



Induction/Placement Policy

for Hertsmere Jewish Primary School

Reviewed on: September 2021

Date of Next Review: September 2022

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on September 2021.

It is due for review on September 2022.

Signature *R. Klak-Levi* Headteacher Date September 2021

Signature *J. Greenberg* Chair of Governors Date September 2021

A good induction is essential for all staff to feel welcome and included in Hertsmere Jewish Primary School.

All new staff to the school will receive induction training that will include the school's safeguarding policies, child protection procedures and guidance on safe working practices. The Deputy DSP will provide a child protection safeguarding session if appropriate training is not up to date. All new staff will receive a copy of the staff Code of Conduct. Adherence to this code is expected and breaches may result in formal disciplinary action.

New staff will meet with Mrs Cant in order to complete a Hertsmere Jewish Primary School induction checklist. They will be given an induction pack containing relevant information. All new members of staff are issued with a copy of the latest Staff Handbook which contains the Staff Absence Policy and relevant Health & Safety information. Every member of staff has a named locker, pigeon hole in the staff room and is provided with a Hertsmere Jewish Primary School email address. Personal records are kept for each member of staff, with relevant medical details and emergency contacts.

New members of teaching staff are invited to come into School prior to their start date to meet with the person they are replacing and to meet their new class. Time is allocated for "hand-over" meetings in order to discuss curriculum and the needs of the children, as well as meeting line managers.

All students on work placement at HJPS will also meet with Mrs Cant to complete a HJPS induction checklist.

Parent volunteers will have a short induction with Mrs Cant. She will outline the guidelines for parents

Attached in Appendix 1 is a copy of the induction checklist.

Appendix 1

<p style="text-align: center;">Hertsmere Jewish Primary School Health and Safety Induction Checklist</p> <p style="text-align: center;"><i>When induction health and safety training is completed, the relevant box(es) should be ticked. For Items not covered, comments should be recorded giving reasons and date for completion.</i></p> <p style="text-align: center;"><i>The new starter and person providing the induction should both sign the form and keep a copy</i></p>			
Name:		Job Title:	
Department:			
Start Date:			
	Yes	No	Comments
Provide:- <ul style="list-style-type: none"> • Staff Handbook • Medical Handbook 	<input type="checkbox"/>	<input type="checkbox"/>	
Absence Procedure			
Explain: - <ul style="list-style-type: none"> • Procedure for who to telephone when you are unable to come to school • Provide with a contact list of telephone numbers 	<input type="checkbox"/>	<input type="checkbox"/>	
Accident and Incident Reporting			
Explain:- <ul style="list-style-type: none"> • Procedure for the reporting of an accident/incident, including incidents occurring off-site • Location and use of accident and incident books • Policy for head injuries 	<input type="checkbox"/>	<input type="checkbox"/>	
Behaviour			
Explain:- <ul style="list-style-type: none"> • Behaviour Policy – everyone's responsibility • Bullying and Anti Harassment Policy 	<input type="checkbox"/>	<input type="checkbox"/>	
Communication			
Explain:- <ul style="list-style-type: none"> • Formal channels of communication and line management within the school • Staff Day Book • Confidentiality for children and staff • Protocol for communicating with parents – class email addresses. 	<input type="checkbox"/>	<input type="checkbox"/>	
Safeguarding			
Explain: - <ul style="list-style-type: none"> • DBS • Role of CPOMS to record all incidents • How to access CPOMS • Need to log everything quickly • Identification of Safeguarding Officers • Prevent Duty • Give copies of Safeguarding policy and current KCSIE 	<input type="checkbox"/>	<input type="checkbox"/>	
Display Screen Equipment (DSE)			
If a new starter is to use DSE as a significant and essential part of daily work (> 1hr continuously) perform a workstation	<input type="checkbox"/>	<input type="checkbox"/>	

