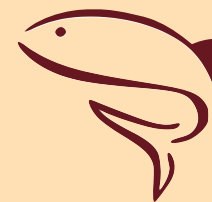


Standards and Systems Framework 2024



**Policies, routines and expectations
for Dhoon School and Laxey School**

Foreword

I am pleased to introduce the new Standards and Systems Framework for our schools. This document is essential for everyone in our school community as it outlines the key policies, routines, and expectations that guide our daily operations. Inside, you will find sections covering a wide range of areas including curriculum, working time agreements, child protection, and health and safety. Our goal is to provide clear and practical information that supports the effective running of our schools and the welfare of our pupils.

We recognise the importance of keeping our practices up-to-date. Therefore, this framework will be reviewed and updated annually to ensure it remains relevant and reflects the latest developments in education.

It's important to note the recent changes by the Department of Education, Sport and Culture, particularly the creation of a new policy hub. This hub is centralising some policies across all schools, including ours. We will incorporate any new policies from the hub into our framework as soon as they are issued.

We hope this document serves as a valuable resource for all. It represents our commitment to maintaining high standards and a safe, positive learning environment for our pupils.

Thank you for your continued support and cooperation.



Max Kelly, Executive HT



Policies

Routines, expectations and procedures

Working time agreements

Curriculum

Child Protection and Safeguarding

Health and Safety

Politici

es

Mobile and personal devices for children policy

Teaching and learning policy

The learning environment policy

Adults in school policy

Appraisals policy

Charging policy

Financial management policy

Fire safety statement

Health and safety statement

Pupil leave of absence policy

Progress reports policy

Data in progress reports policy

Business continuity statement

Concerns / complaints policy

DESC / IOM Gov policies which apply

Admission to primary schools policy

Attendance of pupils policy

Concessionary bus fares policy

Drug and Alcohol education policy

Educational visits and overnight stays policy

Equal opportunities policy

Handling pupils policy

Head lice policy

DESC / IOM Gov policies which apply (continued...)

No smoking policy

Recruitment of teachers and lecturers policy

Redeployment and redundancy policy

Religious education policy

Electronic communications and social media policy

DESC Complaints policy

IOM Education Act 2001

Health and safety policy

Information security policy

IOM Acceptable use handbook

Insurance policies and guidance 2020

Keeping and auditing child protection records policy

Lone working policy

Allergy and anaphylaxis policy

Retention guidelines

Behaviour and anti-bullying policy

Homework policy

Inclusion policy

Safe medication and first aid practices policy

GDPR policy

Equality and Accessibility policy

Parental partnership policy

Sex and relationships (SRE)

Marking and feedback

STATEMENT

The Partnership is aware that some children bring their own mobile telephones and other digital devices into school – some of these are extremely expensive pieces of equipment. Children do not require access to mobile phones or digital devices throughout the day, though the Partnership appreciates that some parents like to ensure their children have mobile telephones out of school hours, especially if they are making their own way home using the public service buses. Therefore, any children who bring a mobile telephone to school are asked to hand them in to their teacher at the start of the school day, and then collect them again at the end of the school day. Teachers will ensure that the phones are kept securely in their stock cupboards.

It will be the responsibility of the children to hand in their phones and collect them again – if mobile telephones / digital devices are lost or damaged at school as a result of not being handed in to teachers, then the Partnership will not accept any responsibility. If children are seen to be using mobile telephones in school rather than handing them in, the phone will be confiscated and given to the Executive Headteacher or Head of School. A parent / carer will be asked to come in to school to collect the phone. We will apply the same rules to iPods, iPads and all other digital devices.



Mobile phones and other digital devices must be handed in to teachers at the start of each school day. These will be returned at the end of the day.

Class teachers are responsible for setting up a system in their own class to manage this expectation.



The Partnership recognises the increasingly widespread use of Smart Watches. These are allowed to be worn by pupils at the discretion of their parent / carers. They must not have photograph capabilities - or this must be disabled. Pupils are not allowed to use any camera device on a smart watch - if they are found doing so the confiscation rule will apply.



There may be occasion when, by agreement of the class teacher and Executive Headteacher, children are invited to use their own personal devices in school as part of their learning and under the direction of a teacher.

This aspect of our policy will be on a case-by-case basis, subject to risk assessments and in line with DESC APU and guidance.

STATEMENT

In the Laxey / Dhoon Partnership every child will have an entitlement to benefit from teaching of the highest quality. This policy sets out the criteria that is expected of all teaching and learning in across the Partnership. Teachers at the school have the professional responsibility to ensure that their teaching meets this standard. The executive Headteacher, Heads of School and other senior members of staff will monitor, evaluate and review teaching and learning at the school regularly to ensure high standards are met and maintained.



Teachers will base their teaching on secure knowledge of DESC's E4L document and draw content for delivery from Maestro Cornerstones Curriculum.

Lessons should have clear learning objectives as to the knowledge, skills and understanding that pupils should acquire.

Teaching should challenge and inspire pupils of all ability levels.

Learning opportunities for pupils of all abilities, including those with special or additional needs, including rapid learners, should be varied, challenging, and appropriate to the pupils needs. In some cases, this may include pupils taking advantage of additional learning opportunities beyond the usual classroom provision (for example, one-to-one support, focus group activity, working with external providers, provision from local secondary schools, etc.)

Teachers should set high expectations for all pupils.

Teachers should use an appropriate range of teaching approaches and methods to enable all pupils to learn effectively, taking into account the range of individual learning styles in their class.

Lessons should generally include; good use of language; a wide range of questioning; building on prior learning; use of investigation.



Teachers should manage their classrooms and pupils behaviour (in line with the Partnership's Behaviour Policy) to ensure that pupils are able to learn effectively. Teachers must insist on high standards of behaviour at all time.

Teachers must ensure that time, support staff and other resources including ICT are used effectively to promote good pupil progress and high standards of achievement.

Teacher must assess pupil progress regularly and thoroughly, either in writing or verbally, and often in discussion with the pupil, noting what the pupil has done well and identifying 'next steps' for further improvement.

Teachers must record a National Curriculum Level for each pupil in Reading, Writing, Maths and Science at the end of each term - this must be recorded on the Arbor system by the class teacher in accordance with dates set by the Partnership's senior leadership team.



Lessons should often feature opportunities for; pupils to direct their own learning; pupils to work in pairs or groups of different sizes; pupils to present their learning in a way of their choosing; pupils to reflect on their learning; pupils to be involved in the assessment of their learning; pupils to work with the teacher to set 'next steps' for future learning.



Teaching, drawn from our Maestro Cornerstones Curriculum, should be supported with secure use of our preferred curriculum support tools and approaches (e.g E4L, Guy Claxton's BLP, Mark Burns (+ FACE model), Teacher WalkThrus Programme, Growth Mindset, EYFS guidance, Monster Phonics, Support for Spelling, Talk for Writing, Manx Curriculum Guidance, Manx RE curriculum, TMU and White Rose, IOM writing level descriptors, IOM Speaking and Listening descriptors, Morrells Handwriting Scheme, Twinkl resources, Classroom Secrets etc.)



In our Partnership all children are given the opportunity to learn through the development of learning habits / High Five dispositions. The growth mindset ethos of the Partnership promotes the fundamental belief that all people can improve and provides the tools with which to do so. This ensures that all children will have equal access to the curriculum and will be treated fairly regardless of race, religion or skills set.

STATEMENT

In the Laxey / Dhoon Partnership we believe that the ethos of the school is reflected through the quality of our school environment (“The Learning Environment”) which includes the upkeep and presentation of the building and grounds, signage, displays, pictures, objects and teaching aids that appear in classrooms and throughout the school building. We believe we should strive to provide a quality school learning environment which:

- stimulates curiosity and appreciation of the world
- celebrates children’s effort and achievement
- is an effective learning and teaching tool
- reflects the rich and varied experiences of current learning
- creates an appreciation and awareness of aesthetics which adds to the quality of children and adults experiences at school
- reflects a variety of cultures / ways of life and promotes inclusion
- mirrors our ethos of high expectations, pride, school values, and growth mindset

LAXEY

Teachers are responsible for the learning environment in their own classroom. Teachers can put displays up, or direct the limited support staff we have in school to do this for them. Teachers will be responsible for negotiating with support staff when and how their help can be secured: the responsibility for the classroom environment remains with the teacher.

Teachers will also take a full role in contributing to the whole-school theme displays in the main corridor - usually a min of two per year.

DHOON

Teachers are responsible for the environment in their own classroom and in the space immediately outside their room. Teachers can put displays up, or direct the limited support staff we have in school to do this for them. Teachers will be responsible for negotiating with support staff when and how their help can be secured: the responsibility for the classroom environment remains with the teacher.

Teachers will take a full role in contributing to the whole-school theme displays in the theme corridor - usually a min of two per year.

GENERAL PRINCIPLES (1)

All display boards are backed with backing paper, have a border and carry labels, captions and information which explain and enhance children's work, objects and images.

Photos can be used to show process as well as celebrating the children at work.

There is balance between displays that provide prompts or information and the children's own work.

There is a piece of work up from every child in the class somewhere in the classroom over time.

There is balance between displays that provide prompts or information and the children's own work.

GENERAL PRINCIPLES (2)

Where possible, 3D objects should be on display as well as images and photographs. Window sills and other surface areas are useful for this.

Displays are changed regularly (at the professional judgment of the teacher in their own room) in order to maintain the children's interest, reflect current learning and appear in good order. Backing paper to be changed when it looks tatty / tired.

From time to time, children are involved in the display process, making decisions about colour, format and information to support their work.

Staff should ensure that the building is not damaged by the fixing of materials to the walls/ceilings

GENERAL PRINCIPLES (3)

All teachers across both schools must provide a learning environment that facilitates independent learning, expecting children to: focus alone: collaborate: plan: reflect: improve: problem solve and organise resources without constant supervision from adults.

Classrooms should be kept tidy at all times. The Partnership's leadership team may undertake periodic and / or ad-hoc "tidiness audits" to check how well kept the learning environment actually is.

This includes spaces for coats and bags, window sills, surfaces, shared areas and wet areas. Children's clothes should be stored neatly on chairs during PE sessions after changing into PE kits.



ADULTS IN SCHOOL

All adults in school are supervised - or risk assessed with advice from DESC and OHR - unless they are DBS checked. All volunteers and supply teachers are given a Supply and Volunteers’s leaflet which outlines school expectations. Volunteer helpers for trips out are given a talk prior to the trip which focusses on their role in keeping the children safe, along with sight of the risk assessment. GDPR are also discussed with specific reference to taking and using photographs.



APPRAISAL

Our schools follow the DESC’s Professional Development Framework for all teachers, including headteachers. The DESC Supporting Attendance Policy and DESC Support Framework will be followed where required for all teacher and headteachers. Appraisal arrangements for ESOs, SESOS, HLTAs and other support staff are followed as specified in DESC Ts&Cs of Service for Support Staff. PDRs are completed for administrative staff, as specified in IOM Gov PDR policy. The school is not responsible for appraisal arrangements for kitchen / caretaking staff.



CHARGING FOR TRIPS

Our schools do not charge for any trips or in-school events (concerts, visitors etc) except for residential trips. However, we may ask for voluntary contributions (£5 per family - not per child due to siblings etc) towards the cost of buses etc. Pupils will not be penalised or stopped from attending trips if their family does not make the voluntary contribution. Funds from voluntary contributions must be used towards the costs of transport / entrance fees for visits. The EHT may use non ring fenced funds from the school fund to subsidise residential trips if families make a compelling case.



FINANCIAL MGT

We follow the IOM Gov Financial Regulations. The EHT is the Chief Accounting Officer for the Partnership. In relation to our school’s own bank accounts, bank statements and records on IMP (database) will given to an external party who will audit the accounts on a yearly basis. The School Administrator will answer any queries with regard to School Fund account on behalf of the school. A copy of the Statement of Account should be signed by the accountant and the Executive Headteacher and submitted to Treasury. This must be no later than 6 months from the end of the financial year (31st March).



FIRE SAFETY

The Partnership has clear evacuation procedures which are displayed around the schools. There is a termly fire drill practise which is timed and reported to the DESC. All teachers explain the procedures to their classes. The caretakers are responsible for a weekly fire alarm test which will be logged in the Fire Log book. DOI arrange for inspections and replacements of alarms, extinguishers etc. School will comply with all advice and instructions from the IOM Fire Service. DOI work with the Fire Service to devise a fire safety plan for each school with which we will fully comply at all times.



HEALTH AND SAFETY

The Partnership follows the Health and Safety at Work policy from the Isle of Man Government.

In addition, the Partnership will arrange for tri-annual health and safety walk-arounds with a H&S Advisor from IOM Gov. A report will be produced and the SLT will work to implement any recommendations. It is the responsibility of the EHT to arrange these visits.

Health and Safety will be a standing item on the agenda for Governing Body meetings.

 PUPIL LEAVE OF ABSENCE

The Executive Headteacher is able to authorise up to 10 days “holiday” at his / her discretion for pupils. These 10 days are not an automatic right or entitlement to children and families, and an application must be made in advance using the Partnership’s Leave of Absence Request Form (sometimes referred to as a Holiday Form.) Any leave of absences not agreed by the EHT, and certainly any that exceed 10 days of absence, will be recorded as unauthorised absences in the official attendance registers.

 PROGRESS REPORTS

Parents will receive an annual written report on their child’s progress each year. Our 'end of year' reports for each pupil are presented towards the end of the Summer Term. These should provide parents with a thorough overview of how their child has got on over the school year - if parents would like to discuss the report with the class teacher, we encourage them to make an appointment to do so. The Partnership will offer two parents evening per academic year (Aut and Spr term) with a mix of online and physical appointments available via a first come first served online booking system.

 PROGRESS REPORTS - DATA

Annual written reports will contain assessment data for those children completing Key Stage 1 and Key Stage 2. This will be presented by way of teacher assessment levels in the core subjects, together with a brief explanation of age-related exceptions so that parents are given a sense to what the data means in relation to their child.

The Partnership will not typically publish assessment data in between the end-of-key-stages, but will share this information with any parents who request it.

 BUSINESS CONTINUITY

The Partnership has a “School Emergency Management and Business Continuity Plan” in place which is available from both school websites. This details the steps that will be taken in the event of unforeseen circumstances which could threaten the usual and normal operation of either or both schools. Additional risk assessments and mitigation plans in response to bespoke situations, such as the emergence of C19 or other outbreaks of disease, will be produced by the EHT and shared on the school websites as appropriate.

 CONCERNS / COMPLAINTS

Those with a concern / complaint should talk to the school directly in the first instance as it is much easier to deal with problems as they arise as opposed to when they are historical. Most concerns can be dealt with quickly by speaking to your child’s class teacher, but a chain of escalation for these conversations exists through the Head of School and up to the Executive Headteacher. For occasions when this process is not satisfactory (e.g the complaint is about the HoS or EHT) or has failed to reach a solution, the complainant is at liberty to then follow the DESC Complaints Procedure (Jan 2020).

 SWIMMING

The Partnership largely follows the Isle of Man Policy and Guidelines for Primary School Swimming. We diverge slightly by exceeding policy requirements in Dhoon School by including children from Y2 in our lessons. The Partnership is able to accommodate the additional Y2 children at Dhoon due to the significantly smaller size of school and low numbers of children in general. Although this leads to a slight inequality of provision across the two sites, the number of children involved is very small (usually single digits) and it is judged that the pros outweigh the cons.

STATEMENT

In addition to the partnership-specific policies that we have devised and which apply across Laxey School and Dhoon School, the Department of Education, Sport and Culture - and wider Government in the Isle of Man - have various policies which apply to all schools in the island. As such, we shall have due regard and compliance with the following DESC / IOM Gov policies:

POLICIES AND GUIDANCE APPLICABLE TO ALL IOM SCHOOLS

Admissions to Primary Schools Policy	No Smoking Policy IOM Government	IOM Education Act 2001
Attendance of Pupils, Legislations, Policy and Procedures	Recruitment of Teachers and Lecturers Policy and Procedures	Health and Safety Policy
Concessionary Bus Fares Policy	Redeployment and Redundancy Policy	Information Security Policy
Drug and Alcohol Education Policy	Religious Education Policy	IOM Acceptable Use Handbook (Security)
Drug Policy Rationale	Electronic Communications and Social Media IOM Government	Insurance Policies and Guidance 2020
Educational Visits and Overnight Stays	Allegations Against Staff Flowchart	Keeping and Auditing Child Protection Records Policy
Equal Opportunities Policy and Procedure	DESC Complaints Policy (Internal & External) 2023	Lone Working Policy and Procedures
Handling Pupils	Suspensions of Pupils and Modified Timetable Policy	Allergy and Anaphylaxis Management Policy for Schools in the Isle of Man
Head Lice Policy from DHSC	EAS Handbook Nov 2021	Retention Guidelines V2

The above list should be regarded as dynamic and changeable. The recently established DESC "Policy Hub" are reviewing, updating and issuing new department-wide policies on an ongoing basis: all such policies from Policy Hub will apply.

POLICIES SECTION

STATEMENT

At Laxey / Dhoon Partnership we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a secure atmosphere.

Our objectives:

To provide clear guidelines for rewarding positive behaviour.

This will ensure that positive behaviour is encouraged and sustained within our school. It reflects the schools visions, which recognise the importance of developing learning in an environment where everyone is encouraged, empowered and inspired to be happy and successful. In addition, it sets out a very clear positive behaviour management system, which rewards and supports positive behaviour.

To provide clear guidelines for addressing unacceptable behaviour by any pupil at Laxey / Dhoon Partnership, whilst operating within the Policies of the IOM Department of Education, Sport and Culture.

This policy will also ensure that Parents, Pupils and the Staff working at in the partnership recognise and address behaviours which are potentially damaging to our children. It will set out very clear guidelines for Parents, Pupils and Staff on the consequences of continued poor behaviour. The purpose of this is to support the children within our school with the management of their own behaviour, in order to ensure they have positive and inspiring experiences both within school and in the wider community.

CHILD'S RESPONSIBILITY TO:

- Aim for the highest standards in their work and behaviour
- Co-operate with staff, visitors and parent helpers
- Understand the need for rules
- Listen to others, be respectful, polite and honest
- Be gentle, kind and helpful
- Play and work well with others
- Care for their own and other people's property
- Empathise with others
- Be cheerful!

STAFF ARE RESPONSIBLE FOR:

- explaining and role-modelling the behaviour we wish to see
- encouraging children to take responsibility for their own behaviour • recognising and highlighting exceptional behaviour, as appropriate
- ensuring that criticism is constructive
- informing parents about children's behaviour
- ensuring a positive and consistently fair approach
- creating a friendly and supportive atmosphere
- praising and encouraging the children
- ensuring the safety of our children around school and on the playground
- investigating and documenting any causes for concern in the class incident book • informing senior staff of repeated issues

PARENTS SHOULD:

- Alert us of any behaviour difficulties they may be experiencing at home
- inform us of any change which may affect their child's performance or behaviour at school
- reinforce the school's ethos of good behaviour and to stress not to fight back if hurt by another child

GUIDELINES FOR PARENTS/ CARERS CONCERNED ABOUT THEIR CHILD'S BEHAVIOUR

In the Laxey / Dhoon Partnership we recognise the importance of Pupils, Parents and Staff working collaboratively together in order to support and encourage our pupil's behaviour. As part of our open door policy, if any parents/carers are concerned about the behaviour of their child, they should adhere to the following procedure.

