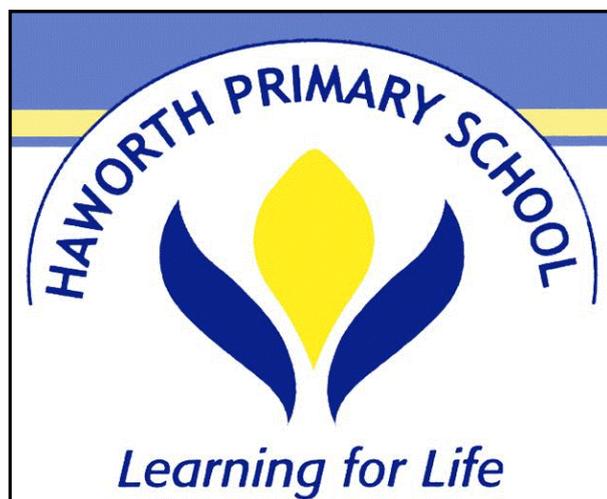


# Haworth Primary School



## Induction Policy and Procedures

Issue No	Author/Owner	Date Written	Approved by Govs on	Comments
Issue 1	Helen Thompson	January 2013		
Issue 2	Helen Thompson	Jan 2015		
Issue 3	Caron Stone	April 2017		Fully revised and updated with new safeguarding information



# **HAWORTH PRIMARY SCHOOL**

## **Induction Policy and Procedures**

### **Statement of Intent:**

At Haworth Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Haworth Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. We believe that if this commitment is to be put into practice then the safeguarding policies and procedures the school has drawn up must be adhered to, communicated and fully understood and applied by everybody associated with the school.

### **Other documents consulted:**

- Induction for newly qualified teachers - Ref: DFE-00274-2016
- Bradford support and guidance for NQTs and induction tutors on Bradford Schools Online website- <https://bso.bradford.gov.uk/content/nqt>
- Current and previous NQTs in post, NQT mentors, staff, leadership team and governors.
- NQT Induction procedures = <https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3268>
- Keeping Children Safe in Education

### **Introduction:**

Haworth Primary School and Bronte Academy Trust believes that it is important that, once a new member of staff has been appointed, they follow a comprehensive induction procedure. Consequently, all teaching, support, ancillary and temporary staff receive an induction training programme appropriate to the post being filled.

### **Aims:**

At Haworth Primary School the aim of our induction programme is to ensure staff can produce a high standard of performance in a short period of time. Thus enabling employees to understand the vision, aims, objectives and practices of the school and feel fully involved. There is a commitment to ensuring that they are given the necessary information and support to fulfil their role with confidence. The process is seen as an investment, which will facilitate the speedy inclusion of any new member of staff. Effective induction is key to building a culture of continuous improvement. All newly appointed staff will receive a comprehensive programme of structured support and guidance appropriate to their role, ensuring all individuals;

- Feel welcome and comfortable in their new working environment and integrate successfully into the school. This ensures that they can become an effective member of the whole staff team, working towards raising the standards of education for all of our children.
- Understand what is expected of them and are provided with support in meeting those expectations
- Are able to gain experience and develop their professional expertise within the context of the school development plan and their own professional needs
- Feel job satisfaction, personal achievement and are able to contribute to improving and developing the overall effectiveness of our school
- Feel able to contribute to the raising of standards and effectiveness of the school
- Are able to meet the needs of the whole school community

## **Procedures:**

Our induction process will:

- Welcome new staff / students to the school and enable them to meet the Headteacher, Staff and children
- Give opportunities to ask questions about their role and/or the school
- Contribute to improving and developing the overall effectiveness of our school, raising pupil achievement, and meet the needs of all pupils, parents and the wider school community
- Contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective team work at our school;
- Ensure all teachers new to the profession have the best start in their careers and are supported in developing highly effective practice;
- Ensure all staff new to our school understand what is expected of them and gain the support to achieve those expectations;
- Ensure all staff are clear of their responsibilities re safeguarding
- Ensure that all staff are valued and recognised as the school's most important asset.

## **The Induction Programme for all staff**

On appointment the new staff member is given:

- An Induction date with the Induction Manager.
- An Induction Programme applicable to their specific role.
- At the Induction they will be guided to the policies that all staff should be aware of and provided with training information for training they are required to undertake – such as Safeguarding, Prevent, FGM, CSE.
- A safeguarding briefing with the Induction Manager will take place during the Induction and they will be provided with a log in for an online Safeguarding training programme relevant to their role.
- On Induction, the new staff member is required to complete the induction checklist (Appendix 1).
- It is the responsibility of the Induction Manager to ensure the completion of the check list.
- Any feedback is returned to the Deputy Headteacher for Appraisal and to ensure the induction process is relevant and any necessary revisions are made in the next policy review.
- Policy and protocols on Safeguarding, Child Protection, Prevent, Health and Safety, E-safety, and other key school policies and procedures.
- The current Staff Handbook outlining staff roles and responsibilities, First Aid, SEND, the key School Development Plan priorities and key school policies such as the Behaviour Policy .

All of our induction activities are planned in the context of the school's vision, goals and guiding principles, and the core standards for teacher induction and national standards for other specific roles and responsibilities. Resources are prioritised to support induction.

Financial and other resources for induction are allocated annually and apportioned in accordance with the induction needs of staff and Governors. Resources will be available for the whole school programme of induction and to meet the needs of specific staff in helping them to meet the standards required by the school.

## **Induction for Teaching Staff**

**All new staff should be given appropriate induction advice, training and resources.** The induction process will start as soon as the appointment has been confirmed and DBS checks will be completed.

The Headteacher / Deputy Headteacher/Office Manager will meet the appointed person to complete a tour of school, in order to introduce them to the rest of the staff and the children and identify the locations of resources, procedures and other relevant information. They will then go through a detailed induction checklist (See Appendix 1) and hand over relevant policies and documentation. This will include:-

- The Curriculum Overview
- School Prospectus
- Access to Policy documents

- Year group schemes of work
- Assessment advice, recording, reporting, resources and procedures
- Class list
- Child Protection and Safeguarding information including the use of CPOMs
- Behaviour Policy and Exclusions Policy
- Health and safety including Fire safety
- Information on whole school and year group resources, including ICT
- E-Safety
- Timetables
- PPA arrangements
- SEND information
- Roles and Responsibilities of all staff
- Educational Visits Policy

If appropriate, they will introduce the appointed person to their designated mentor. The Induction Manager or the mentor will then plan further meetings, before and after the appointed person takes up post, to identify possible training needs, introduce school policies and practices, and to respond to any queries and concerns.

