



THE
**WHITE
HOUSE**
PREPARATORY SCHOOL

**The White House Preparatory School,
and
Woodentops Day Nursery**

INDUCTION POLICY

Introduction

This policy includes procedures for:

- teaching staff (including LSAs/TAs, supply/agency staff),
- support staff (including administration, cleaning and catering).

Aims

Our priority is to raise standards and improve the quality of education for all our pupils. Also to ensure all members of our community feel safe and supported. We believe staff that are well supported and confident in their roles will help achieve this more successfully. These induction procedures aim to provide all newly appointed staff and those changing roles with a programme of structured support and guidance as appropriate to their role to enable them to:

- Integrate successfully into the school;
- Consolidate their performance;
- Gain experience and develop professional expertise;
- Fulfil their job description successfully;
- Have opportunities for observation and discussion of their work with senior staff to discuss any difficulties that may be experienced;
- Identify their potential for career development and take advantage of opportunities for CPD;



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- Have opportunities to join in and contribute to discussions on the school and its member whether through teaching and learning, curriculum development, policies or any other area to which they wish to contribute. All have experience and perspective and are encouraged to share.
- To be made aware of the safeguarding procedures and agree the KCSIE Sept 2022 document.

Application, Interview and Selection: The recruitment process is the first step to successful induction. For the most suitable candidate to be selected for and to accept the post she/he must have full and comprehensive information about the school and the post.

The letter of appointment should state clearly and fully the terms and conditions of work and the school's expectations of an appointee should be made clear during the selection procedure.

The Principal, Headteacher and SLT have responsibility for induction and should ensure the staff induction checklist (see attached) has been used during this process.

Pre-start of employment: If possible the appointee should visit the school during a working session the term before joining the school. For September starters this is often during Activity Week in July. The visit should include time spent with the teacher of the year group into which the appointee will teacher and this to familiarise with all schemes of work, planning and curriculum related issues; also the current class teacher for an overview and introduction to new class children and parents. Further an introduction to future colleagues and a tour of the school will support growing familiarity and a sense of collegiality and mutual support. The appointee should be provided with policy documents, syllabuses and schemes of work, term dates and a sample timetable and example of planning.

Mentor: All new staff will be allocated a mentor from the leadership teams. The mentor is tasked with providing advice and support, initially on a daily basis and as the settling process



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becomes more secure then at least weekly and ahead of any major school events e.g. Harvest Festival, assessment week, report writing, and as appropriate to the requirement of the role of the new staff. **NB. Rapidly new staff become part of the established team and it must be remembered that through their first year they will be experiencing everything for the first time – all the way to the end of the summer term!**

Buddies: Established staff are invited to act as buddies to new colleagues. They perform a similar role to mentors but provide an alternative point of access for advice and support. Sometimes new colleagues feel it less threatening and more accessible to speak with colleagues who are not on the leadership team. It is recognition also that colleagues other than those in the leadership team are well positioned and extremely capable in offering support and advice ahead of or in response to any events and issues. The Buddy should provide this support through out the first year of employment. Sometimes support may be more emotionally supportive than practical such are the challenges of settling into a new environment. However, the support for new colleagues is a shared task and should be embraced by everyone in the school community. **NB. Rapidly new staff become part of the established team and it must be remembered that through their first year they will be experiencing everything for the first time – all the way to the end of the summer term!**

Autumn Start: The Autumn Term begins with one day of new staff induction lead by SLT then two days of INSET, one of which focuses on educational issues and the second on safeguarding, policies and procedures and all relevant aspects of compliance and practical necessity to support the health, safety and welfare of children and adults in our community.

Spring and Summer Start: Each term begins with INSET and staff starting are expected to attend. On this day, time will be made for induction processes.

Key aspects of induction to be covered off before term begins and by the end of the first week include:



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- Welcome! Whilst everything may appear a little strange and unfamiliar at first we hope new colleagues will settle in rapidly, become more comfortable in their contribution and feel increasingly to contribute significantly to the future development of there are of focus/responsibility, of colleagues and of the school in general.
- Introductions will be made either in a formal setting (beginning of term staff meeting) and/or during tours of the school and/or ahead of any planned meetings. Colleagues are encouraged to introduce themselves where possible.
- Safeguarding with specific regard to a. KCSIE 2022 and procedures and key people in the School and Day Nursery.
- Security and safety including emergency procedures.
- Expectations for professional and personal behaviour and standards including dress and appearance.
- Managing relationships with parents and all aspects of communication.
- Day to day aspects of both the School and the Day Nursery.
- Day to day processes such as registration and reporting absence of children, routines if staff are absent, break and lunch time arrangements including the supervision of children etc.
- Pastoral support for the children but for staff also.
- Curriculum, Teaching and Learning including planning, access to resources, assessment and record keeping.
- Management of SEN and EAL.
- Report writing – specific support will be provided ahead of any report writing windows.
- Presentation and displays in classrooms.
- Key people to access about any topics whether personal finance, stationary and resource orders etc



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Induction Forms: New staff will be presented with a tick list induction form to help guide themselves (and others) through the essential elements to help them feel settled, familiar and comfortable with their new environment, the processes and expectations. Most normally these are signed off in the second week of employment. In addition all staff are required to sign an Annual Declaration which duplicates some aspects of the induction process.

