

CASTLE ACADEMY

INDUCTION POLICY



December 2020

INDUCTION POLICY

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Next Scheduled Review	December 2021



The Everyone's Invited campaign has rightly served to focus our minds on the need to continue to work together to protect children.

We, at EMAT, believe that schools play a crucial role in teaching pupils about sex and relationships, equality and diversity and modern citizenship as well as preparing them for the modern world. This is enacted through each school's culture, its curriculum, and all policies. We aim to give all pupils and staff a voice to enable them to act in a protective manner towards themselves and others. This includes developing a robust whistleblowing culture as well as fostering a culture of integrity and mutual respect.

We recognise that we have the responsibility of tackling sexual violence and harassment, instilling values in our stakeholders and encourage all to be driven by their strong moral compass. Like so much of education, our work must complement that undertaken by parents and carers so that young people receive a consistent message, and they can go about their lives free from harassment and abuse.

All of our schools will continue to engage with their stakeholders, listen to their concerns and signpost necessary support and provision within and beyond its schools. We ask that anyone who has experienced such behaviour, or who is suffering because of it, to report it to an appropriate adult either in the school or within the EMAT team so they can be supported, and steps can be taken to address the issue.

A dedicated NSPCC helpline is now available to support anyone who has experienced sexual abuse in educational settings or has concerns about someone or the issues raised. The dedicated **NSPCC helpline number is 0800 136 663 or by emailing help@nspcc.org.uk**

Staff members can also seek support from **Employee's Assist on 08000 305 182.**

If you are troubled about possible wrongdoing at work, please don't keep it to yourself. Our [Whistleblowing Policy](#) is there to reassure you that it is safe and acceptable to speak up and to enable you to raise any concern you may have at an early stage and in the right way. If you feel unable to raise the matter with your manager, for whatever reason, please raise the matter with:

- **EMAT Head of Governance & Compliance** – Monica Juan – monica.juan@emat.uk
- **EMAT Senior Workforce Planning & HRBP** – Ruhena Mahmood – Ruhena.mahmood@emat.uk

If you are unsure about raising a concern you can get free and independent advice from **Protect helpline on 020 3117 2520 or by emailing whistle@protect-advice.org.uk**

Castle Academy

Induction Policy

This policy outlines Castle Academy's procedures for induction of teaching staff, support staff, volunteer staff and new children.

Dissemination and responsibility

Head teacher and the Head of School along with the School Operations Manager are responsible for ensuring all contents of this policy are included during induction of all new staff.

- The Chair of the Academy Improvement Board will review the induction procedures for new staff.
- The AIB will review and ratify the policy each academic year (July).
- 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 on the school network and that paper copies are available on request from the school office.
- A copy maybe available on the school website.

Introduction

Castle Academy is committed to safeguarding and promoting the welfare of the children in its care. The induction programme is a vital process that is undertaken to support newly appointed staff, volunteers and students.

The induction of new staff, including support staff, is an important part of school life and essential in maintaining and developing the ethos of the school. The teaching staff are the schools most expensive resource and it is important that we invest time and effort to help each new staff member to settle in quickly and happily into school.

An effective induction programme for teachers and support staff is essential to maintain continuity of purpose and benefit from the additional expertise the new member of staff will bring.

The aims of this policy:

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

- integrate successfully into the school or new role;
- consolidate their performance;
- gain experience and develop professional expertise;

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

Procedures

All new staff will be provided with a Staff Induction document which will include information on safe guarding, child protection, health and safety, e-safety, the staff handbook, staff roles and responsibilities, first aid, SEN and the behaviour policy.

Supply Staff

Supply staff should be welcomed by a member of the Administration team. Their photographic identity will be verified and they will be issued with the appropriate visitor badge. They will receive, on the first visit, a handout 'Information for Supply Teachers' which will detail the School day and expectations. The handout will also include information on procedures for safeguarding, and health and safety. In each classroom there will be a Teachers Planning folder (green) and in the front of that is a documents outlining the particularly needs with in the class. The handout will also include information on procedures for safeguarding, and health and safety. Also included will be a handover sheet which the Supply teacher should complete and leave in the classroom for the class teacher's return. The Supply teacher 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. They will also be shown the staffroom.

Teaching Staff

All new staff should be given appropriate induction advice, training and resources. This should include the following documents most of which are included in the staff handbook:

- The requirements of the school Curriculum
- The School's vision statement
- Year group schemes of work
- Assessment policy
- Class list
- Child Protection policy
- Safeguarding guidance
- Behaviour Policy
- Health and safety guidance
- Information on whole school and year group resources, including ICT
- E-Safety

- Timetables
- PPA arrangements
- SEN information
- Roles and Responsibilities of all staff
- Educational Visits Policy

A member of the Senior Leadership Team will ensure new staff are given a guided tour of the school, identifying locations of resources, procedures, staff and other relevant information.

All new teaching staff will be allocated a mentor to provide advice and support on a daily basis.

New staff will have access to the Head of School, the Senior Leadership Team or the Head Teacher to discuss additional training needs and difficulties they may be experiencing, in addition to Performance Management procedures.

