

# **MAYFIELD SCHOOL**

## **New Staff Induction Policy**



**Date of policy: January 2018**

**Written by: Theodora Papaspyrou (AHT)**

**Ratified by GB on:**

**Review date:**

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## 1.Introduction

This document outlines the purpose, nature and management of staff induction at Mayfield School. The governors and staff team believe that new staff members are entitled to an induction programme that warmly welcomes them and gives them the information needed to enable them to quickly feel confident, fully informed and secure in their new role. As a school we feel it is important that all staff-both teaching and non-teaching- are valued and respected and enabled to grow and develop as individuals as well as team members. It is vital that new members are given every assistance in settling into school quickly and happily and are helped to gain knowledge and understanding of the philosophy and ethos of the school, the routines and practices that take place and the way in which the whole school operates.

## 2.Aims

Effective induction is key to building a culture of continuous improvement. The arrangements made for introducing a new employee, volunteer or governor to the duties of the post, and to the school as a whole, provide the foundation for successful and safe contribution to the school. The Induction Programme is designed to help new employees, volunteers and governors become familiar with the requirements of their position and gain an in depth understanding of the school culture and working practices. All newly appointed staff will receive a programme of structured support and guidance appropriate to their role, ensuring that all individuals:

- Feel welcome and comfortable in their new working environment and integrate successfully into the school
- Understand what is expected of them and are provided with support in meeting those expectations
- Are able to gain experience and develop their professional expertise within the context of the school development plan and their own professional needs
- Feel job satisfaction, personal achievement and are able to contribute to improving and developing the overall effectiveness of our school
- Feel able to contribute to the raising of standards and effectiveness of the school
- Are able to effectively and efficiently meet the needs of the whole school community

Induction begins before an appointment is made and continues over the following weeks. Induction will be part of the management process merging with the performance management scheme, development and training activities and personal review meetings. Induction is the starting point for personal review meetings and personal development plans.

## 3.Responsibilities

At Mayfield School the Induction Programme for new staff operates under the direction of the AHT, who is currently the school's Induction Coordinator.

Permanent members of staff will be appointed an induction mentor and line manager to support and oversee the induction process. These assigned members of staff are there to help, reassure, guide, counsel, inform and listen and are responsible for monitoring the induction of the newly appointed team member during the induction

period. The induction mentor is also responsible for guiding new staff through school documentation, whole school issues and with the support of the Induction Coordinator for organising any appropriate support from other staff members. This includes ensuring that new employees:

- Have a bespoke induction programme arranged
- Are provided with a comprehensive induction pack and induction checklists
- Receive appropriate information in response to induction items in their checklists
- Are provided with a clear understanding of the structure of the school and reporting arrangements
- Feel confident and know how to access relevant policies and procedures.

Mentors supporting with the management, organisation and delivery of induction programme processes are as follows:

- HT and Associate HT for newly appointed Senior Leadership Staff
- DHTs, AHT and Intervention Manager for newly appointed Teaching and Teaching Support Staff
- NQT Coordinator/ Mentor for newly Qualified Teachers
- Pastoral Manager for newly appointed Lunch Time Supervisors
- Human Resources Manager for newly appointed Administrative Staff
- Chair of Governors for newly appointed Governing Body Members

New staff may also be allocated a named induction partner/buddy to help provide further peer group support. This colleague will provide informal support to ensure that the new member of staff quickly feels comfortable in the new environment and has someone they can speak to about any aspect of school life. There is no expectation that this should be a formal arrangement and the buddy will work quietly alongside the new member of staff to provide moral support, encouragement and allow the communication of informal rules, customs and practices in the school to be shared. It is important that the buddy is agreeable to this role as it is crucial that the system works in relation to social integration into the school.

Newly appointed staff are encouraged to approach any member of staff with any questions or queries they may have. The new employee has responsibility alongside the induction mentor and Induction Coordinator, to ensure all induction items are covered. This means the new employee has to monitor their checklist and raise any gaps with their induction mentor and line manager.

#### **4. Induction Programme Implementation**

The Induction Programme consists of several constituent parts, including:

##### **4.1 Pre-employment information**

Prior to any appointment, prospective applicants are invited to visit Mayfield School and are provided with information by means of informal discussions with a member of the Senior Leadership Team and in the form of accessing the school's safeguarding leaflet.