1. Contact their child's class teacher. This can be an informal chat or a phone call after school. A more formal meeting may be required depending on the needs of the pupil concerned, in order to ensure the most appropriate support can be given.
2. Should concerns still be evident, the Head of School (possibly SENCO depending on the issue / need) will then become involved. A formal meeting will be arranged where appropriate, in order to support the pupil, parents and staff involved. (This has a further escalation stage to involve the Executive Headteacher if necessary.)

ACKNOWLEDGING POSITIVE BEHAVIOUR IN SCHOOL

In the Laxey / Dhoon Partnership we believe that behaviour management hinges on good relationships between staff and pupils and between pupils themselves. These relationships are built on mutual trust, respect and having fun and take time to foster. Staff have their own methods of rewarding good behaviour but ultimately the intrinsic desire to do well is the motivating drive for our children. Staff acknowledge good behaviour in a variety of ways such as exemplifying good choices in front of the class/ school, giving a thumbs up, smiling and winking etc. Whilst each member of staff has their own personal way of promoting good behaviour, expectations are consistent between adults across the school. This results in children having a clear understand of the behaviour policy.

CHILDREN WHO HAVE BEEN FORMALLY IDENTIFIED / DIAGNOSED WITH BEHAVIOURAL DIFFICULTIES

For children who have been identified or diagnosed as having behavioural difficulties an appropriate and individual approach will be used. This may involve the expert input of parents / carers, and other professionals such as EdPs, SENCO and involved agencies.

MANAGEMENT OF BEHAVIOUR WHICH FALLS BELOW OUR HIGH EXPECTATIONS

Whilst Laxey / Dhoon Partnership encourages and supports children in order to help them behave positively and appropriately throughout school, it is important that Parents, Pupils and Staff recognise and address behaviours which fall below these expected standards. The reason for this is to ensure that all our pupil's have the opportunity to learn and develop in a positive environment. Therefore, when behaviour is deemed to be below the expected standard, the following guidelines should be followed:

- In the first instance, an oral warning will be given along with an explanation of the acceptable behaviour we are looking for.
- If there is a repeat of the undesirable behaviour, then the pupil will be moved to a place where they are able to address their behaviour. An example of this may be either away from the distraction or nearer the teacher. A reason for the move will be given along with an explanation of the positive behaviour being sought.
- If the undesirable behaviour persists, the pupil will miss some of their own playtime or lunchtime. This time will be used to help the child reflect. The pupil will be given the opportunity to look back on their behaviour and think about what they need to do differently. This opportunity to reflect on their behaviour can occur either in the classroom, outside the Executive Headteacher's/Head of School's office, The Base, either school library area; or can involve standing with the teacher on duty for a set period of time. It is also acceptable for the pupil to catch up on and finish work which should have been completed in class or to sit and read a book silently, in order to support their learning.
- Where there is a consistent trend towards unacceptable behaviour, the child's class teacher will contact the pupil's parents or carers, in order to discuss their concerns. The purpose of this contact is to work collaboratively together in order to support the pupil with the management of their behaviour. It is at this point that an informal behaviour contract may be introduced. This will help them raise their behaviour to our school's expected level.
- If after this contact, the pupil is still consistently exhibiting behaviour which falls below the expectations of our school, the Executive Headteacher/Head of School will become involved. The purpose of this is to support the pupils, parents and staff with the management of the pupil's behaviour. Parents/Carers will be invited into school for a formal meeting, to ensure the most effective support can be given. If an informal behaviour contract has not been introduced at this point, one may be started. (Please see notes below on informal behaviour contracts).
- If the poor behaviour continues despite the introduction of an informal behaviour contract, or warrants it without the step of a behaviour contract, the pupil will be placed on 'report' and will have to report to the Executive Headteacher / Head of School at agreed times within each school day for a set amount of time until the behaviour improves. The frequency and duration of being on 'report' is at the discretion of the Executive Headteacher / Head of School.

INCIDENT BOOKS

Incidents of poor behaviour may be formally recorded by teachers in a class record book (incident book). This will allow a picture of persistent wilful poor behaviour to be built up which may inform a yellow or red card sanction (see below.) Yellow and red card sanctions can be imposed at any stage in the above guidelines, at the discretion of the teachers and Executive Headteacher/ Head of School.

BEHAVIOUR CONTRACTS

Reflection Maps:

Reflection maps are a platform which encourage children to reflect on their behaviour. It should be stressed to all involved that the purpose of a reflection chart is not to punish previously poor behaviour but it is instead to encourage our pupils to reflect upon all their behaviour. This gives the pupil the time and support to reflect on when their behaviour was also acceptable or exemplary and therefore opens opportunities for positive praise and reward. There is no set format for a reflection map - it may be pictorial, written, coloured or verbal. Teachers will have professional discretion in deciding the best way to help an individual child reflect on and learn from their behaviour.

Home/School Communication Book:

This is a diary where the class teacher, the pupil and the parents facilitate reflection by discussing and writing about the child's behaviour. It also allows the teacher to encourage and support the child, helping them to modify their behaviour and giving them every opportunity to have a positive learning experience at Laxey / Dhoon Partnership.

YELLOW AND RED CARD INCIDENTS

These are specifically for when a child has deliberately hurt another person (physically or emotionally); OR for persistent wilful bad behaviour in and around school.

YELLOW AND RED CARD SANCTION SYSTEM

- If a pupil deliberately hurts another child (or adult) or displays persistent wilful bad behaviour, a member of staff will get the class Incident Book.
 - The pupil's name and details of the incident will be written in the Incident Book and a 'Yellow Card Incident' letter will be sent home, signed by the Executive Headteacher / Head of School – This is a Yellow Card Incident. It has to be agreed by all parties that the incident was deliberate.
 - If the pupil deliberately hurts again on the same day - or continues to exhibit persistent and wilful bad behaviour - they will be taken to see the Executive Headteacher / Head of School. The pupil's name and details of the incident will be written in the Incident Book. Parents will be asked to take the pupil home for the rest of the day – This is a Red Card Incident.
 - If the first incident is deemed to be very serious, the yellow card sanction may be bypassed and a parent will immediately be called to take their child home for the rest of the day. Discretion to progress to a red card incident without first issuing a yellow card letter lies with the Executive Headteacher / Head of School.
 - Upon returning to school following a Red Card Incident, the pupil will be asked to meet with the Executive Headteacher / Head of School before going into class.
 - Where pupils behaviours are extreme, serious and continuous, parents and carers will be made aware of the Department of Education, Sport and Culture's suspension procedures, and these will be applied.
- NB The parents of the child hurt will be notified that a yellow card / red card sanction was issued to the other party.

BEHAVIOUR OUT OF SCHOOL

Laxey and Dhoon Schools cannot police the behaviour of their pupils out of school, nor can the school accept responsibility for its pupils out of school. That said, the school will regularly remind pupils of the expectation to behave outside of school, especially if wearing our uniform as they are ambassadors for the school. Where we hear of behaviour out of school that falls below our expectations we will express our severe disappointment to the pupils involved. If this involves bullying or issues online / social media the school may call in the help of the Police to speak to the children as a cohort, class or group.

If the poor behaviour occurs on the public service buses that many of our pupils catch at the end of the school day, we may talk to the children involved on the bus operator's behalf and issue a sanction on behalf of them (e.g banning a pupil from using the service.) We would only do this at the request of the bus operator, and would do so in full consultation with parents. Where serious incidents have occurred on the bus and are brought to the attention of the school, the school will agree to notify the parents of the children involved. This will allow the parents to reinforce the expectations for good behaviour at home.

ANTI-BULLYING SECTION

It is a requirement of all schools in the Isle of Man to have an Anti Bullying Policy in place to ensure that anti bullying procedures are established and carried out in school.

Children are expected to be kind to other children and treat them with respect. Good behaviour is an expectation and is encouraged and rewarded consistently throughout school. If a child deliberately hurts another child, it is taken very seriously. There is a system of yellow and red cards in place when this occurs and if necessary, parents will be informed.

WHAT IS BULLYING?

LEVEL 1 - NORMAL SCHOOL LIFE

Within any school there will always be the occurrence of incidents and accidents. Friendships will change and pupils will make poor decisions, all of which is normal in the process of growing up. It is therefore important to keep specific situations in context. Level 1 incidents will happen from time to time, and despite the emotional response pupils and parents may feel, it is important to recognise that this is not bullying.

LEVEL 2 - INAPPROPRIATE & UNACCEPTABLE BEHAVIOURS

Occasionally individual pupils will make poor choices and do or say things that are inappropriate, possibly physical, and unacceptable in the school community. These actions are generally one-off incidents that may result in a school sanction (in line with our behaviour policy) or suspension and parents would be notified of these serious incidents. Sometimes there may be more than one occasion, but it is sporadic, ad-hoc and not sustained. Level 2 incidents will happen from time to time, but, again, this is not bullying.

LEVEL 3 - BULLYING

Bullying is defined as deliberately hurtful behaviour that is repeated over a period of time where it is difficult for those bullied to defend themselves.

Bullying occurs from time to time in any establishment and manifests itself in a variety of ways:

- Physical (hitting, kicking, taking belongings)
- Verbal (name calling, racist remarks)
- Indirect; (spreading rumours, excluding someone from social groups) including online bullying.

Children who are being bullied may show changes in behaviour. If you think this is applicable to your child then please feel free to discuss this with the school. The school will take the matter very seriously and will take appropriate steps to eliminate any issues. As always, if you have any concerns regarding your child, please don't hesitate to see your child's teacher or the Executive Headteacher / Head of School.

Should we consider your child to be a bully or that your child is being bullied, you may be invited into school to discuss the matter.

PREVENTION OF BULLYING

At Laxey / Dhoon Partnership we seek to identify the early signs of bullying in the classrooms and the playgrounds and work to prevent it developing further by:

- Giving time to listen to children's concerns at playtimes, lunchtimes and other times of the day
- Valuing each child's comments and trying to ensure that they are appropriately dealt with
- Being aware of any repeated reports of incidents involving the same children or groups of children
- Ensuring that all children are aware of acceptable standards of behaviour and the positive attitudes we expect
- Raising the awareness of bullying through developing inclusion in all aspects of school life
- Yellow and red cards in place when this occurs and if necessary, parents will be informed

GUIDANCE ON SUSPECTED INCIDENTS

The class teacher is the best person to share any concerns with and should be consulted first following a suspected incident, as he/she may be aware of previous incidents or similar patterns of behaviour. Parents and/or pupils are always encouraged to tell their teacher (or another adult) if they feel they are being bullied.

The incident should be then investigated by the class teacher who will interview the children concerned: Firstly, on an individual basis where comments may be recorded. Pupils can then be assured that all incidents that may involve bullying are taken very seriously.

Secondly, the children are interviewed together. At this meeting the children will be encouraged to reflect on their behaviour and factors that may have influenced the behaviour of others

The class teacher will also be mindful of the following guidance:

- Identify with the children how they might resolve the current difficulties and avoid the problems recurring
- The use of sanctions as appropriate in accordance with the Behaviour Policy
- Inviting parents/carers into school to discuss the matter if appropriate
- Briefing lunchtime ancillaries to ensure a consistent approach
- Reviewing the case after one week by interviewing children concerned both individually and all together
- Monitoring behaviours following an incident
- Inviting the parents of the bullying child into school to discuss a constructive approach to successfully resolving the problems
- Formally recording incidents where appropriate - in the class incident book

STATEMENT

At Dhoon and Laxey Partnership we believe that learning at home is an important part of our educational offer and forms a crucial link in the partnership between home and school. In providing a purposeful and organised homework programme, we believe that we can develop an effective partnership with parents and carers and involve them directly in their children's education, sharing their achievements and progress together. We believe that quality homework supports learning undertaken in the classroom and helps to develop successful, independent learners, underpinning our aim of supporting our children on their journey to becoming lifelong learners.

What is meant by homework?

Homework is any work, or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

AIMS:

Through a variety of carefully planned, age-appropriate approaches we aim:

- To ensure a consistency of approach across the Partnership
- To enhance and reinforce learning which has taken place in school
- To provide opportunities for parents and children to enjoy learning experiences together
- To provide opportunities for parents, children and school to work in partnership
- To make children aware that school is not the only place for learning
- To increase children's motivation to learn
- To help children to develop independent learning strategies
- To prepare pupils in Year 6 for secondary transfer

HOMEWORK OBJECTIVES:

We feel that homework makes the greatest contribution when:

- Children, parents and carers are very clear about what they need to do
- Parents and carers are treated as partners in their child's learning
- Homework tasks are carefully planned and structured to support progression in learning
- There is a regular programme so that teachers, children, parents and carers know what to expect each week
- Children receive prompt, clear feedback on their work
- The homework policy is regularly monitored and evaluated to check that it supports the children's learning in the best possible way

INCLUSION:

All homework should be appropriate to the needs of the children and will be set in accordance with recommendations for their year group, unless otherwise stated in an Individual Education Plan. Additional homework to support children with a particular difficulty may also be provided, where appropriate or upon parental request. Homework tasks should provide opportunities to challenge and extend more able learners, whereas other learners may need opportunities to reinforce their skills whilst still feeling challenged. Children with additional needs will have work appropriately matched to their ability, which has as much in common with the work from the rest of their class as possible.

All tasks should:

- Give opportunities for all children to succeed
- Be matched towards the children's needs
- Be manageable for pupils, families and teachers
- Not deprive the children of the opportunity to pursue their other interests

EXPECTATIONS

SCHOOL WILL:

- Ensure that the demands of homework are manageable and rewarding for pupils (and that they are manageable for parents and carers, too)
- Establish a regular pattern in setting and receiving homework
- Give timely and appropriate feedback (this may be written comments, oral feedback in class, discussion etc)
- Recognise effort in class and in assemblies to help maintain motivation

LEARNERS WILL:

- Complete their homework to the best of their ability
- Ensure that they have the correct materials to complete homework e.g. reading book, homework book etc
- Take responsibility to ask their teacher to explain homework if they are not sure what to do

FAMILIES WILL:

- Provide opportunities for learners to complete their homework on time
- Support their children to do their best
- Provide help and support with homework where necessary; be actively involved and encourage
- Communicate with their child's class teacher if there are difficulties with homework completion

DHOON AND LAXEY HOMEWORK OFFER

KEY STAGE TWO

It is expected that:

- All pupils should read at home on a daily basis

Additional homework:

This will consist of a mixture of the following and should take no more than an hour per week:

- Spelling
- Numeracy skills
- Literacy skills
- TT Rock Stars

(The additional homework will be sent home on a Friday in their homework book. This book will be found in either their school bag or reading record bag, depending on the child, and should be returned to school no later than the following Friday)

KEY STAGE ONE

It is expected that:

- All pupils should read on a daily basis
- Reading books will be sent home and will be changed on a regular basis

Additional homework:

This will consist of one of the following and should take no more than twenty minutes:

- Phonics
- Spelling
- Handwriting
- Number skills

(The additional homework will be sent home on a Friday in their homework book. This book can be found in their reading folder and should be returned no later than the following Wednesday, please.)

FOUNDATION STAGE (REC)

It is expected that:

- All pupils should read at home on a daily basis
- Reading books will be sent home and will be changed on a regular basis

Additional homework:

- Phonics - sounds and tricky words that the children are learning in class.

(The additional homework will be home on a Friday in their homework book. This book can be found in their reading folder and should be returned no later than the following Wednesday, please.)

STATEMENT

Educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for, and the achievement of, different groups of pupils within a school. As an educationally inclusive Partnership, at Laxey and Dhoon the teaching and learning, achievements, attitudes and well-being of every young person matters.

We believe that all children should have an equal opportunity to attend our Partnership and to access learning. We value every individual and celebrate their achievements. There are structures and policies in place to promote inclusion and we aim to identify and respond to individual needs by setting suitable learning challenges for every pupil and celebrating their achievements.

In addition, we explicitly develop learning habits and promote a growth mindset - this is done through our Laxey Learning Habits and Laxey Learner Statements; and through our Dhoon High Five and Dhoon Values Scheme. This helps children to understand the importance of valuing their own success and having aspirations unique to them. This enables children to fully access the curriculum as they are focussed on their own skills set, their own challenges and their own qualities.

GLOSSARY OF TERMS USED IN THIS POLICY

SEN	special educational needs
SEBD	social, emotional and behavioural difficulties
SDQ	strengths and difficulties questionnaire
EdP	educational psychologist
IEP	individual education plan
SENCo	special educational needs co-ordinator
ESO	education support officer
SESO	senior education support officer
EAL	English as an additional language
LAC	looked after children (category of social care)
EHAS	Early Help and Support (support package from DHSC)
CP	child protection (category of social care)
CN	children with complex needs (category of social care)
DESC	Department of Education Sport and Culture
COLI	Contium of Learning and Inclusion
AEN	Additional Educational Needs
RoC	record of concern (SEN category)
AS	additional support (SEN category)
AS+	additional support plus (SEN category)
HLN	higher level need (SEN category)
IQM	Inclusion Quality Mark
ESC	Education Support Centre

HOW WE VALUE AND RECOGNISE INCLUSION

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different learning and teaching approaches and experiences.

In recognising the above, at Laxey & Dhoon Schools we are able to consider ourselves to be a fully inclusive school. We have identified different groups of pupils in our school that we strive to cater for:

- **Children with SEN**
- **Rapid learners**
- **Children with SEBD**
- **Children with medical needs**
- **Children with EAL**
- **LAC, CN, CP cases**
- **Children in short-term 'crisis'**

*NB This list is not exhaustive - we recognise that there may well be other groups of children who require an inclusive approach to help them access learning in our partnership. We aim to cater for these groups as they become apparent.

In our Inclusion Policy, we will deal with of these groups in further detail (colour-coded to match list above):

CHILDREN WITH SEN

We believe that pupils with SEN could have:

- difficulties with some or all school work
- difficulties with reading, writing, number work or understanding information
- difficulties in expressing themselves or understanding what others are saying
- difficulty in making friends or relating to adults
- difficulty in behaving properly in school
- difficulty in organising themselves
- some kind of sensory or physical need which may affect them in school

We identify pupils with SEN:

- through teacher professional judgement - teachers may draw on a wealth of information to support their assessments including the DESC COLI, the current DESC Dyslexia Policy, school -specific resources such as Nessy, Yes We Can Read etc.
- in consultation with parents/carers
- in consultation with the Partnership's SENCOs and other professionals
- In consultation with the EdP team, CAMHS team and other agencies when and where appropriate

At Laxey/Dhoon Partnership, this is what we do and when we do it with regards to pupils with SEN:

- The SENCOs maintains a register of children with SEN (submitted annually to DESC via Arbor)
- Children with SEN are subject to special plans which teachers draw up and deliver termly (although the pattern for drawing up, delivering and reviewing such plans can be flexible to best meet the needs of individual pupils.) Plans are shared with parents
- SEN stages are reviewed on an individual basis by teachers in consultation with the SENCO
- The SENCO may refer children to the EdP team if necessary
- Year Six 'Higher Level Need' children are reviewed formally with parents and the receiving school before transitioning to Key Stage Three.

