

MAY 2020

Plan for Re-Opening Dhoon School and Laxey School

COVID19 Response

DHOON / LAXEY FEDERATION

DEPARTMENT OF EDUCATION, SPORT AND CULTURE



Laxey and Dhoon Federation

Plan for re-opening Laxey School and Dhoon School to staff from 15th June 2020 to pupils* from 17th June 2020 (*this will be gradual and phased over time)

Our School Buildings will be conditionally reopening to vulnerable children, Key Worker children, children whose parents work in unlocked employment sectors, Year 2, and Year 6 on Wednesday 17th June. The buildings will be conditionally reopening to staff on Monday 15th June.

Our planning is underpinned by the Department of Education, Culture and Sport's [DESC] advice, including their [Roadmap for the Gradual Expansion of School Provision to Specific Groups](#) document and [Physical Distancing in Schools](#) document which states the following:

If no measures were put in place to try and slow the spread of COVID-19, every confirmed case would infect around 2.5 other people. This would lead to a rapid growth in cases which would overwhelm the hospital and other services as well as causing illness and death. As with other respiratory infections like the flu or the common cold, public health measures are critical to slow the spread of illnesses. Public health measures are

- *everyday preventive actions that include:*
- *staying home when sick;*
- *covering mouth and nose with flexed elbow or tissue when coughing or sneezing. disposing of used tissue immediately;*
- *washing hands often with soap and warm water; and*
- *cleaning frequently touched surfaces and objects.*

School leaders will be best placed to determine which measures are most appropriate for their setting but, of course, it is important that all possible steps are taken to mitigate the spread of the virus in schools.

- [Reinforcing strict policies to ensure students and staff stay at home, if unwell](#)
- [Encourage and reinforce social norms and health etiquette](#)
- [Ensure daily cleaning of the school environment](#)
- [Follow IOM Government Guidelines about the use of PPE](#)
- [Consider the suspension of uniform](#)
- [Reviewing how children arrive at the school to reduce any unnecessary travel on coaches, buses or public transport](#)
- [Staggering arrival and dismissal times](#)
- [Staggering lunch and break times/Use of alternate spaces \(e.g., classrooms\) for eating](#)
- [Consider asking all children to bring packed lunches in](#)
- [Restrictions on the use of playground or field space](#)
- [Monitoring queues to ensure appropriate social distancing](#)
- [Monitoring toilet breaks to ensure pupils attend one at a time](#)
- [Altering the school day to accommodate staggering](#)
- [Keeping groups as small and consistent as possible](#)
- [Cancelling lessons which include large gatherings \(eg choir or drama activities\)](#)
- [Restricting visits and visitors](#)
- [Restricting or discontinuing after-school activities](#)
- [Adapting the physical environment of classrooms to encourage social distancing](#)
- [Maintaining the use of remote learning methods](#)
- [Reducing the amount of people in corridors and shared spaces](#)
- [Cancelling staff meetings](#)
- [Place a restriction on numbers of people who can be in the staff room at any one time](#)
- [Encouraging non-essential school planning and preparatory activities to be conducted outside of the school environment](#)
- [Maintaining a ban on parents' meetings](#)
- [Being flexible with parents/carers who choose to keep children at home](#)
- [Discouraging gatherings of parents at school gates or in playgrounds](#)

Taking into account the DESC guidance documents referred to above, Laxey and School understand the following considerations which need to be planned for to ensure a return to school is safe and protecting of all adults and children in school as much as possible.

1. Staff have not been “off-duty” during the Isle of Man lockdown
[Teachers have been working full time and will be tired - emotional anxieties and well-being considerations.](#)
2. Risk-assessment and appropriate health and safety policies and procedures will be required
[Schools and school leaders are not health and safety experts – robust advice and quality assurance of risk-assessments for the reopening and operating of schools will be required by a recognised Isle of Man Government Health and Safety body.](#)
3. Staffing requirements
[More staff will be required to be in school, but working from home must be retained when possible.](#)
4. Safety requirements
[Routines and expectations designed to keep everyone safe will be required, including physical distancing and PPE.](#)
5. Entry/exit of school and movement within
[The principles of ‘staying safe’ to reduce transmission must be adhered to.](#)
6. Cleaning/hygiene considerations
[Spaces within school will need routine cleaning and will require non-cleaning staff to do so.](#)
7. Outdoor play (break and lunch)
[It is important that children still get break time but this needs to be separate from other groups.](#)
8. Lunchtime
[Children are required to be fed still and this needs to be done in the safest way possible.](#)
9. Supporting the medical needs of children
[Our very effective system of administering medication needs to be retained.](#)
10. Re-establishing routines/expectations
[Be mindful of the change of routine. Children have had very different experiences and expectations at home for a long time.](#)
11. Differences in learning and the recovery curriculum
[Some have been learning, some consolidating and some very little school interaction.](#)
12. Home-learning packages for those children not in school
[Some children will still not be attending and we have a duty to continue to support their education.](#)
13. Childcare provision
[Some children have been in school every day.](#)
14. Bereavement
[Be mindful and prepared for any deaths in the community or triggers for families.](#)
15. Sensory needs and separation anxiety
[Many have spent long periods in quiet houses and some will not want to be parted from their family.](#)
16. Special needs
[Some children will be confused and need support with another transition.](#)
17. Transitions
[Coming back to school – New intake, Year 2 and Year 6](#)
18. School uniform
[Given the need for families to ensure clothes are washed more regularly, schools may want to consider the suspension of their uniform policies or adopting a more flexible attitude towards the wearing of uniform.](#)
19. The shape of the school day
[We need to accept the school day will now look, feel and work very differently in order to promote everybody’s safety.](#)
20. Further expansions of pupil numbers – developing this plan
[Much of this plan can be readily adapted and re-considered for further expansion of pupils numbers. We will not need to return to the drawing board each time, but instead review existing risk assessments, furniture configurations, cleaning requirements an](#)

Considerations	Action
<p>SECTION ONE <u>Staff have not been “off-duty” during the Isle of Man lockdown</u></p> <p>The majority of staff have continued to work providing education and support from home and supporting the federation in its closure by undertaking “frontline” duty in one of two hub-schools, often whilst having to manage the home schooling their own children. We must recognise these experiences, particularly where staff have continued working over the Easter holidays too. The unprecedented times may have led to increased anxiety and emotional pressure on our staff team and the reduced holiday pattern could increase the potential for staff to start tired, impacting on their ability to lead, manage and respond to change.</p>	<p>All schools in the Isle of Man will be closed to all children over the TT half-term holiday. Staff must receive a full TT half-term holiday, and the Federation will not expect the majority of teachers to have to work over this period. However as the Government review their plan to open schools, and as we move closer to reopening our buildings, some senior staff might be contacted to discuss logistics and plans further. The Executive Headteacher will be very mindful of how much is asked of such staff during the TT half-term, recognising as much as possible the need to ensure a healthy balance between rest and ensuring the plan to reopen for staff by 15th June (and children by 17th June) can be operationalised.</p> <p>The first couple of weeks of school reopening will be focussed on ensuring everyone’s wellbeing is catered for, including adults. So the curriculum will need to reflect this – there will not be an expectation that teaching and learning will immediately return to the style, content and coverage of the pre-covid closures.</p> <p>Staff meetings will be limited and ad hoc. They will only be to discuss provision and next steps.</p>
<p>SECTION TWO <u>Risk assessment and appropriate health and safety policies and procedures will be required</u></p> <p>It is absolutely critical that a robust risk-assessment is in place prior to either Laxey School or Dhoon School reopening in any capacity. This is essential to help everyone pre-empt potential risks, be aware of risks, and to manage risks as best as possible to ensure that <i>everyone</i> in the school is a safe as possible. DESC have also provided guidance in the Physical Distancing in Schools document around the need to develop and adhere to strict policies to ensure students and staff stay at home if unwell. Isle of Man Government has also provided flowchart instructions for essential workers (which include school staff) to follow if symptomatic of COVID19 or if they become a household contact of a suspected COVID19 case.</p>	<p>Before reopening, Laxey School and Dhoon School will require a visit from the Health, Safety and Welfare Advisory Service in Isle of Man Government Cabinet Office to conduct a full walk-around with the Executive Headteacher and his delegates to offer clear advice and answer any questions.</p> <p>Before reopening, and following the visit from the Health, Safety and Welfare Advisory Team, a full and comprehensive risk assessment must be completed. The Executive Headteacher will oversee the production of the risk assessment but will expect significant contribution from the Deputy Headteacher, Assistant headteacher and TLR post-holders as appropriate. The risk assessment will be based on the template/exemplar provided to all schools in the Isle of Man by Andrew Shipley, Legal and Administration Manager, DESC.</p> <p>Before reopening, and following the completion of the risk assessment, the risk assessment must be quality assured by Isle of Man Government – either the Health, Safety and Welfare Service or the Health and Safety Inspectorate – and written confirmation will be required to indicate that the risk assessment has been seen and all advice provided by the Health, Safety and Advisory Service has been incorporated. On the 15th May 2020, Geoff Moorcroft, Director of Education, DESC, confirmed in an email that DESC’s policy clearly states it is the responsibility of the headteacher to:</p> <ul style="list-style-type: none"> - Formulate health and safety policy and arrangements for adoption reflecting the level of risk presented by the work activities, including emergency plans. - Establish mechanisms for implementing health and safety and integrating it into individual operational plans and their delivery. - Formulate and monitor programmes for measuring, reviewing and auditing health and safety performance. <p>Given the advice in Geoff Moorcroft’s email, I confirm that the mechanism I have established for implementing health and safety as appropriately as I can involves a requirement for my risk assessments to be quality assured and signed off by those in Isle of Man Government who are expert in and work as Health and Safety Advisors.</p> <p>Before reopening, and upon receipt of written confirmation from Isle of Man Government that they have had sight of the risk assessment and agree that all advice given has been incorporated satisfactorily, the risk assessment must be published on the school websites for all parents and pupils to be able to access and must be shared with all staff. A signed record must be kept to indicate that staff have read the risk assessment and agree to follow it at all times. Staff cannot work in either building without signing this declaration.</p> <p>Before reopening, robust policies and procedures need to be developed and shared with all staff for anyone developing COVID19 symptoms whilst at school, and for staying at home if unwell. Isle of Man Government flowchart instructions for essential workers (which include school staff) to follow if symptomatic of COVID19 or if they become a household contact of a suspected COVID19 case must be published on the school website and shared with all staff members.</p>

SECTION THREE

Staffing requirements

We will be expecting roughly 61 children from Laxey School and roughly 24 children from Dhoon School to return to us on Wednesday 17th June. [Email guidance received on 15th May from Ronald Barr](#), Chief Executive Officer, DESC, advises that DESC cannot set a limit on classroom class sizes because the size and shape of classrooms determine their capacity although DESC have said that no classrooms will operate above 50% capacity and will be guided by Health and Safety recommendations.

Our biggest full-time class size across both schools is 30, so applying the 50% capacity measure would mean that our biggest class could reach 15, though in most cases – and given the various shapes and sizes of our classrooms, most classrooms will be capped at less than 15. Bearing that that in mind, you would need more staff than usual to cover the expected numbers in low capped class sizes, so it would be reasonable to expect that the majority of staff return to school.

A staffing rota will be established so that teachers and teaching support staff have time in classes delivering lessons but also time out of class to prepare online resources. This rota will be established and shared with all staff. Admin staff will likewise be required to be in school so that they can fulfil their role accordingly, as will site staff, cleaners and dinnerladies. Once we know how many children are attending, we will make dynamic alterations to the rota. The focus on working from home will remain if we have the capacity to do so.

Each group will be allocated a certain number of adults to support them. Wherever possible those are the only adults that are to come in to contact with those children i.e. a teacher cannot teach one group on Monday and then a different group on Tuesday. Non-class based staff need to be very aware that they must not routinely come in to contact with groups of children as they could be unknowingly spreading the virus between groups.

Staff are to be off site by 4pm so that cleaners can clean effectively.

Staff will have to fulfil roles beyond what they are used to - we will all have to support with the cleaning of school throughout the day. For teachers and other non-cleaning staff, this does not mean taking responsibility for the main cleaning duties, but refers instead to wiping down door handles, desks, iPads, laptops and other such equipment in the classroom periodically through the day.

There will be a requirement to be very flexible as a staff body. If members of staff become unwell (unrelated to Covid-19) then we will need to ensure that people are suitably placed to 'back-fill' and support one another therefore rotas and positions may change regularly.

A provisional rota will be made available to staff in due course. This will then be shared so that staff have time to consult and raise queries.

SECTION FOUR

Safety requirements

We will need to establish clear procedures and routines designed to keep everybody in the school as safe as possible. This part of the plan primarily refers to the need to establish and insist upon exemplary hygiene from everybody in the school, and a continual insistence on the 2m physical distancing guidelines as much as possible. This can be achieved with visual reminders, reconfiguring furniture, use of PPE where appropriate and a full and comprehensive risk assessment that is widely shared.

Before reopening, and following the visit from the Health, Safety and Welfare Advisory Team Classroom furniture will need to be arranged so as to increase space between students during face-to-face lessons. [The minutes of the Isle of Man COVID19 Response Forum from 13th May](#) make clear that Dr Henrietta Ewart, Director of Public Health for the Isle of Man, recommends that the 2m physical distancing guidelines are "[absolutely fundamental](#)" and wherever possible classroom desks should be configured with diagonal staggering to mitigate the risk of spread of COVID19. This will need to be undertaken by staff on Monday 15th June and Tuesday 16th June with non-required furniture carefully stored around the edges of classrooms. ([Social distancing guidelines may change to 1m by 15th June 2020](#))

DESC has placed an order of cones, tapes and visual aids (stickers, masking tape etc) which will be delivered to all schools from w/c 18th May. These will need to be used to reinforce traffic flow, physical distancing etc. This will need to be undertaken by staff on Monday 15th June and Tuesday 16th June.

