



St. Mark's Catholic Primary Primary School

Policy for Induction (Including All Staff, Pupils, Students, Volunteers and Newly Qualified Teachers)

This policy sets out the arrangements in respect of the induction of children and adults new to St Mark's Catholic Primary School.

1. Pupil's new to St Mark's

1.1 Induction for Reception Pupils at the start of the new school year

There will be a structured induction programme led by the EYFS leader, Headteacher and office staff. We understand that the transition into school is extremely important to children and their families. Our induction programme is designed to support pupils, parents and carers throughout this transition to ensure the next step in a child's educational journey is enjoyable, informative and positive. This programme includes:

- A fun session for pupils known as 'Rumble in the Jungle' to introduce pupils, parents and carers to St Mark's. This is purely a social visit, designed for parents to meet the class teachers, EYFS leader, Headteacher and other parents. A variety of fun activities are provided for the children to participate in whereby they can meet their new friends at their new school.
- An information meeting for parents and carers with a presentation by the Headteacher and Early Years Foundation Stage Leader, and an introduction to other key members of staff including the Reception teachers. This also gives pupils an opportunity to visit the classroom and explore their surroundings without their parents and with their new friends and teachers. Families will be given a pack containing useful information such as uniform information, the school prospectus and details about the St Mark's school day. There will also be an opportunity for parents and carers to ask the Headteacher and EYFS Leader any questions they may have to alleviate any concerns new parents/carers may have.
- During this meeting the pupils will participate in a phonics workshop with the class teacher alongside their parents. This supports pupil's learning at home and enables parents to get a flavour for our school phonics scheme so that they can support this learning at home.
- The pupils will also be offered to stay at school to sample our school dinner menu on this visit. This enables the children to become excited of things to come and to become used of the school routine.
- Prior to starting school parents will be offered a home visit. This visit is a 1:1 opportunity for the EYFS team to get to know the pupils needs and also an opportunity for the pupils to meet their new teacher in their own environment. This is not a visit designed to cause parents to be anxious, this is an opportunity for you to share any concerns and ask any questions in a 1:1 situation.
- The start for Reception pupils: The children will start on a part time basis for four days. This enables the staff to get to know the pupils and for the introduction to school life to be a gradual, positive experience. All Reception pupils will be invited to stay for school lunch on the fifth day.
- Parents are encouraged to say a confident goodbye to their child before leaving. Prolonged separation can lead to children being more unsettled. It is quite usual for one or two pupils to be a little upset although experience shows that this usually only lasts for a few minutes once the parent has left. Should a child become distressed, the school staff would contact parents/carers as it is in no-ones interest for a child to be distraught. In this rare instance, parents and school staff would discuss and agree appropriate strategies to settle the child.
- A Parents' Evening will be held within the first term to enable parents to discuss how well their child has settled in and ways in which they can support learning at home.

“Proudly & Joyfully, we Love, Live & Learn as God's Children.”

1.2 Induction for pupils at other times in the school year:

We understand that whenever a child moves school, moves house or moves area a smooth transition is needed in order to promote positive relationships. The Headteacher and office staff will arrange for the parents/carers and child to visit school at a convenient time to enable this transition.

During this visit:

- Pupils and parents/carers will be introduced to all key staff and offered a school tour so that they can see the school environment and meet some of their new friends.
- Parents will be given a school prospectus containing important information such as, school uniform suppliers and expectations, timings of the school day etc.
- A starting date will be mutually decided by the Headteacher and parent/carer.

Continuing with the transition process on the agreed first day at school:

- parents/carers will be asked to bring the child to the main entrance on the first day, where they will be met by the Headteacher and shown to class with their parents/carers.
- The class teacher will choose a special friend from the class, to take care of the new pupil for the first few days as a 'buddy'.

1.3 Induction for pupils who are new to English

As a school we understand that moving to a new school can be daunting, especially where the language spoken is different to that of a family's home language. It is important to establish positive relationships in order to support the transition into school. The Headteacher and office staff will arrange for the parents/carers and child to visit school at a convenient time to enable this supportive transition. Where possible, we will arrange for an interpreter to support this transition where we have the staff expertise to be able to do this.

During this initial visit

- Pupils and parents/carers will be introduced to all key staff and offered a school tour so that they can see the school environment and meet some of their new friends.
- Parents will be given a school prospectus containing important information such as, school uniform suppliers and expectations, timings of the school day etc.
- A starting date will be mutually decided by the Headteacher and parent/carer.

