



Grindleton C E Primary School

Staff Induction Policy

This document supports the process of induction for a newly appointed member of staff, regular visitor or governor at our School. The process of induction is a two-way exchange of ideas, the value of the process will be reflected in the time and resources used to fulfil the criteria of the process. Induction of governors will follow a similar pattern to the process for staff but with an emphasis on the whole school picture and because of the voluntary nature of the role, a somewhat reduced timescale.

Philosophy

Grindleton CEP School recognises the many benefits of developing an induction policy for both the school and the newly appointed member of staff.

Benefits to the:

1. Newly appointed staff

- Provide a welcome to school
- Ensures staff are aware of child protection protocols
- Offers information, advice, guidance, and reassurance during the first year at Grindleton CEP School
- Enables staff to function more effectively in a shorter space of time
- Begins the process of professional development and the identification of needs
- Provides a comfortable pathway on becoming an established member of staff at Grindleton CEP School.
- Encourages the ability to review and reflect on practice
- Assists the development of a range of skills
- Provides an overview of policies and practices in school

2. Mentor

- Improves communication with peers
- Empathises with “newness”
- Earns trust of Newly appointed member of staff
- Extends role / responsibilities
- Refreshes their understanding of policies and practices within school
- Identifies changes/updates needed in policies and practices

3. All Staff

- Raising standards throughout school
- Develops ethos of teamwork within school
- Alerts staff to the Induction Process
- Encourages empathy and understanding
- Enhances job satisfaction



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Mentoring

The role of the mentor is crucial to the success of any induction programme. It is vital that a mentor is able to empathise with the newly appointed staff member. A mentor will need to remember what it was like to be newly appointed and what they most needed at that time. The role of the mentor will provide staff with the opportunity to view the school through new eyes and identify issues, which need consideration.

Confidentiality

The issue of confidentiality cannot be stressed strongly enough and any details of conversation between mentor and newly appointed staff should not be recorded. It must also be pointed out that mentoring is not a management tool and there is suitable provision for the newly appointed member of staff and the Head teacher or Senior Teacher to discuss any issues arising from the induction process.

The Induction Process

Our induction process has three basic elements

- Personal Development
- Acquisition of knowledge
- Development of skills

1 Personal Development

A new school can be a lonely place for a new member of staff and a point of contact needs to be identified even for the most confident of people. Issues such as coffee money or where to park may seem trivial, but can be a source of anxiety for newly appointed member of staff and ideally a mentor would deal with any initial queries. The mentor may also be able to discuss personal issues with newly appointed member of staff or be able to recommend someone for this purpose.

2. Acquisition of Knowledge

For staff to be effective there are certain pieces of information that are vital. It is intended that the mentor will play a vital role in developing the knowledge of new staff through a pre-determined timetable. Items are organised in order of priority and the mentor will be available to review all items identified throughout the induction process. It should be recognised that not all items will be discussed during formal meetings and not all items discussed will appear on checklist. If for example a member of staff needs to discuss report writing in November, it will not be left until later in the process. As new members of staff take up posts at different time of the year, the programme is flexible enough to cover all possibilities.

3. Development of Skills

A very effective school relies on well-trained staff and any induction programme should recognise those skills, which newly appointed member of staff would need to acquire most quickly. The Senior Management Team will ensure that specific INSET training is delivered in the first year of service. It is the responsibility of the Head Teacher to ensure that the agreed training packages are delivered within the timescale.



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Teaching Staff Induction Scheme

This is a “Best Fit” schedule and variations from the timescale to suit particular circumstances are inevitable and desirable.

Induction Checklist	Date: Mentor:
Line of communication	
Allocate a work colleague as a buddy (name)	
Introduction to all staff	
Roles & responsibilities/Job Description	
Checked original DBS certificate	
School Portal set-up (Username/Password)	
School Email set-up	
Read and sign the ICT Acceptable Usage policy for staff	
Driving at Work – insurance, expenses etc.	
Fire/emergency & Lockdown Procedures	
Security and door codes	
Plan of School/toilets etc.	
INSET/training	
Staff meetings	
First Aid Procedures, Incident file & Accident Book	
Directed time (PPA)	
Duty Rotas/timetables	
Procedures for reporting sickness	
Signing in/Registers	
Notice boards and important information	
E-Learning Modules to be completed via the School Portal or http://learningzone.lancashire.gov.uk <ul style="list-style-type: none"> • Health & Safety Law • Risk Assessment • Fire Prevention & Procedures • Slips & Trips • Manual Handling • Display Screen Equipment • COSHH 	
Assessment and recording procedures	
Parents Evenings	
School Holiday List	
Location of resources and procedures for ordering/loaning resources	
Role of Subject Leader	
Meet trade union rep (if applicable)	
Visitors/students/contractors	
Worship	
Pupil transport arrangements/dismissal	
Familiar with DVD/ICT/audio equipment	
Familiar with logging on procedures for computers	



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Familiar with photocopier	
School improvement plan	
Appraisal procedures	
Car parking arrangements	
School Governors	
Displays	
Supply Staff	
Risk assessments	
Re-visit Therapists (Speech, OT and Physio)	
School calendar/Daily Diary/Holiday List	
Parental Involvement	
Extra – curricular activities	
Support services	
Psychology	
Welfare	
Advisory	
Medical	
Admissions procedure	
Ordering a school lunch	
Staff contact information	
Parent contact information	
Guillotine/laminator location and safety	

Specific Safeguarding Induction

Introduction

This induction pack is for all staff who work in school whether on a paid or voluntary basis.