RAPID LEARNERS

We believe that Rapid Learners could have:

- a disengaged or disruptive approach to their learning (could they be bored, or finding learning to be ‘too easy’?)
- a disparaging approach towards other children, adversely affecting their relationships
- an inclination to rush through work, making unnecessary mistakes
- a lack of resilience - they could struggle with problem solving and they could have a fear of failure (this can sometimes be exacerbated by parents who tell their children how ‘clever’ they are)
- social and emotional difficulties
- difficulties in applying their learning in different contexts
- a particular strength in a particular aspect or area of the curriculum

We identify Rapid Learners:

- through teacher observation
- through regular (termly) pupil progress reviews
- by tracking, using the pupil progress tracker on Arbor
- in consultation with parents/carers
- in consultation with the Partnership’s SENCOs

At Laxey/Dhoon Partnership, this is what we do and when we do it with regards to Rapid Learners:

- plan for rapid-learners at the medium and short term stage (identify rapid learners on planning, plan for differentiation within lessons)
- differentiate classroom activities and classroom challenges
- plan provision and opportunities to stretch children
- stretch children through quality dialogue and high expectations
- discuss rapid-learners at termly pupil-progress reviews

CHILDREN WITH SEBD

We believe that children with SEBD could have:

- difficulties in accessing or coping in a learning environment without support
- difficulties with trusting adults
- difficulties with concentrating / motivation to learn
- lower than expected attendance at school
- a fear of failure
- difficulties recognising appropriate behaviour and the boundaries involved
- difficulties with following school rules and expectations
- parents who have difficulties in recognising the issues that their children have
- a dependance on adult support/intervention in school

We identify children with SEBD:

- through teacher professional judgement - teachers may draw on a wealth of information to support their assessments including observations and notes, SDQs and EdP support / tools
- through conversations with parents/carers
- in consultation with the Partnership SENCOs

At Laxey/Dhoon Partnership, this is what we do and when we do it with regards to children with SEBD:

- take advice from EdP team
- liaise and work with other agencies as applicable
- SESO/ESO classroom support
- 'Nurture style' intervention with an (S)ESO (the Dhoon High Five Room can be used for this at Dhoon, and the Base can be used at Laxey)
- classroom strategies employed by the teacher
- behaviour charts in class
- take a personalised/individual approach to each child

CHILDREN WITH MEDICAL NEEDS

We believe that children with medical needs could have:

- visual/auditory/sensory needs
- an identified condition which needs managing in school (eg epilepsy, asthma, diabetes, allergies etc)
- a short-term illness which requires the administration of medication such as antibiotics etc
- a long-term need for the administration of medication such as Ritalin anti-hystrerminine etc.
- physical difficulties
- emotional difficulties
- a life-dependance upon vital medication (eg insulin)
- a dependance upon / need to make use of special equipment (eg wheelchair, crutches etc)
- a need for immediate first aid

We identify children with medical needs:

- through communication with parents and by monitoring the child.

At Laxey/Dhoon Partnership, this is what we do and when we do it with regards to children with medical needs:

- the Partnership SENCOs maintains an up-to-date medical needs register
- named staff are allocated to specific children to manage individual medical needs
- maintain close links with medical specialists such as the diabetic nurse and school nurse
- medical register, asthma cards and Ventolin, epi-pens and medication is centrally stored for ease of access (information to shared with staff on a need to know basis on each site)
- issue receipts upon administration of medication
- issue receipts when Ventolin is given for asthma
- create and maintain individual care plans and health plans for children
- obtain permissions forms from parents for the administration of medication
- ensure that all staff in the school are first-aid trained

CHILDREN WITH EAL

We believe that children with EAL could have:

- a first language other than English
- a language other than English which is used more predominately than English, especially in their home life
- a feeling of being isolated and/or a feeling that they are an 'outsider'
- parents who feel isolated and/or feel that they are 'outsiders'
- cultural differences
- behavioural difficulties at school because of language frustrations
- parents with different expectations of school and of learning based on their own cultural/country backgrounds
- difficulties in communicating

We identify children with EAL:

- At 'induction' before starting in Reception
- through consultation with parents/carers prior to joining our Partnership

At Laxey/Dhoon Partnership, this is what we do and when we do it with regards to children with EAL:

- liaise with the DESC EAL team, and take support and advice from them as and when necessary - this may include receiving EAL support staff to deploy within the classroom
- liaise with our link education liaison officer
- hold 'induction' meetings with translators if necessary
- use technology to assist in communication eg Google translate/iPads/ etc
- make use of 'language link' package and activities
- regular review meetings with teacher, SENCo and parents (and translators if necessary)
- the Partnership SENCOs maintains a register of children with EAL (submitted annually to DESC)

LAC, EHAS, CN, CP CASES

We believe that LAC, EHAS, CN, CP cases could have:

- erratic school attendance patterns
- a concerning way in which they present (eg hungry, tired, unkempt, aggressive, withdrawn etc)
- difficulties socialising or forming appropriate relationships
- attention seeking tendencies
- a very guarded nature

We identify LAC, EHAS, CN, CP cases:

- through referrals from other agencies
- a 'time-logged' picture that has been gathered comprehensively
- through disclosure
- through discussions and observations

At Laxey/Dhoon Partnership, this is what we do and when we do it with regards to LAC, EHAS, CN, CP cases:

- At Laxey/Dhoon Partnership, we have a comprehensive safeguarding and child protection policy and guidelines which all staff follow and comply with. This is reviewed and shared with staff at least annually (see "safeguarding" section of this document).

CHILDREN IN SHORT TERM "CRISIS"

We believe that children in short term 'crisis' could have:

sudden changes in their social, emotional or physical behaviour
any number of possible responses to unforeseen/unpredictable life circumstances

We identify children in short term 'crisis':

- through investigation and/or involvement of other services/parents/carers.

At Laxey/Dhoon Partnership, this is what we do and when we do it with regards to children in short term 'crisis':

- talk to and support the child, parents and family and advise the whole-school as appropriate through staff bulletins and staff meetings
- short-term 'crisis' nurture style provision (High Five Club / The Base) is offered as and when necessary
- referral to external agencies is made as appropriate

STATEMENT

At Laxey and Dhoon Schools we are committed to ensuring the health, safety, and well-being of all our pupils, staff, and visitors. Recognising the critical importance of effectively managing medical conditions, administering necessary medications, and providing prompt and appropriate first aid, this policy outlines our approach and procedures in these vital areas.

Our aim is to create a supportive and safe educational environment that accommodates the diverse health needs of our community. This policy is designed to provide clear guidelines for the management of medical conditions, ensure the safe administration of medicines, and establish robust first aid practices within our schools. It is a comprehensive framework that aligns with national health standards and best practices, ensuring that we are prepared to respond effectively to health-related situations.

MEDICAL COORDINATORS

The school administrators will act as “medical coordinators” which means they shall be responsible for:

- maintaining a register of all children on the school roll with medical conditions. The information on the register will be updated as and when, but certainly annually. This information will be taken from Arbor.
- ordering new supplies as and when required. The medical coordinator is responsible for keeping the blank medical record forms in stock, and for storing these for easy access in the medical room. The medical coordinator is responsible for maintaining the headbump folders and ensuring that these are kept stocked with blank letters.
- Meeting with parents who request for medication to be given to their children during the school day, and ensuring that the relevant paperwork is completed (form 3A or 3B and Form 4.)

SICK CHILDREN

If your child is injured or becomes unwell at school, we will make him/her comfortable and then call you immediately. If you cannot be reached, we will attempt to contact emergency numbers that you listed on your child's school records. Please make sure that we are kept up to date. Info regarding recommended periods of exclusion and actions in cases of certain skin conditions can now be found in the Health services document: “Management of Communicable Diseases in Schools, Nurseries and Workplaces” - this is available at school, or your GP’s surgery .

HEAD LICE

The School Nurse does not inspect children’s hair for the presence of head lice. This check is part of a parent’s duty. Check hair weekly combing wet, conditioned hair with a fine tooth comb. Treat- if your child does become infected medication can be obtained from any chemist or G.P.’s surgery. Tell - friends and school. NO alert letters will be sent home to all parents by school - parents of an infected pupil will be informed if spotted at school. Pupils are not to be excluded if infected. (Recommendations from the D.H.S.S .- Health Services - booklet “Management of Communicable Diseases in Schools, Nurseries and Workplaces”). The School Nurse is available for advice.



Laxey and Dhoon Schools follow the “48 hour rule” in respect of children, staff and visitors. 48-hour rule. If someone experiences symptoms such as vomiting and/or diarrhoea, it is imperative that they stay home and are symptom-free for 48 hours before returning to / visiting school.

ADMINISTERING MEDICINES IN SCHOOL AND RECORD KEEPING

Records set out how medicines are managed, recorded and administered. This establishes a clear audit trail. Parents/carers must supply information about medication that needs to be administered in the school. Parents/carers should let the school know of any changes to the prescription.

The school should ensure that the correct forms are used to provide clarity and consistency. In Laxey and Dhoon Schools we use either Form 3A or 3B to record parental consent, dosage information and administration information. These forms must be counter-signed by the Executive Headteacher OR Head of School in all instances before agreement to administer medicine is given. The medical coordinator ensures that all necessary paperwork has been completed. The medical coordinator is the first point of contact for parents wishing for medicine to be administered in school.

The school is not legally required to keep a record of medicines given to children. However, we recognise that it is good practice to do so, and records of medicine administered will be made in medical administration receipt books with one copy going home with the child, and one copy being retained in school.

The school will ensure that information is transferred to any receiving school and brought to the attention of the appropriate member of staff. Records and receipts for first aid are noted below in the Accidents and First Aid section of the policy.

INDIVIDUAL HEALTH CARE PLANS

For children with long-term health care needs, an individual health care plan will be drawn up in consultation with parents/carers, support staff and health care professionals. This will detail procedures for taking prescribed medication and emergency procedures. It is the responsibility of the parent to ensure such a plan exists and is shared with the school.

For children transported to schools by taxi or bus, it is recommended that their plan contains information about how medication will be delivered to school.

The schools will emphasise, in writing, the need for parents/carers to share information relating to changes to medical needs with staff.

SHORT-TERM HEALTH CARE NEEDS

Where children are well enough to attend school, but are required to take prescribed medication, parents should ascertain whether dosages could be prescribed outside the school day. Parents should ask the prescribing doctor or dentist about this.

Parents must complete a request form (Form 3A or 3B) and undertake delivery and collection of medicines (i.e. themselves or their adult representatives).

The schools will endeavour to ensure information, including all relevant aspects of a child's medical history, is collected when they enrol or their circumstances change. Medical information will be updated and maintained by the Medical Coordinators via Arbor.

SELF-MEDICATION FOR CHILDREN

It is good practice to enable children to manage their own medication. If a child can take medication themselves staff will supervise this. The school policy is that children may not carry and store their own medication, this will be held by the class teacher, and will be administered after signed agreement from parents/carers (on either Form 3A or 3B).

NON-PRESCRIBED MEDICINES

Staff should never give a non-prescribed medicine to a child unless there is specific prior written permission from the parents (on either Form 3A or 3B).

Parents/carers are requested not to allow children to bring non-prescribed medication (i.e. Calpol, paracetamol) into school without informing the school first. The school cannot be held responsible for pupils self-medicating if we have not been informed. Children can self-medicate with parental permission, and this must be obtained in writing on either Form 3A or 3B prior to the medication being brought into school and used. Pupils cannot keep medication themselves, even if self-administering. Self-administered medicine is to be given to the class teacher to store in their class stock cupboard (at an appropriate height) and will be given to the child upon their request or at the designated time (following the instructions from the parent on Form 3A or 3B). Non-prescribed medicines include throat lozenges and indigestion medicines.

If a child suffers intermittently from acute pain, such as migraine, the parents/carers with school consent, may authorise the supply of appropriate painkillers for their child's use with written, signed instructions about when the child should take the medicine. A similar arrangement can be made for children with hay fever. Parental permission is required on either Form 3A or 3B. If a child suffers regularly from frequent or acute pain, the parents/carers should be encouraged to refer the matter to the child's GP.

INTIMATE OR INVASIVE TREATMENT

Some staff are understandably reluctant to administer intimate or invasive treatment because of the nature of the treatment or fears about accusations of abuse. Parents/carers and the Executive Headteacher will respect such concerns. Each school has a school nurse who can be approached for advice on 811868. The school should arrange for two adults, preferably one of the same gender as the child, to be present for the administration of intimate or invasive treatment. Two adults will also often ease practical administration of treatment. Staff should protect the dignity of the child as far as possible, even in emergencies.

INFORMATION SHARING

All staff involved will be made aware of the child's medical needs and relevant emergency procedures. Some students may require immediate access to medication before or during exercise. Staff involved in sporting activities will be made aware of any relevant medical conditions and appropriate medical and emergency procedures.

STORAGE OF MEDICINES

Our Schools will not store large volumes of medication. The EHT / HoS / medical coordinator may request that the parent or child brings the required dose each day or uses a weekly dispenser, such as a box, which is clearly labelled with the child's name and contains the dose to be administered for each day of the week.

When the school stores medicines, staff should ensure that the supplied medication is labelled with:

- the name of the child
- the name and dose of the medication;
- the frequency of administration;
- the date of issue;
- and a measuring spoon or dropper must be supplied, if appropriate.

Where the child requires more than one medication, each should be separately labelled, but should be stored together in one labelled container. The medical coordinator is responsible for making sure that medication is stored safely. The children should know where their own medication is located.

It is not safe practice to follow re-labelled/re-written instructions, or to receive and use re-packaged medicines, other than as originally dispensed. A few medications, such as asthma inhalers, must not be locked away and should be readily available to the child. Medications should generally be kept in a secure place, not accessible to children. A locked drawer or cabinet or high shelf will be appropriate in such circumstances. The use of controlled drugs in school is sometimes essential. Schools should keep controlled drugs in a locked, non-portable container, and only named staff should have access. A record should be kept for audit and safety purposes. The medical coordinator will oversee this matter. Any named member of staff may administer a controlled drug to the child for whom it has been prescribed. Staff administering medicine should do so in accordance with the prescriber's instructions. A child who has been prescribed a controlled drug may legally have it in their possession. It is permissible for school to look after a controlled drug, where it is agreed that it will be administered to the child for whom it has been prescribed. A controlled drug, as with all medicines, will be returned to the parent/carer when no longer required, to arrange for safe disposal. Some medications need to be refrigerated. Medication can be kept in a refrigerator containing food, but should be kept in an airtight container and clearly labelled. The school should restrict access to a refrigerator containing medicines.

ACCESS TO MEDICINES

Pupils must have access to their medication when required. The school may make special arrangements for emergency medication that it keeps for certain children. It is also important that medication is only accessible to those for whom it is prescribed.

SAFE DISPOSAL OF MEDICINES

Parents/carers will collect medicines at the end of the dosage period. Parents/carers are responsible for the safe disposal of date-expired medication (by returning it to the local pharmacy or dispensing pharmacist). Expiry dates on medicines will be checked on a half termly basis by the medical coordinator.

REFUSAL OF MEDICINE

If a child refuses medicine staff should not force them. Parents should be informed of the refusal on the same day. Records of refusals will be made in medical receipt books with one copy going home, and one copy being retained in school.

RESPONSE TO ACCIDENTS AND INJURIES (FIRST AID)

General Approach to Accidents

While every effort is made to maintain a safe school environment, it is acknowledged that accidents, such as minor bumps, bruises, and scratches, can occur. Our staff is equipped to provide basic first aid, such as cleaning and applying plasters when appropriate. In cases of more serious nature, immediate contact will be made with parents or guardians to inform them of the incident.

Documentation of Minor First Aid

- **Receipts:** Following the administration of minor first aid, a receipt detailing the injury and treatment is provided to the student to take home. This serves as a formal record, with a copy retained by the school.
- **Accident Books:** All incidents are meticulously recorded in the school's accident books, located in designated staterooms on each site. Entries must be made in pen by the individual addressing the accident, ensuring accuracy and accountability.

Protocol for Head Injuries

- **Immediate Response:** In addition to standard first aid procedures and documentation, a specific 'Head Bump' letter is issued for any head injury. This letter advises parents on symptoms to monitor over the following 48 hours, such as nausea, headaches, or confusion, and provides guidance on seeking medical attention if necessary.
- **Documentation:** An 'L' symbol is marked next to the entry in the accident book to indicate the issuance of a 'Head Bump' letter, with copies available in the staff and medical rooms.
- **Parental Communication:** Head injuries often necessitate a phone call to parents, documented in the accident book. Regardless, parents receive the first aid receipt and, if applicable, a Head Bump letter upon collecting their child.

Serious Injuries

- **Accident Report Forms:** For injuries involving suspected fractures, muscle damage, deep cuts, or requiring more than basic first aid, a detailed accident report form is completed and submitted to the Executive Headteacher (EHT) for review. This form is then forwarded to the Health and Safety Officer at the Department of Education and Children, with an electronic copy retained by the school.
- **RIDDOR Process:** Injuries resulting in broken bones, lasting more than three days, or fatalities require completion of an e-RIDDOR form. This process is conducted online at RIDDOR Reporting Site (<https://www.gov.im/categories/business-and-industries/health-and-safety-at-work/report-an-injury-or-dangerous-occurrence/>). The form is filled out in addition to the Accident Report Form and Accident Book entry, as needed.



At Laxey and Dhoon schools, we adhere to a strict "no delegation" policy concerning accidents and injuries. This policy mandates that if you are the person to whom an accident or injury is reported, or if you are the witness to such an incident, it is your responsibility to commit to the entire process of responding. This includes administering first aid, seeking necessary help and assistance, and completing all associated documentation. This policy ensures direct accountability and a consistent approach to the health and safety of our students and staff.

STATEMENT

Laxey/Dhoon schools are the data controller of the personal information you provide to us. This means the schools determine the purposes for which, and the manner in which, any personal data relating to pupils and their families is to be processed. In some cases, your data will be outsourced to a third party processor; however, this will only be done with your consent, unless the law requires the school to share your data. Where the school outsources data to a third party processor, the same data protection standards that Laxey/ Dhoon Primary Schools uphold are imposed on the processor. Max Kelly, the Executive Headteacher, is the data protection officer. His role is to oversee and monitor the school's data protection procedures, and to ensure they are compliant with the GDPR. A privacy notice is publicly available via the school's websites (dhoon.sch.im and laxey.sch.im)

WHY

Laxey/Dhoon Primary Schools hold the legal right to collect and use personal data relating to pupils and their families, we may also receive information regarding them from their previous school, LA and/or the Department of Education Sport and Culture (DESC). In accordance with data protection laws, the personal data of pupils and their families is collected and used for the following reasons:

- To support pupil learning
- To monitor and report on pupil progress
- To provide appropriate pastoral care
- To assess the quality of our service
- To comply with the law regarding data sharing
- To safeguard pupils

WHAT

The categories of pupil information that the schools collect, hold and share include the following:

- Personal information e.g names, pupil numbers and addresses
- Characteristics e.g ethnicity, language, nationality, country of birth and free school meal eligibility
- Attendance information e.g number of absences and absence reasons
- Assessment information e.g individual attainment and achievement levels
- Relevant medical information
- Information relating to SEN
- Behavioural information e.g number of temporary exclusions

Whilst the majority of the personal data you provide to the school is mandatory, some is provided on a voluntary basis. When collecting data, the school will inform you whether you are required to provide this data or if your consent is needed. Where consent is required, the school will provide you with specific and explicit information with regards to the reasons the data is being collected and how the data will be used.

