

INDUCTION POLICY

This policy applies to all employees and also, as appropriate, to volunteers and governors, all of whom will receive a tailored induction programme which will include appropriate information, training and mentoring. Safeguarding Children and Child Protection will feature prominently in every induction programme.

The first weeks and months are vital to the success of any appointment and the intention is to provide the foundation for a successful and safe contribution to the School. The Induction Programme is designed to help new employees, volunteers and governors become familiar with the requirements of their position and learn about the school culture, ethos and working practices effectively and efficiently so that they become knowledgeable and confident as quickly as possible. The induction process will:

1. Provide information and training on key policies and procedures
2. Provide safeguarding training
3. Articulate the School's Aims and Code of Conduct to ensure that all staff, volunteers and governors new to the school understand what is expected of them and are appropriately supported

The induction programme will include:

- an induction checklist of the policies, procedures and training to be covered
- details of help and support available
- details of other relevant individuals who will give support

Management and Organisation of Induction

Responsibility for Induction

The Bursar is responsible for the induction of new employees (teaching and non-teaching staff)

The Bursar is responsible for the induction of volunteers in the Prep School; the Head of Pre-Prep is in charge of volunteers in Pre-Prep

The Sub Dean is responsible for the induction of Governors

The person responsible for induction should

- Make arrangements to ensure that a new member of staff, volunteer or governor is welcomed;
- Ensure that any immediate needs are identified **as soon as possible**;
- Provide, where appropriate, a tour of the school and information about facilities, answering questions and giving practical advice;
- Introduce key personnel; and
- Ensure that an Induction Programme is implemented.

INDUCTION PROGRAMME

Teaching and Non-Teaching Staff

The following policies and procedures will be provided and explained by the Bursar or the DSL:

- Safeguarding and Child Protection (including identification and role of the DSLs and the importance of Whistleblowing Policy)
- Physical restraint and use of reasonable force policy
- Staff Behaviour and Code of Conduct, including Online safety
- Pupil Behaviour Policy
- Job description of DSLs
- Children Missing Education Policy
- Health, Safety & Welfare, including Fire precautions and First Aid
- Emergency and Recovery Action Plan
- Pay
- Part I of KCSIE (September 2019)
- Annex A of KCSIE (September 2019)

The inductee will sign a form to testify that they have received the appropriate documents. The Bursar will cover all aspects of Health and Safety including fire training.

New staff will be given Safeguarding induction by the DSL using the OSCB safeguarding training course. This will also be signed for. The school's Safeguarding and child protection policy will also be covered.

In the case of teaching staff, the newly appointed teacher will be invited into school the term before they start to meet parents and staff. Before term begins, in addition to their induction from the Bursar, staff will receive their induction from Andrew Bagnall, the staff development coordinator. The Deputy Head will also meet with the new teacher to go through all the duties and expectations required of the teacher and to ensure that they have everything they need to properly undertake their role. The Deputy Head will answer any questions about the school or about the handbook. In terms of duty, the Deputy Head will shadow them in the first week. In Pre-Prep, the Head of Pre-Prep will organise induction in place of the Deputy Head.

During the course of the probationary period for a new teacher (3 terms), the teacher's Head of Department, or if there is none, the Staff development coordinator will have regular meetings (at least one every half term) to ensure that the new teacher is settling down well and carrying out his / her duty. The Head of Department or Staff development coordinator will observe a lesson in the teacher's first term as will the Headmaster who will then meet with the teacher in question to discuss the teacher's progress and to hear what the teacher's observations are.

At the end of the probationary period, the headmaster will meet with the SMT to discuss the suitability of making the teacher's contract permanent and then he will meet with the teacher in question and take action as appropriate.

Governors

All new Governors should be given appropriate induction advice, training and resources including (mandatory elements in bold):

- Safeguarding and Child Protection (including identification and role of the DSLs and the importance of the whistleblowing policy)
- Staff Behavior and Code of Conduct, including online safety

- Pupil Behaviour Policy
- Job Description of DSLs
- Children Missing Education Policy
- Physical restraint and use of reasonable force policy
- Emergency and Recovery Action Plan
- Governing Committee Policy documents.
- Dates and times of Governing Committee and sub-committee meetings
- Access to previous governing body minutes,
- Information and access to governor inset
- Part I of KCSIE (September 2019)
- Annex A of KCSIE (September 2019)

Volunteers

All new volunteers should be given appropriate induction advice, training and resources including:

- Safeguarding and Child Protection (including identification and role of the DSLs and the importance of the Whistleblowing policy)
- Staff Behavior and Code of Conduct including online safety
- Pupil Behaviour Policy
- Job Description of DSLs
- Children Missing Education Policy
- Appropriate Physical Contact and Intimate Care
- Health, Safety & Welfare, including Fire precautions and First Aid
- Part I of KCSIE (September 2019)
- Annex A of KCSIE (September 2019)

These procedures will be introduced, discussed and additional explanation given where necessary.

