

03 June 20

MINUTES OF THE SGC MEETING HELD AT 16:00 ON 03 June 20 AT MOUNT PLEASEANT SCHOOL

Present:	Wg Cdr Brady, CO BSW (PBr) Mrs L Brown (LB) Mrs K Brand (KB) Lt Cdr Robertson (AR) SqN Ldr Donald (MD) SqN Ldr Brown (CB) FS Belcher (PBe) Capt Hart (IH) Sarah Cornish (SC) Ms M Summers (MS) Mr D Crofts (DC)	Chair Head Teacher SSAFA Finance Rep & Parent Rep (KS1) Parent Representative (Nursery) Parent Representative (Y3/4) Parent Representative (FS1/2) Families Liaison Officer School Staff Rep Teacher School Business Manager
Apologies:	Maj Hennigan (GH) Ms Alisa Crichton (AC) Maj Coombes (NC) Mrs K Steen (KS)	Vice Chair Policy Rep Ind Rep (Y5/6) Director of Education & Head of IJS

Agenda Item	Minutes	Action Required
1. Apologies	Apologies accepted from those not able to attend.	
2. Opening remarks by chair PBr	<p>PBr Briefly welcomes everyone to meeting and specifically welcomes and introduces CB who has filled the vacant parent rep position on the SGC.</p> <p>Purpose of the meeting is to understand the school's plans for the remainder of the school year and how the SGC will be able to provide support throughout that period.</p> <p>Points out that the meeting is confidential and only the content of the published minutes should be open to discussion.</p> <p>Suggests there should be a further 'standing' meeting in about 1 month.</p>	
3. COVID19 update BFSAI perspective AR	<p>Current local situation – 45 days the last positive swab result and no-one is currently in isolation</p> <p>AR continues – this information comes with the caveat that we are entering the season when we are also likely to start and see cold/flu symptoms being displayed.</p> <p>So as BFSAI begin to 'unwind' restrictions, the approach/attitude is based on this not being an 'active outbreak' and we are not having to try and manage 'R'.</p> <p>The approach will therefore be:</p>	