Free movement within lessons will be restricted – pupils will be expected to remain at their "station" for the duration of lesson time. Air flow and ventilation will need to be increased by keeping doors wedged open (using fire regulation-approved locking devices) and windows open.

Writing utensils, classroom, and office supplies shouldn't be shared between students or staff if it can be avoided. Pupils will be expected to provide their own writing utensils.

Gloves and face-masks will be made available for staff to wear. PPE is not a requirement for staff, but personal choice can be exercised. [The Isle of Man Government Guidelines for PPE must be shared with all staff](#). PPE use must be factored into the risk assessment.

The school day will look and feel very different to how it was pre-covid. Pupils will be expected to remain in their stations as much as possible, movement around the school building will be much more restricted. For example, where possible, it would be good practice to obviate the need for any queuing system but, where necessary, pupils should be kept apart from each other. The risk assessment document must reflect these principles.

SECTION FIVE

Entry/exit of school and movement within

We need to make plans to reduce the possibility of large groups of the school community gathering at any one time, that very much includes parents. Therefore, entering school and exiting school pose potential problems, as does movement within school. Our behaviours have to change so that we limit the potential risk to one another. DESC acknowledge that schools may change the start and finish times or introduce processes for drop-off and collection arrangements.

The [DESC guidance](#) make reference to children physical distancing themselves from one another as **“inevitably very challenging”** particularly so with **“children and young people who want to interact.”** Whilst the acknowledgement of the challenges is important, and help us recognise that it won't always be possible, we must try to reduce contact as much as physically possible.

There will be no large gatherings of adults nor children. Where possible, meetings (if ever required) will take place in large spaces (or outside) so that adults can appropriately socially distance. Likewise, there will be no assemblies for children.

School will start at 8.45am for Year 2; 8.55 for Year 6; 9.00am for everybody else (Key Worker children, children with parents working in unlocked sectors and vulnerable children). This staggered start will help prevent a sudden mass gathering of children and adults all at once.

Parents must arrive with their children on time for entry to school, they must not arrive early or late. In the instance that parents have children in more than one year group, parents may wait with their children in the playground, strictly following social distancing from other parents and children. Parents will be asked to drop off and leave, rather than remain on school grounds. These expectations will need to be communicated to parents in advance of the schools reopening on to pupils on Wednesday 17th June, and signage will need to be prepared for the playgrounds on both sites.

At the end of the school day, teachers will line their small group into a physically-distanced queue and lead them out onto the playground (*at Laxey, this will be the top playground*) where they will be returned to their parents. Each group will be given a precise time, at five-minute intervals, so that no that children are congregating on the playground at once.

Again, parents must not arrive early or late. They must collect their children on time so that teachers can release children safely. The playground will be open to parents to briefly wait in before their children are released to them. Whilst parents are waiting, social distancing must be adhered to. These expectations will need to be communicated to parents in advance of the schools reopening on to pupils on Wednesday 17th June, and signage will need to be prepared for the playgrounds on both sites.

Teachers will not be available to speak to unless teachers initiate the contact. Teachers must commit their time to ensuring that all children safely leave their care. Parents can contact teachers through the recently shared Google Email Accounts if they have queries about the day or they can call to make a phone appointment.

The school offices at both sites will be inaccessible to parents. If parents need to speak face-to-face with the office team, then parents need to call to make an appointment. The office will not be open for parents to drop-in to. However, parents can obviously still call and receive support over the phone or via email.

Children's movement around the building will be restricted, but should they need to move around school (for instance, to go to the toilet), they can do so. They are permitted to walk past one another in corridors – the risk of contracting the virus by walking passed one another has been assessed as minimal ([see minutes from COVID19 response Forum from 13th May which emphasises this point](#)) therefore one-way systems are not entirely necessary.

Teachers will need to consider timings of the school day so that contact between different groups of children is limited. A timetable will be shared that includes breaks and lunchtimes.

Wherever possible children should remain in the same setting and area of the room throughout the day, even retaining the same seat if they are attending on consecutive days.

The staff rooms will remain open to adults, however strict social distancing must be in place and where possible, it is advised that two seats are left empty between seated adults. This will lower the overall capacity of each staff room. It is important for staff's own wellbeing that they see colleagues and Laxey School and Dhoon School will encourage this, but staff must be trusted self-manage use of the staff room and not contravene social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms. This “trust” to self-manage the use of the staff room will need to be made explicit to the staff in the risk assessment document that must be signed before staff can return to work in the buildings.

SECTION SIX

Cleaning/hygiene considerations

In order to contain the virus, a strict cleaning regime needs to be in place. DESC recognise that caretaking and cleaning is a “challenge” in terms of schools reopening ([Roadmap for the Gradual Expansion of School Provision to Specific Groups.](#))

Nonetheless, it is a challenge that needs to be addressed, and cleaning and caretaking of all sites will be overseen and managed by Bryan Ashworth, Central Estates Manager, Department of Infrastructure (DOI), Isle of Man Government. [An email from Bryan Ashworth to all headteachers on the 12th May](#) included details of the training and instructions provided by DOI to all cleaners and caretakers, and attached the Cleaning Manual that would be followed in all schools.

Handwashing protocols are to be strictly followed and ‘catch it, kill it, bin it’ is to be promoted. Children are to be encouraged not to touch their mouth, eyes and nose.

Before reopening, written confirmation will be required from Bryan Ashworth, Central Estates Manager, DOI, that both Laxey School and Dhoon School have had a full deep clean post school closure and prior to 15th June.

Before reopening, written confirmation will be required from Bryan Ashworth, Central Estates Manager, DOI, outlining that adequate cleaning staff are deployed and timetabled to both Laxey and Dhoon School, and a written confirmation of hours of work, cleaning duties and timetables. The Executive Headteacher will not agree to reopen either school without the assurances from DOI that adequate (i.e increased) cleaning capacity is available.

At various intervals, adults (not cleaning staff) in the classrooms, staffrooms and office spaces will disinfect and clean tables, door handles and equipment. Each area will have their own allotted set of classroom cleaning equipment that will be stored appropriately within the classrooms. Laxey School and Dhoon School will source and provide this cleaning equipment. This process is to augment the work of caretakers and cleaning deployed and managed by Bryan Ashworth, Central Estates Manager, DOI, who are following the appropriate cleaning manuals.

Adults and children are to wash their hands on entry to school, before break time, after break, before lunch, after lunch, before leaving school, and anytime that they visit the toilet or cough/sneeze in to their hands. Where possible hand sanitisers are to be made available in classrooms. If they are not in classrooms, groups need to coordinate with one another so that all children can wash hands whilst remaining a sensible distance from one another. Where children are struggling to wash independently they may receive support assuming the adult supporting is also washing their hands.

Children should be allowed to go to the toilet as they would do in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards.

If tissues are regularly disposed of throughout the day, where possible bins should be emptied regularly.

All rooms should be well ventilated therefore doors and windows should remain open. So that the school does not contravene fire safety measures, the fire-regulation door locks should be used rather than wedges. This measure will also reduce the use of door handles significantly, which minimises the risk of spreading the virus from door handles.

If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines outlined within this document: <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>

SECTION SEVEN

Outdoor play (break and lunch)

Children are to be encouraged to play outdoors as the transmission of the virus is reduced in outdoor spaces. However, we need to reduce the risk of contact between groups of children.

Each group will have an allocated space in the playground to that they don’t come in to contact with other children from different groups. This will be planned and shared with staff.

Games that encourage distancing and little touch need to be made available to the children. However, outdoor equipment **should not** be used unless we are able to ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Therefore, each group will need to gather resources from their classrooms or the PE cupboard so that they have dedicated outdoor equipment that is taken out and used exclusively by them. This is then gathered back in at the end of their break/ lunch time and cleaned by the teacher in charge of that group using the cleaning equipment supplied by Laxey School and Dhoon School.

Members of staff are to rota themselves in to supervision roles for their group – 1 member of staff per group out at all times. The timings for break times can vary, but they must not conflict with other groups to the point that mixing with groups is unavoidable.

<p>SECTION EIGHT <u>Lunchtimes</u></p> <p>We are still required to ensure that our children are fed adequately throughout the school day but also to reduce risk of infection, therefore we need to manage this time carefully so that it is not a ‘pinch-point’.</p>	<p>In order to reduce the contact children have with others and the increase ‘self-sufficiency’, we will request that all children bring a packed lunch in from home which they keep with them all day.</p> <p>The children will eat in the classroom they are assigned to, remaining at their individual station. Children will be required to wash their hands prior to eating, and after eating.</p> <p>The dining room at Laxey School and school hall in Dhoon School will not be used for eating as this would require additional planning for physical distancing; would create an unnecessary “queue” at the lunch hatches; would create additional table / room use and cleaning; and would potentially bring greater mixing between children and adults than is necessary.</p> <p>DESC will continue to make provision for school lunches and FSM should children attending require this. This will be in the form of a packed-lunch style meal.</p> <p>Lunchtime assistants will be in to support the supervision of the children in school, wherever possible, but teachers and other staff will have to be prepared to offer a degree of lunchtime supervision in the classrooms.</p> <p>Once children have eaten their lunch they are to read or use recreational sites on an iPad / laptop at their stations until it is their turn to use the playground. Each group will have a timetabled allocation on the playground to minimise the amount of children outside at any one time. The management of their outside time will mirror the arrangements for break times (see above.)</p> <p>Whilst children are outside, members of staff are to have their lunch and appropriately rotate through supervision so that all receive a break. This aspect of the plan will need to remain dynamic and will require our full staff team to all pull together and support one another. The traditional “lunch hour” will no longer apply – lunch will be eaten in rooms, followed by some brief recreation at stations, and brief recreation outside on a rota for a limited time. It will feel very different to what happened pre-covid. Teachers Terms and Conditions do not specify an hour for lunch, just a break of reasonable length, which in the current circumstances will be a reasonable as we can make it through team work and support, but it will not amount to an hour.</p>
<p>SECTION NINE <u>Supporting the medical needs of children</u></p> <p>We need retain and have a clear understanding of the medical needs of the children in our care. Children might be taught by teachers they are not used to which is why sharing medical information is increasingly important, as is protecting staff from those with symptoms of Covid-19.</p>	<p>Where children have medical needs, we need to be very aware of them. Once groups are established, the school administrator will be asked to produce a report that itemises the medical requirements of each group. This will be shared with the members of staff responsible for that group. Following that, appropriate medicine and record-keeping will be placed in the correct classroom so that the child has appropriate access to their medication. Where children are requiring very specific support with medication, they will be prioritised as pupils that should stay with their current class teacher if at all possible.</p> <p>If support is required to administer medication, then adults must wear a mask and gloves to further reduce the risk of spreading the virus, proceeded by thorough hand-washing. This PPE will be provided by Laxey School and Dhoon School and staff will be directed to follow the Isle of Man Government Guidelines for PPE when using it.</p> <p>If a child in the setting becomes unwell, the existing guidelines from the School Emergency Management and Business Continuity Plan (Section 5.1) will be followed.</p>
<p>SECTION TEN <u>Re-establishing routines/expectations</u></p> <p>For many the re-establishment of routines will be difficult. This will not just be for school routines; it will also be for those basic daily life routines, such as sleep and getting up. We know that this is difficult and a source of anxiety at the beginning of every term, but this will be on a larger scale. We will need to allow a period of adjustment and be aware of the impact of trying to re-establish these routines for staff, parents and children.</p>	<p>It is important for the transition back to our schools involves a routine being put in place swiftly as children prefer routine and it gives them a sense of comfort. However, some families may struggle and it is important for the school to acknowledge this and offer help where needed.</p> <p>Children will be very tired (as will staff) by afternoon and so the timetable will need to account for this and organise for more open activities.</p> <p>Children will have been eating at very odd times and may be hungrier so parents should pack plenty of food for the day. The school administrator will be asked to source additional biscuits etc so that we can make food available should it be needed.</p>

SECTION ELEVEN

Differences in learning and the recovery curriculum

There will be wide-ranging differences between the amount of work that children have been accessing at home. Some children will have kept up-to-date with our home-learning offer whereas others will not have engaged at all, which could very well be through no fault of the family. Access to learning resources and bereavements in the family could be factors, so we need to not assume that children just simply couldn't be bothered to access. Our provision now needs to reflect that.

The topics that have been planned and delivered through our home-learning offers for Y2 and Y6 will be the basis for the curriculum taught back in school. There will be children from outside of these year groups who are eligible to attend through their status as a vulnerable child or a child with parents who are key workers or those working in unlocked sectors. These children will have to be merged into the general topics for the Y2 and Y6 year groups when working in school, though they will be able to access the planning from the home-learning offers for their true year group/class. Clearly, the process will not be clear-cut and for that reason it is safe to assume that the normal curriculum and usual planned content and coverage will not be as delicately planned and delivered as in pre-covid times. It is a dynamic situation and teachers will be given latitude to exercise their professional judgment in delivering a curriculum that best meets the current needs of the situation.

During the first week, teachers are to revise some previously taught content in the core subjects, with a heavy focus on basic skills. We must focus on re-establishing them.

In terms of recording of work, Laxey School and Dhoon School will retain what we would normally do, however there will initially be no expectations of content other than to say that the children are to be encouraged to be neat. Some will have not physically written for a while and will need to retrain themselves to write neatly, much like we have the same emphasis after Summer. The use of the Morrells Handwriting books, which both schools have invested in, should be used during the first week (or a suitable alternative that encourages handwriting development.)

The Executive Headteacher is categorically not expecting to see planning (beyond the requirements for our home-learning package), marking or assessments. The Executive Headteacher implicitly trusts the staff team to know their children and their needs.

Staff should also consider the use of telephones, printers and photocopiers. We will not be able to share the photocopiers without disinfecting them regularly. Staff will be encouraged not to rely on resources that require photocopying or printing, and if those facilities are required, they will be asked to email resources to the school administrator. The school administrator will then be able to photocopy / print resources and drop them off to specific groups, leaving them outside relevant classrooms. If everyone used the photocopier individually then it could become a pinch-point for COVID19 to collect and be spread from. Teachers should ensure that they send any required resources in good time but also appreciate how busy that could make the school administrator so will have to exercise good reason in their requests.

