Induction of New Staff and Governors Policy

Approved by:	The Governing Body	Date 1.4.20
Last reviewed on:		
Next review due by:	Spring Term 2021	

Contents:

Statement of intent

Once a new employee has been appointed, Low Ash Primary School believes it is essential that they follow an effective induction procedure. Consequently, all governors, teaching, support and temporary staff receive an induction training programme appropriate to the post being filled.

Through this policy, we aim to help new staff:

- settle into our school environment
- develop the skills and knowledge necessary to do their job
- understand how their role fits into the school community
- understand the ethos of the school
- understand the standards expected of them and what they are accountable for
- become effective as quickly as possible
- understand the responsibilities and duties required to safeguard the wellbeing of pupils
- by providing them with a comprehensive induction pack
- by giving them the opportunity to ask questions

Legal framework

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- DfE (2019) 'Keeping children safe in education'

1.2. This policy operates in conjunction with the following school policies:

- Staff Attendance Management Policy
- ICT Acceptable Use Policy
- Health and Safety Policy
- Emergency Plan
- Equal Opportunities Policy
- Anti-Bullying and Harassment Policy
- Social Media Policy
- Child Protection and Safeguarding Policies
- Staff Code of Conduct
- Behavioural Policy

1.3. All policies are available from the school office.

Roles and responsibilities

1.4. The Co-Headteachers are responsible for:

- overseeing induction

- the coordination of the induction programme for all categories of staff including newly qualified teachers (NQTs).

- ensuring that all inductions include the receipt of a copy of part one of 'Keeping children safe in education' and other Child Protection and Safeguarding Policies.

- Upon completion of the induction period, ensuring that an induction completion checklist is signed and dated by themselves and the new employee.

1.5. The Deputy Head, School Business Manager, Designated Safeguarding Lead, Key Stage Leader and NQT mentor have various responsibilities, see Appendix A

Teaching staff

All teachers are offered an induction programme before taking up the appointment.

As soon as possible after their appointment, all teachers are briefed by their manager on issues relating to their appointment. This briefing includes detailed information relating to curriculum departmental policies, resources and procedures that relate to their team. See Appendix C

During a teacher's first year, an induction programme is organised that covers the following:

- performance management
- reports, report writing and parents'/carers' evenings
- organising educational visits
- the role of governors
- professional development
- target setting, monitoring and evaluation

Newly qualified teachers (NQTs)

Entitlement

Before an NQT takes up an appointment, the following is made available:

- the opportunity to visit the school to meet the Co-Headteachers and other colleagues
- the school's prospectus and all policies and procedures
- the teaching timetable
- curricular documentation and textbooks relating to teaching subjects
- information about any school equipment and resources available
- an explanation of the SDP

Every NQT is allocated a mentor who is responsible for planning and facilitating the induction programme.

During the first year, the school provides:

- a formalised classroom observation schedule conducted by experienced colleagues
- observation of agreed lessons by a member of the SLT, Subject or Key Stage Leader
- effective written and informal feedback following the observation
- visits to other schools
- opportunities to meet and have discussions with other NQTs and recently qualified colleagues
- the opportunity to attend INSET days provided for NQTs

Reports on progress

NQTs are made aware of the criteria used for monitoring progress, in line with the induction standards defined by the DfE.

The role of the mentor for NQTs

NQTs mentors are members of the full leadership team, who are supported by the co-headteachers.

The mentor:

- works in partnership with the NQT and uses the NQT's 'Career Entry Profile' (CEP),

- where appropriate, to identify targets, competencies and support for each term in the NQT's first year

- negotiates an action plan for the second year

- meets formally as regularly as possible to discuss lesson observations, professional development and matters arising from the working week

- meets informally when required to offer support and guidance

Support staff

Support staff are offered an induction programme applicable to their specific role.

As soon as possible after their appointment, all staff are briefed by their line manager on issues relating to their appointment. The briefing includes detailed information relating to departmental policies, resources and procedures that relate to the specific role. See Appendix C

The induction programme includes:

- a briefing by the line manager

- an introduction to relevant senior staff

- An induction on key HR and health and safety policies (e.g. health and safety, fire safety, staff leave of absence, equal opportunities at work, ICT acceptable use, social media, staff code of conduct, behaviour).

