



Knocknacarra Educate Together
National School

Staff Induction Policy

This policy has been formulated by Knocknacarra ETNS to provide structure for the induction of new staff members to support successful integration as well as ensure policies, practice and ethos are communicated.

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Introductory Statement and Rationale

Knocknacarra Educate Together National School is a primary school which operates under the ethos of Educate Together which is based on the following principles: equality-based, co-educational, child-centred and democratically run. As a developing school, we are currently in the process of growing each year, with new staff members joining the school on a regular basis. As a democratically run learning community, we rely on a collaborative and team approach, viewing it a collective responsibility to ensure new members of staff are supported, informed and included in the maintenance and development of the culture of the school.

Aims

This policy:

- identifies the method and the types of information that will be communicated to new staff members and
- establishes a long-term peer coaching programme to provide ongoing support to new staff members.

Guidelines

Teachers and Inclusion Support Assistants (formerly SNAs)

- Beginning in February 2019, each staff member who is working in the school on a regular basis, defined as a period of time exceeding one month, will be given access to the school plan including all policies and curriculum plans drafted and ratified to date via the Aladdin system. These will be updated on a regular basis.
- A paper copy of the Child Safeguarding Statement is given to each staff member. Along with all staff members, they will participate in annual training related to the child protection policies in the school.
- Upon appointment, staff members will complete the attached form (Appendix A), indicating they have received, read and agree to abide by key policies including the Child Safeguarding Statement, Garda Vetting Policy, Code of Behaviour, Anti-Bullying Policy, Health and Safety, Data Protection, Communication, Internet Acceptable Usage, Substance Use and Critical Incidents. All staff members on an annual basis will complete the attached form (Appendix B) after the annual review and related training concerning the Child Safeguarding Statement, Code of Behaviour and Anti-Bullying Policy and Health and Safety Policy.
- Upon appointment, each new staff member will meet with the principal. This is to set the stage for ongoing dialogue as well as to identify coaches and collaborators.
- Staff members are encouraged to collaborate with peers, particularly between support and mainstream teachers, in two-year groups (infants, first and second, third and fourth, etc.) or between each ISA(s) and the respective class teacher(s). New staff, whether newly qualified or probated with experience, will be assigned a permanent staff member as a coach. This role is a point of call for new staff members so they can ask questions and receive information about the established practices and policies in the school. Ideally this staff member will be in the same year pairing, working as a support teacher with the new staff member or a more senior ISA.

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- Coaches will meet both formally and informally with new staff members on a regular basis for a two-year period, helping to answer questions and support the gradual acclimation of the new staff member. It is expected that coaches will address all aspects listed in Appendix C.
- The potential for training for coaches will be explored.
- For newly qualified teachers, while we currently do not participate in the Droichead programme due to the size of the school, the coaching role will be essential in supporting planning and acculturation in the school as well as to provide support in achieving the requirements for probation.
- A two-page information sheet (Appendix D) is given to all teachers working in the school, even on a short-term basis.

Ancillary Staff (Secretary, Cleaner or Caretaker)

- Ancillary staff will work closely with the principal to establish routines.
- Ideally a hand-over period will be facilitated to ensure a smooth transition for new staff members as well as the entire school community.

Review and Monitoring

This policy will be reviewed by the Board of Management before 2022 or earlier if the need arises.

Ratification by the Board of Management

This policy was ratified by the Board of Management on the date below. The policy is given to staff members during induction and is available upon request.

Louise Shields, Chairperson

Date of ratification: 31/01/2019

Appendix A – Confirmation of Receipt and Reading of Core Policies

I have received (either in hard copy or through online access), I have read and I agree to follow the core policies listed below during my employment at Knocknacarra Educate Together NS. I understand that the policies are reviewed on a regular basis and staff members are expected to contribute to this review process.

- Child Safeguarding Statement
- Garda Vetting Policy
- Code of Behaviour and Anti-Bullying Policy
- Health and Safety Policy
- Data Protection Policy
- Communication
- Internet Acceptable Usage
- Substance Use Policy
- Critical Incidents
- Communication Policy
- Social Media and School Website Policy
- Off-Site Learning Experiences Policy

Staff Name (print)

Staff Signature

Date

Appendix B – Annual Confirmation of Receipt and Reading of Core Policies

I have received (either in hard copy in the case of the Child Safeguarding Statement or through online access for other policies). I have read them, and I agree to follow the core policies listed below. I participated in the annual review of these policies at a staff meeting.

- Child Safeguarding Statement
- Code of Behaviour and Anti-Bullying Policy
- Health and Safety Policy

Staff Name (print)

Staff Signature

Date

Appendix C – A List of Content to be Reviewed by Coaches with New Staff Members

The following subjects are a list, though not exhaustive, of areas to be discussed as part of the 2-year coaching experience:

Overview of the core policies

- Child Safeguarding Statement
- Garda Vetting Policy
- Code of Behaviour
- Anti-Bullying Policy
- Health and Safety
- Data Protection
- Communication
- Internet Acceptable Usage
- Substance Use Policy
- Critical Incidents
- Communication Policy
- Social Media and School Website Policy
- Off-Site Learning Experiences Policy

An overview to coaching

Weekly assemblies

Portfolios and portfolio sharing meetings

Croke Park Hours and staff meetings

Professional development goals

Options for continuing professional development goals

Facilities

Breaks and supervision protocols

Photocopying

Behaviour management (positive use of language, restorative practice, alternatives to rewards)

Assessment

Parent-Teacher Meetings and Pupil Profiles

Communication practices with parents (open-door policy)

Purchasing procedures

ICT introduction

Photograph permission

Planning and documentation expectations

Yard supervision

School initiatives (Green Schools, Active Flag, Creative Schools, Student Council, etc.)

Off-site Learning

Learn Together Curriculum

Role of Irish in the school

End-of-term assemblies

Book club

Afterschool clubs

Appendix D – Information Sheet for Incidental Substitute Teachers

Thank you for being here today. We hope you enjoy your day. Please don't hesitate to ask any member of staff if you have any questions.

Please ensure you have given all required documents to Claudia, our school secretary, including Teaching Council registration, Garda Vetting and statutory declaration. Please also give her your PPS number and contact details to ensure payment. Claudia will provide you with a class list. The class teacher will include in notes left for you any information about allergies, medication or additional needs of any pupils. Please ask questions if you are unsure.

Timetable

- 8.40 Junior and Senior Infants enter their classrooms (if you are working in these classrooms, please be present from this time onwards)
- 8.50 1st-6th Classes walk from the hall to their classrooms and the teaching day begins
- 9.30 Please take the roll and give a list of absences to either Claudia, Matt or Áine
- 10.40 Lón Beag – you can either take the roll formally now or do an oral-language activity
- 10.50 Yard Time – please escort your class to the yard and be sure a teacher is present before taking your break
- 11.00 Escort the children from the yard back to the classroom
- 12.20 Lón Mór – please read aloud while the children eat
- 12.30 Yard Time
- 13.00 Escort the children from the yard back to the classroom
- 13.30 Home Time for Infants (Children going to afterschool activities are escorted by the club leaders, junior infants are collected at the emergency door in the classroom and senior infants go out the main door. Please be sure every child is collected.)
- 14.30 Home Time for other classes (Children going to afterschool activities walk by themselves to the appropriate room. All other children go to the yard where they are met by parents or walk home if they have prior permission and are in 3rd class or higher. Any child not collected can wait with the teacher on afternoon supervision).

General Guidelines

- Matt Wallen, the principal, is the Designated Liaison Person for child-protection matters. Áine Ní Chuinneagáin, the deputy principal, is the Deputy DLP. If any concerns arise

regarding child protection or bullying, please speak to one of these people before leaving at the end of the day.

- As an Educate Together school, children use adults' first names.
- While prayers should not be included in the school day, we welcome mindfulness and meditation activities of a non-religious nature.
- In the event of the fire alarm sounding, please escort the children out the emergency exit found in each classroom, taking the class list with you. The assembly point is on the green area adjacent to the school. Please take roll when you reach the assembly point.
- Our school has adopted a positive approach to behaviour management that emphasises building relationships and establishing a sense of a shared community. We de-emphasise the use of rewards and punishments, instead trying to use conversation, clear expectations and meaningful praise to help children see how their behaviour positively or negatively contributes to the building of a class and school community. If you wish to use a reward system, please make it a whole-class reward. If you feel unable to manage a behaviour situation, please ask for assistance from a member of staff or feel free to send a child to a colleague.
- A timetable is available for the hall. Feel free to use it any time if it is unoccupied.
- We usually have a whole-school assembly on Fridays after the first break.
- If you need photocopying or printing, check with Claudia or another member of staff.
- Is scoil Béarla í, ach táimid ag iarraidh an-bhéim a chur ar an nGaeilge. Mar gheall ar sin, bain úsáid as do chuid Gaeilge i mbealach neamhfhoirmiúil i rith an lae chomh minic agus is féidir.
- Before leaving at the end of the day, children stack their chairs. Please ensure the floor and tables are clean.

Yard Supervision

- You may be asked to do yard supervision. We have a policy of having one member of the regular teaching staff on duty, so you can ask this person if you have any questions or concerns.
- Children are not allowed to play along the sides of the school building, in the area where cars are parked and in the trees area.
- If children are playing in an unsafe manner, it is fine to ask them to stop playing for an age-appropriate time period before discussing how they will play safely going forward.
- We follow a Restorative Practice approach for conflict resolution. Staff members act as a facilitator, guiding children in sharing their feelings, responding to the other person's feelings and repairing relationships.
- A bell will be rung at the end of break and all children will freeze. It will be rung a second time, and all the children will go to their class lines.
- If playground equipment is being used, the Active School Committee will ensure it is stored properly at the end of break.