Continuing with the transition process on the agreed first day at school:

- parents/carers will be asked to bring the child to the main entrance on the first day, where they will be met by the Headteacher and shown to class with their parents/carers.
- The class teacher will choose a special friend from the class, to take care of the new pupil for the first few days as a 'buddy'. Where possible, this buddy will speak the same home language to support this transition further.

Throughout the first weeks of school:

- We will ensure that pupils who are new to English are given the appropriate resources through Quality First Teaching to allow them to access the curriculum. This will include concrete objects and resources and pictorial representations.
- Where we have the staff expertise, there will an opportunity for a member of school staff to be an interpreter to enable the child to successfully integrate within the classroom and school environment.
- Communication with parents will also be through an interpreter where we have the staff knowledge and expertise i.e telephone consultations, parent evenings and for any urgent communication.
- Our school website has a translate option for most languages. All correspondence can be translated using this option on the school website.
- After initial assessments are complete and children have settled into school life, we may introduce an EAL Plan, with targeted intervention to allow pupils who are new to English to work on targets related to their needs. These will be shared and reviews regularly with parents.

1.4 Induction for pupils who have Special Educational Needs or Disabilities

At St Mark's School we believe all children, no matter what gender, race, or ability, have the right to be educated alongside their peers where possible, and that each child has the right to be valued and respected in the community. We are committed to providing all our pupils with equal opportunities for learning and to helping them realise their full potential in a life-long learning process. We know that for any parent the transition to a new school is sometimes overwhelming, and we know that this can be heightened if your child has special educational needs or disabilities. Positive relationships and a smooth transition are crucial.

In the first instance the Headteacher, SENDCo and office staff will arrange for the parents/carers and child to visit school at a convenient time to enable this supportive transition.

During this initial visit

- Parents/Carers will be given the opportunity to discuss their child's individual needs, ask any questions about provision required and find out more about the SEND provision at St Mark's.
- Pupils and parents/carers will be introduced to all key staff and offered a school tour so that they can see the school environment and meet some of their new friends.
- Parents will be given a school prospectus containing important information such as, school uniform suppliers and expectations, timings of the school day etc.
- A starting date will be mutually decided by the Headteacher and parent/carer. Where needed a gradual transition timetable will be drawn up in agreement with all parties to support the pupil in the settling in process. This will be reviewed with the parents regularly.
- Where possible, the SENDCo will liaise with the previous setting and if appropriate will set up a transition meeting with all relevant parties.

Continuing with the transition process on the agreed first day at school:

- parents/carers will be asked to bring the child to the main entrance on the first day, where they will be met by the Headteacher and shown to class with their parents/carers.
- The class teacher will choose a special friend from the class, to take care of the new pupil for the first few days as a 'buddy'.

Throughout the first weeks of school:

- We will ensure that pupils who have special educational needs or disabilities are given the appropriate resources through Quality First Teaching to allow them to access the curriculum. Where a SEND Support Plan, Educational Health Care Plan or any other information for provision has been shared from a previous setting, we will use this initially to work with the pupil and ensure this provision continues where possible.
- We will communicate with parents/carers regularly about how your child has settled into St Mark's.
- We will complete our own initial assessments using our SEND assessment tools in line with our SEND policy to gain a complete picture of the pupil and create an update SEND Support Plan. These support plans will be shared and reviewed regularly with parents where needed.

2. Induction of adults new to St Mark's

All adults who are new to St Mark's will be DBS checked before commencing any work in school. Induction ensures that all adults obtain a good understanding of how the school works, including its principles, values and objectives. It ensures they have the resources, knowledge and skills necessary to perform their role in a safe working environment. It is expected that certain aspects of induction will differ, and this will reflect the specific needs and requirements of the individual and his/her role. This role will be taken by the Headteacher or another member of the Senior Leadership Team/

Induction for students

The arrangements made for introducing a student teacher to the school, provides the foundation for successful contribution to the school. The induction process is designed to help students become familiar with the requirements of their position and learn about the school culture, ethos, priorities aims and working practices effectively and efficiently so that they become knowledgeable and confident as quickly as possible. The Student Mentor/School Based Tutor will make the initial contact in line with the Student's Establishments guidelines (college/university).

- 2.1 The Student Mentor/School Based Tutor will meet with students prior to the placement whenever possible, to carry out a basic induction (see Appendix A), in liaison with the training institution where appropriate. Arrangements for a Disclosure & Barring Service will be agreed and safeguarding information will be provided for the student to read prior to the placement.
- 2.2 Students will be provided with induction (See Appendix A) and will agree a suitable mentoring programme with their Student Mentor/School Based Tutor.

