



Induction Policy

Date: September 2021

Review date: September 2022

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Background

This policy outlines the programme that is used at Bushbury Lane Academy to induct any newly appointed staff (both teaching and non teaching) and governors. It gives a framework within which all staff and governors can work together to ensure a smooth induction for new staff.

The Induction programme for newly appointed staff is the first part of the School's Staff Development programme, which involves *all* staff - both teaching and non teaching.

Staff are our most expensive resource and form a large part of the investment of the school and therefore the induction programme is planned and budgeted for in the School Development/Improvement Plan.

Philosophy

At Bushbury Lane Academy, we feel it is important that *all* staff - both teaching and non teaching are inducted into the whole team and that induction should begin as soon as practicable after the appointment.

Bushbury Lane Academy encourages the philosophy of a 'whole school approach' to the life and work of the school. All members of the school community are valued and respected as individuals and as members of the whole school team. It is important that new staff are welcomed into the whole school team, helped to establish their role and position within that team. It is vital that new staff are given every assistance in settling into school quickly and happily and gain a knowledge and understanding of the philosophy and ethos of the school, the routines and practices that take place and the way in which the school operates.

Responsibilities - Who Supports Newly Appointed Staff?

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

At Bushbury Lane Academy, the Induction Programme for newly appointed staff operates under the direction of the Headteacher from the school's leadership team. The Headteacher acts as induction co-ordinator for newly appointed staff as well as being the Staff Development Co-ordinator. Induction is there to help, reassure, guide, counsel, inform and listen, and is responsible for monitoring the progress and professional development of newly appointed staff, guiding new staff through the school documentation, for whole school issues and for organising the appropriate support meetings.

The key stage manager or mentor of a newly appointed teacher such as NQT has an important role in the induction programme. This colleague acts as a 'friend', guide, supporter and adviser on a day-to-day basis, as well as sharing planning on a weekly and termly basis. A teacher who is appointed to take on a teaching role other than that of a class teacher, for example a Booster Class, would have one particular teacher colleague to act as their supporter. This person would take on a similar role to that of the key stage co-ordinator.

Key stage managers or mentors who are to work with a newly appointed teacher, discuss their role in the Induction programme with the Assistant headteacher or Headteacher before the new staff member starts work at the school.

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

Curriculum co-ordinators will give information, support and advice about the curriculum.

The year group teacher of a newly appointed nursery nurse or teaching assistant plays a role in their Induction programme. They are responsible for integrating new appointees into the year group team and familiarising them with year group/class routines and procedures.

The Inclusion Manager is responsible for integrating a new teaching assistant into the team, offering support as a mentor and during the fortnightly TA meetings.

All other staff in school are involved in the induction of any newly appointed staff. All staff assist in integrating a new colleague into the Whole School Team. They share experiences and ideas, help in practical ways and offer support. Newly appointed staff are encouraged to approach any member of staff with any queries they might have. The Headteacher adds the newly appointed staff to the INSET plans for the year and consults new staff regarding their INSET needs.

Financing the Induction Programme

The Headteacher and Governors at BLA recognise the necessity for allocation of funds from the school budget in order to finance the Induction Programme.

The school might need to budget for supply cover so that the Headteacher/key stage co-ordinator can spend time with new staff in the classroom and/or in discussion and seminar sessions.

The Headteacher will need to budget for newly appointed staff to attend relevant courses.

Money for extra class/curriculum resources and for photocopying documents in the induction pack will be required.

The Induction Programme

Aims of the Induction Programme

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

Immediately after a successful interview, the Headteacher welcomes a new colleague to the school and answers any questions. At this stage, new staff members are made aware of certain documents (they may be directed to the school's website to view these documents or given a paper copy if requested). These include:

- Staff Handbook
- Policies applicable to their job role

New colleagues are shown around the school and their classroom is identified. New teachers, if possible, meet their key stage co-ordinator/mentor and other members of the year group team, such as nursery nurses or TA's.

A new nursery nurse/TA should meet the year group teachers.

Pre Commencement Visits

Ideally, a new colleague should visit the school several times before starting. This could be in term time or during a holiday. Newly appointed nursery nurses and TA's do not need to visit as often as a new teacher. Teachers meet the year group team, if they have not already done so. If a colleague is appointed at the start of the new school year, it might be practicable to use part of an INSET Day to continue the induction programme.

