

SCHOOL BASED INDUCTION



Primary School

Name of School: Hartshorne C of E Primary School

Person(s) Responsible: Headteacher & Assistant
Headteacher

Review Date: February 2024

Distribution: All new staff from January 2023

Website: <http://www.hartshorne.derbyshire.sch.uk/>











School Based Induction Policy

Statement of intent

This policy will be in four parts. The first part contains general information. The second part will apply to all those members of staff who do not hold Qualified Teachers Status and are not in training to become a teacher. The third part of this policy applies only to those members of staff who are in the process of acquiring, or have already acquired, QTS. The final section applies to anyone not covered by the first three sections e.g. work experience students, Governors, parent helpers, visitors etc. However, the school's overall philosophy and intent applies to all.

Part 1 – General Information

School Philosophy

-  At Hartshorne we feel it is important that all newcomers to the school are offered an induction programme according to their needs and requirements.
-  We encourage the philosophy of a “whole school approach” to the life and work of the school. All members of the school community are valued and respected as individuals, as well as members of the whole school team.
-  At Hartshorne we feel it is vital that new staff, students, volunteers, governors and children are given every assistance in gaining a knowledge and understanding of the philosophy and ethos of the school, the routine and practices which take place and the way in which the whole school ‘operates’.
-  It is important for new staff to be provided with a supportive environment. They cannot be expected to know all the school procedures immediately, mistakes will be made and tasks overlooked. It is very important that they receive the support to overcome any difficulties.
-  Schools are responsible for drawing up individual induction programmes to meet the particular needs of those who are new to the school.
-  ALL staff, students, volunteers, governors, children and parents in schools are entitled to an induction programme, regardless of their experience or status.
-  All staff will have an equal opportunity to develop skills required by the school. This will be monitored throughout the School's Performance Management Policy and Continuous Professional Development Policy.
-  Hartshorne CE Primary School & Governor Run Nursery adheres to the National Smoke Free regulations within both the school buildings and the school grounds.
-  Hartshorne Primary CE Primary School & Governor Run Nursery requires that all staff and adult volunteers in school undergo a DBS clearance.
-  Temporary staff, work experience students and volunteers who work with the children will need DBS clearance prior to commencing at the school. In addition, they will be made aware of the schools' arrangements for Safeguarding & child protection and of their responsibilities. They should not be left on their own with children at any time. Another member of staff should be present. If they have

any concerns regarding a child, they should report those concerns to the class teacher and DSL.

INDUCTION PROCEDURES FOR NEW COLLEAGUES IN GENERAL

We recognise that new colleagues may be: -

- a. New to the school
- b. New to the County Council
- c. Returning from a career break
- d. Early Career teachers
- e. Teachers who have changed phase
- f. Graduate Teachers
- g. Students
- h. Licensed teachers
- i. Supply teachers
- j. Support staff
- k. Senior staff
- l. Headteacher
- m. Governors
- n. Transferring Staff
- o. School students on work experience.
- p. Teachers newly appointed on the leadership scale

1. To ensure continuity in the children's learning and to assist staff to adjust quickly to their new role an Induction Pack has been drawn up and all items on it will be given to the new member of staff as soon as possible and no later than 4 weeks after commencing work at Hartshorne CE Primary School & Governor Run Nursery.

2. We operate a rolling induction programme for all new members. Leaders will arrange meetings to discuss curriculum documents, offering advice on practice, organisation, resources, and assessment and recording procedures.

3. When staff within school change age-phase, opportunity will be provided to visit and observe relevant classes towards the end of the academic year if deemed necessary.

4. Professional mentors will set up weekly discussion times to allow for two-way dialogue on new member's progress if this is required.





5. The Headteacher will introduce all new colleagues to the Governing Board at the earliest convenient opportunity.

6. All new staff will (with the exception of cleaning staff) be encouraged to establish and contribute to the school's professional profile folder giving details of courses they have attended, observations made and any achievements relevant to their professional development.





Annual leave

This only applies to staff employed at the school on 52 week contracts. Please refer to the Attendance Management for Staff Policy and the section for Annual Leave for the details and conditions of your entitlement. This information will be stated on your contract.

Hartshorne CE Primary School & Governor Run Nursery has appointed an Induction Coordinator who will:










-  Plan and carry through a school-based induction programme, in compliance with DfE.
-  Liaise, where appropriate, with Headteacher, Induction Governor and Senior Management with any issues relating to new members of staff.
-  Ensure that all the duties assigned to the induction mentors are carried out according to the guidelines.
-  Ensure that all new staff are very clear of the school's Safeguarding policies and processes.