Any priorities for training will be passed onto the Headteacher. All new staff will be directed to copies of school policies and will be given a copy of the current school's staff handbook. They will also be provided with an explanation of the school's performance management arrangements (see the school's Appraisal Policy) within which they will be expected to participate.

All new staff will also have a Performance Management meeting with relevant senior staff to set their targets for the forthcoming year. These are reviewed at the half year point and then reviewed again in the July.

All new teaching staff will be provided with advice and support on a daily basis. New staff will have access to the Head Teacher to discuss additional training needs and difficulties they may be experiencing, in addition to Performance Management procedures. Regular informal discussions will take place during the first month and then at least half termly during the first year to identify support needs

### **During the course of the year, our induction programme for Experienced Teaching Staff will include:**

- Performance Management.
- Details about expectations for Reports, report writing and Parents' Evenings.
- Educational Visits organisation.
- The role of Governors, Trustees, Members and the CEO.
- Professional development programme.
- Assessment Policy and procedures, Target Tracker, monitoring progress and evaluation.
- Curricular documentation and text books relating to teaching subjects.
- Information about whole school equipment and resources available.
- Explanation of the focus of the School and BATs' Development Plans.

### **Induction for Newly Qualified Teachers (NQT)/ Teacher Training students**

On appointment the Newly Qualified Teachers (NQT)/ Teacher Training student will:

- Meet their appointed Induction tutor or mentor and year group colleagues
- Have an induction with an appointed person (NQT/ITT Mentor/Induction Manager)
- Receive details of their reduced timetable, cover arrangements and responsibilities
- Be provided with a programme of support, monitoring and assessment.
- Receive any other relevant details of Bradford's role in providing support and guidance
- Receive curricular documentation and text books relating to teaching subjects.
- Be given information about whole school equipment and resources available.
- Explanation of the focus of the School and BATs' Development Plans.

The Newly Qualified Teachers (NQT)/ Teacher Training student must:

- Follow their college and/or Bradford guidance

- Fully participate in all professional development (including observations and meetings) and follow the college and/or Bradford guidelines.

The induction tutor provides the Newly Qualified Teacher with day-to-day monitoring and support and must:

- provide guidance and effective support including coaching and mentoring for the NQT's professional development;
- carry out six reviews of progress during the induction period ;
- undertake a minimum of three formal assessment meetings during the total induction period, coordinating input from other colleagues as appropriate (normally three termly, or pro rata for part-time staff);
- ensure that at least six observations of the NQT's teaching take place and that the NQT is provided with copies of written feedback records;
- ensure that they are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and
- take prompt and appropriate action where a Newly Qualified Teacher appears to be experiencing difficulties.

Induction tutors will be supported in their role by:

- being provided with information from the LA and school, relevant to the induction process;
- being offered training provided by the LA on the Role of the Induction Tutor;
- having meetings with the member of staff responsible for the overall induction programme in the school;

Each NQT has 10% professional development time during their statutory induction period plus an extra 10% planning, preparation and assessment time. This gives an additional 10% to the teaching and professional development time that other substantive teachers would expect in the school.

Each NQT has an individualised planned programme to ensure that the 10% professional development is used to the maximum effect. The NQT induction tutor will ensure that there are opportunities for the NQT to observe good practice, within school or in other local schools, during their professional development time.

NQTs use the Career Entry and Development profile as a basis of planning the initial stages of their induction. Each NQT develops with their Induction Tutor their own induction and support plan.

## **Governors**

Governors have a vital role to play in providing support, advice and guidelines for the school. To enable the fulfilment of this role all new governors will be given an Induction Pack which includes Key Documents. A Link governor is also identified with responsibility for the induction of new governors and the coordination of governor training. Please see the Governor Induction Policy for full details on Governor Induction.

## **Induction for Support Staff**

As with teaching staff the induction process for support staff will start as soon as the appointment has been confirmed and DBS checks will be completed.

The Headteacher / Deputy Headteacher/Office Manager will meet the appointed person to complete a tour of school, in order to introduce them to the rest of the staff and the children and identify the locations of resources, procedures and other relevant information. They will then go through a detailed induction checklist (See Appendix 1) and hand over relevant policies and documentation. This will include:-

- Staff roles and responsibilities.
- The opportunity to work shadow the existing post holder or person undertaking a similar job where possible.
- Information on the school.
- Timetables and group lists for relevant classes.
- Any relevant information concerning the children they teach.
- Information on resources including SEN resources.
- Information on assessment, record keeping.
- Behaviour policy.
- Safeguarding, Child Protection and Prevent Policy including the use of CPOMs.
- Training in the use of the photocopier, laminator.
- Introduction to the computer system and E-safety.
- Health and Safety including Fire Safety.
- Information on training opportunities.

- Access to all policies.

All staff will take part in Performance Management procedures.

## **Midday Supervisors**

The Headteacher and/or other Midday Supervisors are responsible for the induction of lunchtime staff. A named mentor will be provided to give support with daily practice and ongoing training. Induction should include:

- Relevant information on the school,
- Aims and policies Information in relation to Health and Safety and First Aid,
- Security and behaviour policies and procedures
- Safeguarding, Child Protection and Prevent Policy and procedures including the use of CPOMs
- Relevant information to help them carry out their roles effectively

## **Induction for Volunteers, Faith Visitors, Students and Work Experience Students**

### **Teacher Training / College Students and Work Experience Students**

All students will be:

- invited into school prior to their placement start date.
- asked to provide a written statement of assurance from their provider or, where appropriate, their current DBS number.
- given a tour of school and made aware of all relevant Health and Safety, Safeguarding , Child Protections and Prevent requirements
- asked to go through all aspects of the induction form (Appendix 2) with the Deputy Head or ITT Mentor.
- asked to sign the Safeguarding Briefing (Appendix 3) and the Acceptable Use Policy prior to starting any work in school to show they have read and understand all of the relevant policies and procedures for Safeguarding. .

