

TONBRIDGE FEDERATION

STAFF INDUCTION POLICY



Supporting new staff at Hugh Christie School & Long Mead Community Primary School with essential routines, policies, procedures and safeguarding

THIS POLICY IS TO BE READ IN CONJUNCTION WITH THE SCHOOL BEHAVIOUR POLICY, SAFEGUARDING POLICIES, TEACHING AND LEARNING POLICY AND HEALTH AND SAFETY POLICY

Agreed - May 2022

Review – May 2025

Member of Staff's Name:

Department:

Line Manager:

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1. INTRODUCTION

Welcome to The Tonbridge Federation. We believe that a comprehensive induction programme helps all of our new members of staff to settle into School as quickly as possible, and to start to make an effective contribution to the school and the wider community. It is also essential to have a clear and robust induction programme to support staff in their responsibilities towards the children in their care and raise awareness of Safeguarding and Child Protection. Each new member of staff is provided with an induction programme, specific to their role, which is delivered over the course of their probationary period (usually the first term of employment if appropriate).

Teaching staff will be allocated an appraiser who will meet with them to set objectives and to review any training needs. The appraiser will meet with the teacher to review these objectives (see Appraisal Policy).

ECT (Early Career Teacher) induction is a separate programme led by Sarah Jacobson at Hugh Christie and Lizzie Alexander at Long Mead. It follows the national arrangements for the induction of ECTs.

Support staff will initially follow the Federation's Probationary Period Policy for the first six months of their employment. After this, they will be allocated an appraiser under the Federation's Appraisal Policy.

2. AIM

The Induction Policy aims to make all new staff have a sense of belonging to their new working environment and feel confident in their role and responsibility as a member of the Tonbridge Federation community.

3. OBJECTIVES

This will be achieved through:

- informal meetings with an allocated induction mentor, to provide support and assistance
- discussion and agreement of your job description
- detailed explanation of the Federation's Safeguarding - Child Protection Policy and procedures by Paul Bargery or one of the Safeguarding Team
- detailed explanation of school's Fire and Health and Safety Procedures including evacuation
- detailed explanation of the School's Code of Conduct, dress code, absence policy and ICT Acceptable Use Policy
- awareness and explanation of other key school policies
- an overview of the organisation including management structure of The Tonbridge Federation
- explanation of specific roles and responsibilities
- explanation of the school's systems and procedures, including teaching and learning and behaviour management

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- familiarity with key staff and their roles
- awareness and explanation of the Staff Code of Conduct (each new member of staff will be given their own copy)
- awareness of the Federation's Probationary and Appraisal Policies

4. MAIN POINTS

The induction of all newly appointed staff initially covers a period of approximately 12 weeks, but it is recognised that some aspects of your induction will take longer to achieve. Ongoing training will be delivered throughout the year. During the induction period you will be supported by a mentor (this is likely to be your line manager, but may, in some circumstances, be a different member of staff).

Your Mentor is:

(The SLTs in charge of training are Jon Barker at Hugh Christie and Lizzie Alexander at Long Mead. They should be contacted if there needs to be a discussion about the above mentioned mentor).

5. DURING INDUCTION YOU SHOULD:

- become familiar with all parts of the building
- meet the staff with whom you will be working most closely
- be introduced to all other staff
- quickly become familiar with basic everyday routines
- familiarise yourself with important policies and procedures
- attend a specific meeting with a member of the safeguarding team
- attend a specific meeting with the health and safety officer
- set any targets that you wish to achieve in your first full year with your line manager

6. FOLLOW UP

After your first term you should meet with the Executive Principal or Head of School to discuss your progress.

7. KEY STAFF

| | | |
|-----------------------|---------------------|--|
| Mr Jon Barker | Executive Principal | Responsible for the Tonbridge Federation |
| Mrs Sue Mason | Chair of Governors | Safeguarding Governor |
| Mr Mark Fenn | Head of School | Responsible for the daily running of Hugh Christie including Health and Safety |
| Miss Lizzie Alexander | Head of School | Responsible for the daily running of Long Mead including Health and Safety |

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| | | |
|---------------------|---|---|
| Mr Paul Bargery | Deputy Principal | Responsible for SEND and Designated Safeguarding Lead |
| Mrs Jeanette Ingram | Pastoral Intervention Manager | Safeguarding Lead |
| Mrs Nicki Riddle | PA to the Executive Principal and Admin Manager | Responsible for HR |
| Mrs Sarah Stewart | Federation Business Manager | Finance manager in charge of payroll |

8. INDUCTION PROCEDURES ON SAFEGUARDING AND CHILD PROTECTION

Each new member of staff is required to complete Safeguarding Basic Awareness training. This will be organised by the Designated Safeguarding Lead, Mr Paul Bargery.