BOARDING HOUSE INDUCTION PROGRAMME

Introduction:

The first weeks and months are vital to the success of any appointment. This Induction Programme is designed to assist new staff to become familiar with the requirements of their position within the boarding house. It is also intended that this programme will form a basis from which the future training needs or aspirations of the employee will be identified and provide a means by which regular feedback can be made to line managers.

Induction Programme

The induction programme will be supervised by the Boarding Housemaster with the assistance of other members of the house team where necessary. The programme will include the following aspects.

- An induction timetable.
- Information of all child protection agencies assessable by the children in the boarding house.
- Provide specific information relating to individual's needs, for example behavioural or medical or an important family background.
- A checklist of the policies and procedures to be understood (specifically the National Minimum Standards for Boarding).
- Details of other relevant individuals involved in the Boarding House.
- Details of help and support available to staff, both internal and external agencies.
- Details of work shadowing.
- A diary of meetings.

Aims and objectives:

- Enable the colleague to contribute to improving and developing the overall effectiveness of the boarding house by meeting the needs of pupils, parents and the wider school community.
- Contribute to job satisfaction and personal achievement by identifying and addressing any specific training needs.

This induction programme will be tailored to specific individuals and their role within the Boarding House. These are not intended to be exhaustive, careful consideration will be given in relation to each post and the experience of the post holder.

General Boarding Induction Checklist

Name **Start Date**.....

Name of Senior

Day One – Induction checklist

Item	Completed (both initial).	Notes.
Introduction to Senior Colleague/Mentor.		
Tour work area & introduction to work colleagues and work area.		
Keys, alarm codes and locking up procedure.		
Location of facilities – toilets etc.		
Hours of work and a general timetable of the Matrons routine.		
Arrangements for breaks and lunch.		
Telephone System & arrangements and staff mobiles.		
ICT and Resources familiarisation, email and Engage.		
Health and Safety aspects relating to individual's work environment, a walkthrough of the evacuation for fire after lights out.		

Boarding House Development Programme

The Housemaster is in charge of the daily running of the Boarding House. He is directly answerable to the Headmaster who is ultimately responsible to the Governors for the boarding provision in the school. Weekly meetings are held between the Housemaster and the Headmaster. The Headmaster also meets with the Cathedral Organist (who is a governor) every week.

The Boarding Housemaster attends staff meetings and will always be involved in the discussion and care of a boarder's academic and pastoral welfare along with the boy's form tutor.

The Headmaster, as the individual responsible for the welfare of boarders, regularly visits the Boarding House, attends twice termly meetings with parents, is obliged to be present when the choristers are in Oxford outside term time and will attend their services in the Cathedral on a frequent basis.

The Headmaster will ensure that appropriate records are kept as specified in the National Minimum Standards to ensure that Boarders are kept safe and that their welfare is fully monitored.

There are regular Boarding House staff meetings during which both individual members of the House are discussed and also the future direction of boarding is considered. The views of boarders are frequently sought through conversations, daily meetings, the use of a suggestion box and prefects' meetings. Boarders are encouraged to express their views to anyone they feel appropriate.

The views of those who work and live in the Boarding House are considered by the Housemaster and Headmaster, discussed with the SMT and then discussed with governors whose ultimate responsibility boarding is. This process will ensure that there is a shared school vision for the development of boarding.

Boarding staff will also be expected and encouraged to attend courses through organisations such as the BSA and they will be given the opportunity to observe boarding practice in similar schools. The Housemaster will coordinate this process with the Deputy Head who is in charge of CPD, taking advice from the Headmaster.

At regular governors' meetings, a report is given upon the state of the choristers and of the Boarding House.

Reviewed by SMT 7th January 2019