



LAXEY SCHOOL

Isle of Man

Standards & Systems Framework

2026 – 2029

Policies, routines and expectations

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FOREWORD

I am pleased to introduce the Standards and Systems Framework for Laxey School. This document is essential for everyone in our school community as it outlines the key policies, routines, and expectations that guide our daily operations.

Inside, you will find sections covering a wide range of areas including curriculum, child protection, and health and safety. Our goal is to provide clear and practical information that supports the effective running of our school and the welfare of our pupils.

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

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

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

Thank you for your continued support and cooperation.

Max Kelly, Executive Headteacher
Laxey School





LAXEY SCHOOL

Standards & Systems Framework 2026–2029

POLICIES

School policies, DESC policies and IOM Gov policies which apply



This section covers the key policies that govern school life at Laxey School, including school-specific policies and those issued by the Department of Education, Sport and Culture (DESC) and IOM Government which apply to all schools on the Island.

Mobile and Personal Devices for Children

STATEMENT

Laxey School is aware that some children bring their own mobile telephones and other digital devices into school – some of these are extremely expensive pieces of equipment. Children do not require access to mobile phones or digital devices throughout the day, though the school appreciates that some parents like to ensure their children have mobile telephones out of school hours, especially if they are making their own way home using the public service buses.

Therefore, any children who bring a mobile telephone to school are asked to hand them in to their teacher at the start of the school day, and then collect them again at the end of the school day. Teachers will ensure that the phones are kept securely in their stock cupboards.

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

Daily handover

Mobile phones and other digital devices must be handed in to teachers at the start of each school day. These will be returned at the end of the day. Class teachers are responsible for setting up a system in their own class to manage this expectation.

Smart Watches

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

Personal devices in learning

There may be occasions when, by agreement of the class teacher and Executive Headteacher, children are invited to use their own personal devices in school as part of their learning and under the direction of a teacher. This will be on a case-by-case basis, subject to risk assessments and in line with DESC APU and guidance.



Teaching and Learning

STATEMENT

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

Expectations for Teaching

- Teachers will base their teaching on secure knowledge of DESC's E4L document and draw content for delivery from Maestro Cornerstones Curriculum.
- Lessons should have clear learning objectives as to the knowledge, skills and understanding that pupils should acquire.
- Teaching should challenge and inspire pupils of all ability levels.
- Learning opportunities for pupils of all abilities, including those with special or additional needs and rapid learners, should be varied, challenging and appropriate.
- Teachers should set high expectations for all pupils.
- Teachers should use an appropriate range of teaching approaches and methods to enable all pupils to learn effectively.
- Lessons should generally include: good use of language; a wide range of questioning; building on prior learning; use of investigation.
- Lessons should often feature opportunities for: pupils to direct their own learning; pupils to work in pairs or groups; pupils to present their learning in a way of their choosing; pupils to reflect on their learning; pupils to be involved in the assessment of their learning; pupils to work with the teacher to set 'next steps'.

Further Responsibilities

- Teachers should manage their classrooms and pupils' behaviour (in line with the Behaviour Policy) to ensure that pupils are able to learn effectively. Teachers must insist on high standards of behaviour at all times.
- Teachers must ensure that time, support staff and other resources including ICT are used effectively to promote good pupil progress and high standards of achievement.



- Teachers must assess pupil progress regularly and thoroughly, either in writing or verbally, and often in discussion with the pupil, noting what the pupil has done well and identifying 'next steps' for further improvement.
- Teachers must record a National Curriculum Level for each pupil in Reading, Writing, Maths and Science at the end of each term — this must be recorded on the Arbor system by the class teacher in accordance with dates set by the school's senior leadership team.

Curriculum Support Tools

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

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

The Learning Environment

STATEMENT

At Laxey School we believe that the ethos of the school is reflected through the quality of our school environment which includes the upkeep and presentation of the building and grounds, signage, displays, pictures, objects and teaching aids that appear in classrooms and throughout the school building. We believe we should strive to provide a quality school learning environment which:

- stimulates curiosity and appreciation of the world
- celebrates children's effort and achievement
- is an effective learning and teaching tool
- reflects the rich and varied experiences of current learning
- creates an appreciation and awareness of aesthetics which adds to the quality of children and adults' experiences at school



- reflects a variety of cultures / ways of life and promotes inclusion
- mirrors our ethos of high expectations, pride, school values, and growth mindset

Teachers' Responsibilities

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

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

General Principles

Display Quality

All display boards are backed with backing paper, have a border and carry labels, captions and information which explain and enhance children's work, objects and images. Photos can be used to show process as well as celebrating the children at work.

There is balance between displays that provide prompts or information and the children's own work. Displays are changed regularly (at the professional judgement of the teacher) to maintain interest and reflect current learning.

3D & Inclusive Display

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

There is a piece of work up from every child in the class somewhere in the classroom over time. From time to time, children are involved in the display process, making decisions about colour, format and information.

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

Independent Learning Environment

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

Classrooms should be kept tidy at all times. The school's leadership team may undertake periodic and / or ad-hoc 'tidiness audits'. This includes spaces for coats and bags, window sills, surfaces, shared areas and wet areas.



'Must Have' Policy Statements

ADULTS IN SCHOOL

All adults in school are supervised — or risk assessed with advice from DESC and OHR — unless they are DBS checked. All volunteers and supply teachers are given a Supply and Volunteers' leaflet which outlines school expectations.

Volunteer helpers for trips are given a talk prior to the trip which focuses on their role in keeping the children safe, along with sight of the risk assessment. GDPR is also discussed with specific reference to taking and using photographs.

APPRAISAL

Our school follows the DESC's Professional Development Framework for all teachers, including headteachers. The DESC Supporting Attendance Policy and DESC Support Framework will be followed where required.

Appraisal arrangements for ESOs, SESOs, HLTAs and other support staff are followed as specified in DESC Ts&Cs of Service for Support Staff. PDRs are completed for administrative staff, as specified in IOM Gov PDR policy.

FINANCIAL MANAGEMENT

We follow the IOM Gov Financial Regulations. The EHT is the Chief Accounting Officer for the school. Bank statements and records on IMP will be given to an external party who will audit the accounts on a yearly basis.

A copy of the Statement of Account should be signed by the accountant and the Executive Headteacher and submitted to Treasury — no later than 6 months from the end of the financial year (31st March).

FIRE SAFETY

Laxey School has clear evacuation procedures which are displayed around the school. There is a termly fire drill which is timed and reported to the DESC. All teachers explain the procedures to their classes.

The caretaker is responsible for a weekly fire alarm test which will be logged in the Fire Log book. DOI arrange for inspections and replacements of alarms, extinguishers etc. The school will comply with all advice and instructions from the IOM Fire Service.

CHARGING FOR TRIPS

Laxey School does not charge for any trips or in-school events (concerts, visitors etc) except for residential trips. However, we may ask for voluntary contributions (£5 per family) towards the cost of buses etc.

Pupils will not be penalised or stopped from attending trips if their family does not make the voluntary contribution. Funds from voluntary contributions must be used towards the costs of transport / entrance fees.

HEALTH AND SAFETY

Laxey School follows the Health and Safety at Work policy from the Isle of Man Government.

In addition, the school will arrange for regular health and safety walk-arounds with a H&S Advisor from IOM Gov. A report will be produced and the SLT will work to implement any recommendations. Health and Safety will be a standing item on the agenda for Governing Body meetings.



PUPIL LEAVE OF ABSENCE

The Executive Headteacher is able to authorise up to 10 days' holiday at their discretion for pupils. These 10 days are not an automatic right or entitlement, and an application must be made in advance using the school's Leave of Absence Request Form.

Any leave of absences not agreed by the EHT, and certainly any that exceed 10 days of absence, will be recorded as unauthorised absences in the official attendance registers.

BUSINESS CONTINUITY

Laxey School has a 'School Emergency Management and Business Continuity Plan' in place which is available from the school website. This details the steps that will be taken in the event of unforeseen circumstances which could threaten the usual and normal operation of the school.

Additional risk assessments and mitigation plans in response to bespoke situations will be produced by the EHT and shared on the school website as appropriate.

PROGRESS REPORTS

Parents will receive an annual written report on their child's progress each year. Our 'end of year' reports are presented towards the end of the Summer Term. The school will offer two parents' evenings per academic year (Autumn and Spring term) with a mix of online and physical appointments available via a first come first served online booking system.