At this stage, the induction co-ordinator makes available and explains further documentation including:-

- National Curriculum Document;
- School Policies;
- Child Protection Policy and Safeguarding Procedures;
- School record keeping systems;
- Timetables and rotas;
- Term Planner (this includes the dates of all major events in the school year); □ Class lists and class records (teachers only).

A full list of possible items in an induction pack for new staff is in Appendix 1. Some items may not be appropriate for non teaching staff.

New teachers meet the Headteacher and Leadership Group.

The Headteacher explains the school's staffing structure and introduces new colleagues to as many staff as possible. A second guided tour of the building helps identification of other classrooms, curriculum resource centres and stores etc.

It might be appropriate for newly appointed teachers to 'shadow' the class teacher of the children they will be teaching.

Initial Induction Meeting – Teaching Staff

The induction co-ordinator or NQT mentor meets new teacher(s) early in their first term to plan details of the induction programme for the school year. The roles of the induction co-ordinator and year group partner are identified. The induction co-ordinator can be approached informally at any time.

Regular new teaching staff support meetings, taking the form of discussions/seminars are agreed. These could be 'twilight' meetings or held during the school day, if cover can be organised.

Initial Induction Meeting – Non Teaching Staff

The INCO meets non teaching staff early in the term for discussions, when any questions will be answered. Each new member of staff will be allocated to a cover supervisor who will support the new TA's via training and in establishing daily routines. The cover supervisor can be approached informally at any time.

After this initial meeting, new non teaching staff join the regular non teaching staff support meetings, which is held with the SENCO/Inclusion Manager.

The agenda for the next meeting is agreed each time by all parties involved and might include recent policy documents or statements, concerns or queries about the children and the general life and work of the school in relation to non teaching staff.

Year Group and Key Stage Meetings – Led by leadership team

Regular key stage meetings help to integrate newly appointed staff into various teams. Colleagues at such meetings can assist greatly by answering any questions about the day-to-day work of the school.

Meeting with the Headteacher

Newly appointed staff meet the Headteacher to discuss their job description.

Induction Programme

The induction programme should cover the following where appropriate:

The school

- Environment
- Catchment area
- Organisation
- Basic routines, procedures and documents outlined in the Staff Handbook, (registration, marking policy, assessment, recording and reporting, duties, emergency procedures, Health and Safety, etc)

The staff

- Staffing structures (staff handbook)
- Responsibilities (teaching and non teaching staff)

- Lines of communication (i.e. to whom does the newly qualified teacher turn to help?)

Pastoral Organisation

- Discipline
- Rewards
- Sanctions
- General principles of pupil care and guidance
- Counselling
- Records of achievement
- Assemblies
- Child Protection Plans and Training

Resources

- Within school and locally
- Location/supplier
- Procedures for obtaining
- Ordering
- Stock control
- Strategies for use

Classroom Management

- Organisation
- Display
- Strategies for creating differing teaching and reading environments
(individual/small group/large group/whole class work)

Extra Curricular Activities

- Range
- Organisation
- Staff involvement

Other parts of the Induction Programme

The induction programme incorporates the five 'professional' days for teaching staff. Non teaching staff will be asked to attend two of these days.

All teaching staff attend regular staff and curriculum meetings. Non teaching staff attend where appropriate.

Curriculum teams should meet new teachers to discuss curriculum policies and schemes of work.

The Inclusion Manager might discuss the special needs provision within the school with new teachers, their role as a class teacher is assessing, and providing for, children with special needs and the way in which the Code of Practice operates at Bushbury Lane Academy.

The assigned mentors will meet new teachers to discuss teacher assessment, record keeping, reporting to parents etc.

The above elements of the induction programme are tailored individually for newly appointed teachers, depending on their previous experience and expertise.

Areas with which mentors may support/help newly appointed teachers:

- Day to day organisation
- Class and school routines
- Classroom timetables
- Discipline procedures, including awards and sanctions
- Short term plans
- Initial and long term plans
- Year group use of exercise books
- Marking and presentation for the school/year group
- Record keeping - teacher assessment grids, class lists, reading records and other records
- Reading scheme
- Home reading books
- Handwriting style
- Use of the photocopier

Extra Information

1. Open nights
2. Festival activities
3. Class visits
4. Class assemblies
5. Themed Weeks

Governors

Governors are an important part of the management structure of the school and need time to acquaint themselves with policies and other key documents. New Governors will be assigned an experienced Governor who will mentor them through their first year.