SECTION TWELVE

Online learning for children not in school

Some children will still not be able to attend school. That will be either because they are shielding or unwell, they are not one of the designated year groups, or their parents are unwilling to allow them to come to school. Irrespective of reason, we still need to provide educational support to those children.

The home-learning offer will remain firmly in place. This includes the development of home-learning grids, Laxey Learners At Home sheets, plans to incorporate the use of the [Oak National Online Platform](#), class letters, family phone calls, and feedback to learners through the Google Email accounts for teachers.

In school, children can complete the home-learning activities if they are not part of Y2 or Y6, and children in designated years groups will receive input that is based on and drawn from the topics evident in the home-learning packages.

SECTION THIRTEEN

Childcare provision

The emphasis on the hub-schools has been child care rather than education. The re-opening of our buildings will mark the first step towards reversing this emphasis – but there must be a recognition that this will gradual rather than immediate.

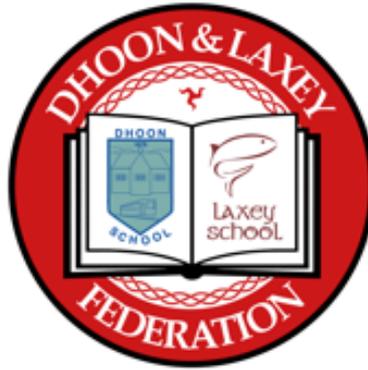
With only certain children eligible to attend school, and because not all parents will choose to send their children to school at this time, there will be a mix of children accessing the home-learning package at home, accessing the home-learning package at school, accessing additional basic skills and handwriting work at school, and staying at home and not accessing the home learning package. All of this, coupled with the planning identified above in [section 11](#) demonstrates that a blur will exist between child care and education. Management and teachers will be mindful of this in planning, expectations and delivery of the curriculum.

There will be no penalty for any parent(s) choosing not to send their child(ren) to school at this time.

<p>SECTION FOURTEEN <u>Bereavement</u></p> <p>Children will be increasingly aware of ‘death’ as it has been discussed widely and openly during COVID19. Children may feel greater levels of stress or anxiety throughout the day and they will especially be upset if they have lost a loved one during this period.</p>	<p>DESC have produced a document available on the itlearning platform called Bereavement Guidance in Response to the Coronavirus. This document must be referred to for advice if any our children or parents report a bereavement and we feel additional guidance is required.</p> <p>Staff will refer to the Ed Psych Team where a child has experienced bereavement or have fear and Chris Liggins, Federation Senco, will help to coordinate this.</p> <p>Parents will be asked to share pertinent information about how their child is feeling as part of a “Return to School Well-being” check that they must complete before attending.</p>
<p>SECTION FIFTEEN <u>Sensory needs and separation anxieties</u></p> <p>Many children will be looking forward to the return to school but will find being around people difficult, frightening and overwhelming, particularly if we move rapidly from physical distancing to a complete return to operating school normally. We will need to be aware of this and support it. For some children this will be exacerbated by a fear of people in general. Having experienced weeks, or even months, of social distancing, children will have received an implicit message that other people are dangerous. Further, their experience of other people, beyond their immediate family, within their personal space will have been limited. For many the hustle and bustle, movement and number of people in school will be difficult. We need to be aware that many could express their sensory issues and anxieties about the proximity of others physically.</p>	<p>We will be aware of any sensory issues being highlighted from the “Return to School Well-being” check and our pre-existing knowledge of our pupils. It is imperative that there is control in walking around the setting so that any sensory issues can be controlled well. Staff will need to make particular effort in making sure classrooms are relatively quiet spaces so that those that are not used to the noise and find it upsetting can adjust.</p> <p>Children will be made aware this could be an issue and should speak with a member of staff if they feel they need some down time.</p> <p>All staff to be vigilant, looking for signs of stress.</p> <p>Staff need to also be aware that a lot of the children haven’t left their families for a long while and they might find it difficult to leave them. Teachers are to plan settling in activities as the children enter (particularly the younger children in Y2) so that they don’t feel additionally upset or anxious.</p>
<p>SECTION SIXTEEN <u>Special needs</u></p> <p>The impact of all these issues will be even greater for those with special needs. Their learning will have been impacted as will issues of being or not being in school, managing change, routines and anxieties. There will be particular issues with managing transitions into school and where there is a change of setting.</p>	<p>Chris Liggins, Federation SENCO will be asked to review the SEN Register prior to Laxey School and Dhoon School reopening to pupils on 17th June. This review will seek to establish which children from the SEN Register will be attending the schools, and will allocate support as appropriate.</p> <p>The SLT will be asked to make and maintain contact with our identified vulnerable children.</p>
<p>SECTION SEVENTEEN <u>Transitions</u></p> <p>Transition arrangements are going to be incredibly important to how effective a return to school is and also how secure and safe the children feel in their new academic year.</p>	<p>Assuming all that children return to school before the end of term for at least a month, as suggested by Government, then we will be able to plan transition effectively. With Year 6 already being in school for a full half-term, we will be able to ensure that they transition to high school well. We will not be forced to have rushed transitions. However, we will need to be very aware of the fact that children will arrive in new year groups at varying levels of academic ability, lower than what is typical for that time of the year.</p> <p>No matter what happens in terms of the timeline for reopening schools, Laxey School and Dhoon School have made an early decision not to progress with our usual induction programme for our Reception new starters. This year, we will not have induction days and parent talks this side of the new school year. Instead, we will redevelop the parent handbook so that it is smart, professional and much more comprehensive. This will be accompanied by a letter from the Executive Headteacher exploring the new arrangements and a letter from the EYFS teams answering FAQs. We will undertake visit days, induction days and parent talks early in the new academic year and build up to a full start on the back of that. The timeline will therefore be slightly different to usual, but will be just as effective.</p>

<p>SECTION EIGHTEEN <u>Uniform</u></p> <p>Most children will have grown over the time that they have been out of school and so their uniform may not fit. Particularly if we go back to school on short notice, many parents will struggle to get new uniform for their children. This may be exacerbated by financial issues faced by parents without work and issues related to production, import and sale of non-essential goods. So, we will need to consider relaxation of our uniform. Children will need to be welcomed back into school, not penalised for not having the right uniform.</p>	<p>Welcome all children back, with or without uniform! This message will be shared with parents (however we will be encouraging non-uniform and fresh clothes worn each day.)</p> <p>Given the need for families to ensure clothes are washed more regularly, Laxey School and Dhoon School will suspend their uniform policies, adopting a more flexible attitude towards the wearing of uniform. This relaxation around school uniform will be continually reviewed, in the light of ongoing Government medical and scientific advice around best practice for mitigating the risks of COVID19 spread.</p> <p>Parents of our new-starters will be encouraged to purchase school uniform as close to the start of the new school year as possible.</p>
<p>SECTION NINETEEN <u>The shape of the school day</u></p> <p>Most children will have grown over the time that they have been out</p>	<p>We need to accept the school day will now look, feel and work very differently in order to promote everybody's safety. The SLT will have to pay close attention to the Terms and Conditions of Employees to ensure that the changed way we are asked to work does not contravene these. SLT will also have to pay close attention to 'information and advice relating to the post-lockdown landscape that arrives from Isle of Man Government, DESC and OHR.</p> <p>Many normal / usual school activities will be suspended on return (these will be kept under regular review):</p> <ul style="list-style-type: none"> - <i>cancelling lessons which include large gatherings (eg choir or drama activities)</i> - <i>cancelling all "assemblies"</i> - <i>restricting visits and visitors</i> - <i>discontinuing all after-school activities</i> - <i>maintaining a ban on parents' meetings</i>
<p>SECTION TWENTY <u>Further expansions of pupil numbers – developing this plan</u></p> <p><u>The Roadmap for the Gradual Expansion of School Provision to Specific Groups</u> produced by DESC and endorsed by the Isle of Man Government Council for Ministers details a proposed phasing for reintroducing all pupils to schools - although there are no timelines ascribed to this, it can be assumed that if cases of COVID19 and transmission rates continue to remain low and decrease further in the Isle of Man then more children will be allowed to return to school over the coming weeks and months.</p>	<p>Much of this plan can be readily adapted and re-considered for further expansion of pupils numbers. We will not need to return to the drawing board each time, but instead review existing risk assessments, furniture configurations, cleaning requirements and physical distancing measures.</p>

This plan has been translated into a simple list of [key actions](#) which is available below.



APPENDICES

DOCUMENTS REFERENCED IN THIS PLAN

Roadmap for the Gradual Expansion of School Provision to Specific Groups

The Isle of Man Government has published its "Stay Safe" response to the current coronavirus pandemic. This details a gradual and phased adjustment in a range of current restrictions. At every review stage there will be analysis of the latest health data and information. Any changes agreed by the Council of Ministers will be based on medical advice and communicated with all those affected.

Similarly, a number of European countries, including nearby jurisdictions are now considering whether to open their schools to more pupils and support the resumption of work in various areas of the economy. Any decisions on the Isle of Man will focus on the educational needs of our pupils and safety of everyone in our schools.

The key priority of the Department of Education, Sport and Culture ('The Department') is, and will always be, the safety and wellbeing of our staff and pupils. At present staff members may be self-isolating due to illness or may be unable to come to work because a pre-existing condition makes them vulnerable to coronavirus. Careful workforce planning and modifications to usual school practices will be essential during the process of allowing more pupils to attend the island's schools.

The Department would not permit a sudden, uncontrolled wider opening of schools but, instead, would propose an incremental, iterative process in which provision is opened up, in a manageable way, to different groups.

Scientific Guidance

It would be important that any decision to expand school provision is endorsed by Public Health and supported by the latest relevant scientific evidence.

Imperial College London published a paper on 30th March [1] that aimed to estimate the effect of non-pharmaceutical (i.e. social) interventions on the spread of coronavirus and Covid-19. They looked at the effects of all interventions that have been used in 11 European countries. The authors concluded that the packages of measures implemented in various countries have reduced the spread (reproduction number) of COVID-19. However, because most countries implemented packages of measures intended to reduce spread either simultaneously or over a short time frame, the authors were unable to estimate the relative impact of different measures robustly.

The authors of a second paper (Viner et al) comment "Currently, the evidence to support national closure of schools to combat COVID-19 is very weak and data from influenza outbreaks suggest that school closures could have relatively small effects on a virus with COVID-19's high transmissibility and apparent low clinical effect on school children. At the same time, these data also show that school closures can have profound economic and social consequences." The paper made passing reference to the effects of the pandemic on teachers and other staff but concentrated more on the lack of evidence that schools add to the community infection rate.

Modelling based on the growth rate on the Island, drawn from a paper produced for DHSC, concludes that 'growth in positive cases since 3/4/20 has been averaging 9% per day. If schools were to open on Monday 27th April (for example), best estimates indicate that this growth may be increased to 10.3%.... This would have a minimal effect on the peak of the predicted bed and ITU occupancy (shifting the peak back a day or two, but not significantly raising it)'. Of course, since this paper was written the growth in positive cases has reduced markedly.

It is also apparent that the rate of re-infection ('the R rate') has slowed significantly on Island, as a result of the significant measures taken to control the spread of the virus and is currently less than 0.5.

Educational Requirements

Consideration needs to be given to the requirements of the education community. Young children who are due to start school this September, for example, have in many cases yet to see their new school or teacher.

Similarly, for those currently in year 6 and year 11 only limited preparation has been possible to prepare pupils for imminent transitions respectively to secondary school or perhaps University College, Isle of Man.

In addition, those students who have embarked upon programmes of study for examinations due in summer 2021 (years 10 and 12) have had significant parts of their learning interrupted at a critical point in their education. At GCSE, for example, should schools remain closed into the final part of summer term, this would equate to between 30 and 40 guided learning hours (out of the recommended 140 per subject over the two years). At A-level this would equate to between 70 and 80 hours (out of the recommended 360 over a two-year course). These students will need all the time and support possible to support them in their preparation for GCSEs and A-levels.

Further there are well-documented concerns, from the media in the UK and elsewhere, that as schools remain closed to many, the gap between those who are vulnerable or socially disadvantaged and others increases. Estimates indicate that as few as just 5% of pupils identified as vulnerable were attending schools in England. On Island data seem to reflect a more positive position though we remain concerned that we are not seeing a substantial number of these children. Schools have been able to maintain contact with the vast majority of families but have drawn a small number to the attention of colleagues in Children and Families (DHSC) where families have been difficult to contact. It is obviously more preferable to see these children on regular basis.

It is proposed that schools are opened to pupils in key transition year groups and that some discretion is afforded to headteachers to approach those they consider most vulnerable with a view to offering school provision.

Economic Impact

Clearly, sustained closure of the Island's schools has a significant impact on the Government's finances and the wider economy.

While the immediate and ongoing impact of the virus on the economy and Government revenues is uncertain, the working assumption is a 70% reduction. This translates to up to £70m per month reduction. Additionally, financial support packages could cost up to £30 million per month. Therefore, the faster the economy can be restarted the better it is for Government's financial situation and the longer support measures, where required, can be maintained.

Expanding Key Workers

Currently, schools are open to vulnerable children and those of key workers. The definition of key workers includes those in health and social care positions, teaching staff, Government roles, those in food production and distribution, anyone employed in public safety or national security and those supporting transport, utilities, communication and financial services.

