



LPA

Langney Primary Academy

Staff Induction Policy

At the forefront of education, our vision is to provide opportunity and excellence in all branches of learning. By creating a flagship school that is a 'Centre of Excellence' in all scores of disciplines, academic and beyond, each unique child's potential is explored and natural talents discovered. At Langney Primary Academy our vision is to uphold the balance between EXCELLENCE (standards) and the ENJOYMENT of learning. Our school environment places emphasis on physical, social and emotional health to ensure a healthy body and mind for our pupils, parents and staff.

Approval Date	Policy Reviewer	Title	Chair of Governors
17.07.2023	Benjamin Bowles	Headteacher	Jane McCarthy-Penman

Frequency of Policy Review	Annual
Model Policy	ESCC
Added to Staff Drive	19.07.2023

All new staff complete a period of induction at LPA. This policy is based on the Induction Pack that has been updated in June 2023 to reflect changes for September new staff starters.

The Induction Pack is a working document that may change throughout the year but without further ratification.

N.b. the page numbers refer to the Induction Pack and not this policy.

Active Body, Healthy Mind



Induction Pack

Staff (including ECTs) & Trainees

Name	
Start Date	
Line Manager	
ECT Mentor (if applicable)	

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Welcome to Langney Primary Academy

Rationale

At Langney we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. Learning should be based on an atmosphere of mutual tolerance and respect, in which all learners feel valued as individuals and are actively involved in the learning process. Learning should be a rewarding and enjoyable experience for everyone. At Langney we believe that everybody has the right to achieve their full potential.

Effective induction is a vital foundation for continuous learning, maximising potential and continuing professional development of all staff new to the school. Induction is a process which starts before a person joins the school and continues. Induction is a process which aims to increase the effectiveness of all staff as individuals and as team members, by ensuring they understand the policies and expectations of the school and by supporting highly effective performance and wellbeing.

This policy applies to all staff on site based on their role. It thus enables them to contribute to the whole school intent drivers and to fulfil its guiding principles. The induction process will ensure mutual benefit for the individual and the school.

Our induction process will

- Contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meet the needs of pupils, parents and the wider community
- Contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective work at the school
- Ensure teachers new to the profession have the best start in their careers and are supported in effective practice
- Ensure all staff new to the school understand what is expected of them at the school and gain support to achieve those expectations
- Build cooperation between staff of all sections of the school
- Ensure that all staff are valued and recognised as the school's most important asset
- Promote and support positive staff wellbeing and self care from the outset

Why is an Induction Process important to Langney as the employer?

The selection process for a new staff member is only the beginning of the working relationship between employer and employee, the future of this relationship depends considerably on how the new employee settles into the job.

Why is an Induction Process important to the employee?

However keen new employees may be, they may have worries about how:

- they will get on with their colleagues;
- understand the standards and rules of the setting;
- make a good impression on their manager or supervisor;
- be able to do their role.

Management and Organisation of Induction

The Senior Leadership Team (SLT) is responsible for the overall management and organisation of Induction, including Early Career Teacher Induction across the whole school.

Early Career Teachers

For more detailed Early Career teacher information please see the SAT ECT Policy that should be read in conjunction with this policy.

For Early Career Teachers (ECT) the school provides an induction programme of support, monitoring and assessment for two academic years. The timetable for this programme is provided at a whole school level and at an individual ECT level.

Each Early Career Teacher is provided with a Mentor who will be a named experienced and competent member of staff.

The Mentor is responsible for the day to day management of the induction of the ECT.

Induction for Experienced Staff

All new experienced staff will be allocated a line manager.

All new staff will be invited to visit the school before they take up their post.

All new staff will be met on their first day by their mentor/line manager or a member of SLT.

All new staff will be provided with access to copies of school policies and will be expected to develop their understanding of them.

All new staff will meet with the Headteacher within their induction or first week in post.

All new staff will have a review of their induction periodically with their line manager or member of SLT.

All new staff will be provided with an explanation of the school's appraisal arrangements (also see Appraisal Policy) within which they will be expected to participate.

All new staff will be expected to contribute to the spirit and life of the school to ensure a conducive environment for learning for all stakeholders.

Induction of Support Staff new to the role

In most cases, support staff will be invited to the school prior to taking up the post.

