

# Courtland School

## Everybody Can Be Somebody

### **Induction Policy for New Members of Staff, Students (including Student Teachers and Work Experience Placements), New Pupils and Parent/Volunteer Helpers.**

#### **Rationale**

At Courtland Primary School our mission statement **Everybody can be Somebody** encompasses equal opportunities and is the foundation for the ethos of our school. It is essential that new members of staff, students (student teachers/work experience placements), children and parent/volunteer helpers are introduced to this philosophy and how it relates to them during their period of induction, to allow them to put it into practice from as early as possible.

#### **Aims**

- to ensure a smooth introduction for new staff, students (teachers/work experience placements), children and parent/ volunteer helpers into their role at Courtland
- to provide information about the daily routines and running of the school
- to aim for a stress-free settling in period
- to ensure that new staff, students, children and parents/volunteer helpers feel valued and supported as part of the Courtland team

#### **Guidelines**

##### **The role of the Induction Mentor**

The role of the Induction Mentor is to facilitate a smooth induction process. In the case of most staff, he/she is their line manager for the first term. In the case of NQTs he/she is their line manager for the first year in accordance with DFE guidelines on NQT induction. For students their line manager will be the Class Teacher. For Parent/Volunteer helpers it will be the Deputy Headteacher.

##### **1) Information for Teachers/Teaching Assistants/Mealtime Supervisors**

Prior to starting their job, a visit to the school will be arranged if possible which will include meeting the Induction Mentor and having a guided tour of the school.

All new staff are given the following:

- Job description
- Staff handbook (including staff names and their roles)/MTS handbook/Teachers and Teaching Assistants Working together/ Parent/Volunteer helpers document as appropriate
- School prospectus (web site)
- School logons
- School Code of Conduct/Behaviour Policy (web site)
- The location of appropriate school policies for their job description
- Knowledge of the school day (Infant/Junior or both depending on which department they are working in) including playtimes, assemblies and meetings
- Methods of communication e.g. Headteacher's blue box, MTS book, Caretaker's book, whiteboard in the staffroom
- The code to the front door
- A locker and pigeon hole
- A copy of the rotas they will be involved in e.g. kitchen tidy up, playground and assembly
- The dress code

**(see Appendix A Induction Information & documents checklist)**

**In addition class teachers are provided with:**

- Schemes of work for their year group and shown where they are kept
- A curriculum map
- Planning from the previous teacher (on MLE)
- Time to discuss planning with the Induction Mentor
- A meeting with the Inclusion Manager to discuss any IEPs or EHCPs
- Classroom record keeping and filing systems

**Meetings**

All new members of staff will have a series of three induction meetings:

The first during their first week at school, the second at the end of their first month and the third at the end of their first term. Each meeting will follow a specific agenda appropriate to their role. See Appendix B, C & D. Induction meetings for NQTs will be carried out in accordance with the DFE guidelines on NQT induction.

At any time, a new member of staff can request an additional meeting with their Induction Mentor either formally or informally.

**2) Information for Students (student teachers/work experience placements)**

During their observation week/days the students will be given the following:

- Staff handbook for student teachers
- Guideline sheet for work experience pupils - Appendix E
- Staff names relevant to their role
- School prospectus - on web site
- School Code of Conduct/Behaviour Policy - on web site
- Knowledge of the curriculum and timetable and the school day (Infant/Junior or both depending on which department they are working in) including playtimes, assemblies and meetings
- Methods of communication e.g. Headteacher's blue box, MTS book, Caretaker's book, whiteboard in the staffroom

**Meetings**

All new students will have meetings relevant to their needs with their Class Teacher or School Mentor where necessary.

At any time, a student can request an additional meeting with their Class Teacher or School Mentor either formally or informally.

Dates will be agreed for official University Mentors to meet with all the necessary parties.

Students are invited to take part in school INSET sessions as part of their training.

**3) Information for Children**

Prior to starting at Courtland a visit to the school will be arranged if possible which will include meeting the Headteacher, Class Teacher and their peers with an opportunity for a guided tour of the school.

All new children are given the following:

- Two buddies to help them settle in
- An introduction to their MTS and other Support Staff
- A tour of the school with their buddies
- A peg and desk/tray area
- An opportunity to purchase school uniform
- A copy of the behaviour code and timetable and curriculum information for their year group
- A Home/school agreement/ Contact form
- An Internet agreement/ Digital images form/ Yearly permission slip

If a planned visit is not possible this will be done on their first day.