Once appointed, staff may visit the school to meet with their line manager, before taking up the post. Prior to the new employee's first day the HR Manager will conclude all pre-employment checks and will ensure that IT access and log-on information is arranged in advance, and that a fob is issued in a timely manner. At this stage, candidates are made aware of certain documents and policies and are encouraged to visit the school website for additional information.

#### **4.2 First day induction training and information**

The purpose of the first day induction is manifold. First day induction aims to:

- Welcome new staff
- Provide Safeguarding and Child Protection Training
- Provide Information about Health and Safety
- Explain the School's code of Conduct and ensure that new staff understand what is expected of them and access required support to achieve those expectations
- Identify and address staff needs
- Provide essential information on school procedures and essential documentation including key legislation and pupil profiles

On the first day of induction, all new staff are provided with an induction folder or are signposted to an electronic induction folder (available on the shared staff drive) which contains copies of key policies and documents. All new staff meet with a member of the SLT or an identified member with delegated responsibility and complete the first day induction checklist to ensure they fully understand school expectations, safeguarding procedures and key school documentation and practices.

Due to the complex nature of pupils at Mayfield School, it is vital that new staff fully familiarise themselves with individual pupil profiles and needs prior to undertaking their role. Pupil profile documentation contain a variety of information about pupil communication strategies, behaviour, health, sensory and physical needs, risk assessments as well as cognition and learning.

#### **4.3 Follow- on support**

Follow-on support is provided by means of conducting meetings within predetermined time scales (by end of first week, by end of first month, by end of first half term, by end of term) or on a need basis with a focus on identifying areas where additional support may be required and ensuring that appropriate action is taken to effectively address identified needs.

The regularity, timescale and format of meetings will be appropriate to the individual, their role in the school, their experience, personal requirements and confidence. These may be 'twilight' meetings after school or it may be possible to arrange these during the school day if cover can be organised. Meetings may be attended by other staff team members if appropriate.

Clear records will be kept by the mentor and new member of staff outlining exactly how and when induction has taken place. Records will also be kept of an evaluation of the induction procedures on the relevant induction evaluation proforma provided.

#### **4.4 Regular evaluation**

Regular evaluation of the process is built into the induction programme and will be used to inform the Induction Coordinator of the need for further support and of any changes required to the policy.

### **5. Content and Focus of Induction Procedures**

This policy will apply to all new staff, but it is acknowledged that different roles may require a different and more specific induction programme. Areas which should be considered for each category of staff are set out below. These are not intended to be exhaustive and careful consideration should be given in relation to each post and the experience of the post holder.

#### **5.1 For Teaching Staff including Teaching Assistants, special attention must be paid to:**

- Safeguarding Children, Children Protection and Part 1/Annexe A of Keeping Children safe in Education
- Health and Safety Issues including Fire Emergency and First Aid Procedures
- Staff Code of Conduct
- Policy Documents including School Development Plan Elements
- Standards of teaching and learning
- Assessment Advice, recording, reporting, resources and procedures
- School ethos and pastoral system
- Behaviour Management Guidance and Information
- Class Lists and SEN issues
- School Curriculum Information
- Performance management and CPD requirements
- Specific tasks relevant to individual job descriptions.

#### **5.2 For Non-Teaching Staff attention must be paid to:**

- Safeguarding Children, Children Protection and Part 1/ Annexe A of Keeping Children safe in Education
- Health and Safety Issues including Fire Emergency and First Aid Procedures
- Staff Code of Conduct
- School ethos and pastoral system
- Behaviour Management Guidance and Information
- SEN Issues
- Performance management and CPD requirements
- Specific tasks relevant to individual job descriptions

Equal opportunities in induction arrangements will apply, irrespective of hours or status and will be entirely consistent with the school's equal opportunities policy.

### **6. Long Term Supply/Student/Volunteer Induction**

All supply and agency staff should be given appropriate induction advice, training and resources. In accordance with statutory guidelines, all staff, including temporary staff and volunteers, will be provided with the first day induction training that includes: the

school's Safeguarding Policy including the identity of the Designated Safeguarding Leads and a copy of Part One/Annexe A of Keeping Children Safe in Education (KCSIE), Health and Safety Information, the Staff Code of Conduct, the school's Complaints Procedure, Behaviour recording information and familiarisation with the profiles of students that staff will be working with . Additional induction items may be covered as appropriate to meet the needs of identified roles.