Work in a number of industries has been re-initiated for those sectors in which social distancing requirements can be met. These sectors could be supported if schools offered places for the children of these workers. Many of these are also critical to the Island's infrastructure and economy. It is proposed that the definition of key workers be widened to include;-

Trade workers, e.g. plumbing, electrical, joinery and decorating
Horticulture workers, e.g. grass cutting, gardening, landscaping
Construction, e.g. building sites, civil engineering, servicing/waste

As the impact of the above is monitored and confidence grows that the transmission rate of the infection is containable, further consideration should be given to opening schools to allow the children of people in the following sectors to re-commence work;-

Retail, e.g. white goods, electrical goods,
Hospitality (restaurants, cafés, pubs)
Lifestyle, e.g. beauty, health
Tourism, e.g. hotels, accommodation
Hospitality (pubs, nightclubs, leisure)

The Island's working population is currently approximately 43,000 people. The school-age population is approximately 12,000 pupils. A very approximate calculation, therefore, assumes every 3.5 workers would require a single school place. The needs for school places could therefore be assumed to be;

Trade	Construction	Horticulture	Retail	Hospitality	Lifestyle	Tourism
	1,285	XXX	1,142	571	XXX	228

Capacity

At present, all secondary schools and nine primary schools are open to pupils. Vulnerable children and those of key workers who are secondary school age are attending their local secondary school. Those who are primary school age are attending one of the nearby primary hubs.

Were DESC to just sustain the current model (i.e. not open any more schools), then school capacity would be as in the middle column below. However, the above does not allow for the requirement for pupils to physically distance. In such circumstances, it would be reasonable to halve the capacity (final column)

	Capacity	Capacity ÷ 2
Ballacottier	350	175
Bunscoil Rhumsaa	680	340
Cronk Y Berry	350	175
Henry Bloom Noble	375	187.5
Onchan	425	212.5
Peel Clothworker's	400	200
Scoil Phurt le Moirrey	175	87.5
Rushen	300	150
St John's	175	87.5
TOTAL (pri)	3,230	1,615
Ballakermeen High School	1370	685
Castle Rushen High School	1040	520
Queen Elizabeth II High School	985	492.5
Ramsey Grammar School	1005	502.5
St Ninian's High School	1600	800
TOTAL (sec)	6,000	3,000
TOTAL (pri & sec)	9,230	4,615

Were all primary schools to open, DESC's total capacity would be nearer 7,000 (14,000÷2).

It is proposed that the hub system is retained for the present as long as the numbers of pupils is manageable. When the decision is agreed to introduce year groups, however, all schools could re-open if properly prepared and adequately staffed.

Free School Meals

Currently, a system is in place to provide meals/vouchers for children who are eligible for Free School Meals and packed lunches for those in hubs. DESC is absorbing the additional cost of the vouchers and the packed lunches.

It is proposed that, once the definition of 'key workers' is widened to include Construction, Horticulture and Trades workers, the usual arrangements (i.e. paying for school meals unless eligible) are re-adopted.

Challenges

Given the level of anxiety within the community, some parents/carers may choose not to send children to school, even if they are eligible to. It is proposed that parents/carers be allowed to exercise this right, without fear of any sanction. It is further proposed that a letter be sent to all parents from DESC indicating why some provision is now being made available.

Demands on caretaking and cleaning have increased as higher levels of cleanliness are required. At the same time, the capacity of the caretaking and cleaning staff has been reduced as staff have become ill, self-isolated or been re-deployed. This is currently manageable because only parts of buildings are being used but, with increased capacity, schools would need to open more of their accommodation and it would, therefore, increase demand. It is proposed that Caretaking and Cleaning Service is given advance notice of dates of re-opening and steps taken to increase the capacity to clean schools.

Similarly, schools are functioning well at the moment given the very much reduced demand on staffing. An increase in numbers however, linked to reduced capacity, could result in staffing challenges. On the first day of the school closures, for example, only approximately half of school staff were available to work. It is proposed that priority testing be offered to staff in schools and that clear guidance is also provided on who should and should not stay away from school. Despite all of this planning, however, some dynamic, 'on-the-ground' management will inevitably be required by school leaders to make best use of resources available to them. It is further proposed that parents whose children are eligible are advised to inform schools in advance if they intend to make use of an available place (or places) for their child(ren).

There may be concerns amongst school colleagues about opening schools more widely whilst social distancing is still in force. In particular, areas of the economy such as cafés and restaurants remain closed while schools (which cater for larger numbers of people in sometimes more constrained environments) open. This could be exacerbated if the Island adopted a different position from other jurisdictions. It is proposed that very clear, scientific guidance is offered to all staff explaining the Government's understanding of the Island's current position and clarifying why it is endorsed by Public Health.

As school provision increases, some pupils will, of course still be remote learning at home. This could increase demands on school staff who may be expected to deliver 'front-facing' lessons, whilst also supporting remote learning. It is proposed that schools consider the feasibility of asking staff who are working from home because of underlying health conditions or who are shielding vulnerable family members, to take more responsibility for the management of remote learning.

As outlined below, reinforcing physical distancing in schools may be problematic.

Physical Distancing

Physical distancing would be a particular challenge in schools. While in public places, adults can be relied upon to understand the necessity to socially distance, children and young people may not. Particularly young children very naturally gravitate towards each other and have very limited understanding of each other's personal space. Teachers are currently reinforcing such expectations but may not be able to do so as effectively in circumstances where larger numbers of pupils are gathered in small spaces. However, taking supplementary measures such as this are important in that they could further reduce any risk of re-infection.

Whilst opening during a period where physical distancing is still being advised, schools will need to be advised of measures that could be implemented on site to ensure appropriate physical space between everyone using the building. Restriction placed on one context, however, may not be appropriate in another (e.g. primary/secondary; large open-plan building/old, Victorian one) and it would be useful for schools to consider the measures and adopt those senior leaders consider practicable. More flexible arrangements for physical distancing may be possible within a classroom compared to a more public space as the environment can be monitored better, the groups of people using the space kept more consistent and hand-washing on entry and exit maintained.

Nonetheless, amongst other things, schools would need to consider the adoption of:-

- Reinforcing strict policies to ensure students and staff stay at home, if unwell;
- Reviewing how children arrive at the school to reduce any unnecessary travel on coaches, buses or public transport;
- Staggering arrival and dismissal times;
- Staggering lunch and break times;
- Altering the school day to accommodate staggering;
- Keeping groups as small and consistent as possible;

- Maintaining a ban on field trips, educational visits, inter-school sports etc;
- Maintaining a ban on after-school activities;
- Restricting visitors;
- Cancelling lessons which include large gatherings (eg choir or drama activities);
- Rotation of teachers, rather than pupils, for specialist teaching;
- Increasing space among students during face-to-face lessons;
- Reducing free movement within lessons;
- Reducing the amount of people in corridors and shared spaces;
- Use of alternative spaces (e.g., classrooms) for eating;
- Use of outside space for lessons;
- Increasing air flow and ventilation;
- Re-arranging classroom furniture to accommodate physical distancing;
- Using visual aids (stickers, masking tape etc) to reinforce traffic flow, physical distancing etc;
- Reinforcing with pupils the need to physically distance and maintain good hygiene routines;
- Maintaining the use of remote learning methods even for those in school;
- Restrictions on the use of playground or field space;
- Monitoring queues to ensure appropriate physical distancing;
- Monitoring toilet breaks to ensure pupils attend one at a time;
- Cancelling staff meetings or holding them somewhere which allows for physical space between colleagues;
- Encouraging non-essential school planning and preparatory activities to be conducted outside of the school environment;
- Being flexible with staff who cannot attend school because they or the people with whom they live have underlying health conditions;
- Maintaining a ban on parents' meetings;
- Being flexible with parents/carers who choose to keep children at home;
- Discouraging gatherings of parents at school gates or in playgrounds.

Above all, schools should enforce regular hand washing with warm water and soap. Guidance and support is available from DHSC and Public Health.

Proposed Phasing

Primary		Secondary	
Key Workers	Key Year Groups	Key Workers	Key Year Groups
Trade / Horticulture / Construction		Trade / Horticulture / Construction	
*	Years 2 and 6		Years 10 and 12
Retail		Retail	
	Year R		Year 9
Hospitality (1)		Hospitality (1)	
	Years 1 and 4		Year 8
Lifestyle, Tourism and Hospitality (2)		Lifestyle, Tourism and Hospitality (2)	
	Years 3 and 5		Year 7
			Years 11 and 13**

*All schools re-open

**Invited in for transition activity and/or goodbyes.

Each phase of this proposed programme will need careful consideration and be planned with the cooperation of all stakeholders including support services such as cleaning, transport etc. The Third Sector may also be involved to support schools and attention also needs to be placed on the mental health and wellbeing of staff and pupils as they return to schools after a prolonged period.

Activities at UCM will also need to be aligned with any expansion at our schools and full consideration given to some of the practical skill assessments necessary for some students. The role of nurseries, playgroups and child-minders poses particular issues which will be dealt with separately.

It is accepted that for the near future there will be a minority of pupils who will not, or cannot return to a school environment even with safety modifications. It is also clear that there will be some staff that need to shield and continue to work from home. The Department will support an expansion and development of the already comprehensive on-line learning provision and values the time and effort already put in to support pupils who need to remain in their homes during this health emergency.

References

Report 13 - Estimating the number of infections and the impact of non-pharmaceutical interventions on COVID-19 in 11 European countries Imperial College London, Flaxman et al, 30/3/20 On-line here: <https://www.imperial.ac.uk/mrc-global-infectious-disease-analysis/covid-19/report-13-europe-npi-impact/>

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Physical Distancing in Schools

Why is the term 'physical distancing' being used as opposed to 'social distancing'?

Given the current constraints on Isle of Man society, it is critical that the Island's sense of community is maintained, while, of course, implementing protocols that are safe and intended to reduce the spread of Covid-19. As such the Island's population needs to bind even more closely than previously whilst maintaining physical distance between people. The term social distancing has been used in guidance for members of the community in public. Guidance for more confined and controlled environments such as nurseries, hospitals and schools needs to be more specific. It is for this reason that the emphasis of this paper is on 'physical' rather than 'social' distancing.

How does COVID-19 spread?

The virus is transmitted through direct contact with respiratory droplets of an infected person (generated through coughing and sneezing). Individuals can also be infected from and touching surfaces contaminated with the virus and touching their face (e.g., eyes, nose, mouth). The Covid-19 virus may survive on surfaces for several hours, but simple disinfectants can kill it.

How can the spread of COVID-19 be slowed down or prevented?

If no measures were put in place to try and slow the spread of COVID-19, every confirmed case would infect around 2.5 other people. This would lead to a rapid growth in cases which would overwhelm the hospital and other services as well as causing illness and death.

As with other respiratory infections like the flu or the common cold, public health measures are critical to slow the spread of illnesses. Public health measures are everyday preventive actions that include:

- staying home when sick;
- covering mouth and nose with flexed elbow or tissue when coughing or sneezing. disposing of used tissue immediately;
- washing hands often with soap and warm water; and
- cleaning frequently touched surfaces and objects.

What is physical distancing?

It can be difficult to know precisely what "physical distancing" means. Physical distancing has a number of components:

- stay at home apart from essential shopping and exercise (to reduce the number of people you come in contact with outside the household)
- Work from home if possible
- Restrictions on gatherings
- Keep distant from others to reduce risk of droplet transmission.

Is physical distancing possible in schools?

Reinforcing new expectations of personal hygiene and use of personal space to maintain a 2m distance between individuals is inevitably very challenging and, particularly so, with children and young people who want to interact. However, there is a compelling social need for school provision to be expanded and there is evidence to indicate that, provided this is done incrementally, monitored and reviewed for its impact, this can be done safely and with relatively limited impact on the general health of the population. Nonetheless, we all have an important role to fulfil in considering best practice and doing what we can to reinforce messages about social distancing in schools.

Why are the guidelines within a school setting different than those out in the community?

Colleagues will be familiar with the arrangements in place in public places for social distancing. However, within the more limited setting of a school classroom, more flexible arrangements for physical distancing are possible. Restricted classroom spaces that serve a consistent group of students and teacher(s) offer the opportunity to more closely control the environment through monitoring of symptoms and adherence to ill-student policies. For example, it is easier to enforce processes that do not allow students into the

classroom if they become ill. Additionally, classroom teachers may be able to build routines for students to wash hands upon entering and leaving the classroom, and create regular cleaning practices for desks, equipment, writing utensils, and other classroom materials. The users of a given room can be kept relatively consistent from one day to the next, thereby reducing the opportunities for wider infection.

How can physical distancing be implemented in a school setting?

The guidance below is intended as a series of measures schools can consider to better implement physical distancing. School leaders will be best placed to determine which measures are most appropriate for their setting but, of course, it is important that all possible steps are taken to mitigate the spread of the virus in schools.

Reinforcing strict policies to ensure students and staff stay at home, if unwell;

If a staff member or pupil displays symptoms of Covid-19, ie

- a temperature of more than 37.8C (100F)
- OR, a new and persistent cough

they should stay at home to protect others. They should be advised to complete the on-line assessment tool to confirm whether they do have possible Covid-19 and, if advised to do so by the assessment tool, they should contact 111 to see if a test should be arranged (see <https://covid19.gov.im/> for further information).

Similarly, if someone has just arrived in the Isle of Man or lives with someone who is displaying symptoms, but don't have symptoms him/herself they should also self-isolate for 14 days. If someone is classed as 'very vulnerable' they are strongly advised to self-isolate for 12 weeks. (Detailed guidance for these situations is available on <https://covid19.gov.im>)

Remote working for such staff and students can be accommodated by use, where appropriate, of video conferencing, online contact, emails, distance learning etc.

Encourage and reinforce social norms and health etiquette

Regularly reinforcing with pupils the need to physically distance is probably the most effective way of educating them about its importance. Share, in an age-appropriate way, information about viral transmission and ways it can be minimised. Have hand sanitizer and tissues readily available for use by students and staff. Reinforce handwashing routines. Ask staff and students to wash hands upon entering and leaving classrooms or other spaces in the school building. Positively reinforce good hand washing by openly recognising it or displaying posters.

Ensure daily cleaning of the school environment;

In addition to rigorous cleaning of the building, regularly touched objects and surfaces should be cleaned and disinfected more often than usual using standard cleaning products.