	<ul style="list-style-type: none"> • To remain vigilant • Be able to identify any outbreaks • Be in a position to enforce quarantine. <p>UK advice and guidelines will be considered but decisions will be based on the local context.</p> <p>BFSAI policy may therefore sit uncomfortably with some.</p> <p>BFSAI also continue to take daily advice/updates from Public Health England (PHE)</p> <p>Will also be consultation with FIG, Chief Executive Officer and Director of Emergency Services.</p> <p>(MD – Arrives and apologises for late arrival)</p> <p>There is a 5-phase plan for the rollback of restrictions at MPC, it is likely that phase 3 will be implemented next Friday (12th June). At this phase social distancing will remain but with an emphasis on implementing 'where able to'.</p> <p>Throughout this time there may continue to be some disparity between what is happening in the community and in the school due to the requirement to engage with MOD Schools.</p> <p>LB – The school's re-opening risk assessment is due to be reviewed 2 weeks after the re-opening so will liaise with BFSAI to understand the plan to ease restrictions on base</p> <p>AR continues – BFSAI are currently completing 20/week swab tests of personnel. This will increase to 65/week from next week and intention is to grow this number to 120/week.</p> <p>PBr – asks if this will include dependants?</p> <p>AR – yes, these tests will be across the whole force, likely including a number of children, teaching staff and other civilians. The plan is to be able to identify any key 'touch points' or any route into the island.</p> <p>KB – asks if it would be worthwhile to have regular tests for teachers/school staff?</p> <p>AR – Yes testing will be available for MPS staff</p> <p>Ultimately BFSAI has confidence in the quarantining arrangements in place.</p> <p>LB – asks what quarantine arrangements are in place?</p> <p>AR –Incoming quarantine is in place and is likely to remain for 12 months or more.</p>	<p>LB to complete 2-week evaluation of RA in consultation with BFSAI</p>
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<p>4. COVID19 update School perspective LB</p>	<p>Outlines what had be done before the school closed. Staff forward planned to be ready for home learning. Decision taken that it would be inappropriate to rely on an online approach. Took a paper-based approach with online options. Home learning packs, letters for children & parents and resources were prepared ahead of closure.</p> <p>Upon closing school identified that there was a need for children to maintain communication with their teacher – as had been identified in the UK where schools had already closed.</p> <p>So, teacher and Head Teacher letters have been sent regularly to children. Parents and children have been able to email staff (following all safeguarding protocols).</p> <p>School operated pick-up and drop-off boxes, keeping the school foyer open for that purpose.</p> <p>Learning packs continued to be delivered to any family in isolation.</p> <p>New families who are/were due to arrive have been kept informed and also received learning packs by email.</p> <p>School has maintained good family contact.</p> <p>During closure key-worker children continued to be supported in school, mostly by teaching staff but with some support by a limited number of LSA's.</p> <p>The re-opening of the school has been a number of weeks in planning and preparation, especially as MP has been one of the first schools anywhere to re-open.</p> <p>All discussions/consultations for re-opening have had involve at every stage DCYP, Trade Unions, PHE, the local SMO and EHT. These bodies have all been involved in deciding what the risk assessment (RA) document should look like. They have all also needed to be made/kept aware of the different local situation.</p> <p>The different local situation has been the reason why school had the potential to open earlier (than UK schools) but this hasn't meant that the school has adopted any lighter restrictions and has followed UK guidelines.</p> <p>PBr – Points out that local command was asking the question of school – 'when could you open?' and the host nation school, FICS, was open from 11/05/20.</p> <p>Even so, the approach remained cautious with the need to put appropriate/sufficient measures in place.</p> <p>Whilst there is a recognition that primary aged children may find social distancing at 2m difficult to maintain, therefore the school has put measures in place to minimise the risks wherever possible.</p>	
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LB continues – everything that was agreed before re-opening was then put out to parents.

The review of our RA will:

- Consider local conditions
- Take advice from local command
- Be agreed with DCYP

The aim is to continue to look at the RA every 2 weeks or so and hopefully there will be more clarity over time particularly from TU's

PBr – we can feed in what BFSAI is doing in order to help school reach decisions.

LB continues - going forward, whilst, based on the local situation, it's likely school could adapt the measures in place more quickly than a UK school - we will still have to confirm the review process with DCYP and liaise with local command.

AR – the local plan is 'condition based' – i.e. if there is a local outbreak we can very quickly go back to complete lockdown.

LB – School will be guided by local conditions.

Children have coped well with re-opening, have re-engaged quickly and have demonstrated much resilience.

LSA's have adapted well to working in 'bubbles'.

Children have enjoyed Skype calls between classes.

SC – confirms children have demonstrated maturity, they have come back to school with enthusiasm, they are confident that they can be safe.

LB – parents have also given positive feedback.

PBr – asks for parent and staff perspective of what went well in lead up to re-opening?

MS – it was well managed, a rigorous RA, staff were involved at all stages, there was much consultation and the result is that it's now working.

PBr – asks, has the RA been shared with other schools?

LB – it has been shared with the DCYP leadership, and used with other schools to give ideas.

IH – as a parent can say that home learning packs were great. Feedback and availability of teachers was excellent.

PBr – there was also a requirement to give at least 3 notice of re-opening.

MD – the notification period was not a problem; the approach was perceived as the school taking the time to implement appropriate actions.

SC – re-opening for 2 days in the first week back turned out to be a good thing, a time to take stock.

LB – opening for the initial 2 days also gave staff confidence to make it work without the pressure of it being a full week.

PBr – worth pointing out that during the RA there was no requirement to consult with the SGC, that would have added to the complexity and the timescale.

LB – staff were consulted, LSA's in only a limited way and would have preferred to more.

SC – the bubbles in school have worked out well.

PBr – the EHT also looked around school and provided input about how to utilise staff and their contact time.