All new support staff will have a line-manager who will discuss their job description with them.

An induction programme will be designed for each new member of support staff.

All new staff will have a review of their induction periodically, with their line manager or member of SLT. A probationary period of six months begins on the start date of employment. Please see Probation Protocol.

Following the induction and probationary period all support staff will enter the performance appraisal programme for the school.

Active Body, Healthy Mind

How to Hit the Ground Running at Langney!

Here are some points to help you get settle at Langney quickly

- All staff must wear their lanyard and photo ID badge at all times.
- There is no on site parking currently available. Please park in the surrounding streets and avoid drop off and pick up time. *to be adjusted Winter 2023
- The front door code will be shared with you. You will also receive a key fob which will allow you to gain access through the front gate.
- There are two staggered starts for Reception 8.30 - 3.00 (Redford Close), Year 123456 8.40 - 3.10 (Chailey Close.)
- There is always a member of the Senior Leadership Team on duty at the gates and back playground from 8.40am. to 9.00am. At 8.45 a bell will be rung as a sign for children to head into class and parents to leave the site.
- The school operates a “Drop & Go” system in the morning at the blue gates or at the back playground. All outside doors remain shut at this time.
- At 3.10pm the front blue gates are opened and Parents/Carers enter and go to classroom doors to collect children and briefly see school staff. SLT are on the school front gate from 3.10 - 3.25pm. There is a departure policy and system involving passwords to ensure children are safely handed over.
- Pupil attendance registers are taken in class, using electronic Bromcom.
- If a child is late, this will be recorded electronically and be recorded as “L” (late) by the school admin team.
- Child lunch orders are made in the dining hall and payments are made online by families.
- The current assembly approach is blended between virtual assemblies and live assemblies in the main hall. This rota will be shared at September INSETs.

- Morning Breaktimes (back playground)
 - ✓ 10:00-10:15 (Yr1)
 - ✓ 10.15-10.30 (Yr23)
 - ✓ 10.30-10.45 (Yr4)
 - ✓ 10.45-11.00 (Yr5)
 - ✓ 11:00-11:15 (Yr6)

- Staggered Lunchtimes - There are two lunchtime sittings
 - Yr R 1 2 3 - 11.30 - 12.20
 - Yr 4 5 6 - 12.30 -1.20
 - Classes in year groups will be called into the school hall at various times, please see detailed sheet in September.
 - ✓ 11:30 (Reception)
 - ✓ 11:30 (Year 1)
 - ✓ 11:50 (Year 2)
 - ✓ 11.50 (Year 3)

 - ✓ 12:30 (Year 4)
 - ✓ 12:45 (Year 5)
 - ✓ 1:00 (Year 6)

- Classes have an assigned playleader to them who know the children’s dietary requirements and intolerance information.
- Some classes will have lunch playtime outside before their lunch.

- At the start of the afternoon session, teachers must be at the assigned door ready to greet their class and set expectations for walking around the school. Bromcom PM registers should be taken and saved ASAP.
- Key Stage 1 has “Run the World” in their PM break session.
- There are many after school clubs on offer. Teachers will have a list of which clubs children from their class will be attending and are responsible for taking them to the club by 15.25 to ensure attendance and safety.
- It is the teachers’ responsibility to ensure the children can see and check the parent/carer who is collecting them. Teachers must use the Departure Policy to ensure they know who is expected to collect each child and the ‘password’ if it is someone different.
- Changes to the daily routine and important school messages are found on the electronic interactive whiteboard which is displayed in the staffroom. This should be checked by all staff first thing in the morning.
- Google school calendar is available to all staff and teachers have a log in to record any dates they may need to. The office can also add any dates as necessary.
- Teachers may write their own messages to staff on the normal whiteboard in the staffroom. Staff absences are also recorded on this board.
- Langney is a two form entry and the classes are known by their class name. The theme for class names this year are Boats & Ships.
- All classes are in the main school building however the Year 2 classes are located in the two single mobiles, located at the back of the school.
- Clair is the Office Manager and works alongside Sarah & Emma (school secretaries) in the office - they are exceptionally helpful. Wendy S is our attendance office member and can assist with any attendance issues.
- Jon is the Caretaker and Roni is the Assistant Caretaker - any damage or equipment that require fixing should be reported to them via the incident book. (This is a folder located in the front office.)
- The staff toilets are located across from the staffroom.
- You may report any accidents, near misses or acts of aggression / violence using the forms found on top of the pigeon holes in the staffroom. Please pass these to the Headteacher for recording.
- CPoms is our online Safeguarding reporting software. There is a chromebook in the staff room dedicated for CPoms. Tess Compton is the DSL and can be contacted directly on extension 133.
- You will be issued with a Google school email address which should only be used for work purposes.
- Tea and coffee is always available in the staff room. Please keep the staff room tidy and put any dirty crockery in the dishwasher. Please use your own cup and utensils.
- There is a fridge in the staff room to store food.
- Lunch can be purchased through the school kitchen but must be ordered and paid for in the morning. The kitchen is run by Nourish. Please ask the office for your parentpay details.
- We are a cashless school and lunches/trips are paid for online through parentpay for families.
- Please plan appointments in holiday time as much as possible. The children need their teacher/staff in front of them every day.
- We have a strong Staff Wellbeing focus with a “menu” of self care activities and support. These include drop ins with our own MHFA and Employee Assistance Programme free to all.
- Langney adhere to the Swale policies for pay and conditions. There is staff Counselling Service through the Employee Assistance Programme if required – details from the Headteacher or Wellbeing team.

