

CHASE VIEW PRIMARY SCHOOL RUGELEY

STAFF HANDBOOK



CHASE VIEW PRIMARY SCHOOL

The school's full address is:

Hillary Crest,
Pear Tree Estate,
Rugeley,
Staffordshire.
WS15 1NE

The telephone number is 01889 228751.

Email: office@chaseview.staffs.sch.uk

Website: www.chaseviewprimary.co.uk

Chair of Governors – Mr Graham Townsend

Vice Chair of Governors – Mrs Candice Yeomans

Chase View is a school arising from the amalgamation of Flaxley Primary School and Pear Tree Primary School in September 2004.

SCHOOL TIMES

Opening and Closing Times

Unlocking (Main gate) – 7.00 a.m.

Locking premises – 5.30 p.m.

Children's Times

Gates open for children	8.30 am.
School Starts:	8.45 am
Morning break:	10.45 - 11.00 am
Lunch break:	12.00 pm -1.00 pm
Home time	2.55 pm

ACCOMMODATION

The school has recently (2017) been completely refurbished. There are eight main teaching areas. (The recently refurbished areas now house the ICT room and classroom / library). The school hall is used for physical education, school assemblies and as a dining hall. There are playgrounds and grass areas at both ends of the school which are used by Key Stage 1 and Key Stage 2 children separately.

ORGANISATION

Children are taught in mixed ability classes, mostly in the care of their own class teacher, who has responsibility for their education and welfare. To make best use of teacher expertise children may be taught by different teachers for some subject areas. Children do not generally spend more than two years with one teacher.

Teachers will have some help in the day to day running of their classrooms from Teaching Assistants, who work under the direction of the class teacher. The level of support will partly depend upon the perceived level of need within the year group. Children who have Educational Special Needs will receive support either within the class setting or in withdrawn groups.

Senior Leadership Team

SLT exists to consider and develop policies within school and to react to issues as they arise in school. Currently the SLT at Chase View comprises of **Mr Minott** (Headteacher & KS1 Lead), **Mrs Dixey** (Deputy Headteacher, Key Stage 2 co-ordinator), **Miss Smith** (SENCo and EYFS leader). Part of its function is to take some of the pressures off other staff by meeting to discuss and develop preliminary aspects of school policies. Staff will always be consulted about policy developments undertaken by SLT.

Lines of communication within school -Teaching Staff

Teaching staff are asked to refer all school related issues of concern to the SLT.

Personal issues should be discussed with headteacher or Key Stage co-ordinator, whichever is preferable or appropriate. It should be understood that if school related personal issues are discussed with the key stage manager, it is likely that any essential information will be passed on to the headteacher.

Lines of communication within school – Classroom Support Staff

Classroom support staff are asked to refer all classroom related issues to the class teacher. Classroom support staff are asked to refer issues relating to SEN Miss Smith and Literacy resources to Mrs Dixey.

Personal issues should be discussed with headteacher or class teacher, which ever is preferable or appropriate. It should be understood that if school related personal issues are discussed with the class teacher, it is likely that any essential information will be passed on to the headteacher.

SCHOOL AIMS

1. Aims and Objectives of the school

Our main aim at Chase View Primary School is to create a happy, welcoming and secure environment in which children can attain their true potential. Our school aims to help children develop confidence, individuality and good learning habits as well as an understanding of how to work with thought for other children and adults. School also aims to fulfil all its statutory requirements.

PROUD

Chase View Primary School Children are **PROUD** and this underlines our expectations and values:

Promise to be honest and always tell the truth.

Respect each other and adults in our school.

Open minded and eager to learn.

Understand each other, listen carefully and talk quietly.

Do your best at all times.

SAFEGUARDING:

The designated teacher for Safeguarding is **Mr Minott** and the deputy designated teachers are **Mrs Dixey** and **Miss Smith**. Any safeguarding concerns should be taken to either of these. In the event of none of the above being available, please use the First Response phone number in the office/staffroom.

Staff Conduct:

The **staff behavior policy** is available upon the website and it is vital that all new and current members of staff are fully aware of it alongside **Keeping Children Safe in Education Sep 2016**. It is important that all adults working with children understand that the nature of their work and the responsibilities related to it, place them in a position of trust. The policy provides clear advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts. The policy aims to:

- keep children safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided;
- assist adults working with children to work safely and responsibly and to monitor their own standards and practice;
- support managers and employers in setting clear expectations of behaviour and/or codes of practice relevant to the services being provided;
- support employers in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken;
- support safer recruitment practice;
- minimise the risk of misplaced or malicious allegations made against adults who work with children and young people;
- reduce the incidence of positions of trust being abused or misused.

