

# ROUNDSWELL COMMUNITY PRIMARY ACADEMY



## Induction Policy

**Date Adopted: June 2020**  
**Author/owner: Local Governing Body**  
**Anticipated Review: Summer 2021**

## **“LEARNING TOGETHER ACHIEVING TOGETHER”**

**“Our school strives to be a positive, caring community in which each individual is valued and respected.**

**We endeavour to provide a high quality learning environment to enable children and staff to embrace learning for life.”**

### **POLICY STATEMENT**

This policy document sets out the School's aims, principles and strategies for the induction of all those who work in the School.

Our priority is to raise standards and improve the quality of education for all our pupils. We believe staff who are well supported and confident in their roles will help to achieve this.

### **AIMS**

These induction procedures aim to provide all newly appointed staff and those changing role, with a programme of structured support and guidance. These procedures should be appropriate to their role, to enable them to:

- integrate successfully into the school
- 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

### **PRINCIPLES**

#### **Teaching Staff**

#### **New Teachers**

The induction of new teaching staff, including PPA teachers, is overseen by the Head Teacher and delegated persons, who will ensure that all new members of staff are given appropriate induction advice, training and resources. The induction process will be supported by their relevant leader and year group partner teacher, in their teaching and learning team. This should include:

- Curriculum Policies and schemes of work.
- Planning documents.
- Staff Handbook.
- School Brochure.
- School Aims and Strategic Plan.
- Awards: Inclusion, Healthy Schools, Artsmark, Internationalism.
- Finance Policy.
- Assessment advice, recording, reporting, resources and procedures.
- Class lists.
- Emergency procedures.
- Health and safety guidelines.
- Information on whole school and year group resources, including ICT.
- Timetables.
- SEND information.
- Teaching and Learning Policy.
- Behaviour Policy.
- Pastoral Care Policy.
- Display Policy.
- Performance Management information.
- Safeguarding induction with the Designated Safeguarding Lead, including CPOMS training and Child Safeguarding Information record with relevant policies to be signed for
- Code of Conduct and Whistle Blowing Policy included in the Child Safeguarding Information record
- Declaration of Business and Pecuniary Interests for Senior Leadership Staff to be signed to go to the Clerk to Governors.

The Head Teacher or leader of the year group phase, will ensure new members of staff are given a guided tour of the school, identifying locations of resources, procedures, staff and other relevant information.

The new staff member will have an identified teacher who will provide advice and support on a daily basis or new role requirement. In relation to teachers, this would normally be the team partner, or, in the case of Planning Preparation and Assessment teachers (PPA), the class teacher/s for whom they are covering.

New teaching staff will have access to the Head Teacher, Deputy Head Teacher and Assistant Head Teacher to discuss additional training needs and any difficulties they may be experiencing, in addition to Performance Management procedures and Personal Interview with the Head Teacher (PINTA) meetings. For teachers, an informal discussion at the end of the first month and then weekly for the first term with their team partner will be held to identify and resolve any concerns.

Up to three teaching observations will be carried out yearly by the Head Teacher and/or Deputy Head Teacher and Assistant Head Teacher, in accordance with the Performance Management Policy.

### Supply Staff

Supply staff should:

- receive, on the first visit, a handout 'Information for Supply Teachers' which forms part of the Staff Handbook
- be given relevant information on the class, curriculum and daily programme and advice on procedures by the Head Teacher or delegated person, including team colleague if appropriate
- be contacted by the class teacher if the absence is planned in advance
- have access to the Assistant Head Teacher, Deputy Head Teacher or Head Teacher if difficulties arise.
- provide feedback for the class teacher on the form provided
- mark all work and ensure the classroom is left tidy

### Newly Qualified Teachers (NQTs)

Induction for newly qualified teachers will be provided in line with statutory requirements following guidance from the DfES and the LA using the Career Entry and Development Profile.

Each NQT will be allocated an NQT Induction Tutor and the induction programme should:

- ensure that progress against the Core Standards is monitored termly and assessments completed
- match particular development needs, identified during training
- provide appropriate development related to the teacher's strengths
- identify targets to be achieved termly for the first year of teaching
- provide opportunities for the teacher and Tutor to record agreed targets and an action plan for their achievement, linking the teacher's needs with the School Improvement Plan priorities and targets.
- Include opportunities to visit other schools to observe good practice
- Enable the NQT to attend relevant training provided by the LA

NQTs will also be able to access their team partner for day-to-day advice and support.

NQTs are entitled to 10% non contact time in addition to the appropriate PPA time.

The NQT Induction Programme takes the place of Performance Management. The process will include at least six formal observations which may be undertaken by the NQT Induction Tutor, Head Teacher, Deputy Head or Assistant Head. It may be appropriate for a subject leader to observe the NQT. The first observation must take place during the first four weeks in post.

### Non-teaching Staff

#### Teaching Assistants (TAs) and Learning Mentor

The Deputy SENDCo is responsible for the induction of TAs. There will be opportunities for training and day-to-day advice provided by class teachers and the Deputy SENDCo.

The teaching assistant's appraisal is undertaken by the Deputy SENDCo, line manager or delegated person and all TAs will have their performance reviewed at their annual PINTA meetings.

Induction should include:

- Introduction to school staff and welcome at first TA meeting
- The opportunity to work shadow the existing post holder or person undertaking a similar job where possible and/or have a named TA mentor.
- Identification of specific training needs for the post where appropriate.
- Information on the school with access to the Staff Handbook and policy information.

- Timetables and group lists for relevant classes.
- Information from the class teacher concerning the child/children for which they are responsible.
- Information on resources including SEND resources.
- Information on assessment, record keeping, the marking policy.
- Awards: Inclusion, Healthy Schools, Artsmark, Internationalism .
- Behaviour Policy.
- Display Policy.
- Safeguarding induction with the Designated Safeguarding Lead, including CPOMS training and Child Safeguarding Information record with relevant policies to be signed for
- Training in the use of the photocopier, comb binder, laminator.
- Introduction to the computer system.
- Health and Safety information.
- Information on training opportunities.
- Opportunity to comment on policy and practices.
- Code of Conduct and Whistle Blowing Policy included in the Child Safeguarding Information record

An informal discussion will be held with the Deputy SENDCo during the first month and thereafter termly in the first year to identify and provide relevant support.

Weekly TA meetings are held with the Deputy SENDCo to discuss a range of school issues and provide relevant training.

### Early Years Supervisor (EYS)

The Nursery Leader and Assistant Head for Foundation Stage are responsible for the induction of the Early Years Supervisor. There will be opportunities for training and day-to-day advice is provided by the Nursery Leader and the Assistant Head Teacher.

The EYS's appraisal is undertaken by the Nursery Leader and they will have also their performance reviewed at their annual PintA meeting.