### **Volunteers / Faith Visitors**

All Volunteers will be:

- Invited to visit the school prior to starting any work in school to discuss the role.
- Provided with an Induction Meeting.
- Given a tour of school and made aware of Safeguarding, Child Protection, Prevent and Health and Safety requirements
- Asked to sign that they have understood all aspects of the Induction checklist with the Induction Manager (See Appendix 2)
- Asked to complete a relevant DBS form or show a current clear enhanced DBS. They will not be permitted to start working in school without this.
- Asked to read and sign to say that they have understood all of the appropriate documentation: Confidentiality, Volunteer Agreement, Safeguarding Briefing (Appendix 3) and Acceptable Use Policy
- Faith Visitors will also be given a separate policy document and receive guidance on the schools approach to prayers.

### **Induction for Supply staff**

All Supply Staff will be:

- Greeted by a member of the office staff and asked for their ID documentation
- Their photographic identity will be verified and they will be issued with the appropriate visitor badge.
- Given a tour of the key areas of school and shown to the classroom they will be working in and the staffroom
- Provided with information on procedures for safeguarding, and health and safety. Supply teachers will be advised if there is to be a fire alarm test and will be asked to make themselves familiar with the escape route in the classroom they will be working in.

- Wherever possible, given a copy of the class teachers planning
- Given a copy of the school's Feedback and Marking Policy
- Given an Induction and provided with a Supply Handbook which details the School day and expectations and the Safeguarding and child protection procedures within school (Appendix 4)
- The staff member will be asked to leave written communication for the class teacher's return.

## **Equal Opportunities**

In accordance with Haworth Primary School Equality Policy, we seek to ensure that all staff, students and volunteers are aware of pupils needs. This is to ensure that they are able to achieve their best, according to their capabilities and regardless of their disability, gender, race, culture, social, economic, ethnic, religious background and denominational diversity.

## **Inclusion**

The school is committed to the following:

- Opposing all forms of discrimination – individual and institutional, direct and indirect.
- Challenging all forms of discrimination about different groups in society.
- Translating good equal opportunities principles into all our policies and practice.
- Maintaining and developing an inclusive culture, where every individual feels valued and aspires to succeed.

## **Health and Safety**

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

## **Emergency Evacuation**

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

## **ICT**

If staff duties involve using a computer, the ICT Technician will set up a laptop/workstation and allocate a username, password and email address. All staff are required to ensure that they comply with the Data Protection Act and E Safety policies.

## **Dissemination of the policy:**

- The Headteacher / Deputy Headteacher/Senior Administrator will ensure all contents of this policy are included during induction of all new staff.
- Where appropriate, staff must sign to say that they have read and understand the contents of this policy.
- All staff, volunteers and visitors must be made aware that the policy is kept in the School Policy Files and that paper copies are available on request.
- The policy will be available on the school website.
- All school staff will be informed of this policy and be encouraged to support its implementation.

## **Reference to other school policies:**

This policy should be read in conjunction with:

- Leave of Absence Policy
- Acceptable Use Policy

- Health and Safety Policy
- Critical Incident Management Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Pay Policy
- Safeguarding, Child Protection and Prevent Policies

### **Policy Review :**

This policy will be reviewed every two years or earlier if deemed necessary.

- Ratified by Governors April 2017
- For review in April 2019



# APPENDIX 1

## Induction of New Entrant Staff

### Permanent or Temporary

**Name of Staff Member :** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Role in School:** \_\_\_\_\_

GENERAL INFORMATION	Initial and Date
<b>PART 1</b>	
<b>TOUR OF SCHOOL</b> - Location of : <ul style="list-style-type: none"> <li>• Entrances/exits</li> <li>• Fire Exits and extinguishers</li> <li>• Classrooms</li> <li>• Toilets</li> <li>• Staffroom</li> <li>• Photocopier/Stationery</li> </ul>	
<b>ENTRY SYSTEM /SECURITY</b> <ul style="list-style-type: none"> <li>• Security and identity – Key pad numbers &amp; ID card with door fob</li> <li>• Fire Evacuation Procedures and Policy</li> <li>• Assembly point</li> <li>• Alarm Testing Procedures</li> <li>• Red Card System</li> <li>• Confidentiality – including confidentiality statement</li> <li>• Playtime &amp; Lunchtime procedures</li> <li>• Beginning &amp; End of day procedures</li> <li>• Car Parking</li> </ul>	
<b>CLERICAL SUPPORT</b> <ul style="list-style-type: none"> <li>• Letters</li> <li>• Photocopying</li> <li>• Trip Organisation – procedures</li> <li>•</li> </ul>	
<b>SAFEGUARDING</b> <ul style="list-style-type: none"> <li>• Child Protection procedures and information re DSLs</li> <li>• Prevent details</li> <li>• Safeguarding / Child Protection policies</li> <li>• Missing Child Policy/Procedures/Flowchart</li> <li>• Identified pupils with medical needs/Child protection needs which can be shared</li> <li>• Keeping Children Safe in Education</li> <li>• Online Safeguarding training requirements</li> </ul>	
<b>HEALTH AND SAFETY</b> <ul style="list-style-type: none"> <li>• Personal responsibilities re safeguarding</li> <li>• Location of First Aid &amp; Accident Book</li> <li>• First Aiders and facilities</li> <li>• Named Person and reporting procedures</li> <li>• Location of risk assessments</li> <li>• Protocols with parent and other helpers</li> <li>• Behaviour system</li> </ul>	

