



# Royal Cross Primary School

*Lancashire's school for deaf children*

<b>Policy Title:</b>	Induction Policy
<b>Date of Issue:</b>	07/03/2023
<b>Date of Review:</b>	Spring Term 2024
<b>Author and Role:</b>	Bev Hennefer, Headteacher
<b>Ratified by:</b>	Governors Policy Committee
<b>Responsible Signatory:</b>	Clive Gregory
<b>Date of signature:</b>	Signature removed for GDPR purposes
<b>Details:</b>	This Policy: is designed to support staff during their initial settling in period and point staff towards the essential routines, policies and procedures we use at Royal Cross School.
<b>Cross reference:</b>	AUP Policy Child Protection and Safeguarding Policy Curriculum Policies Dress Code Policy Health & Safety Policy Online Safety Policy Staff Attendance Policy

## **EQUALITY AND DIVERSITY STATEMENT**

Royal Cross School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

## **POLICY REVIEW**

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

# **Royal Cross School Induction Policy for Newly Appointed Staff**

## **Introduction**

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 and volunteers become familiar with the requirements of their position.

The aim is to support new members of the school community to learn about the school's culture, ethos and working practices effectively and efficiently so that they become knowledgeable and confident as quickly as possible.

The Induction Programme should be cross - referenced to the ECT Induction requirements and probationary periods for support staff, as appropriate.

## **Main Points**

- Oversight of the induction process will be carried out by the Deputy Headteacher.
- An orientation visit will take place prior to commencement of employment.
- Once the staff member has commenced employment formal induction training specific to their role will take place over the first six weeks.
- It is recognised that some aspects of their induction will take longer to achieve. eg on-line training modules, demonstration of competencies. However, these must be completed in the first six months of employment.
- During the induction period new staff will be supported by a named mentor allocated to them.

## **During the orientation visit staff should:**

- Be introduced to their personal mentor.
- Become familiar with all parts of the building.
- Meet the staff team with whom they will be working most closely.
- Be introduced to other key staff. eg DSL

- Be informed about basic everyday routines, including working hours, timing of the school day etc.
- Be informed of important policies and procedures, including safeguarding, dress code etc.

### **During the initial induction training staff should;**

Staff will receive a range of role specific training on the following topics;

#### **Key school systems**

- Child protection and safeguarding - use of CPOMS
- SharePoint and school email details
- School's Portal
- B Squared Assessments (if appropriate)
- Risk Assessments – including offsite visits (EVOLVE)

#### **General Routines**

- Behaviour management
- Playground routines
- Taxi and transport routines
- Dinnertime routines
- Assessment - electronic systems
- Curriculum matters, schemes of work, curriculum leads.
- Attendance, dinner and bus registers
- Organisation of assemblies through the week
- Special health issues relating to children in class
- Other special needs issues
- Access to stationery and materials
- Location of pupil records
- Changing procedure for PE and Games
- Awards

#### **Key School Policies**

During their induction staff will also need to familiarise themselves with a wide variety of important policies and procedures.

This will include reading and evidencing understanding of key statutory safeguarding policies and guidance.

Support will be provided by mentors as well as colleagues. This will include knowledge of where information on specific policies is kept so that they can be referred to when needed.

## **Follow up**

After the initial six-week period staff should meet with their mentor to discuss their progress and develop an individualised plan for further learning

This record of induction should be copied to the head teacher, then filed securely within the member of staff's personnel file. The original should be retained by the member of staff for their own professional development.

## **Completion**

At the end of the six-month induction period staff will need to meet with their mentor to go through their record of induction to check for the following:

- Has everything been achieved?
- Have any obvious gaps in the programme been identified?
- What are their immediate training needs?

It is recognised that some aspects of their induction may take longer to achieve, and this can be discussed with their mentor and further meetings planned to review progress.

## **Monitoring and Evaluation**

This policy will be reviewed and updated in response to feedback from new members of staff and established members of staff involved in the induction process.

## Induction Checklist

### At the initial meeting the mentor should:

- Welcome the new member of staff.
- Explain the role of the mentor
- Give the new staff member a tour of the school and introduce them to other staff
- Explain domestic arrangements; parking, meals, staffroom practices, tea, coffee etc.
- Provide a school information pack
- Arrange the next meeting

### Further meetings should cover:

- Child protection and safeguarding - electronic systems
- Discussion of items in school information pack
- School behaviour policy/ procedures
- First Aid/ Accident and Emergency procedures/ Health and Safety
- Role specific issues/training eg How the team works/ rotas/ procedures
- **Discussion of progress and issues arising**

### Further meetings should cover:

- Staff roles and responsibilities
- Lines of communication
- Pupil confidentiality
- Role specific issues/training eg Use of role specific equipment
- Role specific documentation
- **Discussion of progress and issues arising**

### Further meetings should cover:

- Leave/ sickness absence procedures
- Curricular responsibilities
- School calendar - assessment systems and key dates
- Role specific issues/training eg Role specific documentation
- **Discussion of progress and issues arising**

### Further meetings should cover:

- Central Resources, ordering procedures
- School Governors
- Professional Review system
- School improvement plan

- Role specific issues/training eg Role specific training courses/INSET
- **Discussion of progress and issues arising**

**Further meetings should cover:**

- Feedback on the induction process
- Areas of training identified - immediate and future
- Feedback on role specific issues
- Discussion around additional timetabled time needed with mentor
- Set a date to meet and review within a six-week period.

**Completion**

At the end of the six-month induction period staff will need to meet with their mentor to go through their record of induction to check for the following:

- Has everything been achieved?
- Have any obvious gaps in the programme been identified?
- What are their immediate training needs?
- Will their probation period need extending, and key targets identified to address these areas?

**Review**

This Policy will be reviewed annually or sooner if required.