## Meetings

New children are all mentioned in the weekly Inclusion meeting to ensure they are settling in. Any issues will be discussed at this meeting.

MTS Staff are updated every week to ensure smooth transition at lunchtime.

Circle times are used to support the settling in period, with the option of joining a smaller group if necessary.

### 4) Information for Parent/Volunteers

- They will be given a copy of the 'Parent/Volunteers helping in School Guidelines' to read and sign (Appendix F). This should be returned to the Induction Mentor.
- They will be asked to read the Courtland Behaviour Policy and Courtland Behaviour Code and the Safeguarding/Child Protection Policy available on the school website.
- They will be asked when they will be available to help and what they would like to help with.
- The Induction Mentor and staff will then allocate helpers accordingly.
- They will then be asked to meet with the Class Teacher with whom they will be working, to arrange days and times of support.

## Meetings

Prior to them starting to help in classes, Parent/Volunteers are invited to a meeting with the Induction Mentor to discuss the activities they can support with. They will also be asked if they have read through the Courtland Behaviour Policy, Courtland Behaviour Code and the Safeguarding/Child Protection Policy, to ensure that they are understood and followed.

### Induction Policy

Reviewed:	October 2002	(S Swinburne)
	October 2006	(S Swinburne)
	October 2007	(S Swinburne and all staff)
	October 2009	(S Swinburne)
	October 2012	(S Swinburne)
	Sept 2015	(S Swinburne)
	October 2018	(D Tunkel)
Next review:	October 2021	

## Appendix A

### Induction Information & documents checklist

#### Tick when completed

- Guided tour
- Staff handbook
- School prospectus (web site)
- School Code of Conduct/Behaviour Policy
- The location of appropriate school policies for their job description (Web & MLE)
- Knowledge of the school day (KS1&2 or both depending on which department they are working in) including playtimes, assemblies and meetings, timetables, class list, School opening times.
- Methods of communication e.g. Headteacher's blue box, MTS book, Caretaker's book, whiteboard in the staffroom, Bulletin, Newsletter
- A list of staff names with their role(s) and contact numbers
- The code to the front door
- A locker and pigeon hole
- A copy of the rotas they will be involved in e.g. kitchen tidy up, playground and assembly
- The dress code (no blue denim)
- Schemes of work for their year group and shown where they are kept - planning on MLE in Year group folders
- A curriculum map, Curriculum Script (Meet the Teacher), Calculation policy, shared area on server.
- Planning from the previous teacher (on MLE)
- A meeting with the Inclusion Manager - discuss IEP children
- Classroom record keeping and filing systems (Assessment Spreadsheet on shared area, Record of Parent contact, Class file)
- Courtland School email address; MLE logon; Twinkl & Hamilton Trust
- Date of last Safeguarding training

#### Meetings

All new members of staff will have a series of three induction meetings: The first during their first week at school, the second at the end of their first month and the third at the end of their first term. Each meeting will follow a specific agenda appropriate to their role.

## Courtland Primary School

### Everybody Can Be Somebody

Induction Meeting 1 Date: Teacher: Year Group:	
Agenda	Comments
Staff Handbook Behaviour Code Child Protection	<ul style="list-style-type: none"> <li>•</li> </ul>
Job Description	<ul style="list-style-type: none"> <li>•</li> </ul>
Communication	
Tour	<ul style="list-style-type: none"> <li>•</li> </ul>
A.O.B	<ul style="list-style-type: none"> <li>•</li> </ul>
Signature..... Teacher  Signature ..... Induction Mentor  Date .....	

## Courtland Primary School

### Everybody Can Be Somebody

Induction Meeting 2 Date: Teacher: Year Group:	
<b>Agenda</b>	<b>Comments</b>
Staff Handbook- any issues	
Professional Development	
Any concerns	
A.O.B	
Signature..... Teacher	Date.....
Signature..... Induction Mentor	Date.....

**Courtland Primary School**  
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Induction Meeting 3 Date: Teacher: Year Group:	
<b>Agenda</b>	<b>Comments</b>
Anything to revisit from last meeting	
Feedback on the Induction process	
Outstanding matters	
Hand on to line manager	
A.O.B	
Signature..... Teacher	Date.....
Signature..... Induction Mentor	Date.....

