



WOODLANDS
PRIMARY AND NURSERY SCHOOL

INDUCTION POLICY

Date: November 2025

Effective induction is the critical foundation for continuous learning and should be in place to support the effective performance and continuing professional development of all staff and governors new to the school. Induction is a process which starts before a person joins the school and continues through the first year at the school and beyond. Induction aims to increase the effectiveness of all staff and governors both as individuals and as team members, by ensuring they understand the policies and expectations of the school and by supporting highly effective performance. This policy applies to teaching and support staff and should enable them to contribute to the school's vision and goals and to fulfil its guiding principles. The induction process will ensure mutual benefits for every individual new to our school.

Purposes (who benefits and what benefits are required)

Our induction process will:

- contribute to improving and developing the overall effectiveness of our school, raising pupil achievement, and meet the needs of all pupils, parents, and the wider school community.
- contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective teamwork at our school.
- ensure all teachers new to the profession have the best start in their careers and are supported in developing highly effective practice.
- ensure all staff new to our school understand what is expected of them and gain the support to achieve those expectations.
- build co-operation between all staff in our school; and
- ensure that all staff are valued and recognised as the school's most important asset.

Guidelines (how will staff development be implemented)

All our induction activities are planned in the context of the school's vision, goals and guiding principles, and the core standards for teacher induction and for other specific roles and responsibilities. Resources are prioritised to support induction.

Financial and other resources for induction are allocated annually and apportioned in accordance with the induction needs of staff and governors. Resources will be available for the whole school programme of induction and to meet the needs of specific staff in helping them to meet the standards required by the school.

Management and Organisation of Induction

The School Business Manager is responsible for the overall management and organisation of Inductions across the whole school. It is important that the induction of new staff is undertaken on the first day. Staff cannot start work without going through this process, as policy. It is possible to arrange an induction in advance of starting work and to be recompensed for this meeting.

Induction for experienced staff

All new experienced staff will be allocated a line manager from within the resources available in the school.

All new staff will be invited to visit the school before they take up post.

All new staff will be met on their first day by their line manager.

All new staff will be shown where to access school policies and be expected to develop their understanding of them.

All new staff will meet with the Headteacher within their first week in post.

An induction programme will be provided for new staff and their attendance is expected. Please see the attached check list which outlines this programme.

All new staff will have a review of their induction after three months with their line manager.

All new staff will be provided with an explanation of the school's Staff Performance Appraisal arrangements (see the school's Staff Performance Appraisal Policy) within which they will be expected to participate.

All new staff will be expected to contribute to the spirit and life of the school to ensure a conducive environment for learning for all school members, students, and staff.

Induction of Support Staff and Volunteers new to the role

All support staff and volunteers will be invited to the school prior to taking up the post.. A specific induction programme for each new member of support staff or Volunteers is in place.

Early Career Teachers Framework (ECT's)

For Early Career Teachers the school provides, in conjunction with Telford & Wrekin Local Authority, and the DfE Framework, who are the appropriate bodies responsible for ensuring teaching standards are met, a programme of support, monitoring and assessment. The timetable for this programme is provided at a whole school level and at an individual ECT level.

Each Early Careers Teacher is provided with an Induction Tutor who will be a named senior, experienced or competent member of staff, and a mentor.

The ECT Mentor tutor provides the ECT with day-to-day monitoring and support. The Induction tutor will:

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the Appropriate Body, Telford & Wrekin Local Authority where necessary).
- carry out six reviews of progress during the induction period.
- undertake three formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate (normally three termly or prorated for part-time staff).
- ensure that at least six observations of the NQT's teaching take place and that the NQT is provided with copies of written feedback records.
- ensure NQTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and
- take prompt and appropriate action where an NQT appears to be experiencing difficulties.

Induction tutors will be supported in their role by:

- being provided with information from the LA, school, relevant to the induction process.
- being offered training provided by the LA on the Role of the Induction Tutor.
- having meetings with the member of staff responsible for the overall induction programme in the school.
- having their role as an induction tutor as part of their performance management process.
- through the monitoring and feedback of the induction provision in the school undertaken by the member of staff responsible for the overall induction programme; and
- asking for feedback from the school and from the LA on the quality of their work.