Induction should include:

- Introduction to school staff and welcome.
- The opportunity to work shadow the existing post holder or person undertaking a similar job where possible.
- Identification of role and specific training needs for the post where appropriate.
- Information on the school with access to the Staff Handbook and policy information.
- Timetables, class and group lists for the nursery.
- Information from the nursery teacher concerning the children in the nursery.
- Information on resources including foundation stage resources.
- Information on assessment, record keeping and the marking policy.
- Awards: Inclusion, Healthy Schools, Artsmark, Internationalism.
- Behaviour Policy.
- Display Policy.
- Safeguarding induction with the Designated Safeguarding Lead, including CPOMS training and Child Safeguarding Information record with relevant policies to be signed for
- Training in the use of the photocopier, comb binder, laminator.
- Introduction to the computer system.
- Health and Safety information.
- Information on training opportunities.
- Opportunity to comment on policy and practices.
- Code of Conduct and Whistle Blowing Policy included in the Child Safeguarding Information record

As part of the induction process, the Nursery Leader will meet the EYS during the first month and thereafter termly in the first year to identify and provide relevant support.

### Librarian

The Library Leader and the Literacy Leader are responsible for the induction of the librarian. There will be opportunities for training and day-to-day advice is provided by the Library Leader.

The librarian's appraisal is undertaken by the Literacy Leader and they will also have their performance reviewed at their annual PintA meeting.

Induction should include:

- Introduction to school staff and welcome.
- The opportunity to work shadow the existing post holder or person undertaking a similar job where possible.
- Identification of the role for the librarian and specific training needs for the post where appropriate.
- Information on the school with access to the Staff Handbook and policy information.
- Lists for relevant classes and timetables of users of the library.
- Information on resources including library resources.

- Information on the library IT system and record keeping.
- Awards: Inclusion, Healthy Schools, Artsmark, Internationalism.
- Behaviour Policy.
- Display Policy.
- Safeguarding induction with the Designated Safeguarding Lead, including CPOMS training and Child Safeguarding Information record with relevant policies to be signed for
- Training in the use of the photocopier, comb binder, laminator.
- Health and Safety information.
- Information on training opportunities.
- Opportunity to comment on policy and practices
- Code of Conduct and Whistle Blowing Policy included in the Child Safeguarding Information record

As part of the induction process, the Library Leader will meet the librarian during the first month and thereafter termly in the first year to identify and provide relevant support.

### Office Staff, including Resources Assistants and IT Technician

The line manager is responsible for the appropriate induction advice and training for administrative staff, Resources Assistants and the IT Technician. All new staff will be provided with support for daily practice and procedures.

Induction information should include:

- Information on the school, including the school brochure, the school aims.
- Policies, resources and procedures.
- Health, safety and security information.
- Training to implement ICT programmes and school administrative procedures.
- Access to confidential information, where appropriate, on children, staff and resources.
- Behaviour Policy.
- Safeguarding induction with the Designated Safeguarding Lead, including CPOMS training and Child Safeguarding Information record with relevant policies to be signed for
- Governor Policies and guidelines.
- Personnel and Finance policies.
- Code of Conduct and Whistle Blowing Policy included in the Child Safeguarding Information record
- Opportunity to comment on policy and practice.
- Declaration of Business and Pecuniary Interests, where the member of staff is the Clerk to the Governors or a member of the Senior Leadership team be signed to go to the Clerk to Governors.

An induction and review meeting should be held with the line manager at the end of the first month and then termly during the first year to identify and provide relevant support. This group of staff's appraisal is undertaken by their line manager.

### Site and Catering

The relevant line managers- Head Teacher, Office, Site Manager, Kitchen Manager- are responsible for the induction of the cleaners, Site Manager, catering staff and Kitchen Manager.

Induction should include relevant information on the school:

- The school brochure, access to aims and policies, including Health and Safety and Security issues.
- Relevant information to help them carry out their job description effectively.
- Opportunities to comment on policy and practice.
- Safeguarding induction with the Designated Safeguarding Lead, including CPOMS training and Child Safeguarding Information record with relevant policies to be signed for
- Code of Conduct and Whistle Blowing Policy included in the Child Safeguarding Information record

The Site Manager and Kitchen Manager will have an annual appraisal with the Head Teacher or delegated person; the premises staff and catering assistants are appraised by their line manager.

### Mealtime Assistants (MTAs)

The MTA Leader is responsible for the induction of lunchtime staff and will delegate and liaise with the Lead MTA to induct new staff. The Lead MTA will give support with daily practice and training.

Induction should include:

- Relevant information on the school, aims and policies.
- Information on Health and Safety, First Aid, Behaviour Policy and security procedures.
- Safeguarding induction with the Designated Safeguarding Lead, including CPOMS training and Child Safeguarding Information record with relevant policies to be signed for
- Relevant information to help them carry out their roles effectively.
- Code of Conduct and Whistle Blowing Policy included in the Child Safeguarding Information record

The MTAs' appraisals are undertaken by the MTA Leader and delegated persons. The MTA Leader holds termly meetings with all MTA staff. More regular meetings are held between the Lead MTA and the MTA Leader to discuss current issues and support the smooth organisation of lunchtimes.

### Leaps and Bounds

The Leaps and Bounds Leader is responsible for the induction of Leaps and Bounds staff and will delegate and liaise with the Play Leaders to induct new staff. The Play Leaders will give support with daily practice and training.

Induction should include:

- Relevant information on the school, aims and policies.
- Information on Health and Safety, First Aid, Behaviour Policy and security procedures.
- Safeguarding induction with the Designated Safeguarding Lead, including CPOMS training and Child Safeguarding Information record with relevant policies to be signed for
- Relevant information to help them carry out their roles effectively.
- Code of Conduct and Whistle Blowing Policy included in the Child Safeguarding Information record

The Leaps and Bounds staff' appraisals are undertaken by the Leaps and Bounds Leader and delegated persons. The Leaps and Bounds Leader holds fortnightly meetings with Play Leaders. Termly meetings are held between the Leaps and Bounds Leader, Play Leaders and Play Workers to discuss current issues and support the smooth organisation of before and after school club provision.

### 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 should be given current relevant school information, policy documents and School Improvement Plan data.

The Chair of Governors is responsible for the induction of new governors. The named governors for governor training with the help of the Clerk of Governors should provide the following information and resources:

- Opportunities for a tour of the school meeting staff
- School brochure including staffing, Ofsted and KS2 test information
- DfES information handbook on the role of governor
- School and Governing Body Policy document including Articles and Instruments of governors
- Dates and times of whole governing body and sub committee meetings
- Access and information of previous governing body minutes and latest governing body report to parent and school newsletters
- Finance Policy, Procurement Policy and Budget Monitoring Policy
- Information and access to governor courses.
- Safeguarding induction with the Designated Safeguarding Lead, including CPOMS training and Child Safeguarding Information record with relevant policies to be signed for
- Code of Conduct and Whistle Blowing Policy included in the Child Safeguarding Information record
- Declaration of Business and Pecuniary Interests to be signed to go to the Clerk to Governors

All new governors should be provided with a governor mentor to support with information current policies and practice. The Clerk 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.

Volunteers and Students induction is covered in the Volunteers and Students Policy.

Agency and self employed professionals regularly-fortnightly or more frequently- working in school will be inducted by the DSL using the Teaching Staff proforma as an overview.

All safeguarding inductions, including the Child Safeguarding Information record will be given by the DSL/Deputy DSL.

**NEW TEACHER INDUCTION**

This is an induction record for: \_\_\_\_\_

The following items provide the basis for discussion with new teachers. After discussion the new member of staff should sign and date the section and file the finished document in their Personnel File in the office.

