

	Name of School	Corbets Tey School
	Policy Review Date	Autumn Term 2021
	Next Review Date	Autumn Term 2022
	Reviewed by	Governor Name: Paul Knight Governor Signature: 

Induction Policy

Equality Impact Assessment

The school aims to design and implement services, policies and procedures that meet the diverse needs of our provision, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. We are confident that this policy does not place anyone at an unreasonable or unfair disadvantage, and is compliant with relevant equalities legislation.

Where the school is referred to in this policy, the policy and the following procedures apply to all staff working for Corbets Tey School on both sites including staff seconded to Routes4Life.

1. Policy Statement

1.1 The School's aim is to deliver high quality services and maintain the highest standards of education. The School recognises that this commitment to quality must be reflected in the way employees are inducted into their role. This will be achieved by:

- Ensuring that employees understand what responsibilities and standards are expected of them on entry to the service.
- Discussing with the employee their performance, identifying strengths, areas for improvement and learning and development needs.

1.2 The induction procedure should be used as a tool to ensure that employees are given every opportunity to succeed in the post to which they have been appointed.

1.3 It is the school's intention that all newly appointed employees are taken through an induction programme. This includes temporary staff and agency workers, and employees returning after a long absence such as secondment or maternity leave etc.

2. Scope

2.1 This policy will apply to all employees, including the Headteacher and those employees employed directly to work at the school or on secondment to the Routes4Life provision and where the school has a responsibility for their recruitment and dismissal.

2.2 For temporary agency staff, work experience placements and volunteers, there is a short induction to outline key policies and procedures such as Safeguarding and Child Protection, Health and Safety, Fire Safety and Data Protection. The short induction is carried out on the

first day of placement

2.3 This procedure does not apply to:

- Consultants, either freelance or employees of consultancy companies, peripatetic staff, secondees from other organisations, who will be neither employees of the governing board nor the local education authority, but subject to the human resource policies and procedures of their own employer.
- Other employees centrally employed by the London Borough of Havering.

2.4 The policy will be subject to variation

3. Roles and responsibilities

3.1 Line Managers Role

3.1.1 Managers are of central importance to the wellbeing of employees in the workplace since they control many of the variables which can make the work environment responsive to employee's needs, creative and open on one hand or negative and oppressive on the other.

Line managers for learning support staff will be the teacher or tutor in charge of the class that they work in for the majority of their working week

3.1.2 The line manager is responsible for initiating an environment in which an atmosphere of trust is created. It is in this atmosphere that the needs of the individual employees as they work are most likely met and productivity increased.

3.1.3 It is the Line Manager's responsibility to ensure that all of their new employees are properly inducted into the organisation. The Line Manager should allocate time on the employee's first day for the employee to meet with HR to complete the first stage of the induction process.

3.1.4 The Line Manager should ensure that their time has been planned so that they can spend the appropriate time with the starter in their first week but most importantly on their first day.

3.1.5 The Line Manager has an on-going responsibility to monitor the individual's performance under the probationary procedure (where applicable).

3.1.6 Line Managers should also:

- Get to know their new employees well.
- Be alert to problems for individuals or for the team.
- Ensure that Equal Opportunities - in terms of policy and best practice – are adhered to.
- Be willing to work with employees to tackle workplace difficulties and deal with any forms of discrimination or harassment speedily and positively.
- Give feedback to employees routinely (praise in public, discuss areas of concern in private).
- Empower and enable employees to work to their full potential.

4. Governing Board

4.2.1 The Governing Board is responsible for ensuring an adequate induction for all new employees is available. This responsibility will be delegated to the Headteacher to ensure inductions are systematically carried out.

5. Process Overview

5.1 What is Induction?

5.1.1 The process of induction is to familiarise new employees with working arrangements within the organisation. This includes safeguarding, health & safety matters, general conditions of employment and the work of the section in which they are employed.

5.1.2 The induction process should welcome a new employee to the working environment and provide the necessary basic information about the workplace and the job which will assist their integration into the organisation.

5.1.3 The induction process should ensure that all new employees quickly feel a part of the organisation and can see how they can play their part in helping the school achieve its strategic directions.

5.1.4 It is important that the induction process is relevant and agreed with the new employee. For example, existing school employees may not need to cover all the areas in the induction checklist. It is equally important not to 'swamp' new employees with information. This should be a planned process.

5.1.5 During the induction period employees must receive information about the organisation and details of their expectations, procedures and working practices. The employee's job role, performance and expectations, and how these will be measured, should be discussed at the first induction meeting with HR.