After first week: The Mentor should meet more formally at the end of the first week to review all aspects. This is NOT an appraisal but an opportunity to explore any aspects about which new staff are unsure or uncertain, also to confirm that what they are doing is correct and in keeping!

Probation/Appraisal: For new staff the probation and appraisal process mirrors the appraisal process for all staff and includes opportunities to meet formally and informally. It is led primarily by the Mentor but will involve other members of SLT including the Headteacher e.g. lesson observations, book looks, learning walks etc. New staff are encouraged to identify training needs or wants/interests. The Mentor should meet more formally with new staff: at the end of the first week, end of the first month, end of the first half-term, end of the term and then half-termly thereafter. New staff are encouraged to resolve any concerns at the earliest moment. This may be via their mentor, their buddy or a senior member of staff with whom they feel comfortable speaking.

Probation covers the whole of the first full year of employment. The Headteacher will confirm successful completion; should there be any concerns these will be notified in advance and if appropriate the probationary period may be extended.

PGCE students and ECTs: The school is delighted to support colleagues in their aspiration to become a fully qualified teacher. There is a limited capacity to fulfil this wish but the School has a successful track record of providing for this. PGCE and ECTs will have a mentor who works alongside the accrediting body (PGCE usually Buckingham University, ECT usually Lambeth) and will support all aspects of those processes and expectations. PGCE students and



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ECTs will have half-termly review meetings and formal end of term assessments for any interim and final reports.

PGCE students are required usually to attend residentials at Half-Terms but also complete a two week placement in a maintained primary school. The School supports this.

ECTs will be signed up to the Lambeth ECT Program and associated half day training courses for which they will be released unless there is urgent need otherwise.

Supply Staff: The School does not use supply staff unless there is urgent need to do so and usually for a long term absence rather than day by day. Therefore these details apply primarily to the Day Nursery.

Supply staff should:

- Be welcomed by a senior staff member e.g. Day Nursery Manager.
- Be made aware of the safeguarding procedures and “go to” people, also to read and agree KCSIE Sept 2022, also to be briefed and understands all emergency and medical protocols.
- Receive, on the first visit, a handout ‘Information for Supply Teachers’;
- Be given relevant information on the age/class, curriculum and daily programme and appropriate advice on procedures.
- Be provided with appropriate guidance and advice on the schedule for the day ahead and any related curriculum expectations.

Non-teaching staff

All staff directly employed by the School or Day Nursery will take part in appraisal procedures. An informal discussion will be held with the class teacher at the end of the first week, first month and thereafter termly in the first year to identify and provide relevant support.



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LSAs/TAs: Recruitment and induction mirrors that of Class or Subject teachers however where a LSA/TA is aligned with a class substantially much of the day to day responsibility is devolved to their Class Teacher with support from their Mentor. Sometimes the School or Day Nursery are a first experience of a formal setting therefore particular care must be taken to ensure they are fully briefed and understand the nature of expectations and standards required in all matters.

Induction should include areas more specific to LSAs/TAs e.g.:

- The opportunity to work shadow the existing post holder or person undertaking a similar job where possible
- Information concerning the children for which they are responsible if appropriate
- Information on resources including SEN resources
- Information on assessment, record keeping, the marking policy, the behaviour policy
- Training in the use of the photocopier, laminator etc.
- Introduction to the computer system
- Health and Safety information
- Information on training opportunities
- Opportunities to comment on policy and practices
- Introduction to the requirements specific to EYS if appropriate

Administrative Staff: The Headteacher and senior leadership team are responsible for the appropriate induction advice and training. All new staff will be provided with a named mentor to give support with daily practice and procedures. Sometimes the School or Day Nursery are a first experience of a formal setting therefore particular care must be taken to ensure they are fully briefed and understand the nature of expectations and standards required in all matters. Induction mirrors that of teaching staff however induction should include areas more specific to LSAs/TAs e.g.:



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- Information on the school, including the school prospectus, the school website, the school aims
- Relevant policies, resources and procedures especially in regard of children and parents
- Health, safety and security information
- Training re. Communications and ICT, also school administrative procedures
- Access to confidential information, where appropriate, on children, staff and resources, also all obligations and practices relevant to GDPR
- Opportunity to comment on policy and practice.

Cleaners /Kitchen Staff: A member of the senior leadership team is responsible for the induction of the school cleaning and catering/dining staff. Induction should include relevant information on the school:

- Safeguarding training, expectations and procedures appropriate to the school and reflecting KCSIE 2022
- Health and Safety expectations, standards and responses to emergency and other situations.
- Relevant information to help them carry out their job description effectively.
- Opportunities to comment on policy and practice.