<b>SCHOOL LEADERSHIP /VISION/ BAT</b> <b>Part 2</b>	
<ul style="list-style-type: none"> <li>• Introduction To Senior Management</li> <li>• Link teacher/ children</li> <li>• School/ BAT Priorities on the School Development Plan/SEF (where applicable)</li> <li>• Prospectus</li> </ul>	
<b>CIRCULATION OF INFORMATION</b> <ul style="list-style-type: none"> <li>• Notice Boards</li> <li>• Pigeon holes</li> <li>• Annual Calendar/ Timetable</li> <li>• School Website</li> <li>• Diary Meeting/ Weekly Diary sheet</li> </ul>	
<b>ICT ( with ICT Subject Leader)</b> <ul style="list-style-type: none"> <li>• School log in</li> <li>• Laptops</li> <li>• School Network Tour – Staff Resources area</li> <li>• E-safety Policy and procedures</li> <li>• Acceptable Use Policy – to be signed</li> <li>• Introduction to Website</li> </ul>	
<b>STANDARDS EXPECTED OF STAFF</b> <b>Part 3</b>	
<b>DRESS CODE</b> <ul style="list-style-type: none"> <li>• No jeans, smart trousers are acceptable but not overtly fashion type trousers e.g. Combats/hipsters</li> <li>• Please avoid wearing short skirts, low cut tops, midriff revealing tops and any garments with unsuitable/suggestive logos, even on dressing down days.</li> <li>• We request that facial piercings other than earrings are removed, where possible.</li> </ul>	
<b>TRAINING DETAILS</b> <ul style="list-style-type: none"> <li>• Staff Meetings</li> <li>• INSET Days and Directed Hours</li> <li>• Course Applications/CPD</li> </ul>	
<b>PERFORMANCE MANAGEMENT</b> <ul style="list-style-type: none"> <li>• Pay Policy and Appraisal Policy</li> <li>• Job Description</li> <li>• Performance Management Cycle</li> </ul>	
<b>SICK LEAVE</b> <ul style="list-style-type: none"> <li>• Responsibilities for reporting absences including contact details for Head, Deputy and Senior Administrator</li> <li>• Effect on pay</li> </ul>	
<b>PERSONAL APPOINTMENTS</b> <ul style="list-style-type: none"> <li>• Doctors / Dentist/ Hospital</li> <li>• Other</li> </ul>	
<b>TELEPHONE CALLS</b> <ul style="list-style-type: none"> <li>• How the system works</li> <li>• How to use it</li> <li>• Personal calls both incoming and outgoing</li> <li>• Use of mobile phones</li> </ul>	

<p><b>POLICIES</b></p> <ul style="list-style-type: none"> <li>• Staffroom folders</li> <li>• Website</li> <li>• See Deputy Headteacher for any policies</li> </ul>	
<p><b>CONDITION OF SERVICE HANDBOOK - Location</b></p>	
<p><b>PLEASE CAN YOU MAKE SURE YOU HAVE MADE YOURSELF AWARE OF THE FOLLOWING DOCUMENTS OR INFORMATION WITHIN YOUR FIRST WEEK AT HAWORTH PRIMARY SCHOOL.</b></p> <p><b>Part 4</b></p>	<p><b>Date when completed</b></p>
<p><b>Staff handbook which includes:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan of the school and location of resources</li> <li><input type="checkbox"/> School routines, including lunch-time</li> <li><input type="checkbox"/> Systems for planning</li> <li><input type="checkbox"/> Safety and fire procedures</li> <li><input type="checkbox"/> Assessment timetable</li> <li><input type="checkbox"/> Staffing List/Responsibilities</li> <li><input type="checkbox"/> Safeguarding, Child protection and Prevent procedures and flow charts</li> </ul>	
<p><b>School policies on website to read through:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Safeguarding</li> <li><input type="checkbox"/> Child Protection</li> <li><input type="checkbox"/> Behaviour</li> <li><input type="checkbox"/> Health and Safety</li> <li><input type="checkbox"/> Assessment</li> <li><input type="checkbox"/> Marking and Feedback</li> <li><input type="checkbox"/> Anti-bullying</li> <li><input type="checkbox"/> Homework</li> <li><input type="checkbox"/> SEND</li> <li><input type="checkbox"/> Maths</li> <li><input type="checkbox"/> English</li> <li><input type="checkbox"/> Equal Opportunities</li> </ul> <p><b>There are other policies on the school website which may be useful for you to read.</b></p>	
<p><b>Safeguarding</b></p> <p>Please sign to show that you have read the Child Protection and Safeguarding Policies and procedures and understand the School's Safeguarding procedures.</p>	
<p>Read and Understand Part One of the current version of Keeping Children Safe in Education</p>	

Undertake the new staff Safeguarding training online – see Office Manager for username, password and units to complete.	
Read the School's Acceptable Use and Social Media policies. Understand Whole-School Evacuation Procedures.	
Check your job description.	
Obtain assessment records for the class you will be working with.	
Review SEND records for the class you will be working with.	
Obtain an Annual half-termly dates schedule/reminder check list from the Headteacher.	
<b>PLEASE CAN YOU MAKE SURE YOU HAVE MADE YOURSELF AWARE OF THE FOLLOWING DOCUMENTS OR INFORMATION WITHIN YOUR FIRST THREE WEEKS.</b>	
<b>Part 5</b>	
Meet with the English and Maths Leaders and discuss expectations.	
Check procedures for school visits, including risk assessments	
<b>PLEASE CAN YOU MAKE SURE YOU HAVE MADE YOURSELF AWARE OF THE FOLLOWING DOCUMENTS OR INFORMATION WITHIN YOUR FIRST HALF TERM.</b>	
<b>Part 6</b>	
Your responsibility as a subject leader (if applicable)	
The School's Performance Management Cycle and Lesson Observation procedures	
Practice for reporting to parents, including Parents' Evenings	
The holiday lists on the School website.	
Forthcoming school events, including class assemblies/concerts 'exhibitions and other annual school events.	
Governing Body/BAT Governance (the BAT Scheme of Delegation)	
The current School Development Plan	
If you require any further information do not hesitate to contact: Helen Thompson (Head) Caron Stone (Deputy), Diane Killock or Emma Firth-Rymer (Key Stage Leaders)	

**TO BE COMPLETED BY NEW ENTRANT AND INDUCTION MANAGER**

I confirm that all the topics listed in parts 1 to 6 of the aide memoir have been covered a part of the induction process.

Signed ..... New Entrant

Signed ..... Team Leader

Date .....