CLASSROOM MANAGEMENT

Sound organisation and class control are essential for effective teaching and learning to take place. It is very much a matter for the individual to decide how these are best obtained. As Chase View we expect the following as minimum professional standards:

- Prepare and assess lessons carefully. If the teacher is a supply teacher then he / she is expected to follow existing planning if it is available.
- create a stimulating and orderly environment within the classrooms.
- arrive promptly in the classroom and dismiss the class on time.
- insist that children are quiet when you are speaking to the class.
- be consistent, generous with praise and fair in criticism.
- have a definite end to a lesson, allowing time to tidy the classroom if necessary.
- supervise children as they leave the classroom and go out onto the playground.
- be prepared to seek advice, discuss problems with colleagues.
- deal immediately (or as soon as is practically possible) with any problems that arise - do not defer any sanctions, etc. any longer than necessary.

Good Practice in the Classroom

What makes a good lesson ?

General points to consider:

- Good subject knowledge
- Effective classroom management

- Pastoral care
- Adequate resources
- Stimulating and tidy learning environment
- Effective liaison between staff and co-ordinators
- Effective relationships with parents / carers
- Effective use of support staff

More precisely:

- Clear, differentiated learning objectives which are shared with the children
- Good pace
- Effective questioning techniques which will stimulate children's thinking
- Challenge at all levels
- Suitable learning activities to match children's abilities
- Plenary - opportunity to review and evaluate lesson against its objectives
- Opportunities to build on previous learning - clear links with schemes of work etc
- Opportunities for children to engage in collaborative work
- Opportunities for independent learning

Performance Management

The Headteacher will arrange meetings that assess teaching performance assessed via appropriate monitoring – Formal, book scanning, unannounced monitoring, LA monitoring, surveys and questionnaires of children's opinions. The teachers standards published in 2011 provide the basis of the minimum requirements of teacher. Its preamble states: *“Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.”*

Meetings will analyse children's progress and development and set appropriate targets with due regards to previous progress in earlier years and their individual starting points. Performance management meetings will happen at least 3 times per year.

Marking of Children's work

All our marking of work should focus on how to best to move children forward in their learning. The aim is to provide formative judgments that focus future pupil learning objectives. Marking provides a continuous record that informs summative judgments of a child's progress over a given period of time.

Marking should encourage a child to develop:

- A sense of achievement
- Target setting skills
- Pride and self esteem
- To promote communications and development between parent pupil and teacher
- Any work marked by staff is to be marked in green pen. (See marking Policy for further details).

Classroom Display

- displays should be as varied as possible.
- variety of subject matter - to include written work (if appropriate), children's creative work, and teacher displays which are at the right level for the children in the class to understand and be able to see properly.
- displays should be interactive when possible - posing questions, problems, etc. which children can go and solve.
- some displays should be purely for information purposes.
- children's work should be named when put on display.
- try to insure that it is not the same children's work that appears on display all the time - try to get a mixture that reflects the ability range in the class. Children like to see their work on display and this applies to all ranges of ability.
- be aware of gender bias - in the content of teacher displays and in the range of children's work selected for display.
- try to make sure that work is displayed as attractively as possible - straight, mounted if appropriate, and fastened with staples (preferably) or pins at all corners of the paper.
- all displays should have a title or heading. This could be mounted and must be clearly presented.
- writing for any displays must be consistent - if using handwriting then it should be at the appropriate level for the children most likely to see the display, and be consistent with the school handwriting style.
- if using computer generated labels avoid writing in capital letters - apart perhaps from headings.
- be aware of displaying materials that may be offensive to any members of the class, either socially, racially or on political or religious grounds.
- **above all displays should contribute to the learning environment.**

Inclusion

Every attempt will be made to fully integrate Special Needs pupils into participating on equal terms with other pupils. All children will be given the opportunity to develop skills to the very best of their ability. For children who have physical disabilities, some modification may have to be made to this area of the curriculum. This modification is made in consultation with support staff, physiotherapists etc.

- All lessons should ensure an equal interest level for both boys and girls. Teachers' planning should be for activities, themes, etc., that will be of equal interest to both boys and girls.