6. Related Legislation

- The Equality Act 2010

The Equality Act came into force on 1 October 2010 and has brought together many previous equalities related legislation into one act. It identifies 9 Protected Characteristics and the Act provides protection from unlawful discrimination in respect of these characteristics

The Characteristics are:

- Age
 - Disability
 - Gender reassignment
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
- Health and Safety at Work Act
 - Data Protection Act 2018
 - Relevant School Directives that become legislation

Checklist for Employees and Managers

Local Induction Checklist for All Members of Staff

Welcome to Corbets Tey School

We realise that changing jobs is a significant step in your life and that staff can often feel anxious when starting their new role. So we have devised the induction process to help you settle into your role, department and our organisation as easily and quickly as possible.

We recognise that the most intensive period of induction is the first day. It is very important to us that you are made to feel welcome and that you understand the basics to help you to perform your role safely and effectively.

The rest of the first week is also a very important stage of induction and you will spend time getting to know where things are, who the key people are, how equipment works and gaining more knowledge about the organisation and your role.

However, it is important to get the right balance between explaining all the necessary information and not overwhelming you. We have therefore produced the following checklist to ensure that you and your line manager complete all the necessary steps in a gradual process over your first few months to meet the organisational requirements and to enable you to feel confident in your new role as soon as possible.

You will have the opportunity to discuss your current knowledge and skills with your line manager and in setting up your objectives for the first year, will be able to identify what learning you can do to help your personal and professional development.

During the later stages of your induction, your line manager will encourage you to reinforce and consolidate what you have learnt. They will check that you are still enjoying your job and that you understand the information you have been given and deal with any questions you might have.

INDUCTION CHECKLIST FOR ALL MEMBERS OF STAFF

As you go through this checklist, please initial each section when you have completed it and ask the person giving the information to do the same in the notes column. Once your induction has been completed, the form must be signed and a copy retained by the school office to be placed on your file.

This checklist is guidance for managers and staff. Although its format and guidance is strongly recommended, managers can tailor it to the needs of a department/ward by adding those aspects relevant to their areas.

Staff Name:		Job title:	
Date Induction Completed:		Start date:	
Line manager's name:		Inductor Name:	

Initial Access		
Item/Activity	Complete	Notes or Comments
Arrange network access		
Arrange for email access		
Arrange for security ID pass		
Arrange for security SIMS access		
Arrange for security sQuid access		
Received all new starter docs		

Welcome and Joining		
Item/Activity	Complete	Notes or Comments
Joining forms completed with details of emergency contacts.		
P45 (if available) to be handed to line manager and submitted to payroll		
Discuss job role and job profile <ul style="list-style-type: none"> • Job Description Overviews • Learning Charter • Staff Handbook 		
Start and finish times/ breaks/shift working <ul style="list-style-type: none"> • Student Morning Break • Lunchtime Overview • TAs start 8.45am – 3.30pm (except Monday 4.30pm) 		
Organisational structure, reporting relationships and relationships with other schools or external services.		
If new to Havering, explain probation procedure and diarise reviews at 2 Months, 4 months and 6 months <ul style="list-style-type: none"> • Email teachers to remind of process 		
How to report sickness and (if appropriate) record sickness <ul style="list-style-type: none"> • Absence Flowchart/Card 		
Flexi time recording (if appropriate) (Non-class based Staff Only) and Overtime <ul style="list-style-type: none"> • Recording Sheets (Admin) • Timesheets 		
Inform of the Inset days (and arrangements if required to work them) <ul style="list-style-type: none"> • School Calendar 		

Safeguarding and Health and Safety		
Item/Activity	Complete	Notes or Comments
Opportunities for your development/training		
Booking onto appropriate introductory training courses (e.g. Child Protection, etc.) <ul style="list-style-type: none"> • Training Course Request Form 		
Information on safeguarding procedures and the designated Child Protection Officer <ul style="list-style-type: none"> • Safeguarding at CTS Overview 		
Safeguarding Code of Conduct given and returned signed <ul style="list-style-type: none"> • Staff Code of Conduct & Declaration 		
Introduction to 'buddy'/supervisor (if one appointed)		
Introduction to other staff		
Tour of school (or relevant areas)		
Fire and bomb procedures		
Fire exits, evacuation procedure toilets, lockers, etc		
Local fire training including – fire exits, muster point, fire procedure for area. <ul style="list-style-type: none"> • Plan and Instructions Notice • Fire Extinguishers 		
Reporting of accidents and incidents – including location of online accident and incident report forms <ul style="list-style-type: none"> • Accident Reporting Flowchart • Incident Reporting Flowchart 		
First Aiders, first aid training and facilities <ul style="list-style-type: none"> • First Aider List 		
Using the Occupational Health Department (and EAP if relevant)		
Risk assessments, control measures and safe systems of work		
Health and Safety Training Required/Needed <ul style="list-style-type: none"> • Link to online Mandatory H&S Training to be emailed 		
Have you been made aware of Risk Assessments relevant to your job and any necessary control measures?		
Do you understand and acknowledge the potential risks of working in a special school for pupils with complex needs and that you may need to deal with pupils behaving aggressively?		
Do you understand the reporting procedures for hazards and defects, and that it is your duty to do so?		
Do you understand the requirement to keep walkways/stairs/floors, etc. free from obstructions?		
Have you been adequately informed of how to safely and correctly use computer equipment?		