FOR HOW LONG?

Personal data relating to pupils at Laxey/Dhoon Primary Schools and their families is stored in line with the DESC's retention schedule.

In accordance with the General Data Protection Regulations (GDPR), the school does not store personal data indefinitely; data is only stored for as long as is necessary to complete the task for which it was originally collected.

SHARING

Before sharing data, all staff members will ensure:

- They are allowed to share it
- That adequate security is in place to protect it
- The person or organisation who will receive the data has been outlined in a privacy notice
- The person or organisation who will receive the data have confirmed in writing, through the use of a data sharing agreement form, that they comply with the GDPR and any other relevant data protection legislation

YOUR RIGHTS

- Parents and pupils have the following rights in relation to the processing of their personal data. You have the right to:
 - Be informed about how Laxey/Dhoon Primary schools use your data
 - Request access to the personal data that Laxey/Dhoon schools hold
 - Request that your personal data is amended if it is inaccurate or incomplete
 - Request that your personal data is erased where there is no compelling reason for its continued processing
 - Request that the processing of your data is restricted
 - Object to your personal data being processed
- Where the processing of your data is based on your consent, you have the right to withdraw this consent at any time. Please refer to our website for our privacy notice.
- In the event of a breach in data we will inform the DPO at the DESC within 72 hours.

PROCESSES

- Schools are required to share pupils' data with the DESC on a statutory basis. Laxey/Dhoon Primary Schools are required by law to provide information about our pupils to the DESC as part of statutory data collections which are stored on ARBOR. Personal data which is stored may be used for:
 - Conducting research or analysis
 - Producing statistics
 - Providing information, advice or guidance

The DESC has robust processes in place to ensure the confidentiality of any data shared is maintained. Laxey/Dhoon schools will not share your personal information with any third parties without your consent unless the law allows us to do so.

PERMISSION SLIPS

Any information gathered on a slip will be kept by the school administrator in accordance with the DESC's data retention schedule and will be destroyed following the conclusion of the event.



A child friendly privacy notice for our pupils is available on our respective school websites and can be read here:

<https://laxey.sch.im/default-sch/resources/Child-Friendly-Privacy-Notice-2023.pdf>

STATEMENT

In line with the Isle of Man Equality Act 2017, this policy underscores our commitment to valuing the individuality of all within our school community. We strive to provide an environment where every pupil has the opportunity to achieve the highest standards through a broad, exciting, and inclusive curriculum.

KEY PRINCIPLES

- **Non-Discrimination:** We stand against discrimination on any grounds including ethnicity, religion, attainment, age, disability, gender, or background.
- **Fairness and Justice:** Our curriculum and school culture promote fairness, justice, and equal opportunities for all.
- **Accessibility:** We are dedicated to providing equal access to educational opportunities and actively work to eliminate barriers to learning.
- **Inclusive Growth Mindset:** Central to our beliefs is fostering a growth mindset that embraces the uniqueness and potential of each pupil.
- **Diversity and Respect:** We celebrate cultural diversity and individuality, fostering an environment of mutual respect.

IOM EQUALITY ACT

Protected Characteristics

- As per the Isle of Man Equality Act 2017, we recognise and actively challenge discrimination related to:
 - Sex
 - Race
 - Disability
 - Religion or belief
 - Sexual orientation
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership
 - Age

APPLICATION OF POLICY

Curriculum and Inclusion

- Our curriculum is inclusive, designed to advance equality of opportunity and foster good relations across all characteristics. We aim to challenge prejudice and stereotyping through positive educational experiences and discussions on inclusion and equality.

Staff Commitment

- All staff members at Laxey School and Dhoon School are committed to this policy and its principles. We ensure transparency in teaching and uphold the beliefs outlined in this document.

Policy Integration

- This Equality & Accessibility Policy should be read in conjunction with the Anti-Bullying Policy, Inclusion Policy, and Learning and Teaching Policy of the schools. It forms an integral part of our approach to creating an inclusive and supportive educational environment.

STATEMENT

The Partnership cherishes the significant role of parents in our pupils' education. We are committed to fostering a collaborative environment with parents, staff, and pupils, emphasising mutual support and open communication. This policy applies to parents, guardians, and carers of pupils at Laxey School and Dhoon School.

AIMS

- **Engagement:** Foster active parental involvement in school activities and governance.
- **Communication:** Maintain clear, regular communication with parents.
- **Educational Support:** Collaborate with parents in supporting pupils' educational and emotional needs.
- **Community Contribution:** Leverage parents' skills and willingness to enhance school life and pupil development.
- **Feedback and Improvement:** Actively seek and incorporate parents' feedback for school improvement.

SITE-SPECIFIC INITIATIVES

Laxey School:

- **Parent Group Forum:** Led by Mr. Astin, this group meets regularly to discuss various topics, including policy reviews and fundraising ideas.

Dhoon School:

- **Parent Engagement Group:** Coordinated by Mrs. Shimmin, focusing on enhancing parental involvement in school life.

Getting Involved:

- Parents interested in joining either group should contact the respective Head of School for more information.
- **Coffee and Chat Sessions:** Held at both schools, these informal meets offer a space for parents to socialise, network, and engage with senior staff. Featuring free tea or coffee and an opportunity to browse or contribute to our collection of pre-loved uniforms.

STRATEGIES (1)

Parental Involvement:

- Invitations to school events..
- Regular updates via website, social media, and texts.

Communication Channels:

- User-friendly informational materials.
- Regular updates on school events and news.
- Annual Pupil Profile Summaries and consultation meetings.
- Informal and formal parent evenings.

Education and Progress:

- Parent evenings for ongoing collaboration.
- Detailed annual reports.
- Special meetings for Individual Education Plans.

STRATEGIES (2)

Parental Expertise:

- Opportunities for volunteering in school activities.
- Support for home-learning with clear guidelines.
- Encouragement to participate in school projects.

Feedback Mechanisms:

- Regular policy review meetings with parental input.
- Open channels for policy feedback and comments.
- Representation of Parent Governor in the Governing Body

STATEMENT


All schools should have an up to date SRE policy which is made available for inspection and to parents. The policy must:

- Define aims of sex and relationship education
- Describe how sex and relationship education is provided and who is responsible for it.
- Say how sex and relationship education is monitored and evaluated and give an overview of content, organisation and age appropriate delivery.
- Include information about parents' right to withdrawal; and
- Be reviewed regularly.

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of loving and caring relationships. It is about the teaching of sexuality and sexual health.

MORALS & VALUES

Sex and relationship education will reflect the values of the school and will be taught in the context of relationships. In addition, SRE will promote self-esteem and emotional health and well-being and help pupils form and maintain worthwhile and positive relationships, based on respect for themselves and others, at home, school and in the community.

- 
- Our Y6 teachers are the designated teachers with responsibility for coordinating sex and relationship education.
 - Sex and relationship education is delivered through different areas of learning, including science, RE, PSHE, including during P4C style sessions if considered appropriate.

AIMS

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration and sensitivity towards the qualities of relationships within families.

THE OBJECTIVES OF OUR SRE ARE:

- To provide the knowledge and information to which all pupils are entitled
- To challenge, clarify and develop existing knowledge and help gain access to information and support
- To raise pupils' self esteem and confidence, especially in their relationships with others
- To help pupils understand their feelings and behaviour and how they can change as they mature
- To provide the confidence to value themselves and others and develop skills for a healthier safer lifestyle
- To respect and care for their bodies
- To prepare for puberty and adulthood
- To develop the ability to cope with influences of their peers and the media
- It is our intention that all children will have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required.

ORGANISATION

Sex and relationship education is taught by classroom teachers, teaching assistants and outside visitors if appropriate. The Y6 teachers are also responsible for delivering this, age appropriate SRE sessions to year 6 pupils. Sex and relationship education is usually delivered in mixed gender groups, however there may be occasions where single gender groups are more appropriate and relevant. SRE sessions are few in number, taught in Y6, and focus on relationships and puberty which some children at this age may be experienced, and all certainly will (if not already) in the near future.

CONTENT

SRE is presented in a way that stresses personal responsibility, respect, the importance of healthy social, physical and emotional relationships and influences upon them.

We will:

- Encourage respect, critical thinking and questioning
- Give pupils and understanding of their own growth and development and the rates at which changes take place
- Generate an atmosphere where questions about reproduction can be asked and answered without embarrassment
- Provide an acceptable vocabulary for all parts of the body
- At this level, we acknowledge that the make-up of families can look diverse and we encourage children to be mindful and respectful.
- The schools will engage with the NSPCC “Speak Out / Stay Safe” programme.

PARENTAL CONSULTATION

The school will inform parents of year 6 pupils when their sex and relationship programme will be taught and provide opportunities for parents to discuss concerns and view resources being used. Parents have the right to withdraw their children from those aspects of sex and relationship education not included in the Manx Curriculum Science and alternative work would be set.

CHILD PROTECTION / SAFEGUARDING

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the EHT / HoS / DSL with responsibility for child protection, in line with established procedures for child protection.

DEALING WITH DIFFICULT QUESTIONS

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. Y6 teachers shall seek out regular training in SRE to assist.

STATEMENT

In Dhoon and Laxey Schools we aim to ensure that our children get the maximum benefit from their education through an entitlement to regular feedback on their learning. We believe that children are entitled to have their work acknowledged so that they know what they have achieved and understand the next steps in their learning in order to help accelerate their progress. It is our aim to provide regular, consistent and, where appropriate, immediate feedback using a variety of strategies and techniques based on formative assessment. A consistent approach to feedback and marking throughout the school allows children to become truly reflective learners, focussing on success and improvement needs against learning intentions and success criteria.

PURPOSE

- To provide a dialogue between teacher and children with clear feedback about strengths and areas to develop in their learning
- To promote the active use of learning habits / High Five (site specific) to improve learning
- To improve peer and self assessment
- To indicate how a challenge needs to be corrected and improved against success criteria in all subjects
- To identify where additional support or more challenge is needed
- To aid/inform planning

PRINCIPLES

Feedback:

- Relates to the split screen objectives shared during the session
- Allows children to be aware of the criteria against which their learning challenge will be assessed
- Gives children opportunities to become aware of and reflect on their learning needs
- Gives recognition and appropriate praise for effort
- Gives clear strategies for improving outcomes
- Allows time for children to reflect and respond
- Responds to individual learning needs, feeding back face-to-face whenever possible
- Is seen by children as positive in improving their learning
- Develops the use of peer and self assessment
- Is manageable

WHOLE SCHOOL APPROACH

Teachers need to:

- Focus feedback on the development of the skill and the learning habit(s) / High Five (site specific)
- Ensure written feedback is appropriate to the year group
- Use oral feedback first
- Ensure written feedback is legible and clear in meaning
- Give children time to respond to comments (both oral and written)
- Give children dedicated time to improve
- Decide whether learning challenges will simply be acknowledged or given detailed attention - not all challenges need to be quality marked
- Use success criteria to inform peer and self reflection

Routi

nes

School communication to home
Collecting and dismissing children
Off-site trip planning
Positive praise texts
Induction for new staff
Children calling home
Wet mornings
New starters (children) induction
Visitor protocols
Social media
Disposal of children's work
Security outside of schools
Fire evacuation drills
Outlook diary
Cloakrooms, coats and bags
Assemblies
Dress code
Weekly staff bulletins
School uniform
Professionalism of staff

STATEMENT

It is important that families feel well-connected to the schools and feel that they are updated and communicated to regularly. The Partnership will make use of a range of approaches to achieve this - email, SMS text messaging, printed letters, official websites, and social media pages. The Partnership will apply a consistent and professional approach in this regard.

FRIDAY RULE

As a rule of thumb, letters and hard-copy communications will be sent home with children on Fridays. This ensures that parents and families know to check for letters on a set day each week.

This means teachers will have to be organised in terms of preparing letters, especially for upcoming trips & events.



Teachers are responsible for preparing their own letters for trips, extra-curricular clubs, sports or music trips that they are leading etc. A standard template has been prepared and must be used. Teachers must seek approval from the Executive Headteacher of Heads of School before sending letters.

Tahoma

Letters must be prepared on official letterhead paper - individual school letterheads are the default option, but for joint events / information, a Partnership letterhead may be used. Please take the advice of the Executive HT if unsure. Tahoma font should be used for letters, usually size 11.



Copies of all letters sent home must be provided to the school administrator - parents frequently request spare copies etc. it is important the administrators are (a) aware of the letters being requested, and (b) have copies to give.



The school newsletter is published on the first Friday of each month in term time. The Executive HT is responsible for writing this. Heads of School and staff to advise re content. The Heads of School will proof-read prior to publication. This is also uploaded to the school website each month.



Short-term / emergency information can be sent via SMS text at the discretion of the EHT or HoSs.

Teachers can email parents direct using their Gmail addresses rather than their sch addresses, but generally emails to parents should be directed through the enquiries account.

- ✓ Social media to be used to communicate dates, information and updates.
- ✓ Calendar of dates to be available via the school website homepage.

STATEMENT

The Partnership believes that its values and ethos are supported by high expectations in terms of behaviour, order, structure and routine. To this end, well understood and consistently applied systems for collecting children and dismissing them at the start and end of the school day, and at all other transition points in the school day is very important to us. We believe these clear expectations help to promote readiness for learning; prepare children's mindset for school; develop pride and an appreciation for social norms; and ensure a calm and orderly school environment for the benefit of all learners and all those who work in and visit the school.



When children arrive at school in the morning they will assemble in the main playground for that building.

A hand-bell will be rung by a senior member of staff to indicate the start of the school day.

Upon hearing the bell, the children will line up in their classes in a designated place.

Class teachers will meet their line and ensure they are quiet, smart and orderly. Teachers will lead the line in.



Classes must be dismissed from their room in a calm and orderly way. This may include lining them all up, or sending them out in small groups. They must not simply be told to go all at once.

Teachers are responsible for ensuring their class leave the building calmly and orderly at the beginning of playtimes / lunch.

Teachers on playtime duty (and ancillary staff at lunchtime) will ring a bell to signal the end of the time and will be responsible for sending the children in calmly and orderly.



At the end of the school day, teachers will line their children up at the classroom door, ensuring that coats are on properly (e.g. not hoods balancing on heads etc - children should leave school as smartly in appearance as they arrive) and will lead them out onto the playground. Teachers will send "bus" children to their gathering place, and will wait until all their children have been collected or made their own way home.

Teachers will contact home via telephone for any uncollected children.

➔ Reception children at Laxey have a different arrival point and should line up at the green gate on the lower playground.

OFF SITE TRIP PLANNING

Process: Teachers planning off-site trips must conduct a risk assessment (including a pre-visit, if necessary) and upload it to the EVOLVE system before the trip.

Templates & Communication: Use the standard risk assessment template and send parent information letters via our usual communication routines.

Authorisation: The Executive Headteacher (EHT), as the Educational Visits Coordinator (EVC), reviews and authorises all EVOLVE records. Trips proceed only with EHT approval.

POSITIVE PRAISE TEXTS

Usage: Teachers are encouraged to use the Arbor system to send SMS "Positive Praise" messages to parents, celebrating pupils' achievements, work quality, or attitudes.

INDUCTION OF NEW STAFF

New staff members will receive an induction from the Head of School, highlighting key policies like Safeguarding, Child Protection, Behaviour, and Anti-Bullying. An induction booklet specific to each site is also shared.

CHILDREN CALLING HOME

If a pupil forgets PE/swimming kits, packed lunches, or needs to contact parents for other reasons, they should request the school administrator to make the call during playtime. Direct use of the phone by pupils is not permitted.

WET MORNINGS

Dhoon School: From 8:50 am, children enter via the ramp door near the sports hall.
Laxey School: From 8:40 am, children use the Pupil Entrance and wait in classrooms. Parents are encouraged to allow children to enter independently.

NEW STARTERS - INDUCTION

Registration and Welcome

- **Registration:** New Reception children are registered for the upcoming September term by the school administrators.
- **Induction Pack:** Parents receive an induction pack around TT Week, including welcome letters, a Parent Handbook, a Uniform checklist, and a Transition to School information poster.

Orientation Activities

- **Induction Sessions:** Two sessions (morning and afternoon) are offered in June/July for children and parents to familiarise themselves with the school environment and meet staff.
- **Parental Briefings:** Includes a parent webinar briefing by the EHT and Heads of School and a face-to-face meeting on the first school day in September.

Ongoing Support

- **Welcome Video:** A professionally produced video showcases the school, helping children & parents to visually acclimate to the environment.
- **First Day Transition:** Staff provide special attention to new starters, ensuring a smooth transition into school life.

VISITOR PROTOCOLS

Sign-In: All visitors sign in using the visitor books and receive a visitor badge.

DBS Checks: Visitors without DBS checks must be supervised at all times and are restricted from unsupervised access to pupils.

SOCIAL MEDIA

Usage: Teachers are encouraged to document and share special events and activities for social media, ensuring parent consent for children's images and names. Laxey and Dhoon use Facebook, X and Instagram alongside their own websites.

DISPOSAL OF CHILDREN'S WORK

Policy: Completed workbooks and display work should be given to pupils to take home, not discarded by teachers, after retaining necessary evidence for assessment.

SECURITY OUTSIDE SCHOOLS

Supervision: Children are supervised at all times in the outdoor areas.

Playground Security: Any unknown adult entering the playground is to be politely approached and directed to the school office for identification.

FIRE EVACUATION DRILLS

Frequency: Conducted at least once a term.
Procedure: Children line up silently at the designated door, are counted against the absence register, and led to a specific area in the playground. The caretaker checks all areas before exiting. Evacuation is timed.

OUTLOOK DIARY

The Outlook Diary is the official record of everything that is planned to take place in the schools each day. **All** trips, visitors, appointments, meetings, room uses etc **must** be added to the outlook diary. Staff are responsible for checking the diary daily.

CLOAKROOMS, COATS & BAGS

Coats and bags should be hung on pegs. Teachers will appoint a "cloakroom buddy" to ensure tidiness. Cloakrooms must be tidy for evening cleaning. "What you walk past, you accept." We have a collective responsibility to keep our environment tidy.

ASSEMBLIES

Conduct: Silent entry and attentive listening. Staff should model appropriate behaviour.
Attendance: Mandatory for all staff and pupils, with Reception joining at the appropriate time as decided by their team. Assemblies count as contact time (WTAs).

DRESS CODE

Staff: Professional attire is required to set a positive example. Smart, formal clothing, shoes and appropriate attire align with the school's ethos. This includes kit for PE.
Pupils: Full, correct uniform adherence is expected. This includes kit for PE.

WEEKLY BULLETIN FOR STAFF

Each Friday the respective Heads of School will prepare and share a staff bulletin with all staff members outlining key events and notices pertinent to the following week. These bulletins will also be made available electronically in the Teams Channel for everyone's convenience.

Laxey School Uniform Reminder



White or sky blue polo shirt

Lets get the little details right!


White, grey or black socks

Grey school trousers or shorts



Black shoes

Grey school skirt or dress



Maroon jumper or cardigan

i INFO SHEET

Dhoon School Uniform Reminder



Jade or white polo shirt

Lets get the little details right!