## APPENDIX 2

### Haworth Primary School

### Induction of Additional Adults in School

**Name:**

**Purpose of role in school:**

PART 1 TO INFORM – General Information	Initial and Date
<p><b>TOUR OF SCHOOL</b> - Location of :</p> <ul style="list-style-type: none"> <li>• Entrances/exits</li> <li>• Fire Escapes and extinguishers</li> <li>• Classrooms</li> <li>• Toilets</li> <li>• Staffroom – Tea and coffee money</li> <li>• Photocopier/Stationery</li> <li>• First Aid – Located by the office</li> </ul>	<p>Please refer to class teachers for photocopier codes if required.</p>
<p><b>ENTRY SYSTEM /SECURITY</b></p> <ul style="list-style-type: none"> <li>• Security – Signing in procedures, DBS process</li> <li>• Fire Evacuation Procedures and Policy</li> <li>• Assembly point</li> <li>• Alarm Testing Procedures</li> <li>• Red card System</li> <li>• Confidentiality - Statement to be signed</li> <li>• Playtime &amp; Lunchtime procedures – including timings</li> <li>• Beginning &amp; End of day procedures – including timings</li> </ul>	
<p><b>SAFEGUARDING</b></p> <ul style="list-style-type: none"> <li>• Child Protection procedures and information re DSLs</li> <li>• DBS requirements</li> <li>• Prevent details</li> <li>• Safeguarding / Child Protection policies</li> <li>• Missing Child Policy/Procedures/Flowchart</li> <li>• Keeping Children Safe in Education</li> <li>• Safeguarding training requirements</li> <li>• Safeguarding, Prevent and Child Protection policies,</li> <li>• Confidentiality statement</li> </ul>	
<p><b>HEALTH AND SAFETY</b></p> <ul style="list-style-type: none"> <li>• Personal responsibilities</li> <li>• First Aiders and facilities</li> <li>• Location of accident books</li> <li>• Named Person and basic procedures – including Child Protection form</li> </ul>	
<p><b>INTRODUCTION TO STAFFING</b></p> <ul style="list-style-type: none"> <li>• Introduction to Senior management</li> <li>• Introduction to link teachers</li> </ul>	
<p><b>SCHOOL VISION</b></p> <ul style="list-style-type: none"> <li>• School Priorities on the School Development Plan/SEF (where applicable)</li> </ul>	
<p><b>ICT</b></p> <ul style="list-style-type: none"> <li>• Computer log in (If appropriate)</li> <li>• Network Tour (If appropriate)</li> <li>• School Website (If appropriate)</li> <li>• Acceptable Use Policy - to be signed</li> </ul>	

<b>STANDARDS EXPECTED OF STAFF Part 3</b> <ul style="list-style-type: none"> <li>Code of Conduct Policy</li> </ul>	
<b>Dress Code - Please observe the following points</b> <ul style="list-style-type: none"> <li>No jeans, smart trousers are acceptable but not overtly fashion type trousers e.g. Combats/hipsters</li> <li>Please avoid wearing short skirts, low cut tops, midriff revealing tops and any garments with unsuitable/suggestive logos, even on dressing down days.</li> <li>We request that facial piercings other than earrings are removed, where possible.</li> </ul>	
<b>SICK LEAVE</b> <ul style="list-style-type: none"> <li>Responsibilities on reporting absences (If appropriate to role) <i>Contact details for office, Head and Deputy to be passed on</i></li> </ul>	
<b>PERSONAL APPOINTMENTS (Students only)</b> <ul style="list-style-type: none"> <li>Doctors</li> <li>Dentist</li> <li>Hospital</li> <li>Other</li> </ul>	
<b>TELEPHONE CALLS</b> <ul style="list-style-type: none"> <li>Use of mobile phones</li> <li>Personal calls both incoming and outgoing</li> </ul>	
<b>LOCATION OF POLICIES (Students only)</b> <ul style="list-style-type: none"> <li>Staffroom folders -</li> <li>Website</li> <li>See Deputy Headteacher for any policies</li> </ul> <p>All of the above are located in files in the staffroom and can be found on the school website.</p>	
<b>ANY OTHER INFORMATION DISCUSSED AT INDUCTION</b> <ul style="list-style-type: none"> <li></li> </ul>	

**TO BE COMPLETED BY NEW ENTRANT AND A MEMBER OF STAFF**

I confirm that all the topics listed above have been covered a part of the induction process.

Signed ..... New Entrant

Signed ..... Induction Manager

Date .....



## **APPENDIX 3**

# **Safeguarding and Confidentiality Briefing for New Staff, Students, Volunteers and Service Providers**

At Haworth Primary School, we are committed to providing a caring, friendly and safe environment for all of our pupils, so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Haworth Primary School. All adults have a responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

### **Safeguarding & Child Protection**

At Haworth Primary, all procedures and policies are in place to meet the OFSTED Safeguarding Framework and this can be read in the Safeguarding Policy. When a child protection issue is raised, the Headteacher, who is the Designated Safeguarding Lead(DSL), or the Deputy Headteacher (as Deputy Designated Safeguarding Lead) will follow the LA guidelines and involve Social Care as required by law. If you have any child protection concerns, they must be put in writing to the Headteacher, prior to any conversation, using the School Child Protection Concerns Form. This written evidence is essential for any communication with Social Care, parents etc. Please be aware that information on these forms must be completely factual and not involve any value judgements. It is also important to be aware that these forms will be read to Social Care, where a referral needs to be made and the information will be kept on record in accordance with current data protection legislation. The Deputy Head or class teacher will be able to support you in recording information on the school form, if you feel this is required.

Any allegation made against staff will be investigated by the Governors following the LA guidelines 'Management of Allegations against Staff' or 'Management of Allegations Head' Policies.

Please find attached the form for reporting any concerns.

### **Confidentiality**

Confidentiality relies on the ability of any member of staff to trust in the integrity of their colleagues. This also includes any volunteers or students who work within a school environment.

- Many issues arise in school and sometimes involve individual children or family circumstances or other sensitive matters. For example, a risk assessment relating to a child/family. It is expected that all such matters remain "In House" and are not discussed or mentioned elsewhere.
- If the Headteacher or member of staff needs to discuss an issue related to children or families, this information must be confidential. If you are approached to discuss any issues related to children, families or staff out of school, you must not divulge information but direct them to speak to the Headteacher.



## Safeguarding and Confidentiality Briefing for New Staff, Students, Volunteers and Service Providers

I confirm that I have received and read the Safeguarding and Confidentiality Briefing and the current version of Part One of Keeping Children Safe in Education. I agree to adhere to all of the school policies and procedures and understand my responsibilities in relation to Safeguarding and confidentiality.

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

Role \_\_\_\_\_

Signed \_\_\_\_\_

Induction completed with \_\_\_\_\_ (Staff Member)



## Child Protection Incident Reporting Form

<b>Date:</b>	<b>Time:</b>
<b>Recorded by:</b>	
<b>Child's Name:</b>	
<b>Concern:</b>	
<b>Reported to :</b>	
<b>Date:</b>	
<b>Outcomes /Action :</b>	



## Induction of Supply Teachers - Quick guide

On arrival you will be met by a member of the office staff who will show you to the room that you are working in and signpost the following to you:

<p><b>PART 1 TO INFORM – GENERAL INFORMATION</b></p> <p><b>The location of:</b></p> <ul style="list-style-type: none"><li>• Classroom you will be working in</li><li>• Children's entrance/exit</li><li>• The nearest fire escape and fire assembly points</li><li>• Toilets</li><li>• Staffroom</li><li>• Location of Key Stage Coordinator - to be contacted for any queries or to report any incidents</li><li>• First Aiders and Accident books</li></ul> <p><b>You will be informed of:</b></p> <ul style="list-style-type: none"><li>• Name of support assistant working with you</li><li>• Assembly times and any allocated hall / computer room times</li><li>• Any special events happening in school</li></ul> <p><b>Information to note:</b></p> <ul style="list-style-type: none"><li>• Wherever possible you will be given planning for the day from the class teacher, if this is not available the Key Stage Leader will support in organising a suitable programme of work.</li><li>• First Aid incidents to be sent to the office</li><li>• Fire Alarm Testing – 9.20am Mondays</li><li>• Children must be collected from the playground at the beginning of the day, and at the end of break and dinner times.</li><li>• Supply staff must go out onto the playground to see children out safely at the end of the day.</li><li>• If there has been an incident in the class during the day it is the Supply teacher's responsibility to report this to the parents and the Keys Stage Leader.</li><li>•</li></ul>
<p><b>SAFEGUARDING</b></p> <ul style="list-style-type: none"><li>• Designated Safeguarding Lead for Child Protection is the Headteacher or Deputy Head in her absence</li><li>• Any Child protection concerns must be written on a Child Protection form and reported immediately to a DSL</li><li>• Safeguarding / Child Protection / Prevent policies are located in the Staffroom</li><li>• Missing Child Policy/Procedures/Flowchart are in the staffroom and all supply staff must be familiar with this at the beginning of the day.</li><li>• Identified pupils with medical needs/Child protection needs which can be shared</li></ul>
<p><b>PART 2 - INVESTORS IN PUPILS</b></p> <p>As part of Investors in Pupils, each class has an induction policy for new members of staff which includes supply teachers.</p>
<p><b>PART 3 - STANDARDS EXPECTED OF STAFF</b></p> <ul style="list-style-type: none"><li>• Code of Conduct Policy</li><li>• Learning Feedback</li><li>• At the end of the day when Marking and Feedback has been completed, please bring your supply form to the office to be signed.</li></ul>



## The School Day

- The school bell rings at 8.50am for Key Stage 2 and 8.55am for Reception and Key Stage 1.
- Nursery sessions are 8.45 – 11.45 and 12.30 – 3.30pm.
- Teachers collect classes from the playground.
- Each class has a support assistant and they will be able to show you which door the children will need to be collected from.
- Break times are as follows :-

<b><u>Morning</u></b>	
Reception / KS1 -	10:30 - 10:45
KS2 -	11.00 - 11:15
<b><u>Lunch</u></b>	
Reception / KS1 -	12.00 - 1.00
KS2 -	12:15 - 1:15
<b><u>Afternoon</u></b>	
KS1 only	2.00 – 2.15 (All teachers to go outside)
<b><u>At the end of the day</u></b>	
Children are led to the playground by the class teacher.	
School finishes at 3.15pm for Reception and KS1 and 3.20pm for KS2.	

- Staff have a playground duty on a rota basis. This is displayed on the board in the staff room, please ask the teaching assistant to check if you will need to go out on duty. Support staff will support with lining up procedures at the end of break time.

## Guidelines for completing registers and pupil absence/ lateness

**Any problems/queries regarding attendance should be brought to the attention of the Headteacher.**

- Registration will take place promptly at the start of the morning and afternoon sessions.
- Children should be clearly marked present or absent late on the SIMS Pupil Registration website.
- All registers must be taken no later than 9.10 a.m. and 1.25 p.m.
- Dinner registers must be taken electronically on the ParentPay website no later than 9.10am. Support staff will be able to provide a log in for this and the SIMs site and will be able to share how this needs to be completed



- The child needs to know why they are in trouble and given the opportunity to make amends.
- The child needs to be reminded that their behaviour is chosen by them and if they misbehaved then they have made the 'wrong choice'.
- Sanctions should be applied fairly, consistently and calmly and in a way that maintains self-respect and will not be used to humiliate.
- Sanctions to be used consistently.
- As far as possible sanctions to be given as soon after the behaviour as possible i.e. next lunchtime.
- De-escalation strategies should also be used with the children to promote a calm environment.

Half termly trends will be monitored by SLT and where children are regularly moving to Orange; there will be a follow up with a member of SLT with the pupil. The child will then move onto the 'Transformers' programme.

**At the end of the day staff will record children that have moved to Gold, Silver, Yellow and Orange on the weekly behaviour tracking sheet.** This should be returned to Tracy Roe each Monday Morning to prepare certificates and monitor.

### Rewards

- When a child collects 5 Gems on their peg, it should be returned to Tracy Roe, who will display it in the 'Hall of Fame'. The child will be given a new peg.

## Year 1 to Year 6

Children will normally move up and down zones but may move straight to Gold or Red, should they display any of the behaviours listed in Behaviour Zone meanings.

### Gold – Super Star

The child will receive a Gold Certificate in assembly and a text sent home to parents. A gem will be placed on the child's name peg and will earn 2 stamps on the child's reward card. When the child achieves 5 gem stones the peg will be placed in the 'Hall of Fame'. The child's parent will then be invited to the next termly Parents assembly to celebrate positive learning behaviour. Children will receive a half termly reward for being 'Gold'. This is for exceptional learning and or behaviour.