Mayfield School encourages a variety of people including ex-pupils to return as volunteers to continue to develop their work-related learning skills. Where a volunteer's level of cognition is such that they would be unable to read, process and understand the induction paperwork then we request that this is signed on their behalf by an advocate (parent, PA, etc.)

### **7.All other Adults including Short Term Supply/Work Experience**

All other adults working in school are expected to complete the first day induction checklist and adhere to the school safeguarding policy and procedures including following the school code of conduct. An induction session takes place on arrival into school, where these expectations are shared. A member of staff gives a tour of the building, the first day induction checklist is completed and an overview of class procedures and processes including student personal profile information is provided. Short Term Supply/ Work Experience Staff are encouraged to complete an Induction programme evaluation and feedback form and any information and comments provided regarding the effectiveness of the programme are collated by the AHT and acted upon to bring about further improvements.

### **8.Monitoring**

It is important that all new staff have a thorough and effective induction and that the process is monitored to ensure that staff are able to deliver their roles to the best of their ability.

The induction process for a new employee may have input from a variety of staff. However, it is the responsibility of each new employee with the support of the induction mentor and Coordinator to ensure that the appropriate induction checklists are fully completed, signed off and forwarded to the HR Manager to be filed in the employee's HR file.

### **Appendix 1:**



### **Prior to the Employee's First Day of Induction**

|                     |  |
|---------------------|--|
| <b>Staff Name:</b>  |  |
| <b>Role/ Class:</b> |  |
| <b>Start Date:</b>  |  |

| Pre-employment induction items  | Sign on Completion (HR Manager)/ Any Comments |
|---|---|
| <b>Pre-Employment Checks completed</b> <ul style="list-style-type: none"> <li>▪Pre-Employment Meeting with HR Manager</li> <li>▪Photographic ID provided</li> <li>▪Originals of qualification certificates produced</li> <li>▪Proof of right to work in UK</li> <li>▪DBS/ Safeguarding Checks</li> <li>▪Health Questionnaire, etc.</li> </ul>   |   |
| <b>New Employee signposted to key school policies in preparation of first day of induction</b> <ul style="list-style-type: none"> <li>▪Safeguarding and Child Protection Policy</li> <li>▪Keeping Children Safe in Education Part 1 and Annexe A</li> <li>▪Guidance for Safer Working Practice for those working with children and young people in Education Settings (2015)</li> <li>▪Health and Safety Policy</li> <li>▪GDPR Data Protection Policy</li> <li>▪Acceptable Use of the Internet Data Security and e Safety Policy</li> <li>▪Staff Code of Conduct</li> <li>▪Behaviour Policy/Positive Handling Policy</li> <li>▪Complaints Policy ▪Whistleblowing and Serious Misconduct Policy, etc.</li> </ul> |   |
| <b>New Employee offered opportunity to visit school/new class prior to first day of employment</b> <ul style="list-style-type: none"> <li>▪Met with Line Manager</li> </ul>   |   |
| <b>IT access and log-on information requested</b>   |   |
| <b>Access fob requested and issued</b>  |   |
| <b>Any other areas of identified need (insert below):</b>   |   |

**HR Manager Signature:**

**Date:**

## Appendix 2



### Induction Programme Covering Letter for New Members of Staff

Dear Colleague

Welcome to Mayfield School. We are delighted to have you as part of the Mayfield staff team. We are an educational organisation that is committed to safeguarding and promoting the welfare of children and we expect all our staff and volunteers to share this commitment. An effective induction programme for all new staff and volunteers is an essential part of our safeguarding processes.

The Induction Coordinator of Mayfield School is Theodora Papaspyrou (AHT) and your line manager is Caroline Mace (Primary DHT) for Primary site members of staff and Hayley Tinsley (Secondary DHT) for Secondary site members of staff. The AHT with the support of the Leadership team and Induction Mentors is responsible for organising, overseeing and reviewing your induction programme. Your induction programme will include;

- Completion of Induction Checklists as outlined in the Induction Policy (checklists may be amended as appropriate in response to staff feedback to meet identified needs).
- Attendance of Twilight Sessions including meetings with Key Personnel
- Opportunities to discuss, identify and plan your training needs
- The completion of Induction Programme Evaluation forms to help review and further improve our Induction processes

We hope that this induction programme will help you to quickly settle into our Mayfield team and enable you to make a positive contribution to the lives of our children.