Hartshorne CE Primary School & Governor Run Nursery has an Induction Governor who will;

-  Be a named member of the Governing Board.
-  In liaison with Induction coordinator, organise a meeting with any new members of staff within the first month of them commencing work. Further meetings to be held half way through and at the end of their first year if required.
-  Be a friendly 'other' person that a new member of staff can relate to and talk over any concerns.
-  Maintain a friendly interest in that person throughout their first year.

Mentors Role – this will be dealt with separately in the next two parts.










An introductory meeting will be arranged between the mentor and the new member of staff where the following will take place:

-  All administration relating to their employment to be completed. Checklist completed by School Business Assistant.
-  Safeguarding processes, protocols and procedures for keeping our children safe.
-  Behaviour protocols in school
-  Essential information such as dress code, starting date and time and where they will be on the first day.
-  Induction pack to be given to them.
-  Tour of the buildings.
-  Book any essential training.
-  Brief timetable for the first week in school.
-  Health and Safety issues e.g. evacuation procedure, emergency exits, smoking ban, first aid facilities.

WHY IS INDUCTION / MENTORING IMPORTANT?

WE HAVE A DUTY OF CARE to make sure the new worker is competent, can do their job safely and understands how their work relates to the rest of the school. New recruits need to know the school, its culture, its people and their own role within it.

Investing time in a good induction process will help to:







-  Orientate the recruit to the JOB and the SCHOOL
-  Ensure all new staff are given consistent information and a positive message about the school and their role in it.
-  Establish staff quickly into their new role
-  Motivate new staff to do well and fit into the team early on
-  Reduce mistakes, accidents and incidents
-  Improve day-to-day practice and efficiency
-  Give employees the confidence, resources and skills they need to reach their potential.
-  Clarify the school's development plans, ethos and culture
-  Persuade staff to remain with the school.

Aim

Our aim is for all staff joining our school, regardless of status and experience, to have equal opportunities for induction. Staff will have their individual needs identified in order that their professional development can occur smoothly and efficiently.

WHAT HAPPENS WITHOUT IT?



There is a risk that employees will get off to a bad start and never really understand their role within the school or the school itself. This may lead to:

-  Poor integration into the team
-  Low morale – new and existing staff
-  Inefficiency
-  Wasted time
-  Failure to work to or reach potential
-  Additional financial costs e.g. recruiting a replacement

WHO NEEDS IT?

All new staff.

It is also a good idea to arrange a BASIC induction for workers who are:

-  changing jobs within the school
-  returning after a long absence

WHAT TO AVOID?

OVERLOADING THE NEW RECRUIT

- **Be careful not to overwhelm the new recruit with a mass of information on their first day.**

Induction has to provide all the information that new employees and others need and can assimilate without being overwhelming.

- **Pitch the information at an appropriate level.**

The nature of the induction depends on the job and the new employee's background.

One size does not fit all, but we have written our programme to standardize the process as far as possible.

THE BASICS...

PREPARATION IS THE KEY TO GOOD INDUCTION!

BEFORE THE WORKER STARTS:

1. Tell existing staff that there is a new starter
2. Get the necessary paperwork and documentation ready.
3. Appoint a Mentor.
4. Invite new employee for an initial meeting with HT and Induction Co-ordinator.








Part 2 – New Members of staff who do not hold Qualified Teacher Status

Mentor



The mentor will be appointed by the Headteacher or maybe the Headteacher and will take a major role in the induction of the new member of staff. The mentor will be responsible for reporting back to the Headteacher and if necessary Senior Management of the progress and any major difficulties experienced by the new member of staff.

During the Probationary period the mentor will liaise, at first weekly and then monthly with staff, where appropriate, to monitor the progress of the new member of staff.

First Month:

-  Mentor to greet and help the recruit feel welcome.
-  Mentor to explain Safeguarding & Child Protection Policies & Procedures
-  Mentor to arrange an initial mentoring session.
-  Mentor introduces recruit to Guiding Colleague and explains role.
-  Information is prioritized and provided at a rate that allows the new recruit to absorb and understand.
-  Information should include informal aspects e.g. tea and coffee money.
-  Mentors begin to build a relationship of trust by frequently checking the new recruit is ok.

