

Date of Policy Review:	Reviewer:	Date Ratified by Governors:	Date Shared with Staff:	Date of Next Review:
September 2018	M. Roberts / D. Byron	N/A	September 2018	September 2021

Article 28: Children have a right to a good quality education

Article 29: Children have the right to an education which develops their interests, talents and abilities

Rights Respecting and Wellbeing School

At Marlborough Primary School, all policies are written with consideration for the mental health and wellbeing of all children and staff. As a Rights-Respecting School, we use children’s rights to underpin everything we do and learn. Marlborough Primary School has been working closely with [UNICEF](#), and is a 'Rights Respecting' School. The term is bestowed on those schools who, in the eyes of UNICEF, put the '[UN Convention on the Rights of the Child](#)', (UNCRC) at the heart of their planning, policies, practice and ethos.

UNCRC is a list of rights that all children, everywhere in the world, have. The rights are all the things that children and young people need to make sure they are healthy, happy and safe. A rights-respecting school not only teaches about children's rights, but also models rights and respect in all its relationships: between adults and children, between children themselves, and between adults themselves.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school’s Data Protection Policy.

Data Audit for this Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Registration / Admissions Data	Name D.O.B. Address Telephone Medical Issues Parental Details	Legally Required to For Admission to School Well-Being of Your Child Communication	All Staff (Where Necessary)	Initially Completed on Paper Then Entered Onto School’s Information Management System Paper Version is Shredded	Held on File Throughout Child’s Time at School Passed onto New School When Moving Computer Retains Copy of Records in ‘Archive’

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	





Rationale

With up to 70 pupil movements each academic year and children often arriving at short notice, we recognise the importance of effective induction to school to enable children to settle in quickly and to minimise any dips in progress on transition.

Aims

Our school's induction process has been designed to make a significant contribution to the well-being of the child, to rapidly identify learning needs and to enable each and every child to make progress against a broad range of outcomes (Performance Objectives).

Roles and Responsibilities

The Governing Body

In setting class sizes and staffing structures, including support staff, the Governing Body is aware of the potential effects of mobility and the change of numbers in any cohort mid-year. The Governing Body allocates resources, financial and human to mitigate the negative effects of high mobility.

The Headteacher

The Headteacher, where possible, meets with all parents and children prior to them starting at school. In her absence she arranges for a member of the senior leadership team to meet with the family. Following this a decision is made about the most appropriate class placement for the new child.

The Admissions, Attendance and Welfare Officer

The Admissions, Attendance and Welfare Officer liaises with the senior leadership team to plan for admission dates for new pupils. The Admissions, Attendance and Welfare Officer is responsible for the transference of school records, both electronic and paper based. The Admissions, Attendance and Welfare Officer passes all records to the new class teacher for information. She makes sure that the parent has a School Admissions Pack which provides all relevant information about the school and includes Admission / Permission forms to be completed and returned to the Admissions, Attendance and Welfare Officer.

The Class Teacher

The Class Teacher prepares for the arrival of the new child by ensuring that books, tray and peg are labelled. Where possible the Class Teacher has sight of records in advance. On receipt of records the school teacher makes records available to the Inclusion Leader where relevant.

The Class Teacher ensures that informal contact is made with the new parent at the end of the first day. The Class Teacher always arranges an appointment with the new parent after a period of ten days; this should be set in the first two or three days. The aim of this meeting is to share thoughts as to progress in both settling in and also curriculum information. Concerns from parents and school can be discussed at this meeting and where necessary a further meeting planned.

Assessment

On the first day the Class Teacher ensures that the new child reads to a member of teaching support staff and is given an appropriate reading book.

Within the first week (but not the first two days) the Class Teacher ensures that the newly arrived child:

- Undertakes a Number based assessment.
- Undertakes a Reading Comprehension Assessment
- Undertakes a Phonics check KS1 and where relevant KS2.
- Undertakes a Multiplication Assessment (KS2)

Buddies

The class teacher is responsible for assigning a buddy to the new child. This buddy should be chosen in advance and should be in school for 8.40am / 8.45am on the arrival day of the new child to help welcome them to our school.

Buddies should be planned according to what we already know about the incoming child. On the first day the buddy's responsibilities include:

- A tour of the school.
- Making sure that routines are known: class, break and lunchtime.
- Making sure that the new child is included at break time.

At the end of the first day the Class Teacher spends time with the new child and buddy to assess how the day has been and plans accordingly.

The buddy stays in place for the first ten school days and remains responsible for including the new child in school life. Regular chats between Class Teacher and buddy monitor progress against induction objectives.

Evaluating the Induction Process

The Admissions, Attendance and Welfare Officer will organise to meet with the child together with their parents or carers towards the end of the half term within which they entered Marlborough Primary School. This meeting will provide as an opportunity for both child and parents / carers to ask any further questions, raise any concerns and provide feedback on the induction process. Parents will be asked to complete a short questionnaire so that the school can evaluate the school's induction process and identify any next steps required. The Admissions, Attendance and Welfare Officer will collate all completed induction questionnaires and report findings to the Headteacher on a termly basis.

APPENDIX 1 – Pupils Induction Questionnaire

APPENDIX 2 – Parents and Carers Induction Questionnaire

APPENDIX 3 – Contents of Induction Pack (Listed)

APPENDIX 1 – PUPILS’ INDUCTION QUESTIONNAIRE

Child’s Name _____ Date of Joining _____ Class _____

1 I have had a tour of the school and met the Headteacher Yes No

2 The induction arrangements helped me find out more about the school

Strongly Agree Agree Disagree Strongly Disagree



3 My first good memory is

4 What I enjoy most is

5 I feel I have settled in really well to Marlborough Primary School

Strongly Agree Agree Disagree Strongly Disagree



6 I feel my teacher is helpful and caring and has helped me settle in

Strongly Agree Agree Disagree Strongly Disagree



7 I feel my buddy has helped me to make friends and look after me

Strongly Agree Agree Disagree Strongly Disagree



8 Is there anything else that would have helped you settle in more easily?