



ESPRIT New to School – Pupil Induction Policy

Full Governing Body agree to adopt this policy September 2018 and agree next review date of July 2019



Introduction

The ESPRIT Multi Academy Trust is committed to safeguarding and promoting the welfare of children and their families within our academies.

The induction of all 'new to school' children and their families is an important part of school life and is essential in maintaining and developing the ethos of the school including working in close partnership to maximise stability, opportunities and educational outcomes for children. It is important that we invest time and effort to help each new child to settle quickly and happily into school whilst maintaining high expectations and standards.

The term 'New to School' includes:

- ✓ September Nursery intake
- ✓ Rising 3s intake (January and April)
- ✓ September Reception intake (children who did not attend our nursery provision)
- ✓ September Y3 intake (children who did not attend Hamilton/Northwood Y2)
- ✓ September intake in Year 1 and 2, 4 - 6
- ✓ In year transfers to all classes

The aims of this policy:

This policy aims to provide all children with a programme of structured support and guidance appropriate to their individual needs and circumstances to enable:

- a successful, confident and happy induction into the school;
- mutually respectful relationships with staff and peers;
- an informed, shared knowledge that facilitates individual, child centered provision and support for all needs

Roles and Responsibilities

The Principal is responsible for the induction of new children. This responsibility will usually be delegated to the Personal Development, Behaviour and Welfare (PDBW) team, Office Manager and Class Teacher.

Procedures: To be followed in full

*All documentation to be kept together and held/passed onto the relevant lead until Stage 4 is complete- kept in In Class **Inclusion File** Stage 1.7 to stage 4*

Pupil Induction Checklist to be completed (Appendix 1)

Action	Lead
Stage 1.1 School Principal receives and checks in-year transfer form and agrees that the induction process can begin	AP
Stage 1.2 Induction Pack given/sent to family by the office This includes: <ul style="list-style-type: none">• a welcome letter• Pupil data collection form• Parental Responsibility declaration• Infant free meal registration form• Equality Act Information and Disclosure• School permissions/consent	Office

<ul style="list-style-type: none"> • Photographic consent form • Home-School agreement • Code of Conduct for parents <p>This must be completed before the welcome tour of the school (see stage 1.3)</p>	
<p>Stage 1.3 HSLW requests transition information from previous school PDBW Team (and/or Early Years Leader for new to Nursery/Reception children) to liaise with previous settings & professionals involved. ‘Additional information’ sheet or EYFS Transition Information Sharing Document (New to Nursery/Reception Only – is sent out to previous setting/school/academy)</p>	HSLW
<p>Stage 1.4 PDBW Team to meet with prospective families and offer a welcome tour of environment and facilities Family must bring completed induction paperwork to the welcome tour.</p>	HSLW
<p>Stage 1.5 Academy Principal, Deputy/Assistant Principal for PDBW made aware of pupil and induction initiated</p>	HSLW
<p>Stage 1.6 All pupils will receive either a home visit or school based meeting. In some cases (where there is SEND, Social Care involvement etc), this may be both. This will be at the discretion of the Academy Principal</p> <p>PDBW Team to arrange home visit when the child is present. It is expected that the HSLW would attend with 1 other practitioner, preferably the class teacher/keyworker. Where there are siblings across the Multi Academy Trust HSLWs from each school will attend. Outstanding Information to be gathered (all forms sent out in induction pack – see 1.2) Welcome Pack to be shared/discussed including:</p> <ul style="list-style-type: none"> • Pupil induction booklet • Volunteer request form • Holiday dates • Latest class newsletter with diary dates • Menus • Attendance policy • Uniform Policy • Behaviour policy – signpost to website <p>Home Visit Record Sheet to be completed</p>	HSLW
<p>Stage 1.7 Class teacher to arrange school based meeting with parents and the Inclusion team and ‘other’ professionals as appropriate/identified (Class Teacher to lead meeting) The purpose of the school based welcome meeting is to:</p> <ul style="list-style-type: none"> ✓ Develop mutually respectful and trusting relationships with parents/carers, the child, class teacher and teaching assistant ✓ Make arrangements to meet individual needs including welfare, SEN/D, medical and language provision as identified induction documentation. Risk assessments and medical care plans will be completed at this meeting ✓ Discuss and share year/class specific routines and expectations including homework, PE, swimming, newsletters/current topics (<i>this will be included in New to EYFS Parent/Carer Information Meeting</i>) 	HSLW

<ul style="list-style-type: none"> ✓ Share high expectations of behaviour, attendance, appearance and prompt payments(<i>this will be included in New to EYFS Parent/Carer Information Meeting</i>) ✓ Discuss/gather a signed copy of the Home School Agreement and Code of Conduct for Parents ✓ Agree/highlight all Stage 1 as completed in full (Induction Booklet) <p>Plan Stage 2 for the graduated induction to school (as Induction Booklet in the Induction Pack) Welcome text to be sent to parents/carers - SIMS updated</p>	
<p>Stage 2 (as parent Induction Booklet)</p> <ul style="list-style-type: none"> ✓ Session 1 – afternoon session <ul style="list-style-type: none"> • Class Teacher or Teaching assistant introduces the child to their named buddy • The named buddy shows the child their coat peg, bag storage, water bottle storage, Assertive Mentoring File, exercise books and class based storage/organisation ✓ Session 2 – morning session <ul style="list-style-type: none"> • Buddy welcomes child at the school gate and the children walk into school together, follow entry routines and register • A welcome circle time session takes place (evident on class overview). Buddy introduces their friend to the class. Rules and routines are discussed 	<p>Office Office</p> <p>Class Teacher</p>
<p>Stage 3 (as parent Induction Booklet)</p> <ul style="list-style-type: none"> ✓ Child separates happily from main carer ✓ Child has an established relationship with a buddy ✓ Child and parents/carers have positive relationships with the class teacher ✓ Child has a developing friendship group ✓ Child is enjoying school ✓ Child is secure and confident within the classroom and wider school environment ✓ Child will follow simple instructions/respond positively to adult direction ✓ Child will follow the class and Golden Rules 	<p>Class Teacher</p>
<p>INDUCTION VISIT RECORD/COMMENTS</p> <p>Class Teacher/TA to record detail, dates and times of induction sessions at stage 3 <i>NB: If more than 3 sessions are needed at stage 3, The Inclusion Leader must be informed and a parent review arranged to discuss barriers. SLT to be informed</i></p>	
<p>Stage 4</p> <ul style="list-style-type: none"> ✓ All induction paperwork to office after 2 weeks full time (Class Teacher) ✓ Induction process completed (Office Staff sign off & file all documentation) ✓ Baseline levels added to DCPro within 2 weeks of starting school ✓ Child's photo added to DC Pro within 2 weeks of starting 	<p>Class Teacher</p> <p>Office Class teacher</p>