Follow IOM Government Guidelines about the use of PPE;

The evidence about the effectiveness of Personal Protective Equipment (PPE) in reducing the spread of the virus is inconclusive. However, both staff and pupils should be encouraged to make decisions with which they are comfortable and to follow the Government's guidelines in relation to it. If an individual feels that they should, for example, wear a face mask, that should be permitted.

Consider the suspension of uniform;

Given the need for families to ensure clothes are washed more regularly, schools may want to consider the suspension of their uniform policies or adopting a more flexible attitude towards the wearing of uniform.

Reviewing how children arrive at the school to reduce any unnecessary travel on coaches, buses or public transport;

Some flexibility may be possible (eg with start times etc) so as to enable some students not to have to travel on public transport – encouraging pupils to walk or get lifts with household members might reduce this need. Bus Vannin has reduced services during the outbreak and the public is being encouraged only to use the buses for necessary travel. Schools would be well-advised to liaise closely with Bus Vannin to ensure that, where bus travel is required, physical distancing is in effect and that use of buses is kept to a minimum.

Staggering arrival and dismissal times;

Staggering arrival and dismissal times, even by 5 minutes, will ensure less physical contact. In addition, different student entry points should be created to reduce periods of 'high-traffic'.

Staggering lunch and break times/Use of alternate spaces (e.g., classrooms) for eating;

If possible, organising a rota system over lunch time can also reduce contact. If groups must overlap in canteen spaces, ensure they have specific and consistent areas in which to eat. Better still, encourage eating in classrooms or other discrete spaces, if possible, so as to further reinforce social distancing. Provide reminders about the importance of not sharing food or drinks.

Consider asking all children to bring packed lunches in;

In order to reduce the contact children have with others and the increase 'self-sufficiency', they could be asked to bring a packed lunch in from home which they keep with them all day.

Restrictions on the use of playground or field space;

While it is important that pupils continue to enjoy exercise, time outside and break times, it's not necessary for these activities to involve the whole school community at the same time – in primary schools, particularly, they too can be staggered so that multiple classes don't all play together. Consider reinforcing social distancing routines through games, posters etc. or, perhaps, the use of zones within playgrounds. If possible, consider cleaning high touch areas of play structures between groups.

Monitoring queues to ensure appropriate social distancing;

Where possible, it would be good practice to obviate the need for any queuing system but, where necessary, pupils should be kept apart from each other.

Monitoring toilet breaks to ensure pupils attend one at a time;

Altering the school day to accommodate staggering;

Organising individual timetables or school days for pupils in different year groups can also reinforce physical distancing. Spacing out break times, lesson times etc might be possible in some contexts and ensure less social contact.

Keeping groups as small and consistent as possible;

Primary schools should seek to keep children in dedicated and consistent class bases for as much teaching as possible. Secondary schools might consider greater amounts of teaching in form groups and in the form's class base. Where specialist teaching is required, consideration should be given to the rotation of teachers around the school, rather than pupils. If there is any 'spare' space, this could be utilised to reduce the size of groupings.

Cancelling lessons which include large gatherings (eg choir or drama activities);

If preferable, such activities could be re-scheduled for outdoor areas in which social distancing can be practised better. PE lessons could be focused more on individual achievement (recording individual times, distances, heights etc) rather than team games.

Restricting visits and visitors;

Virtual formats could be used for guest speakers and other 'off-site' experiences. Field trips, educational visits, inter-school sports etc should be discouraged or undertaken using distance learning methods.

Restricting or discontinuing after-school activities;

School performances, sports practices, or games should be postponed until greater social contact is possible.

Adapting the physical environment of classrooms to encourage social distancing;

Classroom furniture can be arranged so as to increase space between students during face-to-face lessons. Visual aids (stickers, masking tape etc) could be used to reinforce traffic flow, physical distancing etc. Free movement within lessons can be reduced and air flow and ventilation increased. Pupils' understanding of such protocols can be increased by asking them to create and then display posters etc to reinforce good

classroom routines. Writing utensils, classroom, and office supplies shouldn't be shared between students or staff if it can be avoided.

Wherever possible, the use of the outside space could be considered for lessons.

Maintaining the use of remote learning methods;

Distance learning methods can be deployed within the classroom to assess understanding. If pupils have access to them, use of mobile devices could be considered to maintain student interaction at a safe distance.

Reducing the amount of people in corridors and shared spaces;

Staggering and allowing greater time than normal for transitions will allow students to physically distance better. If possible, one-way systems could be considered.

Cancelling staff meetings

Staff meetings should, where possible, be cancelled or consideration given to holding them somewhere which allows for physical space between colleagues. Wherever possible, professional development, consultation and dialogue activity should be facilitated virtually.

Place a restriction on numbers of people who can be in the staff room at any one time;

Encouraging non-essential school planning and preparatory activities to be conducted outside of the school environment;

If staff have non-contact time, this could be undertaken in their home environment or somewhere else away from the school site.

Maintaining a ban on parents' meetings;

Or consider undertaking these by phone.

Being flexible with parents/carers who choose to keep children at home;

Sanctions should not be applied to the families of children with low attendance where parents/cares have decided children are safer at home.

Discouraging gatherings of parents at school gates or in playgrounds.

Throughout any re-opening process, it will be critical to keep parents, staff and pupils informed about the decision-making process and make concerted efforts to ensure that everyone understands the scientific basis for procedures adopted by individual schools.

References

Minnesota Department of Health, Guidance for Social Distancing in Schools UPDATED 4/2/2020

UNICEF, Key Messages and Actions for COVID-19 Prevention and Control in Schools, March 2020

Public Health England, <https://www.gov.uk/government/publications/covid-19-school-closures>

<https://www.tes.com/news/what-it-denmarks-reopened-schools>

<bbc.co.uk/news/uk-scotland-52412171>

: <https://www.ecdc.europa.eu/sites/default/files/documents/covid-19-rapid-risk-assessment-coronavirus-disease-2019-ninth-update-23-april-2020.pdf> .

NOTES OF A COVID-19 EDUCATION FORM – WEDNESDAY 13TH MAY 2020

Taken over Zoom – Meeting Commenced 10 am

In Attendance:

Dr Henrietta Ewart, Public Health (HE)
 Geraldine O’Neill, NASUWT (GON)
 Carol Walsh, Secretary, NAHT (CW)
 Max Kelly, Headteacher, Laxey and Dhoon -President, IOM NAHT (MK)
 Sue Moore, Secondary Headteacher QEII and ASCL (SM)
 Alan James – NEU (AJ)
 Mick Hewer – Prospect (MH)
 Wayne Bates – NASUWT Official for H & S (WB)
 Kevin Stout – UCM and UCU (KS)
 Annette Baker, Secondary Headteacher RGS and NAHT secondary rep (AB)
 Angela Haslett – taking notes (AH)

Introductions made for benefit of Dr Ewart.

GON advised that notes were being taken of the meeting by Angela Haslett, PA to Annette Baker, there were no objections. It is very important to do this as professionally as possible.

Peter Lovekin (UCM) at another meeting but may join in at some point.

1. Questions put to Minister – HE advised that she wasn’t aware of the questions put to the Minister but thanked GON for sending them through and she has now had a chance to look at them.
2. GON also sent through NASUWT checklist for extending opening of establishments as a guide.

Question from	Question	Answer from HE
CW	In respect of mainly primary headteachers. How many small children are we expected to have in school and can small children pass on bugs to their parents/grandparents when they go home?	There is emerging evidence that children are infected at a much lower rate than older age groups, that the majority of them are asymptomatic and they do not transmit it. If a child does catch the infection it is much more likely to be in the household from close contacts rather than anywhere else. The risk of them transmitting it to other adults is low.
SM	Follow up question – At what point are children considered adults (Yr 10 students are 15 and Year 12 are 17)	Up to the age of 19
AB	Follow up question – BBC Report yesterday from Professor Snape from University of Oxford saying that whether children are super-spreaders or not remains unknown. Are we different in the IOM and are you confident that you have the scientific underpin for supporting our further expansion of attendance in school settings.	HE has not seen this report but feels that some of what Professor Snape said may have been lost in context. HE does not feel that this is a good reflection of the evidence. HE will read the report fully and report back if there is anything in it
WB	Similar meeting held in Jersey and Guernsey with Nicola Brink, Public Health officer. Were told	Shedding and infection are not necessarily the same things. Studies on household transmission, shows that children are much

	the same that children don't transmit the virus but that when they shed the virus they do it similarly to adults. Conflicting information	less likely to be infected (4.7% in children) compared to 17.1% in adults. Child to adult transmission is uncommon
GON	Follow up question- Could HE provide copy of that information	HE agreed. HE further explained viral shedding and incubation periods in adults and children.
SM	<p>If children don't show symptoms, are they then a hidden danger</p> <p>Should we be testing people regularly to see if they are infected.</p>	<p>Someone who is asymptomatic is less of a risk as long as social distancing is observed. They are less likely to produce aerosol droplets which could infect. 2m is a safe distance. No testing will replace good hygiene, social distancing.</p> <p>2M distance remains absolutely fundamental Very important pillar to return to school facilities.</p> <p>People can be infectious before you know they have the virus. No good protocol to enable us to do lots of testing.</p> <p>We still have the odd positive test but this is low levels and fewer people are coming forward for testing.</p> <p>Everyone who goes to Hospital for non-covid reason is screened. No children in this scenario have tested positive.</p>
CW	You said the 2m distance still fundamental – Should we be gearing up our schools so that the 2m distance can be kept?	<p>HE said that would be the ideal. Assessment of risk related to distance (close contact) needs to include the time spent in contact. A 'high risk' contact is defined as face to face at less than 2m distance for 15 mins or longer.</p> <p>There is a need to look at things like passing through common areas, having one-way systems and staggering leaving and arrival times. However, brief contact in passing is low risk, as would be walking behind someone who has no symptoms/not speaking at less than 2m distance.</p> <p>Wherever possible in classrooms, you should however if just under the 2m say 1.9 to get another child in this can be mitigated by set up definitely not classic set up side by side or opposite each other, the mitigation is to do diagonal staggering and people are as far as possible away, make sure that students are not side on or definitely not face to face to reduce the risk. Classrooms, particularly primary set ups will have to be redesigned.</p>

		Greatest risk is face to face contact less than 2m for 15 minutes or more. You must absolutely mitigate against this.
AJ	Concern over surface to surface contact. What is the risk if a child unwittingly shares a pen or putting hand on surface.	Risk is low and no proven cases of this although it is theoretically possible. However, there is no evidence of transmission from the postal service or supermarkets where there is the same theoretical risk.
KS	Toilet facilities – what is the risk of increasing numbers of staff and students back into facility. What guidance can you give that is reasonable to control potential risk and how often should facilities be cleaned.	Maintaining environmental hygiene is vitally important. Covid is not faecally transmitted but there is still a need to have rigorous cleaning regimes in place. Those who use the toilets will need to understand how important it is to wash their hands regularly throughout the day. Social distancing should be maintained and will need to be managed. Surfaces in toilets must be kept clean and cleaned regularly. There is a need to ensure that the social distancing rules are not broken because everyone crowds into a toilet at break time, there needs to be something about monitoring toilet use and making sure whilst queuing people are social distancing so there will be a requirement to manage toilets.
MH	Confusion for cleaning staff. Concerned about level of information being given to staff carrying out these duties.	Have been involved in drafting guidance for environmental hygiene and cleaning but unaware of how that is being disseminated. If no known cases in environment, hygiene as usual with extra attention to sanitising surfaces. HE happy to discuss this further outside of this meeting.
AB	Could HE be involved in a meeting with site managers and their line managers to get clarification and reassurance?	HE happy to do that
AB	Kawasaki Syndrome	HE explained this syndrome. No clear evidence that the increase in cases in Europe and New York are related to Covid. In the world overall the risk is low and on-island even lower. Concern that parents are not taking their children to their GP. If parents are concerned about their child's symptoms they need to contact medical care in the normal way.
SM	If children are so little a risk, why can we not allow them to mix with friends	It would be something we would like to support but an issue is how it could be managed. How could this be regulated?

AH Lost connection		Government are lifting restrictions but it has to be done very slowly. Issues in Korea have highlighted this.
GON	Many teachers in group of 50+ with underlying conditions or shielding those at home. Are you confident that what's been put forward is going to protect all of these groups.	There has to be individual assessments when dealing with the extremely vulnerable and vulnerable groups. This should be a two way dialogue between individual, their management and occupational health, etc.
KS	KS gave an overview of what is being done at UCM on individual risk assessments which underpin their approach and planning. Applied to both students and staff.	KS to share this information.
GON	We would like to see the very good and useful best practice that UCM has begun as a cross-government policy, across DESC. This will help headteachers and share good practice.	
AB	There would be an enormous amount of work to do individual risk assessments for larger organisations and don't have staffing infrastructure to conduct this rigorous audit. How do we do this? MK echoed concerns of AB.	KS suggested getting line managers involved collecting information from their teams. Share responsibility. KS agreed to sharing of UCM information with HE.
SM	Confirmation from this meeting – we do need to keep to 2m distancing and we do need to ensure frequent hygiene and handwashing	HE – Yes 2m distancing should be kept as far as possible, especially if someone is in that space for 15 minutes or more even in corridors. Face to face should be avoided.
SM	Guidance on physical distancing. Year 10//12 coming back into school. We can't keep them in the same groups because of Options. Surely that's more of a risk to mix up year groups. Could we allow students in for introductory lesson and then host lessons remotely?	You cannot reduce risk to zero, always trying to balance what you are trying to achieve against what you are trying to avoid. How important is in terms of that groups future against reducing the risk of infection? Key to reducing infection is that nobody with symptoms student or other member of staff should be in school. Beyond that is the 2m distancing. Sounds like a very appropriate way to manage.
	Currently in hub siblings are kept together. Considering split into age groups	Again, objective of optimising educational opportunities (route of splitting age groups?)

