Carlton Primary School

Induction Policy

If you believe, you CAN achieve

Updated May 2017

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This policy must be read in conjunction with

- **NQT policy**

- **Probation Policy**

- **Induction materials for New Governors**

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Rights Respecting School Statement for Policies

Carlton Primary School is beginning its journey as a Rights Respecting School, based upon the UNICEF Convention of the Rights of the Child. We believe that all children should grow up aware of these rights and respects these rights for themselves and for others. Being a Rights Respecting School will underpin policies throughout the school, and they will be reviewed and adapted throughout the 2017-18 academic year to demonstrate this.

Induction Policy

1. Introduction

1.1 This policy applies to all employees and also, as appropriate, to volunteers, agency staff and Governors who will all receive a tailored induction programme which will include appropriate information, training, observation, and mentoring. Safeguarding Children and Child Protection will feature prominently in every induction programme.

The first weeks and months are vital to the success of any appointment. The arrangements made for introducing a new employee, volunteer or Governor to the duties of the post, and to the school as a whole, provide the foundation for successful and safe contribution to the school.

The induction programme is designed to help new employees, volunteers and Governors become familiar with the requirements of their position and learn about the school culture, ethos and working practices effectively and efficiently so that they become knowledgeable and confident as quickly as possible.

This policy should be cross-referenced with the NQT Induction requirements and probationary periods as appropriate.

The induction process will:

- Provide information and training on the school's policies and procedures

- Provide Child Protection training and assess its effectiveness

- Enable the colleague to contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meeting the needs of pupils, parents and the wider community.

- Contribute to the colleague's sense of job satisfaction and personal achievement

- Explain the school's Code of Conduct to ensure that all staff, volunteers and Governors new to the school understand what is expected of them at the school and gain support to achieve those expectations.

- Identify and address any specific training needs

The induction programme will include:

- An induction checklist of the policies, procedures and training to be covered

- An induction timetable

- Details of help and support available

- Details of work shadowing, if appropriate

- A diary of induction meetings

- Details of other relevant individuals with responsibility for induction e.g. the designated mentor or supervisor

2. Management and Organisation of Induction

All new staff will have a form of safeguarding induction on arrival at the school.

2.1 Responsibility for Induction:

- The Head Teacher is responsible for the overall management and organisation of induction of new employees. She meets with every new member of staff -permanent and long term supply to share with them the school's vision, code of conduct and expectation of their role. Each new member of staff will be given a copy of the staff handbook, a staffing list with key responsibilities and the school's priorities. All new members of staff, must sign the 'working together agreement' once they have read and commit to the schools Professional Attitudes and Behaviours and have read and aware of the list of essential policies and documents.

- The Deputy Head is responsible for the induction all new staff in the areas of Safeguarding.

- The Assistant Head /SENDCO is responsible for the induction of staff who support children with Special Educational Needs and Disabilities (SEND), external agencies including volunteer readers.

- The Chair of Governors is responsible for the overall management and organisation of induction of Governors.

- The Assistant Head (SD) is responsible for the overall management and induction of NQT's and long term supply staff.

- The Deputy Head is responsible for the overall induction of Inclusion/Teaching Assistants (TAs) and inclusion volunteers (She may delegate the induction of some teaching assistants to the SENDCO or Assistant Head) and any external partners relating to extra-curricular and enrichment activities.

- The Office Manager is responsible for the overall management and induction of the administration assistants and casual supply.

- The Assistant Head (SD) is responsible for the overall management and induction of the meal supervisors and sports related staff and external partners.

2.2 The person responsible for induction will:

- Make arrangements to ensure that a new member of staff, volunteer or Governor is welcomed.

- Ensure that immediate needs are identified before taking up the position where possible.

- Provide, where appropriate, a tour of the school and information about facilities, answering questions and giving practical advice. (A member of SLT usually carries this out for a group of staff if it is the start of the new year)

- Introduce key personnel.

- Ensure that an Induction Programme is provided, delivered and evaluated.

3. The Induction Programme

3.1 The Induction Programme is divided into a number of phases

- The head teacher will meet all permanent and long term supply staff for an initial discussion. *See appendix 2 for detail.*

- The deputy head meet all staff to go through the school's Child Protection and safeguarding procedures. *See appendix 2 for detail*

- All staff meet the Assistant Head and the Resources Manager to go through the school's first aid policy and procedures. *See appendix 2 for detail*

The Head teacher will ensure that a mentor is provided to all new staff who will carry out the induction procedure should ensure that an Induction Programme is provided which will include:

- A training timetable (if appropriate)

- A checklist of the policies and procedures to be understood

- Details of help and support available

- A diary of meetings

- Details of other relevant individuals with responsibility for induction e.g. the designated mentor or supervisor

Induction programmes should be tailored to specific individuals. Areas which should be considered for each category of staff are set out below. These are not intended to be exhaustive and careful consideration should be given in relation to each post and the experience of the post holder.

4. Daily supply Teachers, Agency Staff and Long Term Supplies

All daily supply teachers and agency staff should be given appropriate information and resources by the Office Manager. This is summarised on a sheet and includes:

- Safeguarding children and child protection

- Health and safety

- Fire and emergency procedures

- First aid

- Code of Conduct

- Behaviour management policy

- Relevant information from the Staff Handbook;

- Relevant information on curriculum, schedules and timetables

NB: The Assistant Head inducts all medium to long term supply staff. Staff employed for a year, are inducted by the Head Teacher.

5. Teaching Staff including Teaching Assistants

All new teaching staff will be given appropriate induction advice, training and resources by the Head Teacher. Following the induction of NQT with Head Teacher and further intensive induction will be carried out by the Assistant Head. (See separate NQT induction policy and procedures) Following the initial discussion with the head teacher, induction of all teaching assistants will be carried out by the deputy head. For specific SEN/D staff, external agencies, sports specialists she may take the decision to delegate the induction of some staff to either the Assistant Heads. This should include:

- Safeguarding children and child protection (carried out by the Deputy Head)

- Code of conduct – Professional Attitudes and Behaviours agreement & Working Together Agreement Document

- National Curriculum documents stored in the shared system (digital access)

- Staff Handbook

- School Prospectus

- Policy documents – stored within the shared system, including School Improvement plan, SRSE cycle for the coming term

- Planning and expectations–by Curriculum, SENDCo & Inclusion leaders

- Assessment advice, recording, reporting, resources and procedures – by Curriculum, SENDCo & Inclusion leaders

- Class list and specific group information – log on Integris

- SEND information – carried out by AH/SENDco

- Information on whole school and year group resources

- Timetables – stored shared system

6. Administrative Staff

All new staff should be given appropriate induction advice, training and resources by the Office Manager. This should include:

- Safeguarding children and Child Protection (carried out by the Deputy Head)

- Code of Conduct - Professional Attitudes and Behaviours agreement & Working Together Agreement Document

- Staff Handbook

- School administrative procedures

- Specific job related training such as finance, for recruitment selection administration etc.

7. Midday and Cover Supervisors

All new staff should be given appropriate induction advice, training and resources by the Assistant Head (SD). This should include:

- Safeguarding children and child protection (carried out by the by Deputy Head)

- Code of Conduct

- Staff Handbook

- Specific job related training such as Behaviour Management

- Health and Safety – food hygiene, supervision expectations, manual handling

8. Governors

All new Governors should be given appropriate induction advice, training and resources by the Chair of Governors. This may include:

- Safeguarding children and child protection

- Health and safety

- Fire and emergency procedures

- First aid

- Code of Conduct - Professional Attitudes and Behaviours agreement & Working Together Agreement Document

- Current relevant school information, policy documents and School Improvement Plan data

- DfE information on the role of Governor

- Governing Body Policy documents

- Dates and times of whole governing body and sub-committee meetings

- Access and information of previous Governing Body minutes

- Latest Governing Body report to parent and school newsletters

- Information and access to Governor training courses

9. Volunteers

All new volunteers should be given appropriate induction advice, training and resources by the relevant member of staff. This should include:

- Safeguarding children and Child Protection

- Health and safety

- Fire and emergency procedures

- First aid

- Code of Conduct - Professional Attitudes and Behaviours agreement & Working Together Agreement Document

Inclusion volunteers: Deputy Head

Volunteer Readers: Assistant Head/SENDco

Following the induction of new staff, the SLT member responsible for induction must inform the Office Manager who then records the date on the schools SCR (Single Central Record). The Office Manager checks half termly that all dates and meetings have been completed and cross references back to the SLT member that inductions and safeguarding discussions have occurred in line with policy. The office manager ensures the IT staff agreement is signed and training log updated.

10. Review

- ➢ New staff: there will be an opportunity to meet with their induction contact at the beginning of the second half term to ensure that the support being given is sufficient. A further meeting will take place at the end of the first term. If necessary, personalised targets will be set.

- ➢ Volunteers: review periods will be agreed with the induction link.

- ➢ Long-term supply: same as above for new staff.

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Appendix One: General Induction Checklist

(This should be adapted to the requirements of the specific post and post-holder)

Name: _____ Start Date: _____ Post:……………………..

Name of Induction Link: _____

	Induction Element	Date on Completion	Notes
FIRST DAY	Meet Head teacher – code of conduct, Professional Behaviours and Attitudes, Health and Safety – trips, emergency procedures		
	Meet Deputy Head – Safeguarding induction see appendix 3		
	Meet Resources Manager/Asst Head Medical information - overview		
	Introduction to Senior Colleague/Mentor		
	Tour work area & introduction to work colleagues and work area - HT		
	Location of facilities – toilets etc.		
	Hours of work – including details of flexi-time arrangements if applicable – Time Table		
	Arrangements for breaks and lunch – cover areas, dates set for induction		
	ICT and Resources familiarisation – meet Office Manager – fob, email, Integris, off site visits, locker, etc. Set up meeting with SSO		
FIRST WEEK	Planned meetings with key people (if applicable)		
	Personal programme and planned introduction to duties of post – agreed with the Induction Link		
	Meet with Induction Link at the end of the first week, review progress and agree training and development needs – book in review dates		
	Identity development needs and agree means of meeting		
END OF FIRST HALF	Meet with Induction Link and review progress		
	Agree plan to deal with outstanding items		

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TERM			
END OF FIRST TERM	Meet with Induction Link to determine whether Induction programme is complete or if there are still outstanding items.		
	Agree on action plan to deal with any outstanding items		
	If Induction Programme is complete, discuss possible courses of action in relation to future development of the job role		

Appendix 2

At A Glance Chart of Induction Process

Staff	Induction carried out by	Areas covered
All permanent and long term supply	Head teacher	Health and safety /first aid/off site procedures

Fire and emergency procedures-

Location of school emergency procedures

Fire action and other fire notices

Location of fire fighting equipment

Means of raising the alarm including the position of fire alarm points (i.e. break glass units)

Fire evacuation procedure and means of escape

Fire assembly points

Absence Management procedures

Code of Conduct/School Improvement priorities

Relevant information from the Staff Handbook;

Relevant information on curriculum, schedules and timetables

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		Staffing structure- line managers
		Recording of racist, sexist, homophobic, serious incidents
		Arrange tour of the school
All staff	Deputy head	Safeguarding and child protection training, behaviour management and Inclusion procedures
All staff	Assistant head	Behaviour management procedures and training needs, restorative conversations, Team Teach
All staff	Resources Manager/Assistant head	Location of first aid provisions Location of notices bearing details of qualified First Aiders Means of obtaining first aid assistance Policy on providing first aid for pupils/administering medicines What to do in the event of an accident Care plans and risk assessments
Teaching Staff	PHSE Leader of Learning	School policy on the teaching of PHSE (to include circle time)
Admin Staff	Office Manager	Staff Handbook School administrative procedures Specific job related training such as finance, for recruitment selection administration etc. School policy on working with families Training needs
Midday meal supervisors	Assistant Head	Staff Handbook School procedures for lunchtime Agreed policies for interaction with the children Healthy Food Policy Training needs
All teachers	Head teacher to email	Planning in subject areas

| | leaders who will arrange a time with new staff | Curriculum content

Expectations of planning/standards/recording/marking

Assessment procedures

Training needs |
| --- | --- | --- |
| Learning Support Assistants- class based | Deputy Head and meeting with line manager class teacher – time tabled dates for planning meetings | Teaching Assistant Standards

Classroom systems

Expectations re supporting children

Planning

Communication

Training needs |
| Inclusion Teaching Assistants | Deputy head –depending on role | Expectations re supporting children

Planning /recording

Communication/assessment

Training needs |
| Volunteers | SENDco/Assistant Head | Code of conduct

School tour

Safeguarding procedures/voicing concerns |
| Work Experience /Students | Mentor/Class teacher/Nursery Nurse | Code of conduct

School tour

Safeguarding procedures/voicing concerns |
| New Governors | Chair of Governors | Safeguarding children and child protection

Health and safety

Fire and emergency procedures

Code of Conduct

Current relevant school information, policy documents and School Dev Plan data

DfE information on the role of |

		Governor
		Governing Body Policy documents
		Dates and times of whole governing body and sub-committee meetings
		Access and information of previous Governing Body minutes
		Refer to document 'Induction Materials for New Governors
Daily Supply	Point of contact- Office Manager	This is summarised on a sheet and includes:
		Safeguarding children and child protection
		Health and safety
		Fire and emergency procedures
		First aid
		Code of Conduct
		Behaviour management policy
		Relevant information from the Staff Handbook;
		Relevant information on curriculum, schedules and timetables
SEN support staff	Assistant Head/SENDCO	Teaching Assistant Standards
		Classroom systems
		Expectations re supporting children
		Planning and time tabled meeting times
		Communication
		Training needs – SEN support materials
		EHCP and My Plans

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Appendix 3

Safeguarding induction check list

Area of focus	Discussed/Checked **Staff member must initial have received this info**	Notes to support/follow up/evidence
Question: Have you had any safeguard training? If so, when and what? Evidence? We are looking for at least level 1. If had half day overview then briefing okay but record when. SLT consider with briefing will school CPD keep them up to standard?		
Staff protocol agreement – where, what & how – social media policy and IT acceptable use agreement		
Professional behaviour and attitudes - revisit		
Safeguarding Policy and show blue London Child Protection procedures – school follows them, staff just need to know who knows them and where they are.		
Child Protection Procedures at Carlton – duty of care – everyone responsible and knows how – briefing sheet, referral sheet, monitoring sheet, use of white and blue books		
Guidance for safer working practice for adults who work with children and young people in educational settings – summary and document access		
Disqualification by association		

Off site visits – EVOLVE, bibs, risk assessments – direct to policy		
Keeping Children Safe in Education, Working together DFE document March 2015 & Camden thresholds		
Script for homophobic comments		
Recording of racist, sexist, homophobic, serious incidents – **covered by head**		
Shared system policies and practices: Teaching and Learning Policies – Code of Conduct, Safeguarding folder		
EYFS additional guidance Children going missing Intimate care Mobile phones Whistleblowing discussion		

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Appendix 4

SLT prompts

Policies and Procedures	Who covers?
Health and Safety This will include: - Provision of or reference to the location of the school policy. - Information and training in relation to the employee's responsibilities.	HT
Fire and Emergency Procedures This will include: - Location of school emergency procedures - Fire action and other fire notices - Location of fire fighting equipment - Means of raising the alarm including the position of fire alarm points (i.e. break glass units) - Fire evacuation procedure and means of escape - Fire assembly points *Further training may be necessary depending upon the responsibilities of the post holder.*	HT
First Aid This will include: - Location of first aid provisions - Location of notices bearing details of qualified First Aiders - Means of obtaining first aid assistance - Any other relevant information - Policy on providing first aid for pupils *Further training may be necessary depending up on the responsibilities of the post holder.*	AH/RM/SENDCO
Policy and Procedures relating to Safeguarding children and Child Protection	DH

This will include: • Child Protection • Working together • Thresholds • Duty of care • Managing allegations/keeping self safe • Monitoring and recording • EYFS specific policies • IT usage – agreement, social media – office manager record	
Policy and procedures relating to Behaviour Management • Team Teach • Restorative conversations • Recording and tracking • Consequences and sanctions • Exclusion Policy	AH
Policy and procedures relating to Sickness Absence	HT
Policy and procedures relating to Special Leave of Absence	HT
Policy and procedures relating to Appraisal/Performance Management	HT/DH

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Appendix 4

Example General LSA Induction format

	Induction Element	Date on Completion	Notes
FIRST DAY	Meet Head teacher – code of conduct, Professional Behaviours and Attitudes, Health and Safety – trips, emergency procedures, fire as outlined above		
	Meet Deputy Head – Safeguarding induction see appendix 3		
	Meet Resources Manager/Asst Head Medical information – overview, access/medical issues for their pupils		
	Introduction to Senior Colleague/Mentor, overview of school staff and their roles and responsibilities		
	Tour work area & introduction to work colleagues and work area		
	Location of facilities – toilets etc.		
	Hours of work – including details of flexi-time arrangements if applicable – Time Table		
	Arrangements for breaks and lunch – cover areas, dates set for induction		
	ICT and Resources familiarisation – meet Office Manager – security code, fob, email, Integris, off site visits, pigeon hole, locker, etc. Set up meeting with SSO		
	Set appointment with Bursar to ensure has job description, terms and conditions of service, union rep - HT		
FIRST WEEK	Planned meetings with key people (if applicable) – Behaviour for learning, rainbow room, lunch and break organisation, Behaviour Policy and Procedures		
	Personal programme and planned introduction to duties of post – agreed with the Induction Link – link TA to mentor		

	Meet with Class Teacher at the end of the first week, review progress and agree training and development needs – book in review dates		
	Identity development needs and agree means of meeting		
END OF FIRST HALF TERM	Meet with Deputy Head and review progress		
	Agree plan to deal with outstanding items		
END OF FIRST TERM	Meet with Class Teacher to determine whether Induction programme is complete or if there are still outstanding items.		
	Agree on action plan to deal with any outstanding items- progress towards TA standards – set up for performance management		
	Feedback meeting with Deputy Head to discuss induction, outstanding needs, ways forward, improvements and WWW		