Yours Faithfully,

Theodora Papaspyrou  
*Assistant Head Teacher*  
 Mayfield School  
 Tel: 0121 523 7321 (Option 2)

### **Appendix 3: Newly Appointed Staff Induction Checklists and Evaluation Form**



#### **First Day New Staff Induction Checklist**

|                          |  |
|--------------------------|--|
| <b>Staff Name:</b>       |  |
| <b>Role/ Class:</b>      |  |
| <b>Start Date:</b>       |  |
| <b>Induction Mentor:</b> |  |

| Induction Item  | Sign on Completion (Induction Mentor) |
|---|---------------------------------------|
| <b>Welcome</b> <ul style="list-style-type: none"> <li>▪ Staff Introductions</li> <li>▪ Roles and Responsibilities</li> </ul>  |                                       |
| <b>Mission Statement- Ethos of the School</b>   |                                       |
| <b>Allocation of and Initial meeting with Induction mentor and Line Manager</b>   |                                       |
| <b>Timetable Information</b> <ul style="list-style-type: none"> <li>▪Hours of work</li> <li>▪Arrangements for breaks and lunch</li> <li>▪Staff meetings and briefings</li> </ul>  |                                       |
| <b>Confidentiality</b> <ul style="list-style-type: none"> <li>▪GDPR</li> <li>▪Pupil Information</li> <li>▪Not discussing sensitive issues away from school</li> </ul>   |                                       |
| <b>Child Protection Policy and Safeguarding Procedures</b> <ul style="list-style-type: none"> <li>▪Safeguarding Leaflet given including guidance on safer working practice</li> <li>▪DSLs and Reporting Procedures (including CPOMS paper form and where to access it)</li> <li>▪Use of Mobile Phones</li> <li>▪Signing in/out Procedure</li> <li>▪What to do when there is a concern about a member of staff</li> <li>▪Part 1 and Annexe A of Keeping Children Safe in Education (confirm it has been read)</li> </ul> |                                       |
| <b>Health and Safety Policy Procedures</b> <ul style="list-style-type: none"> <li>▪First Aid Procedures and First Aiders</li> <li>▪Fire Evacuation Procedures</li> <li>▪Accident and Incident Reporting Procedures</li> </ul>   |                                       |
| <b>Staff Code of Conduct</b> <ul style="list-style-type: none"> <li>▪Dress Code</li> <li>▪ No smoking procedures</li> <li>▪Acceptable use of Internet</li> </ul>  |                                       |
| <b>Sickness Absence Procedures</b>  |                                       |
| <b>Tour of the School premises</b> <ul style="list-style-type: none"> <li>▪ Location of Toilets (Pupils &amp; Staff)), Medical Room, etc.</li> <li>▪Where to store personal belongings</li> </ul>   |                                       |
| <b>Complaints Procedure &amp; Whistleblowing Policy</b> <ul style="list-style-type: none"> <li>▪Policies and Procedures-who to speak to</li> </ul>  |                                       |
| <b>Behaviour Management</b> <ul style="list-style-type: none"> <li>▪ Reporting of behaviour incidents</li> </ul>  |                                       |

|   |  |
|---|--|
| <i>(including Sleuth paper form and where to access it)</i>   |  |
| <b>Introduction to class team and access to pupil information</b><br>▪Ensure individual pupil information is read and signed, and any queries addressed by class staff. |  |
| <b>Any other areas of identified need (insert below):</b>   |  |

***'I confirm that I have received and understood the above information. I have had the opportunity to ask questions and had any queries effectively answered. I have been issued with/ signposted to policies and documentation relevant to the induction items listed above and I understand that it is my responsibility to read and follow the information provided'.***