9. STAFF CODE OF CONDUCT

The Code of Conduct for Employees document is designed to give clear guidance of behaviour that all school staff are expected to observe.

All new staff to the School are required to read the policy as part of their induction, sign and date it and return to Nicki Riddle.

School staff are in a unique position of influence and must adhere to behaviour which models the highest possible standards for all the pupils within the school.

10. AIDE MEMOIRE FOR ALL STAFF

When we speak to others we will:

- ✓ Use a positive statement rather than a negative one so that children can learn what we expect of them in any situation.
- ✓ Use a calm tone of voice at all times, to explain something to or instruct the children, so that they can follow our words without feeling threatened or uncomfortable.
- ✓ Avoid using sarcastic words or phrases as these demean children and prevent them from developing high self-esteem.
- ✓ Speak respectfully to other adults at all times, even if we disagree with them.

As professionals we will:

- Avoid workplace gossip and negativity, especially out of school in social situations as it breeds resentment and becomes a roadblock to effective communication and collaboration.

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- Maintain confidentiality about anything that we see or hear in the school, so that parents and children can trust us, and as a way of showing respect to our fellow professionals.
- Work as part of a team, contributing as well as learning from others and helping to build up a strong workforce so that we can provide the best possible learning opportunities for the children.
- Work within the school's policies and practices, so that what we do is consistent with what has been agreed between all members of the staff and the governors.
- Treat everyone with respect.
- Dress professionally, so that we set a good example for the children and to show that we are here to work.
- Behave in a positive way despite any personal problems that we may have, especially in front of the children.
- Always inform the Head of School of any new charges or cautions which have been committed since a DBS check.
- Always inform the Head of School of any medication we are taking which might affect our duty of care towards children.
- In all cases where physical intervention is deemed necessary the incident and subsequent actions should be documented and reported. This means staff should:
 - Always seek to defuse situations
 - Always use the minimum force for the shortest period necessary
- In the event of an incident occurring which may result in an action being misinterpreted and an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded and reported to a Designated Safeguarding Lead or the Head of School.
- Any issues of misconduct by staff should first be reported to the Head of School.

As a member of a school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

11. DECLARATION

I have read and understood my responsibilities including the relevant policies and procedures.

Signed by employee: _____ **Date:** _____

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APPENDIX

(To be completed by the employee)

| ACTIVITY | TICK WHEN COMPLETE | DATE |
|---|--------------------|------|
| Health & Safety | | |
| Introduction to the Fire Officer | | |
| Read the Fire Evacuation Plan documentation | | |
| Understands how to report Health & Safety issues and to who | | |
| Attends a Health & Safety briefing | | |
| | | |
| Safeguarding | | |
| Introduction to the Safeguarding Team | | |
| Completed the school safeguarding training for all staff | | |
| Is aware how to access the safeguarding policy | | |
| Has read the anti-radicalisation statement | | |
| | | |
| Code of Conduct | | |
| Read and signed the Code of Conduct for Employees Policy | | |
| Is aware how to access the whistleblowing policy | | |
| Have read the staff dress code policy | | |
| Have read the staff absence policy | | |
| Has read and understands the staff ICT acceptable use policy | | |
| | | |
| Curriculum & Teaching (for teaching staff only) | | |
| Has read and discussed with others in the team how to implement the assessment / quality assurance policy | | |
| Has read and discussed with others in the team how to implement the teaching and learning policy | | |
| Has read the SEND policy and is aware of the Core Offer Provision for all SEND pupils. | | |
| | | |
| Behaviour | | |
| Has read and discussed with others in the team, how to implement the behaviour policy | | |
| Is aware how to access and implement the anti-bullying policy | | |
| | | |
| Other | | |
| Is aware of the CCTV policy and its use | | |
| Is aware of the lock down procedure / stranger danger | | |
| Has met with the ICT technicians | | |

Please present this document to your line manager when all of the above criteria have been met.

Signed (line manager):Name:

Date when completed:

(Line Manager: please submit the completed document to Nicki Riddle)