



“Learn, *sparkle* & shine...”

St. Peter's C.E. Primary School - Farnworth

**Induction information
for
new staff, supply staff, adult
helpers and volunteers.**

Sept 2025

**A warm welcome to new staff, students & volunteers
from the staff of St. Peter's.**

We are delighted to welcome you as a trainee/volunteer or member of staff into our school. We are an open and friendly school who believe in working together to provide the best learning opportunities for our children. We also recognise the importance of professional development for all and working with you in school is a valuable learning opportunity for us and I'm sure it will be for you too.

Whilst you are here, you will be given a range of professional learning opportunities. Whether you are a new member of staff or trainee/volunteer, think of yourself as working in a professional capacity at all times – respect & confidentiality are essential to developing good working relationships with staff, parents & children. In turn, we hope that you are made very welcome and if you need any support or guidance, beyond that which your mentor will provide, please feel free to ask anyone.

I am sure that your mentor will guide you through the necessary procedures and expectations and I look forward to meeting with you during your time at St Peter's. Enjoy yourself, enjoy the work you do and, most of all, enjoy the children's achievements & successes.

Jenny Scott

Head teacher



Please make sure you familiarise yourself with this booklet before you start your work in school.

The person responsible for your induction is _____

Staff induction guidelines

The school recognises that its staff, both teaching and non-teaching, are its most important resource and it is vital that newly appointed staff are integrated into the school smoothly, efficiently and comfortably if this valuable resource is to be managed effectively.

It is the school's aim that staff quickly become highly effective members of the team which then enables them to achieve a high standard of performance within the shortest possible time. We want staff to have a positive impact on pupils learning, find it stimulating and worthwhile to work within St Peter's and feel that they are members of a successful and hardworking team. The school recognises that pupils achieve most from a well-informed, highly motivated staff. The aim of the induction process is to ensure that this process is completed effectively and efficiently.

Confidentiality

Confidentiality is of the utmost importance in your association with teachers and children. What you see and hear at the school is private. You are in a unique position when you volunteer in the classroom to have information that is not to be shared. Children you observe in the classroom or the school cannot be discussed with other parents or other members of the community. You may not discuss a child even with that child's parents. You must always refer any question regarding pupil welfare and well-being to the child's teacher or the head teachers.

Induction Responsibilities

It is the Head teacher and Deputy Head's overall responsibility to ensure each new member of staff receives his or her induction entitlement. Each new member of staff is assigned an induction mentor to help them accomplish the requirements of the job. Mentors will be chosen in relation to the nature of the appointment. All staff share a corporate responsibility towards new members of staff to make them aware of day-to-day routines and procedures. It is in everybody's interest that each member of staff is able to contribute towards the fulfilment of our school aims. Mentoring is the support, advice and guidance provided for colleagues to enable the development their expertise in their new role in order to become a confident team member.

Induction of staff to leadership roles

Staff who join the leadership team of St Peter's will receive a similar induction to that of other staff members, drawing on the best practice of the school. This will mainly be facilitated by the Head Teacher or Deputy Head Teacher and ensure that they understand their role as quickly as possible in order for them to become effective leaders. Where possible the head teacher will arrange for new members of the leadership team to meet others in similar roles across the cluster in order to support their development within

the role. Staff new to leadership roles will be offered regular catch up meetings with the head teacher or deputy head teacher to discuss their role and how they are settling into school. They will also follow the general induction procedures that apply to all staff.

Induction of teaching staff

The school wishes to incorporate the good practice relating to the induction of ECT's into its policy regarding the induction of experienced staff during their first year at St Peter's.

During the first year the school will ensure:

1. A member of staff will be appointed as mentor, usually a member of the senior leadership team, during the first year to ease the induction process.
2. Regular meetings will be held with mentor to review progress and to ascertain any training needs.
3. Opportunity to observe other colleagues teaching will be given if appropriate.
4. Teaching will be observed in line with school policy and feedback given.
5. As for the all staff, planning and children's work will be monitored to ensure that standards are met.
6. The school will ensure that the new member of staff will be informed of forthcoming events, health and safety and other procedures, and expectations the school has of them.
7. After the period of integration into the school, the length of which will be determined by the individual's development, the teacher will need to broaden his/ her role to encompass that of the co-ordinator and/or manager.

Induction visit

Some of the activities for the induction visit may include:

- Introduction to senior leaders
- Introduction of mentor/named person to liaise with.
- Tour of the school
- Introduction to other staff, particularly those in the same year group.
- Details of procedures for fire drills/invacuation.
- Explanation of statutory training that needs to be undertaken before start date- Safeguarding level 1 , PREVENT, KCSIE, Cyber security , E-safety including filtering and monitoring and ICT acceptable user agreement
- Explanation of where relevant policies can be found on the system.
- Sharing St Peter's expectations regarding curriculum – sharing medium term plans etc.
- Organising passwords/access to school systems.
- Safeguarding procedures and policies including KCSIE Part 1

By the end of the first week

- Procedures for staff communication – staff meetings, Key Stage meetings, staff bulletin, whiteboard in staff room.
- Meeting with SENDCO regarding children with SEND In class.
- Discussion with mentor regarding behaviour management policy and procedures.
- Explanation of staff leave of absence policy.

By end of first half term

- Sharing of school improvement priorities.
- Assessment procedures.
- Subject leadership role.
- Performance management procedures.

Induction of non-teaching staff

1. As with teaching staff, non-teaching staff will be given a job description and will visit the school as part of the appointment process and participate in the statutory training listed above.
2. They will be encouraged to visit the school prior to taking up the appointment and where possible “shadow” the existing post holder to facilitate induction. They will be given information relevant to the post, be able to view the workplace, be introduced to the rest of the staff and be given the opportunity to discuss any induction needs.
3. Non-teaching staff will be given the opportunity to review progress with their line manager or a member of the senior leadership team and to identify any problems and training needs.
4. The staff member will be encouraged to make a contribution to the wider life of the school.

The school values the contributions of all its staff and seeks to promote their development as members of the staff team from the time of their appointment.

Volunteers/Trainees in School

In order to promote a quality education at all times we have developed this section of the policy to support the work of volunteers and students in our school. These are the expectations we have for all adults who work with St. Peter's children. All our school volunteers serve under the direction of school staff to meet the needs of children. There are many opportunities to become involved at St. Peter's. In the classroom, parents have a "helping" role; they are assisting the teacher. Because some children are unable to accept their parents in any role other than parent, it is often better for the parent to volunteer in another area of the school. Students will gain experience across age ranges that best meet the needs of their course or the professional development that they seek.