		Don't let anyone in with symptoms, maintain social distancing, maintain hygiene, handwashing etc.
WB	Where do you think the Island is in relation to transmission in community, elimination, capacity for testing?	<p>We have to be very careful about terms we use. Elimination means you have totally got rid of the virus (apart from jars in laboratories) and eradication means that there are incredibly low levels. This is what we are aiming for.</p> <p>We can talk about having eradicated it. We have always had testing available for everyone, even those with mild symptoms and have kept up with contact tracing.</p> <p>Testing complicated. HE discussed two types of tests, one which we have at the moment and one which we don't (antibody test).</p> <p>Limited use in doing random tests.</p>
GON	Thanked HE for the fantastic overview and asked that she please pass onto Minister and the DESC how helpful it has been to share this forum.	HE confirmed that she would be happy to attend this kind of meeting again.

Isle of Man Government
COVID-19 Guidelines on the Wearing of Face Masks for
Public Sector Employees

Introduction

These guidelines are to advise staff and managers in the Isle of Man Government of the details of the use of non-medical face masks whilst at work and how this will be managed procedurally.

These guidelines will be in place only for the duration of time that the declaration of a state of emergency issued by the Governor in Council is in force. These guidelines apply to all Isle of Man Government employees regardless of their terms and conditions of employment (including staff on individual contracts), and to retained, bank, casual, relief and supply staff where, following a local risk assessment it is considered appropriate for certain staff to use face masks.

Principles

There is increasing evidence that people with no or only very mild symptoms may have COVID-19 and be at risk of spreading it to others. Wearing a face mask in public may help reduce the spread of infection from people who may be carrying the virus, without knowing it, to others. Wearing a mask has not been shown to protect the wearer from infection.

Therefore, where a risk assessment identifies that it is difficult to follow social distancing guidelines in the workplace, and you are asked to do so by your manager employees are advised to wear face masks provided by their employer.

Guidance on social distancing can be found here:

<https://covid19.gov.im/general-information/social-distancing/>

The guidelines do not apply to staff in health and social care settings or the Isle of Man Constabulary for which specific arrangements apply, nor does it preclude other service areas from developing further local guidance to suit operational requirements. For example, there are also specific guidelines for Prison officers who may have to restrain people who have or who are suspected to have Covid-19.

Face Mask – Key Points

The wearing of a face mask does not replace the need to keep following the key recommended actions to prevent the spread of COVID-19. These are cleaning your hands frequently with soap and water or hand sanitiser, avoiding touching your face, coughing into a tissue or your elbow and observing social distancing (2m away from others).

The mask does not need to be of clinical standard.

It is also important to use the mask appropriately.

- It should completely cover your face from the bridge of the nose to the chin, and fit snugly against the sides of your face.
- Clean your hands with soap and water or sanitiser before putting on and taking off the mask.
- When taking off the mask, remove it from behind to avoid touching the front which may have become contaminated with virus.

Incorrect removal and frequent adjustment increase the risk of touching your face and potentially increasing virus transmission.

Health & Safety Liability and Responsibilities

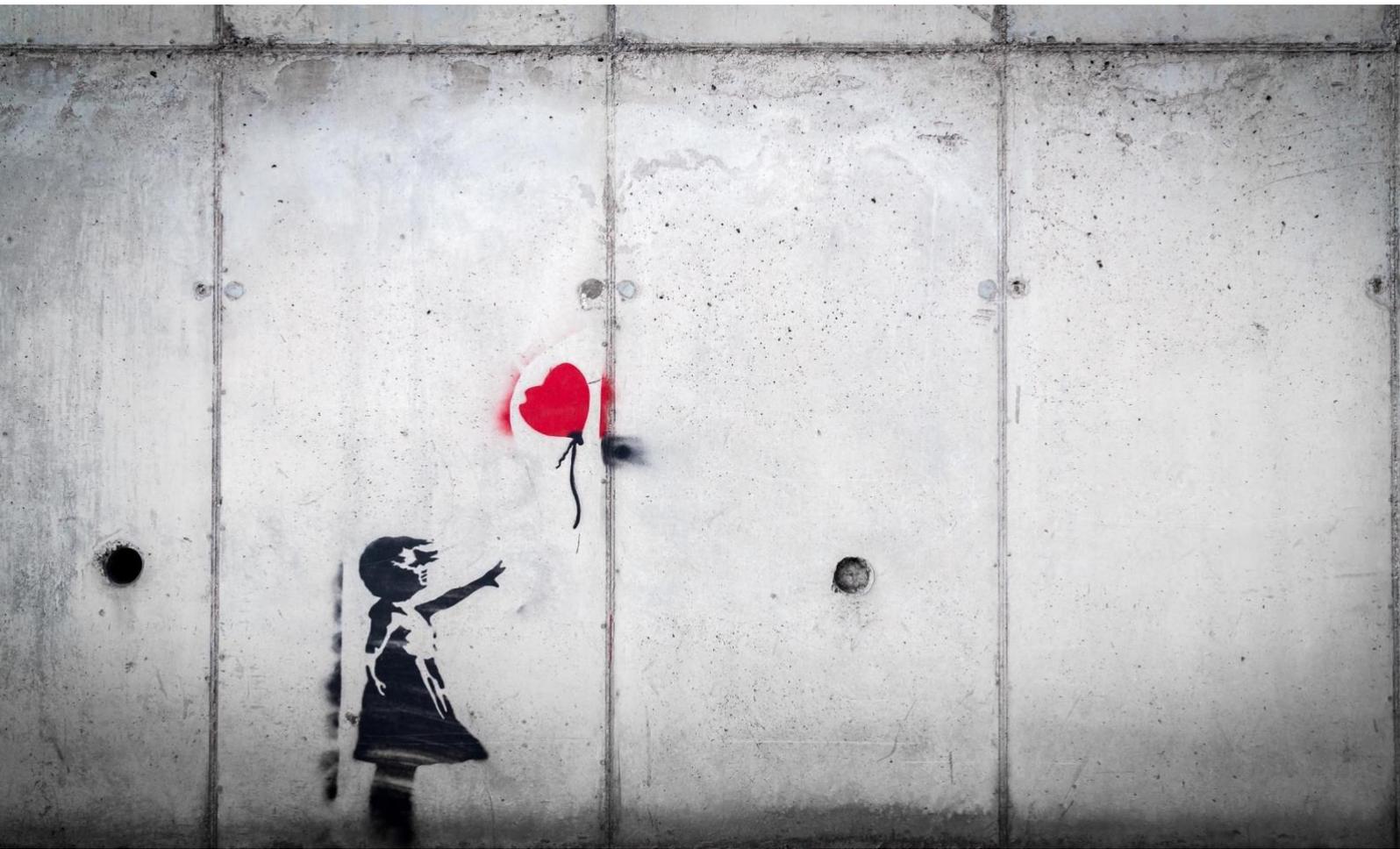
Where identified accordingly in risk assessments, masks should be provided where possible and be of adequate standard.

As masks are to be worn to contain any infection to the wearer, there are a number of masks which can be bought which are not in the specification for use in healthcare such as FFP1 masks and nuisance dust masks which can be expected to be more effective than a cloth face mask. There are limitations with a nuisance dust mask, such as weak elastic and moisture absorption and they will need to be replaced when necessary. Homemade cloth masks are of an unknown standard but may still offer a greater degree of containment than not wearing one, and can be used if no alternatives are available.

**Issued by the Office of Human Resources,
on behalf of the Cabinet Office
April 2020**

Bereavement Guidance in Response to the Coronavirus

How to support children and young people



"Bereavement happens to us all at some point in our lives. For some it is sudden and unexpected, and even for those who know their loved one is dying it can come as a great shock."

(British Psychological Society, 2020)

With thanks to:



*The following information has been adapted from the Department of Education, Sport and Culture's School Bereavement Support. This document summarises some of the key themes and materials in response to the Coronavirus pandemic. **Schools should still consult the School Bereavement Support Guidance on Its Learning** to inform a comprehensive school response and access additional supportive materials.*

Rationale

This document aims to provide some guidance for parents, schools and other professionals on how best to support children and young people who experience bereavement during the coronavirus pandemic. Global strategies of social distancing and self-isolation to manage the pandemic have changed the usual and accepted routines in our lives, including how we respond to and manage bereavement. It will be important to consider the implications of social distancing, working from home, no public gatherings and self-isolation when considering our current response to a bereavement, as the typical processes and advice for supporting children and young people may not be applicable during this unprecedented time.

This guidance has been compiled by a range of organisations to provide information and support to adults to understand the complexity associated with managing bereavement and loss. Research and experience highlight the importance of support from family and friends during times of crisis. The thought of discussing a bereavement with a child or young person can be very concerning and generate a sense of helplessness in those who offer support. Children and young people tend to find comfort and solace in sharing this experience with a trusted and familiar person with whom they feel comfortable to share their feelings with.

It is important for adults to be mindful of the impact of any bereavement on themselves and ensure they take appropriate measures to process their own grief.

The coronavirus pandemic

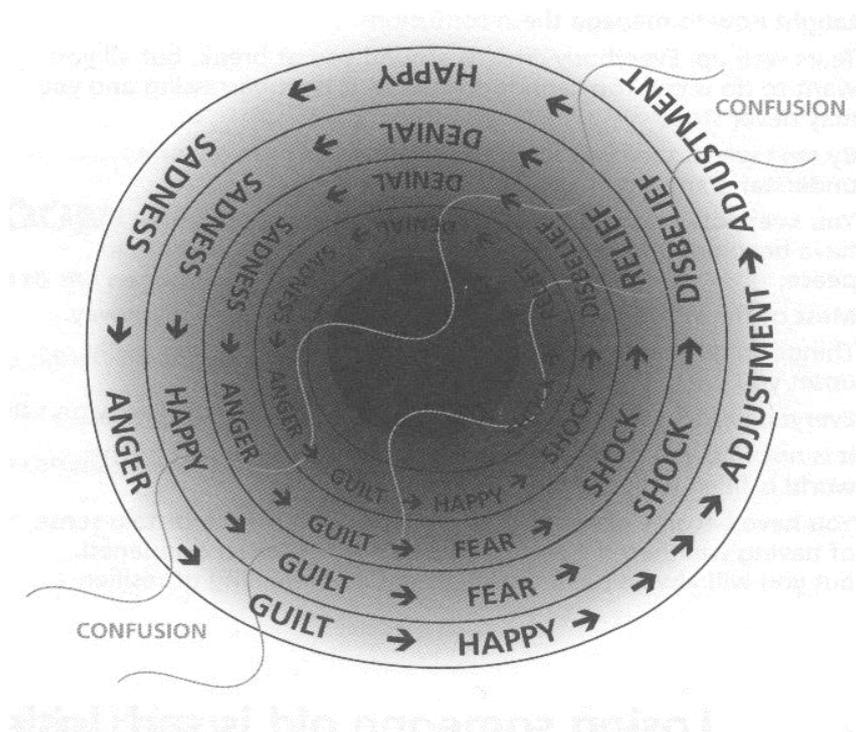
The Coronavirus pandemic has been declared as a global health emergency and presents a real threat to our health and the health of family and friends. The message from governments across the world, that many of us will lose loved ones during this pandemic, has been difficult to hear. Sadly, a significant number of people have already died across the world from the respiratory disease and the figures are likely to increase. The Isle of Man has experienced a number of bereavements due to coronavirus, with others reported to be critically ill in hospital. There are substantial differences in the number of reported bereavements due to coronavirus between countries, however, there does appear that the risks associated with catching coronavirus increase with age and those with underlying medical conditions are particularly vulnerable.

Understanding Grief

The stark reality of the increased risk of losing a loved one during the coronavirus pandemic is difficult to comprehend. Experiencing loss is always an emotional and difficult journey for both children and adults alike. Death can be unexpected, untimely and yet sometimes anticipated. It evokes a wide range of thoughts and feelings that may intrude into our daily lives at any point and over an unspecified period of time.

Bereavement, grief and loss can cause many different symptoms and they affect people in different ways. There's no right or wrong way to feel. The **Upward Spiral of Grief** developed by Shelley Gilbert treats the grieving process as a journey from an initial emotional black hole through an array of recurring feelings that become less intense as time goes on. They are the same feelings (shock, disbelief, denial, anger, guilt, fear) referred to in the linear model, but this model recognises that the feelings may be revisited several times, and in no set order. There is also recognition that these painful emotions can be punctuated by moments of happiness and laughter.

Such a mixture of emotions can feel enormously confusing and the bereaved person may feel they are going mad, which is why normalising their experiences is so important. The diagram below can often be helpful to share with people to help them understand the mixture of emotions they are encountering.



Sources of further information

- [Child Bereavement UK](#) have produced a range of short guidance videos that are very helpful and may be appreciated by young people.
 - [How we grieve](#)
- <https://www.bps.org.uk/what-psychology/coping-bereavement>



What children and young people understand about death

It is important to consider the age of children and young people when discussing a bereavement, as their understanding evolves as they grow older. When talking to children and young people, it will be important to consider their understanding and adjust information to reflect their developmental stage.

The following tables provides some guidance to the level of understanding linked to age:

Children aged 2-5 years old

Conception of death

Death seen as non-permanent and reversible. May feel he/she has caused the death by thinking “bad thoughts”

Common reactions to loss and change

Loudly protests (crying, kicking, biting, holding on) separation from familiar people.
Lengthy separation may lead to despair and detachment.
Indignant with any change in patterns or environment. May feel she/he is being punished for “bad thoughts”.
Sleep problems, nightmares.
Regression (bed wetting, bottle feeding, clinging behaviour).
Greatest fears include abandonment, separation, intrusive procedures and harm.

Guidelines for helping the child

Keep parents involved.
Help the parents deal with the crisis so they can comfort the child.
Follow normal routines and activities. Have favourite toy/blanket available for the child.