3. Induction of Volunteer Helpers

Volunteer helpers are crucial in school in support class teachers and pupils with daily tasks related to teaching and learning. We are aware that many volunteer helpers are not trained teachers and will therefore need guidance on completing tasks. It is important that the volunteer helper observes good practice in the first instance from the class staff. Volunteer helpers will be given an adapted version of Appendix A and informed of their responsibilities by The Headteacher or a member of The Senior Leadership Team.

- 3.1 The Headteacher or a member of The Senior Leadership Team will meet the volunteer to discuss the expectations of St Mark's and their role.
- 3.2 Where volunteer helpers have been recruited for the purpose of off-site visits, the Educational Visits Co-Ordinator will meet all volunteers to ensure that they are aware of the expectations on them during this time.
- 3.3 Where volunteer helpers have been recruited for the purpose of supporting learning in the classroom, the class teacher will make the volunteer aware of the expectations of the class and the duties they will be performing.
- 3.4 Office Staff will liaise with the volunteers to ensure that they are subject to a Disclosure & Barring Service check before beginning their role in school. They will keep them informed of the process of this application.
- 3.5 Whilst Governors are volunteers, they have specific responsibilities and duties; please see the Governor Handbook.

4. The Induction of Staff

Our main purpose is learning - for both staff and pupils. Through the continuous learning of our staff and governors the school improves and develops, and bringing ever greater benefits for our pupils.

Effective induction is a vital foundation for continuous learning by supporting the effective performance and continuing professional development of all staff new to the school. Induction is a process which starts before a person joins the school and continues through the first year at the school and beyond. Induction is a process which aims to increase the effectiveness of all staff both as individuals and as team members, by ensuring they understand the policies and expectations of the school and by supporting highly effective performance. It thus enables them to contribute to the school's vision and goals and to fulfil its mission statement. The induction process will ensure mutual benefit for the individual and the school

- 4.1 All new employees will have undertaken a rigorous recruitment process where they will have been made aware of their job role, provided with a job description and completed tasks related to the role they have been employed for.
- 4.2 New employees will meet with the Headteacher on their first day, or if possible prior to taking up post. They will begin their induction, using the Induction Checklist (see Appendix B) and will be issued with the current Staff Handbook.
- 4.3 Arrangements will be made for the remainder of their induction process based on their role, own professional development and in line with the School Development Plan. All staff will have a named 'Mentor'.
- 4.4 The new member of staff will be supported by subject leaders to become familiar with schemes of work, procedures and specific subject policies during their first few weeks at school.
- 4.3 Newly Qualified Teachers (NQTs) will have a planned Induction Period, with regular meetings with their Induction Tutor, classroom observations, termly assessments (reported to the LEA) and a programme of professional development activities. They will have 10% release time as well as their release for Planning Preparation and Assessment.
- 4.4 NQTs will discuss their development needs with their Induction Tutor, using teacher standards as an initial basis, along with outcomes from observations and meetings.
- 4.5 Any difficulties in meeting the National Standards for Qualified Teachers, will be identified at the earliest opportunity, with appropriate support put in place and the Head teacher would be notified.

5. Induction for new parents

The induction of all new parents is an important part of school life and is essential in maintaining and developing the ethos of the school including working in close partnership to maximise stability, opportunities and educational outcomes for children. It is important that we invest time and effort to help each new family to settle quickly and happily into school whilst maintaining high expectations and standards.

- Pupils and parents/carers will be invited to a meeting with Headteacher, introduced to all key staff and offered a school tour so that they can see the school environment with their child.
- Parents will be given a school prospectus containing important information such as, school uniform suppliers and expectations, timings of the school day etc.
- Parent will be made aware that St Mark's has an open-door policy where they can speak to any member of staff about any concerns that they may have.

Please see pupil's new to St Mark's section for how we include new parents in the transition process.

This policy was approved by the Governing Body and is reviewed every year.

Reviewed: January 2021

Next review: January 2022

Appendix A

Student Induction

Welcome to St Mark's Catholic Primary School – we hope you will enjoy your placement here. You will find the staff very approachable; please do not hesitate to ask if you have any concerns or questions.

The Student Mentor is Mrs Khan/Mrs Dykes and our Headteacher is Mrs Linley

The Designated Safeguarding Leads at St Mark's are:

- Mrs Linley
- Mr Hemmingway
- Mrs Dykes
- Miss Grant

Your placement will start on: _____ and end on: _____

You will be working with: _____

We have a large number of policies and procedures in school which are available from the school office and on our school website. The policies starred* below are perhaps the most important ones for your placement. Please always sign in and out using our entry signage system so we know when you are on the premises in case of emergency which informs our fire register. There are a few important bits of information you need to know.