Items to be discussed		Signature and Date
<ul style="list-style-type: none"> <li>• <b>School Information</b></li> </ul>	<p>Teaching and Learning Team Leader/Year Group Teacher cover: Copy of Induction Policy shared and explained the importance of induction and topics to be covered.</p> <p>Teaching and Learning Team Leader/Year Group Teacher cover: staff member received a Staff Handbook, focused on- Tarka Learning Trust, school day, directed time, school and staffing organisation, dress code, staffroom, staff absence, weekly Professional Development Meetings (PDM), clubs and extra curricular offers (disco, summer fayre), online diary, confidentiality, school volunteers. Also referenced school website for further information.</p>	
<ul style="list-style-type: none"> <li>• <b>School Aims and Strategic Plan</b></li> </ul>	<p>Teaching and Learning Team Leader/Year Group Teacher cover: Copy shared of school improvement priorities and school aims. Discussed key areas.</p>	
<ul style="list-style-type: none"> <li>• <b>Curriculum Policies and Schemes of Work</b></li> </ul>	<p>Teaching and Learning Team leader/partner teacher to cover and record areas discussed. To include grouping systems.</p>	
<ul style="list-style-type: none"> <li>• <b>Planning Documents</b></li> </ul>	<p>Teaching and Learning Team Leader/Year Group Teacher to cover and record areas discussed.</p>	
<ul style="list-style-type: none"> <li>• <b>Deployment of TAs</b></li> </ul>	<p>SENDCo/Deputy SENDCo to cover: Role in class as directed by teacher, Deputy SENDCo leader for TA team,</p>	

<ul style="list-style-type: none"> <li>• <b>Class Lists</b></li>   <li>• <b>Information on whole school and year group resources, including ICT</b></li>   <li>• <b>Office Information, including Finance Policy</b></li>   <li>• <b>Assessment advice, recording, reporting, resources and procedures.</b></li>   <li>• <b>SEND and Pupil Premium Information</b></li> </ul>	<p>weekly PDM, training, planning and assessment input including live marking, notification to Deputy SENDCo for site/off site activities where TAs required and cover arrangements.</p> <p>Teaching and Learning Team Leader/Year Group Teacher to cover and record areas discussed.</p> <p>Teaching and Learning Team Leader/Year Group Teacher cover: Tour of school, identifying resource areas, including ICT, log on username given, individual laptop given and e-mail system discussed.</p> <p>Teaching and Learning Team Leader/Year Group Teacher cover: Budget allocation for teaching and learning, staff member to make an appointment with office staff regarding use of office equipment, SIMS, register, supply cover, etc.</p> <p>Teaching and Learning Team Leader/Year Group Teacher to cover and record areas discussed, including Pupil Progress Meetings.</p> <p>SENDCo/Deputy SENDCo to cover: Inclusion team, including pastoral enhanced provision, copy shared of SEND Policy and SEND Information Report, including Early Help and agency provision, staff drive Inclusion and Safeguarding folder shared- eg, Children with Additional Needs record for whole school, class inclusion record overview including all vulnerable groups, classroom resources etc, discuss known SEND pupils in class and CAIRB and purpose of provision and SEND/Pupil Premium reviews.</p>	
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<ul style="list-style-type: none"> <li>• <b>Medicines Policy, including Asthma Policy.</b></li> </ul>	<p>SENDCo/Deputy SENDCo to cover: Share policies, Deputy SENDCo responsibility for children with medical needs, first aid/first aiders, medicines cabinet, prescribed and on-prescribed medicines and forms, first aid/accident books in school and off site, accident form recording for pupil's accidents and attach record to CPOMS, record through accident form for staff, bumped head slips for pupils, cleaning bodily fluids procedure, risk assessments for class activities and trips, year group residential arrangements.</p>	
<ul style="list-style-type: none"> <li>• <b>Behaviour Policy</b></li> </ul>	<p>Teaching and Learning Team Leader/Year Group Teacher cover: Read through main principles, School Code of Conduct, Managing Pupils' Behaviour flowchart, Pastoral Care including Worry Boxes, Whole School Sanctions, including reporting (oral and CPOMS report) to the Head Teacher behaviours that include; racism, bad language, rudeness to staff, stealing, physical harm to others, damage to property, spitting, persistent patterns of behaviour, bullying and inappropriate sexual behaviour.</p>	
<ul style="list-style-type: none"> <li>• <b>Physical Intervention Policy</b></li> </ul>	<p>SENDCo/Deputy SENDCo to cover: Copy shared. Discussed physical contact in role as class teacher; limited touch culture in school, distressed pupils and strategies to calm other than physical contact, intimate care and toileting plans, PE, trips, photography. Physical restraint, Passive Intervention and Prevention Strategies (PIPS) training and Behaviour Care Plan (BCP) in consultation with pupil and parents, risk assessment, dos and don'ts. CPOMS record and discuss with SENDCo if any unplanned physical contact.</p>	
<ul style="list-style-type: none"> <li>• <b>Performance Management; PINTAs;</b></li> </ul>	<p>Teaching and Learning Team Leader/Year Group Teacher cover and record areas discussed.</p>	

<ul style="list-style-type: none"> <li>• <b>Emergency Procedures</b></li>   <li>• <b>Individual Healthcare Plans, Toileting Plans, Behaviour Care Plans and Personal Emergency Evacuation Plans (PEEPs)</b></li>   <li>• <b>Health and Safety Policy</b></li>                 <li>• <b>Teaching for Learning and Assessment Policy</b></li> <li>➤ <b>Inclusion Friendly Classrooms</b></li>   <li>• <b>Display Policy</b></li> </ul>	<p>Teaching and Learning Team Leader/Year Group Teacher cover: Copy shared, discussed fire drill routines and dangerous intruder procedure.</p> <p>SENDCo/Deputy SENDCo to cover: Copy shared and discussed summary sheet of health care/toileting plans, informed of where plans kept with photos for HCP/TP/BCP in staff room.</p> <p>SENDCo/Deputy SENDCo to cover: Reference to main policy in policies drive, share appendices in H&amp;S policy, designated responsibility, staff responsibility to verbally handover concerns and record for H&amp;S lead, first aid, accident form recording for pupil's accidents and attach record to CPOMS, record through accident form for staff, bumped head slips for pupils, cleaning bodily fluids procedure, OSHEN for requesting on and off site activities, including risk assessment, Go Wild Island/risk assessment, residential arrangements/risk assessment, location of asbestos register &amp; importance un-disturbance.</p> <p>Teaching and Learning Team Leader/Year Group Teacher cover and record areas discussed. Share policies and identify key areas as sharing. Share Curriculum Leaders overview and guidance on expectations of inclusive classrooms- handout.</p> <p>Discussed display timetable and</p>	
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<ul style="list-style-type: none"> <li>• <b>Governor Policies, including;</b> <ul style="list-style-type: none"> <li>➤ Keeping Children Safe in Education (KCSiE)</li> <li>➤ Working Together to Safeguard Children</li> <li>➤ Child Protection and Safeguarding Policy, including allegations against staff</li> <li>➤ Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings</li> <li>➤ Whistle Blowing Policy</li> <li>➤ Code of Conduct Policy</li> <li>➤ Staff Acceptable Use Agreement (Online Safety Policy)</li> </ul> </li> <li>• <b>Staff Leave of Absence Policy</b></li> <li>• <b>Finance Policy</b></li> <li>• <b>Declaration of Business and Pecuniary Interests</b></li> <li>• <b>Budget Monitoring Policy</b></li> <li>• <b>Procurement Policy</b></li> </ul>	<p>guidelines.</p> <p>Designated Safeguarding Lead/Deputy DSL to cover: CPOMS training and Child Safeguarding Information record with identified policies to be signed for- see appendix 10.</p> <p>Copies emailed of those identified (see left hand column) and paper copies given and shared- Child Protection Policy; Guidance for Safe Working Practice for the Protection of Children and Staff in Educational Settings; Part One KCSiEs; staff AUA.</p> <p>Discussed procedures, Designated/Deputy Safeguarding Leads, whole staff duty and responsibilities, confidentiality, allegations against staff, prevention/physical contact, dos and don'ts, CPOMS record Went through GSWPPCES guidance. Early Help</p> <p>Teaching and Learning Team Leader/Year Group Teacher cover: Copy shared. Seeking approval for leave of work, paid and unpaid leave. Procedure if unwell and unable to come to work.</p> <p>Teaching and Learning Team Leader/Year Group Teacher cover: teacher/leader see finance contact in office to provide relevant information to update staff member. Read through pages 1-11 of Finance Policy, including, requisitions, ordering, deliveries, petty cash, charging for activities, courses/booking forms.</p>	
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**I have read and understood the above documents and in so doing fulfil the requirements of Roundswell Community Primary Academy's Induction Policy.**