The school is committed to safeguarding pupils and therefore all adults who work in school will be subject to an enhanced disclosure from the Criminal Records Bureau.

Volunteers during School Hours

When you are volunteering to work here at St. Peters you are demonstrating your support for education. If you are on a fieldtrip you are supervising children. We are expecting your full attention for the children you are supervising on the field trip throughout the time the children are out of school.

Volunteers Outside School Hours

Parents who volunteer outside school hours may at times find it necessary to bring siblings to school. At these times, those children must be under the parent's direct supervision. The parent is responsible for the children's safety and must keep the children with them at all times.

Language/Behaviour

Remember we are all role models for the children around us. Children are watching, listening and learning appropriate behaviour from our actions. Inappropriate language or discussions are not allowed in school or on school trips/visits at any time.

Mobile Phones

Mobile phones are to be turned off in the classrooms. If you need to be contacted, please let the office know you are expecting a call and admin staff will let you know.

No Smoking

Schools are smoke free zones. You may not smoke on school trips/ visits even in your own car.

Classroom management

Classroom management is the responsibility of the teacher. The teacher is the professional whose responsibility it is to plan the course of study and see that it is implemented. The volunteer always works under the direction of the teacher to HELP, not replace, the teacher.

On school trips when you are the adult supervising a group of children and the teacher is unavailable, volunteers may appropriately address safety or behaviour issues. It is the responsibility of the volunteer to inform the teacher as soon as possible about these issues.

However, any consequences for behaviour are the responsibility of the teacher, not the volunteer.

Pupils treat volunteers with respect

Adults are respectful to children and children are always expected to be respectful in return. If on any occasion you are treated disrespectfully, tell the teacher or the head teacher as soon as possible.

The use of the internet

Staff must ensure that a signed copy of the responsible internet use policy (attached as an appendix to this document) is kept on school file. All internet usage is filtered in accordance with the schools e-safety policy, available on the website. School receives alerts when inappropriate activity is detected on the school internet/wifi.

Practical Arrangements

- Do not leave personal belongings unattended.
- School dinners, sandwiches, salads or jacket potatoes are available to purchase – please see office staff on the day.
- The school will be open from 7:00am and will be locked at 5.30pm.
- Please sign in and out every day, collecting a 'visitor' badge from the school office, which you should wear at all times. (applies to visitors only). School staff should wear their identification pass at all times.

Use of resources

- Each class has its own 'everyday' resources. Please ask the class teacher to show you where these are.
- Curriculum resources are stored around school. We have a good number of artefacts, books etc. If you need anything please just ask.
- The photocopier is situated in the Reprographics Room (near to head teacher's office). Please ask someone to show you how it works.
- The school makes every effort to be economical with resources. Please use anything you may need but please try to avoid any waste.
- We do recycle paper please note that we photocopy on the back of paper that has been used once.
- We also recycle printer cartridges – please place in the box in the reprographics room.

Safeguarding Children in Education: Code of Conduct for Safe Practice Policy

St. Peter's Primary School gives the highest importance to the safeguarding and welfare of children. The Governors, head teacher and staff will carry out their responsibilities efficiently and diligently to ensure that this school is a safe and learning environment for children.

Introduction

This is a guide for all adults working in schools (including staff, governors, volunteers and visitors) about acceptable and desirable conduct to protect both adults and pupils. It refers to and complements other policies and guidance in school including:

- School Child Protection Policy
- School Behaviour Policy
- School policy on physical interventions
- School policy on safe recruitment of staff

This policy is based upon the document "Keeping Children Safe in Education September 2024" which outlines the statutory guidance for schools and colleges.

The Designated Senior Person for Child Protection is **Mrs J Scott** and the Designated Teachers for Looked after Children are **Mrs J Scott and Mrs S Percival**

The Deputy Designated Senior Person is **Mrs Sonia Percival**. **There are other staff are trained to level 3 in child safeguarding practises, in their absence.**

Aims

1. To establish and maintain a safe and healthy environment throughout the school;
2. To establish and maintain safe working procedures among staff, pupils, visitors and user groups;
3. To ensure that reasonable measures are in place in order to minimise the risks of harm to children's welfare;
4. To ensure appropriate actions are taken to address concerns about the welfare of the child, or children, working to agreed local policies and procedures in full partnership with other local agencies;
5. To put into place recruitment procedures that safeguards and promotes the welfare of children;
6. To make efficient arrangements for checks on new staff and volunteers;
7. To ensure that others who employ or supply staff have efficient arrangements for checks on staff.

Basic principles

- The child's welfare is paramount (Children's Act 1989)
- Adults working in school are responsible for their own actions and behaviour and should avoid any conduct which would lead a reasonable person to question their motivation or intentions.
- Adults working in the school must work and be seen to work in an open and transparent way.
- Adults should discuss and/or take advice promptly from their line manager or another senior member of staff about any incident which could give rise to concern. This would include reporting infatuations by a pupil for that, or another member of staff, to ensure that such situations can be handled promptly and sensitively.
- A record should be kept of any such incident and of decisions made / further actions agreed, in accordance with school record keeping policy.
- All adults should apply the same professional standards regardless of gender or sexuality.
- All adults should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Emotional Well-Being

We work hard to ensure all our children grow and develop emotionally.

Throughout the school:

- We take time to get to know all our families and establish good relationships
- We encourage our families to make use of our 'Open Door' policy so that they feel confident when coming to discuss issues relating to their child
- We are honest with our children and families (within the Framework for Action Guidelines)
- We work to help the children develop the skills and confidence they need to speak out if there is a problem
- We take time to follow up any worries or concerns until they are resolved to the satisfaction of the child involved.
- We work to provide the children with the skills they need to resist peer pressure and to ask for help if they need it.
- We help children learn about making 'good' choices and as they grow older we help them to develop the skills to make more difficult choices.
- We share our Anti-Bullying and Acceptable Use Policies with parents and children.
- We make sure that our parents know how they can share a concern about the behaviour of any adult in a position of trust.

St. Peter's CE Primary, Farnworth– Summary of the Child Protection and Safeguarding Children Policy. These procedures are for Teaching, Non-Teaching, Contractors, Supply Staff and Volunteers

The summary of this policy and procedures is shown below and a copy of this, including the categories of Abuse (from Working Together to Safeguard Children 2018 & Keeping Children Safe in Education September 2023) will be issued to **all** staff both permanent and temporary, and to any volunteers or contractors who work with the children.