CONCERNS / COMPLAINTS

Those with a concern / complaint should talk to the school directly in the first instance. Most concerns can be dealt with quickly by speaking to your child's class teacher, but a chain of escalation exists through the Head of School and up to the Executive Headteacher.

For occasions when this process is not satisfactory or has failed to reach a solution, the complainant is at liberty to follow the DESC Complaints Procedure (Jan 2020).

PROGRESS REPORTS — DATA

Annual written reports will contain assessment data for those children completing Key Stage 1 and Key Stage 2. This will be presented by way of teacher assessment levels in the core subjects, together with a brief explanation of age-related expectations.

The school will not typically publish assessment data between key stage end points, but will share this information with any parents who request it.

SWIMMING

Laxey School largely follows the Isle of Man Policy and Guidelines for Primary School Swimming.



DESC / IOM Gov Policies Which Apply

STATEMENT

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

- Acceptable Use Policy 2025 (*replaces IOM Acceptable Use Handbook*)
- Access to Alternative Provision V1.0 (February 2026) (*new*)
- Admissions to Primary Schools Policy (2019)
- Admissions to Secondary Schools Policy (2016) (*new*)
- Allegations Against Staff Flowchart
- Allergy and Anaphylaxis Management Policy for IoM Schools (Jan 2019)
- Anti-Bullying Policy 2025 (*new*)
- Attendance of Pupils, Legislation, Policy and Procedures
- CCTV Policy for Schools and UCM (*new*)
- Concessionary Bus Fares Policy
- COSHH Policy 2023 (*new*)
- DESC Child-Friendly Complaints Guide (*new*)
- DESC Complaints Policy (Internal & External) 2023
- DESC Employability and Careers Entitlement Offer Policy 2023 (*new*)
- Drug and Alcohol Education Policy
- Drug Policy Rationale
- EAS Handbook Nov 2021
- Electronic Communications and Social Media IOM Government
- Equal Opportunities Policy and Procedure
- EVO Policy (Nov 2025) (*replaces Educational Visits & Overnight Stays*)
- Health and Safety Policy 2023 (*replaces Health and Safety Policy*)
- EVO Guidance (November 2025) (*new*)
- Handling Pupils
- Head Lice Policy from DHSC
- Home to School Transport of Pupils with SEN (2018) (*new*)
- IOM Education Act 2001
- Inclusive Education Policy 2024
- Insurance Policies and Guidance 2020
- Keeping and Auditing Child Protection Records Policy
- Lone Working Policy and Procedures 2018
- MASM 2026
- Mobile Phone Policy 2025
- No Smoking Policy IOM Government
- ParentPay Policy and Guidance DESC (July 2019) (*new*)
- Playground Equipment Policy (*new*)
- Redeployment and Redundancy Policy
- Recruitment of Teachers and Lecturers Policy and Procedures
- Religious Education Policy (2009)
- Retention Guidelines V2
- School Work Experience Policy 2023 (*new*)
- Sickness Absence Management Policy and Guidance (2012) (*new*)
- Special Educational Needs Policy (2019) (*new*)
- Suspensions of Pupils and Modified Timetable Policy (*updated — DESC July 2019*)
- Unacceptable Behaviour by Visitors on School Premises (2024) (*new*)
- Visitors Policy for UCM and Schools (2024) (*new*)
- Working at Height Policy DESC Central (*new*)

The above list should be regarded as dynamic and changeable. The recently established DESC Policy Hub continues to review, update and issue new department-wide policies on an ongoing basis — all such policies will apply to Laxey School as issued.



Behaviour and Anti-Bullying

STATEMENT

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

Our objectives: To provide clear guidelines for rewarding positive behaviour, ensuring that positive behaviour is encouraged and sustained. This reflects the school's vision, which recognises the importance of developing learning in an environment where everyone is encouraged, empowered and inspired to be happy and successful.

In addition, this policy sets out a very clear positive behaviour management system, which rewards and supports positive behaviour, and clear guidelines for addressing unacceptable behaviour, whilst operating within the Policies of the IOM Department of Education, Sport and Culture.

Child's Responsibility To:

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

Staff Are Responsible For:

- Explaining and role-modelling the behaviour we wish to see
- Encouraging children to take responsibility for their own behaviour
- Recognising and highlighting exceptional behaviour as appropriate
- Ensuring that criticism is constructive
- Informing parents about children's behaviour
- Ensuring a positive and consistently fair approach
- Creating a friendly and supportive atmosphere
- Praising and encouraging the children
- Ensuring the safety of our children around school and on the playground
- Investigating and documenting any causes for concern in the class incident book

Parents Should:

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

Guidelines for Parents / Carers Concerned About Their Child's Behaviour

At Laxey School we recognise the importance of pupils, parents and staff working collaboratively together in order to support and encourage our pupils' behaviour. As part of our open door policy, if any parents/carers are concerned about the behaviour of their child, they should adhere to the following procedure:

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

Acknowledging Positive Behaviour in School

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

Children Who Have Been Formally Identified / Diagnosed With Behavioural Difficulties

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

Management of Behaviour Which Falls Below Our High Expectations

When behaviour is deemed to be below the expected standard, the following guidelines should be followed:

- In the first instance, an oral warning will be given along with an explanation of the acceptable behaviour we are looking for.
- If there is a repeat of the undesirable behaviour, then the pupil will be moved to a place where they are able to address their behaviour — either away from the distraction or nearer the teacher.



- If the undesirable behaviour persists, the pupil will miss some of their own playtime or lunchtime, to reflect on their behaviour.
- Where there is a consistent trend towards unacceptable behaviour, the class teacher will contact the pupil's parents or carers. An informal behaviour contract may be introduced.
- If behaviour continues to fall below expectations, the Executive Headteacher/Head of School will become involved. Parents/Carers will be invited into school for a formal meeting.
- If poor behaviour continues, the pupil will be placed on 'report' and will have to report to the Executive Headteacher / Head of School at agreed times within each school day.

Incident Books

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

Behaviour Contracts

Reflection Maps:

Reflection maps are a platform which encourage children to reflect on their behaviour. The purpose is not to punish previously poor behaviour but to encourage pupils to reflect upon all their behaviour. There is no set format for a reflection map — it may be pictorial, written, coloured or verbal. Teachers will have professional discretion in deciding the best way to help an individual child reflect on and learn from their behaviour.

Home/School Communication Book:

This is a diary where the class teacher, the pupil and the parents facilitate reflection by discussing and writing about the child's behaviour. It also allows the teacher to encourage and support the child, helping them to modify their behaviour.

Yellow and Red Card Incidents

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

- If a pupil deliberately hurts another child (or adult) or displays persistent wilful bad behaviour, a member of staff will get the class Incident Book.
- The pupil's name and details of the incident will be written in the Incident Book and a 'Yellow Card Incident' letter will be sent home, signed by the Executive Headteacher / Head of School.
- If the pupil deliberately hurts again on the same day — or continues to exhibit persistent and wilful bad behaviour — they will be taken to see the Executive Headteacher / Head of School. Parents will be asked to take the pupil home for the rest of the day — This is a Red Card Incident.



- If the first incident is deemed to be very serious, the yellow card sanction may be bypassed and a parent will immediately be called to take their child home.
- Upon returning to school following a Red Card Incident, the pupil will be asked to meet with the Executive Headteacher / Head of School before going into class.
- Where pupils' behaviours are extreme, serious and continuous, parents and carers will be made aware of the Department of Education, Sport and Culture's suspension procedures, and these will be applied.

Behaviour Out of School

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

If the poor behaviour occurs on the public service buses that many of our pupils catch at the end of the school day, we may talk to the children involved on the bus operator's behalf and issue a sanction on behalf of them. We would only do this at the request of the bus operator, and would do so in full consultation with parents.

Anti-Bullying Section

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

LEVEL 1 — Normal School Life

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

LEVEL 2 — Inappropriate & Unacceptable Behaviours

Occasionally individual pupils will make poor choices and do or say things that are inappropriate, possibly physical, and unacceptable in the school community. These actions are generally one-off incidents that may result in a school sanction or suspension. Sometimes there may be more than one occasion, but it is sporadic, ad-hoc and not sustained. This is not bullying.

LEVEL 3 — Bullying

Bullying is defined as deliberately hurtful behaviour that is repeated over a period of time where it is difficult for those bullied to defend themselves. It manifests in: Physical (hitting, kicking, taking belongings); Verbal (name calling, racist remarks); Indirect (spreading rumours, excluding someone from social groups) including online bullying.



