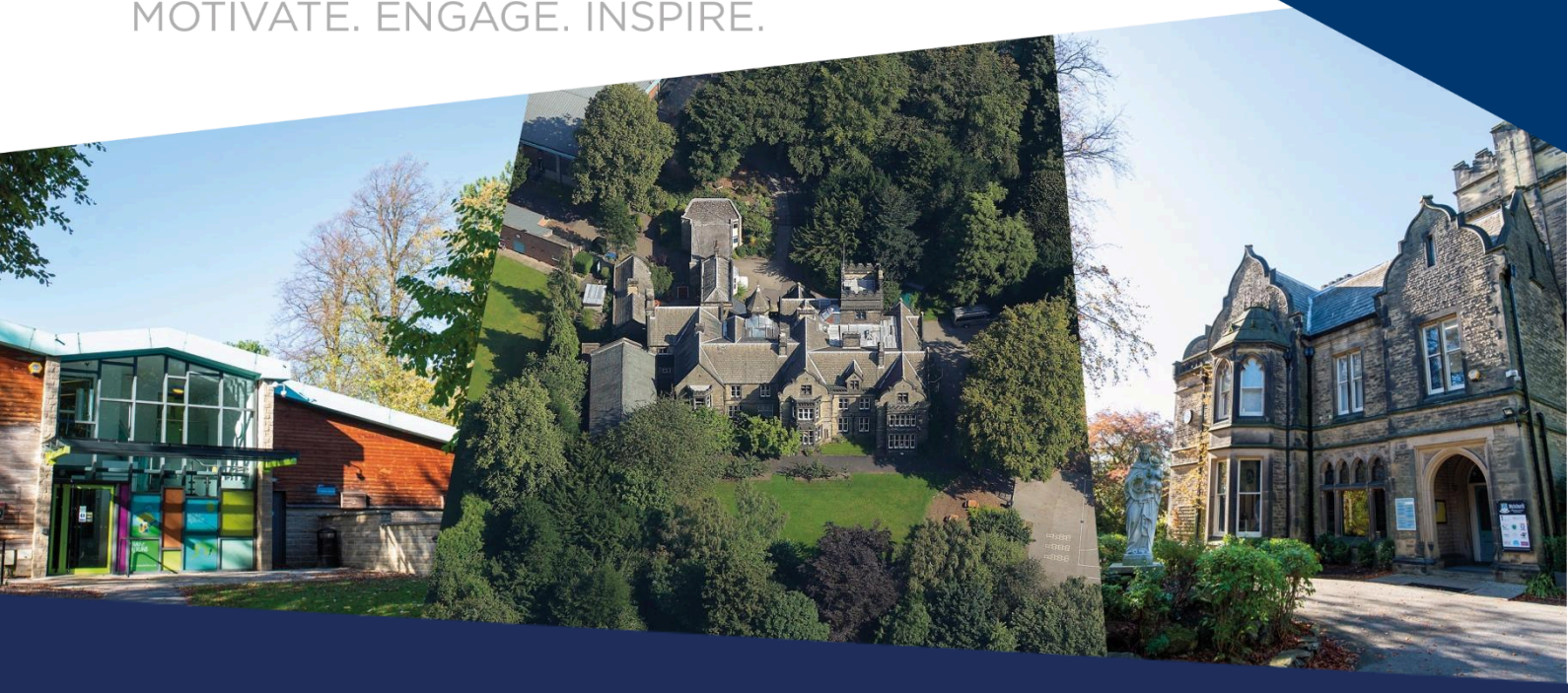
Mylnhurst
Preparatory School and Nursery

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Mylnhurst
Campus Group



Induction of new members of staff

Review Date: September 2029

Mylnhurst
Preparatory School and Nursery

Policy for Induction of New Members of Staff

Introduction

Welcome to Mylnhurst School. We hope that you will not feel new for too long. We believe that a comprehensive induction programme helps all of our new members of staff to settle into Mylnhurst School as quickly as possible, and to start to make an effective contribution. Every new member of staff is given an induction programme that is tailored to his or her roles and responsibilities.

Induction is the effective introduction of a colleague to his or her role within the school.

This policy is intended for all teaching and non-teaching staff and, where applicable, volunteers. It is also for the use of employees returning after a period of absence, including maternity and paternity leave. All staff and new staff are invited to help shape the programme of support to ensure that it meets not only the government's guidelines but also serves to meet common and individual needs of Mylnhurst School's employees. The comments of new and existing staff are welcomed, to help shape future induction procedures.

It is our aim that staff enjoy their time at Mylnhurst School, find it stimulating and worthwhile and feel that they are members of a successful and hardworking team. The school aims to enable staff to achieve a high standard of performance within the shortest possible time and to be familiar with the targets and objectives of the school's vision, priorities and school development plan. Our induction procedures are designed to help to make this happen. We recognise that pupils achieve most from a well-informed, highly motivated staff. New staff will be supported during their induction period, which will vary according to the role and experience of each member of staff.

The aim of this induction policy is to ensure that the induction programme covers all the required topics and enables new staff to assimilate information about the school and its working practices as quickly and easily as possible. The induction programme should enable new staff to contribute to the maintenance of high standards of performance and strongly support the aims and ethos of the school.

Induction is the beginning of a process of ongoing professional development, to which the school is thoroughly committed. This includes provision of support, training, appraisal and opportunities for career development.