All teaching, non-teaching, volunteers, contractors, and staff engaged or employed by us have a duty to report and refer any concerns they may have to the Designated Safeguarding Lead who has overall responsibility for child protection matters. This is:

Mrs J Scott or Mrs S Percival

Definitions/categories of abuse are shown below, you are expected to familiarise yourself with them.

Physical Abuse (intentional act causing physical injury or trauma) - Physical injury of any form (hitting, biting, burning, shaking) - Giving drugs including alcohol - When a parent or carer fabricates the symptoms of, or deliberately induces illness.	Sexual Abuse - Penetrative or non-penetrative acts by males or females - Showing of pornographic material - Includes online.
Emotional Abuse - Persistent lack of affection - Constant threatening behaviour - Constant overprotection - Unrealistic pressure to perform to high expectations. - Exposure to domestic abuse the abuse can encompass but not limited to, psychological, physical, sexual, financial or emotional. Children may see or hear domestic abuse or suffer domestic abuse in their own intimate relationships.	Neglect - Persistent failure to meet basic needs. - Failure to protect from harm. - Failure to access medical treatment. - Inadequate supervision
Other - Exploitation such as sexual exploitation or Criminal Exploitation including county lines. - Any actions that single out a child for special attention and could therefore be interpreted as 'grooming'. - Staff need to be fully aware of the dangers and risks associated with electronic communications. Consequently, they MUST ensure that they do NOT engage in inappropriate electronic communication of any kind with students. - Radicalisation/Extremism - Female Genital mutilation - Modern day slavery, Breast Ironing and Honour based abuse. - Online Safety	

A student may seek out an individual teacher/adult to share information specifically about abuse or neglect, or may talk spontaneously, individually or in a group when staff or volunteers are present. Anyone hearing an allegation from a child that abuse has, or may have, occurred should:

Receive • What is said • Accept what you are told – you do not need to decide whether or not it is true • Listen without displaying shock or disbelief.	Reassure • The student • Acknowledge their courage in telling you. • Do not promise confidentiality. • Remind them they are not to blame – avoid criticising those accused. • Do not promise that “everything will be alright now” (it might not be).
React • Calmly, respond to the student but do not interrogate. • Avoid leading questions but ask open ended ones. • Clarify anything you do not understand. • Explain what you will do next i.e., inform the Designated Safeguarding Lead.	Record • Make notes as soon as possible – (during the conversation if you can) • Include: Time, Date, Place, and the student's own words – do NOT assume: Ask “Please tell me what that means”. • Describe observable behaviour. • Do not destroy your original notes – they may be needed later. Upload to electronic system such as CPOMS.
Support • Consider what support is needed for the student – you may need to give them a lot of your time. • Ensure you are supported – such conversations can be extremely stressful and time consuming. • Talk to your Designated Safeguarding Lead/Headteacher/Line Manager	

It is important that if the DSL is unavailable, to reduce delay, staff will refer directly to **The Integrated Front Door to ensure the safety, welfare, and protection of the student Telephone- 01204 331500.**

It must be acknowledged that some children may not feel ready or able to disclose abuse. They may not recognise that the abuse or neglect that they are experiencing is harmful. They may be embarrassed or have vulnerabilities, such as disability or language barriers. This will not prevent staff from having professional curiosity and they should always discuss with the DSL if there are concerns about a child.

We aim to support students at the earliest opportunity and will utilise Early Help processes [here](#)

Where there are concerns regarding a staff member, volunteer, or contractor the DSL/Headteacher must be informed immediately.

St. Peter's School is committed to safeguarding and promoting the welfare of children.

Below is a summary of some of the most relevant policies and procedures.

- **Safer Recruitment**

The designated Governor and the Head teacher have completed Safer Recruitment Training. All prospective employees undergo appropriate Disclosure and Barring Service checks, are required to provide two references and undergo full identity checks against official photo ID documents. Their qualifications are also verified. Volunteer helpers, students, those employed by others, and supply staff undergo checks in line with current recommendations. Records of such checks are kept in a Single Central Record.

- **Induction of staff**

All new staff and volunteers are inducted into safeguarding practices and are required to sign a register to confirm that they have been made aware of school procedures relating to Health and Safety, Child Protection and Safeguarding and staff code of conduct.

- **Whistleblowing**

If any members of staff ever have **any** concerns about people working in school, paid or unpaid, they have a professional duty to inform the Head teacher. This can be done in writing or verbally in the knowledge that such a matter will be dealt with sensitively and with the necessary degree of confidentiality. The school follows the Local Authority's policy on Whistleblowing.

- **Site Security**

St. Peter's provides a secure site but the site is only as secure as the people who use it. Therefore all people on the site must adhere to the rules which govern it. Laxity can compromise children's safety. Therefore:

- Staff sign in and out each day.
- Visitors, volunteers and students only enter through the main entrance and after signing in at the office window and being issued with a visitor's badge.
- Other entrances into school are never left open unless they are supervised by a member of staff, for example at playtime.
- Ks1 children are only allowed home with adults with parental responsibility or confirmed and signed permission for alternative arrangements from a person with parental responsibility.
- Children are not allowed to leave school alone during school hours.
- No-one must release the security lock and allow a visitor to enter the premises unless they are sure of the visitor's identity. Children are not allowed to release the security lock for anyone at any time.
- Should a child leave the school premises without permission then staff do not chase after the child, but report immediately to the office. The Head teacher will then inform parents and police of the circumstances.
- If staff are aware of an intruder on site, senior staff must be informed and the children moved to a safe place, dependent on circumstances. Senior staff will attempt to verify the intruder's intentions, ask them to remove themselves from the site and then inform police.

- **First Aid**

All members of staff are training in basic First Aid. Two members of staff are Designated First Aiders and have training in First Aid in the Workplace, and two further members of staff have received training in Paediatric First Aid. Accidents are recorded in an Accident Book and parents notified in case of head injuries.

- **Intimate Care**

Children who attend school have a medical condition and need attention that involves a member of staff changing tubes, nappies, administering any treatment at all that involves physical contact on a regular basis will have an Intimate Care Plan in place in line with the school's Intimate Care Policy.

- **Photography and video**

Parents complete a Microsoft permissions form as their child starts school if they do not wish photographs of their child to be taken and used on the school website or newspaper or published by a local or national newspaper. A record is kept, and shared with staff, of any child who does not have parental permission for photographs to be taken

- **Curriculum design**

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in subjects such as PSHE discusses relevant issues with children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology. At all times there are appropriate staffing levels and when the curriculum is taken out of school, appropriate and agreed pupil / adult ratios are maintained. All trips are conducted in line with the Educational Visits Policy. Visiting speakers, with correct clearance, are always welcome into school to enhance provision.

- **Educational Visits**

Visits out of school pose a risk to all taking part and must be arranged and operated in line with the school's Educational Visits Policy. A copy of the policy is on the school network and the Educational Visits co-ordinator is Mrs Jenny Cox, who is available for advice and assistance when planning any visit off the premises.

- **Behaviour / Anti-bullying Policy**

Good behaviour is essential in any community in order to maintain the safety and security of all children and at St. Peter's we have high expectations of everyone. Full details of the anti-bullying policy can be found within the Behaviour Policy.

• E – Safety

The school has an acceptable use policy which has been shared with all staff. A summary of the relevant points has been shared with pupils and parents. The acceptable use policy also covers Social Networking Sites. The school also recognises that Cyber Bullying has the potential to be a growing concern for our children. As such work is done to combat this within the curriculum and also forms part of our anti-bullying policy.

• Needs of Individuals

There are some children who need specific support. This may take the form of individual or small group teaching, Intimate Care, such as emptying feeding tubes or cleaning a child, Medical or Dietary needs and restraining a child.

The SENCo has overall responsibility for all children who have individual needs and works with the relevant staff to ensure they have the relevant skills and training necessary.

All staff, volunteers and visitors to the schools must:

- Be familiar with and work in accordance with the school's policies (all available on the website) including in particular ;
 - Child Protection
 - Behaviour
 - Physical Intervention
 - Internet Safety ; Email and internet security)
 - Intimate Care
 - Health and Safety
 - Social networking
 - Whistleblowing
- Provide a good example and a positive role model to pupils in your behaviour, language and attitude to adults and children in school.
- Be familiar with the dietary and medical needs of individual children. A folder is kept in the staffroom with updated information in it. **Please take time to read this information as soon as possible.**
- Behave in a mature, respectful, safe, fair and considered manner. For example, you must ensure that you:
 - Are not sarcastic, and do not make remarks or 'jokes' to pupils of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature
 - Do not embarrass or humiliate children
- Do not discriminate favourably or unfavourably towards any child. For example,

- Treat all pupils equally – never build ‘special’ relationships or confer favour on particular pupils
 - Do not give or receive (other than token) gifts unless arranged through school
- Ensure that your relationship with pupils remains on a professional footing. For example, you must
 - Only touch pupils for professional reasons, and when this is necessary and appropriate for the pupil’s wellbeing or safety (more guidance on this is set out in the DfE Guidance keeping children safe in education)
 - Not behave in a way that could lead a reasonable observer to question your conduct, intentions or suitability to care for other people’s children
 - Not make arrangements to contact, communicate or meet with pupils outside your work (this includes use of email, text and other messaging systems)
- Not develop ‘personal’ or sexual relationships with pupils. In particular your attention is drawn to the provisions of the Sexual Offences Act 2003, which creates a new criminal offence of abuse of a position of trust (when a person aged 18 or over is in a ‘position of trust’ with a person under 18 and engages in sexual activity with or in the presence of that child, or causes or incites that child to engage in or watch sexual activity).

Health, Safety and Wellbeing

The Governing Body of St Peters CE Primary School takes the health, safety and wellbeing (HSW) of all those on, working from, using our school site or working off site, seriously.

We have a Health, Safety and Wellbeing policy to help explain how we manage our responsibilities under the Health and Safety at work etc. Act 1974. The main aim of the policy and its content is to ensure, so far as is reasonably practicable:

- As a Local Authority (LA) controlled school we are following the Council's overarching Health, Safety and Wellbeing (HSW) policy, its ethos and instruction.
- The school environment is a safe place to work from, learn in and visit, without risk to HSW.
- We provide a safe working equipment, procedures and information on significant risks to our staff, students and others who might be affected by what we do.
- We provide training and consult with staff and others on HSW matters.
- We provide a safe means of access to and from the school.
- Robust procedures are in place to manage accidents or emergencies.
- We monitor our safety performance and review and investigate accidents, incidents and near miss events, learning from findings.

You have a responsibility as either a member of staff or volunteer to:

- Take care of their own health, safety, and wellbeing and that of any other person who may be affected by what they do (or do not do).
- Co-operate with others on health and safety matters, not interfering with, or misusing, anything provided for health, safety or welfare.
- Follow the training they have received when using any work items or systems provided by the employer.
- Develop if tasked to, read and follow the RA in place for their safety and the safety of others who might be affected by the work they do.
- Report practices, equipment or physical conditions that may be hazardous to their line manager and/or the appropriate member of staff.
- Follow the accident reporting procedure.
- Not bring any electrical items on site to use as work or cleaning equipment, unless they have notified the head/business manager and an assessment has been completed.
- Understand emergency evacuation procedures, and feel confident in implementing them and how to raise any concerns.
- Read the full Health and Safety Policy and record that you have read/understood your responsibilities detailed in it.

ACCIDENTS

All accidents, incidents and near miss events which occur on site or off site as part of school activities must be reported. This includes accidents or incidents involving staff, students and others who may be affected by our activities whilst on our site. Please seek advice from the School Business Manager regarding this.

ELECTRICAL EQUIPMENT

Staff or volunteers must seek advice from the School Business Manager or Site Manager if they are bringing any personal electrical equipment from home into the school.

All staff are responsible for ensuring that they use and handle electrical equipment sensibly and safely. Any pupil or volunteer who handles electrical appliances must do so under the supervision of the member of staff who directs them, and a risk assessment must be in place.

FIRST AID

This school has separate First Aid and Medication policies. These detail what support we can provide for anyone who has had an accident or become unwell on site. The policy also lists who our current first aiders are, what training they receive and when, where our first aid boxes are located, what they contain and who maintains them, as well as infection control and waste removal.

SMOKING

Smoking is not permitted anywhere on the school premises. This include E-Cigarettes.

WORKING AT HEIGHT

Work at height must be properly planned, supervised and carried out by competent people with the skills, knowledge and experience to do the work.

OCCUPATIONAL STRESS

We are committed to promoting high levels of health and wellbeing and recognise the importance of identifying and reducing workplace stressors.