Prevention of Bullying

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

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

Guidance on Suspected Incidents

The class teacher is the best person to share any concerns with and should be consulted first following a suspected incident, as he/she may be aware of previous incidents or similar patterns of behaviour.

The incident should then be investigated by the class teacher who will interview the children concerned: firstly, on an individual basis where comments may be recorded; secondly, the children are interviewed together.

The class teacher will also be mindful of: identifying with the children how they might resolve the current difficulties; the use of sanctions as appropriate; inviting parents/carers into school to discuss the matter if appropriate; briefing lunchtime ancillaries to ensure a consistent approach; reviewing the case after one week; monitoring behaviours; and formally recording incidents in the class incident book.

Homework

STATEMENT

At Laxey School we believe that learning at home is an important part of our educational offer and forms a crucial link in the partnership between home and school. In providing a purposeful and organised homework programme, we believe that we can develop an effective partnership with parents and carers and involve them directly in their children's education, sharing their achievements and progress together.



We believe that quality homework supports learning undertaken in the classroom and helps to develop successful, independent learners, underpinning our aim of supporting our children on their journey to becoming lifelong learners.

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

Aims

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

Homework is most effective when:

- Children, parents and carers are very clear about what they need to do
- Homework tasks are carefully planned and structured to support progression
- There is a regular programme so that teachers, children and parents know what to expect each week
- Children receive prompt, clear feedback on their work
- The homework policy is regularly monitored and evaluated

Inclusion

All homework should be appropriate to the needs of the children and set in accordance with recommendations for their year group, unless otherwise stated in an Individual Education Plan. Tasks should give opportunities for all children to succeed, be matched towards the children's needs, be manageable for pupils, families and teachers, and not deprive the children of the opportunity to pursue their other interests.

Expectations

School Will:

- Ensure that the demands of homework are manageable and rewarding for pupils
- Establish a regular pattern in setting and receiving homework

Learners Will:

- Complete their homework to the best of their ability
- Ensure that they have the correct materials to complete homework

Families Will:

- Provide opportunities for learners to complete their homework on time
- Support their children to do their best



- Give timely and appropriate feedback
- Recognise effort in class and in assemblies to help maintain motivation
- Take responsibility to ask their teacher to explain homework if they are not sure what to do
- Communicate with their child's class teacher if there are difficulties

Laxey School Homework Offer

Foundation Stage (Reception)

It is expected that all pupils read at home on a daily basis. Reading books will be sent home and changed on a regular basis.

Additional homework: Phonics — sounds and tricky words that the children are learning in class.

The additional homework will be sent home on a Friday in their homework book and should be returned no later than the following Wednesday.

Key Stage One

It is expected that all pupils read on a daily basis. Reading books will be sent home and changed on a regular basis.

Additional homework should take no more than twenty minutes and will consist of one of: Phonics, Spelling, Handwriting, or Number skills.

The additional homework will be sent home on a Friday and should be returned no later than the following Wednesday.

Key Stage Two

It is expected that all pupils read at home on a daily basis.

Additional homework should take no more than an hour per week and will consist of a mixture of: Spelling, Numeracy skills, Literacy skills, and TT Rock Stars.

The additional homework will be sent home on a Friday in their homework book and should be returned no later than the following Friday.

Inclusion

STATEMENT

Educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. As an educationally inclusive school, the teaching and learning, achievements, attitudes and wellbeing of every young person at Laxey School matters.



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

We explicitly develop learning habits and promote a growth mindset — done through our Laxey Learning Habits and Laxey Learner Statements. This helps children to understand the importance of valuing their own success and having aspirations unique to them.

Glossary of Terms

SEN — special educational needs

SEBD — social, emotional and behavioural difficulties

SDQ — strengths and difficulties questionnaire

EdP — educational psychologist

IEP — individual education plan

SENCo — special educational needs co-ordinator

ESO — education support officer

SESO — senior education support officer

EAL — English as an additional language

LAC — looked after children

EHAS — Early Help and Support

CP — child protection

CN — children with complex needs

DESC — Department of Education Sport and Culture

COLI — Continuum of Learning and Inclusion

AEN — Additional Educational Needs

RoC — record of concern (SEN category)

AS — additional support (SEN category)

AS+ — additional support plus (SEN category)

HLN — higher level need (SEN category)

IQM — Inclusion Quality Mark

ESC — Education Support Centre

Children With SEN

We believe that pupils with SEN could have: difficulties with some or all school work; difficulties with reading, writing, number work or understanding information; difficulty in making friends or relating to adults; difficulty in behaving properly in school; difficulty in organising themselves; or some kind of sensory or physical need which may affect them in school.

We identify pupils with SEN:

- Through teacher professional judgement, drawing on a wealth of information including the DESC COLI and the current DESC Dyslexia Policy
- In consultation with parents/carers
- In consultation with the school's SENCOs and other professionals



- In consultation with the EdP team, CAMHS team and other agencies when and where appropriate

What we do with regards to pupils with SEN:

- The SENCOs maintain a register of children with SEN (submitted annually to DESC via Arbor)
- Children with SEN are subject to special plans which teachers draw up and deliver termly
- SEN stages are reviewed on an individual basis by teachers in consultation with the SENCO
- The SENCO may refer children to the EdP team if necessary
- Year Six 'Higher Level Need' children are reviewed formally with parents and the receiving school before transitioning to Key Stage Three

Rapid Learners

We believe that Rapid Learners could have: a disengaged or disruptive approach to their learning; a lack of resilience; difficulties in applying their learning in different contexts; or a particular strength in a specific area of the curriculum.

What we do with regards to Rapid Learners:

- Plan for rapid-learners at the medium and short term stage
- Differentiate classroom activities and classroom challenges
- Plan provision and opportunities to stretch children
- Stretch children through quality dialogue and high expectations
- Discuss rapid-learners at termly pupil-progress reviews

Children With SEBD

We believe that children with SEBD could have: difficulties in accessing or coping in a learning environment without support; difficulties with trusting adults; difficulties with concentrating; lower than expected attendance; a fear of failure; or difficulties recognising appropriate behaviour and the boundaries involved.

What we do with regards to children with SEBD:

- Take advice from EdP team
- Liaise and work with other agencies as applicable
- SESO/ESO classroom support



- Nurture-style intervention with an (S)ESO (the Base can be used at Laxey)
- Classroom strategies employed by the teacher
- Behaviour charts in class
- Take a personalised/individual approach to each child

Children With Medical Needs

We believe that children with medical needs could have: visual/auditory/sensory needs; an identified condition which needs managing in school (e.g. epilepsy, asthma, diabetes); a short-term or long-term need for the administration of medication; physical difficulties; or a life-dependance upon vital medication.

What we do with regards to children with medical needs:

- The school SENCOs maintain an up-to-date medical needs register
- Named staff are allocated to specific children to manage individual medical needs
- Maintain close links with medical specialists such as the diabetic nurse and school nurse
- Medical register, asthma cards and Ventolin, epi-pens and medication is centrally stored
- Issue receipts upon administration of medication
- Create and maintain individual care plans and health plans for children
- Obtain permission forms from parents for the administration of medication
- Ensure that all staff in the school are first-aid trained

Children With EAL

We believe that children with EAL could have: a first language other than English; a feeling of being isolated; parents who feel isolated; cultural differences; behavioural difficulties at school because of language frustrations; or difficulties in communicating.

What we do with regards to children with EAL:

- Liaise with the DESC EAL team, and take support and advice from them as and when necessary
- Liaise with our link education liaison officer
- Hold 'induction' meetings with translators if necessary



- Use technology to assist in communication e.g. Google Translate/iPads etc
- Make use of 'language link' package and activities
- Regular review meetings with teacher, SENCo and parents (and translators if necessary)
- The school SENCOs maintain a register of children with EAL (submitted annually to DESC)

LAC, EHAS, CN, CP Cases

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

Children in Short-Term 'Crisis'

We believe that children in short-term 'crisis' could have sudden changes in their social, emotional or physical behaviour, or any number of possible responses to unforeseen/unpredictable life circumstances.

What we do:

- Talk to and support the child, parents and family and advise the whole-school as appropriate through staff bulletins and staff meetings
- Short-term 'crisis' nurture-style provision (The Base) is offered as and when necessary
- Referral to external agencies is made as appropriate



Safe Medication and First Aid Practices

STATEMENT

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

Our aim is to create a supportive and safe educational environment that accommodates the diverse health needs of our community. This policy is designed to provide clear guidelines for the management of medical conditions, ensure the safe administration of medicines, and establish robust first aid practices within our school.

Medical Coordinators

The school administrators will act as 'medical coordinators' which means they shall be responsible for: maintaining a register of all children on the school roll with medical conditions; ordering new supplies as and when required; keeping blank medical record forms in stock; maintaining the headbump folders; and meeting with parents who request for medication to be given to their children during the school day, ensuring that the relevant paperwork is completed (Form 3A or 3B and Form 4).

Sick Children

If your child is injured or becomes unwell at school, we will make him/her comfortable and then call you immediately. If you cannot be reached, we will attempt to contact emergency numbers that you listed on your child's school records. Please make sure that we are kept up to date.

Info regarding recommended periods of exclusion and actions in cases of certain skin conditions can now be found in the Health services document: 'Management of Communicable Diseases in Schools, Nurseries and Workplaces'.

Head Lice

The School Nurse does not inspect children's hair for the presence of head lice. This check is part of a parent's duty. Check hair weekly combing wet, conditioned hair with a fine tooth comb. Treat if your child does become infected — medication can be obtained from any chemist or GP's surgery. Tell friends and school.

No alert letters will be sent home to all parents by school — parents of an infected pupil will be informed if spotted at school. Pupils are not to be excluded if infected.

48-Hour Rule

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



Administering Medicines in School and Record Keeping

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

At Laxey School we use either Form 3A or 3B to record parental consent, dosage information and administration information. These forms must be counter-signed by the Executive Headteacher OR Head of School in all instances before agreement to administer medicine is given.

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

Individual Health Care Plans and Short-Term Health Care Needs

Individual Health Care Plans

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

Short-Term Health Care Needs

Where children are well enough to attend school but are required to take prescribed medication, parents should ascertain whether dosages could be prescribed outside the school day. Parents must complete a request form (Form 3A or 3B) and undertake delivery and collection of medicines.

Self-Medication, Non-Prescribed Medicines and Storage

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

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

Our school will not store large volumes of medication. Medication should generally be kept in a secure place, not accessible to children. A locked drawer or cabinet or high shelf will be appropriate. A few medications, such as asthma inhalers, must not be locked away and should be readily available to the child.



Response to Accidents and Injuries (First Aid)

Documentation of Minor First Aid:

- Receipts: Following the administration of minor first aid, a receipt detailing the injury and treatment is provided to the student to take home. A copy is retained by the school.
- Accident Books: All incidents are recorded in the school's accident books. Entries must be made in pen by the individual addressing the accident.

Protocol for Head Injuries:

- A specific 'Head Bump' letter is issued for any head injury, advising parents on symptoms to monitor over the following 48 hours.
- An 'L' symbol is marked next to the entry in the accident book to indicate the issuance of a 'Head Bump' letter.

Serious Injuries:

- For injuries involving suspected fractures, muscle damage, deep cuts, or requiring more than basic first aid, a detailed accident report form is completed and submitted to the Executive Headteacher for review.
- Injuries resulting in broken bones, lasting more than three days, or fatalities require completion of an e-RIDDOR form online.

No-Delegation Policy

At Laxey School, we adhere to a strict 'no-delegation' policy concerning accidents and injuries. If you are the person to whom an accident or injury is reported, or if you are the witness to such an incident, it is your responsibility to commit to the entire process of responding — including administering first aid, seeking necessary help and assistance, and completing all associated documentation.

GDPR Policy

STATEMENT

Laxey School is the data controller of the personal information you provide to us. This means the school determines the purposes for which, and the manner in which, any personal data relating to pupils and their families is to be processed.



In some cases, your data will be outsourced to a third party processor; however, this will only be done with your consent, unless the law requires the school to share your data.

Max Kelly, the Executive Headteacher, is the data protection officer. His role is to oversee and monitor the school's data protection procedures, and to ensure they are compliant with the GDPR.

A privacy notice is publicly available via the school's website (laxey.sch.im).

Why We Collect Data

Laxey School holds the legal right to collect and use personal data relating to pupils and their families. Personal data is collected and used for the following reasons:

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

What We Collect

The categories of pupil information that the school collects, holds and shares include:

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

For How Long?

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

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



Your Rights

Parents and pupils have the right to:

- Be informed about how Laxey School uses your data
- Request access to the personal data the school holds
- Request that your personal data is amended if it is inaccurate or incomplete
- Request that your personal data is erased where there is no compelling reason for its continued processing
- Request that the processing of your data is restricted
- Object to your personal data being processed

In the event of a breach in data we will inform the DPO at the DESC within 72 hours.

Sharing

Before sharing data, all staff members will ensure:

- They are allowed to share it
- Adequate security is in place to protect it
- The person or organisation who will receive the data has been outlined in a privacy notice
- The person or organisation who will receive the data has confirmed compliance with the GDPR in writing

Laxey School will not share your personal information with any third parties without your consent unless the law allows us to do so.

Processes

Schools are required to share pupils' data with the DESC on a statutory basis. Personal data which is stored may be used for: conducting research or analysis; producing statistics; and providing information, advice or guidance.

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

A child-friendly privacy notice for our pupils is available on our school website at laxey.sch.im.



Equality and Accessibility

STATEMENT

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

Key Principles

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

IOM Equality Act — Protected Characteristics

As per the Isle of Man Equality Act 2017, we recognise and actively challenge discrimination related to:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Age

Application of Policy

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

Staff Commitment

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

Policy Integration

This Equality & Accessibility Policy should be read in conjunction with the Anti-Bullying Policy, Inclusion Policy, and Learning and Teaching Policy.



Parental Partnership

STATEMENT

Laxey School cherishes the significant role of parents in our pupils' education. We are committed to fostering a collaborative environment with parents, staff, and pupils, emphasising mutual support and open communication.

Aims

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

Strategies

- Regular invitations to school events
- Regular updates via website, social media, and texts
- User-friendly informational materials
- Annual Pupil Profile Summaries and consultation meetings
- Informal and formal parent evenings
- Parent evenings for ongoing collaboration
- Detailed annual reports
- Special meetings for Individual Education Plans
- Opportunities for volunteering in school activities
- Support for home-learning with clear guidelines
- Open channels for policy feedback and comments
- Representation of Parent Governor on the Governing Body

Parent Group Forum and Community Events

Laxey School has a Parent Group Forum, led by Mr. Astin, which meets regularly to discuss various topics including policy reviews and fundraising ideas. Parents interested in joining should contact the Head of School for more information.



Coffee and Chat Sessions are held at the school — these informal meets offer a space for parents to socialise, network, and engage with senior staff, featuring free tea or coffee and an opportunity to browse or contribute to our collection of pre-loved uniforms.

Sex and Relationships Education (SRE)

STATEMENT

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

All schools should have an up to date SRE policy which is made available for inspection and to parents. The policy must define aims of sex and relationship education; describe how it is provided and who is responsible for it; say how it is monitored and evaluated; include information about parents' right to withdrawal; and be reviewed regularly.

Morals & Values

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

Aims

The aim of SRE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour.

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

Objectives

- To provide the knowledge and information to which all pupils are entitled
- To raise pupils' self-esteem and confidence
- To help pupils understand their feelings and behaviour and how they can change as they mature
- To provide the confidence to value themselves and others and develop skills for a healthier, safer lifestyle
- To respect and care for their bodies
- To prepare for puberty and adulthood
- To develop the ability to cope with influences of peers and the media



Organisation and Content

Organisation

Sex and relationship education is taught by classroom teachers, teaching assistants and outside visitors if appropriate. The Y6 teachers are responsible for delivering age-appropriate SRE sessions to year 6 pupils. SRE sessions are usually delivered in mixed gender groups, however there may be occasions where single gender groups are more appropriate.

Parental Consultation

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

Child Protection / Safeguarding

Teachers need to be aware that effective sex and relationship education may lead to disclosure of a child protection issue. The staff member will inform the EHT / HoS / DSL with responsibility for child protection, in line with established procedures for child protection.