At Hartshorne CE Primary School & Governor Run Nursery the following persons will fulfil the role as mentor.

-  The Induction coordinator will mentor any Teaching Assistants and additional adults involved directly with children.
-  The school business assistant will mentor Site Supervisors, Catering staff, Office staff and Cleaners.

Where difficulties may occur

Most new members of staff go through the induction period with little more than a few minor hiccups. For the majority of the time the Mentor is able to offer sufficient support and advice to help them through and prevent molehills becoming mountains. On rare occasions the new colleague will experience major difficulties adjusting to their new role or will prove to be unable to fulfil the role they were appointed to. In the event of this happening it is important that the correct procedures and systems, set out by the school are adhered to.

Probationary Period

All new appointments to Hartshorne CE Primary School & Governor Run Nursery, except those holding or training for QTS, are subject to completion of a successful six-month probationary period. On completion of the probationary period the employment contract is confirmed. During the probationary period the following will take place;

1. New members of staff will be given appropriate induction and skills training in order that they are able to fully function in their role. During training it is important that staff are aware of their responsibilities and duties, especially Safeguarding and Child Protection and it is clear they have understood the training provided.
2. At monthly interviews a review meeting should take place to establish whether satisfactory progress has been made and whether further training interventions are necessary. Even where there are no significant concerns over performance it is important these review meetings are scheduled and take place. A written record of the meeting should be completed on the proforma.
3. If it is apparent satisfactory progress is not being made, then the areas of improvement need clearly identifying as do strategies to seek improvement. It is helpful, but not essential, that both parties agree the areas of concerns and what needs to be done. In the event of any disagreement the Mentor has the final say.
4. If by the fourth review meeting it is apparent progress is still poor then the member of staff should be formally warned that satisfactory completion of the probationary period is in doubt. Should the Mentor be aware this is the likely outcome of the meeting the member of staff should be provided with the opportunity of being accompanied by a friend or trade union representative. Likewise, the Headteacher may choose to be present at this stage.
5. Every effort should be made to support a member of staff in such a situation and account may need to be taken of any personal circumstances (e.g. bereavement). Consideration should also be given to extending the probationary period if it is felt this may have an impact.
6. Should performance still be unacceptable by the fifth review meeting then the member of staff should be told that their contract of employment will not be confirmed; again, they should be given the opportunity of being accompanied by a friend or trade union representative. The Headteacher must be present for this meeting.
7. There is a right of appeal against this decision which will normally be dealt with by the Headteacher within ten working days of the decision. If the deciding officer is the Headteacher then the appeal will be to the Chair of Governors.

In – service action – Probationary Period

- 👤 Meetings with mentor are agreed and booked.
- 👤 Job description and contract are agreed and signed.
- 👤 Discussion of key elements relating to probationary period and job requirements takes place.
- 👤 Targets are set and agreed upon at the monthly meetings.
- 👤 There are weekly **informal** meetings for the first six weeks and then as needed.
- 👤 There are monthly **formal** meetings between staff member and mentor for the first six months. This meeting is documented.
- 👤 The monthly meetings establish whether satisfactory progress has been made. Where areas for improvement are clearly identified, strategies for improvement are agreed [this is in line with DCC probationary guidelines].
- 👤 Training is initialized and completed as appropriate.
- 👤 Where performance is unsatisfactory the procedures already outlined are followed. If the performance is still unacceptable by the fifth review meeting, the member of staff is told that their contract of employment will not be confirmed.
- 👤 At the end of a satisfactory six-month probationary period the new member of staff joins the school's Performance Management Programme where objectives for the coming year are agreed.
- 👤 At the end of a satisfactory probationary period the employment contract is confirmed in writing.

Part 3 – Those gaining or have gained Qualified Teachers Status Initial Teacher Training Programmes

If possible, new teaching staff will spend time in school, prior to taking up an appointment, to become familiar with school resources, Safeguarding & Child Protection procedures, behaviour management and meet with team leaders and curriculum co-ordinators. She/He will be introduced to her/his professional mentor.

Teachers taking up Senior Staff appointments may have a reduced teaching time to accommodate the extra management responsibilities they are given.

Curriculum advice can be sought from all curriculum leaders. Job Descriptions Policy will indicate the responsibilities for each curriculum area.