## Appendix E

### Work Experience for:

Date:

	Year Group	Teacher
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

#### General guidelines:

- Sign in at the school office upon arrival and sign out on departure.
- Please let the school know if you cannot come for any reason (020 8959 3274).
- Ensure that you have your mobile phone switched off whilst you are working with the children in the classroom and around the school building.
- Have regard for the school mission statement 'Everybody can be Somebody' when you come into contact with the children.
- Encourage all children to be as independent as possible. Help them to do things for themselves rather than do things for them.
- Respect confidentiality of the children and staff by not discussing individual children outside of the classroom.
- Please knock on the staff room door if you need to speak to a member of staff.

The Class Teacher will liaise with you at all times and will keep you informed as to what your task will be for a particular session. Should there be questions that you need to ask, please ask no matter how small.

#### Moving around the school

Children and adults are encouraged to move around the school in a quiet and calm manner. If you should see a child not doing this, please let the teacher know.

#### Safety Hazard

If you should notice a safety hazard please report this to the Class Teacher immediately.

#### Toilet Facilities

The visitor's toilets are situated on the ground floor opposite the staffroom.

#### Lunch

You may eat your lunch with the children in the school hall or you can have your lunch break off-site (please sign in/out). However, due to confidentiality, you are not permitted to use the staff room.

#### In case of emergency

Fire exit routes are displayed in each classroom. Please ask your class teacher to talk you through the evacuation route. If you work in more than one class please make sure you are familiar with all routes.

#### First Aid

If a child feels unwell or is hurt please inform the class teacher. If you have an accident, please inform the Welfare Officer so that it can be recorded.

#### Dress code

Please dress appropriately for working with children. A smart appearance is expected. Blue denim items should not be worn.

Thank you



## Appendix F



Everybody can be Somebody

### Guidelines for Parents/Volunteers working in School

Thank you very much for giving up your time. We place enormous value on the help we receive from parents and volunteers working in school. In order for your help to be as effective as possible, we have prepared some guidelines which we hope will be of benefit to both yourself and the school. Before you begin at school you will be asked for a DBS check.

It would be appreciated if parents/volunteers would:

- Sign in at the school office on arrival and sign out on departure, for Health and Safety purposes
- Come at a regular time each week or agree times with the class teacher in advance. Please let us know if you cannot come for any reason.
- Ensure that you have your mobile phone switched off whilst you are working with the children
- Understand that you will not be asked to work with your child or your child's class unless you are helping them to change their library books.
- Have regard for the school mission statement 'Everybody can be Somebody' when you come into contact with the children.
- Encourage all children to be as independent as possible. Help them to do things for themselves rather than do things for them eg changing for PE, Art and DT activities etc
- Respect confidentiality of the children and staff by not discussing individual children outside of the classroom and by knocking on the staff room door if you need to speak to a member of staff.
- Let us know if there is a particular interest/skill that you can offer eg ICT, music, gardening etc
- Above all be supportive to the staff!

The Class Teacher will liaise with you at all times and will keep you informed as to what your task will be for a particular session. Should there be questions that you need to ask, please ask no matter how small.

Teachers will give you additional written or verbal guidelines on listening to children read.

#### Health and Safety implications of working in school

Please remember that while you are in school you are part of the team and all of the usual expectations about confidentiality apply to your work, with both children and staff. If anything which concerns you happens while you are in school, please speak to the Class Teacher or Headteacher about it.

#### Moving around the school

Children and adults are encouraged to move around the school in a quiet and calm manner. If you should see a child not doing this please stop them!

#### Safety Hazard

If you should notice a safety hazard please report this to the Headteacher, Class Teacher, School Secretary or Caretaker immediately.

#### Toilet Facilities

The visitor's toilets are situated on the ground floor opposite the staffroom.

#### In case of emergency

Fire exit routes are displayed in each classroom. Please ask your class teacher to talk you through the evacuation route. If you work in more than one class please make sure you are familiar with all routes.

#### Supervising Children

It is school policy that children are never left unattended. If children are in your care and you need to leave them for any reason, please bring them back to the Class Teacher or to the welfare room as appropriate.

#### First Aid

If a child feels unwell or is hurt whilst in your care please send them to the welfare room. If you yourself should have an accident please inform the Headteacher or Welfare Officer so that it can be recorded.

Thank you for offering to help in school. We appreciate your help and hope that you will enjoy working with us.

Date: \_\_\_\_\_ Parent signature: \_\_\_\_\_ Staff  
signature: \_\_\_\_\_