Inclusion / Dyslexia friendly

Every attempt will be made to fully integrate Special Needs pupils into participating on equal terms with other pupils. All children will be given the opportunity to develop skills to the very best of their ability. For children who have physical disabilities, some modification may have to be made to this area of the curriculum. This modification is made in consultation with support staff, physiotherapists etc.

All lessons will ensure an equal interest level for both boys and girls. Teachers' planning should be for activities, themes, etc., that will be of equal interest to both boys and girls.

Details of Individual Support Plans (ISPs) and other specific pupil information is available in each classroom.

Curriculum Planning

Teaching of the National Curriculum is organised in a variety of ways. In all areas of the curriculum teaching is designed to meet individual pupil's needs. The teaching and support staff at Chase View spend much time planning programmes of work which will provide a broad and balanced curriculum which also allows for progression and continuity.

Planning is made available upon the school website. Much of the core curriculum (especially Literacy & Numeracy) will be delivered as specific subjects throughout the school. In Key Stages 1 & 2 the foundation subjects are more likely to be delivered as part of a topic approach. Teachers keep a record of their Lit and Num plans in the Planners plus any records pertaining to tests/assessments delivered as part of the learning experience.

A variety of teaching strategies will be used to deliver the National Curriculum. These will vary from whole class teaching to group work and individual teaching where appropriate.

Literacy: Chase View value and encourage the use of real books to inspire the love of reading and writing (not solely relying upon extracts to feed and drive motivation, enjoyment and creativity).

Reading: The organisation of Guided Reading is arranged by **Mrs Dixey** as Literacy co-ordinator. Most classes will have 3 sessions of 30mins timetabled.

Reading scheme books are available and children will be given the correct book based upon their up-to-date Salford Reading age. This is a duty of the class teacher who oversees the dissemination of the correct reading material.

Teachers including teaching assistants are required to hear children read at least twice a week. This can normally be successfully achieved via Guided Reading and the Teacher and TA will liaise as regards children's progress throughout the week and in dedicated hymn practice sessions.

Maths:

The teaching of Reasoning is a regular feature of good numeracy teaching.

The teaching of mathematical fluency is encouraged for a period of 10 mins a day after lunch. This feature includes times tables, division facts, number bonds etc.

Spelling:

KS2 (see Shakespeare spelling scheme). **Mrs Dixey**

KS1 + EYFS (Working of the Letters & Sounds program until children reach Phase 6)

Homework inc Spelling & Reading

Homework should be an engaging activity in which the child can be: engrossed; extend their thinking skills and knowledge; without it being a chore on them and a burden upon us as a teaching profession.

- Reading for pleasure is always encouraged. Children's books get checked by the teaching staff at least twice per week.
- Homework challenges: This is something that KS 1 & 2 will have the opportunity to have once per year as children are given a project to complete at home over a week.
- We encourage parents to access various websites that we endorse as a school:

- IXL (passwords and Logins have been issued to Y2, 3, 4, 5 and 6 and some children are already accessing that).
- <https://readtheory.org> - is a website that requires (free) registration and children can enjoy age related reading comprehensions.
- Bug Club: We are still subscribing to this service and as such we will awaken children's and parents interest to reading progression online.
- <https://trockstars.com/> Times tables always need to be learnt by some children and here is a website that encourages it. (This does cost £50), we will register through school.
- www.wordmania.com/en Spellings can be a troublesome feature of the curriculum and this Word Mania may be a way in which children can take ownership at home and play away merrily at it.
- Literacy Shed have a sister service known as Spelling Shed <http://www.spellingshed.com/> this will certainly worth a look as well. (This is £2.99 for the app), again we will 'bulk buy' via the school and place it on our I pads
- And finally...Sum dog is an app that is now available on our I pads and is very useful in encouraging children to learn all aspects of maths <https://www.sumdog.com/>

Spelling in KS1 + EYFS

Phonic based packs / words are sent home on a regular basis and small spelling tests / assessments are administered appropriately in the class.

Spelling in KS2

There is no onus on sending spellings home for a subsequent spelling test / assessment in school. The recommended spellings suggested for Y3/4 and Y5/6 may be sent out during the start of the term for parents to become accustomed to them. However, there is no requirement for following spelling practices to be scheduled in school.

GENERAL INFORMATION

RULES AND ROUTINES AFFECTING PUPILS AND PARENTS

A Brief Summary of School Rules:

After each absence the child must bring a letter explaining the cause of absence or an explanation must be given by the parent, personally or by telephone. (When no explanation of absence is forthcoming school will send home a form requesting the information).