1. Child Protection and Confidentiality

The Headteacher is our designated teacher for Child Protection.

It is important that you maintain confidentiality at all times. Do not talk about individual children, parents or staff out of school. We have certain responsibilities under the Data Protection Act and it is school policy not to divulge any information.

If you have any concerns about a child or hear or see something which concerns you please do not talk about it with anyone other than the named persons. We have to be careful in cases of child protection to handle any information in accordance with our Safeguarding Children Policy.*

Please ensure you do not put yourself in a position which could be misinterpreted. You should not be alone with pupils in a closed room and should not touch, pick up or carry children although in some circumstances those staff with safe handling accredited training may need to implement restraint techniques*. This is important for your own safety as a child could make an allegation about you. Please read the copy of 'Keeping Children Safe in Education' <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> and 'Working Together to Safeguard Children' <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> document – you will be asked to sign in school to say you have read, understood and agree to comply with the guidance.

If you see or hear of any incidences of bullying please speak to a member of staff immediately so it can be investigated.

2. Health and Safety

We all have responsibilities under the Health and Safety at Work Act (see the notice in the reception area). If you see anything which could be a hazard including a spilt liquid, broken equipment etc.

please report it immediately and make people near by aware. A member of staff will then ensure appropriate action is taken.

If you have an accident whilst on placement, please report it to our trained first aid staff (see list in the staffroom). They will ensure the accident book is completed. Named members of staff are qualified first aiders. We have first aid kits around school and we have a medical room just off the mentor's office. Please do not use the first aid kits without a member of staff and please do not treat any injured children. If you are with an injured child, provide reassurance and seek help from a member of staff.

Please make yourself familiar with the school fire procedures*, including being aware of where fire exits are. Should the fire alarm sound (it is a loud electronic alarm) please follow the directions of the class teacher or, if you are out of the class, please leave immediately by the nearest fire exit and make your way to the designated area. Do not return to the building until directed by a member of staff.

Our school is a non-smoking environment, no smoking is allowed anywhere on the premises. We do have a Health & Safety Policy*.

3. Expectations

We do expect a professional approach from students. Please ensure you are dressed appropriately – clean and smart (no jeans, leggings or trainers please although you might need to wear a pair of trainers for some activities such as PE). Please do not wear excessive jewellery (certainly nothing which could be a health and safety hazard, such as large hoop earrings). Chewing gum is not permitted in school. Mobile phones should be **'on silent'** in school and securely placed away (see mobile phone policy).

School starts for pupils at 8.45am and it would be useful for you to be here for 8.20am so you have time to discuss your work for the day with the teacher. You will have a break at a time agreed with the teacher. Tea and coffee is available in the staff room. Students are encouraged to help outside during playtimes to enrich their experience of school life.

You can book a school lunch with in the office, before 9.15am. The meals cost £2.35 for adults and students. The children leave school by 3.30pm but the teacher you are working with may need your help up to 3.45pm. Please contact school as soon as possible if you are unable to attend for any reason. The number is 0121 357 9892 and office staff will take calls from 8:30am (we also have an answer machine if you need to leave a message).

We are sure you will treat pupils and adults alike with courtesy and respect. The sort of work you undertake will be varied. Please talk to the class teacher, Mentor or Mrs Linley if there are some tasks you feel uncomfortable with or some areas you would really like to try. We want this to be very successful and happy placement so please do talk to us about what you would like to achieve in your time here.

Signed: _____ (Student) Date: _____

Appendix B

School Staff Induction

The appointed mentor will discuss the following areas with the new employee and they will sign and date as received / instructed. Please note that employees should be signing not just that they have received the policy/information but that they have understood the instructions and had the chance to ask any questions resulting from their reading/meeting.

<u>Aspect</u>	<u>Date</u>		<u>Signed</u>
Who's Who			
School Vision and Ethos			
Working Hours (where appropriate)			
School Session Times			
DSL's in school			
Safeguarding Policy and Procedures			
Behaviour and associated policies			
Staff Handbook and Code of Conduct			
Health and Safety Policy and Issues			
Fire Procedures			
Resources and Materials			
Data Protection and Confidentiality Policy			
Work area familiarisation and facilities			
Tour of the school grounds			
Staff Attendance and Absence Procedures			
SEND policy and procedures			
Feedback Policy			