White, grey or black socks

Grey school trousers or shorts



Black shoes

Grey school skirt or dress



Jade jumper or cardigan

i INFO SHEET

TEAMWORK AND SUPPORT

Collaboration:

We are a united team, committed to supporting one another in our shared mission of educating and nurturing our pupils.

Professional Discretion:

Disagreements with policies or decisions should be raised in appropriate forums, typically in private with a relevant staff member. Public dissent, especially on major policy matters, is discouraged as it can impact team morale.

COMMUNICATION AND DECISION MAKING

Open Dialogue:

Staff are encouraged to express views and challenge decisions constructively during team or staff meetings when policies are being discussed.

Senior Staff and TLR Holders:

It is expected that senior staff and those with Teaching and Learning Responsibilities (TLRs) present a united front publicly. Once a decision is made, it should be supported and promoted positively.

Professional Judgment:

Use discernment to differentiate between constructive discussion and undermining behaviour. Commit to the collective decision.

WORK ETHICS AND DEADLINES

Adherence to Deadlines:

Staff are expected to meet deadlines consistently. While occasional lapses are understandable, habitual delays, especially those affecting colleagues' workflow, are viewed as unprofessional.

Dress Code and Language:

Maintain a professional appearance and use appropriate language at all times, particularly in the presence of pupils and parents. Swearing and casual attire are not acceptable.

ROLE MODELLING, TIMING, Ts&Cs

Timeliness: Punctuality is crucial for classes, duties, assemblies, meetings, and the start of the school day.

Contractual Obligations: Staff are bound by their specific terms and conditions, with teachers adhering to their signed Working Time Agreement (WTA) and other staff to their designated working hours.

Leadership by Example: As educators and role models, staff members are expected to exemplify the values we seek to instil in our pupils. This includes professionalism in interactions, commitment to the school's ethos, and dedication to continuous improvement.

Workplace Harmony: Our schools thrive on a positive and collaborative atmosphere. It is essential that all staff contribute to a harmonious work environment.

Constructive Communication: We encourage open and honest communication, always aimed at finding solutions and enhancing our educational mission. Staff should avoid engaging in or encouraging gossip or behaviours that disrupt team unity.

Professionalism in Interactions: Every member of our team is expected to foster a culture of respect and professionalism. Activities that negatively impact team morale or the school's cohesive functioning are not in line with our values and standards.



**Working
time
agreements
nts**

Working time agreement - Dhoon

Working time agreement - Laxey

SCHOOL-LEVEL WORKING TIME AGREEMENT for Dhoon School (Teachers only)

1.0 BACKGROUND

This school-level working time agreement (WTA) has been prepared in line with the Working Time Agreement policy as agreed between the Department of Education, Sport and Culture (DESC) and the recognised trade unions which is implemented as of September 2023.

Regard to section 8 of the WTA Policy has been given when devising this school-level WTA, which has been collegiate in nature and has included:

- An introductory briefing to teachers by the headteacher to outline the WTA policy and the principles which underscore it (12.07.2023)
- A meeting between the headteacher and teachers where a draft WTA was shared, talked through and an opportunity given for teachers to raise questions / issues (04.09.2023)
- A draft school-level WTA prepared by the headteacher and circulated amongst teachers (following the meeting on 04.09.2023) with a working week given for teachers to carefully consider the draft and raise questions / issues (04.09.2023 – 13.09.2023)
- A meeting between the headteacher and teachers to give final agreement to the draft WTA and sign it off as a final formal agreement (13.09.2023)

2.0 The Working Time Agreement for Dhoon School (Teachers only)

Aspect of WTA	Activity / Description	Time Allocation
<u>Contact Time</u> (22.5hrs total)	Lessons and assemblies	Up to 22.5 hours
<u>Collegiate Time</u> (5hrs total)	10 minutes on site before and after the start and end of the school day (20 mins x 5 days)	1hr 40mins
	1 staff meeting per week	1hr
	3 playtimes per week	45 mins
	Total Collegiate Time Utilised	3hrs 25mins
	Spare Collegiate Time per week	1hr 35mins
	Spare Collegiate Time per school year	61hrs 45mins
<u>Personal Time</u> (7.5hrs total)	PPA to reduce contact time to 22.5 hours (within the school day)	As per the PPA timetables to be shared via Sarah Shimmin
	Remainder of personal time is at each teacher's discretion across the week	7.5 hours
<u>Summary of Total Working Time</u>		33hrs 25mins

Compliance of our WTA with the Working Time Agreement Policy

2.1 Notes on “Spare” Collegiate Time

In line with section 7.3 (Flexibility) from the Working Time Agreement Policy, which states:

- 7.3i It is recommended that schools do not allocate all of the remaining collegiate time available to allow the school flexibility to respond to short notice operational pressures and to meet the needs of any unplanned circumstances.

Our school-level WTA includes reference to “spare” collegiate time which is that time not yet allocated to allow for flexibility and operational responses:

- 10 hours (from the 61hrs 45 mins) are dedicated to parent's evenings.
- The remainder can be utilised for activities like assessment, moderation, bus duties, attending events like the Christmas Fair, Sound of Magic, etc (not an exhaustive list).
- The school can either use the spare time weekly or, if not utilised, can use up to an additional 3 hours in any week (for a maximum of 8 hours per week of collegiate time.) Unused time will be designated as personal time.

2.2 (i) Time Allocation Comparison

From the Working Time Agreement Policy:

Contact time: Maximum of 22.5 hours
Collegiate time: 5 hours
Personal time: 7.5 hours
Total: 35 hours

From our school-level WTA:

Contact time: 22.5 hours
Collegiate time: 3 hours and 25 minutes
Personal time: 7.5 hours
Total from school-level WTA: 33 hours and 25 minutes
This gives a difference of 1 hour and 35 minutes, which is referred to in our WTA as “spare” collegiate time each week.

2.2 (ii) Maximum Collegiate Time

Working Time Agreement Policy states an upper limit of 8 hours collegiate time in any one week. In our WTA, it's mentioned that unused weekly collegiate time (1hr 35min) can be added to another week, but the total collegiate time should not exceed 8 hours. This aligns with the policy information.

2.2 (iii) Contact Time Reduction

Both the Working Time Agreement Policy and our WTA mention that PPA is used to reduce contact time to a maximum 22.5 hours. This is consistent.

2.2 (iv) Personal Time Deployment

The Working Time Agreement Policy states that personal time will be available in meaningful blocks of not less than 30 minutes and will be taken weekly. Our WTA states that the remainder of personal time is at each teacher's discretion throughout the week, which aligns with the flexibility stated in the Working Time Agreement Policy.

2.2 (v) Spare Collegiate Time Usage

Our WTA suggests that out of the 61 hrs 45 mins “spare” collegiate time per school year, 10 hours will be for parent's evenings. The rest can be used for various activities but should not regularly exceed the 5 hours weekly limit unless it's within the maximum 8 hours. This matches with the Working Time Agreement Policy information, which emphasises planning and occasionally varying the weekly allocation.

A termly calendar of key dates (e.g. parents meetings, deadlines for assessments, school events etc) will be shared with staff at the beginning of each term. All dates will be published on the school's internal “Outlook Calendar” which staff are encouraged to check regularly.

SCHOOL-LEVEL WORKING TIME AGREEMENT for Laxey School (Teachers only)

1.0 BACKGROUND

This school-level working time agreement (WTA) has been prepared in line with the Working Time Agreement policy as agreed between the Department of Education, Sport and Culture (DESC) and the recognised trade unions which is implemented as of September 2023.

Regard to section 8 of the WTA Policy has been given when devising this school-level WTA, which has been collegiate in nature and has included:

- An introductory briefing to teachers by the headteacher to outline the WTA policy and the principles which underscore it (12.07.2023)
- A meeting between the headteacher and teachers where a draft WTA was shared, talked through and an opportunity given for teachers to raise questions / issues (04.09.2023)
- A draft school-level WTA prepared by the headteacher and circulated amongst teachers (following the meeting on 04.09.2023) with a working week given for teachers to carefully consider the draft and raise questions / issues (04.09.2023 – 14.09.2023)
- A meeting between the headteacher and teachers to give final agreement to the draft WTA and sign it off as a final formal agreement (14.09.2023)

2.0 The Working Time Agreement for Laxey School (Teachers only)

Aspect of WTA	Activity / Description	Time Allocation
<u>Contact Time</u> (22.5hrs total)	Lessons and assemblies	Up to 22.5 hours
<u>Collegiate Time</u> (5hrs total)	10 minutes on site before and after the start and end of the school day (20 mins x 5 days)	1hr 40mins
	1 staff meeting per week	1hr
	3 playtimes per week	45 mins
	Total Collegiate Time Utilised	3hrs 25mins
	Spare Collegiate Time per week	1hr 35mins
	Spare Collegiate Time per school year	61hrs 45mins
<u>Personal Time</u> (7.5hrs total)	PPA to reduce contact time to 22.5 hours (within the school day)	As per the PPA timetables to be shared via Craig Astin
	Remainder of personal time is at each teacher's discretion across the week	7.5 hours
<u>Summary of Total Working Time</u>		33hrs 25mins

Compliance of our WTA with the Working Time Agreement Policy

2.1 Notes on “Spare” Collegiate Time

In line with section 7.3 (Flexibility) from the Working Time Agreement Policy, which states:

- 7.3i It is recommended that schools do not allocate all of the remaining collegiate time available to allow the school flexibility to respond to short notice operational pressures and to meet the needs of any unplanned circumstances.

Our school-level WTA includes reference to “spare” collegiate time which is that time not yet allocated to allow for flexibility and operational responses:

- 10 hours (from the 61hrs 45 mins) are dedicated to parent's evenings.
- The remainder can be utilised for activities like assessment, moderation, bus duties, attending events like the Christmas Fair, Sound of Magic, etc (not an exhaustive list).
- The school can either use the spare time weekly or, if not utilised, can use up to an additional 3 hours in any week (for a maximum of 8 hours per week of collegiate time.) Unused time will be designated as personal time.

2.2 (i) Time Allocation Comparison

From the Working Time Agreement Policy:

Contact time: Maximum of 22.5 hours
Collegiate time: 5 hours
Personal time: 7.5 hours
Total: 35 hours

From our school-level WTA:

Contact time: 22.5 hours
Collegiate time: 3 hours and 25 minutes
Personal time: 7.5 hours
Total from school-level WTA: 33 hours and 25 minutes
This gives a difference of 1 hour and 35 minutes, which is referred to in our WTA as “spare” collegiate time each week.

2.2 (ii) Maximum Collegiate Time

Working Time Agreement Policy states an upper limit of 8 hours collegiate time in any one week. In our WTA, it's mentioned that unused weekly collegiate time (1hr 35min) can be added to another week, but the total collegiate time should not exceed 8 hours. This aligns with the policy information.

2.2 (iii) Contact Time Reduction

Both the Working Time Agreement Policy and our WTA mention that PPA is used to reduce contact time to a maximum 22.5 hours. This is consistent.

2.2 (iv) Personal Time Deployment

The Working Time Agreement Policy states that personal time will be available in meaningful blocks of not less than 30 minutes and will be taken weekly. Our WTA states that the remainder of personal time is at each teacher's discretion throughout the week, which aligns with the flexibility stated in the Working Time Agreement Policy.

2.2 (v) Spare Collegiate Time Usage

Our WTA suggests that out of the 61 hrs 45 mins “spare” collegiate time per school year, 10 hours will be for parent's evenings. The rest can be used for various activities but should not regularly exceed the 5 hours weekly limit unless it's within the maximum 8 hours. This matches with the Working Time Agreement Policy information, which emphasises planning and occasionally varying the weekly allocation.

A termly calendar of key dates (e.g. parents meetings, deadlines for assessments, school events etc) will be shared with staff at the beginning of each term. All dates will be published on the school's internal “Outlook Calendar” which staff are encouraged to check regularly.

**Curric
ulum**

The Cornerstones Curriculum

Curriculum Intent

Curriculum Implementation

Lesson Plans and Delivery

Engage

Develop

Innovate

Express

Laxey School

Curriculum statement

Big ideas

Mission statement

General principles

SMSC/FBV

Well being

Pupil voice

Pedagogy

Laxey Learner statements

The 6 Rs for Growth Mindset at Laxey School

Dhoon School

Curriculum statement

Big ideas

Mission statement

General principles

SMSC/FBV

Pedagogy

The Dhoon High Five

Dhoon School Values

Dhoon School

Timetable and planning policy

Utilisation of Maestro's Cornerstones timetable feature

Manx Curriculum Inclusion Policy

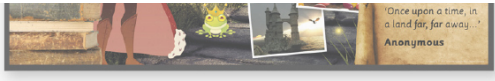
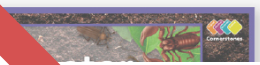
Incorporation of a Manx Curriculum element

Implementation of Manx Language Education



Cornerstones

Bringing learning to life at
Laxey School and Dhoon
School



INTRODUCTION TO OUR CORNERSTONES CURRICULUM

Here at Laxey / Dhoon Partnership we call our curriculum “Cornerstones.” Our Cornerstones Curriculum is an adaptable, broad and balanced primary curriculum informed by growing evidence of how children learn best.

Our Cornerstones Curriculum offers us robust foundations on which to build a bespoke learning programme for all of our pupils without the unnecessary workload associated with curriculum design.

Accessible via our online platform Curriculum Maestro, our Cornerstones Curriculum progresses from EYFS to Year 6 and encompasses the subjects of history, geography, science, design and technology, computing (IT), art and design, RE and English.

Maths is linked into our Cornerstones Curriculum through a full and comprehensive partnership with White Rose Maths (WRM) which gives us free access to integrated and sequenced WRM projects and selected resources.

Taking comment, input and advice from all teachers and the Partnership Steering Group, the Executive Headteacher and two heads of school design the curriculum using the online platform Curriculum Maestro drawing on aspects of Curriculum 22 and Imaginative Learning Projects to create a bespoke curriculum for our Partnership.

CURRICULUM INTENT

Conceived by careful analysis of the national curriculum subjects and drawing out common themes in primary education, Cornerstones' Big Ideas and Imaginative Learning Projects put significant global concepts at the heart of our curriculum and support the horizontal, vertical and diagonal threads that weave throughout.

This is all linked directly to curriculum subjects and is broken down into smaller parts that we call concepts and aspects. The concepts and aspects identify the essential components of each subject to be taught across our curriculum.

CURRICULUM IMPLEMENTATION

The curriculum content is taught through subject-led, knowledge-rich projects. The projects are organised so that knowledge and skills are taught in a well-sequenced way. This allows children to learn and do more as they progress throughout each year group. The projects contain hundreds of sequenced lessons and thousands of high-quality teaching resources.

Each project has a knowledge organiser that sets out the core knowledge children need to be able to access a project.

Each year group has its own sequenced curriculum plan.

LESSON PLANS AND DELIVERY

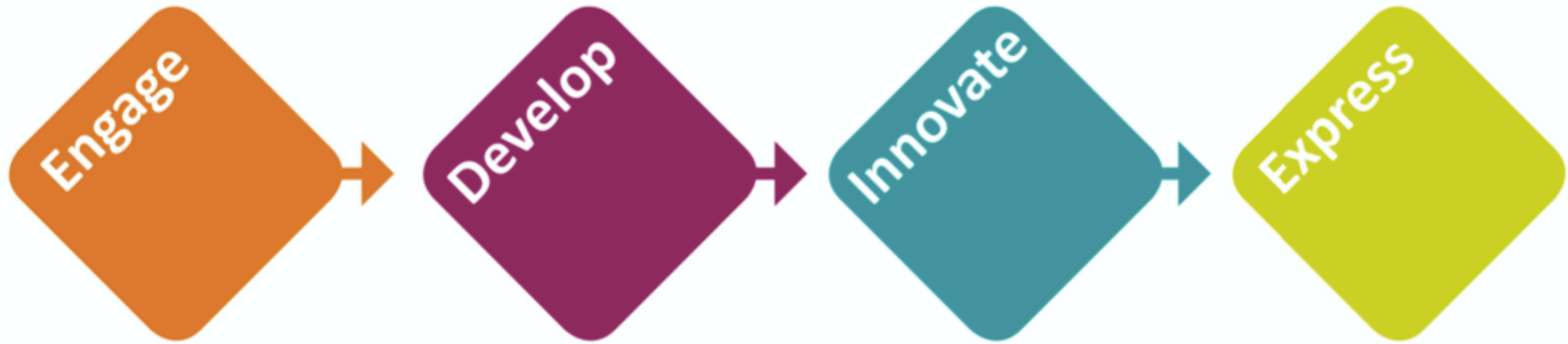
Each project comes complete with a series of well-planned, ambitious lesson plans built around our four-stage pedagogy of Engage, Develop, Innovate and Express.



All of our lesson plans are adaptable to meet the needs of any individual child or group of children.

- ◆ knowledge and skills based
- ◆ literacy at the heart
- ◆ comprehensive coverage
- ◆ purposeful cross-curricular links
- ◆ science and foundation subjects included
- ◆ online, flexible and responsive
- ◆ supported by quality resources





Supporting children to be...

◆ adventurous

◆ industrious

◆ imaginative

◆ confident

◆ curious

◆ purposeful

◆ inventive

◆ articulate

◆ excited

◆ resilient

◆ resourceful

◆ reflective

Engage

- ◆ hook learners in with a memorable experience
- ◆ set the scene and provide the context
- ◆ ask questions to provoke thought and interest
- ◆ provoke curiosity using interesting starting points



*"Curiosity is the engine of achievement."
Sir Ken Robinson*

Develop

- ◆ teach knowledge to provide depth of understanding
- ◆ demonstrate new skills and allow time for consolidation
- ◆ provide creative opportunities for making and doing
- ◆ deliver reading, writing and talk across the curriculum

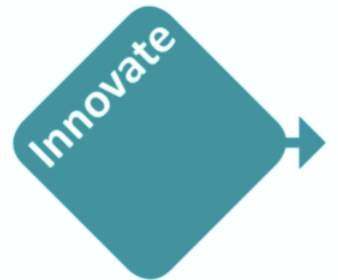


“Many of the things we find interesting are not so by nature, but because we took the trouble of paying attention to them.”

Mihaly Csikszentmihalyi

Innovate

- ◆ provide imaginative scenarios that provoke creative thinking
- ◆ enable and assess the application of previously learned skills
- ◆ encourage enterprise and independent thinking
- ◆ work in groups and independently to solve problems



“Stand aside for a while and leave room for learning, observe carefully what children do, and then, if you have understood well, perhaps teaching will be different from before.”

Loris Malaguzzi

Express

- ◆ encourage reflective talk by asking questions
- ◆ provide opportunities for shared evaluation
- ◆ celebrate success
- ◆ identify next steps for learning

Express

“In his mind the whole thought is present at once, but in speech it has to be developed successively. A thought may be compared to a cloud shedding a shower of words.”

Lev Vygotsky

CURRICULUM SECTION

LAXEY SCHOOL - CURRICULUM STATEMENT

Fostering a Growth Mindset for Lifelong Learning

At Laxey School, our educational vision is rooted in the commitment to cultivate a growth mindset among our students—an unwavering belief that intelligence and abilities can be developed through dedication, effort, and resilience. We recognise that the acquisition of knowledge is not confined to the classroom but extends into a lifetime of learning. Our curriculum is meticulously designed to instil and reinforce the following principles, ensuring that each student emerges as a proficient learner and a resilient, adaptable individual ready to navigate the challenges of an ever-evolving world.