Fire Emergency Evacuation Plan

Name of school	St.Peter's C.E.Primary School
Address of premises	Alexandra Street Farnworth Bolton
Tel no	01204 333090
Fax No	01204 333091

Name of person producing plan	Mrs Diane Buckley (in the absence of school business manager)
Job title	Deputy Head Teacher

Person in charge	Jenny Scott
Deputy	Diane Buckley/Steven Gore

Other people with key responsibility:

Site Manager	Gary Wells
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Introducing our Fire Wardens



			
Mrs Rawlinson Valid to May 2025	Mrs K Jackson Valid to October 2027	Ms J Wharton Valid to May 2025	
			
	Mrs Ince Valid to March 2026	Miss Lancaster Valid to October 2027	Mrs Smith Valid to May 2025
			
Mrs Bessell Valid to October 2027	Miss R Hayward Valid to April 2025	Mr G Wells Valid to Nov 2027	

1a Evacuation procedures during lesson times - **when majority of children are working in classrooms**

Action to be taken by person discovering a fire

- Raise the alarm by breaking nearest glass panel
- Exit building as normal
- Liaise with Person in Charge to confirm location / nature of fire
- Be available to provide an additional information as requested

Action to be taken by those hearing the alarm / seeing the fire

- Make way to nearest available exit (details provided below)
- Do not take any belongings with you
- Gather and wait at the assembly point (corner of the school yard)

The Person in Charge (or deputy in her absence) will

- Clearly identify themselves as person in charge
- Ring the Fire Brigade
- Gather relevant information on persons reported missing
- Gather relevant information on nature/location of fire
- Ensure that other adults with responsibilities are on site and instruct them to carry out responsibilities (Designate another adult to deputise if necessary)
- Liaise with Emergency Services on arrival and carry out any instructions given
- Make available plans of the school and any keys needed to access building

If the nature of the incident appears to be serious then it is advisable for the person in charge to identify an adult to shadow them and make written notes of information reported/given

Action to be taken by Fire Wardens

- Where it is safe to do so Fire Wardens will check toilets and other rooms in their area.
- Liaise with teachers to ensure all adults under their supervision are accounted for
- Fire Warden will inform Person in Charge immediately of any missing persons

Action to be taken by Teachers and teaching assistants

- Close all doors and windows as they leave a room (as long as it is safe to do so)
- Supervise the children and other visitors out of the school premises.
- Identify one available adult to be 'last to leave'
- Collect inhalers and other medication (if it is safe to do so)
- Ensure children who are in the toilet / cloakroom area also leave
- If it not safe to do so inform Person In Charge IMMEDIATELY on exiting the building
- Teachers will take a full register and ensure all adults under their supervision are accounted for
- Teachers will inform Fire Warden immediately of any missing persons

Action to be taken by Sparkle Room Teacher and teaching assistants

- Supervise the children and other visitors out of the school premises.
- Identify one available adult to be 'last to leave'
- Collect inhalers and other medication (if it is safe to do so)
- Collect walkie talkie on exit to communicate with KS1 area of the school
- Ensure children who are in the toilet also leave
- If it not safe to do so inform Person In Charge IMMEDIATELY on exiting the building

- Teacher will take a full register and ensure all adults under their supervision are accounted for
- Teacher will inform Fire Warden immediately of any missing persons

The Site Manager will

- Make himself available to the Person in Charge
- Provide keys to access gate close to assembly point
- Provide information to the Fire Brigade if requested (eg. location of boiler/potential hazards)

The Business Manager and Admin Assistant will

- Make themselves available to the Person in Charge
- Run InVentry Evac to print out visitors/staff signed in/out children signed in
- Grab fire pack with floor plans and registers
The Catering Manager will (if kitchen is operational)
- Ensure safe evacuation of all staff
- Turn off any appliances in use (if safe to do so)
- Leave the building (in accordance with Commercial Services Policy)
- Make herself available to the Person In Charge
- Provide information to the Fire Brigade if requested (eg location of boiler /potential hazards)

Notes – Carrying out a 'sweep' of the building must only be done by Fire Wardens as they are leaving the building and must not put themselves or others at risk. Children must not be left unattended.

ONLY THE PERSON IN CHARGE UNDER THE INSTRUCTION OF THE FIRE BRIGADE CAN GIVE THE 'ALL CLEAR' AND ALLOW RE-ENTRY TO THE BUILDING.

1b Evacuation Procedures at the beginning & end of the school day, play times & lunch times, after school activities, assembly

- **All procedures will be followed as above with the following considerations**
- **Teachers and TA's who are not with children must evacuate the building and assume supervision of their children**
- **Extra care should be taken to check toilets/cloakrooms etc If a large number of children are together (ie Assembly/lunch time), the teacher leading the activity should assume control of the area and be 'last to leave'.**
- **Where this conflicts with being the Person In Charge, the teacher should instruct another teacher to assume control of the area.**
- **If teachers have left the school premises then the Person In Charge should assign another adult to supervise the class immediately. (Office Staff will have this information.)**

- **Where only a small number of children are in school (eg after school clubs), the teacher in charge of the club should register and supervise the children in their group, rather than children forming class groups.**

Other Activities using the School Building: Disco, Christmas Fair etc (School based)

- **All activities of this nature will have a person in charge and so procedures will be followed as above.**
- **All persons leaving the building will go to the assembly point**
- **No persons should leave the area until a clear assessment of the situation has taken place.**

Other Activities using School Building: External Groups (Non School Based)

- All external user groups will identify a person in charge.
- **User groups have access to torch in areas in case emergency lighting is insufficient**
- **Register of all group members should be taken at the start of the session**
- **The user groups should ensure they have access to a mobile phone throughout the session**
- **All persons leaving the building will go to the assembly point**
- **No persons should leave the area until a clear assessment of the situation has taken place.**

2) Information to Support Fire Plan

Key escape routes - how access can be gained, where they lead to, how they are protected from fire.

Classroom Exits

Reception Classes **Exit through fire doors on to playground, assemble on KS2 playground.**

Y1 **Exit through the fire door in classroom and assemble on KS1 playground**

Y2(1) **Exit through fire door in classroom and assemble on KS1 playground**

Y2(2) **Exit through fire door in classroom and assemble on KS2 playground**

Y3 **Exit through Fire Exit Door from first floor onto KS2 playground**

Y4 **Exit down front staircase, through front entrance and onto KS1 playground**

Y5 **Exit down the rear staircase, through the fire door at bottom of rear stairs to KS2 playground**

Y6 **Exit through the fire door at bottom of rear (Y6) stairs to KS2 playground**

Sparkle **Exit through the fire door at bottom of rear stairs to KS2 playground**

Art Room **Exit down front staircase, through front entrance and onto KS1 playground**

Hall **Exit through front entrance and onto KS1 playground or through Ks2 corridor on to Ks2 playground (route may be blocked)**

Summary class meeting points:

KS1 playground: Reception, Y1, Y2(1), Y4, Art room, possibly children from the hall

KS2 playground: Y2 (2), Y3, Y5, Y6, sparkle, possibly children from the hall

Hall

Fitted with emergency lighting

Exits clearly labelled

Fire warning system - **description of bells, sirens, types of signals and location of system panels**

The Fire Bell is a Continuous Sound that can be heard throughout school and that the children are familiar with.

