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Authors	Headteacher and SBM
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Ashbrook Infant and Nursery School

Induction Policy

Background

This policy outlines the programme that is used at Ashbrook Infant and Nursery School to induct any newly appointed staff, governors and students. It gives a framework within which all staff and governors can work together to ensure a smooth induction for new colleagues.

The induction programme for newly appointed staff is the first part of the school's Professional Development programme, which involves *all* staff – both teaching and support staff.

Staff are our most expensive resource and form a large part of the investment of the school and therefore the induction programme is planned and budgeted for as part of the financial plan for the year.

We feel it is important that all staff are inducted into the whole team and that induction should begin as soon as practicable after the appointment. We encourage the philosophy of a "whole school approach" to the life and work of the school. All members of the school community are valued and respected as individuals and as members of the school team. It is important that new staff are welcomed into the team and are helped to establish their role and position within the team. It is vital that new staff are given every assistance in settling into school quickly and happily and gain knowledge and understanding of the ethos of the school and the way in which the school operates on a day-to-day basis.

Responsibilities – who supports newly appointed staff?

The induction of new staff, including support staff is an important aspect of school life and is essential in maintaining and developing the school ethos. It is important that all new staff know who is responsible for giving them support.

At Ashbrook Infant and Nursery School, the induction programme for newly appointed staff operates under the direction of the Headteacher. The Headteacher acts as induction co-ordinator (INCO) for newly appointed staff, as well as being the Professional Development co-ordinator. Induction is there to help, reassure, guide and inform new staff and to ensure a positive start.

The key stage leader or mentor of a newly appointed teacher (in the case of an ECT) has an important role to play in the induction process. This colleague acts as a critical friend, a guide, a supporter and if necessary an advocate on a day-to-day basis, as well as sharing and modelling professional practice.

The induction of a new Headteacher is the responsibility of the Chair of Governors, the Deputy Headteacher and the Senior Leadership team. The Headteacher and Deputy Headteacher induct those newly appointed teachers who become members of the Senior Leadership Team.

Curriculum Leaders support new staff by distributing relevant information, support and advice about their area of responsibility.

Class teachers' support newly appointed Teaching and Learning Assistants in the first instance, as does the Headteacher. Class teachers take responsibility for ensuring newly appointed staff in their classrooms are made aware of day-to-day expectations, routines etc.

The School Business Manager supports newly appointed Midday Supervisors, Cleaners, Caretakers and Tigers staff as does the Headteacher.

All other staff in school take a collective responsibility in the induction of any newly appointed staff, by offering help, guidance and support as required. There is an expectation that they will share ideas, resources and any other support that is deemed necessary. Newly appointed staff are encouraged to approach any member of staff with any queries they may have. Our aim is to ensure that new staff quickly feel that they are part of the team and are clear about who is avaible to support them.

Financing the induction programme

The Headteacher and Governors at Ashbrook Infant School recognise the necessity for allocation of funds from the school budget in order to finance the induction programme.

The school might need to budget for supply cover so that the Headteacher/Key staff members can spend time with new staff in the classroom or in discussions/professional development activities.

The Headteacher, in her role as CPD co-ordinator will need to identify relevant training and factor this into the overall training budget each year.

Aims of the induction programme

- To make all staff feel welcome and at ease in their new environment
- To enable new staff to settle happily into school so that the quality of learning experienced by the children can be maintained and improved
- To enable new staff to understand the ethos of the school and to observe good practice so that it can be reflected in their own work
- To enable new staff to make full contribution to the life of the school, ensuring that they can take on their responsibilities as soon as possible
- To foster positive relationships between existing and newly appointed staff and to ensure that there is an effective support system in place

Pre-commencement – for teaching or support staff

Immediately after a successful interview, the Headteacher will welcome the new colleague to the school and arrange for the appropriate starter forms to be completed. At this stage new staff members are made aware of the school website and directed to the key documents that can be found there. Paper copies will be provided if required. A DBS clearance will be sought (see safeguarding policies).