**Employee:** \_\_\_\_\_

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

**Induction Manager:** \_\_\_\_\_

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

**To be filed in Personnel File**

**TEACHING ASSISTANT INDUCTION**

**This is an induction record for:** \_\_\_\_\_

**The following items provide the basis for discussion with new Teaching Assistants. After discussion the new member of staff should sign and date the section and file the finished document in their Personnel File in the office.**

Items to be discussed		Signature and Date
<ul style="list-style-type: none"> <li data-bbox="201 734 544 768">• <b>School Information</b></li> <li data-bbox="201 1077 320 1111">• <b>Staff</b></li> <li data-bbox="201 1227 443 1261">• <b>School Aims</b></li> <li data-bbox="201 1346 443 1413">• <b>Training and Appraisals</b></li> <li data-bbox="201 1984 512 2018">• <b>Pupil Information</b></li> </ul>	<p data-bbox="592 551 1102 685">Shared copy of Induction Policy given and explained the importance of induction and topics to be covered.</p> <p data-bbox="592 730 1082 1021">Staff member given a Staff Handbook; focused on School Organisation 20__ - 20__,. School prospectus shared for further information. 'TA Induction' section from Staff Handbook. Highlighted 'day book' as daily communication with staff.</p> <p data-bbox="592 1066 1118 1167">Introduction to school staff on school tour. Discussed 'shadowing' TA in similar role and mentor.</p> <p data-bbox="592 1211 1126 1279">Shared and discussed key areas and consultation process with staff.</p> <p data-bbox="592 1323 1126 1895">Discussed weekly attendance at TA meeting and line manager. Training through TA meeting and identification of specific training needs for TA post where appropriate. Some attendance at staff training (dates given). Information given on claiming for additional hours, petrol, etc. Shared appraisals; where booklet kept, yearly format and informed of appraiser. Discussed target setting, action plan, self-review. Discussed PINTA dates and opportunity to comment on policy and practice. Professional Portfolio record discussed.</p> <p data-bbox="592 1984 1110 2186">Children with Additional Needs record for whole school. Discussed key pupils in TA's key stage. Discussed known pupils in CAIRB/ Learning Support Classroom in KS2 and purpose of provision.</p>	

<ul style="list-style-type: none"> <li>• <b>Assessment and Record Keeping</b></li>   <li>• <b>Office and Computer Systems</b></li>   <li>• <b>Individual Health Plans &amp; <u>Toileting Plans.</u></b></li>   <li>• <b>Emergency Procedures.</b></li>   <li>• <b>Behaviour Policy</b></li> </ul>	<p>Discussed teacher's assessment and grouping systems in KS1 and KS2. files. TA responsibilities for assessment through green TA Communication Book, IEPs, home-school book, multi-agency discussions. Record keeping for TAs through TA book and IEP.</p> <p>Training to be given by office staff on photocopier, laminator, binder.</p> <p>Information given on post tray, pigeon holes, entry fob, pupils who are ill and need to go home. Computer log-on given by A Rodgers. Discussed available computers TAs may use. School e-mail system for communication and e-mail addresses given.</p> <p>Discussed summary sheet of health care/toileting plans. Informed of where plans kept with photos for HCP in staff room and summary in MTA folder at first aid point.</p> <p>Shared and discussed fire drill routines and dangerous intruder procedure.</p> <p>Shared and discussed. Read through main principles, School Code of Conduct, Managing Pupils' Behaviour Outside the Teaching Classrooms and in the Playground, Whole School Sanctions, including reporting (oral and written) to the Head Teacher on behaviours that include; racism, bad language, rudeness to staff, stealing, physical harm to others, damage to property, spitting, persistent patterns of behaviour, bullying and inappropriate sexual behaviour. Record Incident Sheet any serious incidents and pass on to HT/DH. Discussed how to sort out issues between children and methods to follow to resolve disputes.</p>	
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<ul style="list-style-type: none"> <li>• <b>School Policies:</b></li>   <li>• <b>Child Protection; Whole School Safeguarding Policy; Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings</b></li>   <li>• <b>Physical Intervention Policy</b></li>   <li>• <b>Health and Safety</b></li>   <li>• <b>First Aid</b></li>   <li>• <b>Marking Policy</b></li>   <li>• <b>Display Guidelines</b></li>   <li>• <b>Staff Leave of Absence</b></li> </ul>	<p>Information on awards in school.</p> <p>Shared and discussed procedures for CP. Designated Person for CP, Responsibilities, Confidentiality, Allegations against staff, Prevention/Physical Contact, Dos and Don't's, recording concerns and disclosures on Child Concern Sheet. Copy given of GSWPPCSES and discussed each area.</p> <p>Shared and discussed physical contact in role as TA, Restraint, Team Teach training, Distressed Pupils and strategies to calm other than physical contact, First Aid and Intimate Care.</p> <p>Reference to main Policy on stand. Designated responsibility. Responsibility to record in TS's book. Accidents pupils and staff. Cleaning bodily fluids procedure. Went through appendices. Location of Asbestos Register &amp; importance un-disturbance of asbestos materials.</p> <p>Shared and discussed designated first aiders, training, first aid contact point and kits. Accident book and bumped head slips.</p> <p>Shared and discussed.</p> <p>Shared and discussed.</p> <p>Copy given. Seeking approval for leave of work, parental leave and procedure for informing school of sickness and return to work information.</p>	
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**I have read and understood the above documents and in so doing fulfil the requirements of Roundswell Community Primary Academy's Induction Policy.**

**Employee:** \_\_\_\_\_

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

**Induction Manager:** \_\_\_\_\_

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

**To be filed in Personnel File**



**Appendix 3- Induction record for Office Staff, including Administrators, Resources Assistants, IT Technician**

**ADMINISTRATIVE STAFF**

This is an induction record for: \_\_\_\_\_

The following items provide the basis for discussion with new office staff. After discussion the new member of staff should sign and date the section and file the finished document in their Personnel File in the office.