1. Readiness: Be Ready to Learn

We inspire our students to approach each learning opportunity with enthusiasm and preparedness. By nurturing self-belief, active listening, and an openness to challenges, our students are equipped to excel in any pursuit they choose.

2. Reflectiveness: Learn and Improve

Our curriculum emphasises the significance of goal-setting, planning, and taking pride in accomplishments. Students are taught to view feedback as a valuable tool for improvement, learning from mistakes, and developing flexibility and adaptability to overcome obstacles.

LAXEY SCHOOL - CURRICULUM STATEMENT - Continued

3. Relationships: Build Positive Connections

At Laxey School, we foster a sense of community, encouraging students to be empathetic role models. Values of collaboration, kindness, and respect are integral to creating a positive and supportive learning environment.

4. Remembering: Apply Knowledge Effectively

Students learn to extract wisdom from experiences and apply knowledge to new contexts. Appreciating diverse ideas and making informed choices become second nature, contributing to a broader understanding of the world.

5. Resilience: Face Challenges with Courage

Empowering students to confront challenges with courage and perseverance is a core aspect of our curriculum. They develop the ability to persist through difficulties, take calculated risks, manage distractions, and maintain focus on their goals within their "learning bubble."

6. Resourcefulness: Be Ready for Anything

Our curriculum imparts life skills that foster organisation and adaptability. Students are encouraged to question, think critically, and stay motivated in their pursuit of knowledge and personal growth.

BIG IDEAS



Humankind

Understanding what it means to be human and how human behaviour has shaped the world.



Nature

Understanding the complexities of the plant and animal species that inhabit the world.



Processes

Understanding the many dynamic and physical processes that shape the world.



Place and space

Understanding the visual, cultural, social, and environmental aspects of places around the world.



Creativity

Understanding the creative process and how everyday and exceptional creativity can shape the world.



Comparison

Understanding how and why things are the same or different.



Investigation

Understanding the importance of investigation and how this has led to significant change in the world.



Significance

Understanding why significant people, places, events and inventions matter and how they have shaped the world.



Materials

Understanding the properties of all matter, living and non-living.



Change

Understanding why and how things have changed over time.

Mission statement

Growing Minds, Shaping Futures

Nurturing Lifelong Learners with a Growth Mindset at Laxey Primary School.

General principles

- **our curriculum will give children the opportunity to:**
- **experience the challenge and enjoyment of learning**
- **understand the purpose and value of their learning and see its relevance to their past, present and future**
- **develop new skills through a variety of interesting contexts**
- **develop a rich and deep subject knowledge**
- **explore the breadth and depth of the national curriculum**

SMSC/FBV

Our curriculum will give children the opportunity to:

- All teaching shall promote the personal spiritual, moral, social and cultural development of pupils
- Cultural - Where appropriate, the content of all subjects shall include references to Manx Culture and History
- Pupils are proactive citizens who improve the immediate environment and the wider world
- Social - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.

WELL BEING

Our curriculum will give children the opportunity to:

- reflect and think mindfully about their learning
- develop self-esteem and confidence in their abilities
- learn how to respect themselves and others
- work in a range of groups and settings

PUPIL VOICE

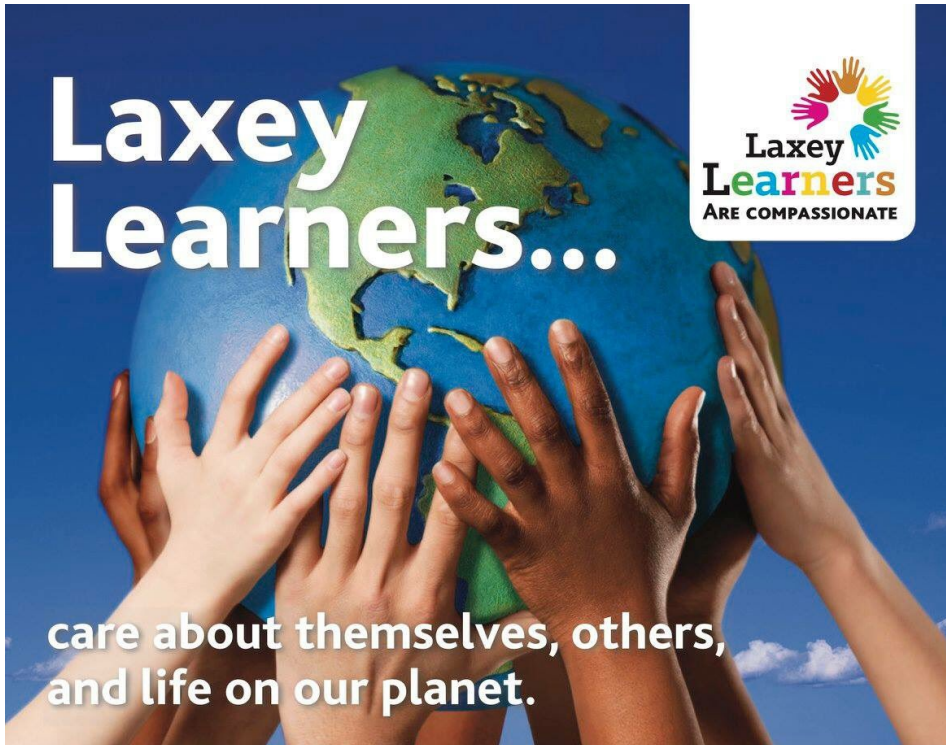
Our curriculum will give children the opportunity to:

- make a positive contribution to the school and local community
- explore ways of becoming an active citizen
- make choices about things that are important to them
- contribute to planning their own learning

PEDAGOGY

Our curriculum will be taught through a pedagogy that:

- promotes problem solving, creativity and communication
- excites, promotes and sustains children's interest
- enables children to reflect on and evaluate their learning
- enables and fosters children's natural curiosity



Laxey Learners...



care about themselves, others, and life on our planet.

“ As a school, we believe in learning. We create opportunities for children to become confident, curious, creative and courageous. We don't do something because it's always been done. We do it because we believe it's a better way and has a greater impact on the lives of our children.



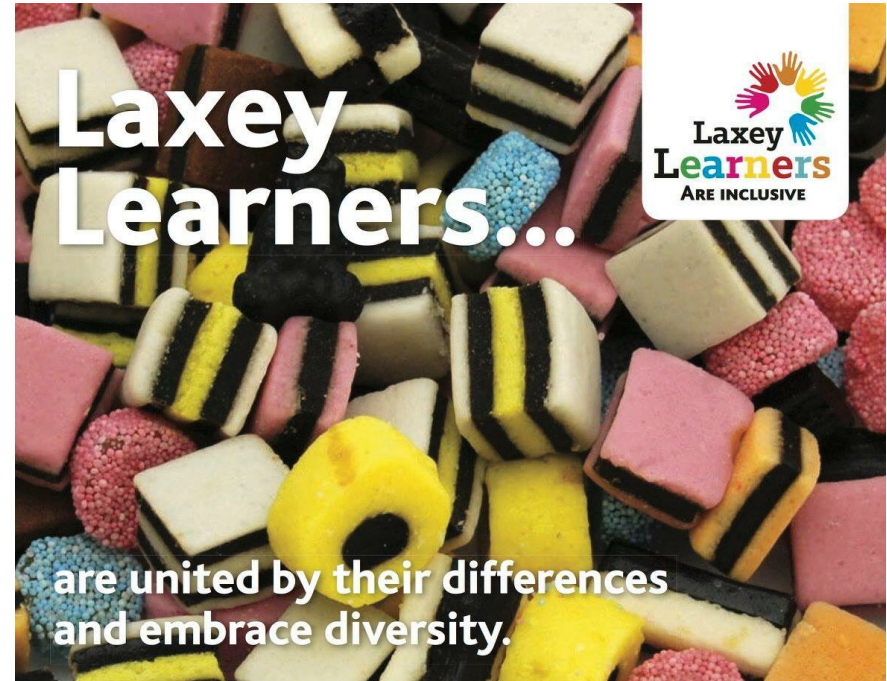
An outcome of our approach creates 'Laxey Learners.' At Laxey we know education and school is more than just academia. Our responsibility is to develop children as global citizens, and it's a responsibility we take very seriously. Pupil's at Laxey School use empathy to guide their choices. Because they are compassionate they are able to look beyond themselves and consider the needs of others and the wider world.

This is just one way we are changing the face of education.”

Outcomes

Laxey Learners are compassionate because:

- ✓ They are empathic
- ✓ They behave kindly
- ✓ They consider the needs of others and act accordingly
- ✓ They have the knowledge and self-awareness to take care of themselves
- ✓ They are proactive citizens who improve the immediate environment and the wider world

Laxey Learners...



are united by their differences and embrace diversity.

“ As a school, we believe in learning. We create opportunities for children to become confident, curious, creative and courageous. We don't do something because it's always been done. We do it because we believe it's a better way and has a greater impact on the lives of our children.



An outcome of our approach creates 'Laxey Learners.' We are committed to equality and inclusion. We believe it is crucial that children develop the attitudes which allow them to embrace, value and celebrate difference. We ensure that our children value individuality, each person with their own unique qualities and experiences. We believe that everybody counts: everybody is important, everybody has something positive to offer and together we can embrace the exciting opportunities a diverse world offers.

This is just one way we are changing the face of education.”

Outcomes

Laxey Learners are inclusive because:

- ✓ They are proud of their own identity
- ✓ They celebrate diversity
- ✓ They are curious, respectful and compassionate
- ✓ They are kind and empathic
- ✓ They are ambassadors for a world without exclusion, bullying or prejudice



“ As a school, we believe in learning. We create opportunities for children to become confident, curious, creative and courageous. We don't do something because it's always been done. We do it because we believe it's a better way and has a greater impact on the lives of our children.

An outcome of our approach creates 'Laxey Learners'. The development of learning habits drives our curriculum. As a result, children have a growth mindset and the transferrable skills and dispositions that make them fit for their future in a diverse world. We equip children with the skills to succeed: confidence, resilience, problem solving, communication, adaptability and reflection. They are brave enough to take risks. Faced with an unpredictable future, a growth mindset allows our children to see future challenges are actually opportunities to succeed.

This is just one way we are changing the face of education. ”

Outcomes

Laxey Learners are fit for the future because:

- ✓ They are brave, recognising that learning is hard
- ✓ They enjoy challenging themselves
- ✓ They smile, recognising that learning can make them feel good even though it is tough at times
- ✓ They are honest learners and will admit when they don't know
- ✓ They sustain effort and do not give up
- ✓ They fail well by learning from their mistakes
- ✓ They are positive thinkers and develop a 'can do' approach
- ✓ They reflect and make time to improve

“ As a school, we believe in learning. We create opportunities for children to become confident, curious, creative and courageous. We don't do something because it's always been done. We do it because we believe it's a better way and has a greater impact on the lives of our children.

An outcome of our approach creates 'Laxey Learners'. At Laxey we foster leadership. Children learn to collaborate and to take responsibility for themselves and others. They make decisions and evaluate them. They identify problems and solve them. They are given genuine leadership opportunities such as a voice for change, choices in learning and decisions about school life. These experiences provide our children with the skills, knowledge and understanding which enable them to become the leaders of tomorrow.

This is just one way we are changing the face of education. ”

Outcomes

Laxey Learners are leaders because:

- ✓ They are involved in decisions about their school, their learning and their relationships
- ✓ They respect themselves, and others
- ✓ They actively participate in a range of practical leadership opportunities
- ✓ They create partnerships with experts, community enterprises and other schools to develop real-world leadership skills



“As a school, we believe in learning. We create opportunities for children to become confident, curious, creative and courageous. We don't do something because it's always been done. We do it because we believe it's a better way and has a greater impact on the lives of our children.



An outcome of our approach creates 'Laxey Learners'. Our approach to schooling and our curriculum ensure that every child is challenged on a daily basis. We believe that everyone has the potential to improve and that hard work and a positive attitude can make the impossible possible. This growth mindset approach brings success. Children succeed when they take responsibility for themselves and are accountable for their choices. This approach drives Laxey School.

This is just one way we are changing the face of education.”

Outcomes

Laxey Learners
enjoy success because:

- ✓ They have positive "can do" attitudes and a growth mindset which supports their self-belief, personal drive and determination
- ✓ Hard work is expected and encouraged even through times of adversity
- ✓ They know how to take advantage of the opportunities their school offers them: opportunities which lead to successful academic attainment and achievement


GROWING MINDS Shaping Futures

Nurturing lifelong learners with a growth mindset at Laxey School

Resourceful




Readiness




Relationships



Resilience




Remembering



Reflect





DHOON SCHOOL - CURRICULUM STATEMENT

Our curriculum is flexible and is responsive to the needs of our children. Underpinned by our 'Curriculum Drivers', we provide a rich, varied and exciting curriculum, celebrating our unique local context as well as making wider world links, and the range of activities provided throughout the school enables our children to make real connections across all of their learning. 'Learning to Learn' is an important part of our approach and we support our children to understand how they learn best, to reflect on their progress and identify their next steps.

At Dhoon School, we are committed to providing a rich, varied and exciting curriculum for all of our pupils. We offer a wide range of opportunities for children to learn in different ways, catering for a range of learning styles. This means that our pupils learn to work both independently and collaboratively, developing an understanding of themselves as learners and recognising the ways in which they learn most effectively.

Our curriculum is creative and innovative, with our team of talented staff able to deliver high quality teaching and learning through cross-curricular, theme based activities; an approach that our pupils find engaging and inspiring, thanks to the variety and range of different activities on offer, and which allows them to make connections between the different areas of learning.

Our curriculum also includes a commitment to helping our pupils learn to learn; we believe that children should develop an understanding of how they learn most effectively, reflect on their own progress and be involved in identifying their own 'next steps', thus developing the skills to be a successful learner for life.

BIG IDEAS



Humankind

Understanding what it means to be human and how human behaviour has shaped the world.



Nature

Understanding the complexities of the plant and animal species that inhabit the world.



Processes

Understanding the many dynamic and physical processes that shape the world.



Place and space

Understanding the visual, cultural, social, and environmental aspects of places around the world.



Creativity

Understanding the creative process and how everyday and exceptional creativity can shape the world.



Comparison

Understanding how and why things are the same or different.



Investigation

Understanding the importance of investigation and how this has led to significant change in the world.



Significance

Understanding why significant people, places, events and inventions matter and how they have shaped the world.



Materials

Understanding the properties of all matter, living and non-living.



Change

Understanding why and how things have changed over time.

Mission statement

Unleashing Potential through the Dhoon High Five: Nurturing Curious, Creative, Collaborative, Determined, and Independent Learners.

General principles

- see clear links between different aspects of their learning
- experience the challenge and enjoyment of learning
- develop and demonstrate their creativity
- learn within a coherent and progressive framework
- explore the breadth and depth of the national curriculum

SMSC/FBV

Our curriculum will give children the opportunity to:

- All teaching shall promote the personal, spiritual, moral, social and cultural development of our pupils - IOM Education (Curriculum) Order 2011
- Cultural - where appropriate, the content of all subjects shall include references to Manx culture and history - IOM Education (Curriculum) Order 2011
- Be Inclusive - demonstrating respect, tolerance and manners. 'I understand that some people and their ideas and views are different to mine and treat people as I would like to be treated.'
- Be Honest - demonstrating trustworthiness, responsibility and reliability. 'I can be relied upon to use my initiative and make appropriate choices in a variety of situations.'
- Be Ambitious - demonstrating leadership, high expectations and hard work. 'I have a growth mindset which supports my self-belief, personal drive and determination to succeed.'
- Be Kind - listening, caring, demonstrating compassion and consideration. 'I show kindness to myself, others and the world I live in.'
- Be Happy - content, positive and confident. 'I have a positive and enthusiastic outlook on life.'

PEDAGOGY

Our curriculum will be taught through a pedagogy that:

- promotes problem solving, creativity and communication
- excites, promotes and sustains children's interest
- enables children to reflect on and evaluate their learning
- enables and fosters children's natural curiosity



The Dhoon High 5

The Dhoon High 5
COLLABORATION

**Listen
Discuss
Share**

- I share ideas with others in learning and in play
- I know what it means to work in a team and do my share
- I learn from others' views, ideas and feelings
- I am happy to take on different roles in learning situations

www.dhoon.sch.im

The Dhoon High 5
CREATIVITY

**Imagine
Connect
Apply**

- I can use my imagination to generate new ideas
- I make links in my learning and experiences
- I can find different ways to solve problems
- I am open minded and enjoy learning in different ways

www.dhoon.sch.im

The Dhoon High 5
CURIOSITY

**Wonder
Ask
Explore**

- I am open to new ideas
- I can ask questions to help investigate and discover
- I notice things and wonder why
- I can describe what I am thinking about and give reasons why

www.dhoon.sch.im

The Dhoon High 5
INDEPENDENCE

**Organise
Focus
Reflect**
It is my responsibility to...

- Plan and organise my learning
- Concentrate and manage my distractions
- Reflect and evaluate on my learning honestly
- Use feedback to help me make my next steps in learning

www.dhoon.sch.im

The Dhoon High 5
DETERMINATION

**Persevere
Challenge
Improve**

- I keep going even when things are difficult
- I am willing to challenge myself to improve
- I know that it is ok to make mistakes and that I can learn from them
- I have confidence in my learning and know that I can succeed

www.dhoon.sch.im



DHOON VALUES

 **Honest...**

Trustworthy
Responsible
Reliable

I can be relied upon to use my initiative and make appropriate choices in a variety of situations

www.dhoon.sch.im



 **Ambitious...**

Leadership
High expectations
Hard work

I have a growth mindset which supports my self-belief, personal drive and determination to succeed

www.dhoon.sch.im



 **Inclusive...**

Respect
Tolerance
Manners

I understand that some people and their ideas and views are different to mine and treat people as I would like to be treated

www.dhoon.sch.im



 **Kind...**

Listen
Caring
Compassionate
Considerate

I show kindness to myself, others and the world I live in

www.dhoon.sch.im



 **Happy...**

Content
Positive
Confident

I have a positive and enthusiastic outlook on life

www.dhoon.sch.im



ADDITIONAL EXPECTATIONS

Timetable and Planning Policy

1. Utilisation of Maestro Cornerstones Timetable Feature:

Our schools are committed to harnessing the full potential of the Maestro Cornerstones platform's Timetable feature. This tool will be an integral part of our weekly teaching and learning process. Teachers are expected to utilise this feature for mapping out teaching sequences, organising planning, and managing notes and resources. This approach ensures a structured, well-coordinated, and resource-efficient educational delivery, aligning with our standards of excellence in teaching.

Manx Curriculum Inclusion Policy

1. Incorporation of a Manx Curriculum Element:

The Manx context is a fundamental component of our educational framework. We are committed to embedding its principles and content across all relevant areas of study, ensuring that our pupils gain a deep and meaningful understanding of Manx culture, history, and values.

2. Implementation of Manx Language Education in Year 4:

Beginning in Year 4, our curriculum will include dedicated Manx language instruction, affirming our commitment to preserving and promoting the linguistic heritage of the Isle of Man. This initiative aims to foster a sense of pride and connection to our local culture among all our pupils. Session will be delivered by the Manx Language Service.

