

## NEW STAFF INDUCTION POLICY

THIS POLICY INCLUDES THE EARLY YEARS FOUNDATION STAGE

<b>ISI Code:</b>	7c New Staff Induction Policy
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<b>Date Reviewed by Author:</b>	August 2023
<b>Next Review Date:</b>	August 2024

### 1. INTRODUCTION:

At Pennthorpe, in line with our values of excellence in teaching and learning and respect and courtesy, every new member of staff is welcomed and supported throughout their first year in the school and beyond. The use of the personal and professional development systems begins during the first term, in the form of a performance review, to continue this support, but it is recognised that during the first term, and on until the end of the first year, special support is required. This induction system has been set up to accommodate this. It aims to be a flexible system, acknowledging that new members of staff will require different support depending on their previous experience (both number of years and types of schools).

The induction system also supports existing staff who change year groups and may need training for specific matters in their new role, e.g. moving into Year 5 or Year 7 and becoming familiar with the 11+ or 13+ process.

### 2. AIMS OF THE INDUCTION PROCESS:

- To integrate staff, successfully into the school or new role;
- To ensure staff feel properly supported and so fulfil their role successfully;
- To help staff to understand the ethos and philosophy of the school and prepare them for the events and challenges of their first year at Pennthorpe;
- To have opportunities for observation and discussion of work with senior staff to discuss any difficulties that may be experienced;
- To contribute to new staff's sense of job satisfaction and personal development;
- To identify and address any specific training needs;
- To provide Safeguarding, Online Safety, first aid, and health & safety training;
- To enable new staff 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.

### 3. INDUCTION PROCESS:

Induction of new staff is an essential process designed to welcome new staff and familiarise them with policies, expectations, routines, and the ethos of the school, thus enabling them to become effective members of the team. It should reduce some of the stress encountered when changing jobs. It is also an important way of helping a new staff member to settle and feel welcome in their working environment. This policy is applicable to all staff joining Pennthorpe other than Early Career teachers who are covered by the Early Career Teachers' regulations.

The procedure covers the period before the person starts in their new job until their probationary period is satisfactorily completed.

Following an initial Induction Day for New Staff attended in the holiday or term prior to starting at Pennthorpe, each new member of staff will attend a series of induction meetings mostly in the first term, with a lesser amount in terms two and three (see Appendix 1). These meetings will be run by the Head of Recruitment and other members of SLT/school staff who have particular expertise or experience to share and will cover a wide range of school matters (see Appendix 2). After the first term, these formal meetings will take place on a less regular basis and become more and more informal. Alongside the relevant line manager, the Deputy Head will be the first port of call for inductees and someone they can approach to ask questions or request support from.

#### OBSERVATIONS:

The Deputy Head or Head of Pre-Prep will observe at least one lesson for all new teachers and teaching assistants during their first half term. In the second and third terms, one observation will be undertaken per term by a member of SMT or a HOD. Should any concerns arise after the first lesson observation, the Deputy Head or Head of Pre-Prep may advise the inductee that another observation will take place in the second half of the first term. Specific targets will be given to the inductee to focus on. Likewise, the inductee may request a second observation if they feel their first observation was not reflective of their practice.

A copy of any lesson observation notes, and feedback will be given to the new member of staff, the Deputy Head and placed on the employee's personnel file.

### 4. SAFEGUARDING TRAINING:

Safeguarding is Pennthorpe's top priority and every member of staff needs to be confident that he or she understands his or her role in:

- Keeping children safe;
- Promoting the welfare of pupils;
- Promoting equal opportunities and inclusion;
- Preventing bullying and harassment;
- Online safety
- Being aware of and reporting, child-on-child abuse

All staff are required to read Part One of Keeping Children Safe in Education. In addition, all staff are required to read Annex B.

Everyone is required to take part in safeguarding training no matter what their role, previous background or level of expertise. Refresher training for all staff is regularly provided and this will include Prevent Awareness training as well as Online Safety.

New staff gain familiarity with the school's Safeguarding Policy including information about the identity and role of the Designated Safeguarding Lead (DSL) and the deputies.

Staff are issued with the following documents which are discussed in detail:

- Safeguarding and Child Protection Policy
- DfE Keeping Children Safe in Education Part One and Annex B (2023)
- Staff Code of Conduct
- Acceptable Use Policy
- Online Safety Policy
- Behaviour Management and Sanctions Policy
- Missing Child Policy
- Medical Declaration
- Whistleblowing Policy

All new staff will have a meeting with the Designated Safeguarding Lead (DSL) to discuss the above documents/policies and safeguarding procedures but additional meetings can be arranged should clarification be required on any of the policies or if there are further questions. This should include details regarding recent changes to Disbarring by Association which can be provided by the Head, as well as the Whistleblowing Policy.