An informal discussion at the end of the first month and then half termly during the first year with a staff colleague will be held to identify and resolve any concerns.

Newly Qualified Teachers (NQTs)

Induction for newly qualified teachers will be provided, following guidance from the DfE and the LA taking account of proposals to use individual Career Entry Profiles. Induction advice and resources will be provided as for all teaching staff.

NQTs induction should:

- match particular development needs, identified during training;
- provide appropriate development related to the teacher's strengths;
- identify targets to be achieved for the first year of teaching;
- take part in the training programme arranged by the Academy Trust. This programme may include:
 - have opportunities to visit schools to observe good practice;
 - have a planned programme of training for curriculum, classroom management and personal development;
 - have regular discussions with experienced teachers involved in the programme.

NQTs are allocated a mentor for day-to-day advice and support. NQTs teach 90% of the normal teaching day. NQTs take part in the normal monitoring procedures and are provided with feedback to support assessment and development of the new teacher's practice. Additional supportive observation and feedback is provided by senior staff. The Head teacher, Head of School and Senior Leadership Team are available to discuss any additional training needs and difficulties that may be experienced. NQTs may represent their year team in curriculum support and other working groups and may provide information for their year team from the consultant. They are not expected to take lead responsibility for a curriculum area in their year team.

Induction arrangements have been provided by the NSB teaching school in accordance with EMAT's policy.

Teaching Assistants

Induction information should include:

- Staff roles and responsibilities;
- The School's vision statement;
- The opportunity to work shadow the existing post holder or person undertaking a similar job where possible;
- Information on the school with access to the Staff Handbook and policy information;
- Safeguarding and Child Protection induction with the Designated Senior Lead;
- Information concerning the child/children for whom they are responsible if appropriate;
- Information on resources including SEN resources;
- Information on assessment, record keeping;
- Behaviour policy;
- Safeguarding Policy;
- Timetables and rotas;
- Training in the use of the photocopier, laminator;
- Introduction to the computer system and E-safety;
- Health and Safety;
- Fire Safety;
- Information on training opportunities;
- Access to all policies;
- Opportunity to comment on policy and practices.

All staff will take part in Performance Management procedures.

Administrative Staff

The Operations Manager is responsible for the appropriate induction advice and training for administrative staff. Induction information should include:

- Information on the school;
- The school vision statement;
- Safeguarding Policy and Procedures;
- Access to policies, resources and procedures;
- Health, safety and security information;
- E-Safety;
- Staff handbook;
- Training to implement ICT programmes and school administrative procedures;
- Access (including log in) to confidential information, where appropriate, on children, staff and resources;
- Opportunity to comment on policy and practice.

All staff will take part in Performance Review procedures. A review meeting should be held with the Operations Manager termly during the first year to identify and provide relevant support.

Premises staff (managed by Amey)

The Site Manager, in liaison with the Operations Manager, is responsible for the induction of all cleaning staff. Induction should include:

- Relevant information on the school
- The School's vision statement
- Safeguarding Policy and Procedures
- Health and Safety and Security issues
- The Staff Handbook
- Relevant information to help them carry out their job description effectively including guidance on safe use of chemicals and cleaning products and equipment
- Opportunities to comment on policy and practice

All staff will take part in Performance Review procedures.

Lunchtime Assistants

The Operations Manager is responsible for the induction of lunchtime staff. The Assistant Principals will organize a mentor with daily practice and training. Induction should include:

- Relevant information on the school, aims and policies
- Information of Health and Safety
- The Staff Handbook
- First Aid, security and behaviour policies and procedures
- Safeguarding Policy and procedures
- Relevant information to help them carry out their roles effectively

All staff will take part in Performance Review procedures.

Governors

The Academy is governed by a Local Governing Body. Governor Induction will play a vital role in ensuring that the Governing Body undertakes its role appropriately, robustly and effectively.

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 a Key Documents file along with an Induction Pack this information is in addition to the New Governor. Induction information/guidance provided by Governor Services at the LA. The Chair of Governors is responsible for the induction of new governors.

The local induction should include:

- Opportunities for a tour of the school, meeting staff;
- School Prospectus including Staff Roles and Responsibilities;
- Ofsted, KS2 test and EYFS information;
- School and Governing Body Policy documents;
- Governing Body and Committee's Roles and Responsibilities;
- Dates and times of whole governing body Committee meetings;
- Access to and information in previous governing body minutes;
- Latest governing body report to parents and school newsletters;
- Information on and access to governor courses including GEL.

All new governors should be provided with support on information, current policies and practice. The Governor with responsibility for training should arrange to discuss the success of the induction arrangements at least twice during the first year to improve the quality and relevance of the induction arrangements.

New Pupils

We aim to integrate new pupils happily and successfully into Castle Academy. The induction procedure is designed to collect the information needed to ensure that the new pupils has all of their needs met and is provided with a smooth and positive start to our school.

Admissions are held through NCC. Once we receive notification that a place has been offered, contact is made with the parents and an appointment is made for them to visit the school. During this appointment the family is walked around the school, all documentation is filled in and information is collected about the pupil's previous experiences.