All new Governors will be given an induction pack. Appendix 4a contains an induction checklist for new Governors.

The Prevent Strategy

(source: DFE Revised Duty Guidance for England and Wales: April 2021)

The Prevent strategy, published by the Government in 2011, is part of our overall counter-terrorism strategy, *CONTEST*. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to "prevent people from being drawn into terrorism".

6. The 2011 Prevent strategy has three specific strategic objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address.

7. Terrorist groups often draw on extremist ideology, developed by extremist organisations. Some people who join terrorist groups have previously been members of extremist organisations and have been radicalised by them. The Government has defined extremism in the Prevent strategy as: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces".

8. The Prevent strategy was explicitly changed in 2011 to deal with all forms of terrorism and with non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists then exploit. It also made clear that preventing people becoming terrorists or supporting terrorism requires challenge to extremist ideas where they are used to legitimise terrorism and are shared by terrorist groups. And the strategy also means intervening to stop people moving from extremist (albeit legal) groups into terrorist-related activity.

9. Our Prevent work is intended to deal with all kinds of terrorist threats to the UK. The most significant of these threats is currently from terrorist organisations in Syria and Iraq, and Al Qa'ida associated groups. But terrorists associated with the extreme right also pose a continued threat to our safety and security.

10. Islamist extremists regard Western intervention in Muslim-majority countries as a 'war with Islam', creating a narrative of 'them' and 'us'. Their ideology includes the uncompromising belief that people cannot be both Muslim and British, and that Muslims living here should not

participate in our democracy. Islamist extremists specifically attack the principles of civic participation and social cohesion. These extremists purport to identify grievances to which terrorist organisations then claim to have a solution.

11. The white supremacist ideology of extreme right-wing groups has also provided both the inspiration and justification for people who have committed extreme right-wing terrorist acts.

12. In fulfilling the duty in section 26 of the Act, we expect all specified authorities to participate fully in work to prevent people from being drawn into terrorism. How they do this, and the extent to which they do this, will depend on many factors, for example, the age of the individual, how much interaction they have with them, etc. The specified authorities in Schedule 6 to the Act are those judged to have a role in protecting vulnerable people and/or our national security. The duty is likely to be relevant to fulfilling other responsibilities such as the duty arising from section 149 of the Equality Act 2010.

13. This guidance identifies best practice for each of the main sectors and describes ways in which they can comply with the duty. It includes sources of further advice and provides information on how compliance with the duty will be monitored. Sector-specific guidance for Further Education and Higher Education institutions subject to the Prevent duty has been published separately and should be read alongside this guidance.

C. A risk-based approach to the Prevent duty

14. In complying with the duty all specified authorities, as a starting point, should demonstrate an awareness and understanding of the risk of radicalisation in their area, institution or body. This risk will vary greatly and can change rapidly; but no area, institution or body is risk free. Whilst the type and scale of activity that will address the risk will vary, all specified authorities will need to give due consideration to it.

15. There are three themes throughout the sector-specific guidance, set out later in this document: effective leadership, working in partnership and appropriate capabilities.

Leadership

16. For all specified authorities, we expect that those in leadership positions:

- establish or use existing mechanisms for understanding the risk of radicalisation
- ensure staff understand the risk and build the capabilities to deal with it
- communicate and promote the importance of the duty; and
- ensure staff implement the duty effectively.

Working in partnership

17. Prevent work depends on effective partnership. To demonstrate effective compliance with the duty, specified authorities must demonstrate evidence of productive co-operation, in particular with local Prevent co-ordinators, the police and local authorities, and co-ordination through existing multi-agency forums, for example Community Safety Partnerships.

Capabilities

18. Frontline staff who engage with the public should understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. They need to be aware of what we mean by the term "extremism" and the relationship between extremism and terrorism (see section B, above).

19. Staff need to know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. They need to understand how to obtain support for people who may be being exploited by radicalising influences.

20. All specified authorities subject to the duty will need to ensure they provide appropriate training for staff involved in the implementation of this duty. Such training is now widely available.