**Child
Protection
&
Safeguarding**

STATEMENT

This policy is written to ensure that children are effectively safeguarded from the potential risk of harm in Laxey and Dhoon Partnership and that the safety and wellbeing of the children is of the highest priority in all aspects of the partnership's work.

To help the schools maintain their ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

This policy will ensure that all members of the partnership community...

- are aware of their responsibilities in relation to safeguarding and child protection
 - know the procedures that should be followed if they have a cause for concern
 - know where to go to find additional information regarding safeguarding
 - are aware of the key indicators relating to child abuse
 - fully support the school's commitment to safeguarding and child protection.
-
- The school Safeguarding and Child Protection Policy should also be read in conjunction with the school's Health and Safety Policy, Behaviour Policy, AUP Policy and with the child protection policies, procedures and guidelines produced by the Department of Education and Children and the Isle of Man Safeguarding Children Board which can be accessed at: <http://www.isleofmanscb.im>
 - We recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing body, after school activity providers, and providers of after school sports clubs. Staff will be appropriately trained.
 - We have a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Department of Education Sport and Culture at all times. This school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse concerns when they arise.
 - In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.
 - The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home. Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff must not promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.
 - In our school all staff are trained to be able identify signs of abuse, if there are suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, appropriate action will be taken in accordance with the Child Protection procedures issued by Isle of Man Safeguarding Children Board. Training is L2 on a bi-annual basis for all staff delivered by the DESC Child Protection Officer, and annually at L3 for the DSL and deputy DSLs.

DESIGNATED SAFEGUARDING LEADS

The Designated Safeguarding Lead for safeguarding and child protection in this partnership are: **DHOON SARAH SHIMMIN, LAXEY CRAIG ASTIN**, and their absence, the deputy Designated Safeguarding Leads are **MAX KELLY** and **REBECCA WALKER**.

The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding and child protection issues. They will also act as a dedicated resource available for other staff, volunteers and governors when they may have safeguarding and child protection concerns to discuss.

All members of staff (including volunteers) must be made aware of who this person is and what their role is. The Designated Safeguarding Lead will act as a source of advice and coordinate action within the school over child protection cases. The Designated Safeguarding Lead will need to liaise with other agencies and build good working relationships with colleagues from these agencies. The Designated Safeguarding Lead is the first person to whom members of staff report concerns. Posters which detail information about the DSLs and Deputy DSLs, including photographs for easy identification, are on display across both Dhoon and Laxey School.

The Designated Safeguarding Lead is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the BSCB. The Designated Safeguarding Lead is not responsible for dealing with allegations made against members of staff, this will be dealt with by the Executive Headteacher **MAX KELLY**, unless the allegation is against the Executive Headteacher.

The Designated Safeguarding Lead will also ensure that the school is represented at Child Protection Conferences and that the required reports are written and available within the appropriate timescales. They will keep detailed accurate secure written records of referrals/ concerns, and ensure that these are held in a secure place.

The Designated Safeguarding Lead will attend the termly Safeguarding Meetings as arranged by DESC.

Where children leave the school roll, the DSL will ensure any child protection file is transferred to the new school as soon as possible. The partnership will require the receiving school to sign and date a form acknowledging safe receipt. Where a child leaves and the new school is not known, the DSL ensure that the local authority is alerted so that the child's name can be included on the database for children missing education.

SAFEGUARDING SECTION

Safeguarding has two elements:

1. Protecting children from maltreatment;
2. Preventing impairment of children's health or development.

Promoting welfare is a PROACTIVE responsibility:

1. Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care. Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.
2. Child protection is defined as being part of safeguarding and promoting welfare: Child protection is the term used to refer to the activity taken to protect children who are suffering or at risk of suffering significant harm.

DEFINITIONS

Safeguarding is what we do to prevent harm, while Child Protection is the way in which we respond to harm. The NSPCC defines Safeguarding as -
'The action that is taken to promote the welfare of children and protect them from harm'
In our partnership Safeguarding means:
Protecting children from abuse or maltreatment
Preventing harm to children's health or development
Ensuring children grow up with the provision of safe and effective care
Taking action to enable all children and young people to have the best outcomes

PROMOTIONS

Safeguarding is promoted by:

- A visitors/volunteers leaflet
- Safer recruitment (see next section)
- Signing in to the school
- Staff ID cards
- Swipe card security doors to the buildings
- Staff induction booklets
- Annual staff read through of policy, bi-annual L2 safeguarding training for ALL staff at the school, and at least one L3 training course for DSLs and Deputy DSLs. All training is recorded by the Heads of School on each site.

DBS CHECKS

All adults remaining in school beyond an agreed meeting with a member of staff or brief business at the reception desks will be asked to provide a valid DBS certificate. The administrators will collect and maintain a record of DBS certificates which are seen. Adults will not be allowed to teach children, work with children or have access to children without providing this information. This policy applies to staff employed at the school, by the school, peripatetic staff, IOM Govt. staff, social services, Police and all other agencies. There are no exceptions *

* Occasionally, the school may risk assess the circumstances and seek approval from the Director of Strategic Advice and / or The Deputy CEO of DESC to allow an adult to work within the setting if supervised and if awaiting a DBS check to complete.

RECRUITMENT AND ONGOING DBS CHECKS

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised. We accept that it is our responsibility to follow the guidance set out by DESC.

Once employed, staff are responsible for updating their DBS certificates - if they opt in to the renewal service, the annual fee can be reclaimed via the administrators and authorised on PiP by the EHT. It is the responsibility of the individual staff member to renew and update their certificates - the school will do it only on appointment. School administrators will maintain a record and remind staff when due.

DESC SAFEGUARDING STATEMENT

The Department of Education, Sport and Culture is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff are required to undertake training with regard to the safeguarding and welfare of children and young people and the Department commits to providing this training e.g. via induction, on-line, briefings at staff meetings in- set days etc, as appropriate.

All staff have a responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact and to adhere to, and ensure compliance with, the Protecting Children Board Child Protection procedures and the school's Child Protection Policy at all times. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, they must report any concerns to the designated Child Protection Officer.

This statement will appear in the job description of every member of staff which will be reviewed and signed on an annual basis by each member of staff and the EHT.

CHILD PROTECTION SECTION

Child Protection has two elements: (1) raising concerns appropriately so that steps can be taken to protect children deemed at direct risk of harm; and (2) acting responsibly and appropriately within CP procedures and plans including conferences, core groups, action plans, COs etc.

It is not the responsibility of any member of staff or volunteer to investigate any suspicions or concerns that a child/young person is at risk of or is suffering significant harm. Their concerns should be reported to the Designated Safeguarding Lead immediately and should also be recorded using the partnership's Logging A Concern documentation.

Logging A Concern is an action, observation or discussion that makes you feel anxious about the safety or wellbeing of a child. All causes for concern must be recorded on the Logging A Concern record and must be passed to the Designated Safeguarding Lead immediately. The Designated Safeguarding Lead will decide on the appropriate actions. The Designated Safeguarding Lead will consider if the issue needs to be passed to another agency.

GDPR

The partnership, and all members of staff at the partnership, will ensure that all data about students is handled in accordance with current statutory regulations and current GDPR regulations. Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the DSL / Deputy DSL.

CONFIDENTIALITY / INFORMATION SHARING

Access to any safeguarding / CP information in any file should be on a need-to-know basis which will be determined by the DSLs on a case-by-case basis. The confidentiality of the child and family should be respected as far as possible, but the welfare of the child is paramount. Safeguarding and CPs files form part of a child's "educational record" and as such the child or a parent has a right of access to that record. Access can only be denied in exceptional circumstances, for example, where there is a likely risk of significant harm. Unless there is a valid reason to withhold information, it is best practice to share all information with the child and/or parent, for example, an education report to a child protection conference should be shared with the parent(s) before the conference takes place. Conversations between designated personnel at different education establishments are perfectly acceptable (e.g. sharing concerns or asking for information about sibling groups). Unless there is risk of significant harm, the child and/or parents should be informed before any conversation takes place. Where there is concern that a child is at risk of significant harm, information may be shared with Social Care and/or Police and Health without parental knowledge / consent.

PROCEDURES

School procedures:

Any member of staff with an issue or concern relating to Child Protection should immediately discuss it with the designated member of staff (see above) (it should be made clear to students that **CONFIDENTIALITY CANNOT BE GUARANTEED IN RESPECT OF CHILD PROTECTION ISSUES**).

The designated member of staff will then decide on an appropriate course of action (guided by Isle of Man Safeguarding Children Board Procedures and often in confidential unnamed conversation with DESC's CP Officer - G Burns).

Information for parents/carers will be available, telling them that the staff are required to follow the procedures laid down by the Isle of Man Safeguarding Children Board.

Allegations against school staff: Teachers must protect themselves especially when meeting on a one-to-one basis with students and staff should bear in mind that even perfectly innocent actions can sometimes be misconstrued. Teachers who hear an allegation of abuse against another member of staff should report the matter immediately to the Executive Headteacher so that Isle of Man Safeguarding Children Board Procedures can be followed. If the allegation is against the Executive Headteacher it should be taken directly to the next most senior teacher – Mrs Shimmin at Dhoon and Mr Astin at Laxey.

Dealing with disclosures:

If a child chooses to tell a member of staff about possible abuse there are a number of things that should be done to support the child:

Inform the child that this information will now have to be passed on. Stay calm and be available to listen. Listen with the utmost care to what the child is saying. Do not question or pressure. Don't put words into the child's mouth but note the main points carefully. Keep a full record - date, time, what the child did, said, etc. Reassure the child and let them know they were right to inform us. Immediately inform DSL, or in their absence, a Deputy DSL.

PROCEDURES contd.

Monitoring and Record Keeping:

It is essential that accurate records be kept where there are concerns about the welfare of a child. These records should then be kept in secure, confidential files, which are separate from the child's school records. These records will be kept in a secure and locked store in the DSL's offices on both sites at the Partnership. It is important to recognise that regulations published in 1989 do not authorise or require the disclosure to parents of any written information relating to Child Protection. The preferred practice is for parents to be informed of and agree to any referral being made (unless it relates to Sexual Abuse) - however this regulation should be read in conjunction with the school's policy on confidentiality and information sharing as outlined above.

Staff must keep the DSL informed of:

- Poor attendance & punctuality.
- Concerns about appearance and dress.
- Changed or unusual behaviour.
- Concerns about health and emotional well being.
- Deterioration in educational progress.
- Discussions with parents about concerns relating to their child.
- Concerns about home conditions or situations.
- Concerns about pupil on pupil abuse (including serious bullying).

'Logging a Concern' forms will be used by staff to record any of the above issues. These will be available from designated areas in the buildings and once completed should be handed to the DSL immediately. When there is suspicion of significant harm to a child and a referral is made as much information as possible should be given about the nature of the suspicions, the child and the family. Use of previous records (if available) may prove to be particularly useful in this respect. NB Any referral to Social Services by telephone must be confirmed with the specified written form and a copy kept on the confidential school file. A note must be made of the Duty Social Worker and the time at which the call is made. If parents have not been informed about (or if they have not agreed to) the referral being made this must be reported to Social Services.

APPENDIX 1 Advice and reminders for Staff Regarding Child Protection Issues

The Designated Safeguarding Lead for safeguarding and child protection in this partnership are: **DHOON SARAH SHIMMIN, LAXEY CRAIG ASTIN**, and their absence, the deputy Designated Safeguarding Leads are **MAX KELLY** and **REBECCA WALKER**.

A1.1 Please note the guidelines below:

1. If a child asks to or begins to confide in you:

Explain that you may need to tell someone else who can help them and make it clear that you cannot promise confidentiality. The point at which you do this is a matter for professional judgment. Too early – they may think you do not want to listen. Leave it till the end and they may feel misled into revealing more than they would have otherwise.

2. If the child continues:

Listen calmly and without prompting. Listen carefully - reassure them that they were right to tell you. Remain calm and do not overreact. Don't try to investigate or ask leading questions. **DO NOT INTERVIEW THE CHILD**. Tell the child that you have a duty to inform the DSL. Report your concerns to the DSL immediately. You may report your concerns verbally initially if necessary but you must record them on the 'Logging a Concern' form and pass this directly to the DSL. Include dates, times, what you have observed, what the child has said to you and your reply.

3. The DSL will follow the Isle of Man Safeguarding Children Board Procedures with due regard to this school policy.

A1.2 Reporting concerns

If you are unsure or in any doubt you should report any concerns to a DSL or Deputy DSL in their absence.

Reports may be needed for Child Protection Case conferences or the criminal/civil courts. Consequently records and reports should be:

- Factual (no opinions)
- Non-judgmental (no assumptions)
- Clear
- Accurate
- Relevant

APPENDIX 1 Advice and reminders for Staff Regarding Child Protection Issues

A1.3 The role of the DSLs and Deputy DSLs in our Partnership:

- To ensure that all staff know that they are the DSLs - including via posters / photo records displayed around the school buildings.
- To attend DESC required Termly safeguarding Meetings.
- To refer promptly all cases of suspected child abuse to social services or to the police child protection team. If a parent arrives to collect the child before the social worker has arrived then it must be remembered that we have no right to prevent the removal of the child. However, if there are clear signs of physical risk or threat the Police should be called.
- To maintain and update as necessary the Child Protection Register within the school on Arbor.
- To organise regular training on Child Protection within the School. Heads of School (Craig Astin and Sarah Shimmin) will also maintain a training schedule record.
- To ensure that all staff know about and have access to Isle of Man Safeguarding Children Board Procedures (refer staff to explore <http://www.isleofmanscb.im>).
- To co-ordinate action where child abuse is suspected.
- To keep under review this whole school policy on Safeguarding and Child Protection.
- To attend case conferences or nominate an appropriate member of staff to attend on their behalf.
- Maintain records of case conferences and other sensitive information in a secure confidential file and to disseminate information about the child only on a 'need to know basis'.
- To pass on records and inform the key worker when a child who is on the Child Protection register leaves the school. The custodian of the register must also be informed if not the DSL. DSLs are responsible for achieving a signed receipt on handover of a CP/safeguarding file.
- To raise staff awareness and confidence on child protection procedures and to ensure new staff are aware of these procedures.
- To keep up to date with current practice by participating in training opportunities wherever possible.

APPENDIX 2 Types of child abuse and their symptoms

A2.1 Categories

Child abuse can be categorised into five distinct types:

1. Physical Abuse
2. Sexual Abuse
3. Emotional Abuse
4. Physical Neglect
5. Grave Concern/at risk— this is not a clearly defined category but is dealt with separately.

A child can be at risk from any combination of the five categories.

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately considered and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reasons. In such a situation a medical investigation will be required to consider the causes. Each of the five categories will now be explored in more detail.

A2.2 Physical Abuse:

This involves physical injury to a child, including deliberate poisoning, where there is definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Typical signs of Physical Abuse are:

bruises and abrasions - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently.

slap marks — these maybe visible on cheeks or buttocks. Twin bruises on either side of the mouth or cheeks - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking. Bruising on both sides of the ear — this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury. Grip marks on arms or trunk - gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child; i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.

APPENDIX 2 Types of child abuse and their symptoms

A2.2 Physical Abuse continued:

Black eyes — are mostly commonly caused by an object such as a fist coming into contact with the eye socket NB. A heavy bang on the nose, however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.

damage to the mouth — e.g. bruised/cut lips or torn skin where the upper lip joins the mouth. Bite marks fractures

poisoning or other misuse of drugs — e.g. overuse of sedatives. Burns and/or scalds — a round, red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks.

A2.3 Sexual Abuse:

The involvement of dependent developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles. Typical signs of Sexual Abuse are:

- a detailed sexual knowledge inappropriate to the age of the child.
- behaviour that is excessively affectionate or sexual towards other children or adults.
- attempts to inform by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive preoccupation with secrecy and try to bind the adults to secrecy or confidentiality.
- a fear of medical examinations.
- a fear of being alone — this applies to friends/family/neighbours/baby-sitters, etc.
- a sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.
- excessive masturbation is especially worrying when it takes place in public.
- promiscuity sexual approaches or assaults - on other children or adults.
- urinary tract Infections (UTI), sexually transmitted disease (STD) are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- bruising to the buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- discomfort or pain particularly in the genital or anal areas.
- the drawing of pornographic or sexually explicit images.

APPENDIX 2 Types of child abuse and their symptoms

A2.4 Emotional Abuse:

The severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment - this category should be used where it is the main or sole form of abuse.

A2.5. Physical Neglect:

The persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development including non-organic failure to thrive. Persistent stomach aches, feeling unwell and apparent anorexia can be associated with physical neglect. However, typical signs of Physical Neglect are:

Underweight — a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.

Inadequately clad - a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.

Physical Neglect is a difficult category because it involves the making of a judgment about the seriousness of the degree of neglect. Much parenting falls short of the ideal but it may be appropriate to invoke child protection procedure in the case of neglect where the child's development is being adversely affected.

A2.6. Grave Concern/at risk:

This is not a clearly defined 'category' of child abuse as such but covers a number of situations where a child may be at risk. Children whose situations do not currently fit the above categories but where social and medical assessments indicate that they are at significant risk of abuse. Grave concern may be felt where a child shows symptoms of stress and distress (see below) and any of the following circumstances apply:

- there is a known child abuser in the family;
- another child in the family is known to have been abused;
- the parents are involved with pornographic material to an unusual degree;
- there is an adult in the family with a history of violent behaviour;
- the child is exposed to potential risk or exploitation via the Internet e.g. pornographic material or chat rooms.

APPENDIX 2 Types of child abuse and their symptoms

A2.6.1 The Symptoms of Stress and Distress:

When a child is suffering from any one or more of the previous four 'categories of abuse', or if the child is 'at risk', he/she will nearly always suffer from/display signs of stress and distress. An abused child is likely to show signs of stress and distress as listed below:

- lack of concentration and a fall-off in school performance.
- aggressive or hostile behaviour.
- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences.
- difficulties in relationships with peers.
- regression to more immature forms of behaviour. e.g. thumb sucking.
- self harming or suicidal behaviour.
- low self esteem.
- wariness, insecurity, running away or truancy - children who persistently run away from home may be escaping from sexual physical abuse.
- disturbed sleep; general personality changes such as unacceptable behaviour or severe attention seeking behaviour.
- sudden change in school performance.

A2.6.2 Parental Signs of Child Abuse:

Particular forms of parental behaviour that could raise or reinforce concerns are:

- implausible explanations of injuries;
- unwillingness to seek appropriate medical treatment for injuries;
- injured child kept away from school until injuries have healed without adequate reason;
- a high level of expressed hostility to the child; grossly unrealistic assumptions about child development;
- general dislike of child-like behaviour;
- inappropriate labelling of child's behaviour as bad naughty;
- leaving children unsupervised when they are too young to be left unattended.

STATEMENT

E-Safety encompasses not only Internet technologies but also electronic communications via mobile phones, games consoles and wireless technology. It highlights the need to educate children and young people about the benefits, risks and responsibilities of using information technology.

The aim of promoting e-safety is to protect our children from the adverse consequences of access or use of electronic media, ensuring that children are protected from harm and are supported to achieve the maximum benefit from new and developing technologies without risk to themselves or others.

