

Induction Policy

Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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Revision History:

Version	Date	Author	Summary of Changes:
0.1	Nov 2014	NHPS	
0.2	30.09.2016	EM	To reflect academy status
0.3	10.11.2016	EM/JH	Updated Induction Checklist for Safeguarding, and Keeping Children safe in Education leaflet for parents.
0.4	September 2017	EM	Single Checklist created for consistency
0.5	08.01.2019	EM	Checklist streamlined and updated for TMET name change.
0.6	28.03.2019	EW/EM	Checklist revised.

INDUCTION POLICY

Induction is the process by which newly appointed staff, both experienced and newly qualified are integrated into our organisation so that they can continue to develop professionally and become more effective in their roles. The process is equally valuable for volunteers and work experience students. In the case of a newly qualified teacher (NQT) induction involves not only integration into the school but also into the teaching profession. Induction may also be into a new role in the school. We also see induction as a vital process for new pupils to our school and for supply teachers who have never taught here before.

Rationale

- To ensure all staff feel welcome, supported and at ease in their new working environment by sharing information
- To ensure new pupils feel welcome, supported and at ease in their new school
- To ensure the effectiveness of all staff in their own role and as part of the school team
- To foster positive relationships between existing and newly appointed staff
- To enable new staff to understand the ethos, vision and aims of the school
- To ensure a system of support is in place.

Guidelines

- Staff have a specific job description which describes the roles and responsibilities of the post
- Staff have a sympathetic point of contact (a mentor) and NQTs also have an induction tutor
- All staff are aware of the network of support that is available to them
- Line managers are identified
- New teaching staff and teaching assistants are supported by the Phase Leader who will arrange informal meetings
- For staff appointed specifically for children with SEN, the SENCO will act as mentor
- Supply staff will be given information necessary to continue good learning in school (see Supply Staff Booklet)
- New pupils are given a 'buddy' who will look after them at playtimes and lunchtimes (see the Policy for New Children written by the School Council).

All new staff are given access to all policies and if appropriate an email account.

On the first day a meeting is organised by the Line Manager to go through the following lists. The lists are not exhaustive, but act as a guide. If the new member of staff needs further information then they can ask their Line Manager or mentor. Whenever possible the first day of work will include shadowing a more experienced member of staff.

It is expected that all staff offer on-going support to their colleagues and sharing of information and ideas is encouraged both formally and informally.

INDUCTION CHECKLIST

Staff Name:

Role:

Induction	Date	Signed
Safeguarding		
Safeguarding Induction & Procedures (Keeping Children Safe in Education leaflet)		
GDPR		
Health & Safety		
Health & Safety Induction (Including tour)		
First Aid & Personal Care		
Fire Evacuation Plans and Procedures		
Office Procedures		
Academy & Trust Policies		
Staff Handbook & Pack (Including JD)		
Professional Code of Conduct (Including Dress code)		
Register & Attendance Procedures		
Single Central Record- DBS References		
Inclement weather procedures-Snowline		
ICT		
IT Log In and Equipment Induction (Including Badge/Fob)		
Staff ICT Agreement Policy		

Signed:

Date:.....

New Arrivals from abroad induction flow chart

EAL coordinator

EAL coordinator to liaise with office staff to arrange a date for parent/carer to attend interview and tour of school no later than ten days after notification of a placement. Set a date for pupil starting school, ensuring that this is after the parent interview date.



Inform class teaching staff of pupil's name and start date. Give tutor/class teacher the **new arrival induction guidance and ensure that it is available for all staff members.**



Conduct family interview on agreed date, using the school's Pupil Record form to record information. **Issue school prospectus and Welcome booklet** (in first language if available) with details of the school day, arrangements for lunch, times of the school day, school terms etc. **With permission, give parents contact details of families in school who share the same language, if any.** Agree start date with parents. Ensure that relevant pupil information is passed from class/subject teacher.



Agree system of communication with the family (home-school liaison book, regular meetings after school etc.) as per whole school systems.