LB – the information from the RA has been shared with parents, have been open at all stages. Also, was a real benefit to have a new caretaker take up post before re-opening.

PBr – one family have raised a number of questions, this is being dealt with separately as DCYP advise this is not for the SGC forum

PBr – DCYP direction was to give to parents the details of the measures being taken in an appropriate format.

MD – the information provided was appropriate.

SC – there is trust in the leadership and decision making.

MS – there needs to be due credit given to PBr and LB for the time and efforts made to keep everyone informed.

PBe – the information given and the time to ask questions gave reassurance.

PBr – parents also still have the right not to send their children in.

IH – asks, do they need permission to do that?

LB – no and the school will continue to support home learning.

SC – children generally are all confident they are safe, as is evident out of school.

AR – plan is now about growing confidence.

<p>5. Review Home learning initiative</p>	<p>PBr – and any children returning to the UK over the summer will have some awareness of the restrictions they will potentially face at their new schools.</p> <p>SC – what about leave for families?</p> <p>PBr – base leave policy is in draft. There are limited SAA seats and quarantine considerations. Likely that policy will be to bid for opportunity to take leave and cases will be dealt with on a priority basis. E.g., needs of children or teachers with restricted leave will be considered.</p> <p>AR – main restraint is quarantine capacity. This won't impact on those with SFA.</p> <p>MD – flight capacity is not an issue; quarantine capacity is limiting factor.</p> <p>LB – will there be quarantine in UK?</p> <p>AR – yes, not likely to be an exemption.</p> <p>PBr – Summer leave is something that school needs to start planning around and begin a discussion with staff.</p> <p>AR – be mindful that a second wave would also impact on this.</p> <p>PBr – How did it go? What was the impact?</p> <p>MS – went really well, it was time consuming but the work that came back into school was heartening.</p> <p>PBr – as a parent - struggled with maths sometimes, understanding questions, but could reach out to school.</p> <p>MD – sometimes there was confusion, as things have changed so much and there are now different ways to do things. Useful to have a bitesize parent guide/points you may need to know.</p> <p>PBr – the 'fun' activities worked well.</p> <p>LB – tried to include opportunities to celebrate what the children were doing. Also tried to promote the attitude that families should do whatever worked them.</p> <p>PBr – yes, some days it was better to do nothing.</p> <p>CB – agrees, there were times to choose not to do anything.</p> <p>SC – asks if teaching staff have had the opportunity to have a break?</p> <p>MS – that was difficult and only really happened when the school had complete closure.</p>	<p>LB – plan towards staff leave needs</p>
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<p>6. Predicted school numbers for next school year</p>	<p>PBe – looking forward, do staffing levels allow for teaching staff to be able to get holidays/breaks, if, for example, holiday staggering is needed?</p> <p>LB – we now have the new teacher in post and a locally available supply teacher so some capacity to ‘juggle’ things. But do need to come up with solutions so that staff don’t lose leave.</p> <p>PBe – need to consider staff burn-out. Should the December holiday be made a 6 week break to make sure holidays can be taken?</p> <p>PBr – the change to the October half-term (now 2 weeks) is in place and will enable staff and families to take longer local leave or return to the UK.</p> <p>LB – we have to be able to manage the quarantine arrangements around that.</p> <p>IH – managing that will involve knowing what the staff want.</p> <p>SC – also there are factors such as the Nursery manager who will have two children in boarding school and will have to deal with those quarantine issues.</p> <p>LB – will be a need to be more flexible and communication essential and SGC support will be valued.</p> <p>PBr – The period to end of term in July is a long a period without a break. Is there any potential to take any leave, is there anything the SGC can do to support and help?</p> <p>KB – are there any bank teachers that can come?</p> <p>LB – problems of quarantine and DCYP just do not have the people who can come.</p> <p>SC – is there any potential to even have a ‘long weekend’?</p> <p>MD – that would also have an impact on families/parents.</p> <p>AR – perhaps a long weekend could be looked into as a ‘one off’.</p> <p>PBr – it was necessary to have school finish after lunch on Fridays.</p> <p>LB – a mandatory requirement that teachers have PPA. To maintain bubbles necessary to finish one afternoon after lunch and wanted to maintain school dinners.</p> <p>PBr – will have to see how the remainder of the school year goes.</p> <p>Predicted class list distributed to all members.</p> <p>LB – the class sizes as forecast will impact on how classrooms are likely to be used. It is possible that staff may take on different roles</p>	