The Panel is located in the school entrance hall

Fire Glass Panels and Extinguishers are identified on school layout plan – given as an appendix

Duties and identities of employees with specific responsibilities

All detailed in plan

Arrangements for safe evacuation of persons identified as being especially at risk from fire (Personal Emergency Evacuation Plan –PEEP)

At present there are no children in school who are unable to walk out of the building. Where this is the case, a TA will wait with them at the nearest refuge point.

At present there are no children who are unable to hear the fire bell

At present there are no members of staff who are unable to walk out of the building

Ensure that Refuge points are kept clear of combustible materials.

A risk assessment has been done for those children whose behaviours may prevent them following adult instructions during Fire evacuation

Fire fighting equipment

All equipment meets current regulations and is positioned in accordance with guidance from fire safety officers (Sep 12)

Specific arrangements for high fire-risk areas

Boiler Room: Materials should not be kept in the boiler room.
Doors are kept closed
Fire extinguisher to be checked annually
No smoking policy to be adhered to

Kitchen The kitchen manager turns off the direct heat ie any gas appliances.
All fire doors are kept closed
Fire extinguisher to be checked annually
No smoking policy to be adhered to

3) On Going Actions to support Fire Plan

- Termly Fire Practice. Variation in times and access routes available
- Regular updates on staff training
- Governors review of school policy

- Risk Assessments
- Regular servicing of Fire Panel and extinguishers
- Compliance with all legal requirements
- Weekly fire alarm and fire equipment checks by caretaker and records kept
- General housekeeping regularly reviewed
- No combustible materials to be stored near heaters or in cupboard under rear stairs
- Ensure any contractors completing "hot works" have a permit to work system in place.
- All electrical equipment, including personal equipment to be PAT testing in line with LA guidelines.
- Emergency Lighting checked in line with LA guidelines.

Health and Safety

First Aiders

Introducing our First Aid Team 			
			
Miss D Percival Valid to Feb 2027	Mrs K Jackson Valid to October 2027	Mrs L Whitehead Valid to October 2027	Mrs Kemp Valid to July 2025
			
Mrs Buckley Valid to April 2026	Mrs Worthington Valid to May 2027	Miss McNamara Valid to February 2026	Miss Gallegher Valid to October 2027
			
Mrs Mabon Valid to April 2026	Mrs Ince Valid to March 2026	Miss Lancaster Valid to October 2027	Mrs Smith Valid to May 2028
			
Mrs Bessell Valid to October 2027	Miss Eccleshare Valid to June 2027		Mrs Hearsey Valid to February 2027

The school works hard to maintain and support a safe environment for staff & pupils in its care. As such everyone is responsible for the safety of others. Please remember;

- Not to climb on any furniture to reach display boards etc. Please ask the site manager for suitable ladders
- Not to take hot drinks out of the staff room.
- Not to bring into school anything that may contain harmful substances (i.e. cleaning materials, glue etc) Everything you need will be provided by the school
- To look out for and report any faults / damage to the school building (i.e. carpet coming up / door locks sticking)
- Not to bring any electrical equipment into school

It is especially important in our school

- To carry out regular checks on the toilets
- To report any concerns about children's welfare to your mentor or class teacher.

Risk Assessments

The school carries out regular reviews of Risk Assessments, these are available for you to look at anytime. Where you are directly involved with a specific risk (i.e. organising a school trip / cooking) ensure you are fully aware of the Risk Assessment for that activity.

Accidents in School

If an accident happens in your classroom please inform the nearest adult. There will always be one near by.

If any one is seriously injured please do not attempt to move them, until help arrives.

If the accident is minor, and can be dealt with, please do so and inform your mentor or class teacher as soon as possible.

The seriousness of head injuries are not always apparent, so please inform the First Aider in any situation involving a bumped or banged head.

The minor accident form must be completed and procedure for informing parents followed.

Creating a Learning Environment – guidance for staff

Classroom Management / Organisation

Space within school is limited and as our resources develop and grow to support the curriculum and the children's learning, they have to be organised and stored in such a way which enables access by all those who need to use them. (There is nothing more frustrating for any teacher or child than being unable to pursue an idea because you cannot find equipment/resources in school to support your work.)

The classroom is the learning environment where the child spends much of his/her school life. The management and organisation of the classroom is fundamental to the child's whole development and helps to ensure equality of opportunity for every child in every class. The classroom is a working environment which encourages active learning in all areas of the curriculum. Although it is the base for one teacher and a class of children, there are many times when other teachers need to work within the classroom. They too need access to equipment and resources to teach effectively within that classroom.

The classroom should . . . be lively and enriching
be stimulating and interesting

This is where we motivate the children to find out and explore the world in which they live!! The classroom has to be dynamic and constantly changing to maintain the children's interest throughout the year.

Every classroom should also reflect... the work of the children
the whole curriculum of the school
the standards of the school
the values of the teacher / school
expectations of the teacher.

Displays that are in every room . . . Worship – displaying the current assembly theme and other relevant quotes, prayers, pictures.
British Values Display
WAGOLL board- changed regularly
Charity display – reflecting the cohorts charity and the event(s) they have held for this.
English and Maths working walls
Weekly spellings displayed in context

The classroom reflects our attitudes and values (the values of the school, the class and the individual teacher). Within the classroom is a small family/community working together to common aims and a clear understanding. All within the classroom have a responsibility to treat each other and property with respect, to understand the importance of working together and sharing with others.

Practical Advice

1. The classroom should be well-organised and should be kept tidy. Resources and equipment should be stored in a logical way ... the system clearly understood by all teachers and children who use them.