assessment and provide suitable equipment/furniture as appropriate Provide new starter with leaflet 'Working with VDU's'			
E-Safety			
<ul style="list-style-type: none"> • Notify name of e-safety officer - • Explain use of mobile phones in school • Handing out e-Safety Policy • Ensure that a password and username is created for the computer network • Introduction to the Learning Platform 	<input type="checkbox"/>	<input type="checkbox"/>	
Fire & Emergency Procedures			
<p>Explain:-</p> <ul style="list-style-type: none"> • Frequency of fire drills (termly) • How to raise the alarm in the event of an emergency • Evacuation procedure • Show:- • Emergency exit routes, alarm call points • Assembly point • If new starter has a disability, is a Personal Emergency Evacuation Plan (PEEP) required? 	<input type="checkbox"/>	<input type="checkbox"/>	
First Aid Provision			
<p>Explain:-</p> <ul style="list-style-type: none"> • Names and locations of First Aiders (4 day 1st aid at work, paediatric first aid, emergency first aid) <p>Show:-</p> <ul style="list-style-type: none"> • Where to go for first aid assistance • Location of first aid boxes/equipment • Issue of 'Travelling First Aid Kits' • Provide a copy of the Medical Policy 	<input type="checkbox"/>	<input type="checkbox"/>	
Job Specific Training Needs			
<p>Discuss specific training needs with new starter to identify additional training or instruction s/he may need e.g.:-</p> <ul style="list-style-type: none"> • Manual handling • Use of specific machinery • Specialised work activities • Risk assessments • Familiarise new starter with equipment and machinery that s/he will commonly use • Determine whether any specialised training or instruction is necessary and arrange as necessary 	<input type="checkbox"/>	<input type="checkbox"/>	
Lone Working/Personal Safety			
Explain school procedures for lone working	<input type="checkbox"/>	<input type="checkbox"/>	
Medicines			
<p>Explain:-</p> <ul style="list-style-type: none"> • HJPS Policy - No member of staff should administer any medicines unless a request form has been completed by the parent / guardian. 	<input type="checkbox"/>	<input type="checkbox"/>	<i>Include any other special staff training requirements, such as staff who are trained in the use of Epi-pens, storage arrangements etc</i>

Offsite visits			
<p>Explain: -</p> <ul style="list-style-type: none"> • All Offsite Visit activities must be risk assessed using relevant HCC forms; these assessments are monitored and reviewed by the Headteacher • Inform of named person with responsibility for outings 	<input type="checkbox"/>	<input type="checkbox"/>	

Fire & Emergency Procedures			
Explain:- <ul style="list-style-type: none"> • Frequency of fire drills (termly) • How to raise the alarm in the event of an emergency • Evacuation procedure • Show:- • Emergency exit routes, alarm call points • Location of extinguishers • Assembly point • If new starter has a disability, is a Personal Emergency Evacuation Plan (PEEP) required? 	<input type="checkbox"/>	<input type="checkbox"/>	
First Aid Provision			
Explain:- <ul style="list-style-type: none"> • Names and locations of First Aiders (4 day 1st aid at work, paediatric first aid, emergency first aid) • Show:- • Where to go for first aid assistance • Location of first aid boxes/equipment • Issue of 'Travelling First Aid Kits' • Provide a copy of the Medical Policy 	<input type="checkbox"/>	<input type="checkbox"/>	
Job Specific Training Needs			
Discuss specific training needs with new starter to identify additional training or instruction s/he may need e.g.:- <ul style="list-style-type: none"> • Risk assessments • Familiarise new starter with equipment that s/he will commonly use • Determine whether any specialised training or instruction is necessary and arrange as necessary 	<input type="checkbox"/>	<input type="checkbox"/>	
Lone Working/Personal Safety			Lone working means work carried out unaccompanied or without immediate access to assistance.
Explain: - <ul style="list-style-type: none"> • school procedures for lone working 	<input type="checkbox"/>	<input type="checkbox"/>	
Medicines			
Explain:- <ul style="list-style-type: none"> • HJPS Policy - No member of staff should administer any medicines 	<input type="checkbox"/>	<input type="checkbox"/>	<i>Include any other special staff training requirements, such as staff who are trained in the use of Epi-pens, storage arrangements etc</i>
Mobile Phone Use			
Explain: - <ul style="list-style-type: none"> • Use of the school mobile phones • Explain personal mobile phones must not be used on any account to call parents • Explain mobile phones are not permitted to be used in the classrooms when children are present 	<input type="checkbox"/>	<input type="checkbox"/>	
Offsite visits			
Explain: - <ul style="list-style-type: none"> • All Offsite Visit activities must be risk assessed using relevant HCC forms; these assessments are monitored and reviewed by the Headteacher. • Inform of named person with responsibility for outings 	<input type="checkbox"/>	<input type="checkbox"/>	

Risk Assessments			
<p>Explain and/or show as appropriate: -</p> <ul style="list-style-type: none"> • Lone working – • New & expectant mothers risk assessment (if applicable) • Determine whether new starter has any health, medical or mobility issues that could affect his/her safety at work or safety of others <p>If so, record a 'special' risk assessment detailing how these needs will be catered for on a daily basis and also in an emergency evacuation situation</p>	<input type="checkbox"/>	<input type="checkbox"/>	
Safeguarding			
<p>Explain: -</p> <ul style="list-style-type: none"> • Child Protection Protocol in school • Reporting of child protection concerns • Notify names of DSP's • Provide copy of Child Protection Policy • Provide information regarding the location of policies related to safeguarding • Identify child protection training needs • Keeping Children Safe in Education 2021 Part 1 and Annex B 	<input type="checkbox"/>	<input type="checkbox"/>	Record here - Date and location of last safeguarding training:
Unions			
<p>Explain: -</p> <ul style="list-style-type: none"> • The importance of joining a union 			
Wellbeing			
<p>Explain: -</p> <ul style="list-style-type: none"> • systems in place within school for responding to individual concerns (e.g. performance management, whistle blowing) 	<input type="checkbox"/>	<input type="checkbox"/>	
Workplace Facilities			
<p>Show:-</p> <ul style="list-style-type: none"> • Tour of workplace, including all common areas if workplace is shared with other occupiers • Toilets • Kitchen • Tea/Coffee/Drinking Facilities • Staff/rest room 	<input type="checkbox"/>	<input type="checkbox"/>	