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<p>7. Curriculum update</p>	<p>SC – will also impact on use of the outside space.</p> <p>LB - It's something that will need to be looked at.</p> <p>LB – focus has been on re-introducing to school, refocussing and re-establishing connections. This has gone well.</p> <p>Teachers also discussed what aspects of the curriculum to focus on, where they would need to catch up.</p> <p>MS - the school has a cyclic curriculum KS2 and returns to particular objectives throughout the year. Have identified those objectives that have already reappeared and looked for the gaps, whilst trying to take individual learning into account. Fortunate that earlier learning had been effective. After analysis came up with 8-week plan.</p> <p>LB – the curriculum for younger children is more about skills so is easier to adapt. Similarly, the KS1 curriculum is smaller so it's easier to fill the gaps.</p> <p>MS – content of home learning packs was considered, they linked to objectives and parents have done a great job.</p> <p>LB – children have done different levels of home learning and this is acknowledged.</p> <p>We have small class sizes and are used to dealing with new arrivals – the process of assess for gaps, plan and implement is already established in school.</p> <p>MS – children have also shown great resilience and have just 'got on with it'</p> <p>SC – asks about the physical curriculum? Currently no access to gym, pool, forest school.</p> <p>MD – notes that children aren't as tired.</p> <p>LB – this is being looked at by Y5/6 teacher – considering how to introduce more activity.</p> <p>PBr – restraining factor will be access to facilities.</p> <p>AR – swimming pool could reopen but is closed for repairs. Tumbledown gym is unavailable – in use as a welfare facility for the quarantine area.</p> <p>LB – school currently has lots of shorter playtimes, this will change as measures are released.</p> <p>AR – can any of the hangars be put into use? Cleared and established as an alternative.</p>	
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<p>8. Any feedback from DCYP/MOD schools</p>	<p>MD – ELW does have large areas such as Shady’s Bar and other large areas that can be made available.</p> <p>LB – somewhere for ball play would be good and MT transport would be needed, so it would have to be after restrictions are lifted.</p> <p>AR – anticipate that the concept of social distancing and bubbles will ease next Friday (12/06).</p> <p>PBr – School Improvement Plan etc will be discussed at future meeting.</p> <p>LB – have continued to work with DCYP on the SIP.</p> <p>PBr – praise for LB, has produced a very good RA, evidenced by TU feedback. MPPS has also been a leading school in that it is the first school to reopen.</p> <p>LB – feedback from DCYP has been positive, examples of our good practise were also taken and shared, e.g. inviting the EHT to walk around school.</p> <p>PBr – the photographer also visited to provide photographic evidence of measures taken.</p> <p>PBr – is it possible to have a DCYP SGC email as a point of contact for parents? Would need an SGC member nominated to check it regularly.</p> <p>Agreed that vice-chair would have responsibility to check.</p>	<p>DC look into obtaining a DCYP SGC email</p>
<p>9. AOB</p>	<p>SC – ice this morning and paths were slippery.</p> <p>IH – footpaths are still planned to be installed with crossings.</p> <p>MD – grit is available and shovels, Interserve should be gritting.</p> <p>DC – delivery of grit to school has been arranged by caretaker today.</p> <p>MD – reminder to school if manpower is needed to help with any class moves etc, it is available, just ask.</p> <p>MS & LB – both express thanks to SGC for being so supportive.</p> <p>PBr – thanks HT and whole team for support and closes meeting.</p>	

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