The specific aims of Mylnhurst School's induction of new staff are:

- To ensure an understanding of the school's aims and ethos and how they impact on the implementation of school policy
- To provide the individual with relevant school information
- To ensure effective implementation of school policies and procedures
- To ensure an understanding of safeguarding, both in terms of national requirements and also their implementation in the school
- To ensure implementation of the school's health and safety routines and requirements
- To identify the role the individual will play within the school
- To learn more about the individual and his or her immediate long-term professional needs and aspirations
- To explain what the school can and will do to help the individual make an effective contribution to the school and its priorities

Induction Responsibilities

It is the Senior Leadership Team's responsibility to ensure each new member of staff receives his or her induction entitlement. Each new member of staff is assigned an induction mentor to help them accomplish the requirements of the job. Mentors will be chosen in relation to the nature of the appointment. All staff share a corporate responsibility towards new members of staff to make them aware of day-to-day routines and procedures. It is in everybody's interest that each member of staff is able to contribute towards the fulfilment of our school aims.

Mentoring is the support, advice and guidance provided for colleagues to enable the development of their expertise in their new role in order to become a confident team member.

Allocation of mentors will generally be according to the following table:

New staff member	**Allocated mentor**
ECT	ECT Induction mentor
Experienced teacher	Peer teacher mentor
EYFS, KS1 & KS2	Relevant co-ordinator
Teaching Assistant	Teacher mentor
Parent helper/volunteer	Teaching staff to whom allocated
Assistant Headteacher	Headteacher
Site Manager/Caretaker	Facilities manager/Headteacher
Office Staff	Headteacher
Peripatetic Staff	Music co-ordinator
MCC	MCC supervisors

Induction Pathway

The following describes what new staff can normally expect by way of induction. All new teaching and non-teaching staff will participate in the school's induction process. The level of support provided will be tailored to the new member of staff's role within the school and prior knowledge and experience and will be agreed during induction.

The milestones of induction include:

From application for the post until immediately prior to starting:

- Receipt of details of school's aims and ethos
- Gain an understanding of the post through interview activities
- Agreement of contract and salary
- Familiarisation time in school, where possible, for teaching staff, spending time in school with future class
- Handover from previous post holder
- Meeting with a senior member of staff to discuss role and duties
- Informal opportunity to meet staff and pupils
- Completion of pre-appointment documentation
- Undertaking additional training requirements, which should include safeguarding and child protection training (including online safety), first aid and, if appropriate, food handling
- Information on additional expectations, including attendance at parent consultation meetings, evening and weekend events and functions, residential trips etc
- Information on school dress code for staff

Immediately prior to starting:

- Formal meeting with appointed mentor and any other staff central to the new member of staff's responsibilities
- Receipt of induction documentation
- Receipt of the school's employment manual and staff code of conduct
- Receipt and discussion of key school policies and information, which must include those covering:
    - Safeguarding, (including e-safety, staff code of conduct, mobile phones and cameras, restrictive interventions) which will include an explanation of the systems to support Safeguarding
    - Safeguarding summary leaflet
    - The role and identity of the DSL, and Deputy/ies
    - Part 1 and Annex B of Keeping Children Safe in Education - this may be part of whole staff training
    - Curriculum, Teaching & Learning and Assessment
    - Health and Safety
    - Fire prevention, fire safety and fire evacuation procedures
    - First aid procedures and the procedures for the administration of medication
    - Whistleblowing
    - Equality policy
    - Behaviour and Anti-bullying (including cyber-bullying, prejudice-based and discriminatory bullying)

    - Critical Incident
    - Educational Visits
    - Risk assessment
    - Policy and procedures relating to Children Missing in Education (found within the safeguarding policy)
- Duty, assembly and other rotas
- School security procedures
- Briefing, as required, on any pupils with particular SEND issues or medical and dietary requirements
- Information on general topics, including
    - Member of staff's school email address and log-in details
    - Door codes and security information
    - Staff toilets and provision for storing personal belongings
    - Protective clothing and personal equipment, where the role requires this
    - Car parking and on-site vehicle movement

By the end of the first week:

- Further discussion to confirm understanding of school policies
- New member of staff signs to confirm having read and understood relevant school policies, always to include:
    - Safeguarding Policy and other policies associated with safeguarding
    - Part 1 and Annex B of Keeping Children Safe in Education
    - Health and safety policy
    - Whistleblowing policy
    - ICT Agreement

Following on from this initial period, in the first year, there will be regular points of contact between the new member of staff and his or her mentor.

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I _____ *(please insert name)* have attended an induction session on Safeguarding at Mylnhurst School. As a result I have read and understand the following documents and policies:

1. Safeguarding Policy
2. Whistleblowing Policy
3. Procedures to follow when a member of staff, volunteer, or Headteacher faces allegations of abuse
4. Procedures on pupil confidentiality
5. Policy on ICT, Internet Safety, mobile phones and other electronic devices - ICT agreement read and signed
6. Policy on photography and using images of children
7. Working together to Safeguard Children, March 2015 (As updated in 2023) document
8. Keeping Children Safe in Education, Part 1 and Annex B, September 2026 document

I am also aware of the following:

a) I know that Karen White is the Designated Safeguarding Lead and that I can discuss any concerns that I might have with her, or in her absence, Kirsty Holland (Designated Safeguarding Deputy).

b) All policies, staff handbook and further guidance are available from the School Office

c) I understand that I am able to make a referral myself if I am concerned

d) I understand what my PREVENT duties are

e) I know how to recognise and report any cases of FGM

Signed _____ Date _____

Please sign and return to the School Office