- child protection and safeguarding

- the identity and role of the DSL and any deputies

- roles and responsibilities

- a guide through the staff handbook

- line management procedures

- communication sources (e.g. email, meetings, the shared server, notice boards, the school calendar)

- CPD opportunities

- the performance management process

Key considerations for all staff

Hours of work

Hours of work are specified in job descriptions.

Lunch breaks

If staff are entitled to a lunch break, this should be taken at a time agreed with their line manager.

Staff handbook

A comprehensive staff handbook is given to all staff on appointment.

Sickness reporting

On their first day of sickness absence, all staff are expected to:

- make every effort to contact the Deputy Headteacher via phone or no later than 1 hour prior to their start time

- on their fourth day of sickness absence, staff should contact the Co-Headteachers or appropriate manager to discuss the situation

- on the eighth day of sickness absence, staff should obtain a doctor's certificate and submit this to the Co-Headteachers or appropriate manager immediately

- if an employee repeatedly fails to report sickness appropriately, they will be subject to the school's disciplinary procedure

- if an employee considers the illness to have arisen from an accident at work, they must notify the Co-Headteachers or appropriate manager and complete the relevant form

- when an employee falls ill during the summer break, they must inform the appropriate contact to ensure that payroll is notified – this applies to staff on 52-week contracts only.

All staff returning from sickness absence will have a return to work meeting with the School Business Manager.

If the illness continues for an extended period of time, it is important that regular contact with the employee's line manager is established to keep them informed of progress – this will enable the school to support the employee's recovery and return.

In certain circumstances, where long-term absence is due to recovery from an operation, maternity leave or a serious illness, a phased return to work that is mutually beneficial to the employee and the school may be negotiated.

In the case of serious illness, a referral to Occupational Health may be necessary to help ascertain the details of the illness and the length of sickness absence involved. Full information is provided in the school's Staff Attendance Management Policy.

Hospital, doctors and dental appointments

Employees should arrange doctors, dentists and opticians visits to take place outside of normal working hours. However, when unavoidable, employees are allowed time off inside work time, subject to the agreement of the Deputy Headteacher. Requests are considered on an individual basis.

Hospital appointments that cannot be arranged outside normal working hours are considered authorised absence and time off is paid. Employees should be able to provide their manager with proof of their appointment (e.g. an appointment card or a copy of the appointment letter) when requesting time off to attend hospital.

Time off for medical screening

Paid time off is granted to employees for the purposes of necessary medical screening where an appointment cannot be made outside normal working hours.

Leave for family or personal reasons

Leave with or without pay may be approved for occasions when employees need time off for dependants for personal reasons, or to deal with an emergency. An emergency could be for any unexpected or sudden problems involving someone who depends upon another for help or care.

Personal leave may be granted for:

- circumstances where there has been a close family relation who has died, is ill, is injured or assaulted, or who gives birth

- specific caring responsibilities

- family emergencies

- other personal reasons.

The Deputy Head will determine whether the leave is granted with or without pay.

For further information on leaves of absence, refer to the Staff Leave of Absence Policy.

Health and safety

The school is responsible for employees' health and safety at all times during their employed hours. However, it is every employee's responsibility to work with due care and attention for themselves, their colleagues, pupils and any visitors to the school, and to ensure that health and procedures are followed correctly.

If employees feel at any time that there is a health and safety issue within their team, they must contact their line manager immediately. If no action is taken, or if they are dissatisfied with the response, employees should refer the issue directly to a member of the SLT as soon as possible.

In the event of an employee having an accident/incident during work hours which requires medical assistance, they should seek the nearest first aider (list available from the school office). If the accident is serious and requires immediate medical attention, i.e. hospitalisation, they should contact the school office who will telephone for an ambulance.

In either event, first aid incident forms must be completed immediately or as soon as is practically possible in order to log such incidents. The school office will assist you with this paperwork.

All staff must ensure that they provide the school office with up-to-date information of their next of kin in case they need to be contacted in an emergency.

Emergency evacuation

In the event of an emergency, such as a bomb alert or fire, staff should break the nearest fire point or notify the school office immediately and alert their colleagues. The fire alarm will then be sounded, and staff should immediately proceed to the nearest fire exit following the signs and notices in their work area. Staff should familiarise themselves with these procedures and the evacuation route from their work area.

As part of their job, staff may be allocated a role or emergency post to assist in these proceedings. Where an emergency post is allocated, staff should follow the instructions they have been given.