## 5. INFORMATION PROVIDED:

All new staff will be provided with a ream of information for example, policy documents and handbooks, which are designed to support new staff in becoming familiar with the school as follows:

- Staff Handbook – this is the formal employment handbook which supports staff contractual terms and conditions.
- Staff Framework – this outlines information that all new staff need for example, where the photocopiers are, who to phone if you are ill in addition to all pastoral systems and information; academic procedures concerning teaching and learning along with reporting and assessment.
- Health and Safety Handbook – this outlines all procedures related to health and safety, wellbeing and responsibilities.
- Regulatory policy documents which all staff are expected to read and sign annually. They are:

<b>Policy Document:</b>
Anti-Bullying and CyberBullying Policy
Behaviour Management and Sanctions Policy
Curriculum Policy
Relationships and Sex Education Policy
Safeguarding Policy
Staff Code of Conduct
Educational Trips and Visits Policy
Risk Assessment Policy
Acceptable Use Policy
Major Incidents Policy
Equal Opportunities Policy
E-Safety Policy
Fire Safety Policy
First Aid and Medical Policy
Health and Safety Policy
Special Educational Needs & Disabilities Policy
Missing Child Policy
Visitors in School Policy
SMSC Policy
Staff Use of Mobile Phones Policy
Supervision of Children Policy
Use of Children's Images Policy
Whistleblowing Policy
EYFS Confidentiality Policy
EYFS Curriculum Policy
EYFS Key Worker Policy
EYFS Medication Policy
EYFS Supervision of Children Policy
EYFS Uncollected Child Policy

## 6. MENTORS AND LINE MANAGEMENT:

The Head of Recruitment (in consultation with SLT) will appoint a Line Manager and a Mentor for the new member of staff prior to their commencement of their employment at the school.

The Line Manager will provide the staff members with formal guidance, conduct the performance review process and ensure that the staff member upholds the expectations of the school in terms of teaching and learning and professional conduct.

A mentor will also be assigned. S/he is to provide professional support, to counsel and offer informal supervision. The Mentor will help the new member of staff, where relevant, to learn about procedural demands of the school and general housekeeping arrangements, share knowledge of materials, teaching methods and curriculum development, assist in classroom management and discipline, encourage reflection, and set targets for further achievement through appraisal.

The Mentor will make sure the appointee has relevant record books and any other stationery requirements and where relevant will organise the provision of the ongoing induction meetings.

Most importantly, they will be a person to lean on, chat with informally and a friend in your new work environment.

## 7. NON-TEACHING STAFF:

New members of staff not involved in teaching may be invited into school for an Induction Day dependent on their role, at the discretion of the Head of Recruitment. All staff will be provided with a suitable induction and relevant introductions and tours of the school will be provided by line managers.

All contractors or visitors to the school will be made aware of the identity of the Designated Safeguarding Lead and their duty to pass on any concerns (and how to do so), including those related to child-on-child abuse. All contractors or visitors will be provided with a briefing of school's Safeguarding and Child Protection Policy.

They will also be made aware of the appropriate behavioural boundaries outlined in the Staff Code of Conduct and be expected to adhere to these, in and out of the workplace as well as the Health and Safety procedures and those for fire.

## 8. SLT & SMT INDUCTION:

Further to this induction, selected individuals joining the SLT/SMT (whether as a new member of staff or as a current member of staff joining the team) may be asked to complete a more extensive induction process. This will include Safer Recruitment training. At least one member of the SLT/SMT involved in staff interview and appointments should have this training.

## 9. TEMPORARY APPOINTMENTS, WORK EXPERIENCE & VOLUNTEERS:

**All** staff must also sign and return the Staff Annual Policy Review form (incorporating the Safeguarding and Child Protection Policy) – for short term appointments this will be handed out when they visit for their induction.

A mentor will not be appointed for short term appointments and an Induction Record does not need to be completed. However, all temporary or voluntary staff will undergo the full recruitment process including safeguarding training with the DSL.

## 10. THE ANNUAL REVIEW PACK:

Every September all staff are asked to read and sign the Annual Staff Disclosure and Annual Policy Review form via MS Forms, comprising our suite of Safeguarding Policies and other relevant policies. These policies must be read and signed by all new members of staff as an interim measure before the next round of formal school training on Child Protection, confirming they understand and accept the school policies in these areas. The DSL and Head oversee the contents of the pack and keep records of its completion.

All documents within the annual review pack must be read and signed before half term of their first term. The DSL will oversee all records of child protection training for every staff member in the school and ensure all training is up to date.

