lost touch. Talk about your worries. And focus on what you can control rather than what you can't. Look after your body by staying active and busy – sit less, dance, walk up and down stairs, clean your home or have a clear out, or a digital clear out! Keep your mind stimulated – read, listen to podcasts, watch films, do puzzles and jigsaws, but limit your intake of news if this is upsetting you. Find ways to relax and be creative, eg DIY, arts and crafts, yoga, listening to music, exploring new recipes. Try to stick to your normal sleeping and waking schedule.

Where can I find advice and guidance?

Teacher and support staff well-being is essential when working through a crisis. Young minds have produced a document to support teachers' well-being.

<https://youngminds.org.uk/media/2869/wellbeing-in-schools-tips.pdf>

NHS recommended helplines <https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/>

Mind has published useful guidance on the coronavirus and well-being

<https://www.mind.org.uk/information-support/coronavirus/coronavirus-and-your-wellbeing/#collapsed9a8f>

The Education Support Partnership supports the mental health and wellbeing of education staff in schools, colleges and universities. Call the helpline on **0800 562 561**.

If your symptoms don't improve, contact your GP surgery. GPs are still offering telephone and video consultations throughout the coronavirus crisis.

Frequently asked questions



Q: Why do I have to use a specified entrance and exit to and from the school site?

A: We have developed a one way in/out system to make it easier to maintain a safe distance from one another.

Q: I do not live near the “exit” gate, can I use an alternative exit?

A: No, to allow us to maintain a safe flow of people on the school site we ask that all parents use the designated entry and exit gates.

Q: Why can only one parent/carer drop off at school?

A: This is to reduce the number of people on site and ensure social distancing.

Q: Do I have to wear a face covering when I drop off and collect my child?

A: Yes, we request anyone on school site to wear a face mask to protect themselves and others. This is not a requirement for children.

Q: Will my child have access to online learning if they stay at home?

A: If your child is isolating or is considered CEV, they will have access to online learning, which will be set and marked by the class teacher. If your child is at home for any other reason they will not have access to online learning.

Q: If I choose not to send my child to school, will this absence be authorised?

A: The DfE guidance states that if the school is open, the expectation is that your child should attend. Therefore, unless your child is ill, considered CEV or is isolating any absence will be unauthorised and as such may be subject to a fixed penalty notice.

Q: I have children in different year groups with different start/finish times.

A: If you have children in two different year groups, with different start/finish times please contact us at office@caisterprimaryfederation.org before start of term.

Q: I have some information I want to give you about my child, who do I tell?

A: Please either email your query to admin@caisterprimaryfederation.org and we will ensure that it is passed on to the most suitable colleague. Or you can telephone our school offices. To enable us to maintain the footfall flow we respectfully ask that you do not stop to speak to the marshals.

Q: Why can't my child(ren) use their bike or scooter to come to school?

A: This is to maintain the footfall flow, so that everyone is walking at a similar pace.

Q: Will my child be taught by their usual class teacher?

A: Wherever possible we will try to ensure that your child are with their usual teacher. However, we do have some teachers who are not able to return to work, therefore this may not always be possible.

Q: Will my child be allowed to play with all of the other children at break and lunch times?

A: No, to allow us to minimise contact with too many people, each year group will have separate break and lunchtimes.

Q: Will I still be able to use breakfast and after school club?

A: Yes, you will be able to book your child into breakfast and after school club from 8am to 5.30pm. There will be a charge for this provision.

Q: What does my child need to bring with them?

A: Please keep these items to a minimum – water bottle, a pen, pencil, pencil sharpener, eraser and ruler would be ideal, to avoid children having to share resources. Please do not send your child in with pencils cases and unnecessary items of equipment.

Q: Will my child need to bring their PE kit?

A: Yes, however only on their allocated day, children will be asked to come to school in their PE kit.

Q: What if my child needs to bring medication into school, how will I let you know?

A: If your child is on antibiotics please inform the school via email or telephone and we will ensure that takes their medication at the specified time. If your child uses an inhaler, please ensure this is in their school bag. **Q: My child normally brings their mobile phone to school, will they still be able to do this?**

A: Yes, but this will need to be kept in their classroom & we will ask for it to be switched off whilst they are in school.

Q: Will the school be open normal school hours?