School Induction programme for Early Career Teachers

Each ECT has 10% professional development time during their statutory induction period plus an extra 10% planning, preparation, and assessment time. This is in addition to the teaching and professional development time that other substantive teachers would expect in the school.

Each ECT has an individualised planned programme to ensure that the 10% professional development is used to the maximum effect.

ECTs use the Career Entry and Development profile as a basis of planning the initial stages of their induction. Each ECT develops with their Induction Tutor their own induction and support plan.

Each ECT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio.

The Induction Tutor and school maintains a documented record of the ECTs induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken.

Early Career Teachers who are not meeting the core standards or making satisfactory progress towards them will develop with the Induction Tutor a detailed action plan. The school will increase the support necessary to implement the action plan within the available resources within the school. As appropriate, the LA as the appropriate body will be involved to ensure the action plan is successfully implemented.

Introducing the School

Woodlands Primary School & Nursery is a Local Authority maintained community Primary School for girls and boys aged 4—11yrs.

The new Woodlands Primary School building opened in January 2012. The school has 12 classrooms, an EYFS Unit for Nursery and Reception classes, with communal practical areas. The school also has a large hall as well as a library and a large Sensory Garden and Eco Lodge for additional class space.

School Times

Breakfast Club doors open at 7.45am

Gates open at 8.35am

Nursery AM doors open at 8.30am and starts at 8.40am -11.40am

Reception doors open at 8.30am (Start time is 8.40am)

KS1 & KS2 School doors open at 8.40 am

KS1 Morning Session 8.40am– 10.45am

KS2 Morning Session 8.40-10.45am

Lunchtime runs from 11.45am for Reception. 12.00pm -1.00pm for Year 1 12.30pm -1.30pm for Years 2 to 6

Nursery PM & Reception doors 12.20pm – 3.20pm

KS1 Afternoon session 1.30pm – 3.10pm (Years 1 & 2)

KS2 Afternoon session 1-30pm – 3.10pm (Years 3, 4, 5 and 6)

Key Personnel & Designated Safeguarding Officers

Headteacher:	Mrs Yvonne Crilly (Designated Safeguarding Lead)
Deputy Headteacher:	Mrs Joanne Duncombe (Deputy Designated Safeguarding Lead)
Assistant Headteacher	Miss Ellese Smallwood (Deputy Designated Safeguarding Lead)
Assistant Headteacher	Miss Kirstie Zaki
Designated Safeguarding Officer:	Mrs Mandy Fisher (Deputy Designated Safeguarding Lead)
School Business Manager:	Ms Vanessa Bradley
School SENCo	Mrs Tina Murray (Deputy Designated Safeguarding Lead)
Family Liaison and Attendance Officer	Mrs Sarah Craven (Deputy Designated Safeguarding Lead)

Health and Safety

Our Health and Safety co-ordinator is the Head Teacher Yvonne Crilly, who is supported in the role by the School Business Manager, Vanessa Bradley, and the current Governor H&S Representative.

The Health and Safety Policy is updated annually and kept in the main office along with all the schools Risk Assessments. You should make yourself aware of this policy and its contents along with the Risk Assessments for your areas. This can be found on the shared **T: Drive/MASTERFOLDER/School Policies and Procedures/Risk Assessments**.

Fire Evacuations

Practice Fire Drills are carried out once a term with all fire alarms being tested once a week. Fire Training is compulsory and takes place annually. The Fire Risk Assessment can be in the main office, and you should make yourself aware of this document and its contents.

When you hear the fire alarm, please accompany the children to the nearest fire exit, an evacuation route map is in each room, and you should familiarise yourself with this as it shows the location of the fire exits and how to get to the fire assembly point. The fire assembly point is on the top field/playground and all classes should line up on the top playground whilst a head count is carried out. The registers and visitor's book will be taken to the assembly point by a member of the admin team. The Headteacher or Deputy Head in their absence will call the Fire Brigade. Everyone is to remain at the Fire Assembly point until all clear is given by the Fire Brigade or Head/Deputy Headteacher during practice drills.