I confirm that the above health and safety induction information has been provided and explained to me and I fully understand my responsibilities towards health and safety and safeguarding	
Name of Employee:	
Job Title:	
Employees Signature:	
Managers Name:	
Position:	
Managers Signature:	
Once the employee and manager have signed the form to say that the induction process has been completed the form must be placed upon the employees personnel file.	

Appendix 2

When and what might I be concerned about?

At any time you may be concerned about information which suggests a child is being neglected or experiencing physical, emotional or sexual harm.

You may observe physical signs, notice changes in the child's behaviour or presentation, pick up signs of emotional distress or have a child disclose a harmful experience to you.

Harm to a child can be caused by:

A parent/carer
A family member/friend
Another child
A stranger
A member of staff/volunteer *

What should I do if a child discloses that s/he is being harmed?

1. Listen

Listen carefully to what is being said to you, do not interrupt.

2. Reassure

Reassure the pupil that it is not their fault. Stress that it was the right thing to tell. Be calm, attentive and non-judgemental. Do not promise to keep what is said a secret. Ask non-leading questions (TED) to clarify if necessary:

Tell me more...

Explain that to me...

Describe what happened....

Then follow the steps in the flowchart to the right.

The information you have may not be enough on its own for a Child Protection referral, however it will help your DSP to make a decision about risk of harm to the child.

What must I do?

Recognise your concern



Respond - inform your DSP/Deputy DSP without delay (or Head Teacher/Chair of Governors where appropriate*)



Make a written record (using the child's own words) in CPOMS



Pass the record to the DSP/deputy DSP (where appropriate) *

What should I do if the alleged abuser is a member of the school staff?

If your concern is about a staff member or volunteer, you should report this to the Head Teacher. If your concern is about the Head Teacher, you should report such allegations to the Chair of Governors. Contact details can be found on the back of this leaflet.

How do I ensure my behaviour is always appropriate?

Please ask a member of the Senior Leadership Team for school guidance regarding Safer Working Practice. The DSCF have also produced guidance entitled '**Safer Working Practice for Adults who work with Children and Young People in Education Settings**' (2009). This publication can be found on the Hertfordshire Grid for Learning.

CONTACTS

The school has a Child Protection Policy and a copy is available from:

The School Office

In line with this, regardless of the source of harm, you **MUST** report your concern.

Head Teacher: **Rita Alak-Levi**

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Your DSP is : **Alison Waller**

.....
Your Deputy DSP's are :
Tami Gold

.....
Contact your DSP/DDSP on:
01923855857

.....
Your Chair of Governors is:
Judy Greenberg

.....
Contact her on: **01923 855857**

**SAFEGUARDING CHILDREN
QUICK REFERENCE FOR NEW
SCHOOL STAFF or
VOLUNTEERS**

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:
providing a safe environment,
identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action.

This leaflet has been given to you to make sure you understand what is expected of you. Please seek advice from your **Designated Senior Person** for Child Protection if you are unclear about anything in this leaflet and keep it in a safe place.



Appendix 3

Checklist to be used during induction of parent helpers

- **Use of mobile phones in school.** These may be used outside the front door during break times or in the staff room. Phones are not to be out or visible by children at any time for either calling or texting. If unsure parents should ask reception for a private space away from children to talk on their phone.
- **Chewing Gum.** Is strictly prohibited on school grounds.
- **Hot Drinks.** May be consumed in the staffroom only.
- **Photos.** Must not be taken at any time on any type of device.
- **Confidentiality.** When in school you may see or hear things such as children being told off / teachers discussing pupil achievement and progress. In addition when in the staffroom you may see notices regarding health issues, family circumstances that are displayed for all staff to see. Things that are seen and heard in school are confidential. They should not even be discussed with the parent of the child in question at any point. If parents have any concerns they should speak with a Senior Leader only.
- **Facebook or other social networking sites.** Staff must not post on Facebook anything related to what they have been doing during their time in school.
- **Evacuation Procedures.** Take instructions from a member of staff in case of fire, intruder or suspect package.
- **Toilet facilities.** To be shown.
- ***A copy of the Safeguarding Leaflet (online) to be given to each parent to keep.***