- All classroom resources will be available and each subject leader is able to order what is needed for their subject through a bidding process. Subject resources are linked to the School Strategic Plan.
- Each class has a Smart Board run from a class desktop computer. The ICT technician is available as part of our SWALE ICT Service. All contact must be made through the ICT portal. The icon for this is located on your classroom desktop.
- The school also uses Google Drive where teachers can save planning and other resources, this can be accessed from home. Planning should be saved in the designated planning drive as it will be monitored.
- We have a school website: www.langneyprimary.co.uk which should have the most up to date information for school.
- We have a social media account that reaches out to the community and promotes our brilliant school. Please do follow and share!
<https://www.facebook.com/langneyprimaryacademy/>
- All approved school policies may also be found on Google Drive under 'Whole-School' and then 'Policies.'
- Everyone will cover playground duties on a rota system. Decisions about using the grass will be made by the teacher on duty. Likewise wet play will be decided by staff on duty. If it is wet play there are games in classrooms and staff (teacher / TA) must relieve each other for a break.
- The School Behaviour Policy is available on google drive in the School Policies file or on the school website. Please ensure you read this policy and adhere to it at all times.
- SEND information is available for each class in folder 4 of the Whole School Drive.
- Most classes have access to a TA assigned to their class or year group. Planning must be shared with TAs at a mutually agreed time. TAs should be utilised to make the maximum impact on the children's learning. Some TAs have a more flexible role and will be delivering intervention programmes across the school.
- Effective feedback to the children, be it via marking or conversations and children's self-regulation (assessing where they are and knowing what they need to do to improve) are two of the most effective strategies to improve learning. Please facilitate this in every lesson. Please see the Feedback and Marking Policy. DHT will be able to support you if you have any questions.
- Assessment for Learning underpins all classroom practice at Langney. Tracking the progress of the children will be a regular part of the things we do. Please ensure you record formative assessments for every lesson and record on OTrack. Should you have any questions, please speak to DHT.
- Parents' Consultations will take place twice a year. Structured Conversations for SEND pupils will take place during the school day three times per year.
- At the beginning of each term a curriculum newsletter should be written and sent to parents and uploaded onto the website.
- Displays should be presented well and represent and support children's learning. Please ensure you read and adhere to the school's Display Policy.
- Homework (LKL) will be set regularly and based on the current learning (please see the Homework Policy).

Health & Safety

- **Fire Procedure** - If you hear the fire alarm take the children in an orderly fashion out of the allocated fire exit. The teacher should be leading the line and the TA at the back if you have one. If the TA has time, please close any windows and close the door behind.