New colleagues are encouraged to visit the school before commencing their employment if at all possible. At this stage the INCo makes avaible and explains further documentation including:-

- *Any relevant curriculum documents (for teaching and support staff)*
- *School policies*
- *Safeguarding documents and information*
- *School calendar and key diary dates*
- *Pupil information*
- *Health and safety information*

Appendix 1 lists possible contents of the initial induction pack. Some items may not be appropriate for non-teaching staff.

The Headteacher will ensure that the newly appointed staff members meet other staff and the Chair of Governors if this has not happened during the selection process.

On Commencement

If the newly appointed member of staff is an ECT, a mentor will be appointed and an initial induction meeting will be held. The induction tutor (Headteacher) will complete the registration of the ECT with the DfE, the appropriate body (currently Derbyshire County Council) and the ECT training provider (Currently George Spencer Academies on behalf of the Education Development Trust). The induction process will follow the set programme from Spencer Academies with the mentor and ECT being provided with training and time for regular meetings.

The SENCo will meet with the newly appointed member of staff (teachers) to ensure that information about pupils with SEN is communicated and any paperwork is passed on.

The Headteacher will meet with the newly appointed member of staff to discuss and sign the job description. The School Business Manager will compile a personnel file to which the staff member will have access at any time upon request. Appendix 2 contains an induction checklist which new staff will be asked to sign.

Induction of Governors

Governors are an important part of the management structure of the school and need time to acquaint themselves with policies and other key documents as well as with the day-to-day organisation of the school.

New Governors are invited to spend half a day in school with the Headteacher, looking at key policies, meeting staff and children and generally familiarizing themselves with the layout and organisation of the school.

New Governors will be directed to the Governor Handbook online. Appendix 3 contains an induction checklist for Governors which they will be asked to sign.

Induction of Volunteers / NVQ or ITT Students / Work Experience Students

All volunteers, students or work experience students will have a meeting with the Headteacher or Deputy Headteacher at the start of their placement. The School Business Manager will ensure relevant DBS clearance is recorded.

At the meeting, the Headteacher will issue relevant Safeguarding information documents, a summary Health and Safety guidance booklet, a copy of the confidentiality policy and the Social Networking Policy. Other policies will be issued on a needs basis depending on the requirements of the particular placement. Volunteers, students etc. will be asked to sign an induction form and a confidentiality agreement. (Appendix 4)

Volunteers and students will be signposted to the most appropriate staff member as a first point of contact for any support they may need in school. This may be the Headteacher, but could be the Class Teacher, School Business Manager or a Teaching and Learning Assistant.

Exit Interviews and Leavers' Checklist

When staff leave the school they will be invited to an exit interview with the Headteacher or the School Business Manager. Appendix 5 details the structure of the interview and is also a checklist for the returns of items to the school.

This policy will be reviewed every two years by the Resource Management Committee

Appendix 1 – **Suggested Induction Resources for new staff**

- Child Protection Policy and related Safeguarding documents including "Keeping Children Safe in Education" and "What to do if you are worried a child is being abused"
- School Brochure
- Staff Handbook
- Behaviour Policy
- Calendar of school events
- Class list
- Curriculum Guidance for the Foundation Stage (EYFS only)
- Curriculum Map including long and medium term plans
- Health and Safety policy
- Term and Holiday dates
- INSET information
- Medical information for any pupils with health needs
- National curriculum information
- Non-negotiables document
- Planning documents
- Policies information – access to server and policy file
- Pupil records
- Reading records
- Schemes of work
- SEND information
- Timetables – general and class
- Initial training information for all new staff

NB – this list is not exhaustive and can be added to at the Headteacher's or other induction mentor's discretion. Not all items will be relevant for all staff. Professional judgment should be used when deciding which information should be passed on.

