

# Worlingham CEVC Primary School



## INDUCTION POLICY

Due consideration has been given to all children/adults/stakeholders with regard to the protected characteristics under the Equality Act 2010.

Headteacher: Mrs Holly Marchand

School No. 935 3111

Date approved:	13.02.2024
Name of Committee:	Personnel Committee
Chair of Committee signature:	Mrs Stephanie Holbrough
Date of next review:	Spring 2025

Worlingham CEVC Primary School  
**INDUCTION POLICY**

## **Introduction**

This policy includes procedures for:

- Teaching staff (including supply staff)
- Non-teaching staff (including administration, caretaking and catering)
- New children
- Parents
- Governors
- Parent helpers/Visitors

The policy will be implemented in accordance with agreed aims and other relevant policies including Child Protection and Safeguarding, Appraisal and Health and Safety.

## **Aims**

Our priority is to raise standards and improve the quality of education for all our pupils. We believe staff who are well supported and confident in their roles will help achieve this more successfully. These induction procedures aim to provide all newly appointed staff and those changing role with a programme of structured support and guidance as appropriate to their role to enable them to:

- integrate successfully into the school;
- consolidate their performance;
- gain experience and develop professional expertise;
- fulfil their job description successfully;
- have opportunities for observation and discussion of their work with senior staff to discuss any difficulties that may be experienced;
- identify their potential for career development and take advantage of opportunities for CPD;
- have opportunities to join in and contribute to discussions on school policy.

## **Procedures**

### **1. Supply Staff**

- a. Supply staff should:
- b. be welcomed by the main school office staff;
- c. receive, a handout 'Information for Supply Teachers' (see appendix A);
- d. be given relevant information on the class, curriculum and daily programme and advice on procedures by the year leader or a colleague in the Year Team if appropriate.
- e. be contacted by the class teacher and provided with a timetable and lesson plan if the class teacher's absence is planned in advance;
- f. have access to head and deputy head if difficulties arise.

### **2. Teaching Staff**

All new staff should be given appropriate induction advice, training and resources by the Headteacher.

Appendix B contains an Induction Checklist, that should be kept in the staff member's file.

All new staff will be allocated a mentor to provide advice and support on a daily basis or new role requirement. New staff have access to the head/deputy to discuss additional training needs and difficulties they may be experiencing, in addition to Performance Management procedures. An informal discussion at the end of the first month and then termly during the first year with a staff colleague will be held to identify and resolve any concerns.

### **3. Early Career Teachers (ECT)**

Our school's statutory induction processes have been developed to ensure our ECTs feel supported and challenged, both professionally and personally, and to enable them to have a positive impact on outcomes for our pupils/students. Statutory induction for ECTs supplements the school's induction process for all new staff and ensures the ECT is provided with appropriate guidance, support, training, development opportunities, monitoring and assessment through a structured but flexible individual programme.

Our induction processes will:

- support each ECT to demonstrate they can meet all the Teachers' Standards, 'consistently over a sustained period'; statutory guidance, paragraph 1.8 and successfully complete their statutory induction period
- ensure each ECT receives their statutory entitlements: trained induction tutor and dedicated Early Career Foundation (ECF mentor with QTS; a reduced timetable for professional development (in addition to PPA time), observation of experienced teachers; have no unreasonable demands made of them; a pre-planned induction programme; a support plan when necessary; an ECF-based induction programme; formal observation of teaching at least each half-term with verbal and written feedback; regular meetings with the induction tutor and half-termly reviews of progress; fair and rigorous assessment against all of the Teachers' Standards; two formal assessment meetings and reports, and a named contact at the Unity Appropriate Body which is currently Helen Main: [hmain@unitysp.co.uk](mailto:hmain@unitysp.co.uk)
- ensure each ECT accesses an ECF-based induction programme with dedicated support from their mentor
- provide appropriate support, advice and guidance to each ECT based on individual talents and needs including lesson observations each half-term
- provide examples of good practice and facilitate each ECT observing effective teaching based on their development needs
- support ECTs to develop positive relationships with all members of the school community for the enhancement of pupil outcomes
- encourage ECTs to become reflective practitioners, supported by ECF resources and personnel to aid personal development
- acknowledge success and celebrate good practice
- provide opportunities for professional development beyond the ECF if required
- support an understanding of the full role and responsibilities of a teacher

This policy is underpinned by a whole school commitment to support teachers new to the profession to develop their skills, pedagogy, and practice. A full ECT policy is available to support this commitment.