Safeguarding and Health and Safety		
Item/Activity	Complete	Notes or Comments
Do you understand not to overload plugs/sockets and to avoid trailing cables/extension leads?		
Are you aware of when and why to take work breaks?		
Do you know how to check the labels/names and how to read the safety precautions, and that it is your duty to do so?		
Do you understand when and how to use protective clothing?		
Do you understand procedures for dealing with contaminated materials, sharps and bodily fluids?		
Signed driver declaration and required evidence if intending to drive on school business.		

Policies		
Item/Activity	Complete	Notes or Comments
Do you fully understand about:		
How to locate the Safeguarding Child Protection Policies? Safeguarding Code of Conduct Child Protection Policy Whistle Blowing Policy Behaviour Policy Physical Intervention Policy Intimate Care Policy Online Safety Policy Mobile Phone Policy Discipline & Grievance Procedures		

Reasonable Adjustments and Security		
Item/Activity	Complete	Notes or Comments
Discussion of reasonable adjustments needed by employee if appropriate		
If employee has mobility impairment draw up Personal Emergency Evacuation Plan (PEEP). Contact Schools' Health & Safety for further information.		
Personal property including use of lockers where appropriate		
Electronic ID Badges & Padlock Codes		
Do you know what arrangements to make if expecting a visitor?		
Do you understand arrangements for working alone?		
Discuss Confidentiality, information governance, data quality principles, records management and reporting of information security incidents.		

Appropriate work dress/protective clothing		
Telephone /use of mobiles /personal calls		

Communication and Access		
Item/Activity	Complete	Notes or Comments
Communication <ul style="list-style-type: none"> • Noticeboards • Email • Weekly Bulletin 		
All equipment needed with knowledge of how to use it and the systems in place, including email, SIMS etc <ul style="list-style-type: none"> • Network Instructions Sheet • School Systems Booklet 		
Car parking and arrangements		

Pay and Performance Management Arrangements		
Item/Activity	Complete	Notes or Comments
Arrangements for performance management Review (PMR) and pay progression		
When and how salary is paid and how to access payslip		
Teacher or Local Government Pension Scheme		

Information (Teachers Only)		
Item/Activity	Complete	Notes or Comments
Given NQT Teacher Info Booklet		
Given Staff Photo Booklet		
Provided copy of Staff Handbook		
Pupil Information: <ul style="list-style-type: none"> • Give list of and discuss any medical needs or allergies of pupils in class • Give copies of all Pupil Information Profiles (PIPs) • Give copies of Risk Assessments • Give copies of 5 Ps Behaviour Programmes 		
Book onto appropriate introductory training courses (e.g. Child Protection, etc.)		
Information on safeguarding procedures and the designated Child Protection Officer <ul style="list-style-type: none"> • Safeguarding at CTS Overview 		
Safeguarding Code of Conduct given and returned signed		

We confirm that the induction programme has been satisfactorily completed as above.

Signatures			
Staff Signature:		Date:	

Inductor Signature:		Date:	
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Appendix 2

Registration for Agency/Students/Temporary Work Placement at Corbets Tey School

Personal Details			
Title:	First Name:	Surname:	
Address:			
Daytime Tel No:		Evening Tel No:	
Date of Birth:		Email Address:	
Emergency Contacts			
1) Name:		Telephone Number:	
2) Name:		Telephone Number:	

Disclosure of Criminal Convictions:
If you have ever been convicted of a criminal offence or cautioned, please give details (offence, date and sentence imposed). Please also give details of any allegations made against you and their conclusions.
Please list any spent convictions:
Please list any unspent convictions:
Please list any cautions or allegations:

Placement Details				
Start Date:	Review Date:	End Date:		
Monday	Tuesday	Wednesday	Thursday	Friday

Agency/College/School:	
Address:	
Tutor/Referrer Name:	
Telephone Number:	Email Address:

For office use:

Induction:						
Date Given:						
Agency/Student Code of Conduct Signed:					Yes	No
What ID Seen? (give details)		Seen By Who? (initials)		DBS Cert seen?	Date	
					No.	

Forms Signed	Tick	Policies/Information Given	Tick
DfE Child Care Declaration		Safeguarding Overview Sheet	
Visitor Acceptable Use Agreement		Notice to all Visitors	
		Mobile Phone Policy	
		Learning Charter	

Staff comments: