We believe this policy relates to the following legislation:

- Health and Safety at Work Act 1974
- Education Act 1996
- Standards and Framework Act 1998
- Management of Health and Safety at Work Regulations 1999
- Education (School Premises) Regulations 1999
- Children Act 2004
- Education & Inspections Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- School Premises (England) Regulations 2012
- Children and Families Act 2014

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)

**Safeguarding Statement**

At Brynnau Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm.

This is the responsibility of every adult employed by, or invited to deliver services at Brynnau Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

We believe it is essential that we have in place clear induction procedures to provide all newly appointed staff with a programme of structured support and guidance so that they can integrate successfully into the school.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.
We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To provide newly appointed staff with a structured programme of support and guidance.
- To ensure that newly appointed staff are introduced to school policy and procedure.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

**Role of the Governing Body**

The Governing Body has:

- appointed a member of staff to be the Induction Mentor;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the mentor and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

**Role of the Headteacher**

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
Brynau Primary School

- work closely with the link governor and mentor;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
  - monitoring learning and teaching through observing lessons
  - monitoring planning and assessment
  - speaking with pupils, school personnel, parents and governors
- annually report to the Governing Body on the success and development of this policy.

Role of the Induction Mentor

The mentor will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to:
  - Teaching Staff
  - NQTs
  - Supply Staff
  - Learning Support Staff
  - Administrative Staff
  - Lunchtime Assistants
- organise an induction day with the new member of staff when the following documentation will be discussed in depth:
  - School Handbook
  - Staff Handbook
  - Policy Documents
  - School Improvement Plan
  - Curriculum Documents
  - Schemes of Work
  - Assessment, Recording and Reporting Procedures
  - Performance Management Policy and Procedures
- The following information will also be covered:
  - A plan of the school
  - Health and Safety policy and procedures
  - Procedures such as:
    - evacuation of the building
    - school security
    - first aid
    - reporting and recording accidents
School personnel – roles and responsibilities
Class list
SEN information
Pupil’s medical information

The first year induction arrangements are:

- meetings with subject coordinators
- meetings with year group leaders
- meetings with inset coordinator
- visit focused lessons in all year groups
- progress meetings with induction mentor
- end of year review meeting

provide the following to the supply teacher:

- A copy of ‘Information for Supply Staff’ which gives an overview of the essential information on their time in the school
- Class information
- Class timetable
- Lesson plans if the absence is planned in advance

provide an induction programme for Learning Support Staff and will include:

- School Handbook
- Staff Handbook
- Policy Documents
- School Improvement Plan
- A plan of the school
- Health and Safety policy and procedures
- Procedures such as:
  - evacuation of the building
  - school security
  - first aid
  - reporting and recording accidents

School personnel – roles and responsibilities
The opportunity to work shadow the existing post holder or person undertaking a similar job where possible
SEN information
List of SEN resources
Assessment, Recording and Reporting Procedures
Performance Management Policy and Procedures
Training in the use of equipment such as photocopier, whiteboard etc
Training opportunities

provide an induction programme for Administrative Staff and will include:
Brynnau Primary School

- School Handbook
- Staff Handbook
- Policy Documents
- A plan of the school
- Health and Safety policy and procedures
- Procedures such as:
  - evacuation of the building
  - school security
  - first aid
  - reporting and recording accidents

- School personnel – roles and responsibilities
- Professional training to implement ICT programmes and school administrative procedures
- Access to confidential information, where appropriate, on children, staff and resources
- A plan of the school
- Health and Safety policy and procedures
- Procedures such as:
  - evacuation of the building
  - school security
  - first aid
  - reporting and recording accidents

- provide an induction programme for Lunchtime Assistants and will include:
  - A plan of the school
  - Health and Safety policy and procedures
  - Behaviour Policy
  - Procedures such as:
    - evacuation of the building
    - school security
    - first aid
    - reporting and recording accidents
  - keep up to date with new developments and resources;
  - undertake risk assessments when required;
  - review and monitor;
  - annually report to the Governing Body on the success and development of this policy.

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
Brynau Primary School

- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- help in the induction process by making new staff welcome in this school;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- implement the school’s equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organise surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body.

Role of Pupils

Pupils will:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- learn to take pride in their work;
- produce work of a high standard;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- hand in homework properly completed and on time;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
Brynau Primary School

- obey all health and safety regulations in all areas of the school;
- co-sign and abide by the Home School Agreement;
- wear correct uniform
- liaise with the school council make suggestions about improving school behaviour;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the Staff Handbook
- meetings with school personnel
- reports such annual report to parents and Headteacher reports to the Governing Body

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  
  - All aspects of this policy
  - Health and Well-being of School Personnel
  - Work-Life Balance
  - Health and Safety
  - Dress Code
  - School Personnel Code of Conduct
  - Anti-Bullying and Anti-Harassment at the Workplace
  - Dealing with Allegations Against School Personnel
  - Disciplinary Procedure
  - Grievance Procedure
  - Equal opportunities
  - Inclusion

- receive periodic training so that they are kept up to date with new information
Brynau Primary School

- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

**Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

**Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

**Linked Policies**

<table>
<thead>
<tr>
<th>Alcohol and Drugs Misuse</th>
<th>Anti-Bullying and Anti-Harassment at the Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Professional Development</td>
<td>Dealing with Allegations Against School Personnel</td>
</tr>
<tr>
<td>Disciplinary Procedure</td>
<td>Dress Code</td>
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<tr>
<td>Grievance Procedure</td>
<td>Health and Safety</td>
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<tr>
<td>Health and Well-being of School Personnel</td>
<td>Lone Workers</td>
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<tr>
<td>Performance Management</td>
<td>School Personnel Code of Conduct</td>
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<tr>
<td>Staff Absence and Leave</td>
<td>Staff Capability</td>
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<tr>
<td>Whistle Blowing</td>
<td>Work-Life Balance</td>
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</tbody>
</table>

**Headteacher:** Mrs V McCarthy  
**Date:** January 2017

**Chair of Governing Body:** Councillor Roger Turner  
**Date:** January 2017
Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

<table>
<thead>
<tr>
<th>Policy Title</th>
<th>The aim(s) of this policy</th>
<th>Existing policy (✓)</th>
<th>New/Proposed Policy (✓)</th>
<th>Updated Policy (✓)</th>
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</table>

This policy affects or is likely to affect the following members of the school community (✓):

- Pupils
- School Personnel
- Parents/carers
- Governors
- School Volunteers
- School Visitors
- Wider School Community

### Question

<table>
<thead>
<tr>
<th>Does or could this policy have a negative impact on any of the following?</th>
<th>Age</th>
<th>Disability</th>
<th>Gender</th>
<th>Gender identity</th>
<th>Pregnancy or maternity</th>
<th>Race</th>
<th>Religion or belief</th>
<th>Sexual orientation</th>
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<tbody>
<tr>
<td>Y</td>
<td>N</td>
<td>NS</td>
<td>Y</td>
<td>N</td>
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<thead>
<tr>
<th>Does or could this policy help promote equality for any of the following?</th>
<th>Age</th>
<th>Disability</th>
<th>Gender</th>
<th>Gender identity</th>
<th>Pregnancy or maternity</th>
<th>Race</th>
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<thead>
<tr>
<th>Does data collected from the equality groups have a positive impact on this policy?</th>
<th>Age</th>
<th>Disability</th>
<th>Gender</th>
<th>Gender identity</th>
<th>Pregnancy or maternity</th>
<th>Race</th>
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### Conclusion

We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

<table>
<thead>
<tr>
<th>Preliminary EIA completed by</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Preliminary EIA approved by</th>
<th>Date</th>
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</table>
### Policy Evaluation

<table>
<thead>
<tr>
<th>Points to be considered</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
<th>Please supply evidence</th>
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<tbody>
<tr>
<td>• Policy annually reviewed</td>
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<td>• Policy in line with current legislation</td>
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<td>• Coordinator in place</td>
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<td>• Nominated governor in place</td>
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<td>• Coordinator carries out role effectively</td>
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<tr>
<td>• Headteacher, coordinator and nominated governor work closely</td>
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<tr>
<td>• Policy endorsed by governing body</td>
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<td>• Policy regularly discussed at meetings of the governing body</td>
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<tr>
<td>• School personnel aware of this policy</td>
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<td>• School personnel comply with this policy</td>
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<tr>
<td>• Pupils aware of this policy</td>
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<td>• Parents aware of this policy</td>
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<td>• Visitors aware of this policy</td>
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<td>• Local community aware of this policy</td>
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<td>• Funding in place</td>
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<td>• Policy complies with the Equality Act</td>
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<tr>
<td>• Equality Impact Assessment undertaken</td>
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<tr>
<td>• Policy referred to the School Handbook</td>
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<td>• Policy available from the school office</td>
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<td>• Policy available from the school website</td>
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<td>• School Council involved with policy development</td>
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<tr>
<td>• All stakeholders take part in questionnaires and surveys</td>
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<td>• All associated training in place</td>
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<td>• All outlined procedures complied with</td>
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<td>• Linked policies in place and up to date</td>
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<td>• Associated policies in place and up to date</td>
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</tbody>
</table>

**A statement outlining the overall effectiveness of this policy**
Brynau Primary School

Policy Approval Form

<table>
<thead>
<tr>
<th>Policy Title:</th>
<th>Date when written:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy written by:</td>
<td>New Policy (✓ or x)</td>
</tr>
<tr>
<td>Stakeholders consulted in policy production: (✓ or x)</td>
<td>Governors</td>
</tr>
<tr>
<td>Date when approved by Governors:</td>
<td>Date when presented to stakeholders:</td>
</tr>
<tr>
<td>Published on: (✓ or x)</td>
<td>School Website</td>
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</table>