Those undertaking initial teacher training programmes will be appointed a class teacher as their mentor and will be under their direction and guidance. The mentors will ensure they follow the prescribed programme that is set out by the University of Derby or other ITT Providers. They will also need to adhere to the policies and guidelines of the school.

Students or Graduate Teachers will be given support material and access to any resources that are considered necessary during their time at the school. All resources should be returned at the end of their placement.

The Initial Teacher Training Coordinator will liaise closely with trainee, ITT Provider, Headteacher and staff to ensure the trainees progress appropriately in their chosen career.

Where a trainee is experiencing difficulties, the mentor should report this to the coordinator as soon as possible. If the coordinator is unable to solve the problem, they should inform the ITT Provider and act in accordance to the guidance they are given.

Early Career Teachers

The ECF induction programme is planned to assist ECTs in becoming part of the whole school team as quickly as possible whilst at the same time increasing each individual's personal skills and expertise in teaching and furthermore aiding their continued development. ECTs need to be made aware of Safeguarding & Child Protection Procedures and Health and Safety issues including the fire drill.

1. An ECT Registration Form must be completed by the ECT induction tutor for each newly appointed ECT and sent to the Local Authority, one for the DfE and one for the appropriate body. A systemised programme of school-based induction is especially vital for new members of the teaching profession. Our school recognises the need to integrate the induction procedures recommended by the County Council and the DfE. It is vital for the ECT's wellbeing and for them to enable the children to reach their full potential to ensure that the foundations of good practice is established and developed.

2. A formal assessment meeting will take place at the end of every term between the ECT and the ECT induction tutor. The Headteacher may be involved on occasions. Evidence to support the assessment of progress will be gathered from a minimum of one written report from lesson observations for each of the two terms. Alongside this, evidence will also be used from review meetings between Mentor and ECT, lesson plans, termly lesson observations, assessment records and self-assessment records (the ECT. assessment form) will be sent to the Local Authority at the end of each term. If the progress is unsatisfactory or the ECT fails to meet the standards, DfE guidelines will be followed at the earliest opportunity. It is the responsibility of the ECT induction tutor the Local Authority and ECT, at the earliest opportunity, if an ECT is having particular difficulty or is in danger of failing.

3. Early Career teachers will liaise closely with their Mentor. We will ensure that the person appointed for this role has the following qualities: -

- a. Above average teaching skills.
- b. Open and tactful personality, good interpersonal skills.
- c. Sufficient experience and qualifications to ensure they command respect and confidence.
- d. Up to date knowledge and relevant training for the role of the mentor and Induction Tutor.
- e. Is released to undertake at least one observation each half term.

4. The ECT Induction tutor will: -

- a. Provide guidance for ECTs on professional and personal matters and encourage and support them in their development.
- b. Initiate them into the school organisation by the provision of relevant information and advice.
- c. Provide appropriate information about the Local Authority and the professional resources available locally.

- d. Plan and carry out through collaboration with staff and the Mentor, a school based induction programme, following Local Authority guidance and the appropriate body.
- e. Liaise with senior management team to achieve a constructive monitoring of progress and development.
- f. A link induction governor will also be appointed to oversee the establishment of induction arrangements in school. The Induction tutor will liaise with the Governor and will organise a meeting with the ECTs early in the commencement of their induction year and will try to establish a clear understanding of the ECTs and school's expectations. They will also liaise with the Mentor over any inductions issues.
- g. Liaise with other staff to ensure the ECT can observe good practice at this school and others and arrange specific opportunities for ECT to improve general teaching techniques.
- h. To help the ECT to identify relevant training courses to develop their professional skills.
- i. The Induction tutor may pass on to the ECTs Mentor some of these responsibilities as appropriate.
- j. The Induction tutor should be a member of the Senior Staff.
- k. Work closely with the ECT to ensure each section of their Career Entry Profile is completed appropriately and all conditions are met.

We are aware that early career teachers may experience some difficulty, whether in planning lessons and schemes of work, matching work to children's abilities or organising group work. They may be concerned about loss of voice, class control or locating and using different kinds of teaching and learning materials. We endeavour to reassure newcomers that seeking advice is not a sign of weakness.

All teachers need to make judgements about their own performance, which should influence the planning of further teaching and learning activities. We feel self-evaluation has an important part to play in this process.