### **4. Support Staff**

The Headteacher is responsible for the induction of Support Staff. Advice and training is provided by a nominated buddy. SENDCO, Class Teacher, Headteacher and Deputy Headteacher provide additional support. Induction should include, in addition to the Induction Checklist, the opportunity to work shadow the existing post holder or person undertaking a similar job where possible, training in the use of the photocopier, comb binder, laminator, or other resources in relation to their role. All staff will take part in Performance Review procedures. An informal discussion will be held with the Head or Deputy during the first month and thereafter termly in the first year to identify and provide relevant support. There will be monthly team meetings.

### **5. Governors**

Governors have a vital role to play in providing support, advice and guidelines for the school. Governor induction is also slightly different to other members of the community in that induction is a joint relationship between the Governing Body, the Headteacher, and the Local Authority.

The Chair of Governors will contact the new Governor and invite them to visit the school, where they will be taken on a tour of the school to meet staff and children and the Governor Induction Programme will be followed (appendix C)

All new Governors will be given an Induction Pack which will include documents from the Local Authority plus the following;

- Contact details of all Governors
- School Brochure
- Map of the School
- Recent Governing Body minutes
- School Development Plan
- Summary of the latest Ofsted Report
- List of Staff and their Responsibilities
- A list of relevant School Policies and where to find them
- Details of the Governing Body's committees, membership and terms of reference
- Governing Body Code of Conduct
- Governing Body Decision Planner
- A list of meeting dates for the current academic year

A member of the Governing body will act as a mentor to support the new Governor and answer any questions or queries they may have.

The Chair of Governors will introduce the new Governor to the Governing body's code of conduct. Together they will discuss;

- Non-attendance at meetings and apologies
- Participation in meetings
- Confidentiality
- Collective responsibility
- The commitment expected from Governors
- School's security arrangements
- Safeguarding procedures and requirements

New Governors will be asked to attend one of the Local Authority's 'Introductory Courses for New Governors' within their first year of office.

## **6. New Children**

We aim to integrate new children happily and successfully into Worlingham CEVC Primary School. The EYFS leader is responsible for arrangement for induction for new EYFS intake in liaison with the Headteacher, SENDCO, relevant staff at feeder nurseries and parents/carers. The EYFS leader will make contact with contributing nurseries/parents in the Spring Term and arrange a plan of visits to meet staff and children during the spring and summer terms. The purpose of these visits is to:

- provide opportunities to gain the child's confidence and trust in a known person.
- Identify and discuss information on an individual child's and / or cohort's progress
- Identify strengths and weaknesses, and make arrangements to match individual needs for support, welfare and SEN provision.
- Provide relevant information about children's ability, behaviour, physical and emotional needs.
- Provide information on aspects of transfer.

- Manage induction visits, with the Headteacher, to Worlingham CEVC Primary for children and their parents.

### Parents and Children Joining During the School Year

The Headteacher aided by the Deputy Headteacher are responsible for the induction of new children and their parents. The minimum programme will include:

- Meeting with the Headteacher to discuss the child's needs and provide school information
- Guided tour around the school with an opportunity to meet the designated Class Teacher and class.
- School brochure, school events dates, Behaviour Policy, uniform and PE requirements
- Opportunity for the child to spend some time in school with the class before joining full time, if appropriate

The Class Teacher will be responsible for the day-to-day induction of the child providing:

- A named buddy to support the child in daily routines
- Equipment – a reading book, exercise books, pencil and bag storage
- Information on homework, PE games, play/lunch arrangements, newsletters
- Assessment in liaison with SENDCO to identify appropriate learning and emotional needs
- Pastoral support and parental contact

The school secretary will ensure any appropriate files about the child are requested from the previous school.

### 7. Volunteer Helpers

The Headteacher is responsible for the induction of Volunteer helpers. The minimum programme will include:

- Completion of the DBS process
- Domestic arrangements
- Guided tour around the school with an opportunity to meet the designated Class Teacher and class.
- Training in the use of the photocopier, etc if appropriate.
- Health and Safety information
- Safeguarding Information
- Signposting to relevant policies

### 8. Visitors to the School

The Headteacher has overall responsibility for the induction of any visitors to the school who will have close contact with children. The minimum programme will include:

- DBS checks
- Domestic arrangements
- Guided tour around the school with an opportunity to meet the staff
- Health and Safety information
- Safeguarding Information

### 9. Playtime

Classes will come in to the teacher / supply teacher after playtime, break time and assembly. Please see the class out to parents, on an individual basis, at the end of the day, using the information on the laminated blue end of day register.