- The children line up in the back playground at the edge of the field, facing St. Catherine's College. If you are responsible for a small group take them out of the building by the nearest exit and move to this collection point
- Registers will be taken out to the playground by the office staff. Teachers should do a headcount straight away and then use the register to call out names. There is a fire poster in every classroom with a muster point and space for you to write a live headcount. If all pupils are present and accounted for, the teacher should stand at the front of the line (by the field edge) and put their hand up. Any missing persons must be highlighted to the Headteacher immediately. **On no account should anyone return to the building until told to do so.**
- If you are not in your classroom, please ensure you follow the evacuation procedures poster which can be found in every area within the school.
- We do have a Lockdown Procedure and Policy. Please familiarise yourself with this. We will practise Lockdown throughout the year.
- Any other issues around health and safety should be raised within your Weekly Meeting / Support Staff Meetings. Health and Safety is a standing agenda item for all meetings.
- CPoms safeguarding recording - Record only facts and ensure the electronic form is correctly dated. All concerns will be sent to the Designated Teacher for Child Protection – at Langney this is Mrs Compton and in her absence Mr Bowles. All staff must meet the statutory requirements and have child protection training which is renewed every 2 years.
- Any medical issues should be dealt with in the First Aid Room (located in the main corridor). Meditracker is used for the record keeping for any First Aid given. Check with a school first aider for support. Any head bumps or grazes must be notified to the First Aiders – who will make sure they receive a head bump letter and will contact parents if needed. Do not automatically
- We do have some asbestos in the school; this is low risk as long as it is not disturbed in any way and fully detailed in the Asbestos Survey. Nothing should be intrusively attached in any way to any walls or in ceilings in the building without first checking with the site manager that this will be safe.

APPENDIX A

Checklist for Inductors (Initial Induction) -

	ACTIVITY	COMMENTS / INITIALS	DATE COMPLETED
Session A	Welcome and introduction to immediate colleagues and other colleagues as appropriate. <ul style="list-style-type: none"> <input type="checkbox"/> Handover of prepared documentation <input type="checkbox"/> Line manager confirmation 		
Session A	Domestic Arrangements <ul style="list-style-type: none"> <input type="checkbox"/> Refreshments (tea/coffee making facilities, arrangements for lunch) <input type="checkbox"/> Location of toilets <input type="checkbox"/> Tour of school - message board explained <input type="checkbox"/> Parking arrangements 		
Session A	Explanation of "House Rules" <ul style="list-style-type: none"> <input type="checkbox"/> No-smoking Policy <input type="checkbox"/> Alcohol Policy <input type="checkbox"/> Personal phone calls/photocopying <input type="checkbox"/> Security of personal belongings <input type="checkbox"/> Confidentiality <input type="checkbox"/> Dress code <input type="checkbox"/> Employee Code of Conduct handed and Whistleblowing explained 		
Session A	Liaison <ul style="list-style-type: none"> <input type="checkbox"/> Staff meetings, team meetings, PPA Cover <input type="checkbox"/> Governing Body <input type="checkbox"/> Friends of Langney (PTA) 		
Session A	Systems for Communicating with Parents <ul style="list-style-type: none"> <input type="checkbox"/> GDPR <input type="checkbox"/> Sending photocopied letters home to parents <input type="checkbox"/> Bromcom <input type="checkbox"/> Parent Incident Log 		
Session B	Security & Admin <ul style="list-style-type: none"> <input type="checkbox"/> ID card <input type="checkbox"/> Key fob <input type="checkbox"/> Security of school site <input type="checkbox"/> Keys (if applicable) <input type="checkbox"/> Salary payment arrangements, bank details, P45, national insurance number <input type="checkbox"/> Photocopying Card is given 		
Session C	IT Set Up <ul style="list-style-type: none"> <input type="checkbox"/> Desktop Computer is working (classrooms only) <input type="checkbox"/> Teacher device is assigned. <input type="checkbox"/> Google Suite explained <input type="checkbox"/> Google Mail set up <input type="checkbox"/> Google Drive set up <input type="checkbox"/> Use of Internet / mobile phones is explained <input type="checkbox"/> Awareness of E-Safety and E-Safety Policy is distributed and explained <input type="checkbox"/> Staff Acceptable Use Policy and Password Security is distributed and explained 		
Session D	Safeguarding <ul style="list-style-type: none"> <input type="checkbox"/> Child Protection / Safeguarding Policy is shared and explained. <input type="checkbox"/> New employees are introduced to Safeguarding Lead and Deputy Safeguarding Leads. <input type="checkbox"/> The role of the DSL is outlined. 		