### Silver – Role Model

The child will receive a silver certificate in assembly and will earn 1 stamp on the child's reward card.

### Bronze – Good choices

The class will congratulate the child at the end of the day will earn 1 stamp on the child's reward card.

### Green – Ready to Learn

The class will congratulate the child/ren at the end of the day.

### Yellow - Think about it

Children moving onto yellow, will be carefully monitored to identify persistent low level disruptive/poor behaviour.

### Orange – Time Out

Children moving onto Orange will spend 15 minutes in 'Time out' the behaviour will be recorded in the 'Time Out Book'. The child will apologise for their behaviour to those involved.

### Red - Parent Contact

Children moving onto Red will spend their lunchtime in 'Time Out' the behaviour will be recorded in the 'Time Out Book'. The child

will apologise for their behaviour to those involved. The child will take home a letter in order to inform parents of their behaviour citing whether this is their first second or third incident. The letters will be completed by Time Out Staff. Repeated Red Cards will result in a child being placed on a 'Behaviour report Card' and monitored until they become a 'Transformer' and in some instances may result in internal or fixed term exclusion.

### **Guidelines for using rewards effectively**

Wherever possible, we aim to be positive in our approach and to notice and reward good behaviour, rather than take it for granted. We always ensure that we use the principles of Praise in Public (PIP) and Reprimand in Private (RIP). Every child should have equal access to rewards.

- Rewards are more effective if they are given immediately
- We reward the behaviour every time it occurs, especially initially
- We only reward when the required behaviour has been demonstrated.
- Once behaviour has become established, rewards will be made a little harder to achieve and may be given less frequently as it is expected that independent positive learning behaviour will soon become the norm'.

### **Guidelines for using sanctions effectively**

- De-escalation strategies should be used with the children to promote a calm environment.
- The child needs to know why they are in trouble and given the opportunity to make amends.
- The child needs to be reminded that their behaviour is chosen by them and if they misbehaved then they have made the 'wrong choice'.
- Sanctions should be applied fairly, consistently and calmly and in a way that maintains self-respect and will not be used to humiliate.
- Sanctions to be used consistently.
- As far as possible sanctions to be given as soon after the behaviour as possible i.e. next lunchtime.

Half termly trends will be monitored by SLT and where children are regularly moving to Orange; there will be a follow up with a member of SLT with the pupil. The child will then move onto the 'Transformers' programme.

**At the end of the day staff will record children that have moved to Gold, Silver, Yellow, Orange and Red on the weekly behaviour tracking sheet.** This should be returned to Tracy Roe each Monday Morning to prepare certificates and monitor.

### **Rewards**

- When a child fills their Star Card, it should be returned to Tracy Roe and the child will then be invited to the next Friday Fun Session.
- When a child collects 5 Gems on their peg, it should be returned to Tracy Roe, who will display it in the 'Hall of Fame'. The child will be given a new peg and invited to the next half termly Reward Session.

## **Marking - Learning Feedback**

## Marking and learning feedback should

1. Take place regularly and be easily understood by the children
2. Indicate success / achievement;
3. Indicate an action for improvement/next steps;
4. Give a challenge or question to extend their thinking or to clarify their understanding;
5. Provide time for the child to reflect on and respond to the feedback, by making the relevant improvements.
6. Check the child's improvement.
7. Inform future planning and target setting as an assessment tool

## Guidelines for effective feedback

- The level of feedback will depend on the task i.e. a spelling test could be ticks and a score, but an extensive write will contain the majority of the features above.
- Feedback, whether verbal or written, should be given regularly and as soon after the completion of
- a piece of work as possible. Teachers will provide written feedback to at least one group of independent learners in English and maths per day. Teaching Assistants may also provide feedback to the children they are working with during the lesson.
- Written feedback on work will be given in a different coloured pen from that used by the child. This will ensure that peer or adult feedback can be clearly identified.
- Adult's writing should be neat and legible.
- Coloured highlighters must be used to identify achievement against targets and learning challenges: –
  - **'Groovy Green'** - Green should be used to highlight successful elements of the learning against the challenge/success criteria.
  - **'Think Pink'** - Pink should be used to highlight areas for further development against the challenge/success criteria.
- It is important that children have time to read, reflect and to act upon the feedback given (e.g. at the beginning of the next lesson, as feedback task time at the start of the day or during independent guided reading times, or for homework).
- It is important that comments contain praise and quality feedback, to inform the child of their achievement and what the next step is. It is also important to give verbal feedback after detailed marking, to maximise the benefit to the child.
- Correcting work: –
  - Crosses need to be used with sensitivity and an appropriate mark used if a child is inaccurate or unsure. Mathematical calculation errors should be circled or a question mark placed next to them, so that the child can re-attempt the calculation. However, if there is clearly a misconception, evidenced by a significant number of errors, do not circle all of them as this can be demoralising. The concept should be revisited at the earliest opportunity.
  - All Grammar, Punctuation and Spelling errors and presentation are not commented on in every piece of work. Feedback will be targeted against the learning challenge and other elements may be noted as a future teaching point. Corrections will be appropriate to the level that the child is working at e.g. spelling of words within the child's phonic phase.
- Work in Foundation and KS1 also needs to indicate the level of support given, and feedback will often be verbal. Some pieces of work will be annotated to show achievement.
- Children in KS1 are encouraged to respond to their work with learning faces (😊😐😞).
- From Y2 to Y6, these learning faces should be accompanied by additional comments from the child, to reflect on their progress within the lesson.
- Teachers' comments will be initialled by children in KS2 and include a reply, as appropriate, to encourage a shared dialogue and involvement.

- Staff will acknowledge the children's self / peer assessment by placing their initials or a comment next to their learning faces. The comment may reflect whether they feel that the child has not accurately gauged their own / peer's achievement /understanding.
- All feedback should avoid using the words "Remember to...", as this is not helpful to the child.
- All feedback must be relevant to the age and level of the child and should use vocabulary and expressions that the child will understand.
- For peer assessment, the same concept of identifying strengths and those to be developed should be used. This may be done orally, or children may add comments such as 'This is good because....' or 'It would be even better if....'
- See next page for the list of key Learning Feedback codes.