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Policy will be reviewed annually			
Policy reviewed:	Sept 16	By:	Principal & Headteacher
Policy reviewed:	Sept 17	By:	Principal & Headteacher
Policy reviewed:	Sept 18	By:	Principal & Headteacher
Policy reviewed:	Sept 19	By:	Principal & Headteacher
Policy reviewed:	Sept 20	By:	Principal & Headteacher
Policy reviewed:	Sept 21	By:	Principal & Headteacher
Policy reviewed:	Sept 22	By:	Principal & Headteacher
To be reviewed:	Sept 23	By:	Principal & Headteacher



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Appendix A: Safeguarding Induction

Every new member of the staff directly employed by the school, teaching and non-teaching, are required to complete online courses in Safeguarding, Prevent and Channel Awareness as provided by Lambeth or other appropriate authority. These should be completed before employment commences and before any involvement with children. This requirement applies to any new peripatetic musicians and sports coaches.

A personal briefing will be provided, most usually by the Headteacher/DSL re policies and procedures specific to the School (Day Nursery Manager for the Day Nursery) to all adults working on school site. This includes caterers and cleaners. For volunteers supporting school trips this is usually provided by the trip leader.

The only adults who work or visit the school who are exempted from this requirement are:

- Cleaners whose hours of work mean that they do not have contact with pupils.
- Occasional visitors, including occasional lecturers and contractors, who sign in and who are escorted throughout their visit.
- Contractors working on a designated site that is physically separated from the rest of the school who are required to sign in and out at their site office.
- Contractors working during the school holidays.

Rationale for training/briefing in welfare, pastoral and safeguarding issues

The health, safety and welfare of our children and members of our school community is always our top priority.



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Every member of staff needs to be confident that he or she understands his or her role in:

- Keeping children safe
- Promoting the welfare of pupils
- Promoting equal opportunities and inclusion
- Preventing bullying and harassment

Everyone is required to take part in the training no matter what their previous background or level of expertise. Every year, all members of staff formally review the school's code of conduct on interaction with pupils. The academic year is punctuated by regular reflections on all matters pastoral, welfare, educational and safeguarding in regard of our children.

Our induction training will tell you about:

1. Our pupil welfare systems

Starting with the roles of the following structures:

- The Principal formally considers child protection issues once a year with day-to-day issues being delegated to the Headteacher/DSL and the Senior Leadership Team which meets regularly.
- The roles of the senior leadership team and the Designated Safeguarding Lead. The weekly staff meetings meetings.
- The regular monitoring arrangements by Designated Safeguarding Lead.
- The prefect/buddy system



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- The role of the School Council and House Captains.
- Our partnerships with parents and guardians

We will describe our arrangements for providing additional support for pupils with special educational needs (SEN) and for whom English is an additional language (EAL).

2. The Legal Framework for our Child Protection and Anti-Bullying Policies

We describe this briefly and our policies cover:

- Anti-bullying
- Behaviour Management
- Disability, Special Educational Needs and Learning Difficulties
- Equal Opportunities
- Educational Visits
- Safer recruitment of staff, covering our procedures in recruiting, checking that our staff are suitable and qualified for their roles and that the statutory child protection checks have been carried out.
- Keeping Children Safe in Education Part 1 2022
- Working Together to Safeguard Children
- Obligations under the Childcare (Disqualification) Regulations 2009 (Staff Declaration) updated 1 September 2018



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Teaching staff have a particular responsibility for supervising pupils and ensuring they behave with consideration and good manners at all times but all staff need to be made aware of the school's policies in these areas. All staff are reminded of their important role in building positive relationships, identifying risks and keeping everyone safe. We cover internet and technological bullying and the potential risks (as well as benefits) of the internet and social networking sites. We train staff in being alert to the signs of bullying or children at risk of radicalisation. Training includes awareness to equip staff to identify children at risk of being drawn into terrorism.

3. Understanding Challenging Behaviour

We draw upon national guidance relating to the safeguarding and protection of children, the signs of abuse, and the duties of staff, as well as the role of specialist agencies. We explain our expectations of how they should respond in a difficult situation and why they cannot promise confidentiality to a pupil.

4. The School's Policies on Safeguarding

All new staff will be expected to become familiar with our policies on:

- Safeguarding Policy
- Whistleblowing Policy
- Prevent Duty

Copies of these documents can be found on either on the school website, on request or form part of the annual review and declaration required of all staff. **All staff and volunteers will be required to have read Part 1 and Annex A of Keeping Children Safe in Education 2022.**



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5. Visitors and Site Security

This covers the need for visitors to be signed in at Reception and to be escorted about the school.

6. Effective Record Keeping

A record will be kept of the induction process for all new staff (including volunteers) and kept in files. This is to ensure that the School can be satisfied that the required training has been undertaken in accordance with the School's safeguarding obligations.

7. Refresher Training

All staff will receive appropriate safeguarding and child protection training which is regularly updated. This may include prevent duty, safeguarding and child protection updates (e.g. by staff meetings) as required, at least annually.



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