Appendix 2 – **Induction checklist**
Teacher, Teaching Assistant and Student

Name	
Induction Lead	
Date	

Safeguarding

(initial once completed)

Read 'Keeping children safe in education'	
Read our Child protection and safeguarding policy	
Receive Safeguarding handbook	
Read behaviour policy	
Read staff code of conduct	
Introduced to Safeguarding Team	
Read Child missing in education policy	
Safeguarding – signs and symptoms of abuse	
How to raise concerns – MyConcern training	
Confidentiality procedures – sharing information	
Confidential report code (Whistle blowing)	

Health and Safety

(initial once completed)

Staff handbook		Signing in and Out	
Tour of the school		First Aid	
Meet the Staff		Accident Book	
Fire alarm protocol		Fob	
Lock down protocol		Toilets	
Work Safely		Medical register	
Hot drink guidance		Complaints policy	

IT

(initial once completed)

School diary		Laptop (teacher)	
Email		Log in details for curriculum programmes	
MyConcern		IT acceptable use policy	

Classroom Information

(initial once completed)

Daily timings		Key diary dates	
Break duties		Term dates	
Teaching and Learning policies		Planning proformas / expectations	
SEN/intervention proforma		PPA arrangements	

Admin

	Date completed	Signed off by-
Pre-commencement meeting		

DBS Clearance record on Sentry (Online SCR)		
Staff suitability Declaration from completed		
Job description agreed and signed		
Personnel file opened		
Induction Meeting with mentor (if ECT)		
Induction programme agreed		
Meeting with SENCO		
Copy of School Improvement Plan		

Required Training (see attached training log)			
			(initial once completed)
An induction to Safeguarding		Preparing for the role of Visit Leader for educational visits	
Criminal Exploitations and county lines		Online Safety	
Prevent (Counter Terrorism) E-learning		Cybercrime and Cyber security	
Female genital mutilation		Modern Slavery: An Introduction	
GDPR		Transgender Awareness	

Signed (and print name)   Date

Signed (Headteacher)   Date

Training Log

Name	
Date	September 2022 to July 2023

Annual Compulsory Training

Title	Link to access training	Date completed
An induction to Safeguarding	https://derbyshire.learningpool.com/	
Preparing for the role of Visit Leader for educational visits	https://derbyshire.learningpool.com/	
Criminal Exploitations and county lines	https://derbyshire.learningpool.com/	
Female genital mutilation	https://derbyshire.learningpool.com/	
Transgender Awareness	https://derbyshire.learningpool.com/	
Modern Slavery: An Introduction	https://derbyshire.learningpool.com/	
Prevent (Counter Terrorism) E-learning	https://derbyshire.learningpool.com/	
Cybercrime and online security	https://derbyshire.learningpool.com/	
GDPR	TBC	
Child-on-Child Sexual Violence, Abuse and Harassment	S S S SSS Learning – details being sent via email.	
Cyber Ready Project	Through Eventbrite (instructions at the end of this policy)	

Any further training / CPD

Title	Date completed

All above compulsory training needs to be completing during Autumn 1 – please return / email Helen Jackson your certificates, your training record will be completed and returned to your personnel file for your CPD records.

Appendix 3 – **Induction Checklist for new governors**

Actions	Date completed	Signed
Visit to school to meet staff / tour of school		
Meeting with Headteacher to look at key documents		
Role of Governing body and structure of committees explained		
Governor handbook information issued		
Safeguarding documents issued - Safeguarding policy - Keeping Children Safe in Education - Prevent duty		
Training needs discussed		
Documents Issued		
School brochure		
Current data dashboard		
Current School Improvement Plan		
Current RAISE online		
Current Ofsted report		
Current Self Evaluation Summary		
Most recent Governing Body meeting minutes		
Most recent Headteacher's report		
Monitoring timetable (governor visits)		
Most recent Governor Impact Statement		
Pupil Premium Strategy		
PE and Sports funding report		
Governor File – for storage of hard copies		

Required Training (see attached training log)			
			(initial once completed)
An induction to Safeguarding		GDPR	
Criminal Exploitations and county lines			
Prevent (Counter Terrorism) E-learning		Cyber Ready Project Through Eventbrite (instructions at the end of this policy)	

All above training needs completing during Autumn 1 – please return / email Helen Jackson your certificates.