Dealing With Difficult Questions

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

Content

SRE is presented in a way that stresses personal responsibility, respect, the importance of healthy social, physical and emotional relationships. We will encourage respect, critical thinking and questioning; give pupils an understanding of their own growth and development; generate an atmosphere where questions about reproduction can be asked without embarrassment; provide an acceptable vocabulary for all parts of the body; and acknowledge that the make-up of families can look diverse. The school will engage with the NSPCC 'Speak Out / Stay Safe' programme.

Marking and Feedback

STATEMENT

At Laxey School we aim to ensure that our children get the maximum benefit from their education through an entitlement to regular feedback on their learning. We believe that children are entitled to have their work acknowledged so that they know what they have achieved and understand the next steps in their learning.



It is our aim to provide regular, consistent and, where appropriate, immediate feedback using a variety of strategies and techniques based on formative assessment. A consistent approach to feedback and marking throughout the school allows children to become truly reflective learners.

Purpose

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

Principles — Feedback:

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

Whole School Approach

Teachers need to:

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



LAXEY SCHOOL

Standards & Systems Framework 2026–2029

ROUTINES

Expectations and procedures for daily school life



School Communication to Home

STATEMENT

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

The Friday Rule

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

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

Letters and Letterheads

Teachers are responsible for preparing their own letters for trips, extracurricular clubs, sports or music trips that they are leading etc. A standard template has been prepared and must be used.

Teachers must seek approval from the Executive Headteacher or Head of School before sending letters. Letters must be prepared on official letterhead paper. Tahoma font should be used for letters, usually size 11.

Digital Communication

The school newsletter is published on the first Friday of each month in term time. The Executive HT is responsible for writing this, with Heads of School and staff advising on content. This is also uploaded to the school website each month.

Short-term / emergency information can be sent via SMS text. Teachers can email parents direct using their Gmail addresses, but generally emails to parents should be directed through the enquiries account.

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



Collecting and Dismissing Children

STATEMENT

Laxey School believes that its values and ethos are supported by high expectations in terms of behaviour, order, structure and routine. Well understood and consistently applied systems for collecting children and dismissing them at the start and end of the school day, and at all other transition points, is very important to us.

Morning Arrival

When children arrive at school in the morning they will assemble in the main playground. A hand-bell will be rung by a senior member of staff to indicate the start of the school day. Upon hearing the bell, the children will line up in their classes in a designated place. Class teachers will meet their line and ensure they are quiet, smart and orderly. Teachers will lead the line in.

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

Playtimes & Lunchtime

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

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

End of School Day

At the end of the school day, teachers will line their children up at the classroom door, ensuring that coats are on properly, and will lead them out onto the playground. Teachers will send 'bus' children to their gathering place, and will wait until all their children have been collected or made their own way home.

Teachers will contact home via telephone for any uncollected children.



Routines — Statements

OFF-SITE TRIP PLANNING

Teachers planning off-site trips must conduct a risk assessment (including a pre-visit if necessary) and upload it to the EVOLVE system before the trip. Use the standard risk assessment template and send parent information letters via our usual communication routines.

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

POSITIVE PRAISE TEXTS

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

INDUCTION OF NEW STAFF

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

CHILDREN CALLING HOME

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

WET MORNINGS

From 8:40 am, children use the Pupil Entrance and wait in classrooms. Parents are encouraged to allow children to enter independently.

NEW STARTERS — INDUCTION

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

Two induction sessions (morning and afternoon) are offered in June/July for children and parents to familiarise themselves with the school environment. A parent webinar briefing by the EHT and Head of School and a face-to-face meeting on the first school day in September are also provided.

A welcome video showcases the school, helping children and parents to visually acclimate to the environment.



VISITOR PROTOCOLS

Sign-In: All visitors sign in using the visitor books and receive a visitor badge.
DBS Checks: Visitors without DBS checks must be supervised at all times and are restricted from unsupervised access to pupils.

SOCIAL MEDIA

Teachers are encouraged to document and share special events and activities for social media, ensuring parent consent for children's images and names. Laxey School uses Facebook, X and Instagram alongside its own website.

DISPOSAL OF CHILDREN'S WORK

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

SECURITY OUTSIDE SCHOOL

Children are supervised at all times in the outdoor areas. Any unknown adult entering the playground is to be politely approached and directed to the school office for identification.

FIRE EVACUATION DRILLS

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

OUTLOOK DIARY

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

CLOAKROOMS, COATS & BAGS

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

ASSEMBLIES

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

DRESS CODE

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

Weekly Staff Bulletin

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



School Uniform

Laxey School maintains a clear and consistent uniform policy. Full details of the required uniform for all year groups, including PE kits, are available from the school office and on the school website at laxey.sch.im.

All pupils are expected to adhere fully and correctly to the school uniform at all times. Parents and carers are asked to ensure their child arrives at school in the correct uniform every day. Any queries about the uniform should be directed to the school office.

Pre-Loved Uniform

Laxey School encourages the reuse of school uniform. A collection of pre-loved uniforms is available at our regular Coffee and Chat sessions. Families are welcome to donate outgrown items or take what they need free of charge.

Professionalism of Staff

TEAMWORK AND SUPPORT

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

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

COMMUNICATION AND DECISION MAKING

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

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

WORK ETHICS AND DEADLINES

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

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

Role Modelling, Timing and Contractual Obligations

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

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



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

Workplace Harmony: Our school thrives on a positive and collaborative atmosphere. It is essential that all staff contribute to a harmonious work environment. Staff should avoid engaging in or encouraging gossip or behaviours that disrupt team unity.



LAXEY SCHOOL

Standards & Systems Framework 2026–2029

CURRICULUM

Cornerstones Curriculum — intent, implementation and delivery



Our Cornerstones Curriculum

At Laxey School we call our curriculum 'Cornerstones.' Our Cornerstones Curriculum is an adaptable, broad and balanced primary curriculum informed by growing evidence of how children learn best.

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

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

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

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

Curriculum Intent

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

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

Curriculum Implementation

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

Each project has a knowledge organiser that sets out the core knowledge children need to be able to access a project. Each year group has its own sequenced curriculum plan.

Lesson Plans and Delivery

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

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



Laxey School — Curriculum Statement

Fostering a Growth Mindset for Lifelong Learning

At Laxey School, our educational vision is rooted in the commitment to cultivate a growth mindset among our students — an unwavering belief that intelligence and abilities can be developed through dedication, effort, and resilience. We recognise that the acquisition of knowledge is not confined to the classroom but extends into a lifetime of learning. Our curriculum is meticulously designed to instil and reinforce the following principles.

1. Readiness: Be Ready to Learn

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

2. Reflectiveness: Learn and Improve

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

3. Relationships: Build Positive Connections

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

4. Remembering: Apply Knowledge Effectively

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

5. Resilience: Face Challenges with Courage

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

6. Resourcefulness: Be Ready for Anything

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

Big Ideas — Mission Statement

Growing Minds, Shaping Futures

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



General Principles

Our curriculum will give children the opportunity to:

- Experience the challenge and enjoyment of learning
- Understand the purpose and value of their learning and see its relevance to their past, present and future
- Develop new skills through a variety of interesting contexts
- Develop a rich and deep subject knowledge
- Explore the breadth and depth of the national curriculum

SMSC / FBV & Well-being

Our curriculum will give children the opportunity to:

- Promote their personal spiritual, moral, social and cultural development
- Reference Manx Culture and History where appropriate
- Reflect and think mindfully about their learning
- Develop self-esteem and confidence in their abilities
- Learn how to respect themselves and others
- Work in a range of groups and settings

Pedagogy & Pupil Voice

Our curriculum will be taught through a pedagogy that:

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

Pupil Voice: children will have the opportunity to make a positive contribution to the school and local community, explore ways of becoming an active citizen, and contribute to planning their own learning.

Additional Expectations: Timetable and Planning

Utilisation of Maestro Cornerstones Timetable Feature:

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

Manx Curriculum Inclusion Policy

Incorporation of a Manx Curriculum Element:

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

Implementation of Manx Language Education in Year 4:

Beginning in Year 4, our curriculum will include dedicated Manx language instruction, affirming our commitment to preserving and promoting the linguistic heritage of the Isle of Man. This initiative aims to develop a sense of pride and connection to our local culture among all our pupils. Sessions will be delivered by the Manx Language Service to all of our pupils from Y4 onwards.

Phonics: Read Write Inc (RWI)

Following a review of our phonics provision, Laxey School has adopted the Read Write Inc (RWI) programme as its primary phonics scheme. This decision was taken deliberately to align our practice with our sister schools — Willaston and Jubilee Primary Schools — ensuring consistency of approach and experience for children who may move between these schools at any point in their education.