**Inductee's Signature:**

**Date:**

**Inductor's Signature:**

**Date:**



### **First Two Weeks New Staff Induction Checklist**

|                          |  |
|--------------------------|--|
| <b>Staff Name:</b>       |  |
| <b>Role/ Class:</b>      |  |
| <b>Start Date:</b>       |  |
| <b>Induction Mentor:</b> |  |

| <b>Induction item</b>                           | <b>Sign on Completion (member of staff delivering training)</b> |
|---|---|
| <b>CPOMS</b><br>▪CPOMS login<br>▪CPOMS Training |   |

|   |  |
|---|--|
| <b>Behaviour Management</b> <ul style="list-style-type: none"> <li>▪ Online Recording and Monitoring of Behaviour Incidents (SLEUTH Training)</li> <li>▪ Positive Behaviour Support Systems (Positive Learning Environment Checklists, School Behaviour Rules, etc.)</li> <li>▪ Individual Behaviour Plans, Risk reduction plans, Individual Risk Assessments.</li> </ul> |  |
| <b>Risk Assessments</b> <ul style="list-style-type: none"> <li>▪ Use, Purpose and types of RAs, (e.g. Classroom RAs, Individual Pupils RAs, PEEPS etc.)</li> </ul>  |  |
| <b>IT systems and Support</b> <ul style="list-style-type: none"> <li>▪ How to access technical support</li> </ul>   |  |
| <b>Telephone / photocopying issues</b>  |  |
| <b>Resources and materials</b> <ul style="list-style-type: none"> <li>▪ Where to find resources and how to order</li> </ul>   |  |
| <b>Meet with Induction Mentor/ Coordinator to review progress</b> <ul style="list-style-type: none"> <li>▪ Complete Evaluation proforma</li> <li>▪ Identify further new staff training needs</li> </ul>   |  |
| <b>Any other areas of identified need (insert below)</b>  |  |

**'I confirm that I have received and understood the above information. I have had the opportunity to ask questions and had any queries effectively answered. I have been issued with/ signposted to policies and documentation relevant to the induction items listed above and I understand that it is my responsibility to read and follow the information provided'.**

**Inductee's Signature:**

**Date:**



### First Half-Term New Staff Induction Checklist

|                          |  |
|--------------------------|--|
| <b>Staff Name:</b>       |  |
| <b>Role/ Class:</b>      |  |
| <b>Start Date:</b>       |  |
| <b>Induction Mentor:</b> |  |

| Induction Item  | Sign on Completion (member of staff delivering training) |
|---|--|
| <b>Teaching and Learning Monitoring Cycle</b> <ul style="list-style-type: none"> <li>▪ Lesson Planning</li> </ul> |  |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▪Teaching and Learning Expectations</li> <li>▪Lesson observations/Learning Walks/Book Scrutiny</li> <li>▪Curriculum information and aims</li> </ul>                            |  |
| <b>Pupil Progress and Assessment Procedures</b> <ul style="list-style-type: none"> <li>▪SOLAR access and training</li> <li>▪Marking and Feedback Policy</li> <li>▪Pupil Interventions</li> <li>▪Moderation</li> </ul> |  |
| <b>Educational Visits Policy, procedures and Risk Assessments</b>   |  |
| <b>Total Communication Approach</b>   |  |
| <b>Pupil Attendance</b>   |  |
| <b>School Development Plan</b> <ul style="list-style-type: none"> <li>▪Elements Overview</li> </ul>   |  |
| <b>Financial Arrangements</b> <ul style="list-style-type: none"> <li>▪Petty cash,</li> <li>▪Raising of orders, etc.</li> </ul>  |  |
| <b>Meet with Induction Mentor/ Coordinator to review progress</b> <ul style="list-style-type: none"> <li>▪Complete Evaluation proforma</li> <li>▪Identify further new staff training needs</li> </ul>                 |  |
| <b>Any other areas of identified need (insert below):</b>   |  |

***'I confirm that I have received and understood the above information. I have had the opportunity to ask questions and had any queries effectively answered. I have been issued with/ signposted to policies and documentation relevant to the induction items listed above and I understand that it is my responsibility to read and follow the information provided'.***

**Inductee's Signature:**

**Date:**



### **First Term New Staff Induction Checklist**

|                          |  |
|--------------------------|--|
| <b>Staff Name:</b>       |  |
| <b>Role/ Class:</b>      |  |
| <b>Start Date:</b>       |  |
| <b>Induction Mentor:</b> |  |

| Induction Item   | Sign on Completion (Member of staff delivering training) |
|--|--|
| Performance Management Process and targets   |  |
| <b>Meet with Induction Mentor/ Coordinator to review progress</b><br>•Complete Evaluation proforma<br>•Identify further new staff training needs to inform further support and staff development |  |
| <b>Any other areas of identified need (insert below):</b><br><br>  |  |
|  |  |