2. Children need to understand that the classroom and resources within the classroom belong to them and are for their benefit and the benefit of their friends. They are responsible for tidying up and working to certain routines. Set routines for tidying and collecting books, putting away equipment etc. should be clearly understood and should be maintained at all times. The teachers should spend the minimum amount of time tidying up after children. There are huge demands on teacher's time - time is too valuable to use tidying up after children.
3. Every classroom should have areas which are clearly identified as a reading / language area, maths area, art corner etc. which are adequately resourced and clearly labelled.
4. In addition to these specialised resource areas every classroom should have a stock of basic equipment. The minimum requirement should be that every child has a sharp pencil and a straight ruler throughout each day! Every group (or table) of children should have access to a tub of wax crayons, a rubber and a pencil sharpener.
5. Children should be encouraged at all times to use the correct equipment and tools for a given task and need to be shown how to use equipment properly so that others can use it afterwards.
6. The covers of topic books and science books can be illustrated. Children should not doodle on the covers of exercise books or text books.
7. Children's work should be displayed. Such displays should reflect the work the children are doing and should be changed **at least** once a term, preferably twice a term. Care should be taken to display work which reflects the standards of the school. Wherever possible the work should be a second draft (correct spellings, neat handwriting) and should represent the child's best efforts. At the upper end of school the work displayed should be perfect to enable other children to read, use and appreciate the work displayed.
8. Policy documents should be easily accessible and the class timetable displayed with all the relevant information regarding PE lessons, support teaching, FOCUS etc.
9. At the end of the day the classroom should be left tidy table tops, teachers desk, shelves, art corner, equipment etc.

Use of Equipment

1. Care should be taken when using gun staplers. These are only suitable for boards and should not be used on walls.
2. Care should be taken when using sticky labels, glue etc. Some glues are impossible to remove at the end of the year.
3. Children should always wear protective clothing for activities.
4. Tables should be covered before activities begin.
5. Electric pencil sharpeners should only be used by the teacher not by children.
6. Any books, equipment, resources which are borrowed from other teachers or resource areas should always be returned.

As classroom teachers and curriculum co-ordinators it is important that we recognise the development of our own planning, organisation and management skills are crucial to our own professional development and to the development of the school. The points mentioned above are not just concerned with the cosmetic issues of keeping a classroom tidy or a “nice-looking” school, but are concerned with the fundamental aspects of our school i.e. the basics of good classroom management and organisation. They provide a sound basis for team work and of a shared understanding amongst all staff and children within the school.

Additional Policies available on request

Please let your mentor know which of the following you will need.

Behaviour & Discipline Policy

Safeguarding Policy

Marking Guidelines

School Development Plan

Medium Term Curriculum Plans – foundation subjects

Target Setting, Record Keeping & Assessment Policy

Homework Policy

Medicines in School

In fact we have a policy for most things please ask if you are unsure.

St Peter's CE Primary School

Acceptable Internet Use Statement For Adults

Staff, Visitors and Volunteers Acceptable Use Policy

Innovative technologies have become integral to the lives of children and young people in today's society, both within schools / academies and in their lives outside school. The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. They also bring opportunities for staff to be more creative and productive in their work. All users should have an entitlement to safe internet access at all times.

This Acceptable Use Policy is intended to ensure:

- that staff and volunteers will be responsible users and stay safe while using the internet and other communications technologies for educational and personal use.
- that school / academy IT systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that staff are protected from potential risk in their use of IT in their everyday work.

The school will ensure that staff and volunteers will have good access to IT to enhance their work, to enhance learning opportunities for *students / pupils* learning and will, in return, expect staff and volunteers to agree to be responsible users.

Acceptable Use Policy Agreement

I understand that I must use the school IT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the IT systems and other users. I recognise the value of the use of technology for enhancing learning and will ensure that students / pupils receive opportunities to gain from the use of IT. I will, educate the young people in my care in the safe use of technology and be a good role model in my own use of all digital technologies in my work with young people.

For my professional and personal safety:

- I understand that the *school / academy* will monitor my use of the IT systems, email and other digital communications;
- I understand that the rules set out in this agreement also apply to use of school IT systems (e.g. laptops, email etc.) out of school, and to the transfer of personal data (digital or paper based) out of school
- I will not support or promote extremist organisations, messages, or individuals;
- I will not give a voice or opportunity to extremist visitors with extremist views;
- I will not browse, download, or send material that is considered offensive or of an extremist nature by the school;
- I understand that the school IT systems are primarily intended for educational use and that I will only use the systems for personal use within the policies and rules set down by the school.
- I will not disclose my username or password to anyone else, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.

Staff passwords:

- **All staff users will be provided with a username and password** by Bolton Schools ICT who will keep an up to date record of users and their usernames.
- **A password should be a minimum of 8 characters long and must include three of – uppercase character, lowercase character, number, special characters and must not include proper names or any other personal information** about the user that might be known by others
- I will immediately report any illegal, inappropriate, or harmful material or incident, I become aware of to the DSL.
- I will be professional in my communications and actions when using school / academy IT systems.
- I will not access, copy, remove or otherwise alter any other user's files, without their expressed permission.
- I will communicate with others in a professional manner, I will not use aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will ensure that when I take and / or publish images of others I will do so with their permission and in accordance with the school's policy on the use of digital / video images.
- I will not use my personal equipment to record these images, unless I have permission to do so. Where these images are published (e.g. on the school website /social media platforms) it will not be possible to identify by name, or other personal information, those who are featured.
- I will only use chat and social networking sites in school in accordance with the school's policies. (Schools / academies should amend this section to take account of their policy on access to social networking and similar sites)
- I will only communicate with students / pupils and parents / carers using official school systems. Any such communication will be professional in tone and manner. (Schools should amend this section to take account of their policy on communications with students / pupils and parents / carers. Staff should be made aware of the risks attached to using their personal email addresses / mobile phones / social networking sites for such communications)
- I will not engage in any on-line activity that may compromise my professional responsibilities.

The school and the local authority have the responsibility to provide safe and secure access to technologies and ensure the smooth running of the school/academy:

- When I use my mobile devices (PDAs / laptops / mobile phones / USB devices etc.) in school, I will follow the rules set out in this agreement, in the same way as if I was using school equipment. I will also follow any additional rules set by the school / academy about such use. I will ensure that any such devices are protected by up-to-date anti-virus software and are free from viruses.
- I will not use personal email addresses on the school / academy IT systems, except in exceptional emergency circumstances.
- I will not open any hyperlinks in emails or any attachments to emails, unless the source is known and trusted, or if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes).
- I will ensure that my data is regularly backed up, in accordance with relevant school / academy policies.
- I will not try to upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act) or inappropriate or may cause harm or distress to others. I will not try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.