	<ul style="list-style-type: none"> <input type="checkbox"/> New employees are given training in the completion of high quality CPOMS entries. <input type="checkbox"/> Procedures for reporting FGM, PREVENT, HSB explained. <input type="checkbox"/> The need to maintain privacy and confidentiality (including any confidentiality policies) is explained. <input type="checkbox"/> Children who go Missing in Education procedure is outlined. <input type="checkbox"/> Intimate Care Policy is shared and explained. <input type="checkbox"/> Pupil Departure Policy is shared and explained. <input type="checkbox"/> Arrange safeguarding training through educare. <input type="checkbox"/> Arrange Online Safety training using the educare website. <input type="checkbox"/> How to report Staff Absence. 		
Session D	<p>Positive Behaviour and Discipline</p> <ul style="list-style-type: none"> <input type="checkbox"/> School Behaviour Policy is shared and explained. <input type="checkbox"/> Resources for implementation of policy are provided (e.g. Yellow Slips, Rainbow Stickers). <input type="checkbox"/> Thrive Approach explained. 		
Session D	<p>Attendance</p> <ul style="list-style-type: none"> ● School Attendance Policy is shared and explained ● Classroom procedures for taking registers is explained ● Promoting and rewarding good attendance is explained 		
Session E	<p>Preliminary Health & Safety issues</p> <ul style="list-style-type: none"> <input type="checkbox"/> How to work safely <input type="checkbox"/> Carrying out a Display Screen Equipment Self Assessment <input type="checkbox"/> Arrangements for first aid, fire safety evacuation, lockdown <input type="checkbox"/> Location of first aid room <input type="checkbox"/> List of named first aiders <input type="checkbox"/> Departmental specific H&S requirements and training 		
Session G	<p>Introductory induction with DHT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explanation of roles and relationships within the team/school <input type="checkbox"/> Discussion of new employee's role and responsibilities as per the job description <input type="checkbox"/> Induction programme to be discussed and dates set to meet with line manager <input type="checkbox"/> Set date for Appraisal meeting <input type="checkbox"/> For non-teaching staff, share probationary protocol and dates <input type="checkbox"/> Location of teacher resources around the school 		
Session G	<p>Induction with DHT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Brief introduction to Writing Process Reading Approach Maths S&F Assessment Folder O Track Intro 		
Session H	<p>Induction with DHT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Brief introduction to Handwriting Spelling Science Foundation Subjects 		
Session I	<p>Introductory SEND Induction Please see checklist below in Appendix C</p>		

APPENDIX B

A potential plan for initial induction -

Day 1

A	Ben Bowles Headteacher	Welcome, Tour, Arrangements, House Rules, Liaison,	8.30 - 9.30
B	Clair H Office Manager	Security ParentPay Roles of Office staff	9.30 - 10.30
C	Mark Dawson ICT	IT Setup Google Suite Demo Computing Specialism Overview	10.30 - 11.30
D	Tess Compton AHT	Safeguarding Lockdown Arrival/Departure Positive Behaviour & Discipline How to report Staff Absence Pupil Attendance	12.30 - 2.00
E	Wendy Thompson H&S	Preliminary Health and Safety See Appendix E	2.00 - 2.30
F	Educare	Safeguarding Online CPD - CP in Education. Online Safety. Prevent.	2.30 - 3.30

Day 2

G	Lauren Post DHT	Core Subjects Introduction Handwriting Spelling Assessment Folder OTrack	9.00 - 10.30
H	Loren Jackson	Foundation Subjects Introduction Science	10.30 - 12.00
I	Heather Phillips (Lauren Post until Xmas 23) SENDCo	Procedures & Provision	12.30 - 1.15
J	Self	School Policies in Whole School Drive	1.15 - 3.15
K	Ben Bowles Headteacher	Any questions!	3.15 - 3.30

Will be adapted for Support Staff & Trainees

APPENDIX C

Staff Induction Checklist for SEND Including ECTs

The SENCo and SEND Leadership Team will provide the following induction -

Action		DATE COMPLETED
1.	School SEND Priorities	
2.	Understanding the profile of the class - Meeting with SENDCo and previous class teacher to discuss SEND needs and strategies for pupils in the class/ share relevant documentation	
3.	External agency reports within the class profile	
4.	Sharing of any individual behaviour plans and / or individual risk assessments.	
5.	Inclusive QFT Strategies/ Adaptive teaching (including East Sussex SEN Matrix)	
6.	Observations of experienced teachers with a focus on SEND provision and strategies (If possible)	
7.	Visit to SRP/ Specialist setting to carry out observations (If possible)	
8.	The Graduated approach: <ul style="list-style-type: none"> ● Key dates/ actions in the process ● Provision mapping, including entry entry and exit data ● Intervention delivery and record keeping ● Measuring Impact 	
9.	Overview of provisions on offer	
10.	School SEND referral process - raising a concern	