<b>Items to be discussed</b>		<b>Signature and Date</b>
<ul style="list-style-type: none"> <li>• <b>School Information</b></li> <li>• <b>Staff</b></li> <li>• <b>School Aims</b></li> <li>• <b>Training and Appraisals</b></li> <li>• <b>Pupil Information</b></li> <li>• <b>Office Procedures</b></li> <li>• <b>Computer Systems</b></li> </ul>	<p>Copy of Induction Policy given and explained the importance of induction and topics to be covered. DH to cover.</p> <p>Staff member given a Staff Handbook; focused on school organisation. Showed school prospectus for further information. Highlighted 'day book' as daily communication with staff. DH to cover.</p> <p>Introduction to school staff on school tour. SBM cover.</p> <p>Copy given. Discussed key areas and consultation process with staff. DH to cover.</p> <p>Copy of appraisals yearly format given and informed of appraiser, where booklet kept. Discussed target setting, action plan, self-review. Opportunity to comment on policy and practice. Professional Portfolio discussed. SBM cover.</p> <p>Discussed pupils on the Children of Concern sheet. Discussed needs of children in the CAIRB. DH to cover.</p> <p>Signing in, fire drill procedures explained. Shown location of keys, and locked medical cabinet. SBM to cover.</p> <p>E-mail and server log-in details. Policies on computer usage. Importance of Data Protection and Confidentiality. SBM to cover.</p>	

<ul style="list-style-type: none"> <li>• <b>School Administrative Procedures and Resources</b></li> <li>• <b>Individual Health Plans</b></li> <li>• <b>Emergency Procedures</b></li> <li>• <b>Behaviour Policy</b></li> </ul>	<p>Training in use of office copier. Shown where to find instructions for laminators &amp; binding machines. Post tray, pigeon hole system and office resources. SBM to cover.</p> <p>Discussed summary sheet of health care plans. Informed of where plans kept with photos in staff room and summary at first aid point. DH to cover.</p> <p>Copy given. Discussed fire drill routines and dangerous intruder procedure. SBM to cover.</p> <p>Discussed main principles of the policy and highlighted team effort to maintain behaviour in school. All staff to have high expectations of children's behaviour and to discuss issues with children if the teacher/a relevant adult is not present with them. DH to cover.</p>	
<p><b>School Policies:</b></p> <ul style="list-style-type: none"> <li>• <b>Child Protection and Whole School Safeguarding Policy</b></li> <li>• <b>Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings</b></li> <li>• <b>Health and Safety</b></li> <li>• <b>Staff Leave of Absence</b></li> </ul>	<p>Shared copies of CP Policy and GSWPPCSES Policy. Discussed procedures, Designated Person for CP, Responsibilities, Confidentiality, Allegations against staff, Prevention/Physical Contact, Dos and Don't's, Recording concerns and disclosures on Child Concern Sheet. Dh to cover.</p> <p>Copy given and shared. Discussed in detail main areas in relation to role; sections, 1- 10, 13-17, 20, 23-26. DH to cover.</p> <p>Reference to main Policy on stand. Designated responsibility. Responsibility to record in TS's book. Accidents pupils and staff. Went through appendices. SBM to cover.</p> <p>Location of Asbestos Register &amp; importance un-disturbance of asbestos materials.</p> <p>Copy given. Seeking approval for leave of work, Parental leave. SBM</p>	

<ul style="list-style-type: none"> <li>• <b>Governor Guidelines</b></li>   <li>• <b>Personnel and Finance:</b> <ul style="list-style-type: none"> <li>➤ <b>Finance Policy</b></li> <li>➤ <b>Declaration of Business and Pecuniary Interests</b></li> <li>➤ <b>Budget Monitoring Policy</b></li> <li>➤ <b>Procurement Policy</b></li> </ul> </li> </ul>	<p>to cover.</p> <p>Informed of procedure for making requests to Governors; for leave outside of Staff Leave &amp; Absence Policy. SBM to cover.</p> <p>Discussed budget holders &amp; authority to spend. Requisition system and petty cash reimbursement. SBM to cover.</p>	
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I have read and understood the above documents and in so doing fulfil the requirements of Roundswell Community Primary Academy's Induction Policy.

Employee: \_\_\_\_\_

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

Induction Manager: \_\_\_\_\_

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

To be filed in Personnel File.

Appendix 4- Induction record for Meal Time Assistants

**MEAL TIME ASSISTANT INDUCTION**

This is an induction record for: \_\_\_\_\_

The following items provide the basis for discussion with new Meal Time Assistants. After discussion the new member of staff should sign and date the section and file the finished document in their Personnel File in the office.

Items to be discussed		Signature and Date
<ul style="list-style-type: none"> <li>• <b>School Information</b></li> <li>• <b>School Aims</b></li> <li>• <b>Roles and Responsibilities</b></li> <li>• <b>Emergency Procedures</b></li> <li>• <b>Behaviour Policy</b></li> </ul>	<p>Copy of Induction Policy shared and explained the importance of induction and topics to be covered. DH to cover.</p> <p>Staff member received a Staff Handbook. Showed school prospectus for further information. DH to cover.</p> <p>'MTA Induction' section from Staff Handbook, read through together covering; all MTAs, Playground MTAs, Hall Duty, Reception MTAs, Field, Wet Play, First Aid. Highlighted 'day book' as daily communication with staff. Lead MTA to cover.</p> <p>Copy shared. Discussed key areas and consultation process with staff. DH to cover.</p> <p>Explained roles and responsibilities of staff. Leadership team roles at lunchtime explained. Discussed team ethic and support available at lunchtimes. DH to cover.</p> <p>Copy shared. Discussed fire drill routines and dangerous intruder procedure. DH to cover.</p> <p>Copy shared. Read through main principles, School Code of Conduct, Managing Pupils' Behaviour Outside the Teaching Classrooms and in the Playground, Whole School Sanctions, including reporting (oral and written) to the Head Teacher</p>	

<ul style="list-style-type: none"> <li>• <b>Appraisal</b></li>   <li>• <b>SEN Information</b></li>   <li>• <b>Individual Health Plans</b></li>   <li>• <b>School Policies:</b> <ul style="list-style-type: none"> <li>➤ <b>Child Protection; Whole School Safeguarding Policy; Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings</b></li> </ul> </li> </ul>	<p>behaviours that include; racism, bad language, rudeness to staff, stealing, physical harm to others, damage to property, spitting, persistent patterns of behaviour, bullying and inappropriate sexual behaviour. CPOMS any serious incidents and pass on to HT/DH. Discussed how to sort out issues between children and methods to follow to resolve disputes. Lead MTA to reinforce policy and lunchtime expectations.</p> <p>Copy of year's format given and informed of appraiser, where booklet kept. Discussed target setting, action plan, self-review. DH to cover.</p> <p>Discussed pupils on the Children with Additional Needs (CwAN) list. Discussed different needs of SEN and strategies to support pupils with language and behaviour needs at lunchtime. DH to cover.</p> <p>Discussed summary sheet of health care plans. Informed of where plans kept with photos in staff room and summary in MTA folder at first aid point. DH to cover.</p> <p>Shared CPP. Discussed procedures, Designated Person for CP, Responsibilities, Confidentiality, Allegations against staff, Prevention/Physical Contact, Dos and Don't's, Recording concerns and disclosures on Child Concern Sheet. Copy given of GSWPPCSES and discussed all areas. DH to cover and staff member sign off,</p> <p style="text-align: center;"><b>Child Safeguarding Information update with identified documents on it.</b></p>	
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<p>➤ <b>Physical Intervention</b></p>	<p>Copy shared. Discussed 'limited touch culture' physical contact in role as MTA, Physical Restraint, Team Teach training, Distressed Pupils and strategies to calm other than physical contact. DH to cover.</p>	
<p>➤ <b>Health and Safety</b></p>	<p>Reference to main Policy on stand. Designated responsibility. Responsibility to record in TS's book. Accidents pupils and staff. Went through appendices. DH to cover. Location of Asbestos Register &amp; importance un-disturbance of asbestos materials.</p>	
<p>➤ <b>First Aid</b></p>	<p>First Aid and Intimate Care. Copy shared of policy in Health and Safety. Discussed designated first aiders, training, first aid contact point and kits. DH to cover. Lead MTA to reinforce lunchtime arrangements and show cleaning procedures and equipment for bodily fluids.</p>	
<p>➤ <b>Staff Leave of Absence</b></p> <p>Lead MTA to cover Appendix 5, MTA Information.</p>	<p>Copy shared. Seeking approval for leave of work. Parental leave.</p>	

**I have read and understood the above documents and in so doing fulfil the requirements of Roundswell Community Primary Academy's Induction Policy.**

**Employee:** \_\_\_\_\_

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

**Induction Manager:** \_\_\_\_\_

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

**To be filed in Personnel File.**

**EARLY YEARS SUPERVISOR INDUCTION**

**This is an induction record for:** \_\_\_\_\_

**The following items provide the basis for discussion with new Teaching Assistants. After discussion the new member of staff should sign and date the section and file the finished document in their Personnel File in the office.**

<b>Items to be discussed</b>		<b>Signature and Date</b>
<ul style="list-style-type: none"> <li>• <b>School Information</b></li> </ul>	<p>Shared copy of Induction Policy given and explained the importance of induction and topics to be covered. DH to cover.</p> <p>Staff member given a Staff Handbook; focused on school organisation. School prospectus shared for further information. 'Induction' section from Staff Handbook for relevant staff groups. Highlighted 'day book' as daily communication with staff. DH to cover.</p>	
<ul style="list-style-type: none"> <li>• <b>Role of the EY Supervisor</b></li> </ul>	<p>Introduction to school staff on school tour. Time arranged with previous EYS if available. Information given on role and relevant areas of responsibility, including job description. This will include a variety of areas including transitions, home visits, induction meetings, weekly meetings, key workers and responsibilities, routines, etc</p>	
<ul style="list-style-type: none"> <li>• <b>School Aims</b></li> </ul>	<p>Shared and discussed key areas and consultation process with staff. DH to cover.</p>	
<ul style="list-style-type: none"> <li>• <b>Training and Appraisals</b></li> </ul>	<p>Discussed weekly attendance at meeting with Nursery Leader and e-mailed minutes from TA meeting. Training through staff/TA meetings and identification of specific training</p>	

<ul style="list-style-type: none"> <li>• <b>Pupil Information</b></li>   <li>• <b>Assessment and Record Keeping</b></li>   <li>• <b>Office and Computer Systems</b></li>   <li>• <b>Individual Health Plans &amp; Toileting Plans.</b></li> </ul>	<p>needs for post where appropriate. Some attendance at staff training (dates given). Information given on claiming for additional hours, petrol, etc. Shared appraisals ; where booklet kept, yearly format and informed of appraiser. Discussed target setting, action plan, self-review. Discussed PINTA dates and opportunity to comment on policy and practice. Professional Portfolio record discussed. NL to cover.</p> <p>Discussed pupils on the Children with Additional Needs list and highlighted children in EYFS stage. DH to cover and NL to cover nurse's class lists.</p> <p>Discussed teacher's assessment files. EY Supervisor responsibilities for assessment through systems in place. IEPs, home-school book, PHP where necessary. Multi-agency visitors and discussions. Record keeping expectations for EY Supervisor. NL to cover.</p> <p>Training to be given by office staff on photocopier, laminator, binder.</p> <p>Information given on post tray, pigeon holes, entry fob, pupils who are ill and need to go home. Computer log-on given by A Rodgers. Discussed available computers EY Supervisor may use. School e-mail system for communication and e-mail addresses given. DH to cover.</p> <p>Discussed summary sheet of health care plans and toileting plans. Informed of where plans kept with photos of HCP in staff room/no photos for toileting plans and summary in MTA folder at first aid point. DH to cover.</p>	
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<ul style="list-style-type: none"> <li>• <b>Emergency Procedures.</b></li>   <li>• <b>Behaviour Policy</b></li>   <li>• <b>School Policies:</b></li>   <li>• <b>Child Protection; Whole School Safeguarding Policy; Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings</b></li>   <li>• <b>Physical Intervention Policy</b></li> </ul>	<p>Shared and discussed fire drill routines and dangerous intruder procedure. DH to cover.</p> <p>Shared and discussed. Read through main principles, School Code of Conduct, Managing Pupils' Behaviour Outside the Teaching Classrooms and in the Playground, Whole School Sanctions, including reporting (oral and written) to the Head Teacher on behaviours that include; racism, bad language, rudeness to staff, stealing, physical harm to others, damage to property, spitting, persistent patterns of behaviour, bullying and inappropriate sexual behaviour. Record Incident Sheet any serious incidents and pass on to HT/DH. Discussed how to sort out issues between children and methods to follow to resolve disputes. DH to cover.</p> <p>Information on awards in school. DH to cover.</p> <p>Share and discussed procedures for CP. Designated Person for CP, Responsibilities, Confidentiality, Allegations against staff, Prevention/Physical Contact, Dos and Don't's, recording concerns and disclosures on Child Concern Sheet. Copy given of GSWPPCSES and discussed each area. DH to cover.</p> <p>Shared and discussed physical contact in role as EY Supervisor, Restraint, Team Teach training, Distressed Pupils and strategies to calm other than physical contact, First Aid and Intimate Care. DH to cover.</p>	
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Appendix 6- Induction record for the Librarian

**LIBRARIAN INDUCTION**

**This is an induction record for:** \_\_\_\_\_

**The following items provide the basis for discussion with the new Librarian. After discussion the new member of staff should sign and date the section and file the finished document in their Personnel File in the office.**

Items to be discussed		Signature and Date
<ul style="list-style-type: none"> <li data-bbox="236 824 579 857">• <b>School Information</b></li> <li data-bbox="236 1167 600 1200">• <b>Role of the Librarian</b></li> <li data-bbox="236 1659 480 1693">• <b>School Aims</b></li> <li data-bbox="236 1809 480 1883">• <b>Training and Appraisals</b></li> </ul>	<p data-bbox="627 600 1141 779">Shared copy of Induction Policy given and explained the importance of induction and topics to be covered. DH to cover.</p> <p data-bbox="627 819 1141 1111">Staff member given a Staff Handbook; focused on School Organisation 20 / 20 . School prospectus shared for further information. ‘Staff Induction’ section from Staff Handbook. Highlighted ‘day book’ as daily communication with staff. DH to cover.</p> <p data-bbox="627 1151 1157 1547">Introduction to school staff on school tour. Time arranged with previous Librarian if available and to cover; computer system, layout and areas for books, reading ‘levels’, procedures in the library, Library Monitors, class use of library, display, opening times of the library, information on library for users of the whole school, including parents,. LL to cover.</p> <p data-bbox="627 1664 1157 1771">Shared and discussed key areas and consultation process with staff. DH to cover.</p> <p data-bbox="627 1809 1157 2098">Training through TA meeting if relevant and identification of specific training needs for librarian post where appropriate. Some attendance at staff training (dates given). Information given on claiming for additional hours, petrol etc. Shared appraisals; where booklet kept,</p>	

<ul style="list-style-type: none"> <li data-bbox="236 533 550 566">• <b>Pupil Information</b></li> <li data-bbox="236 835 579 907">• <b>Office and Computer Systems</b></li> <li data-bbox="236 1328 547 1433">• <b>Individual Health Plans &amp; Toileting Plans.</b></li> <li data-bbox="236 1630 470 1702">• <b>Emergency Procedures.</b></li> <li data-bbox="236 1821 547 1854">• <b>Behaviour Policy</b></li> </ul>	<p data-bbox="627 152 1165 403">yearly format and informed of appraiser. Discussed target setting, action plan, self-review. Discussed PINTA dates and opportunity to comment on policy and practice. Professional Portfolio record discussed.</p> <p data-bbox="627 521 1153 772">Children with Additional Needs record for whole school. Discussed key pupils in TA's key stage. Discussed known pupils in CAIRB/Learning Support Classroom in KS2 and purpose of provision. DH to cover.</p> <p data-bbox="627 813 1158 884">Training to be given by office staff on photocopier, laminator, binder.</p> <p data-bbox="627 925 1126 1216">Information given on post tray, pigeon holes, entry fob, pupils who are ill and need to go home. Computer log-on to be given. Discussed available computers the librarian may use. School e-mail system for communication and e-mail addresses given. DH to cover.</p> <p data-bbox="627 1328 1142 1541">Discussed summary sheet of health care/toileting plans. Informed of where plans kept with photos for HCP in staff room and summary in MTA folder at first aid point. DH to cover.</p> <p data-bbox="627 1619 1086 1731">Shared and discussed fire drill routines and dangerous intruder procedure. DH to cover.</p> <p data-bbox="627 1809 1161 2089">Shared and discussed. Read through main principles, School Code of Conduct, Managing Pupils' Behaviour Outside the Teaching Classrooms and in the Playground, Whole School Sanctions, including reporting (oral and written) to the Head Teacher on behaviours that</p>	
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<ul style="list-style-type: none"> <li>• <b>School Policies:</b></li>   <li>• <b>Child Protection; Whole School Safeguarding Policy; Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings</b></li>   <li>• <b>Physical Intervention Policy</b></li>   <li>• <b>Health and Safety</b></li>   <li>• <b>First Aid</b></li> </ul>	<p>include; racism, bad language, rudeness to staff, stealing, physical harm to others, damage to property, spitting, persistent patterns of behaviour, bullying and inappropriate sexual behaviour. Record Incident Sheet any serious incidents and pass on to HT/DH. Discussed how to sort out issues between children and methods to follow to resolve disputes. DH to cover.</p> <p>Information on awards in school. DH to cover.</p> <p>Share and discussed procedures for CP. Designated Person for CP, Responsibilities, Confidentiality, Allegations against staff, Prevention/Physical Contact, Dos and Don't's, recording concerns and disclosures on Child Concern Sheet. Copy given of GSWPPCSES and discussed each area. DH to cover.</p> <p>Shared and discussed physical contact in role as TA, Restraint, Team Teach training, Distressed Pupils and strategies to calm other than physical contact, First Aid and Intimate Care. DH to cover.</p> <p>Reference to main Policy on stand. Designated responsibility. Responsibility to record in TS's book. Accidents pupils and staff. Cleaning bodily fluids procedure. Went through appendices. Location of Asbestos Register &amp; importance un-disturbance of asbestos materials. DH to cover.</p> <p>Shared and discussed designated first aiders, training, first aid contact point and kits. Accident book and</p>	
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<ul style="list-style-type: none"> <li>• <b>Display Guidelines</b></li> <li>• <b>Staff Leave of Absence</b></li> </ul>	<p>bumped head slips. DH to cover.</p> <p>Shared and discussed. DH to cover.</p> <p>Copy given. Seeking approval for leave of work, parental leave and procedure for informing school of sickness and return to work information. DH to cover.</p>	
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**I have read and understood the above documents and in so doing fulfil the requirements of Roundswell Community Primary Academy's Induction Policy.**

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

**Induction Manager:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**To be filed in Personnel File**

Appendix 7- Induction record for Site and Premises Staff

**CLEANING STAFF**

This is an induction record for: \_\_\_\_\_

The following items provide the basis for discussion with new cleaning staff. After discussion the new member of staff should sign and date the section and file the finished document in their Personnel File in the office.

Items to be discussed		Signature and Date
<ul style="list-style-type: none"> <li>• <b>School Information</b></li> <li>• <b>Staff</b></li> <li>• <b>School Aims</b></li> <li>• <b>Training and Appraisals</b></li> <li>• <b>Pupil Information</b></li> <li>• <b>Office Procedures</b></li> </ul>	<p>Copy of Induction Policy given and explained the importance of induction and topics to be covered. DH to cover.</p> <p>Staff member given a Staff Handbook; focused on school organisation. School Organisation 20 /20 . Showed school prospectus for further information. Highlighted 'day book' as daily communication with staff. SBM to cover.</p> <p>Introduction to school staff on school tour. SBM to cover.</p> <p>Copy given. Discussed key areas and consultation process with staff. DH to cover.</p> <p>Copy of appraisals yearly format given and informed of appraiser, where booklet kept. Discussed target setting, action plan, self-review. Opportunity to comment on policy and practice. Professional Portfolio discussed. SBM cover.</p> <p>Discussed pupils on the Children with Additional Needs sheet. Discussed needs of children in the CAIRB. DH to cover.</p> <p>Signing in, fire drill procedures explained. Shown location of keys, and locked medical cabinet. Pigeon hole system. SBM to cover.</p>	