Children aged 5-11 years old

Conception of death

Beginning to understand permanence – usually some exposure with the death of a pet or grandparent. Death may be personified as a ghost or a bogeyman. Often connected with violence and mutilation (guns, tanks, knives). May role-play out death and funeral scenes.

Common reactions to loss and change

Withdrawal, sadness, loneliness, depression.
May act out in anger with behaviour/learning/school problems.
May become a “perfect” child.
Regression may accompany stress.
Often will try to be brave and a “hero” – does not like to lose control.

Guidelines for helping the child

Play, stories and drawing will often reveal a child’s inner feelings and fear.
Child wants to understand what is happening – give honest, short, concrete explanations.
Continue contact with as many activities and friends as possible. Allow short-term regression and dependence on parents.

Adolescents

Conception of death

Able to think abstractly – understands the permanence and universality of death.
Nevertheless, often denies it can happen to him/her personally
May engage in many risk-taking activities.

Common reactions to loss and change

Withdrawal, sadness, loneliness, depression.
Anger, hostility, acting out, rejection.
Covers up fears with joking and sarcasm.
Regression and dependence.

Guidelines for helping the child

Try to give as much comfort as possible – involve in planning care and actively setting rules.
Maintain privacy, modesty.
Take feelings seriously, allow quiet times to talk.
Keep active with peers if possible.
Set limits on acting-out behaviour.

Sources of further information

Video Support

- [Child Bereavement UK](#) have produced a range of short guidance videos that are very helpful and may be appreciated by young people. The following video is relevant to a developmentally appropriate response.
 - [Children's understanding of death at different ages](#)

Handouts

- [Adolescent response to bereavement leaflet](#)
- [Child response to bereavement leaflet](#)
- [Pre-school child response to bereavement leaflet](#)



Sharing the difficult news

It's never easy to break the news of a death to a child or young person. It can often be tempting to try to protect and shield loved ones from the pain and heartache of a bereavement. Although this is undoubtedly done with the best of intentions, not telling loved ones can leave them feeling confused. Children and young people will try to make sense of the bereavement and they may possibly imagine things worse than the reality. The following can help to ensure the news is shared in a sensitive way:

- Someone known to and trusted by the young person tells him or her of the death soon after it has occurred, using touch to comfort and console.
- Simple, factual words or phrases such as 'dead' or 'has died' are used to avoid confusion in the young person's mind. Phrases such as 'going to heaven', 'slipped away', 'fallen asleep forever' or 'God has taken him' can be frightening or misleading.
- Answer a young person's questions truthfully and admit to not knowing the answer to a question if necessary.
- Practice open and honest communication at all times. Shedding tears is normal and indicates to the young person how much the dead person meant to you.
- Accept young people as bereaved people and don't push them aside.

Young people's questions

Answering young people's questions about death can be very difficult. You may find the following points useful:

- Young people tend to ask their questions in the middle of everyday conversations. Don't be surprised if they change the subject abruptly when they've had enough. They'll take in as much as they can manage. You don't have to give all the information in one session.
- Accept that these conversations will feel uncomfortable. Whatever is said is just an opening, even if the words come out clumsily the young person will know that you valued them enough to make an attempt.
- Check what they've understood by asking them to repeat it back to you. If it comes back in their

words and still makes sense you know they've got the message.

- There aren't always answers. It's all right to say, "I don't know."
- Be prepared for them to come back with more questions when they've taken in the answers to the first ones.
- If the subject is painful for you, it may be helpful to tell them why. For instance, you could explain that you find it tough to talk about death because you're still feeling bereaved from a previous loss, perhaps of your own parent.
- Remember that young people need realistic reassurance. Most people do die when they're old, but young people and even children die of serious illness or in accidents occasionally.

Sources of further information

Video Support

[Child Bereavement UK](#) have produced a range of short guidance videos that are very helpful and may be appreciated by young people. A selection of appropriate videos have been provided below:

- [Coronavirus – supporting bereaved children](#)
- [Explaining to a child that someone has died](#)
- [Should I be worried about my bereaved teenager](#)
- [Supporting a bereaved child with autism spectrum disorder](#)

Handouts

- [Do's and Don'ts with Grieving Children](#)
- [Supporting parents Do's and Don'ts](#)
- [What should I tell Children](#)



Funerals

Attending funerals is a way of reflecting on and giving thanks for the life of the person who has died. Funerals often provide opportunities to receive comfort from family members and friends as well as from the words and music of the service. It is also an opportunity to say goodbye. Young people need to be prepared in advance so that they know what to expect and to choose whether they want to attend.

There is no evidence to show that young people who go to funerals are harmed; in fact, the opposite is true. If they choose not to go, a trusted adult should be with them while the funeral takes place. Perhaps the service could be recorded or filmed for use at a later stage. Young people are often curious and may ask lots of questions about funerals.

Changes on the Isle of Man linked to the current pandemic

Currently under the Emergency Powers all places of worship are closed. However the advice and guidance may change as restrictions are lifted. Please see the Government's [Covid 19 Website](#) for updates.

Exemption:

- Funerals, where the congregation is immediate family (with provision for a carer, if required) or a friend - in the case that no family members are attending. A distance of two metres is to be maintained between every household group, as per Public Health guidelines.
- A minister of religion, to go to their place of worship, including to broadcast an act of worship to people outside the place of worship, whether over the internet or otherwise

Cemeteries and graveyards have now reopened which will allow families opportunities to visit a grave or memorial site

Sources of further information

Winston's Wish have suggested practical ways in which families can cope with not being able to attend a funeral and how to share some of these challenges with children.

- <https://www.winstonswish.org/coronavirus-funerals-alternative-goodbyes/>

Isle of Man Government Covid-19 website

- <https://covid19.gov.im/businesses/business-closure-information/>



Supporting a Bereavement in the School Community

The response to supporting a bereavement of a pupil or teacher will require specific consideration given the current closure of schools and need to social distance and self-isolate. The ***School Bereavement Support Guidance on Its Learning*** provides a comprehensive school response and access to additional support materials for schools, including: information on how to share news with staff and pupils, sample letters and scripts to support staff. There are some specific considerations that will require additional thought if a bereavement occurs in the school community during the coronavirus pandemic.

Sharing the news about a bereavement

Given the working arrangements of staff and home education of students, it will be important to ensure both are informed in a supportive and sensitive manner. It is best to avoid informing large groups of individuals. Planning access to support will need to be considered before informing the whole school system. Where possible, generic blanket emails should be avoided.

Informing closest teaching staff

Consider carefully the staff who were closest to the individual who has died. It may be possible to arrange a meeting to share the news in person, whilst still respecting the need for social distancing.

Where meetings are not possible, individual telephone or video contact could be an appropriate to share the sad news.

Informing whole staff group

In the absence of face to face contact, small group videos should be considered.

For larger schools, informing Heads of Key Stage(s) / Heads of Year/ Heads of Departments could be a possible way to communicate the sad news of a bereavement

Informing Students

Informing closest friends

Identify the deceased's closest friends and consider carefully the most appropriate way to inform them of the bereavement. It is likely they may have already heard of their friend's death; however, this cannot be taken for granted given social distancing.

Ideally a familiar adult to the family, such as the class teacher or tutor would be best to telephone the child or young person's parents.

Parents should be informed and provided with guidance on how to support their child.

Information about access to support should be shared with the family.

Informing class or tutor group

If the class teacher or tutor feel comfortable, they should be supported to contact parents of their students by telephone to inform them of the bereavement.

Informing wider school community

A letter to be sent to parents to inform them of the bereavement.

Acknowledgement in a school newsletter might be helpful. This could be a copy of the media release from the school.

School Service & Support

School Bereavement Support Team

Head teachers and senior leaders are able to access the School Bereavement Support Team for further advice and guidance. In light of restrictions imposed during the current pandemic, the team are able to continue to offer support to leadership teams in creating a response to a bereavement, this would be using Microsoft Teams or video conferencing. Please contact the following people for further advice and support:

- Chrissy Callaghan – 07624482623
- Dr Jonathan Fee – 07624365122



Services & Support

Manx Bereavement Service

- A centralised bereavement support service for children, adults and families has been developed in response to the coronavirus. The Island wide support service is coordinated by Hospice.

Hospice Isle of Man

Tel: 01624 647400

email: admin@hospice.org.im

The Isle of Man E-Counselling Service

- Qwell - Adult E-counselling service offers mental health services for adults experiencing low level anxiety, stress and depression. <https://www.qwell.io/>
- Kooth - (11-17 years) offers mental health services for young people experiencing low level anxiety, stress and depression. <https://kooth.com/>

Cruse Bereavement Care Isle of Man

- Cruse Bereavement Care Isle of Man is a free, voluntary and confidential bereavement support service available for everyone. Please see their website for further information on how to access support during the coronavirus pandemic



Tel: (01624) 668191 | Mobile: (07624) 287266

Address: Premier House, 1 Carrs Lane, Douglas, Isle of Man, IM4 4QB

Monday, May 18, 2020 at 2:04:46 AM British Summer Time

Subject: Cleaning During virus outbreak
Date: Tuesday, 12 May 2020 at 14:41:51 British Summer Time
From: Ashworth, Bryan
To: DESC Headteachers and Principal, DOI Estates Caretakers
CC: Andrew Shipley, Mooney, Adrian, Goldie, Helen (DOI), Yvette Mellor
Attachments: image001.gif, CHLOR- CLEAN How to use poster.pdf, CHLOR CLEAN Daily make-up record.pdf, Pandemic Policy for cleaning staff 11022020.docx, Cleaning manual - schools.docx

Good afternoon All,

Hope you're all well and staying safe.

We would like to take the opportunity to remind you all of managing ongoing and deep cleaning when such times as virus outbreaks such as norovirus and coronavirus.

Estates Management continually stresses the importance of using Chlor Clean, through our regular Caretaker Briefings, Site Manager Meetings and ongoing training over the years.

On a weekly basis over the autumn and winter months/terms with regards to schools and colleges/Offices and all government buildings across our island, all door plates, handles etc. must be wiped with a solution of Chlor Clean, this will keep most if not all flu/norovirus/sickness situations at bay and maintaining a high standard of Hygiene throughout our schools and colleges.

Our normal cleaning processes still remain in place I.E vacuuming and moping and scrubbing, daily cleaning of glass and mirrors. We are just maintaining a higher usage of Chlor Tab use than we do over the autumn and winter months.

During this time of enhanced cleaning because of coronavirus, wiping with Chlor Clean is to be undertaken on an hourly basis throughout the day where practicable, when staff and children are on site to maintain a high standard of hygiene throughout the hubs/offices/government buildings.

All site managers and caretakers have received the correct dosage bottles through our meetings and also the correct procedure on how to use the product and dosing bottles. To assist you all a fact sheet was given to you all at that time with a request that all your cleaning staff are shown how to use the product with the correct dosage, 1 litre of water to 1 Chor Clean tablet, as a reminder please see attached sheet.

In addition enclosed is the usage sign out sheet which should only be completed by the Site manager/Caretaker each time the solution is made up and diluted as stated.

Further to the instructions on when it is appropriate for the use of Chor Clean, an additional attachment for Pandemic Policy which was sent to all caretakers and site managers on 17th February 2020.

Lastly, please find enclosed the Cleaning manual for schools, which as a reminder for using Chlor Clean is highlighted on page 7, 7.1 cleaning toilets, and page 9 Terminal/Deep Cleaning.

Should you wish any further clarification or additional training for you or your staff please contact the Estates Management Team.

Kind Regards

Bryan A

Central Estates Manager

Public Estates and Housing Division | Department of Infrastructure | Isle of Man Government |
Sea Terminal Building | Douglas | Isle of Man | IM1 2RF

Tele: 01634 685918

Mobile: 07624 476180



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RAAUE: S'preevaadjagh yn çhaghteraght post-I shoh chammah's coadanyn erbee currit marish as ta shoh coadit ec y leigh. Cha nhegin diu coipal ny cur eh da peiagh erbee elley ny ymmydey yn chooid t'ayn er aght erbee dyn kied leayr veil'n choyrtagh. Mannagh nee shiu yn enmyssagh kiarit jeh'n phost-I shoh, doll-shiu magh eh, my sailliu, as cur-shiu fys da'n choyrtagh cha leah as oddys shiu.

Cha nel kied currit da failleydagh ny jantagh erbee conaant y yannoo rish peiagh ny possan erbee lesh post-I er son Rheyynn ny Boayrd Slattyssagh erbee jeh Reiltys Ellan Vannin dyn co-niartaghey scruit leayr veilh Reireyder y Rheyynn ny Boayrd Slattyssagh t'eh bentyn rish.

Monday, May 18, 2020 at 2:23:01 AM British Summer Time

Subject: Opening of schools

Date: Friday, 15 May 2020 at 16:42:24 British Summer Time

From: Keeble, Julie

CC: Allinson, Alex (MHK), Corlett, Ann (MHK), Maska, Marlene, Birch, Rachel, Barr, Ronald, Bridson, Paul (DEC), Yvette Mellor, Moorcroft, Geoff, Mowle, Sue, Pemberton, Paula, Shimmin, Glenn, Slater, Mary

Email to all Headteachers, sent on behalf of Ronald Barr, Chief Executive Officer

Dear all

As promised in the cluster group meetings, Geoff and I met with the Minister this morning. In an effort to give you clarity in a timely manner please note the following which has been agreed with the Minister.

We will open all school sites with effect from 15 June and release the children from the hubs back to their own schools with effect from Wed 17 June. You are also advised that we cannot set a limit on classroom class sizes because the size and shape of classrooms determine their capacity although we have said that no classrooms will operate above 50% capacity and will be guided by Health and Safety recommendations. The Minister has also confirmed that Y2, Y6, Y10 and Y12 will be the first whole year groups that return to school and that consideration should be given to blended learning for Y12. We will look to work with you on further details through the next couple of weeks but you should work to these broad planning assumptions.

On a different matter can you send the numbers you have in the Hub Schools to Rachael Birch by lunchtime please as we need them to inform Government decision making about opening Nurseries.