## School Learning Feedback Codes

Symbol	Function
✓	I have read this work / recognition mark (crosses used sparingly with sensitivity)
	Adults to draw/stamp the step icon in the margin to show where they have made amendments to work (KS2). To indicate the children's next steps.
-	Punctuation – missing or inaccurate full stop / question mark etc, inaccurate upper / lower case letter. Underline in purple. Calculation error (KS2).
•	Calculation error (KS1).
^	Omission – a letter or word omitted from the text.
?	Explain more clearly –word does not make sense.
/	A new line needed or a space bar in word processing.
//	A new paragraph needed.
<b>Initials</b>	Adults to initial work if not the class teacher. Children to initial any adult's comment and respond as appropriate to age and task.
[ ]	Improvement –Child to improve a section at the end.
<b>sp</b>	Incorrect spelling or word written incorrectly. Correct spelling in margin or written above the incorrectly spelt word.
→	Find the error on this line.
	Self - marking by child,
	Peer Marking
	Verbal feedback from an adult with initials.
Feedback to include the children's self -evaluation at the end of a piece of work, through learning faces and their own written comments (Year 2 – Year 6) as appropriate to the task. Key Stage 2 Children to articulate their learning next to the smiley face.	
	I understood this I found this hard.
	I mostly understood this – it was okay.
	I found this difficult.

## Haworth Primary School Staff Induction Programme Checklist

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This checklist provides a framework for the planning, delivery, and evaluation of the staff induction process at school level. It is recommended that it is used as a guide by the mentor of the new employee to help provide a successful induction into the school.

**New staff member** .....

**Start Date** .....

**Mentor**.....

### Before Employment

Action to be taken from the date the appointment is confirmed:

Action required	Personnel (record any further action points, general comments or reminders)
DBS check, Eligibility to work and disqualification by Association declaration completed and all details added to the Single Central Record.	
All references checked and added to personnel file	
Contract and job description details provided Payroll details set up	
Appoint an experienced colleague to mentor the new appointee and help them settle in. Ensure they understand their role.	
Inform team of new staff member's arrival and start date.	
Identify and order any necessary equipment e.g. computer, telephone, furniture, basic stationery, adaptations for disabled staff etc.	
Ensure the new staff member understands the arrangements for their first day i.e. time of arrival, who will meet them and where.	
Identify essential training and book if necessary.	
Diary a date to meet with the member of staff to carry out Staff Induction including all safeguarding requirements	
Contact LDD to set up passwords for PCs/laptops.	
<b><i>Please sign to confirm that all required actions have been completed</i></b>	<b>DHT/HT</b>  <b>Signature</b> .....

## First Day

### General

Action required	Personnel
Welcome and introduction to colleagues	
Meet and go through initial staff induction outlining fire, safeguarding procedures and check all areas on checklist are signed	
Key diary dates, ensure key meetings and events are booked, including regular one-to-ones, team meetings and staff induction day	
Familiarise new staff with their environment and facilities they may find useful e.g. toilet	
Advise how to operate telephone system, enquiries, visitors and navigating the school website / e-mail account, and school calendar	
<ul style="list-style-type: none"> <li>Work times</li> <li>PPA</li> <li>Duties- break and Lunch</li> <li>Breaks times</li> <li>Tea money/staff fund</li> <li>Timetables</li> <li>Lunch procedures</li> <li>Register</li> </ul>	
Provided with a copy and made aware of the school 'vulnerable list'	
Rewards and consequences, house points, gems, assemblies	

### Security

Action required	Personnel
Provide any necessary keys and ID badges, computer passwords, building security door fob, alarm procedure, signing in / out, evening / weekend working procedures, parking.	

### Health and Safety / Safeguarding

Action required	Mentor's notes
Organise and undertake online training regarding safeguarding within first week with Office and hand in certificate	
Undertake Prevent training online and hand in certificate	
Ensure employee is familiar with all relevant policies including Keeping Children Safe in Education	
Provide essential guidelines Accidents, Asthma, Diabetes, Anaphylaxis, medicines	
Location of fire exits and safe havens for staff with restricted mobility	

Personal safety guidelines, dealing with violence, well-being initiatives, work / life balance	
Accident and incident reporting	
First aid training requirement? Current certificate dates.	Y/N
If required complete a vulnerable person risk assessment (pregnancy, specific disability, young/old)	Date.....
<b>Mentor please sign to confirm that all required actions have been completed for the first day</b>	<b>Mentor's signature</b> .....

## First Two Weeks

Action required	Mentor's notes
Ensure that <b>job description / NQT induction / Follow up actions from the induction</b> are discussed and understood i.e. conduct and expected levels of performance and monitoring procedures, including confidentiality rules and adherence to the data protection act, whistle blowing and complaints	
<b>Identify initial training needs such as:</b> ICT – Word / PowerPoint / Excel / Publisher Whiteboard SMART /Clevertouch White boards / e-mail / camera/ipad OFFICE - SIMS/ ParentPay SEND training H/S training	
<b>Procedural information</b> Finance Stationery and equipment ordering Expenses reimbursement and purchases	
<b>Communications</b> Communications with parents, uniform, letters, homework diaries, Newsletters, Website Communications with staff, phone lists, pigeon holes, e-mail addresses, staff meeting timetable, notice boards.	
<b>Introduce them to facilities and equipment they may need to use.</b> Library Photocopier/Scanner P.E store/ Curriculum resources Cleaning cupboards Notebook computers Lift	
<b>Further introductions to key staff</b> Premises manager, office staff, subject manager, governors, cleaners, lunchtime staff, HOSC	
<b>Mentor please sign to confirm that all required actions have been completed for the first two weeks</b>	<b>Mentor's signature</b> .....

## First Six Weeks

<b>Action required</b>	<b>Mentor's notes</b>
Provide an opportunity for new staff to discuss any day to day issues with a member of the leadership team	
Check that all relevant Policies and documents have been accessed	
<b><i>Mentor please sign to confirm that all required actions have been completed for the six weeks</i></b>	<b><i>Mentor's signature</i></b> .....

## Reviewing the induction process

Please record below any good practice that you feel could be shared across the school.

How can the staff induction process be improved?

**New staff member's signature** .....

**Mentor's Signature** .....

**Date** .....

**Please copy completed and signed staff induction checklist to the Deputy Headteacher and Induction Manager. Thank you.**