Sharing information

21. The Prevent programme must not involve any covert activity against people or communities. But specified authorities may need to share personal information to ensure, for example, that a person at risk of radicalisation is given appropriate support (for example on the Channel programme). Information sharing must be assessed on a case-by-case basis and is governed by legislation. To ensure the rights of individuals are fully protected, it is important that information sharing agreements are in place at a local level. When considering sharing personal information, the specified authority should take account of the following:

- necessity and proportionality: personal information should only be shared where it is strictly necessary to the intended outcome and proportionate to it. Key to determining the necessity and proportionality of sharing information will be the professional judgement of the risks to an individual or the public;
- consent: wherever possible the consent of the person concerned should be obtained before sharing any information about them;
- power to share: the sharing of data by public sector bodies requires the existence of a power to do so, in addition to satisfying the requirements of the Data Protection Act 1998 and the Human Rights Act 1998;
- Data Protection Act and the Common Law Duty of Confidentiality: in engaging with non-public bodies, the specified authority should ensure that they are aware of their own responsibilities under the Data Protection Act and any confidentiality obligations that exist.

22. There may be some circumstances where specified authorities, in the course of Prevent related work, identify someone who may already be engaged in illegal terrorist-related activity. People suspected of being involved in such activity must be referred to the police.

10 **Appendix 1** (Induction Resources for New Staff)

- Child Protection Policy and Safeguarding Procedures
- School Development Plan
- Behaviour and Anti Bullying Policy
- Blank timetable sheet
- Class list
- Code of Practice for Special Needs
- Curriculum Documents Format
- Curriculum Guidance for the Foundation Stage (Early Years Teachers only)
- Curriculum Teams/TLR Teams
- Directed time
- Health and Safety Policy
- Holiday list
- INSET notes
- Library information
- Literacy framework
- Medical register
- National curriculum handbook
- Numeracy framework
- Planning master sheets
- Policies file (including list of all policies and statements)
- Pupil records
- Reading scheme
- Registration procedures
- School brochure
- School rules/Code of Conduct
- School timesheets
- SEN register
- Staff absence handbook
- Staff handbook
- Staff structure/list □ Staff meeting dates
- Teachers reading record notes
- Timetables
- Educational Visits Policy
- Whistleblowing
- Declaration of business interests

Appendix 2 (Induction of New Staff: Roles and Responsibilities)

Staff responsible for their induction on arrival	School Role	Directly responsible for the induction of the following staff
Governors	Headteacher	Deputy Headteacher All teaching staff Clerical staff
Headteacher Teachers	Deputy Headteacher	All staff (general support)
Headteacher, Deputy Headteacher and Assistant Headteacher	TLR Managers	Teaching and support staff in the department
Headteacher Deputy Headteacher NQT Mentors	NQT's	NQT's
School Business Manager	School Administrator	Clerical Staff All staff (Admin Support)
SENCO/Inclusion Manager	Teaching Assistants	New Teaching Assistants
School Business Manager Senior Midday Supervisor	SMSA	New Supervisory Staff

Appendix 3 (Policies and Documentation Checklist)

- The following documentation is in your classroom and should be given to you before you start working in the school.
- The documents belong to the school and should be left behind when you leave.
- The documents are provided to support your teaching. Please read them as soon as possible, especially the Staff Handbook and Curriculum Policies.
- Please inform the office staff if there is a document missing.

Document/Policy	Received	Read
1/ Staff Handbook		
2/ Health and Safety Policy		
3/ Planning File		
4/ Assessment, Recording and Reporting Policy		
5/ SEND Policy		
6/ Visits Policy		
7/ Behaviour and Discipline Policy		
8/ English Framework		
9/ Maths Framework		
10/ Homework Policy		
11/ Safeguarding Policy		
12/ Equal Opportunities Policy		
13/ Whistleblowing		
14/ Declaration of business interests		
Curriculum Policies		
1/ English		
2/ Mathematics		
3/ Science		
4/ Information and Communication Technology		
5/ Religious Education		
6/ Technology and Design		
7/ History		
8/ Geography		
9/ Physical Education		
10/ Music		
11/ Art and Design		
12/ Handwriting		
13/ PSHE and Citizenship		

Appendix 4 (Induction Procedures Check List)

To help you settle in as quickly as possible you should have the following meetings or discussion with staff. Please keep a record for future reference.