The emergency evacuation procedures are displayed in all rooms and will be fully explained by line managers.

ICT

If an employee's duties involve using a computer, the Deputy Head will set up their workstation and allocate them a username and password.

All staff are required to ensure that they comply with the Data Protection Act 2018.

Induction of new governors

An induction programme for new governors is in place and a handbook is available. See Appendix D.

The induction process includes:

- a visit to the school including a guided tour and visiting the staffroom
- a meeting with the link governor regarding training needs
- a meeting with the chair of governors to discuss terms of reference, etc.
- the organisation of their first meeting
- a skills interest assessment
- the school's child protection and safeguarding policies (and related appendices)
- child protection and safeguarding training
- receiving a copy of part one of 'Keeping children safe in education'.

Monitoring and review

1.6.   This policy will be reviewed by the Co-Headteachers and the governing body on an annual basis.

1.7.   Any changes to this policy will be communicated to all staff and other interested parties.

1.8.   The next scheduled review date for this policy is the summer term 2021.

Policy reviewed and adopted April 2020

Next Review Date: Summer Term 2021

Signed by:

Co-Headteachers   Date:

Chair of Governors   Date:

Appendix A

INDUCTION CHECKLIST:
Please tick when completed, see your line manager for anything is not completed or planned by week 2.

•	Name:	
•	Line Manager:	
•	Mentor/Coach:	
•	**Introduction**	**Dan Hurst**
☐	Introduced to Co-Headteachers	
☐	Meet Senior Team	
☐	Tour of School	
☐	Tour of facilities	
☐	Know your line manager & where to find them	
☐	Know your mentor/coach & where to find them	
☐	Induction documents provided (inc Policies)	
•	**Documentation**	**Sharon Giedrojt**
☐	DBS checked & recorded	
☐	Contract received	
•	**Health & Safety**	**Sharon Giedrojt**
☐	Know procedure for fire drill/emergency procedures	
☐	Know signing in/out procedures	
☐	Know procedure for staff absence	
☐	Know First Aid procedure	
☐	GDPR	
☐	Issued with staff ID badge and access card to the building	
☐	Access to staff pigeon hole	
•	**Safeguarding and PDFL**	**Janina Grimshaw**
☐	Know Child Protection procedures	
☐	Know Safeguarding expectations for staff	
•	**IT**	**Dan Hurst**
☐	Issued with school network user name and password	
☐	Received access to email	
☐	Issued with SIMs user name and password	
☐	Recording pupil absence (staff working in classrooms only)	
•	**Teaching & Learning**	**Mentor (NQT)/Key Stage Leader**
☐	Know location of key electronic resources/planning (shared drives)	
☐	Where to find key information/notices	
•	**Assessment**	**Dan Hurst**
☐	Target setting	
☐	Termly assessments and teacher assessment grades	
☐	Report writing	
☐	Feedback (including marking)	
•	**CPD**	**SLT**
☐	Date for IWB/visualiser training (DH)	
☐	Date for Child Protection training (JG)	
☐	Date for CPOMS traing (DH)	
☐	Date for SEN register training (JG)	
☐	Date for SIMs training (DH)	
☐	INSET calendar signposted (DH)	
☐	Opportunity to observe best practice is planned (DH)	
Signed:	**Deputy Head**	**Dated:**
Signed:	**New staff member**	**Dated:**

Appendix B

	Guidance for Safe Working Practice May 2019 changes highlighted	Induction Checklist- staff document ***(also refers to the following policies/documents)	Safeguarding Visitors' Leaflet 27.09.19	Volunteers, Student and Work Experience Booklet
Documents required for colleagues who are new to Low Ash Primary School				
Teacher **Teaching Assistant** **HLTA** **Nursery Nurse** **& Long term supply**	✔	✔	✔	
Office Team	✔	✔	✔	
Cleaners **Lunchtime Supervisors**	✔	✔	✔	
Student Teachers/Student Teaching Assistants	✔	✔	✔	
Kitchen Staff			✔	
U18 Students – work experience			✔	✔
Supply			✔	

***
- **'**Keeping children safe in education' – Part 1 – Safeguarding information for all staff section and Appendix A and C
- 'Working Together to Safeguard Children'
- Child Protection and Safeguarding Policies