All children must partake in all physical education activities, unless excluded on medical grounds. If a child persistently fails to bring kit to school staff will send a reminder note home.

Rings, necklaces, earrings, etc. should not be worn in school as we cannot take any responsibility if they are lost or stolen.

Earrings can be a potential danger in P.E., games and swimming. It is school policy, therefore, that neither earrings nor other forms of jewellery may be worn for these activities. The only exception with earrings being during the first six weeks after having ears pierced, when they must be taped over. School expects parents to make children aware of this rule and to ensure that their child is capable of removing earrings themselves whenever necessary.

No child will be permitted to leave school for any reason during school hours unless an adult comes to school to collect him or her.

A child is only allowed to leave school in school time to attend medical or dental appointments.

The use of violence and of abusive language is not tolerated at Chase View. This includes the child's journey to and from school.

Parents are expected to inform the school of any medical information regarding their child which they feel the school ought to know for the safety and understanding of their child.

Any medicine brought to school must be taken to the secretary's office where a consent form should be signed. No medicine will be given to any child without written parental consent on the appropriate form.

All children must attend school in what the headteacher considers to be reasonable dress.

School Uniform

There is a set pattern of school dress at Chase View. Pupils are asked to wear purple sweat shirts, jumpers or cardigans; white or purple shirts, blouses or polo shirts; and grey trousers or skirts.

Shoes should always be encouraged over trainers, for both boys and girls foot wear. Staff should discreetly raise the issues of non-compliance with senior leaders.

Purple sweat shirts cardigans etc. with the school badge on may be purchased from "Uniforms Plus" in Rugeley.

For PE and Games lessons children need the following kit:

Key Stage 1 (Yrs R, 1 & 2)	Indoor	Outdoor	
	Black or dark shorts White T shirt or polo shirt pumps	Black or dark shorts White T shirt or polo shirt (not football shirts please) Trainers Jumpers Tracksuit/jogging bottoms	
Key Stage 2 (Yrs 3, 4, 5 & 6)	Hall	Playground	Field
	Black or dark shorts White T shirt or polo shirt pumps	Black or dark shorts White T shirt or polo shirt Trainers Jumpers Tracksuit/jogging bottoms	Black or dark shorts White T shirt or polo shirt Trainers Football Boots Jumpers Tracksuit/jogging bottoms Shin guards

Rewards and Sanctions

Whenever possible we aim to reinforce positive behaviour with our children.

Rewards

Team Points and Merit Marks, Dojos, Pennies

Our reward system seeks to recognise both team and individual achievements. There will be four "house" teams (Beech, Oak, Sycamore and Willow). Teams can help to stress group responsibility.

Team points, Pennies, Dojos will mostly be awarded for behaviour based things such as lining up, quietest tables, positive group reinforcement, manners, jobs etc.

Merit Marks are to be awarded mainly but not exclusively for personal achievement (usually academic). Could sometimes be for an instance of exceptional behaviour.

Work could be marked (stamped) with a Merit mark which would then be recorded by the child on their personal card chart. When the card is full a certificate and small prize will be presented. New cards are given out at the start of each school year.

Class teachers may also have their own reward systems to compliment the main school policy.

Thursday assembly is devoted to achievements of the week. The Class teacher nominates two children for High Flyers - behavioural, sporting or academic attainment / effort. It is important to try and ensure a wide range of children are chosen.

Further positive reinforcement – Children are sent to the Deputy Head to celebrate good work, efforts etc. Also to HT who will use special stickers to recognise their efforts.

KS assemblies also presents opportunity for praising individuals. Staff are expected to take an assembly as part of their rota.

Sanctions

If necessary when behaviour breaks the established rules, creates danger etc.- an understood form of sanctions are needed –

In choosing sanctions we will always try to be fair. It is important that children see that all sides are listened to in any dispute. Below is listed a structure of sanctions to be used in school. It is important that whenever possible staff use their knowledge of the children concerned to inform their judgments and decisions.

We recognise that children have different needs and require support to learn to behave in an appropriate way. If a child breaks a rule then a warning should be given, part of which reminds the child that in breaking a rule they are choosing to accept the consequences.

Warnings should not be given in an over aggressive manner but should nonetheless be assertive. The correct language should be used such as: "You have not followed the rule which says, you have therefore chosen to accept the consequences of your actions. This is a warning"

General school / class based behaviour

In class teachers will talk to their children about the behaviour which is expected of them. Before any "official" warnings are given, teachers are expected to use a range of age appropriate strategies such as moving a child etc.