Explain induction and assessment process to parents while interpreter is still available. Take pupil and family on tour of school; explain uniform requirements, school meals, arrangements for trips, equipment and PE requirements etc. A pictorial representation of the school uniform will be helpful. **Provide parents with a pictorial timetable showing the equipment pupils will need each day.**



Introduce pupil/family to tutor/class teacher. If convenient, introduce pupil to new classmates. Arrange at least one buddy from class/tutor group to support the new pupil during the first few weeks.



Pass Pupil Record information to teaching and support staff.



Pupil to start school as soon as possible, after parent interview/meeting.

Teacher's checklist for induction of New Arrivals from abroad

Name of pupil:

Date of admission:

Tick/date

Discuss the new pupil's arrival with the class beforehand and practise pronouncing his/her name correctly	
Class/tutor group learns to say 'welcome' and 'hello' in the appropriate language	
Display written examples of the pupil's first language around the school e.g. classroom labels	
Display a map of the country of origin, photos and basic information in the classroom as soon as possible	
Delegate two buddies to look after the new pupil for the first few days. Rotate buddies every few days, if possible at least one buddy with shared first language If there is another pupil in the school who speaks the same first language, enlist their help as appropriate	
Provide a visual/ annotated timetable for the pupil with list of equipment needed e.g. PE kit, swimming kit	
Provide an age appropriate dictionary e.g. picture dictionary, phrase book, bilingual dictionary	
Ensure school newsletters, trip information etc. are explained to parents and/or translated (do not assume parents can read English)	
Agree system of communication with the family (home-school liaison book, regular meetings after school etc.) as per whole school systems.	
Ask parents if they would be willing to come into school to support their child, contribute their skills, contribute to community cohesion initiatives e.g. use their first language and /or faith knowledge to increase cultural diversity	

GOOD PRACTICE IN MEETING THE NEEDS OF NEW ARRIVALS

Before the pupil arrives:

- ☺ find out as much information as possible about the child's background
- ☺ talk to the class about ways to make the new arrival feel welcome
- ☺ organise a friendship buddy and a language buddy if appropriate and brief them about their role
- ☺ prepare books with the child's name on and have a seat ready in a friendly group, preferably near the front

On the child's first day/ week in school, welcome strategies may include:

- ☺ make sure you pronounce the child's name correctly and tell others how to
- ☺ allow a parent, sibling or buddy to stay with the child for a short while
- ☺ smile a lot and be accessible to the child
- ☺ use reassuring body language and give plenty of praise, reward and reassurance
- ☺ make sure the child is given a welcome tour of the school (toilets, cloakroom, first aid etc)
- ☺ tell classroom support staff, the teacher on playground duty and midday staff about the new arrival and any special requirements/ needs
- ☺ make an informal assessment of ability & make appropriate arrangements for interventions if applicable
- ☺ if the child has difficulty speaking give them survival cards e.g. a picture of a toilet!
- ☺ make a personal book including photographs (for children with little sight vocabulary link closely to reading scheme vocabulary). This could be dual language.
- ☺ if the child speaks another language teach the class how to say a few simple words in that language
- ☺ Provide a visual timetable of the day/ week

Longer term support:

- ☺ your aim is to make the child feel secure, valued and successful
- ☺ make effective use of bilingual or support staff where available
- ☺ allow a 'silent' period
- ☺ raise child's status by looking at geographical/ cultural background with class
- ☺ provide plenty of in-context speaking and listening opportunities, collaborative work and play opportunities for the child in a safe, supported environment
- ☺ set up activities where the child can succeed and give plenty praise & reward
- ☺ use visual resources to support lessons
- ☺ use other pupils to teach "mini lessons"
- ☺ vary the groupings used for different subjects

- ☺ allow rest times during the day at intervals if needed
- ☺ encourage bilingual pupils to use first language
- ☺ build up a relationship with the parents/ carers and give regular feedback on progress- use interpreter if required
- ☺ ask the pupil questions e.g- How are you settling in? Are there any issues?

REMEMBER IT CAN TAKE UP TO 7 YEARS FOR EAL PUPILS TO REACH THE SAME LEVEL OF ACADEMIC LANGUAGE AS THEIR PEERS.