Castle Camps C. of E. (V.C.) Primary School

Policy for Induction

Date Approved by the Governing Body: 28th September 2026
Date for Review: September 2027

CASTLE CAMPS C OF E (VC) PRIMARY SCHOOL
INDUCTION POLICY

Purpose and scope

This policy explains how Castle Camps C. of E. (V.C.) Primary School welcomes and supports new employees, supply staff, volunteers, students, governors and pupils. Induction ensures everyone understands the school's Christian ethos, their responsibilities and the arrangements that keep children and adults safe.

The Headteacher oversees staff induction. A suitable line manager or mentor provides role-specific support and checks that essential information has been understood. The Chair of Governors oversees governor induction. Induction is adapted to the role, employment pattern and previous experience of the individual.

Induction before starting work

Before a new employee, volunteer or regular contractor begins work, the school completes the safer recruitment, identity, right-to-work and safeguarding checks appropriate to the role. Any DBS and barred-list checks must be lawful and role-appropriate. The school records required checks in its single central record.

New staff receive reporting arrangements, relevant policies, site access details, emergency procedures and a named contact. Confidential information about pupils is shared only where needed for the role.

Core induction for all staff

On arrival and before taking responsibility for pupils, staff are introduced to the designated safeguarding lead (DSL) and deputies, the procedures for reporting child protection concerns, allegations and low-level concerns, and the school's whistleblowing arrangements.

All staff read and understand the relevant sections of Keeping Children Safe in Education 2026, including Part One or the appropriate overview as directed by school arrangements, together with the staff code of conduct and school safeguarding policy. Staff receive suitable training in online safety, information sharing, Prevent and the school's approach to behaviour and attendance.

Induction also covers fire evacuation and lockdown, first aid and accident reporting, health and safety, lone working, reasonable adjustments, SEND, equality, data protection, acceptable use of technology, medical needs, and the school's Allergy Safety Policy, including the location and use of emergency medication.

The line manager arranges a site tour, explains supervision rotas and school-day routines, and identifies where the member of staff can obtain advice. Required acknowledgements and training records are retained securely.

Supply and temporary staff

The school office verifies identity and the relevant agency or employment checks before admitting supply or temporary staff to work. Supply staff receive a concise daily briefing covering safeguarding and reporting contacts, pupil medical and allergy information needed for their duties, fire and emergency routes, attendance, behaviour, technology use and the timetable.

The class teacher or a senior colleague provides plans and a handover process. Supply staff must know where to obtain immediate assistance and must not be expected to manage a medical or safeguarding emergency without the necessary information.

Teachers and support staff

Teachers are introduced to curriculum planning, assessment, school improvement priorities, SEND provision, pupil support, educational visits, marking and feedback, and professional development arrangements. Teaching assistants receive role-specific guidance on supervision, pupil needs, recording and communication, safe physical support and access to teaching resources.

Administrative, premises, cleaning and midday staff receive role-specific training on safeguarding, site security, confidential information, safe equipment and chemical use, COSHH where relevant, food and allergy safety, first aid communication and incident reporting. The Headteacher or line manager checks competence before assigning higher-risk tasks.

Early career teachers (ECTs)

The school follows the current statutory induction arrangements for early career teachers. ECTs normally undertake a two-year induction and receive the Early Career Teacher Entitlement (ECTE), based on the Initial Teacher Training and Early Career Framework.

The Headteacher ensures the ECT is registered with an appropriate body, that a suitably qualified induction tutor and mentor are appointed, that the statutory reduced teaching timetable is provided, and that progress reviews and formal assessments are completed on time. The induction tutor has responsibility for assessment; the mentor provides development support. The ECT is given the opportunity to raise concerns about their induction.

Volunteers, students and governors

Volunteers and placement students are given information about their permitted activities, supervision, safeguarding reporting, boundaries, confidentiality and emergency procedures. They must not be placed in unsupervised duties unless the school has confirmed this is appropriate and permitted.

New governors complete induction arranged by the Chair or governance professional. This includes school values, governance responsibilities, safeguarding and safer recruitment, finance, educational standards, conflicts of interest, confidentiality and relevant training.

Induction for new pupils and families

The school provides age-appropriate information to new pupils and their parents or carers about school routines, attendance, behaviour, safety and available pastoral support. Staff obtain and share relevant medical, allergy, SEND and safeguarding information securely, putting appropriate support in place before the pupil starts whenever practicable.

Class teachers monitor settling-in and communicate with families and other schools or professionals where necessary.

Monitoring and review

An induction checklist is completed for each relevant role, noting mandatory training, policy acknowledgements, practical instruction and follow-up actions. The line manager holds a check-in after

the initial period and arranges further support where needed. This policy is reviewed annually or earlier following material changes in legislation or school practice.

Related policies and guidance

This policy should be read alongside the school's current safeguarding, health and safety, equality and other relevant operational policies. Staff follow the versions in force and seek advice from the Headteacher or designated lead when necessary.

School policy documents: https://www.castlecampsschool.co.uk/resources-policies-1/

Keeping Children Safe in Education 2026: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

DfE statutory ECT induction guidance: https://www.gov.uk/government/publications/induction-for-early-career-teachers-england

Early Career Teacher Entitlement: https://www.gov.uk/government/publications/early-career-teacher-entitlement/early-career-teacher-entitlement

DfE allergy safety in schools: https://www.gov.uk/government/publications/allergy-safety-in-schools