Signed (and print name)   (Governor) Date

Signed   (Headteacher) Date

Appendix 4 – **Induction Checklist for volunteer/student/work experience**

Actions	Date completed	Signed
Induction meeting		
Tour of school		
Induction form completed and signed		
Documents Issued		
Child Protection and Safeguarding		
Health and Safety guidance booklet		
Confidentiality Policy		
Safeguarding summary document		
Acceptable Use of ICT policy – inc online safety		
Sexual communication with a child briefing sheet		
Keeping Children Safe in Education		
Safer Working Practices document		
Staff handbook		

Signed (and print name)   (Student) Date

Signed   (Headteacher) Date

Appendix 5 – **Leavers' Checklist**

For staff leaving Ashbrook Infant and Nursery School

An exit interview will take place at an agreed time.
Not all items will be relevant to all leavers

Name of Staff member:

Retiring / taking up a new post / maternity leave   (delete as appropriate)

Exit Interview Date:

Action to be completed / item to be handed back to school	Date completed	Signed
Leavers' form completed		
Confirmation of leaving date in writing		
Communicate diary, commitments / dates		
Return school keys / fobs		
Return identification badge		
Return IT Equipment, inc laptop / iPod / iPad		
Ensure planning / other documention is on shared drive		
Class records up to date and shared with next colleague		
Deactivate individual log-in details / passwords		
Ensure all school property is returned		
Leave future contact details (optional)		

I understand and agree that I will not access and school sites using known passwords.

I understand and agree to respect that information about the school, staff and pupils is confidential.

Signed (and print name)   (Staff member) Date

Signed (Head or SBM)   Date

Exit Interview Questionnaire

Name

Position

Leaving Date

Date interview carried out

Name of SLT that carried out the interview

QUESTION	NOTES
Why did you decide to leave?	
What are you going to do next?	
Why did you begin looking for a new job? (if applicable)	
What ultimately led you to accept the new position? (if applicable)	
What did you like about this school/your role?	
Did you find the job rewarding? Did you find the job challenging? Why?	
Did you feel valued and appreciated in your role?	
How would you describe the culture of our school? Can you give specific examples?	
What would you change about the school/your role?	
Do you feel the pay is fair for your role and responsibilities?	
Did you feel you had the tools and skills that enabled you to do your job well? What could have been improved?	
What are your thoughts on CPD at the school?	

What are your thoughts on communication at the school? a) with parents b) with staff c) with governors	
What are your thoughts on performance management at the school?	
Were you comfortable talking to your line manager about work problems?	
What are your thoughts on the leadership of the school?	
Did you feel you were kept up-to-date on new developments and school policies?	
How would you describe your workload/working hours?	
Is there anything we could have done differently that would have made you stay?	
Would you recommend us as a place to work?	
Is there anything else you wish to discuss?	

Completed by :

Name

Job title

Signature

Date

Online training instructions

Cyber Ready Project instructions – for all staff members and governors.

Phase 1 of the project is all about improving cyber security awareness, and we will achieve this through Staff training. We expect every member of school staff who has access to the school network to join any one of our multiple FREE training dates between September and December 2022.

This training takes place via Teams and is designed to be flexible around varying work patterns and is sensitive to school calendars. The sessions are bookable via Eventbrite, and staff can easily register for the training using their work email address and without the need to log in or create an account. Please use the discount code **CYDCC100** to ensure your training remains free of charge. I have attached a useful 'How to' guide to instruct users on how to apply this code.
Please do not share the discount code with anyone outside of your school staff.

Click **HERE** to access our training dates via Eventbrite.

To add the discount code –
1. Find your event and select 'Tickets'.
2. Click 'Enter Promo Code'. When the ticket options appear, click 'Enter Promo Code' (in the upper left corner above the first ticket option).
3. Enter and apply the code. Type in your code and click 'Apply'
• If the code is valid you will see the 'Price' and 'Fee' updated to the discounted amount.
• If your code is showing as 'not valid' check to make sure it's entered correctly and try again.
• If your code isn't working contact us at cyberready@derbyshire.gov.uk
4. Select your tickets and click 'Checkout'.
5. Complete your order

 Learning instructions – for all staff members.

You have received an email from Helen Jackson on 1st September 2022. Please follow the instructions on the email and complete the training Child-on-Child Sexual Violence, Abuse and Harassment. This training is an important part in KCSIE new update.