RWI replaces our previous use of Monster Phonics. The change reflects our commitment to evidence-informed practice and to working collaboratively within our wider school community. RWI is used from Reception through to the point at which individual children no longer require discrete phonics teaching, and is delivered in line with the DESC requirements for systematic synthetic phonics.

RWI at Laxey School

Read Write Inc is a systematic synthetic phonics programme that teaches children to read accurately and fluently, with good comprehension, and to write with confidence.

Our adoption of RWI is part of a deliberate alignment with Willaston and Jubilee Primary Schools, our sister schools within the Laxey and East family of schools. This consistency supports children's transitions and ensures a coherent phonics experience across our schools.

References throughout this document to phonics provision refer to our use of Read Write Inc (RWI). Staff should refer to the school's RWI implementation guidance and the Head of School for specific delivery expectations.



Writing Entitlement and Assessment Framework

STATEMENT

Laxey School has adopted the Isle of Man Writing Entitlement and Assessment Framework (July 2025), issued by the Department of Education, Sport and Culture (DESC). This framework is being rolled out across all maintained schools on the Island and sets out the core entitlement and assessment expectations for writing for all learners of compulsory school age.

The Writing Entitlement and Assessment Framework is structured around three curriculum dimensions and four assessment dimensions, covering learners from Year 1 to Year 6:

Curriculum Entitlement — 3 Dimensions:

- Sentence Structure and Grammar
- Composition
- Handwriting and Spelling

Assessment Framework — 4 Dimensions:

- Sentence Structure and Grammar
- Editing and Revising
- Composition
- Handwriting and Spelling

Key Principles

Teaching writing is a core element of primary education. Transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) are both essential dimensions of effective writing teaching.

Handwriting and Spelling are taught from Reception to Year 6. A variety of narrative and non-narrative writing, for a range of purposes and audiences, is covered throughout Reception to Year 6.

Assessment is closely linked to curriculum and teaching. It should be used diagnostically for early and accurate identification of special educational needs. High expectations apply equally to all pupils, with appropriate adaptations for those with SEN.

The full framework — including year-group-specific Writing Entitlements, Writing Assessment Frameworks, vocabulary and grammar exemplification (Appendix 1), and spelling lists for Years 1-6 (Appendix 2) — is held on the school's shared drive and is available to all teaching staff. Teachers should refer to the framework when planning writing sessions and assessing pupil progress in writing across all year groups.



Laxey School's Approach to the Writing Framework

At Laxey School we are committed to implementing the DESC Writing Entitlement and Assessment Framework with fidelity and consistency across all year groups. Teachers use the year-group entitlements to plan writing opportunities and the assessment frameworks to make summative judgements at the end of each year group.

The framework is used alongside our Cornerstones Curriculum and existing literacy approaches (including Talk for Writing, Read Write Inc (RWI), Support for Spelling and Morrells Handwriting) to ensure a coherent and progressive approach to literacy across the school.

Progress in writing against the framework is reviewed termly at pupil progress meetings and informs both teacher planning and any additional support put in place for individual pupils.

Forthcoming DESC Curriculum Frameworks — Maths and Science

STATEMENT

The Department of Education, Sport and Culture is in the process of developing and rolling out Entitlement and Assessment Frameworks for Mathematics and Science, aligned with the approach taken for the Writing Framework. Laxey School is committed to adopting these frameworks as they are issued and implemented across DESC-maintained schools.

It is the intention of Laxey School to adopt the DESC Mathematics Entitlement and Assessment Framework and the DESC Science Entitlement and Assessment Framework as they begin to be rolled out and implemented across schools from September 2026.

In preparation, the school's SLT will:

- Monitor communications from DESC regarding the development and publication of the Maths and Science frameworks.
- Ensure staff are briefed and prepared for implementation in advance of the September 2026 roll-out.
- Integrate the new frameworks into the school's curriculum planning, pupil progress review processes, and assessment practices in line with DESC guidance.

Our Commitment

Laxey School recognises that a consistent, island-wide approach to curriculum entitlement and assessment in core subjects is in the best interests of all learners. We are committed to working collaboratively with DESC and fellow IOM schools to ensure high-quality, coherent provision across writing, mathematics and science.



LAXEY SCHOOL

Standards & Systems Framework 2026–2029

SAFEGUARDING

Safeguarding & Child Protection Policy and Procedures



STATEMENT

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

This policy will ensure that all members of the school community are aware of their responsibilities in relation to safeguarding and child protection; know the procedures that should be followed if they have a cause for concern; know where to go to find additional information regarding safeguarding; are aware of the key indicators relating to child abuse; and fully support the school's commitment to safeguarding and child protection.

- The school Safeguarding and Child Protection Policy should also be read in conjunction with the school's Health and Safety Policy, Behaviour Policy, AUP Policy and with the child protection policies, procedures and guidelines produced by the Department of Education and Children and the Isle of Man Safeguarding Children Board: <http://www.isleofmanscb.im>
- We recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing body, after school activity providers, and providers of after school sports clubs. Staff will be appropriately trained.
- We have a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Department of Education Sport and Culture at all times.
- In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.
- The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. Children's worries and fears will be taken seriously if they seek help from a member of staff.
- In our school all staff are trained to be able to identify signs of abuse. Training is L2 on a bi-annual basis for all staff delivered by the DESC Child Protection Officer, and annually at L3 for the DSL and deputy DSLs.

Designated Safeguarding Leads

The Designated Safeguarding Lead (DSL) for safeguarding and child protection at Laxey School is Craig Astin (Head of School). In his absence, the Deputy Designated Safeguarding Leads are Max Kelly (Executive Headteacher) and Rebecca Walker (TLR2C).



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

All members of staff (including volunteers) must be made aware of who this person is and what their role is. Posters which detail information about the DSLs and Deputy DSLs, including photographs for easy identification, are on display across the school.

DEFINITIONS

Safeguarding is what we do to prevent harm, while Child Protection is the way in which we respond to harm.

In our school, Safeguarding means:

- Protecting children from abuse or maltreatment
- Preventing harm to children's health or development
- Ensuring children grow up with the provision of safe and effective care
- Taking action to enable all children and young people to have the best outcomes

PROMOTIONS

Safeguarding is promoted by:

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

DBS CHECKS

All adults remaining in school beyond an agreed meeting with a member of staff or brief business at the reception desk will be asked to provide a valid DBS certificate. The administrators will collect and maintain a record of DBS certificates which are seen.

Adults will not be allowed to teach children, work with children or have access to children without providing this information. This policy applies to all staff and visitors — there are no exceptions.

* Occasionally, the school may risk assess the circumstances and seek approval from DESC to allow an adult to work within the setting if supervised and if awaiting a DBS check to complete.

Recruitment and Ongoing DBS Checks

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

Once employed, staff are responsible for updating their DBS certificates — if they opt in to the renewal service, the annual fee can be reclaimed via the administrators and authorised on PiP by the EHT. School administrators will maintain a record and remind staff when due.



DESC Safeguarding Statement

The Department of Education, Sport and Culture is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff are required to undertake training with regard to the safeguarding and welfare of children and young people.

All staff have a responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact and to adhere to, and ensure compliance with, the Protecting Children Board Child Protection procedures and the school's Child Protection Policy at all times. This statement will appear in the job description of every member of staff which will be reviewed and signed on an annual basis.

Child Protection Section

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

It is not the responsibility of any member of staff or volunteer to investigate any suspicions or concerns that a child/young person is at risk of or is suffering significant harm. Their concerns should be reported to the Designated Safeguarding Lead immediately and should also be recorded on our CPOMS (Child Protection Online Management System) platform, which is the school's standard digital record-keeping system for all safeguarding concerns.

Procedures

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

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

Allegations against school staff:

Teachers must protect themselves especially when meeting on a one-to-one basis with students. Teachers who hear an allegation of abuse against another member of staff should report the matter immediately to the Executive Headteacher so that Isle of Man Safeguarding Children Board Procedures can be followed. If the allegation is against the Executive Headteacher it should be taken directly to the next most senior teacher — Mr Astin.



Dealing with disclosures:

If a child chooses to tell a member of staff about possible abuse: inform the child that this information will now have to be passed on; stay calm and be available to listen; listen with the utmost care to what the child is saying; do not question or pressure; keep a full record — date, time, what the child did, said, etc.; reassure the child and let them know they were right to inform us; immediately inform DSL or, in their absence, a Deputy DSL.