Safeguarding is everyone's responsibility and you have a duty to ensure that you uphold this responsibility. Within the pack you will find information and guidance in relation to the definitions of abuse as defined within Working Together to Safeguard Children 2018, specific forms of abuse, possible signs and symptoms of abuse as well as information on talking and listening to children. When a child tells you something that makes you concerned about their safety or wellbeing it is really important that you pass this information on to the Designated Safeguarding Lead (DSL) or backup DSL as soon as possible. Your school or educational setting will have a way of recording concerns and it is imperative that you understand the processes in your setting.

It is also important that your conduct and practise is transparent and that you make sure that you keep yourself safe. There is an important document called the, **Guidance for Safer Working Practice** and this will help you to understand how your conduct relates to safeguarding. [Professional and Personnel Relationships \(safeguardingchildren.co.uk\)](http://safeguardingchildren.co.uk)



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This pack forms part of your induction to safeguarding that you will receive from the Designated Safeguarding Lead or Deputy DSL and this is in line with statutory guidance, **Keeping Children Safe in Education (September 2021)**. It is essential that you receive a copy of Part 1 of this statutory document, read and understand it. It is recommended that you familiarise yourself with Part 5 of the document regarding Child on Child Sexual Violence and Harassment.

You should receive refresher training at least annually.

Keeping Children Safe in Education 2021 also states that as part of your induction you should receive access to, or a copy of:

- child protection policy, which should amongst other things also include the policy and procedures to deal with peer on peer abuse;
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
- staff behaviour policy (sometimes called a code of conduct);
- safeguarding response to children who go missing from education; and role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)

All staff need to be aware of the early help process and understanding of their role – discuss this with your DSL and find out about this in your area, looking at the Continuum of Need.

[Assessment - Lancashire Safeguarding Children Board](#)

If you have any questions before, during or after your induction, you **must** speak to the DSL.

You must ensure that all staff are aware, that ANYONE can make a referral if you feel a child is at risk of harm. Where are the important numbers kept in your setting?

Staff, Volunteers and Students must understand their role in reporting concerns about another adult in school. These may be low level concerns or concerns that reach the threshold for a referral to the Local Authority Designated Officer. (LADO)

"It could happen here."

Listening to Children

You are often one of the adults in a child's life who they will confide in and share their worries. It is important that when they do, you respond in an appropriate way. Children may tell you something that causes you to be slightly worried or it could be an allegation or disclosure of abuse. You must follow the guidelines below. If in doubt, speak to the DSL.



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DO

- Keep an open mind
- Reassure the child that they are right to tell
- Listen carefully
- Work at the child's pace
- Ask only open questions – if you must ask them, clarify the facts, don't interrogate
- Explain what you need to do next
- Record accurately and quickly using child's words
- Pass on to DSL as soon as possible (do not leave the building with this information)
- Use school's reporting format to record your concerns
- Think carefully about where you listen to children / young people.
- Think about how you use your body to make them feel safe / reassured, listened to, believed (e.g. think about eye contact, nods etc.).
- Useful prompts which avoid closed questions; examples include:
 - "Go on, you're doing really well..."
 - "Tell me what you remember about that..."
 - "What else do you want to tell me?"

DON'T

- Make false promises about confidentiality
- Interrupt
- Interrogate / investigate
- Assume e.g. this child tells lies
- Make suggestions about what is being said
- Speculate or accuse anyone
- Show anger, shock etc.
- Tell the child to go and speak to someone else
- Forget to record accurately and/or pass on to DSL

Alongside the don'ts outlined above, the following things can also get in the way of us taking appropriate action:

- Fear you may be wrong.
- Doubts about the child's truthfulness.
- Child's attempts to bind you to secrecy.
- Uncertainty or scepticism re procedures and consequences.
- Unresolved personal feelings.
- Not wanting to interfere in family life.
- Not wanting to harm relationships with parents or carers.



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YOU MUST ALWAYS PASS YOUR CONCERNS ON TO THE DSL

Safeguarding Contacts

LCC Schools Safeguarding Support Line: 01772
531196

Local Authority Designated Officer: 01772 536694
MASH (Multi-Agency Safeguarding Hub): 0300 123
6720

NSPCC helpline for adults: 0808 800 5000





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New Staff – Checklist – To be signed by both parties and held by the DSL. Copy to be given to the staff member.

Safeguarding Induction		
Staff / Volunteer Name:		
Date:		
Documents / Information	Acknowledgement of receipt	Delivered by
Keeping Children Safe in Education 2021		
School Child Protection and Safeguarding Policy		
Prevent Policy		
Guidance for Safer Working Practice 2019 (Covid addendum 2020)		
Staff Code of Conduct		
DSL/Back up DSL Information		
Behaviour Policy		
Whistleblowing Policy		
Online Safety Policy		
Policy on the Care and Control of Pupils		
Bumped Head Policy and Practice		
Behaviour Management Policy		
Administration of Medicines Policy		
Positive Mental Health Policy		
Health & Safety Policy		



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First Aid Policy		
CPoms System Logging		
Medical Conditions Information and First Aid		

Evidence of Training:	Date
Safeguarding Training / Refresher	
Prevent Online https://www.elearning.prevent.homeoffice.gov.uk	
FGM Online www.fgmelearning.co.uk	
Peer on Peer	

Date and time of Mentor / Newly appointed staff meeting _____

Signed – Newly appointed member of staff

Signed – Mentor