### 9. Safeguarding/Confidentiality

It is absolutely essential that any information you may hear about children, or their families is treated with the utmost confidence and must not be discussed outside school.

If you are concerned or worried about a child in school please speak to the Designated Safeguarding Lead Mr Matthew Brown, Deputy Headteacher.

Deputy contacts are:

Mrs Holly Marchand , Headteacher

Mrs Wendy Jennings, Class Teacher and SENDCo

Mr Don Marchand, Class Teacher (UKS2)

Mrs Claire Warnes, Class Teacher (EYFS)

Miss Tanya Barber, Finance and Administrative Assistant

Online Safeguarding Leads in school are Mr Matthew Brown (Deputy Headteacher and DSL) and Mrs Lesley Bickers (Higher Level Teaching Assistant)

The PREVENT lead in school is Mr Matthew Brown, Deputy Headteacher

### **10. Health and Safety**

If a child has an accident however slight, please report it to one of the School's qualified first aiders which will be a teaching assistant or parallel colleague, a list is held in each classroom.

Should a child be sick or feeling unwell, please ask a member of the office staff to contact the child's parent.

Please be aware of anything that could cause an accident in school e.g. water on the floor which anyone might slip on, or if electrical equipment is being used make sure that there are no trailing wires etc.

### **11. Discipline:**

Please make yourself familiar with the school procedures and follow the Behaviour policy. Any inappropriate behaviour or safeguarding concerns should be reported to the class teacher or to the Safeguarding Lead/Deputy as appropriate, then logged on CPOMS by either the teaching assistant or another teacher. Our Behaviour Policy is available on either the school website or in paper form in the staff room.

### **12. Marking**

Please mark the children's work / books before you leave the building unless prior arrangement has been made with the class teacher. The Marking and Feedback Policy is available upon request.

We hope these brief details help to make your visit with us a comfortable and enjoyable experience and that you will visit us again soon.

If you have any questions or queries, or need help with anything, please do not hesitate to ask a member of Staff. There are lots of willing people about who know the school very well and who will be more than happy to assist you.

Once again, thank you very much for your assistance.

We hope you have an enjoyable day.

Mrs Holly Marchand.



Welcome to  
**Worlingham CEVC Primary School**

**SUPPLY TEACHERS – IMPORTANT INFORMATION**

Thank you for visiting us today.

To assist with the smooth running of the school it would be appreciated if you would take a few minutes to familiarise yourself with our procedures:

Teaching Staff including Headteacher;

Headteacher: Mrs Holly Marchand  
Deputy Headteacher: Mr Matthew Brown

Teachers:

Mr M Brown	Year 5/6	Blackbirds
Mr B Eden	Year 5/6	Blackbirds
Mr D Marchand	Year 5/6	Owls
Mr R Idle	Year 5/6	Eagles
Miss A Stevenson	Year 3/4	Swifts
Miss B Cleghorn	Year 3/4	Swallows
Mrs W Jennings	Year 3/4 and SENCO	Song thrushes
Mr Brynn Eden	Year 3/4	Song thrushes
Miss L Rush	Year 3/4	Skylarks
Mrs M Wood	Year 1/2	Wrens
Mrs L Donovan	Year 1/2	Robins
Mrs K Stannard	Year 1/2	Goldfinches
Miss E Hunt	KS1 Support	
Mrs C Warnes	EYFS	Kingfishers
Miss R Pearce	EYFS	Greenfinches

**TIMES**

School starts at 8.50am and ends at 3.15pm

KEY STAGE	MORNING BREAK	LUNCHTIME	AFTERNOON BREAK
KS1	10.40-10.55am	12.00 -1.00pm	2.00 – 2.15pm
KS2	10.40-10.55am	12.30 -1.30pm	None

You are most welcome to help yourself to a beverage in the staffroom and should you require a school lunch please see the school office at the start of the day.

**COMPUTER**

Each class has a laptop attached to the whiteboard.

**FIRE**

The Fire Procedures are displayed on the wall in the classrooms and around the school. Please familiarise yourself with all procedures and how they relate to the class you are taking.