Monitoring and Record Keeping

It is essential that accurate records be kept where there are concerns about the welfare of a child. All records are maintained securely on CPOMS, our designated Child Protection Online Management System. CPOMS provides a secure, auditable digital record of all safeguarding concerns, actions and outcomes. Access is restricted to authorised staff only.

Staff must keep the DSL informed of: poor attendance & punctuality; concerns about appearance and dress; changed or unusual behaviour; concerns about health and emotional wellbeing; deterioration in educational progress; discussions with parents about concerns relating to their child; concerns about home conditions or situations; and concerns about pupil on pupil abuse (including serious bullying).

All concerns must be recorded on CPOMS as soon as possible. CPOMS is the school's designated safeguarding record-keeping platform. Staff should log concerns directly on CPOMS, ensuring the record is submitted to the DSL. Where a concern is urgent, staff must speak directly to the DSL immediately as well as logging on CPOMS.

Appendix 1 — Advice and Reminders for Staff Regarding Child Protection Issues

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

Explain that you may need to tell someone else who can help them and make it clear that you cannot promise confidentiality.

If the child continues:

Listen calmly and without prompting. Do not try to investigate or ask leading questions. **DO NOT INTERVIEW THE CHILD.** Tell the child that you have a duty to inform the DSL. Report your concerns to the DSL immediately. Include dates, times, what you have observed, what the child has said to you and your reply. Record this on CPOMS as soon as possible after the disclosure.

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

Reports must be: Factual (no opinions); Non-judgemental (no assumptions); Clear; Accurate; Relevant.



Appendix 2 — Types of Child Abuse and Their Symptoms

Child abuse can be categorised into five distinct types: (1) Physical Abuse; (2) Sexual Abuse; (3) Emotional Abuse; (4) Physical Neglect; (5) Grave Concern/at risk.

Physical Abuse:

This involves physical injury to a child, including deliberate poisoning, where there is definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented. Typical signs include: unusual bruises and abrasions, slap marks, grip marks on arms or trunk, black eyes, damage to the mouth, burns and/or scalds, fractures.

Sexual Abuse:

The involvement of dependent developmentally immature children and adolescents in sexual activities they do not truly comprehend. Typical signs include: detailed sexual knowledge inappropriate to the age of the child; behaviour that is excessively affectionate or sexual towards other children or adults; a fear of medical examinations; sudden loss of appetite; bruising to the buttocks, lower abdomen, thighs and genital/rectal areas; discomfort or pain particularly in the genital or anal areas.

Emotional Abuse:

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

Physical Neglect:

The persistent or severe neglect of a child which results in serious impairment of the child's health or development. Typical signs include: a child who may be frequently hungry or pre-occupied with food; inadequately clad.

Grave Concern/At Risk:

This covers situations where a child may be at risk, including where social and medical assessments indicate that they are at significant risk of abuse. Signs of stress and distress include: lack of concentration and a fall-off in school performance; aggressive or hostile behaviour; regression to more immature forms of behaviour; self-harming or suicidal behaviour; low self-esteem; and disturbed sleep.



e-Safety Policy

STATEMENT

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

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

1. Online Access

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

Children will only access the internet when a teacher is present. All internet access at school should be supervised. Supervision means more than being in the room — a teacher needs to be actively involved in what the children are doing. Children must abide by the school rules on acceptable behaviour online. Any incidents of cyberbullying will be fully investigated and when necessary outside agencies, including the police, will be involved.

2. Personal Data

All data needs to be secure, including images. Images on a camera should be uploaded onto a computer then deleted. If teachers' personal cameras are used then images must be deleted within 24hrs. Staff laptops must have automatic screen lock turned on — to come on in less than 7 minutes. Apps requiring personal data of staff or pupils will be subject to DPIAs, privacy notices and DESC/GTS advice/approval.



3. Embedding e-Safety Across the Curriculum

E-safety curriculum needs to be referred to frequently as an integral part of learning. Each class teacher will be responsible for teaching and monitoring the children's use of ICT in their classroom. E-safety and acceptable use of ICT must be reinforced and embedded throughout all year groups and Key Stages.

4. Involving Pupils and Parents

Parents will be offered support and guidance about e-safety from time-to-time through sharing of information in e-safety leaflets and presentations. The school will become involved in events such as E-Safety Day and other initiatives which promote the safe use of the internet.

5. Personal Devices

See the 'Mobile and Personal Devices for Children' policy in the Policies section for full details on the management of pupils' personal devices at school.

6. Staff Responsibilities

- All staff are responsible for modelling good practice and adhering to school policies regarding e-safety.
- Staff must maintain a professional level of conduct in their personal use of technology both within and outside of school.
- Staff must not bring the DESC or school into disrepute with social networking and Outlook emails, and act within the DESC AUP (Acceptable Use Policy) and whistle-blowing policy.
- It is the responsibility of staff to know how and when to escalate e-safety issues.

8. Responding to Issues and Sanctions for Misuse

If members of staff suspect that misuse might have taken place, it is essential that correct procedures are used to investigate, preserve evidence and protect those carrying out the investigation. Incidents of misuse will be dealt with through normal behaviour / disciplinary procedures. The school will keep a record of incidents that occur in the e-safety incident log book.



9. Reviewing Policy and Evaluating Effectiveness

The e-safety policy will be implemented through staff meetings and will be monitored through discussion and the use of e-safety incident logs. The policy will be revised and revisited each year or when appropriate to reflect changing technologies and new initiatives. Policies can be accessed via the school's website.

Designated Safeguarding Leads

INTRODUCING OUR DESIGNATED SAFEGUARDING LEADS (DSLs)

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

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

Deputy DSLs:

- Max Kelly, Executive Headteacher — Max provides support and oversight as the Deputy DSL, ensuring a cohesive and effective safeguarding strategy.
- Rebecca Walker (TLR2C) — Rebecca assists in the safeguarding efforts at Laxey, bringing her unique insights and expertise to the team.

Training

All our DSLs and Deputy DSLs are committed to ongoing professional development, accessing Level 3 Training annually. This ensures they are equipped with the latest knowledge and skills to effectively safeguard our pupils.

Additionally, our DSL represents Laxey School at the termly DESC Safeguarding Forum, collaborating and staying abreast of best practices in pupil safety.



LAXEY SCHOOL

Standards & Systems Framework 2026–2029

HEALTH & SAFETY

Health and safety policy, fire safety and emergency procedures



STATEMENT

This policy adheres to the Health and Safety at Work, etc. Act 1974 as applied to the Isle of Man, prioritising the health and safety of pupils, staff, and others involved in school activities.

Laxey School is dedicated to a safe and healthy working and learning environment, emphasising the prevention of accidents and injury.

The Executive Headteacher, with the support of staff and pupils, is responsible for upholding a safe school environment, including hazard identification and safety awareness.

Executive Headteacher (I)

The Executive Headteacher will:

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

Executive Headteacher (II)

Specific responsibilities include:

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

Staff Responsibilities

Staff responsibilities:

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

Hirers, Contractors and Others

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

Consultative Arrangements

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

Risk Assessments

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



Electrical Safety in the School Building

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

Lone Working Arrangements

- If you are working alone in the building, tell somebody where you are and what time you will be home.
- Ensure that entrances are secure and that you can get out of another door in case of an emergency.
- If you are the last member of staff to leave, ensure that the door through which you leave locks behind you.
- If anyone suspicious attempts to enter the building or you see or hear anything suspicious, contact the police.
- Always be alert when leaving the building.

Annual Review

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

Fire Safety Policy

STATEMENT

At Laxey School, the safety and wellbeing of our pupils, staff, and visitors are of paramount importance. Recognising the potential risks associated with fire in educational settings, we are committed to implementing comprehensive fire safety measures.

Our policy is designed to be in full compliance with local and national fire safety regulations, and is regularly reviewed and updated to reflect the latest standards and best practices in fire safety.



Fire Service Assessments / Inspections

Laxey School is subject to regular fire safety assessments conducted by the Fire Service. Key features include:

- Fire retardant furniture in main corridors, secured to the walls.
- Primary escape routes are clearly marked and kept clear at all times.
- Regular checks by the Fire Service to ensure compliance with safety standards.