11.	Behaviour management/ de-escalation strategies (happens as part of session D)	
12.	Use of teaching assistants	
School and Trust SEND Documentation to be read and understood		
13.	Trust Best Practice Guide	
14.	Trust SEND Principles	
15.	School SEND Policy	
16.	School SEND Information report	
Online Training to be Completed		
17.	<p>Educare - The SEND Code of Practice https://www.myeducare.com/totara/catalog/index.php?catalog_fts=SEND&orderbykey=score&itemstyle=narrow</p> <p>Or</p> <p>The National College- Certificate in the SEND Code of Practice https://thenationalcollege.co.uk/hub/view/course/certificate-in-send-cop</p>	

APPENDIX D

Follow Up Induction -

Employee Development (SLT)

Within one school term	ACTIVITY	COMMENTS / INITIALS	DATE COMPLETED
1.	Explanation of school staff Performance Management Review Process <input type="checkbox"/> Appraisal and Capability Policy is distributed and explained. <input type="checkbox"/> CPD explained		
2.	Discussion to identify immediate training and development needs <input type="checkbox"/> Self-assessment against Teachers' Standards and immediate training / development needs prioritised. <input type="checkbox"/> CPD booked if needed		
3.	Introduction to the school <input type="checkbox"/> Online Prospectus <input type="checkbox"/> School Strategic Plan <input type="checkbox"/> Ofsted Inspection Report		
4.	Recap with SLT member <input type="checkbox"/> Further induction and support to assess - Writing Process Reading Approach Maths S&F Assessment Cycle O Track Entry		
5.	Recap with SLT member <input type="checkbox"/> Further induction and support to assess - Handwriting Spelling Science Foundation Subjects		
6.	Introduction to Key Contacts <input type="checkbox"/> In the school <input type="checkbox"/> Role of our Trust <input type="checkbox"/> Partner schools <input type="checkbox"/> School Improvement		
7.	SWALE Absence Management Policy <input type="checkbox"/> Copy of Absence Management Policy given and discussed <input type="checkbox"/> Return to work interviews and sickness "triggers" <input type="checkbox"/> Annual and other leave arrangements (depending upon terms and conditions and employment)		
8.	Employee Relations <input type="checkbox"/> Trade Union membership		
9.	Complaints Policy <input type="checkbox"/> Complaints Policy is distributed and explained		
10.	Off-Site Educational Visits <input type="checkbox"/> Distribution and discussion about school's Educational Visits Policy & Trip Protocol. <input type="checkbox"/> Training undertaken in the use of Exeant (shadow staff) <input type="checkbox"/> Training undertaken in the writing a risk assessment for an off-site educational visit (shadow staff)		

Health, Safety and Welfare (H&S team)