Thank you for all your work on schools this week which is much appreciated and I hope that you have a pleasant weekend.

Kind regards
Ronald

Chief Executive
Department of Education, Sport and Culture
Hamilton House
Peel Road
Douglas
Isle of Man
IM1 5EZ

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RAAUE: S'preevaadjagh yn çhaghteraght post-l shoh chammah's coadanyn erbee currit marish as ta shoh coadit ec y leigh. Cha nhegin diu coipal ny cur eh da peiagh erbee elley ny ymmydey yn chooid t'ayn er aght erbee dyn kied leayr veih'n choyrtagh. Mannagh nee shiu yn enmyssagh kiarit jeh'n phost-l shoh, doll-shiu magh eh, my sailliu, as cur-shiu fys da'n choyrtagh cha leah as oddys shiu.

Cha nel kied currit da failleydagh ny jantagh erbee conaant y yannoo rish peiagh ny possan erbee lesh post-l er son Rheyynn ny Boayrd Slattyssagh erbee jeh Reilys Ellan Vannin dyn co-niartaghey scruit leayr veih Reireyder y Rheyynn ny Boayrd Slattyssagh t'eh bentyn rish.



From: Moorcroft, Geoff <Geoff.Moorcroft@sch.im>
Sent: 15 May 2020 12:56
To: Baker, Annette <Annette.Baker@sch.im>; Barr, Ronald <Ronald.Barr@gov.im>
Cc: Allinson, Alex (MHK) <Alex.Allinson2@gov.im>
Subject: Re: Risk Assessment sign off

Hi Ronald

I'm not sure if the attached may be of use here. It's the Department's policy and states clearly that it is the responsibility of the headteacher to:-

- Formulate health and safety policy and arrangements for adoption reflecting the level of risk presented by the work activities, including emergency plans.
- Establish mechanisms for implementing health and safety and integrating it into individual operational plans and their delivery.
- Formulate and monitor programmes for measuring, reviewing and auditing health and safety performance.



Hope this is helpful.

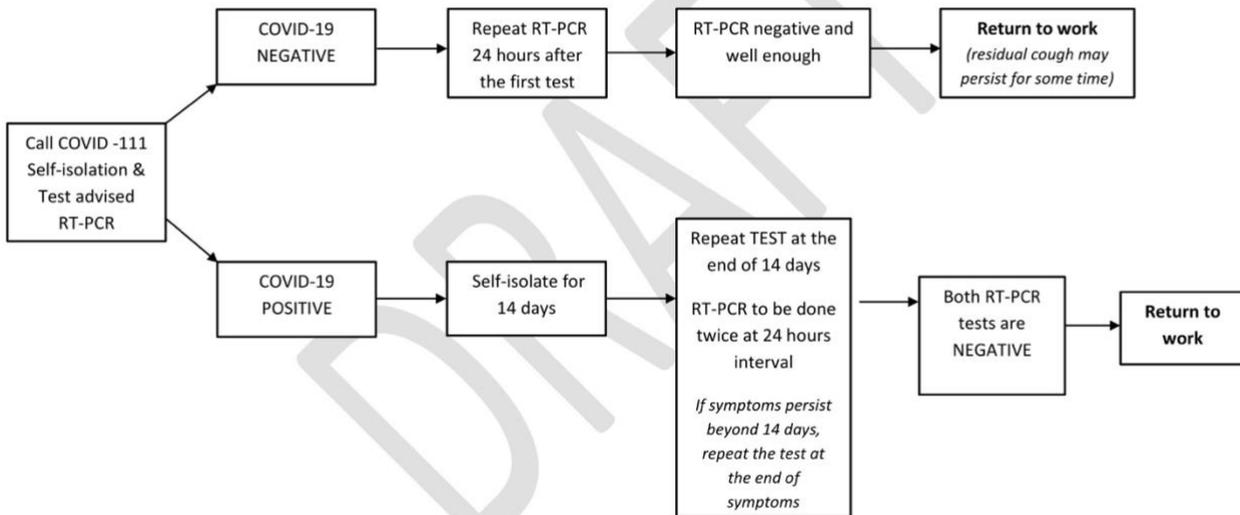
Regards

Geoff Moorcroft
Director of Education
Education Improvement Service
Department of Education, Sport and Culture (Rheynn
Ynsee, Spoyrt as Cultoor)
Hamilton House

FLOW CHARTS



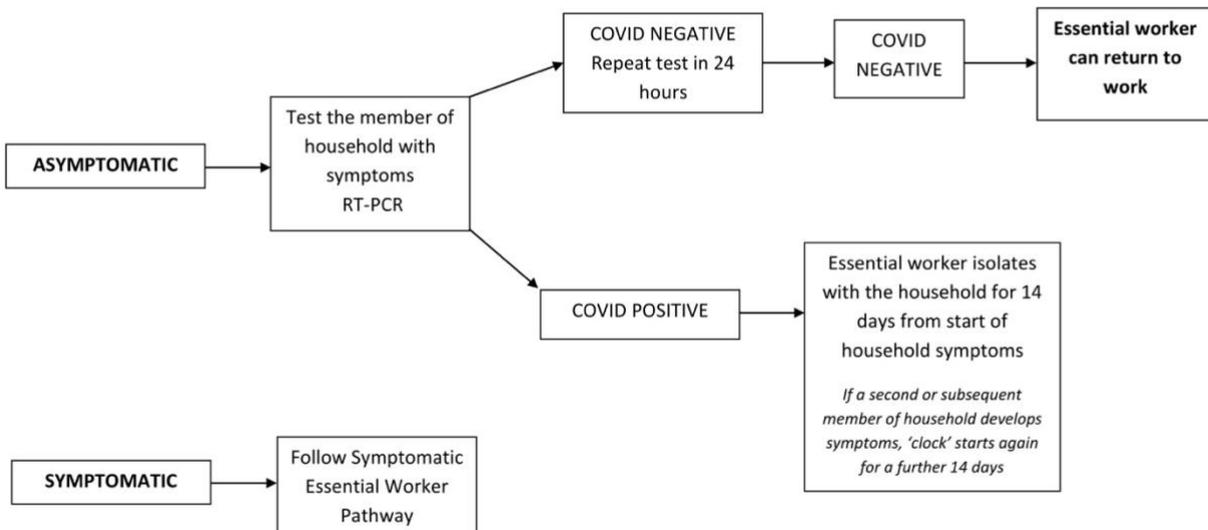
SYMPTOMATIC ESSENTIAL WORKER*

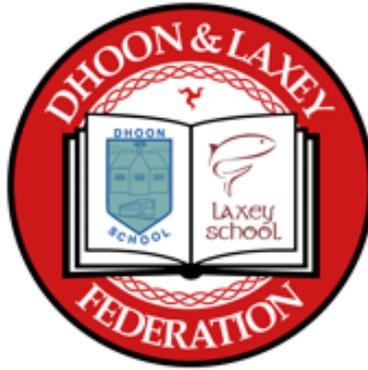


*Essential Worker is defined as the one who cannot work from home



**ESSENTIAL WORKER WHO IS A
HOUSEHOLD CONTACT OF A
SUSPECTED COVID-19 CASE**





ACTIONS REQUIRED

CHECKLIST OF ACTIONS REQUIRED RESULTING
FROM THIS PLAN.

ALL ACTIONS TO BE COMPLETED PRIOR TO
LAXEY SCHOOL AND DHOON SCHOOL RE-
OPENING TO ANY STAFF AND ANY PUPILS

COMPLETE		PARTIAL COMPLETION		NOT COMPLETE	
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SECTION	ACTION	LEAD	STATUS
1	Staff receive a full TT half-term holiday.	HT	
2	Health, Safety and Welfare Advisory Service are booked to visit Laxey School and Dhoon School – date agreed.	HT	
2	Health, Safety and Welfare Advisory Service visit Laxey School – full walk around and clear advice given.	HT	
2	Health, Safety and Welfare Advisory Service visit Dhoon School – full walk around and clear advice given.	HT	
2	Risk assessment completed by Executive Headteacher (with input from senior staff across the Federation).	HT	
2	Risk assessment shared with Health, Safety and Welfare Advisory Service and/or Health and Safety Inspectorate.	HT	
2	Written confirmation is received from Health, Safety and Welfare Advisory Service and/or Health and Safety Inspectorate that the risk assessment has been seen and all advice provided to the school by the HSWA Service has been incorporated into the risk assessment.	HT	
2	Risk assessment document is published on the Laxey School website.	HT	
2	Risk assessment document is published on the Dhoon School website.	HT	
2	A record is prepared for staff to sign to indicate that they have read the risk assessment, understand it and agree to adhere to it.	HT	
2	All staff at all grades working in Laxey School have signed the risk assessment record.	DHT	
2	All staff at all grades working in Dhoon School have signed the risk assessment record.	AHT	
2	Policy and procedure for anyone developing COVID19 symptoms whilst working at school to be produced and shared with all staff at all grades in the Federation.	AHT	
2	Isle of Man Government flowchart instructions for essential workers to follow if symptomatic of COVID19 to be published on Laxey School website.	HT	
2	Isle of Man Government flowchart instructions for essential workers to follow if symptomatic of COVID19 to be published on Dhoon School website.	HT	
2	Isle of Man Government flowchart instructions for essential workers to follow if symptomatic of COVID19 to be shared with all staff at all grades in the Federation.	HT	
3	A staffing rota is to be developed and shared with all staff at all grades in the Laxey School.	DHT	
3	A staffing rota is to be developed and shared with all staff at all grades in the Dhoon School.	AHT	
3	Eligible children to be split into small groups and allocated a classroom base – Laxey School.	DHT	
3	Eligible children to be split into small groups and allocated a classroom base – Dhoon School.	AHT	
4	Classrooms have been physically reorganised to allow for optimum social distancing of staff and pupils in all classrooms across the Federation.	SLT	
4	Classroom desks have been arranged in diagonal configurations allowing for pupils to sit 2m apart from one another – all classrooms across the Federation.	SLT	
4	Visual aid and signage to support physical distancing measures are in place in Laxey School.	SLT	
4	Visual aid and signage to support physical distancing measures are in place in Dhoon School.	SLT	
4	Isle of Man Government Guidelines for PPE to be shared with all staff at all grades across the Federation.	HT	
5	Information and expectations around drop-off and pick-up to be shared in a letter to all parents across the Federation.	HT	
5	Letter with information and expectations around drop-off and pick-up to be published on the Laxey School website.	HT	
5	Letter with information and expectations around drop-off and pick-up to be published on the Dhoon School website.	HT	
5	Signage explaining routines and expectations re physical distancing for parents at drop-off and pick-up times to be produced and laminated.	DHT/AHT	
5	Signage explaining routines and expectations re physical distancing for parents at drop-off and pick-up times to be displayed in the Laxey School playground.	DHT	
5	Signage explaining routines and expectations re physical distancing for parents at drop-off and pick-up times to be displayed in the Dhoon School playground.	AHT	
5	Reference to staff room use (in both Laxey School and Dhoon School) to be made explicit in the risk assessment document.	HT	
6	Written confirmation received from Bryan Ashworth, Central Estates Manager, that both Laxey School and Dhoon School have had a full deep clean post school closure and prior to June 15 th .	HT	
6	Written confirmation received from Bryan Ashworth, Central Estates Manager, outlining that adequate cleaning staff are deployed and timetabled to both Laxey School and Dhoon School.	HT	
6	Written confirmation received from Bryan Ashworth, Central Estates Manager, detailing the hours of work, cleaning duties and timetables of caretaking and cleaning staff deployed to Laxey School and Dhoon School.	HT	
6	Domestic cleaning products sourced and purchased (<i>seek advice from Bryan Ashworth first</i>) for stationing in each classroom, staff room and office area in both Laxey School and Dhoon School (anti-bacterial cleaning spray and cloths).	ADMIN	
6	Domestic cleaning products stationed in each classroom, staff room and office are in Laxey School.	ADMIN	
6	Domestic cleaning products stationed in each classroom, staff room and office are in Dhoon School.	ADMIN	
7	Playtime arrangements for playgrounds to be made and shared with staff at Laxey School.	DHT	

7	Playtime arrangements for playgrounds to be made and shared with staff at Dhoon School.	AHT	
8	Information and expectations around lunchtimes and the request for children to bring a packed-lunch to be shared in a letter to all parents across the Federation.	HT	
8	Letter with information and expectations around lunchtimes and the request for children to bring a packed-lunch to be published on the Laxey School website.	HT	
8	Letter with information and expectations around lunchtimes and the request for children to bring a packed-lunch to be published on the Dhoon School website.	HT	
9	School administrator to produce a report that itemises the medical needs of eligible children in Laxey School.	ADMIN	
9	School administrator to produce a report that itemises the medical needs of eligible children in Dhoon School.	ADMIN	
9	School Emergency Management and Business Continuity Plan (Section 5.1) to be shared with all staff at all grades across the Federation.	HT	
10	A small supply of biscuits and other similar snack to be sourced and purchased for both Laxey School and Dhoon School.	ADMIN	
14	DESC "Bereavement Guidance in response to the Coronavirus" to be shared with all teaching staff across the Federation.	HT	
14	"Return to School Well-being Check" to be developed and produced.	SENCO	
14	"Return to School Well-being Check" to be shared with all parents of children eligible to attend either school – a request that this is completed and returned on the first day that the child returns to school, and prior to this if possible.	SENCO	
16	SEN Register is reviewed across the Federation – establish which children on the register are eligible for attending school and support is allocated appropriately.	SENCO	
17	Letter from Executive Headteacher, EYFS Teacher and Parent's Handbook is produced and distributed to new-starter families explaining induction arrangements for our next intake of Reception pupils.	SLT	
18	Information and expectations around school uniform to be shared in a letter to all parents across the Federation.	HT	
18	Letter with Information and expectations around school uniform to be published on Laxey School website.	HT	
18	Letter with Information and expectations around school uniform to be published on Dhoon School website.	HT	