- (including: Missing child, Child absconding or missing from educational visit, Child absconding from school, Child missing from school, Educational Visits policy and Whistleblowing policy)
- Acceptable use policy
- Use of social media
- Online Safety policy
- School Behaviour & Anti-Bullying Statement
- Staff Code of Conduct

LOW ASH PRIMARY SCHOOL

Safeguarding Induction checklist for new staff

Name: _____

Job role: _____

Date: _____

Member of staff has been given - Date: _____

• **'Keeping children safe in education' – Part 1 – Safeguarding information for all staff section and Appendix A and C**

• **Working Together to Safeguard Children'**

• **Child Protection and Safeguarding Policies**

(including: Missing child, Child absconding or missing from educational visit, Child absconding from school, Child missing from school, Educational Visits policy and Whistleblowing policy)

• **Acceptable use policy**

• **Use of social media**

• **Online Safety policy**

• **School Behaviour & Anti-Bullying Statement**

• **Staff Code of Conduct**

Member of staff read the above   Date: _____

Member of staff has received training in:

• **Child Protection   Date completed: _____**

Member of staff has been informed about:-

• **Child Protection concerns for pupils within class (if applicable)**

Policies available on the website-

• **Confidentiality Protocol**

• **Health & Safety**

• **Induction Policy for Staff, Governors and Volunteers**

Procedures for:-

• **Fire Alarm Procedures**

• **Signing in Procedure**

• **Health & Safety**

• **Registering children (SIMs) (if applicable)**

• **Logging concerns on CPOMS (if applicable)**

• **Using encrypted memory sticks (if applicable)**

• **Using bit lockers (if applicable)**

I am confirming that I have received the above documents/information and have read these documents. (I will contact school if I have any questions/queries after reading these documents). I also confirm that I understand the procedures explained in this induction.

Signed: _____   Date: _____

Appendix D

Low Ash Primary School

New governor induction checklist

In order to be fully-prepared for their duties, new governors must ensure all the necessary procedures are followed during their induction. It is good practice for schools to have a governor induction procedure, which provides all the essential information from the school, or academy, as well as gathers information on the governors themselves.

The first two tables need to be completed to ensure that the governing board is fully aware of the skills and knowledge of the new governor. In this way, potential areas for training and improvement can be identified.

Following these, the checklist will be completed as the induction process progresses. Before undertaking duties, new governors will ensure that they are clear with all areas detailed below.

Skills and knowledge audit

Please tick as appropriate:

Skills	High level of experience	Adequate level of experience	Basic level of experience	No experience
HR				
Financial management				
Facilities management				
Curriculum				
SEND				
Data management				
Children's services				
Law				

Governor responsibilities	Extensive knowledge	Adequate knowledge	Basic level of knowledge	No knowledge
Roles and responsibilities of a governing board				
Curriculum				
SEND				
Financial management				
Data management				
Health and safety				
Safeguarding				
Pupil discipline				
School performance management				
HR in schools				
School improvement planning				
Accountability				

New governor checklist

Action	Completed (Please tick)
Preparation	
Invited by the Co-Headteacher to visit the school	
Welcomed to the governing body by the chair	
Toured the school and met pupils and staff	
Received an informal briefing on the school from the Co-Headteacher, including the current issues facing the school	
Assigned a governor mentor	
Viewed the school's website	
Received the dates of upcoming governors' meetings	
Received the relevant documentation (electronically)	
Keeping Children Safe in Education	
The Child Protection and Safeguarding Policy	
The Behaviour Policy	
The Governance Handbook	
The school's guidelines for governors, including the code of conduct	
The school's prospectus	
Details and terms of reference for the governing board	
Contact details for all the other governors	
Contact details for the school	
Calendar of the school's events	
The school's newsletters	
The School Development Plan	
The latest Ofsted report and action plan	
Details of any relevant training opportunities	
Details of the school's budget	

A list of all the school staff, along with their responsibilities	
A register of interests form	
Understanding the processes of the governing board	
Please tick when you feel you fully understand each area:	
The current issues facing the governing board	
The language and abbreviations of the education sector	
The voting process of the governing board	
The process for governors' visits to the school	
The process for raising concerns and issues	
The role and identity of the DSL and any deputies	
The school's response to children who go missing from education	

Governor's name:		Signed:		Date:	
Co-Headteacher:		Signed:		Date:	