



# INDUCTION POLICY

Approved On:	6 <sup>th</sup> December 2022
Staff:	Headteacher, School Business Manager
Notes:	Non-Statutory
Review Cycle:	3 Years – School Choice
<b>Next Review Date:</b>	Autumn 2025

**Headteacher: Mrs. Kate Collins**

a member of



Learning Partners

academy trust

## **INTRODUCTION**

At Sandfield, we want every child and member of staff to reach their individual potential. Children new to the school are made to feel welcome in the school community. Staff new to the school or to a new role within it, have a period of induction to enable them to understand the role and responsibilities they are undertaking. Every member of the school is expected to be a “buddy” to colleagues and the Senior Leadership Team is expected to coach or mentor colleagues.

## **PURPOSE**

To inform all those at the school of the aims and details of practice, in relation to the induction of new children, new staff and current staff in new roles. This will provide consistent expectations and practice for all staff.

## **AIMS**

- To inform children / staff of routines and expectations when establishing themselves in a new class.
- To support staff in understanding routines and expectations when establishing themselves in the school.
- To support staff in understanding routines and expectations when establishing themselves in a new role.
- To inform buddies of roles and expectations in supporting colleagues in new locations.
- To inform mentors of roles and expectations in supporting newly qualified staff.
- To inform staff of expectations for the induction of children new to the school.

## **PRACTICE**

### **Terminology**

- a) A buddy is someone who carries out the same/similar role and is closely geographically located, to offer support and encouragement.
- b) A coach is someone who guides and trains colleagues in a particular subject or area of school life.
- c) A mentor is someone who carries out the induction of a newly qualified teacher.

### **Practice**

## **STAFF**

1. The induction period for staff lasts for the year that a colleague is new to the school or role within it.
2. Mentoring takes place for the first year of a new teacher’s career and is in line with SFET Teaching School - NQT awarding body guidance.
3. On arrival to the school; staff are given information about school practice and procedures. This includes a staff handbook, summary of key policies, access to online calendar, child protection policy, other statutory safeguarding documentation from DfE and a letter of welcome from the Chair of Governors.
4. The DHT will go through the annual calendar with the new member of staff, drawing attention to any key events.
5. All new members of staff are shown around the school and introduced to all members of staff, each class and to governors.
6. Buddies support colleagues on a day to day basis and provide opportunities for colleagues to talk through any concerns or arising issues.
7. A coach supports colleagues in new roles or for a specific focus with regular meetings and coaching opportunities alongside them.
8. A mentor follows the guidelines listed in the South Farnham teaching School handbook.
9. Every new member of staff has a review meeting with the Headteacher in his/her first term at Sandfield School.
10. All staff are expected to support colleagues new to the school or in a new role.

## **CHILDREN**

1. Prior to all children starting at the school there is an opportunity for families to complete a school tour, meet the new teacher and talk through prior school and any other relevant information. A meeting with the Head can be arranged if required.
2. A transition programme is designed for all children entering EYFS with all EYFS staff visiting the children in their nursery setting in the July before they start school
3. Stay and Play sessions organised in July for children and their parents before they start school in September
4. EYFS team will complete home visits in the first week of September

5. Children starting EYFS will complete three days of transition where they attend school for either the morning or afternoon. All children will then start school on the second Thursday of the Autumn Term
6. Records and reports are sought from the previous school. On the first day a member of the school office team take the child to their new class and re-introduce them to the classteacher.
7. Children new to the school are assigned a buddy to look after them.
8. Staff will ensure that new children have a labelled locker and named tray on their first day.
9. The office will issue a memo alerting all staff to any new children, on their first day and this information is repeated in the weekly staff briefing.
10. The Admin Team will enter the child's data into SIMs within 3 days of their first day at the school.
11. The Admin Team will contact the previous school/setting for relevant data within 48 hours of them starting at the school.
12. After the first week and within one month, children are assessed in reading, writing and maths. This information can then be collated and provides the basis for achievable and challenging targets to be set. Their data is then added to the Sandfield tracking system.
13. The SLT/SEN(D)Co/Assessment Lead will monitor the pupil as they settle into the school. They will liaise with the class teacher to assess progress needs.

## **PARENTS**

1. Prior to all families starting at the school families are invited for a school tour during which information is given about the school day and expectations. If required, a meeting with the head can be arranged to discuss any pastoral matters, SEN requirements and other important information. New parents are shown our website and the "parents noticeboard," where weekly newsletters, year group newsletters are sited. Families are encouraged to sign up to Studybugs, Seesaw, Aspens and Scopay.
2. The office will alert the class rep of the new child's arrival within two days so that the rep can link with the parent/carer.
3. At the end of the child's first two weeks at school, the class teacher will meet with the parents to discuss general progress and any arising issues.
4. The office requires the following forms to be completed by parents/carers prior to starting, including: admission form, birth certificate letter and/or copy of passport, blank consent form, free school meal application form, Home/School Agreement, Internet permission forms, PP application form and data and privacy Form. All these forms are available online on the website.

## **GOVERNORS**

1. New school governors will have a buddy during their first year. This will usually be the Chair or Vice Chair of the Governors.
2. The Learning Partners Code of Conduct for Trustees and Governors will be shared with Governors
3. New Governors will liaise with the School Business Manager to undertake an Enhanced DBS check which includes a Section 128 check.

## **VOLUNTEERS**

1. Prior to volunteering on a regular basis (more than 2 occasions) the DHT will meet with the volunteer to share the school aims, ethos, expectations and safeguarding and child protection information in relation to their role.
2. The DHT will liaise with the SBM to undertake DBS checks. All volunteers, over the age of 18, will require an enhanced DBS check.

## **HOME/SCHOOL PARTNERSHIP**

This policy is available to parents/carers so that they are informed of school practice and is sited on our school website. (School policies)

## **EQUAL OPPORTUNITIES**

All individuals receive an induction programme. No-one is discriminated against on the grounds of age, race, culture, gender, ability, religion, or social background.

## **RESOURCES**

All policies are sited on our school website: Learning Partners Child Protection and Safeguarding, Learning Partners Admissions policy, Equality policy, Home School Agreement. The Staff handbook is available on our internal network system and all key documents will be signposted to all new members of staff.