*'I confirm that I have received and understood the above information. I have had the opportunity to ask questions and had any queries effectively answered. I have been issued with/ signposted to policies and documentation relevant to the induction items listed above and I understand that it is my responsibility to read and follow the information provided'.*

**Inductee's Signature:**

**Date:**

**Inductor's Signature:**

**Date:**



### **New Staff Induction Evaluation and Feedback Form**

*To be discussed and completed with Line Manager as set out in Induction Programme. Please indicate at which point during the induction programme the evaluation form is being completed.*

|                         |                          |
|-------------------------|--------------------------|
| End of first two weeks  | <input type="checkbox"/> |
| End of first half- term | <input type="checkbox"/> |
| End of first Term       | <input type="checkbox"/> |

Induction Evaluation Questions

Review Notes

|   |  |
|---|--|
| Are you happy with the support and the quality of information received as part of your induction?                                     | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| Comments:   |  |
| Do you feel that the induction programme meets your needs and that you are able to fulfil your role effectively?                      | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| Comments:   |  |
| Do you feel confident about who to approach when unsure about procedures and routines?  | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| Comments:   |  |
| Do you feel there are any areas missing from your induction programme that would further support your needs? If so, please add below: | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| Comments:   |  |
| Is there any aspect of your induction that you feel could be improved and if yes how might we improve it?                             | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| Comments:   |  |
| Any other comments:   |  |

Thank you for taking the time to complete this questionnaire.

**Inductee's Name:**

**Inductee's Signature:**

**Class:**

### Appendix 3: Short Term Agency Staff Induction Checklist and Evaluation Form



#### Short Term Agency Staff Induction Checklist

|  |  |
|--|--|
| <b>Agency Staff Name:</b>                      |  |
| <b>Start Date:</b>                             |  |
| <b>Job Title:</b>                              |  |
| <b>Class:</b>                                  |  |
| <b>Member of staff carrying out induction:</b> |  |

|                  |                                     |                                    |
|------------------|-------------------------------------|------------------------------------|
| <b>DBS</b>       | <b>YES</b> <input type="checkbox"/> | <b>NO</b> <input type="checkbox"/> |
| <b>Signed In</b> | <b>YES</b> <input type="checkbox"/> | <b>NO</b> <input type="checkbox"/> |

| Induction Item   | Sign on Completion (Staff Signature) |
|--|--------------------------------------|
| <b>Mission Statement- Ethos of the School</b>  |                                      |
| <b>Timetable Information</b><br><ul style="list-style-type: none"> <li>▪ Hours of Work</li> <li>▪ Arrangements for Breaks and Lunch</li> </ul>   |                                      |
| <b>Confidentiality</b><br><ul style="list-style-type: none"> <li>▪ GDPR</li> <li>▪ Pupil Information</li> <li>▪ Not discussing sensitive issues away from school</li> </ul>  |                                      |
| <b>Child Protection Policy and Safeguarding Procedures</b><br><ul style="list-style-type: none"> <li>▪ Safeguarding Leaflet given including guidance on safer working practice</li> <li>▪ DSLs and Reporting Procedures (CPOMS paper form and where to access it).</li> <li>▪ Use of Mobile phones</li> <li>▪ Signing In/Out Procedure</li> <li>▪ What to do when there is a concern about a member of staff.</li> <li>▪ Part 1 of Keeping Children Safe in Education and Annexe A (Check Agency have issued)</li> </ul> |                                      |
| <b>Health and Safety Policy and Procedures</b><br><ul style="list-style-type: none"> <li>▪ First Aid Procedures and First Aiders</li> <li>▪ Fire Evacuation Procedures</li> <li>▪ Accident and Incident Reporting Procedures</li> </ul>  |                                      |
| <b>Staff Code of Conduct and Dress</b><br><ul style="list-style-type: none"> <li>▪ Dress Code</li> <li>▪ No Smoking Procedures</li> </ul>  |                                      |
| <b>Tour of the School Premises (Cluster)</b><br><ul style="list-style-type: none"> <li>▪ Location of Toilets (Pupils &amp; Staff)</li> <li>▪ Location of Medical Room</li> <li>▪ Where to store personal belongings</li> </ul>   |                                      |
| <b>Complaints Procedure &amp; Whistleblowing Policy</b><br><ul style="list-style-type: none"> <li>▪ Policies and procedures in brief-who to speak to</li> </ul>  |                                      |
| <b>Behaviour</b><br><ul style="list-style-type: none"> <li>▪ Reporting of behaviour incidents (Sleuth paper form and where to access it)</li> </ul>  |                                      |
| <b>Any other area of identified need (insert below):</b>   |                                      |
| <b>Class Teacher/Class member of staff</b>   |                                      |
| <b>Introduction to Class team and access to pupil information</b><br><ul style="list-style-type: none"> <li>▪ Ensure Individual pupil information (Pen Portraits, RAs, etc.) is read and signed, and any queries addressed by class staff.</li> </ul>  |                                      |