- I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor will I try to alter computer settings, unless this is allowed in school/academy policies.
- I will not disable or cause any damage to school / academy equipment, or the equipment belonging to others.
- I will only transport, hold, disclose, or share personal information about myself or others, as outlined in the School/ LA Personal Data Policy **Where digital personal data is transferred outside the secure local network, it must be encrypted.** Paper based Protected and Restricted data must be held in lockable storage.
- I understand that data protection policy requires that any staff or pupil data to which I have access, will be kept private and confidential, except when it is deemed necessary that I am required by law or by school / academy policy to disclose such information to an appropriate authority.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.

When using the internet in my professional capacity or for school sanctioned personal use:

- I will ensure that I have permission to use the original work of others in my own work;
- where work is protected by copyright, I will not download or distribute copies (including music and videos).

I understand that I am responsible for my actions in and out of the school/academy:

I understand that this Acceptable Use Policy applies not only to my work and use of school IT equipment in school, but also applies to my use of school IT systems and equipment off the premises and my use of personal equipment on the premises or in situations related to my employment by the school/academy.

I understand that if I fail to comply with this Acceptable Use Policy, I could be subject to disciplinary action. This could include a warning, a suspension, referral to Governors or the Local Authority and in the event of illegal activities the involvement of the Police.

I have read and understand the above and agree to use the school IT systems (both in and out of school) and my own devices (in school and when conducting communications related to the school) within these guidelines.

Staff/Visitor/Volunteer Name

Signed

Date

St. Peter's C.E. Primary School

Data Protection Act 2018

Privacy Notice (How we use your information) – Staff

We need to hold personal information about you on our computers systems and in paper records to help us with the daily running of the school as an organisation.

Your Headteacher is responsible for their accuracy and safe keeping. Please help to keep your records up to date by informing us of any change of circumstances.

Senior school staff and in some circumstances administration staff have access to your records to enable them to do their jobs. Anyone with access to your record is properly trained in confidentiality issues and is governed by a legal duty to keep your details secure, accurate and up to date.

All information about you is held securely and appropriate safeguards are in place to prevent loss.

In some circumstances we may be required by law to release your details to statutory or other official bodies, for example if a court order is present, or in the case of public educational matters. In other circumstances you may be required to give written consent before information is released.

We use school workforce data to:

- Enable the development of a comprehensive picture of the workforce and how it is deployed
- Inform the development of recruitment and retention policies
- Enable individuals to be paid

Categories of information that we collect, hold and share include:

- Personal information (such as name, employee or teacher number, national insurance number)
- Special categories of data including characteristics information such as gender, age, ethnic group
- Contract information (such as start dates, hours worked, post, roles and salary information)
- Work absence information (such as number of absences and reasons)
- Qualifications (and, where relevant, subjects taught)

The lawful basis on which we process this information

We process this information under:

- Processing is necessary for the performance of a contract to which the data subject is party or in order to take steps at the request of the data subject prior to entering into a contract.
- Processing is necessary for the purpose of carrying out the obligations and exercising specific rights of the controller or of the data subject in the field of employment and social security and social protection law.

Collecting this information

Whilst the majority of information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with Data Protection Act, we will inform you whether you are required to provide certain school workforce information to us or if you have a choice in this.

Storing this information

We hold workforce data whilst in employment with the school, and for 2 years following the date you leave the organisation. Where the school feels the need for the data to be retained for example in the case of a possible employment tribunal, the information will be stored for up to 5 years or to the full completion of any following case.

Sharing of information

We routinely share staff information with:

- Our local authority
- The Department for Education (DfE)

We do not share information about the workforce members with anyone without consent unless the law and our policies allow us to do so.

We are required to share information about our workforce members with our local authority (LA) under section 5 of the Education (Supply of information about the school workforce) (England) Regulations 2007 and amendments.

We share personal data with the Department for Education (DfE) on a statutory basis. This data sharing underpins workforce policy monitoring, evaluation and links to school funding / expenditure and the assessment education attainment.

Requesting access to your personal data

Under the Data Protection Act, you have the right to request access to information about you that we hold. To make a request for your personal information, please make direct contact with the data protection team as outlined below.

You also have the right to:

- Object to processing of personal data that is likely to cause, or is causing, damage or distress
- Prevent processing for the purposes of direct marketing
- Object to decisions being taken by automatic means
- In certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- Claim compensation for damages caused by a breach.

Data Protection Officer

The school has an independent data protection officer service supplied by Global Policing Limited. Global Policing is an organisation run by ex-senior police officers who specialise in working with schools and have vast experience of data protection matters. If you have any questions or comments, or wish to make any requests under the Regulations, you should contact them directly:

- Telephone (answerphone) 0161 212 1682
- Email data@globalpolicing.co.uk
- Website www.globalpolicing.co.uk/data

If you have a concern about the way we are collecting or using personal data, we ask that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns>

“Learn, **sparkle & shine...”**

St. Peter's C.E. Primary School - Farnworth

Induction information

for

new staff, supply staff, adult

helpers and volunteers.

In signing this you are;

- Acknowledging receipt of the induction handbook
- Agreeing to read and adopt the practices determined by the policies referred to within.

Full Name	Position in School
Signed	date

Please pass the signed acknowledgement form to the school office for keeping on record.

Appendix; Teaching staff induction checklist

Item	By who	Completed on
Induction visit		
Tour of the school		
Introduction to key staff		
Discussion around school ethos and values		
Daily duties including working hours, break duties, dinner duties		
Organisation of passwords/ access to school systems		
Safeguarding procedures, key staff and statutory training to be completed		
Fire evacuation and invacuation procedures		
Curriculum overview		
First two weeks		
Teaching and Learning strategies- Rosenshine's Principles		
Timetables (PE, ICT, break and dinner, worship)		
Feedback and marking policy		
Classroom expectations (displays, WAGOLL board, working walls)		
Homework expectations		
First aid procedures and named people		
Procedures for school communication – staff bulletin, notice board, Teams messages, staff meeting and key stage meeting		
Meeting with SENDCO regarding children with SEND in class.		
Explanation of behaviour policy and procedures		
Explanation of staff leave of absence policy.		
Introduction to school website		
By end of first half term		
Summative assessment procedures		
School improvement plan and priorities		
Performance management procedures		
Subject leadership role		

Record of completion and submission

Name	
Start date	
Induction Booklet acceptance signature	
Safeguarding policy and KCSIE Microsoft form	
Lv1 safeguarding School	
PREVENT School	
GDPR School	
E- safety Bolton SICT	
Acceptable User agreement	
Cyber security training	
Signed privacy statement	