Emergency Plans

In the event of a fire:

- Evacuate all pupils and staff to the designated assembly point on the playground — means of escape to be displayed in the building.
- The caretaker is responsible for timing evacuations (drill) and conducting final room checks.
- Emergency fire registers and visitor logs to be used to reconcile people in the building against those who have evacuated.

Risk Assessments, Equipment and Warning Systems

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

Fire fighting equipment is located at strategic points throughout the school. Extinguishers are subject to an annual assessment by the Fire Service.

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

Escape Routes and Procedures

The primary escape route must always be kept clear. In case of an emergency, follow the designated escape routes, avoiding areas where fire is most likely. Staff and pupils should be familiar with alternative exits in case the primary route is blocked.

Training and Drills

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

Additional Precautions and Record Keeping

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

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



Emergency Response / Evacuation (Project Griffin)

PROJECT GRIFFIN

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

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



LAXEY SCHOOL

Standards & Systems Framework 2026–2029

WORKING TIME AGREEMENT

Principles, structure and school-level arrangements



Working Time Agreement — Overview

STATEMENT

All teachers at Laxey School who are not employed on the Leadership Pay Scale are covered by the Working Time Agreement (WTA) as agreed between the Department of Education, Sport and Culture (DESC) and the recognised teaching unions.

The DESC-level WTA policy is reviewed and updated annually. The school-level WTA that flows from it is likewise renewed each year through a collegiate consultation process involving all teaching staff. This section of the Standards and Systems Framework captures the current principles, structure and school-level arrangements of the WTA — but it should be read in the knowledge that the specific detail may change year on year in light of any revisions to the DESC policy and the outcomes of annual school-level consultation.

The most recent signed school-level WTA for Laxey School is held by the Executive Headteacher and a copy is submitted to DESC in accordance with the WTA policy. Staff should refer to the current signed school-level WTA for the definitive agreed arrangements for the academic year in question.

Key Principles of the DESC Working Time Agreement

The WTA is designed to help schools operate effectively, support teachers' wellbeing, and ensure that time is used in a way that works for all. At its heart are the following principles, which underpin both the DESC-level policy and Laxey School's school-level agreement:

Working Week

The individual and collective work of teachers should be capable of being undertaken within a maximum 35-hour working week.

Workload and Wellbeing

A reasonable level of workload is secured and maintained for teachers.

Consultation and Review

The formulation of the school-level WTA must be collegiate in nature, involving teaching staff and any school-based recognised teaching trade union representatives.



Maximum timetabled contact time: 22.5 hours (20 hours in the first year for Early Career Teachers, 21 hours in the second year). This is intended as an upper limit, not a target.

Personal time: 7.5 hours (for planning, preparation, assessment and feedback).

Collegiate time: up to 5 hours per week, with an absolute upper limit of 8 hours in any single week.

As high a proportion of teacher time as is possible is focused on the core tasks of learning and teaching.

Essential development work is taken forward at a manageable pace, underpinned by the provision of appropriate resources, including identified staffing and time.

The only formal record required is the school calendar detailing the agreement of collegiate time. There is no expectation on individual teachers to keep a record of their time.

Draft documents are shared for feedback before final decisions are made. Once agreed, copies are circulated to all staff and submitted to DESC.

Any changes to the agreed WTA during the academic year are consulted upon in the same spirit. The WTA is renewed in full each year, with the new agreement in operation from 1 September.

Laxey School — School-Level WTA: Current Arrangements

The following section sets out the current school-level Working Time Agreement for Laxey School in essence. The specific figures and allocations reflect the most recently agreed school-level WTA and are provided here to give staff a clear and accessible summary. These arrangements are reviewed and renewed annually through consultation with all teaching staff, and may evolve in response to DESC policy updates or the outcomes of that consultation.

Time Allocations

Aspect of WTA	Activity / Description	Current Allocation
Contact Time (22.5hrs max)	Lessons and assemblies	Up to 22.5 hours
Collegiate Time (5hrs total)	10 minutes on site before and after the start and end of the school day (20 mins x 5 days)	1hr 40mins
	1 staff meeting per week	1hr
	3 playtimes per week	45 mins



	Total Collegiate Time Allocated	3hrs 25mins
	<i>Spare collegiate time per week (held as contingency)</i>	<i>1hr 35mins</i>
Personal Time (7.5hrs total)	PPA — to reduce contact time to 22.5 hours (within the school day)	As per PPA timetables shared via Head of School
	Remainder of personal time at each teacher's discretion across the week	7.5 hours
Total Working Week	As allocated above (within 35-hour maximum)	33hrs 25mins allocated + contingency

Notes on Spare Collegiate Time

In line with the DESC WTA policy, Laxey School does not allocate all available collegiate time. A contingency reserve of unallocated 'spare' time is maintained to provide flexibility to respond to short-notice operational pressures and unplanned circumstances. This protects both contact time and personal time should unforeseen events arise.

Parents' Evenings

10 hours of the annual spare collegiate time (from the approximately 61hrs 45mins available per school year) are dedicated to parents' evenings.

The collegiate calendar is organised, wherever possible, to allow all staff — including part-time teachers — to participate on their normal working days.

Other Uses of Spare Time

The remainder of spare collegiate time can be used for activities such as assessment, moderation, bus duties, and attending school events (e.g. Christmas Fair, Sound of Magic). This list is not exhaustive.

Spare time may be used weekly, or accumulated and used in a block — but the total collegiate time in any single week must not exceed 8 hours.

Unused Spare Time

Any spare collegiate time that is not utilised in a given week is designated as personal time for that week.

The school cannot regularly require staff to work beyond the 5 hours weekly collegiate allocation without prior discussion and agreement, in line with DESC WTA policy.

TLR Holders

Teachers holding Teaching and Learning Responsibility (TLR) roles require time to be allocated within the 35-hour working week to carry out their additional responsibilities. At Laxey School, TLR time is discussed and agreed between the Executive Headteacher and each TLR holder at the start of each academic year. This may involve adjusting contact time, repurposing collegiate time or using gained time, depending on the expectations agreed for that year.



TLR Allocation Principles

The focus and priorities for each TLR role are agreed at the start of the academic year.

Time allocation is flexible — it may be a regular weekly allocation, a block of time, or concentrated at a particular point in the year, depending on what is most appropriate to the role.

Expectations and time allocations are clearly agreed to support clarity, fairness and accountability for all TLR holders.

Off-Site Working

Teachers may work off-site where appropriate, provided this is agreed in advance with their line manager and aligns with school procedures. Not all tasks require a teacher to be on school premises, and the WTA supports professional trust and effective workload management. Teachers intending to be out of school during the pupil day must request permission in advance from the Executive Headteacher or Head of School.

Part-Time Teachers

Working time for part-time teachers is calculated pro rata. The school calendar differentiates between pupil contact days and non-pupil contact days. Part-time teachers' contractual obligations — including the required pro rata number of INSET/non-pupil days — are set out in their Statement of Written Particulars.

At the start of each academic year, the Head of School and each part-time teacher agree which days will be worked to meet contractual requirements. The collegiate time calendar is organised, wherever possible, to allow part-time staff to participate in collective activities on their normal working days.

Where a part-time teacher is required to work additional hours above their pro-rata contractual requirement in order to hold parents' meetings, they will be paid for those additional hours at their usual rate of pay.

Annual Renewal and Consultation

The school-level WTA is renewed each year through a collegiate process that includes all teaching staff. This process follows the timeline set out by DESC and the recognised teaching unions. In brief:

- Consultation with teaching staff and any school-based trade union representatives begins no later than the second half of the Spring term.
- A draft school-level WTA is prepared by the Executive Headteacher and shared with teaching staff for consideration and discussion.
- The agreed WTA is signed by all teaching staff covered by it and submitted to DESC by the deadline set each year.
- The new WTA comes into operation on 1 September of the relevant academic year.



Important Note

The time allocations and specific arrangements described in this section reflect the current school-level WTA. They are subject to change each year following consultation. Staff should always refer to the current signed school-level WTA document — held by the Executive Headteacher and shared with all teaching staff — for the definitive agreed arrangements for the academic year in which they are working.



LAXEY SCHOOL

Standards & Systems Framework 2026–2029

GOVERNING BODY

Laxey School Governing Body 2026–2029



Laxey School — Governing Body

Role	Name
Chair of Governing Body	Carol Glover
Teacher Governor	Rebecca Walker
Parent Governor	Jude Taylor
Education Council Governor	Andres Centellas

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