**'I confirm that I have received and understood the above information. I have had the opportunity to ask questions and had any queries effectively answered'.**

**Agency Staff Signature:**

**Date:**

**\* Please complete the attached Agency Staff Induction Evaluation Form and return to the School Reception before the end of the school Day.**



### **Short Term Agency Staff Induction Evaluation and Feedback Form**

*To be filled out by Short Term Supply Staff following completion of first day induction. Please return the Feedback form to the School Reception (Leanne Gerrick at the Secondary Site/ Nafisa at the Primary Site) before the end of the school day. Agency Staff evaluation forms will be reviewed by the AHT and comments relating to induction procedures will be acted upon as appropriate.*

|                    |  |
|--------------------|--|
| Agency Staff Name: |  |
| Start Date:        |  |
| Job Title:         |  |
| Class:             |  |

| Induction Evaluation Questions   | Review Notes   |
|--|--|
| Are you happy with the support and the quality of information received as part of your induction?          | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| Comments:  |  |
| Did you feel that the induction met your needs and that you were able to fulfil your role effectively?     | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| Comments:  |  |
| Did Information received enable you to know who to approach when unsure about procedures and routines?     | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| Comments:  |  |
| Do you feel there were any areas missing from your induction programme? If so, please add below:           | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| Comments:  |  |
| Was there any aspect of your induction that you feel could be improved and if yes how might we improve it? | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| Comments:  |  |
| Any other comments:  |  |

Thank you for taking the time to complete this questionnaire.

**Appendix 4: Detailed Listing of School Policies and Documentation as included in New Staff Induction Pack**



**Detailed Listing of School Policies and Documentation as included in Staff Induction Pack- Confirmation and Statement of Understanding**

*(To be submitted with all induction checklists to the Induction Mentor or Induction Coordinator upon completion of the Induction Programme. All Induction paperwork will be kept in individual HR employee files)*

|                    |  |
|--------------------|--|
| Agency Staff Name: |  |
| Start Date:        |  |
| Job Title:         |  |
| Class:             |  |

| School Policy/ Document:  | Date: | Inductee's Signature: |
|---|-------|-----------------------|
| <b>Prior to first day of appointment and within the first two weeks of induction</b>                        |       |                       |
| Keeping Children Safe in Education Part 1 and Annex A   |       |                       |
| Safeguarding and Child Protection Policy  |       |                       |
| Guidance for Safer working practice for those working with children and young people in education settings. |       |                       |
| Health and Safety Policy  |       |                       |
| GDPR Data Protection Policy   |       |                       |
| Staff Code of Conduct and Dress   |       |                       |
| Acceptable Use of the Internet Data Security and e Safety Policy  |       |                       |
| Behaviour Policy & Positive Handling Policy   |       |                       |
| Complaints Policy   |       |                       |
| Whistleblowing and Serious Misconduct Policy  |       |                       |
| <b>Within the First four weeks</b>  |       |                       |
| Educational Visits Policy   |       |                       |
| Attendance Policy   |       |                       |
| School Development Plan- Elements Overview  |       |                       |
| Equal Opportunities Policy  |       |                       |
| Manual Handling Policy  |       |                       |
| Intimate Care Policy  |       |                       |
| Marking Policy  |       |                       |
| Other policies (please specify)   |       |                       |

***'I confirm that I have received/been signposted to, read and understood the above Mayfield School policies. I have had the opportunity to ask questions and had any queries answered,***

***Inductee's Signature:***

***Date:***

***Inductor's Signature:***

***Date:***