After use of various strategies children are given official warnings in form of tally marks on board. Up to three for Key Stage 2 children and two for Key Stage 1 children. After third and second warnings respectively children are sent to the Deputy Head KS2 **Mrs Dixey** and the KS1 Co-ordinator **Mrs Lloyd-Smith**. There must be a clear explanation of what type of behaviour problem has occurred.

Any very serious behaviour incidents (extreme violence, obscene language, racism, defiance by a child of an adult etc.) will by-pass the tally warning system and may result in a child being internally excluded from school or a fixed – term exclusion could be enforced.

EMERGENCY EVACUATION OF SCHOOL or SCHOOL or LOCKDOWN

FIRE INSTRUCTIONS - INSTRUCTIONS TO STAFF – ON HEARING A CONTINUOUS UNBROKEN LOUD SIREN:

1. The first duty in the event of fire is to prevent injury or loss of life.
2. Make certain you are familiar with all means of escape and know what to do in the event of a fire. This information should be displayed in each classroom. The fire alarm is a continuous sounding of the alarm.
3. If you discover a fire or one is reported to you, **SOUND THE ALARM** by operating the nearest fire alarm point.
4. The senior person in charge will ensure that the fire brigade is called immediately by dialling "999", and will then go to the place of assembly.

5. The places of assembly are: **KS1 PLAYGROUND**
6. **ON HEARING THE FIRE ALARM:**
 - (a) See that any doors surrounding the fire situation are closed.
 - (b) Ensure that persons in your charge leave the building by the nearest available escape route and go to the assembly point.
SHUT DOORS BEHIND YOU.
 - (c) On arrival at the assembly point check to see whether all persons in your charge are accounted for. Notify the senior person in charge of the result immediately.
 - (d) If anyone is missing give the name(s) and likely location(s).
 - (e) The senior person in charge will notify the fire brigade officer, on his arrival, whether all persons are accounted for.
7. On no account should anyone re-enter the building until informed by a fire brigade officer that it is safe to do so.
8. If it is safe to tackle the fire, you should do so using the nearest appropriate fire extinguisher. You should, therefore be familiar with their use.
9. If the class register is not in your classroom at the time of the alarm, follow all the above procedures and assemble children in the appropriate areas. Registers will be delivered to you on the playground.

REMEMBER: FIRE-FIGHTING MUST ALWAYS BE SECONDARY TO LIFE SAFETY

LOCKDOWN PROCEDURES – ON HEARING 5 SHORT BURSTS OF THE SCHOOL SIREN

Procedures:

- These signals will activate a process of children being ushered into the school building if on the playgrounds as quickly as possible and the locking of the school's offices, classroom doors and all outside doors where it is possible to remain safe.
- At the given signal the children remain in the room they are in and the staff will ensure the windows and doors are closed/locked and screened where possible and children are positioned away from possible sightlines from external windows/doors.
- Children or staff not in class for any reason will proceed to the nearest occupied classroom and remain with that class and class teacher e.g. children using toilets when class changer goes.
- **NO ONE SHOULD MOVE ABOUT THE SCHOOL**
- Staff to support children in keeping calm and quiet.
- Staff to remain in lockdown positions until informed by key staff e.g. Senior Leadership Team.
- As soon as possible after the lockdown teachers return to their base classrooms and **conduct a roll call and notify the office immediately of any pupils not accounted**

Accidents and Illness

If a pupil needs attention, send him / her to the office where they will be looked at by one of the school's trained First Aiders (currently Mrs Hawkins and Miss Davies). All staff including the lunchtime supervisors have Paediatric first aid training.

If a child needs to be sent home then the headteacher or whoever is in charge must be consulted first.

On no account should medication be given to any child unless the correct parental consent form has been completed. Consent forms are available from the school secretary and must be completed by a responsible adult. The school secretary will have information regarding the application of plasters to children's cuts etc. On no account may creams or ointments be applied. All minor accidents should be recorded on the accident forms which are in the medical room. More serious accidents must be recorded on the official accident forms to be obtained from the office. This form requires the headteacher's signature.

Any accidents involving adults must also be recorded on the relevant form.

Health and Safety at Work

Anyone noticing any particular item which might cause anxiety or concern under the heading "Health and Safety at Work" or items which might present a danger to anyone using the school premises should notify the headteacher or deputy headteacher as soon as possible. Please record any accidents to children or staff on the sheets provided in the office.

Damage

Staff are asked to report any damage to school or private property without delay to the headteacher. Damaged furniture, which could prove dangerous should be removed from service and the headteacher informed.

ICT & Audio - Visual Aids

There is a wide variety of ICT equipment available in the school. In addition to the ICT suite there are computers in each classroom. Each of these are Internet linked and network linked to all other machines in the school. All staff and children have their own individual password to enable logging on. Please consult ICT co-ordinator (Mrs T. Lloyd-Smith) if there are any problems with ICT equipment. All classrooms have interactive whiteboards which also have TV, video and DVD capability.

Home Contacts

At Chase View we encourage parents to keep in touch with school as much as possible. This may mean that they ask for an opportunity to discuss their child's progress at any time. Staff are asked to accommodate any such requests at mutually convenient times. Staff are asked to inform the Key Stage manager or headteacher of any such requests.

Playtimes

Staff are expected to do a playground duty. Usually this means that Key Stage 1 / Foundation Stage staff will cover the Infant playground and the Key Stage 2 staff will cover the junior end. Children should not be left unsupervised at any time. Neither should they play out of sight. Each member of staff will receive a copy of a duty rota which will also be in the staffroom.

Wet playtimes

When it is wet or otherwise unfit to go outside, staff are expected to remain with their class during the morning break. A drink will be brought to the classroom. Cover for toilet trips will be supplied by support staff. No hot drinks are to be taken from the staff room when the children are in school, unless contained in safety cups.

Staff are not expected to remain with their classes during the dinner break. If they wish to do so they may. Children are expected to play games etc. which do not involve running around the classroom.

Security and Money in school

Money and other valuables should on no account be left in classrooms. With the exception of tuck money. All money brought into school should be sent via the child, straight to the school secretary. The secretary will deal with the appropriate receipts and will update your class list as necessary.

Attendance

Registers are completed at the start of the morning and afternoon sessions.

STAFF Absence

Staff absent through illness are requested to telephone/text Mr. Minott at home as early as possible on the first day of absence or even the night before if appropriate. An estimation of the length of absence and expected return to duty would be appreciated.

Leave of absence may only be granted by the Governors through the headteacher.

- **First Day** of absence - employee should arrange for the appropriate person to be notified of the reason immediately.
- **Absences from four to seven days** - on return to duty the employee must sign, and have countersigned, a self-certification statement.
- **Eighth and subsequent days of absence** - the employee must submit medical certificates to the head. These should be dated not later than the eighth day of absence and should thereafter be provided promptly to ensure continuous cover during absence.
- In the case of a teacher who is away for more than eight days, a medical statement of fitness to resume duties must be obtained unless a previously issued medical certificate has quoted a return to duty date

It is imperative that school office has your current full postal address and telephone number, please inform school of any changes.

Attendance at Courses

Staff are now able to access the courses available through the internet. When they find a course which is of interest to them they should discuss the matter with the headteacher. Courses are booked electronically on the main office computer. Decisions relating to applications for courses will be based on school development plans and resources available alongside the professional development needs of individual staff. Staff attending courses will be expected to provide appropriate feedback to other staff.

Meetings

In addition to courses, pyramid meetings etc. teaching staff are expected to attend staff meetings on a Tuesday from 3pm to 4pm. It may be necessary to attend other planning, developmental etc., based meetings but notice will be given of these as appropriate.

School Closure due to adverse weather

The decision to close the school due to snow will be made by the Headteacher. If it is decided to close the school this information will be communicated to staff as early as possible by either the headteacher. If the school is open staff are expected to make reasonable efforts to attend.

In the event of closure the janitor will post a notice on the school gates informing children and parents.

Visits and Trips

When planning trips out of school please follow the school's trips policy which stresses the need for early and thorough planning.

New teachers have you had...?

- **Health & Safety Docs?**
- **Tour of the school to establish escape routes and fire exits and alarm points?**
- **Planning book?**
- **Symphony Assessment schedule**
- **Personal Logon for the Schools Information Management System (SIMS)?**
- **Personal Logon for the computer system?**
- **Dates for the oncoming year, detailing parents evenings, training days etc?**
- **Monitoring timetable?**
- **PE – ICT timetables, PPA times?**
- **Subject responsibility?**
- **Advice on issues with children / parents connected with the new class**
- **Transition meeting with previous class teacher?**
- **Names of children in houses: Beech, Sycamore, Willow and Oak?**
- **Individual Support Plans (ISPs)?**