Activity/Meeting/Discussion	Member(s) of staff	Issues for Discussion	Date Completed
Welcome/staff introductions and initial meeting with Headteacher on or before taking up post	HT		
Be allocated an Induction tutor /Initial meeting with Induction tutor	HT	Share school policies e.g. AfL, Inclusion, Child Protection, Behaviour, Anti-bullying, Educational Visits	
Be given important diary dates/school calendar, meeting times etc.	HT		
Be given staff list/structure	HT		
Be given a list of current policies and shown their location on shared drive (school network) Safeguarding Policy, whistleblowing, Health and Safety, Declaration of business interests.	HT		
Be given details about registration procedures, timings for the day, playtime and lunchtime routines, protocol when ill etc.	HT		
Be given a tour of the building and shown resource areas, noticeboards etc.	HT		
Be shown photocopier, fax, telephone system etc.	HT		
Complete Health and Safety Induction	SBM	Health & Safety Induction Checklist	
Be given a copy of the school prospectus, SDP and SEF	HT		
Be given a copy of the Employee Code of Conduct	HT/SBM		
Consider immediate training needs and arrange training (e.g. systems)	HT		
Complete declaration of business interests form (if applicable)	SBM		
Complete Workstation Assessment (if applicable)	SBM		

Meetings with staff			
Initial meeting with head of Department, e.g. key stage co-Ordinator	Mentor	Planning schemes, timetables, behaviour policy, resources and curriculum files.	
Special Educational Needs	Inclusion Manager	To discuss pupils in class with special needs, IEP's etc	
Assessment recording and Reporting	Mentor	To discuss plans, record keeping, assessment, reports	
Homework	Mentor	Homework diaries, provision	
Initial meeting with staff in same phase	Mentor	To discuss plans, expectations, setting, standards, groupings.	

Start Date: _____

Completion Date: _____

Signed: _____ (Staff Member)

Signed: _____ (Induction Tutor/Line Manager)

Appendix 4a (Induction Checklist for new Governors)

After an appointment a new Governor should:	By Whom	Required/ not	Completed
Be invited to visit the school to have a tour of the school and meet members of staff	HT		
Be given information about the role of Governors generally and how our Governing Body works specifically - details of sub committees etc.	CHAIR		
Be given a copy of the last minutes and Headteachers report of the last full Governors meeting	HT		
Be introduced to key school documents such as SDP, Raise Online by specific training	CHAIR		
Be given a copy of the Legal Guide to Governors	CHAIR		
Be given the names and details of all other Governors	CHAIR		
Be invited to visit the school again, either to attend an assembly, to have a school dinner or to work in classrooms etc.	HT/CHAIR		
Be made aware of training available and be encouraged to attend induction training run by LA as soon as possible	HT		
Ensure Governors section has details of new Governor	HT/CHAIR		
Be given a copy of the School Development Plan and School Profile	HT		
Complete and send off a CRB disclosure form	HT		
Be asked to complete a a declaration of business interests form	HT		
Be given a copy of the Code of Conduct	HT		
Be given a copy of the Finance Policy	HT		
Be given a copy of the Barnsley Scheme for Financing Schools	HT		
Be given a list of current policy documents	HT		
Be given a copy of the last OFSTED inspection Report	HT		
Be given the dates of the next sub committee times and termly meetings	HT		
Be given a copy of the school prospectus	HT		
Be given a copy of the SDP	HT		

Signed: _____

Date: _____

Appendix 5 (Record of Extra Meetings)

Appendix 7 (Checklist for staff leaving Bushbury Lane Academy)

Applicable for staff who are retiring, taking up another post, taking maternity leave or extended leave.

Action to be completed or item to be handed back to school	Signature of member of staff receiving the items	Date
Dates (leaving/returning) in writing		
Communicate diary commitments, dates, appointments		
Return school keys and fobs		
Return identification badge		
Return IT equipment (laptop/s, camera, video camera, visualiser)		
Ensure planning is saved on Shared drive		
Ensure class records are up to date and handed Over		
Deactivate individual log in details/passwords		
Return all school property: books etc (see below for a list of items, this list includes some specific resources e.g. Read Write Inc. but is not intended to be exhaustive)		
Leave future contact details (optional)		

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

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

Signed (staff member): _____ Date: _____

Signed (line manager): _____ Date: _____

Review of the Policy

This policy is reviewed regularly and updated as necessary. Amendments are based on the experiences of recently appointed staff and the induction co-ordinator and take account of their comments at all stages and if necessary, modifies it during the school year.

Date reviewed: September 2021

Reviewed by: Miss L Smith