The purpose of this contact is to:

- Provide opportunities to gain the children's confidence, knowledge and trust in a known person;
- Access and identify information on the individual child's and the cohort's progress;
- Identify strengths and weaknesses, and make arrangements to match individual needs for support, welfare and SEN provision;
- Provide relevant information to support the child(ren) in class appropriate to ability, behaviour, physical and emotional needs
- Provide information on aspects of transfer
- Manage induction to Castle Academy for pupils and their parents

At this meeting the uniform is explained, parents are able to purchase the items they require and a start date is arranged. The pupil is introduced to key members of staff particularly their class teacher.

The Class Teacher will be responsible for the day-to-day induction of the pupil with support the Inclusion Team providing:

- A named buddy to support the child in daily routines;
- A named drawer and peg;
- Information on homework, PE games, play/lunch arrangements, newsletters;
- Assessment in liaison with the SENCO to identify appropriate teaming and emotional needs;
- Support for the parents with any concerns that they may have.

Volunteers

The Operations Manager is responsible for the induction of parent helpers/volunteers. The minimum programme will include:

- Completion of the DBS process;
- Staff Handbook-the working day;
- Safeguarding Policy and Procedure;
- Child protection;
- Health and Safety Policy/Guidance;
- Fire Safety;
- E Safety.

It is the individual member of staff whom is being offered support to ensure that the volunteer is given the specific task support and training they require.



Managing HR in schools appendix 3: Induction check list

Name:		Start date:
Faculty/department:		
1.	Welcome to the school:	
a.	Outline of school, size and history	Verbal during tour
b.	School aims and objectives	Staff handbook
c.	Staff handbook	
2.	Documentation:	
a.	Collection of new employee's records from previous	Office prior to appointment
b.	Confirm employee's full name, address, telephone number, date of birth, next of kin and location during working hours	Prior to interview and confirmed after appointment
	Postage arrangements	
3.	Salary:	

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a.	Explanation for methods and frequency of payment	At and stipulated on contract
b.	Confirm employees bank account details	Prior to start date
c.	Explanation of salary reviews, overtime, etc.	Contract
d.	Explanation of salary slips	DB at first payment date



e.	Travelling and subsistence expenses	Before first necessary trip
4.	Pension scheme:	
a.	Contributions and benefits	Contract. Opt out after 2 mths option explained
b.	AVCs	
c.	Insurance	EMLC cover explained
5.	Sickness:	

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a.	Procedure to be adopted if absent through accident or sickness	handbook. Policy given
b.	Medical certificates, system of payment whilst absent, qualifying period, duration of sickness payment	Contract. Policies given
6.	Hours of work:	
a.	School terms and school day	Staff handbook and contract
b.	Absenteeism and punctuality	Staff handbook. Policies.
c.	Good timekeeping	Staff handbook Policies
d.	Catering arrangements	Verbal



7.	Tour of premises:	
a.	Descriptions of department functions	Prior to employment
b.	Parking facilities	Visit after offer

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c.	Eating facilities	Visit after offer
d.	Noticeboards	Visit after offer
e.	Introduction to governors	Visit after offer
8.	Fire precautions:	
a.	Procedure in the event of fire alarm	First day
b.	Use of fire-fighting appliances	
9.	Safety:	
a.	Identification of any specific hazard(s) in department	Phase leader
b.	Issue of personal protective equipment (PPE)	High Vis
c.	Procedure in the event of an accident	Phase Leaders
d.	Isolation/immobilisation procedure for machinery and equipment	
e.	Location of first aid boxes and first aiders	Phase Leader
	School safety policy	Phase Leader
g.	Smoking policy	Phase Leader

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h.	Security	Safeguarding
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10	Safeguarding and Safer Recruitment	
a	Child protection policy	
b	Code of professional conduct (to include guidance on appropriate professional relationships with children and young people)	Staff handbook
c	Safeguarding policy	
d	Procedure for reporting concerns	
	Tour of department:	Tour
a.	Introduction to immediate supervisor	Tour
b.	Location of stores, toilets, fire points, normal and emergency exits	Tour
c.	Introduction to immediate colleagues	Tour
d.	Outline of management structure in school and department	Tour Staff handbook
e.	Education and training facilities	Tour Staff handbook
12.	The job and its responsibilities:	
a.	The job and its responsibilities	Interview/ Prior to offer
b.	Relevant procedures/work instructions	Phase Leader
c.	Staff development and its objectives	Phase Leader

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d.	School policy on staff development, performance management and career opportunities	Interview/ Phase Leader
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	Registration system	Phase Leader
13.	Inspection procedures:	
a.	The need for self-appraisal i.e. checking the quality of one's own work.	Expectation of staff explained
14.	Consultation arrangements:	
a.	Grievance and disciplinary procedures	Staff handbook
b.	Explanation of holiday system	contract
c.	Union and consultation arrangements	Phase Leader
15.	Issues:	
a.	Keys	N/A
b.	Laptop (including network login ID and password)	Given by ICT Leader
c.	Other items (specify)	
All the above points have been explained/issued to me:		
Signed (employee):		Date:

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Signed (Head of Department):	Date:
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