1. ONLINE

1.1 Access to the internet is available to all staff and children through laptops, desktops and iOS devices. The internet is filtered through a DESC controlled filter, however it cannot filter out all inappropriate materials. Access to social networking sites, external email and YouTube is restricted to staff only through a secure login.

1.2 Children will only access the internet when a teacher is present. All internet access at school should be supervised. Supervision means more than being in the room, a teacher needs to be actively involved in what the children are doing. Teachers should engage the students in conversation about what they've found out and should promote responsibility and trust. If necessary teachers should conduct random checks on devices, including the history and browser windows. Following an incident random checks will take place until teachers judge children as being able to act in a responsible manner.

The aim of promoting e-safety is to protect our children from the adverse consequences of access or use of electronic media, ensuring that children are protected from harm and are supported to achieve the maximum benefit from new and developing technologies without risk to themselves or others.

1.3. Children should be made aware of the rules for appropriate internet use and the consequences if not used correctly. Children must abide by the school rules on acceptable behaviour online. Cyber bullying is not accepted. Any incidents of cyberbullying will be fully investigated and when necessary outside agencies, including the police, will be involved. All incidents of bullying will be treated in accordance with our behaviour and bullying policy.

2. PERSONAL DATA

- 2.1 All data needs to be secure, including images. Images on a camera should be uploaded onto a computer then deleted. If teachers personal cameras are used then images must be deleted within 24hrs. Pen drives can be made secure by encrypting but SD cards on cameras cannot. When taking photographs in the classroom and around the school staff need to make sure there are no notices, class lists or details of children in the background. Images should not be stored on laptops longer than necessary. Where possible, all images should be stored on the 'cloud' and consideration should be given to deleting images after one year.
- 2.2 Images taken are for school use only. Images can be used on the School's website and social media pages with parental consent.
- 2.3 Staff laptops must have automatic screen lock turned on - to come on in less than 7 minutes. Access to Arbor must be password protected, if for any reason a password is no longer requested, the staff member must inform ICT Helpdesk and ask for it to be returned to password protected.
- 2.4 Apps requiring personal data of staff or pupils will be subject to DPIAs, privacy notices and DESC/GTS advice/approval.

3. EMBEDDING E-SAFETY ACROSS THE CURRICULUM

- 3.1 E-safety curriculum needs to be referred to frequently as an integral part of learning. Each class teacher will be responsible for teaching and monitoring the children's use of ICT in their classroom. E-safety and acceptable use of ICT must be reinforced & embedded throughout all year groups and Key Stages. Teachers should make use of online material provided by the Isle of Man DESC to support eSafety.

4. INVOLVING PUPILS AND PARENTS

- 4.1 Parents will be offered support and guidance about e-safety from time-to-time through sharing of information in e-safety leaflets and e-safety presentations.
- 4.2 The school will become involved in events such as E-Safety day and other initiatives which promote the safe use of the internet. It will actively seek the views of parents and the wider community and encourage parents to liaise if they think a student is either at risk or showing inappropriate behaviour online.

5. PERSONAL DEVICES

The Partnership is aware that some children bring their own mobile telephones and other digital devices into school – some of these are extremely expensive pieces of equipment. Children do not require access to mobile phones or digital devices throughout the day, though the Partnership appreciates that some parents like to ensure their children have mobile telephones out of school hours, especially if they are making their own way home using the public service buses. Therefore, any children who bring a mobile telephone to school are asked to hand them in to their teacher at the start of the school day, and then collect them again at the end of the school day. Teachers will ensure that the phones are kept securely in their stock cupboards.

It will be the responsibility of the children to hand in their phones and collect them again – if mobile telephones / digital devices are lost or damaged at school as a result of not being handed in to teachers, then the Partnership will not accept any responsibility. If children are seen to be using mobile telephones in school rather than handing them in, the phone will be confiscated and given to the Executive Headteacher or Head of School. A parent / carer will be asked to come in to school to collect the phone. We will apply the same rules to iPods, iPads and all other digital devices.



Mobile phones and other digital devices must be handed in to teachers at the start of each school day. These will be returned at the end of the day.

Class teachers are responsible for setting up a system in their own class to manage this expectation.



The Partnership recognises the increasingly widespread use of Smart Watches. These are allowed to be worn by pupils at the discretion of their parent / carers. They must not have photograph capabilities - or this must be disabled. Pupils are not allowed to use any camera device on a smart watch - if they are found doing so the confiscation rule will apply.



There may be occasion when, by agreement of the class teacher and Executive Headteacher, children are invited to use their own personal devices in school as part of their learning and under the direction of a teacher.

This aspect of our policy will be on a case-by-case basis, subject to risk assessments and in line with DESC APU and guidance.

6. STAFF RESPONSIBILITIES

- 6.1 All staff are responsible for modelling good practice and adhering to school policies regarding e-safety. Staff set an example in terms of e-safety by having secure passwords, using mobile devices in an appropriate way during learning time (e.g not texting, social networking, personal use etc), talking through appropriate use of social networking.
- 6.2 Staff must maintain a professional level of conduct in their personal use of technology both within and outside of school. Staff must not bring the DESC or school into disrepute with social networking and Outlook emails, and act within the DEC AUP (Acceptable use Policy) and whistleblowing policy.
- 6.3 Staff are encouraged to take personal responsibility for their professional development e-safety by use of Isle of Man DESC wiki and other online material. All staff will engage with professional discussion at staff meetings/twilights/ professional forums and will seek appropriate support where needed.
- 6.4 It is the responsibility of staff to know how and when to escalate e-safety issues - staff to decide if the issue is aggravated, intentional or accidental and follow the eSafety sanction table referred to in section 8 of the eSafety policy.

7. VULNERABLE GROUPS

- 7.1 The school has a duty to safeguard and promote all children's welfare in relation to children's understanding of e-safety issues. We interpret this duty to include a child's e-safety in their home, and will work with parents and external agencies (where appropriate) to promote safe and appropriate use of children's online access, gaming access, social networking and use of mobile devices.

8. RESPONDING TO ISSUES AND SANCTIONS FOR MISUSE

8.1 If members of staff suspect that misuse might have taken place, it is essential that correct procedures are used to investigate, preserve evidence and protect those carrying out the investigation. It is more likely that the school will need to deal with incidents that involve inappropriate rather than illegal misuse. It is important that any incidents are dealt with as soon as possible in a proportionate manner, and that members of the school community are aware that incidents have been dealt with. It is intended that incidents of misuse will be dealt with through normal behaviour / disciplinary procedures . The school will keep a record of incidents that occur in the e-safety incident log book.

8.2 The table below shows possible disciplinary procedures that may be followed

	Refer to class teacher	Record in e- safety incident book	Refer to EHT / HoS	EHT / HoS report incident to Police	Temporary removal of internet access	Inform parents
Deliberately accessing or trying to access material that could be considered illegal	✓	✓	✓	✓	✓	✓
Unauthorised use of non- educational sites during lessons	✓	✓			✓	

	Refer to class teacher	Record in e- safety incident book	Refer to EHT / HoS	EHT / HoS report incident to Police	Temporary removal of internet access	Inform parents
Unauthorised use of mobile phone / digital camera / other handheld device	✓	✓	✓			✓
Unauthorised use of social networking / instant messaging / personal email	✓	✓				
Unauthorised downloading or uploading of files	✓	✓				
Allowing others to access school wiki/ Google Docs by sharing username and passwords	✓	✓	✓			✓
Attempting to access the school wiki/Google Docs, using another pupil's account	✓	✓	✓			✓
Corrupting or destroying the data of other users	✓	✓	✓		✓	✓

	Refer to class teacher	Record in e- safety incident book	Refer to EHT / HoS	EHT / HoS report incident to Police	Temporary removal of internet access	Inform parents
Sending an email, text or instant message that is regarded as offensive, harassment or of a bullying nature	✓	✓	✓		✓	✓
Continued infringements of the above, following previous warnings or sanctions	✓	✓	✓	✓	✓	✓
Actions which could bring the school into disrepute or breach the integrity of the ethos of the school	✓	✓	✓		✓	✓
Accidentally accessing offensive or pornographic material and failing to report the incident	✓	✓	✓			✓

	Refer to class teacher	Record in e- safety incident book	Refer to EHT / HoS	EHT / HoS report incident to Police	Temporary removal of internet access	Inform parents
Deliberately accessing or trying to access offensive or pornographic material	✓	✓	✓	✓	✓	✓
Deliberately distributing offensive or pornographic material	✓	✓	✓	✓	✓	✓

9. REVIEWING POLICY AND EVALUATING EFFECTIVENESS

9.1 The e-safety policy will be implemented through staff meetings and will be monitored through discussion and the use of e-safety incident logs. The partnership will provide training and support to enable staff, pupils and parents to understand the school’s policies and the importance of e-safety in schools and at home. The policies will be revised and revisited each year or when appropriate to reflect changing technologies and new initiatives.

9.2 The policy will be shared with all pupils. When appropriate the school will encourage active learning methods including posters, promotional videos leaflets and class assemblies. Policies can be accessed via the school’s website. Parents will be informed about updates and information in school newsletters.

9.3 In order to evaluate the effectiveness of our policy the partnership will use a range of strategies including staff/pupil interviews and audits, monitoring pupil behaviours whilst using technology in school and evaluating the communication received from both children and parents. This will be done from time to time on advice from staff, DESC and in response to specific issues that may arise.

INTRODUCING OUR DESIGNATED SAFEGUARDING LEADS (DSLs)

At Dhoon School and Laxey School, the safety and wellbeing of our pupils are paramount. We are committed to ensuring a secure and supportive environment for every child in our care. Leading this crucial aspect of school life are our dedicated Designated Safeguarding Leads (DSLs).

Dhoon School:

Sarah Shimmin, Head of School - Sarah serves as the primary DSL, bringing her extensive experience and commitment to pupil welfare.

Laxey School:

Craig Astin, Head of School - Craig takes on the role of primary DSL, demonstrating a steadfast dedication to safeguarding our pupils.

Deputy DSLs:

- **Maxim Kelly, Executive Headteacher** - Acting across both Dhoon and Laxey, Max provides support and oversight as the Deputy DSL, ensuring a cohesive and effective safeguarding strategy.
- **Rebecca Walker, Assistant Head of School (Laxey)** - Rebecca assists in the safeguarding efforts at Laxey, bringing her unique insights and expertise to the team.
- **Ellen Barlow (Dhoon)** - In the absence of the Head of School or Executive Headteacher at Dhoon, Ellen steps in to ensure the continuity of our safeguarding practices.

Sarah Shimmin



Craig Astin



Maxim Kelly



TRAINING

All our DSLs and Deputy DSLs are committed to ongoing professional development, accessing Level 3 Training annually. This ensures they are equipped with the latest knowledge and skills to effectively safeguard our pupils. Additionally, our DSLs at Dhoon and Laxey represent their respective school sites at the termly DESC Safeguarding Forum, collaborating and staying abreast of best practices in pupil safety. Together, our DSL team is dedicated to creating a nurturing and safe environment for every child in our schools.

STATEMENT

- 1.1 Purpose: This policy adheres to the Health and Safety at Work, etc. Act 1974 as applied to the Isle of Man, prioritising the health and safety of pupils, staff, and others involved in school activities.
- 1.2 Commitment: The Partnership is dedicated to a safe and healthy working and learning environment, emphasising the prevention of accidents and injury.
- 1.3 Responsibility: The Executive Headteacher, with the support of staff and pupils, is responsible for upholding a safe school environment, including hazard identification and safety awareness.

EXECUTIVE HEADTEACHER (I)

2.1 The Executive Headteacher will:

- Stay informed about health and safety regulations.
- Implement and assess the school's health and safety policy.
- Identify and mitigate various risks related to school activities.
- Ensure safe working conditions and practices.

EXECUTIVE HEADTEACHER (II)

2.2 Specific responsibilities include:

- Providing a safe working environment.
- Ensuring the safety of equipment and practices.
- Offering relevant training and safety equipment.
- Regularly updating the school community on health and safety matters.

STAFF RESPONSIBILITIES

3.1 Staff responsibilities:

- Understand and adhere to health and safety regulations.
- Prioritise their own safety and that of others.
- Familiarise themselves with the school's safety policies.
- Actively participate in promoting a safe school environment.

ADDITIONAL PROVISIONS

- School-Specific Safety Arrangements: Each school in the Partnership may have unique health and safety arrangements.
- Parental Involvement: Parents are encouraged to engage with the school's health and safety practices.

HIRERS, CONTRACTORS, AND OTHERS

4.1 Responsibilities extend to all users of the school premises, ensuring compliance with safety standards during non-school activities.

CONSULTATIVE ARRANGEMENTS

5.1 The Executive Headteacher may include health and safety topics in Governing Body meetings, ensuring wide representation from different staff sectors.

RISK ASSESSMENTS

6.1 The school requires all trips and visits to be fully risk assessed via EVOLVE (see "Routines" section.)
6.2 Risk assessment of specific activities and events will be required.

ELECTRICAL SAFETY IN THE SCHOOL BUILDING

7.1 Electrical safety

- Site equipment to avoid trailing leads or other hazards.
- Annual checks on equipment (PAT Tests).
- Children and staff are not allowed to bring portable mains powered electrical equipment from home into school (except essential medical equipment).
- Any electrical equipment used outside must be attached to the electric supply through an RCD, and any lead should be covered by mats to allow safe passage over the wire.
- Electrical sockets should be switched off before a plug is removed.

LONE WORKING ARRANGEMENTS

8.1 Staff working alone in the building

- If you are working alone in the building or in an isolated situation, take the following precautions:
- Tell somebody where you are and what time you will be home
- Ensure that entrances are secure – ensure that the main entrance is bolted and that you can get out of another door in case of an emergency without using a key
- If you are the last member of staff to leave ensure that the door through which you leave locks behind you
- If anyone suspicious attempts to enter the building or you see or hear anything suspicious contact the police.
- Always be alert when leaving the building.

FIRST AID / EMERGENCIES (I)

9.1 First Aid and Emergencies

The school will maintain a First Aid policy and regular CPD for all staff in relation to First Aid

FIRST AID / EMERGENCIES (II)

9.2 First Aid and Emergencies

The school will maintain and regularly rehearse an emergency plan (see BCP, First Aid policy, Project Griffin Policy.)

ANNUAL REVIEW

10 Review

The Executive Headteacher will annually review and update the policy to ensure ongoing compliance and effectiveness.

STATEMENT

At the Laxey and Dhoon Partnership of Schools, the safety and well-being of our pupils, staff, and visitors are of paramount importance. Recognising the potential risks associated with fire in educational settings, we are committed to implementing comprehensive fire safety measures. This Fire Policy outlines our approach to minimising fire hazards, ensuring rapid and organised response in the event of a fire, and maintaining a safe learning environment for all.

Our policy is designed to be in full compliance with local and national fire safety regulations, and is regularly reviewed and updated to reflect the latest standards and best practices in fire safety. We believe that a proactive and informed approach to fire safety is crucial in safeguarding our school community.

Through this policy, we aim to foster a culture of safety awareness, responsibility, and preparedness among pupils and staff. It is our collective duty to be vigilant, to understand the importance of fire safety protocols, and to contribute to a safe educational environment.

FIRE SERVICE ASSESSMENTS / INSPECTIONS

The buildings at Laxey and Dhoon Schools are subject to regular fire safety assessments conducted by the Fire Service. Key features include: Fire retardant furniture in main corridors, secured to the walls, particularly in the Laxey site.

Primary escape routes are clearly marked and kept clear at all times.

Regular checks by the Fire Service to ensure compliance with safety standards.

EMERGENCY PLANS

In the event of a fire:

Evacuate all pupils and staff to the designated assembly point on the respective playgrounds - means of escape to be displayed in buildings.

The caretaker is responsible for timing evacuations (drill) and conducting final room checks (drill and emergency).

Emergency fire registers and visitor logs to be used to reconcile people in the building against those who have evacuated.

RISK ASSESSMENTS

A fire risk assessment shall be held by the EHT and reviewed regularly with SLT.

ESCAPE ROUTES AND PROCEDURES

The primary escape route must always be kept clear.
In case of an emergency, follow the designated escape routes, avoiding areas where fire is most likely (e.g. boiler rooms).
Staff and pupils should be familiar with alternative exits in case the primary route is blocked. Means of escape routes to be displayed within buildings.

EQUIPMENT

Fire fighting equipment is located at strategic points throughout the schools.
Staff should familiarise themselves with the location of these devices, although they are not expected to fight fires.
Extinguishers are subject to an annual assessment by the Fire Service.

WARNING SYSTEMS

The school is equipped with a fire alarm system, including smoke and heat detectors.
Regular tests of the alarm system are conducted by the caretakers on their respective sites (weekly).

TRAINING AND DRILLS

Regular fire drills will be conducted to ensure everyone is familiar with evacuation procedures (at least termly, 1st with notice, next 2 without).
Staff training sessions will be held to review fire safety procedures and policies.

ADDITIONAL PRECAUTIONS

Combustible materials are stored safely and removed from the premises regularly.
Fire doors must never be obstructed or wedged open.
Regular audits to ensure corridors and classrooms are clutter-free.

RECORD KEEPING

Detailed records of fire drills, equipment maintenance, and safety checks will be maintained.

PROJECT GRIFFIN

The following plan should be implemented immediately should an emergency evacuation of the school be necessary due to serious incidences such as a bomb threat.

1. The person receiving the telephone call (or threat via another mode of communication) should remain calm and try to keep the caller on the phone for as long as possible, ascertaining as much information as they can, including whether background noises from the caller can be heard. The red file kept on the school administrators' desks contains a list of questions to ask the caller.
2. On immediate receipt of a threat, the person receiving the information should inform either Max Kelly (Executive Headteacher) or Sarah Shimmin / Craig Astin respectively).
3. The EHT or HoS will activate the school bell and this will ring continuously, signalling to staff and children that the school must be evacuated immediately.
4. The EHT or HoS will then telephone the police, providing details of the incident and explaining that the children are being evacuated from the school and where they are being taken to. They will provide the police with their personal mobile phone numbers for contact purposes.
5. The evacuation routes are the same as the fire emergency routes as are the respective assembly points. The evacuation procedure is not completely identical to the fire evacuation process because children can be directed to put coats and appropriate clothing on in a timely manner.
6. Once the children are gathered at the assembly point, class teachers will take emergency registers. When all of the children and staff are accounted for, they will then proceed calmly to the designated safe place which is the Dhoon Church (we will have toilet access in the Church Hall if required) for Dhoon, and the football pitch for Laxey School.
7. On arrival at the designated safe place, and upon guidance and direction from the police, parents will be contacted via Arbor, either from staff mobile phones at the site or via the administrators, and informed of safe collection arrangements for their children.
8. The Business Continuity Plan and Remote Learning Plans (A + B) should be cross referenced for longer term closures of school sites.



Dhoon School - Governing Body

Mrs Carol Glover - Chair of Governing Body
Mr Macaulay Davis- Teacher Governor
Mrs Zoe Sowrey - Parent Governor
Mr Jamie Smith - Co-opted Governor

Laxey School - Governing Body

Mrs Carol Glover - Chair of Governing Body
Mrs Rebecca Walker - Teacher Governor
Mrs Libby Pinnington - Parent Governor
Mr Steve Rodan - Co-opted Governor

Published January 2024