<ul style="list-style-type: none"> <li>• <b>Individual Health Care Plans and Toileting Plans</b></li> <li>• <b>Emergency Procedures</b></li> <li>• <b>Behaviour Policy</b></li> </ul> <p><b>School Policies:</b></p> <ul style="list-style-type: none"> <li>• <b>Child Protection and Whole School Safeguarding Policy</b></li> <li>• <b>Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings</b></li> <li>• <b>Health and Safety</b></li> <li>• <b>Staff Leave of Absence</b></li> </ul>	<p>.</p> <p>Shared and discussed summary sheet of health care/toileting plans. Informed of where plans kept with photos for HCP in staff room.</p> <p>Copy given. Discussed fire drill routines and dangerous intruder procedure. SBM to cover.</p> <p>Discussed main principles of the policy and highlighted team effort to maintain behaviour in school. All staff to have high expectations of children's behaviour and to discuss issues with children if the teacher/a relevant adult is not present with them. DH to cover.</p> <p>Shared copies of CP Policy and GSWPPCSES Policy. Discussed procedures, Designated Person for CP, Responsibilities, Confidentiality, Allegations against staff, Prevention/Physical Contact, Dos and Don't's, Recording concerns and disclosures on Child Concern Sheet. DH to cover.</p> <p>Copy given and shared. Discussed in detail main areas in relation to role; sections, 1- 10, 13-17, 20, 23-26. DH to cover.</p> <p>Reference to main Policy on stand. Designated responsibility. Responsibility to record in Site Managers book. Accidents pupils and staff. Went through appendices. Location of Asbestos Register &amp; importance un-disturbance of asbestos materials. SBM to cover.</p> <p>Copy given. Seeking approval for leave of work, Parental leave. SBM to cover.</p> <p>Informed of procedure for making</p>	
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<ul style="list-style-type: none"> <li>• <b>Governor Guidelines</b></li> </ul>	<p>requests to Governors; for leave outside of Staff Leave &amp; Absence Policy. SBM to cover.</p>	
<ul style="list-style-type: none"> <li>• <b>Cleaning systems and procedures</b></li> </ul>	<p>System for keys. Location of cleaning cupboards and resources, storage of materials, location of safety signs and when to use them. Shown fire assembly points. SM to cover</p>	
<ul style="list-style-type: none"> <li>• <b>COSHH Training</b></li> </ul>	<p>Overview of COSHH given with appropriate instruction sheets. SM to cover</p>	
<ul style="list-style-type: none"> <li>• <b>Manual Handling Training</b></li> </ul>	<p>Instructions for lifting of light loads and lifting with two people given and written instructions supplied. SM to cover</p>	

**I have read and understood the above documents and in so doing fulfil the requirements of Roundswell Community Primary Academy's Induction Policy.**

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

**Induction Manager:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**To be filed in Personnel File.**

**KITCHEN ASSISTANT INDUCTION**

This is an induction record for: \_\_\_\_\_

The following items provide the basis for discussion with new Meal Time Assistants. After discussion the new member of staff should sign and date the section and file the finished document in their Personnel File in the office.

Items to be discussed		Signature and Date
<ul style="list-style-type: none"> <li>• <b>School Information</b></li> <li>• <b>School Aims</b></li> <li>• <b>Roles and Responsibilities</b></li> <li>• <b>Emergency Procedures</b></li> <li>• <b>Behaviour Policy</b></li> </ul>	<p>Copy of Induction Policy shared and explained the importance of induction and topics to be covered. SBM to cover.</p> <p>Staff member received a Staff Handbook. Showed school prospectus for further information. SBM to cover.</p> <p>Copy shared. Discussed key areas and consultation process with staff. SBM to cover.</p> <p>Explained roles and responsibilities of staff. Leadership team roles at lunchtime explained. Discussed team ethic and support available at lunchtimes. SBM to cover.</p> <p>Copy shared. Discussed fire drill routines and dangerous intruder procedure. SBM to cover.</p> <p>Copy shared. Read through main principles, School Code of Conduct, Managing Pupils' Behaviour Outside the Teaching Classrooms and in the Playground, Whole School Sanctions, including reporting (oral and written) to the Head Teacher behaviours that include; racism, bad language, rudeness to staff, stealing, physical harm to others, damage to property, spitting, persistent patterns of behaviour, bullying and inappropriate sexual behaviour. Record Incident Sheet any serious incidents and pass on to HT/DH. Discussed how to sort out issues.</p>	

<ul style="list-style-type: none"> <li>• <b>Appraisal</b></li>   <li>• <b>SEN Information</b></li>   <li>• <b>Individual Health Plans</b></li>   <li>• <b>School Policies:</b> <ul style="list-style-type: none"> <li>➤ <b>Child Protection; Whole School Safeguarding Policy; Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings</b></li>   <li>➤ <b>Health and Safety</b></li>   <li>➤ <b>Health &amp; Safety pertaining specifically to kitchen work</b></li> </ul> </li> </ul>	<p>Copy of year's format given and informed of appraiser, where booklet kept. Discussed target setting, action plan, self-review. SBM to cover.</p> <p>Discussed pupils on the Children of Concern sheet. Discussed different needs of SEN and strategies to support pupils with language and behaviour needs at lunchtime. DH to cover.</p> <p>Discussed summary sheet of health care plans. Informed of dietary information and ensuring needs are observed and system in place</p> <p>Shared CPP. Discussed procedures, Designated Person for CP, Responsibilities, Confidentiality, Allegations against staff, Prevention/Physical Contact, Dos and Don't's, Recording concerns and disclosures on Child Concern Sheet.</p> <p>Reference to main Policy. Designated responsibility. Responsibility to record in TS's book. Accidents pupils and staff. Location of Asbestos Register &amp; importance un-disturbance of asbestos materials.</p> <p>Went through Kitchen induction &amp; H&amp;S guidance. GH to cover</p>	
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➤ <b>Staff Leave of Absence</b>	Copy shared. Seeking approval for leave of work. Parental leave.	
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**I have read and understood the above documents and in so doing fulfil the requirements of Roundswell Community Primary Academy's Induction Policy.**

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

**Induction Manager:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**To be filed in Personnel File.**

**Appendix 9- Induction record for Leaps and Bounds Staff. To be developed**

**Appendix 10- Child Safeguarding Information record for all Staff**



Dear Colleague

### **Child Safeguarding Information Update**

I have emailed the following Department for Education (DfE) documents:

- Keeping Children Safe in Education (KCSiE) 2019
- Working Together to Safeguard Children- September 2019

Current policies on:

- Child Protection and Safeguarding Policy, including allegations against staff
- Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings
- Whistle Blowing Policy
- Code of Conduct Policy
- Appendix 6: Staff Acceptable Use Agreement (Online Safety Policy)

Related to Child Protection and Safeguarding, you will have also received:

- a paper copy of the Department for Education KCSiE, Part One: Safeguarding Information for all Staff
- a paper copy of the Appendix 6: Staff Acceptable Use Agreement

As you can appreciate this information is critical to the role of all staff in the school and I would therefore ask you to sign to say that you have received the documents recorded above, read the enclosed information and agree to follow the statutory guidance given in these DfE and school policies.

The slip below must be returned to the Designated Safeguarding Lead (DSL)

Thank you for taking the time to update yourself in this very important area.

Head Teacher

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**Child Safeguarding Information Update**

I have read and agree to follow the guidance stated in:

- Keeping Children Safe in Education (KCSiE)- September 2018
- Working Together to Safeguard Children- September 2018

Current policies on:

- Child Protection and Safeguarding Policy, including allegations against staff
- Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings
- Whistle Blowing Policy
- Code of Conduct Policy
- Appendix 6: Staff Acceptable Use Agreement (Online Safety Policy)

Signed.....Date.....

PRINT NAME.....