How will standards be evidenced

1. Lesson observations




2. Review meetings with mentor and Induction coordinator
3. Self-evaluations by ECT
4. Lesson plans and evaluations
5. Summative Assessment
6. Children's work
7. Records, reports and internal assessment results
8. Learning walks/Classroom visits

Part 4 – For other members of the school community


Children

-  It is essential that children joining our school get off to a good start, especially those joining mid-way through the year. Parents of the child need to meet with the Headteacher and the child's class teacher to ensure a smooth transition. The class teacher should prepare in advance, a place for the child, and a place for the child's coat and bag.
-  There should be a named 'buddy' who will spend time with the new child and help them find their way round the school. Other members of staff should be made aware of their presence. Every effort should be made to communicate with parents at the end of the school day to ensure there are no major difficulties. If neither parent collects the child from school, then a home / school liaison book should be considered.
-  On Transfer Day in September, staff will have the opportunity to meet their new classes and gain initial experience of life within school. Children will have the opportunity to meet their new teacher and other relevant members of staff and to spend the day in their new year group. Vulnerable children will have further opportunities to visit their new school/class before Transfer Day

Early Years Reception Parents

-  New parents meeting form part of the rolling induction programme for new admissions to school. The parents or guardians of children entering Reception in September will be given a series of opportunities to meet with members of staff and find out different aspects of the school. This is done to help to secure a smooth transition for their children into the school.
-  In July all parents and guardians are invited to a 'New Parents Meeting' either for Reception. At this meeting there is the opportunity to see their children's new class, meet the staff, and be given information on things including school uniform, school timetable, school dinners, behaviour and the reading scheme.
-  Transfer Days provide another opportunity for parents, accompanied by their children, to spend some time in school to help them become familiar with Reception routines and activities.

Children

-  Transfer Days provide an early opportunity for children to visit the school. Parents remain with their children for this session. Children have the opportunity to meet their new teacher and to learn about some of the activities they will be participating in when they join Reception.

👤 When the children commence school in September, they will begin on a part time basis. Parents are invited to stay with their child at the beginning until their child is feeling more confident and can be left without any trauma. For the first two or three weeks children will attend for half-day sessions. Children are encouraged to remain at school for lunch as soon as they attend school on a full-time basis. Many children have already attended Hartshorne Governor Run Nursery and have become familiar with the school environment and daily routines.

All Year Groups – Transfer Day

The first week back in September will be allocated as Transfer Days and will provide an opportunity for all children in the school to attend and experience their new class for the rest of September. This prevents anxieties over the summer period. Any children new to the school will also be invited on that day. We also encourage any new members of staff who will be joining us in September to attend Transfer Days if possible. Vulnerable children in the school are given extra opportunities to visit their new schools and work with the teachers.

Governors

The induction programme for new governors will follow the procedure for new colleagues. The school will ensure that all new Governors receive a full DBS

- c. The names of the governors indicating the type of governor they are.
- d. The papers relating to the last governing body meeting.
- e. The School Prospectus.

The link governor, chair-person, vice chair-person, or headteacher will act as mentor to the new governor. There will be an opportunity for the new governor to meet the staff and other governors during an informal gathering over a cup of tea before the first governors' meeting of the academic year.

All Governors are encouraged to attend appropriate training provided by Governor Services. Training attended is recorded in minutes of meetings and in the evaluation forms. All Governors should enter the school by the front office, be signed in and given an identification badge to be worn during their visit.

Students

Students are sent to the school from the University of Derby or occasionally from other similar institutions. When they first visit the school they will need to bring with them a letter of confirmation from the University indicating they have been given a full DBS clearance check. The class teacher will assume the role as mentor, and in liaison with the Initial Teacher Training Coordinator ensure all aspects of the student's course, that are required to be covered in the school, are carried out. The student will be expected to adhere to the guidelines presented by the school. They will be involved in team and staff meetings [unless otherwise felt to be inappropriate], given support material and information that is considered necessary and will have access to resources while placed at the school.

When they come to the school on their first visit the Headteacher will give them a 'Welcome Pack' which will identify key pieces of information and contain some of the information found in the Induction Pack.

Work Experience Students

The Headteacher will outline the basic procedures of the school and deal with any concerns the student may have. This provides the student with the opportunity to ask questions and experience how a 'mini-interview' may be conducted.

School students, who are in the school for work experience, will have an initial meeting with the Headteacher and given a Welcome Pack. At this initial meeting there will be a discussion of the students' role within school, which will include Safeguarding & Child Protection procedures, appropriate dress code, language and behaviour to be used. Students will be expected to have some experience of playground duties. They will need to liaise carefully with class teachers over the use of staffroom facilities. They will also be made aware of health and safety issues.