Within one school term	ACTIVITY	COMMENTS / INITIALS	DATE COMPLETED
1.	Explanation of your responsibility for Health & Safety <input type="checkbox"/> Distribution and discussion about school's Health and Safety Policy		
2.	Other relevant Health, Safety and Welfare policies specific to the role <input type="checkbox"/> Asbestos In The Workplace <input type="checkbox"/> Business Continuity Plan <input type="checkbox"/> Drugs and Alcohol in the Workplace <input type="checkbox"/> Manual Handling <input type="checkbox"/> Stress Management <input type="checkbox"/> Violence At Work <input type="checkbox"/> Incident Reporting and HSE Reporting <input type="checkbox"/> New and Expectant Mothers At Work		
3.	First Aid Arrangements <input type="checkbox"/> Distribution and discussion about school's First Aid Policy <input type="checkbox"/> Names, location and extension numbers of qualified First Aiders/Appointed Persons		
4.	Fire Precautions <input type="checkbox"/> Emergency evacuation procedures <input type="checkbox"/> Location of fire extinguishers / fire blankets etc <input type="checkbox"/> Location of muster points & headcount sheets in rooms		
5.	Display Screen Equipment (DSE) <input type="checkbox"/> DSE Policy and Guidance explained <input type="checkbox"/> Training completed and reviewed <input type="checkbox"/> Workstation Assessment checklist (e.g. correct positioning, chair adjustment, screen controls etc.) completed and workstations brought into line with the minimum requirements		
6.	Personal Safety at Work / Lone Working <input type="checkbox"/> Distribution and discussion of Personal Safety / Lone Working Policy. <input type="checkbox"/> Local arrangements re: violence at work issues including lone working		
7.	Positive Handling and Physical Intervention <input type="checkbox"/> Positive Handling / Physical Intervention Policy and Guidelines on Czone <input type="checkbox"/> Any necessary training booked.		
8.	Moving and Handling (a) Object / Loads and (b) People <input type="checkbox"/> General information relating to service and employee duties <input type="checkbox"/> Moving and handling risk assessments <input type="checkbox"/> Any necessary training booked <input type="checkbox"/> Specific training / induction e.g. hoists and other equipment		
9.	Administration of Medicines <input type="checkbox"/> Medication policy / procedures <input type="checkbox"/> Any necessary training booked.		
10.	Food Hygiene <input type="checkbox"/> Induction in local procedures <input type="checkbox"/> Specific to actual role where qualification is required <input type="checkbox"/> Any necessary training booked		
12.	Control of Substances Hazardous to Health (COSHH) <input type="checkbox"/> Location, use and storage of any substances used <input type="checkbox"/> COSHH risk assessments – location and contents of and updated		

Policies Required to be Read and Understood (within two school terms)

POLICY	Employee Signature	DATE COMPLETED
Capability of Staff		
Acceptable Use		
PSHE / SRE		
Code of Conduct		
Teacher Appraisal		
Teachers' Pay		
Behaviour		
Data Protection & GDPR		
Home - School Agreement		
Staff Absence		
Anti Bullying		
Departure Policy		
Educational Visits		
FGM Statement		

Documents Referenced in Statutory Guidance Read and Understood

ACTIVITY	Employee Signature	DATE COMPLETED
Child Protection and Safeguarding		
Section 1 of Keeping Children Safe		
Early Years Foundation Stage		
Supporting Pupils with Medical Conditions and Administration of Medicine		

Curriculum Online Implementations

ACTIVITY	Employee Signature	DATE COMPLETED
English - writing, reading, handwriting, spelling		
Science		
Mathematics		
Computing		
Physical Education		
Music		
Geography		
History		
Foreign Languages		
Design Technology		
PSHE RSE		
Feedback and Marking		
Homework LKL		
Display Protocol		
E-Safety		
British Values and SMSC		

APPENDIX E

H&S Induction -

Health and Safety- New staff induction

Everyone who works in an organisation, needs to know how to work safely and without risks to health. The employer must provide clear instructions and information, and adequate training for their employees.



All new employees should under go basic Health and Safety training/induction. This could include:

- How to work safely
- Carrying out a Display Screen Equipment Self Assessment
- Arrangements for first aid, fire safety and evacuation
- Any new health and safety implications
- Departmental specific H&S requirements and training

Some employees may have particular, additional training needs, for example:

- Specific job related training i.e. COSHH, Working at Heights, Manual Handling, First Aid, Fire Warden
- If new equipment /technology is introduced, or changes to working practices/systems, employees will need to know about any new health and safety implications
- If people are changing jobs, or taking on extra responsibilities, they will need to know any new health and safety implications

Employees have responsibilities under the Health and Safety law to:

- Take care of their own health and safety and that of others
- Co-operate with their employer to help to comply with health and safety legislation
- Follow any instructions or health and safety training that is provided
- Tell their employer about any work situations that present a serious or imminent risk
- Let their employer know about any other failings that identify in the health and safety arrangements

Act

Completion of Induction

1. Have all the points on the Induction checklist been adequately covered: YES/NO

If no, what areas are not covered?

2. What action is planned to deal with any outstanding areas?

3. Is there anything else that you would like to see become part of the induction period?

If yes, please specify

4. Any other comments:

The Induction programme has been successfully completed.

Signed.....(Employee)

Date

Signed(Manager/Supervisor)

Date