## Induction Checklist

Name:			
Address:			
Telephone Number/s:			
Email:			
Date of Birth			
National Insurance Number			
<b>CLASS:</b>	<b>POSITION:</b>	<b>START DATE:</b>	
<b>Documents</b>	<b>Date Received</b>	<b>Processes</b>	<b>Date Completed</b>
Fully Completed Application form		Offer of Appointment Sent	
Proof of Qualifications		E-form Prepared and Sent	
Proof of Residency		Input on SIMS	
Proof of Identification		Contract from HR	
Child Disqualification		Input payroll number on SIMS	
Pecuniary Interest		Update Central Record	
Health Declaration		Security card issued	
Pay 5/Tax form		Staff pigeon hole allocated	
Privacy Notice and Confidentiality Agreement		Health and Safety Induction	
ICT Acceptable Use		Pre-Placement Certificate	
<b>DBS Completed/Seen Date:</b>	DBS No. Date Cleared:		
<b>Online Check Completed Date:</b>			
<b>Referee Name</b>	<b>Date Sent</b>	<b>Date Received</b>	
<b>Policies/Procedures</b>	<b>Date Given</b>		
Child Protection and Safeguarding Policy			
Staff Handbook			
Sickness Absence Policy			
Whistleblowing Procedure			
Health and Safety Policy			
GDPR and Data Protection Policy			
Fire Emergency Plan			
Map of School			
Behaviour Policy			
Equality Information and Objectives			
ICT and Online Safety Policy			
<b>Policies read, signed where applicable and understood</b>	<b>X</b>		
<b>To be actioned by Mentor</b>			
<b>Mentor Name:</b>			
Tour of School			
Introduction to Staff			



APPENDIX C



New Governor Induction Programme	
Governors Name:	
Date Appointed:	
ON INITIAL MEETING;	DATE COMPLETED
Meet with nominated Governor	
Walk around School	
Meet Staff	
Meet Mentor	
Location of School Policies	
ITEMS TO BE PROVIDED WITH;	
Governors Policy	
Child Protection and Safeguarding Policy	
Behaviour Policy	
Induction Policy	
Equality Information and Objectives	
Pecuniary Interest Form	
Term Dates	
Governor Contact Details	
Staff Responsibilities	
Terms of Reference for Committees	
Committee & Working Party Structure	
Vision Statement	
School Brochure	
Map of School	
Recent Governing Body Minutes *	
School Development Plan	
Ofsted Report and SIAMS Report	
Governors Code of Conduct	
Decision Planner	
List of Meeting Dates *	
INFORMATION TO BE PROVIDED TO BURSAR;	
Driving Licence	
Passport	
DBS Form	
TRAINING;	
Receipt of Training Pack from LA	
Attend 'HOW DO I START 1, 2 & 3'	
Attend ' HOW DO I START; FINANCE'	
FIRST FORMAL GOVERNING BODY MEETING;	
Introduction to Governors	
Receipt of Induction pack to be Minuted	

\* To be shown where to locate

## WORLINGHAM CEVC PRIMARY SCHOOL

### **SAFEGUARDING STATEMENT TO ACCOMPANY POLICY DOCUMENTS**

Throughout this policy runs our commitment to safeguarding the well being of all our pupils at Worlingham CEVC Primary School. The values, beliefs and ethos of Worlingham Primary School are shared by all members of staff and the adherence to the guidance as stated in the school's Safeguarding Policy is of paramount importance.

The well being and safety of pupils has a positive impact on their attendance, behaviour, their own Health and Safety, learning within the school environment as well as on educational visits.

Throughout the curriculum children are taught how to manage risk and how to keep themselves safe. The children know that if they need help they can talk to a member of staff at school. Children are taught how to keep themselves safe whilst using ICT equipment and are instructed to report any inappropriate material to the member of staff leading the session.

Children who have an identified SEN which creates difficulties with communication may need additional support in expressing concerns to a member of staff. Staff will need to follow the guidance in the safeguarding policy when dealing with a disclosure, taking into account the ability of the individual.

A copy of the Safeguarding policy can be found on the school website, in the Headteacher's office and also the staff room. This policy provides comprehensive detail in identifying types of abuse and the procedures that need to be followed.

Within the Safeguarding Policy is a section on The Prevent Duty and what it means for our School.