The Headteacher will work closely with the student's tutor to ensure that the student gains the maximum benefit from the school-based experience.

The student will be allocated a class and the class teacher will become the mentor for that person. It is important that the mentor ensures that the student keeps within the guidelines that the school will give them.

The Headteacher will be given details of the Work Experience Agreement by the secondary school. This will give them information on the expectations of the host school and guidelines on how they should conduct themselves. It is important that if a student is falling below these guidelines, the mentor informs the Headteacher as soon as possible.

Visitors to the school

Visitors to the school should present themselves to the front office where they will be asked to sign the visitor's book and given a badge for identification purposes. The badge should be worn while the visitor is in the school and then handed back when they leave. A member of the office staff will ask them to read the back of the identification badge which identifies Safeguarding protocols in the school.

Where a member of staff has made the arrangements for the visit, they will ensure that they meet the visitor in the Reception area and escort them to their designated place. Every effort should be made to make any visitors feel welcome and informed.

For the purposes of this policy we will put visitors into three groups. Group 'A' are infrequent visitors who wish to speak to a member of staff or prospective parents. Group 'B' are infrequent visitors who have come to the school to work with or talk to children. Group 'C' are frequent visitors to the school who regularly work with or talk with children.

Group A – Infrequent Visitors who wish to talk with a member of staff or are prospective parents

Occasionally parents or guardians need to come to the school to discuss particular issues regarding their child. A member of staff should greet the visitor and take them to a place where the conversation can be held in confidence. If the member of staff is concerned about any negative reaction from the visitor, the member of staff should ensure they have access to a colleague during the meeting and in exceptional circumstances alert a member of the Senior Staff.

Prospective parents can also book an appointment to be given a tour of the school and have any questions answered.

Group B – Infrequent Visitors who will be talking to and working with children

This category includes infrequent parent helpers, supply teachers, authors, people helping with particular aspects of the curriculum, work experience students and assembly speakers.

We welcome and greatly value the help and input from visitors and parents to the school, many of whom help to enrich and enhance the curriculum and the learning opportunities for our children. However, it is important that these visitors are cleared beforehand. This search is initiated by the school business assistant. This allows the visitor to be with the children in school or on a school outing. However, it is essential that a member of the school staff is present at all times.

Group C – Regular Visitors or Volunteers to the School

This category includes teacher training students, extra-curricular personnel and regular parent helpers.

Regulations regarding regular visitors is as follows; “Definition of a regular visitor is present at the school for three or more times in a thirty-day period, or once a month or more”.

A small band of parents and other people in the community come into the school on a regular basis to help the school and children with different activities. This support is very much appreciated and can help in the smooth running of many events throughout the school.

The Class Teacher will carry out the initial induction programme when the visitor first comes to the school. This will cover areas like refreshment facilities, adult toilets, school protocol and the school core values. The person will also be offered a short tour of the school.

It is the responsibility of the Class Teacher and other members of staff to help the visitor to feel welcomed and valued within the school. After the first few weeks the

Class Teacher should check to see if the visitor has encountered any difficulties and if there are any arrangements that need to be adjusted.

Group D – Before and After School Group Leaders

The PE Co-ordinator will arrange a mutually convenient time to share induction into the school.

School Student Guidelines

Welcome to Hartshorne CE Primary School & Governor Run Nursery. We hope it will be a worthwhile experience and help to inform you further about your career choices.

- a) Hours of work: Monday to Friday 8.30 am – 3.15 pm. Make sure you ‘sign in’ at the school office and wear a name badge as well as the correct colour safeguarding lanyard. Staff will be happy to assist you with this.
- b) Health and Safety issues: -
 - 1. Avoid eating and drinking in the corridors, playground (unless on duty) or outside the school.
 - 2. Any hot drinks must be carried on a tray and in a safety cup with secure lid.
 - 3. No smoking on or near the school premises.
 - 4. Ensure children are not left with sharp objects.
 - 5. Correct any children who are running down the corridor.
 - 6. What to do in case of fire alarm.
 - 7. School First Aid procedures.
- c) Always check with class teacher before allowing children to leave the class.
- d) Smart casual clothes should be worn (no trainers, jeans or low cut tops).
- e) Correct language should be used at all times. (Swear words and name calling is totally unacceptable).
- f) Liaise with your class teacher before using facilities in the staffroom.
- g) In liaison with your class teacher, participate in some playtime duties.
- h) Always check with your class teacher before introducing children to a new activity.
- i) Your class teacher’s directions and instruction must be followed at all times.
- j) Read and understand the school’s behaviour policy

If you are in agreement with all these guidelines would you please sign below.