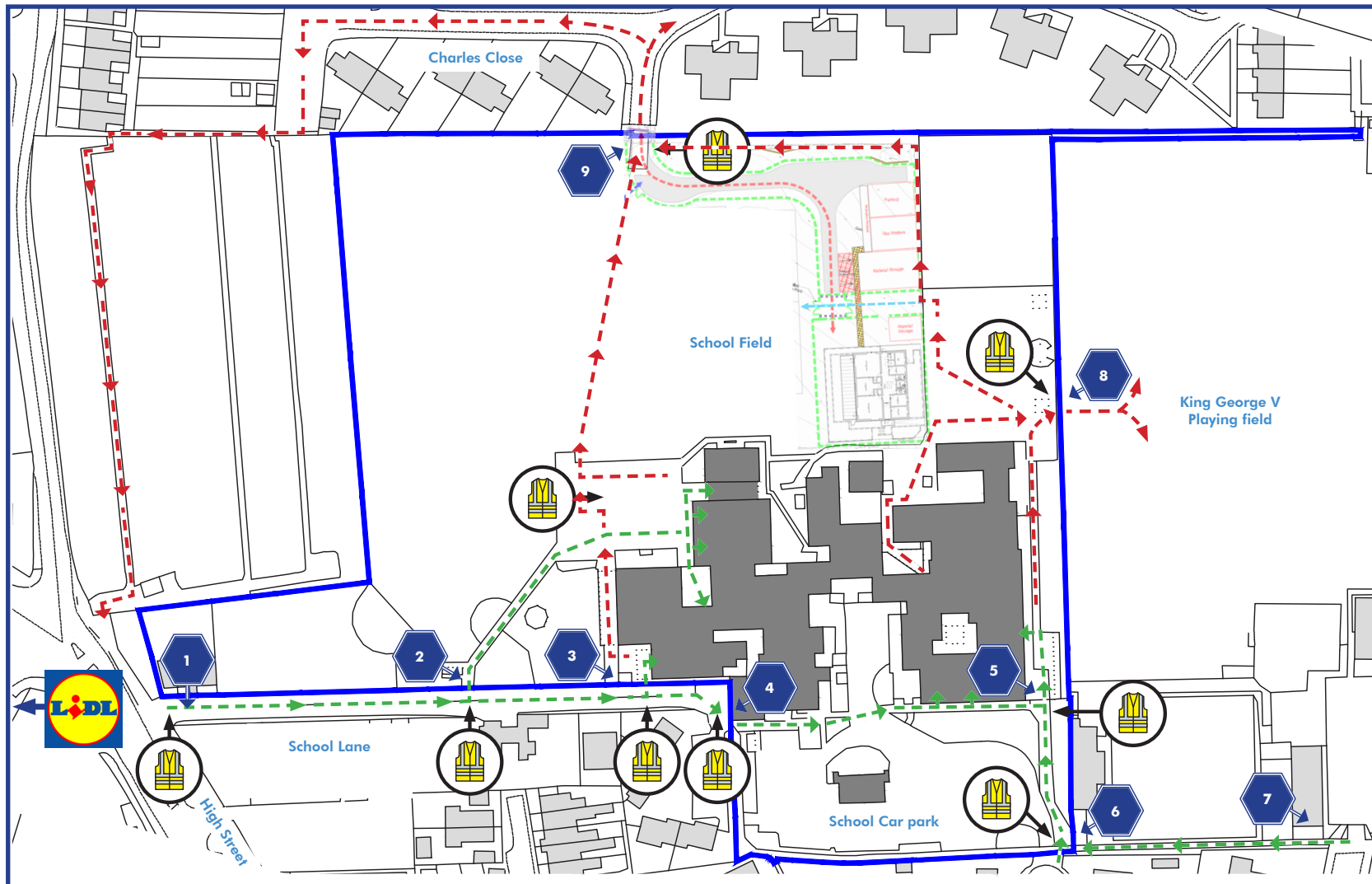
A: To allow us to manage the number of people on site during peak times we will have staggered start and end times.

Q: What happens if my child becomes ill whilst they are at school?

A: We will attend to your child, following government guidelines, and will telephone you to come and collect them from school.



Overview Map

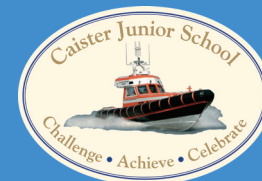




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Designed and produced by Caister Primary Federation.
With thanks to Tesco