## 11. APPENDIX 1: INDUCTION CHECKLIST EXAMPLE

WHO	INDUCTION ITEM	RECEIVED
Head	Welcome from the Head	
	Aims and ethos of school	
	Pennthorpe Principles	
	Staff Handbook & Framework	
	Staff list and hierarchy/reporting lines	
	Parent expectations, tone of email communication, concerns and complaints, open door policy	
	Staff Code of Conduct	
	Annual Review Pack and Policy Documents	
	Term Dates	
	Termly Calendar	
	Daily routines – registration, duties, blobbing, break and lunch	
	Staff Meetings	
	Staff absence and reporting in	
	Emergency Phone tree	
	Performance Management	
	Professional Development	
	Pennthorpe’s approach to pastoral care and welfare of pupils	
	Behavioural Expectations of Pupils	
	Roots, Shoots and Rise program	
	Expectation of Form Teachers	
Procedure for a missing child or uncollected child		
Rewards and sanctions		
Use of the Engage Daybook		
DSL	Safeguarding and Child protection training	
	Prevent Training	

	E-Safety and use of social media	
	Contacts for the DSL	
	My Concern software	
	Safeguarding and Child protection training	
	Prevent Training	
Deputy Head	Outline of the school day	
	Timetables	
	Academic Handbook	
	Pennthorpe's Learning dispositions	
	Schemes of work and planning expectations	
	Differentiation and expectations	
	Marking	
	Presentation guidelines	
	Homework and 'Show My Homework' software	
	Engage pupil records	
	SEND/GAT pupils	
	Academic Areas on O Drive	
	Annual assessment and reporting schedule	
Matron	What to do if a child is ill: 1 <sup>st</sup> Aid provision and procedures	
	Location of 1st Aid around the campus	
	Pupil medical info – dietary allergies and medical needs	
	Epipen training	
Head of Digital Strategy	Setting up of log-ins and passwords including print codes	
	Systems walk-through including webmail, Engage, Teams and O-Drive	
Head of Finance	Payroll	
	Budgets & Ordering Stationery	
	Trips Costings & Events Forms	
	Expenses & Overtime	



Head of Estates	Sick certification	
	Fire drill/evacuation procedures	
	Health and Safety Handbook	
	Basic H&S reporting arrangements	
	Manual handling	
	Parking arrangements	
	Security and access to buildings and grounds: issue of a fob	
	Parking arrangements	

I have been informed and understand the above items.

Signature .....

Date: .....

I confirm that the above induction programme has been completed for the above member of staff:

Signature .....

Date: .....

## 12. APPENDIX 2: TIMETABLE OF MEETINGS AND OBSERVATIONS

<b>Term One</b>	
Week 1 - 6	New Staff Induction Induction Meetings A and B Lesson observation (if relevant) 6 week review Informal meetings if required by inductee.
<b>Half Term</b>	
Week 7-12	Induction Meetings C and D Second lesson observation – if required Informal meetings if required by inductee.
<b>Term Two</b>	
Week 1-6	Induction Meeting E Lesson observation Informal meetings if required by inductee
<b>Half Term</b>	
Week 7-12	Informal meetings if required by inductee
<b>Term Three</b>	
Week 1-6	Induction Meeting F Lesson observation Informal meetings if required by inductee
<b>Half Term</b>	
Week 7-12	Informal meetings if required by inductee

<b>Term One</b>		
Induction Meeting A (First full week of term)	This meeting will cover: Observation policy and lesson observations SEND info, planning adjustment sheets- SENCo, update meetings each term A,G&T register, identification sheets Parent consultations: preparation notes, procedures Assessment of work: Standardised Tests, data and how to enter it Effort and Attainment grades CE & Scholarship preparation (where applicable) AOB the inductees may have	Deputy Head
Induction Meeting B (Week 4 of term)	This meeting will cover: Parent Consultations, preparation notes, procedures Standardised tests – analyzing data in CAT4/PTM/PTE/Reading & Spelling AOB the inductees may have	Deputy Head
Induction Meeting C (First few weeks after half term)	This meeting will cover: Trips FOP & relationships with parents Social opportunities with staff AOB the inductees may have	Deputy Head
Induction Meeting D (Few weeks before end of term)	This meeting will cover: Ordering Christmas Arrangements including the Christmas Fair End of term arrangements AOB the inductees may have	Mentor
<b>Term Two</b>		
Induction Meeting E (First half of term)	This meeting will cover the items listed below and any other significant matters that arise for specific events happening this term. Key dates Performance Management – questions and process AOB the inductees may have	Mentor
<b>Term Three</b>		
Induction Meeting F (First half of term)	This meeting will cover the items listed below and any other significant matters that arise for specific events happening this term. Key dates Residentials Reports End of term arrangements Move Up day AOB the inductee may have Feedback on the induction process	Mentor