Student’s Signature _____

Student’s Name _____

A copy of this will be given to you as a reminder.

DAILY TASKS (Teaching/ learning support staff)

Each morning

The Attendance register is completed on the class teachers' laptop or if a supply teacher in class a register will be supplied, once completed please return to the office.

Monies

The office will collect money for trips etc. from the children or this may go to the office. Monies/slips should be placed in the money tin and hand this to the office staff who will record information.

Dinner Money

Please send all dinner money directly to the office. Dinner Money should be in school on a Monday morning to order for that week. Please remind your pupils on a Monday **morning** to hand in any dinner money they may have in their bags.

Break time

Staff should go straight to the playground. Hot drinks must be in a safety cup with a secure lid.

Lunchtime

If leaving the school at lunchtime, please sign out in the file on the front reception office hatch so that in the event of a fire all absentees can be accounted for. If you are out of the school during lesson time e.g. on a course or medical, please put an entry in the diary (SharePoint)

Afternoon

Registers to be completed the same as the morning session.

Please ensure that any letters or books to be sent home are taken.

Please ensure that lights/electrical appliances are switched off if you are the last one leaving the classroom.

Behaviour

Reminder

Warning

Consequence

House points for observing the 6 Christian values

Merits for excellent learning

Gold award for working hard throughout the week

Growth Mindset Awards for trying and throughout the week

Class tokens for the ultimate treat – never give to your class. Which class stands out in collective worship, dining hall, lining up, playtime etc?

Children silently walk outside

Toilet time is playtime in KS2

Keep to the left of corridors

Enter collective worship singing and leave singing

WHAT WILL I FIND IN THE STAFFROOM?

Notice Board in Staffroom - Information and notices are displayed on this board.

Safeguarding– This is now online My Concerns. All staff will be happy to help you with this.

As well as being a place where you can gain information, we hope that the staffroom is somewhere where you can relax and unwind. We have put together a few basic 'ground rules' for happy staffroom life:

There are no 'special' chairs.

Tea and coffee making facilities are provided, please help yourself. A small amount of money is collected termly to cover the cost of refreshments.

Please will you help us by:

Paying your coffee/tea money on time

Keeping the Staffroom tidy including washing and drying your pots.

Keeping all our children safe

WHAT WILL I FIND IN THE SCHOOL OFFICE?

Diary – This is on SharePoint. Please check the diary daily.

Data Collection Sheets - Details and emergency numbers for all children in school.

Accident Books -Details of any accident must be recorded by the staff member involved

Telephone Book - Please enter all private calls and you will be billed at the end of the term.

ESPO and similar Catalogues –

Safe - All money should be kept in the school safe. No money should be kept in the classroom

Shredder – please shred any confidential information and log what has been shredded for GDPR purposes.

Letters sent home – a copy of all letters sent home is kept in the Office. These are mostly Sways now and you will receive a copy via the HKW WhatsApp

Budget information available from the Finance and Resource Manager

First Aid Boxes and Information - This should contain all that is necessary for basic First Aid. Each playground has a cool bag with basic first aid equipment, icepacks, accident book and first aid stickers. There are boxes available for out of school activities.

We do not administer any un-prescribed medication - parents are invited into school to do this if the child is not able to do this themselves. Parents wishing their child to self-administer medicines must sign a form in the school office

WHAT WILL I FIND IN THE P.E. STORE?

This is situated in the KS1 building near KS2 playground. A large variety of games equipment. We ask everyone to please ensure equipment is returned and stored correctly.

WHAT WILL I FIND IN THE CLASSROOM?

In addition to the basic stock and resources you will need, you will also find:

Assembly rota

School Evacuation Procedures

Class Rules in line with our Christian Values

Behaviour Policy – Child friendly visual version

Christian Vision

Teachers' Laptops - All teaching staff have the loan of a laptop.

Interactive White Boards – All classes are fitted with interactive white boards with a range of software. We aim to make effective use of ICT in our teaching.

First Aid Box

If any of these items are not available, please report this to the office