First Aid

You must report an injury or any ill effects that you suffer to your supervisor. There is also an accident report book kept in the office where after witnessing an accident the Local Authority's accident form must be completed and then this should be passed to the School Business Manager to follow up.

All children that have an accident or are unwell must be seen by a first aider and the relevant paperwork filled in. A list of First Aiders can be found in each class and in the First Aid Policy. The First Aid certificates can be in the First Aid Area, located in the Café area.

Security

Obviously, security is extremely important at school and so all procedures must be carried out to the exact specification. The school doors and gates are locked at 9.10am after all children are in school and the only access into the school after this time is through the main reception doors. These are permanently locked and are operated by a buzz to enter system where office staff allow access and greet visitors.

SAFEGUARING

Code Of Conduct

All Woodlands Primary School staff must abide by this Code of Conduct. If you have any concerns about a child and feel it needs to be reported, you should do so to our DSL (Designated Safeguarding Lead) or DDSL (Deputy Designated Safeguarding Leads) listed above.

The school expect all staff to adhere to the policies and procedures of the school. These standards and expected codes of conduct include and extend to all volunteers, support staff, contractors and those that work and have their own children in school.

Staff and others must never:

- hit or otherwise physically assault or physically abuse children
- develop physical/sexual relationships with children
- develop relationships with children which could in any way be deemed exploitative or abusive
- act in ways that may be abusive or may place a child at risk of abuse.
- use language, make suggestions, or offer advice, which is inappropriate, offensive, or abusive
- behave physically in a manner which is inappropriate or sexually provocative
- have children with whom they are working to stay overnight at their home unsupervised
- sleep in the same room or bed as a child with whom they are working
- do things for children of a personal nature that they can do for themselves
- condone, or participate in, behaviour of children which is illegal, unsafe, or abusive
- act in ways intended to shame, humiliate, belittle, or degrade children, or otherwise perpetrate any form of emotional abuse
- discriminate against, show differential treatment, or favour particular children to the exclusion of others.

This is not an exhaustive or exclusive list. The principle is that staff should avoid actions or behaviour which may constitute poor practice or potentially abusive behaviour.

It is important for all staff and others in contact with children to:

- be aware of situations which may present risks and manage these
- plan and organise the work and the workplace so as to minimise risks
- as far as possible, be visible in working with children
- ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed
- ensure that a sense of accountability exists between staff so that poor practice or potentially abusive behaviour does not go unchallenged
- talk to children about their contact with staff or others and encourage them to raise any concerns
- empower children - discuss with them their rights, what is acceptable and unacceptable, and what they can do if there is a problem.

In general, it is inappropriate to:

- spend excessive time alone with children away from others
- take children to your home, especially where they will be alone with you.

What are your rights and responsibilities at work?

Your rights

As an employee, you have employment rights. Your rights can be found in the Employment Standards Act. This

has information about things like minimum wage and overtime. The Employment Standards Act gives the basic standards for workers and the main sections it has are:

- Hours of Work
- Overtime
- Minimum Wage
- Holidays & Public Holidays
- Pregnancy and Parental Leave
- Personal Emergency Leave
- Family Medical Leave
- Termination of Employment

It is a good idea to become familiar with this document as if something is happening at work, that you do not feel happy about, it will give you guidance. However, if you have any concerns or questions, it is always recommended to ask your employer.

What are my responsibilities at work?

As an employee, you have rights, but you also have responsibilities. While you are working, you should follow all safety rules, report any hazards, and protect yourself. At the start of your employment, you should be informed of your duties via a written job description and as part of your induction. It is your responsibility to do those duties.

Confidentiality

Please see the Confidentiality Policy can be found on the T: Drive as directed within your induction. You will also receive a copy at your induction.