

St Thomas More's Catholic Primary School
Policy and Procedure for Welcoming new Children to School

As with all policies, this policy is intended to support the school's mission to educate and inspire every child "to fulfil their unique giftedness within a loving Catholic community".

Specifically this policy intends to ensure that all children and families joining the school experience a sense of welcome and belonging so that they soon feel they are part of the school community. This policy is also supplemented by the Induction Meetings and Home Visits led by the Foundation Stage Staff.

Aims

- To make all pupils and families to feel welcomed and familiar with the layout of the school
- To introduce children and families to the teacher
- To enable children and their families to become familiar with the Catholic ethos of the school
- To provide necessary information about procedures and routines
- To be aware of the child's levels of attainment

Objectives

- To provide support for the initial induction process through the appointment of a peer mentor
- Ensure that families understand key aspects of the school's ethos (School Brochure)
- Enable child to participate in Collective Worship
- Obtain up to date levels of attainment from previous school via S2S (if these are unavailable, use existing school systems to quickly establish levels, e.g. GRT Reading test, past QCA tests)

Monitoring

The Personnel Committee, through regular reports from the Headteacher, and/or discussions themselves with new children and families will ensure that this policy is effectively monitored.

Date to Personnel Committee: November 2016

Approved by Governors:

To be reviewed on a bi-annual basis.

To be reviewed by November 2018

Guidelines

- A tour of the school will be offered to new families before admission with access to any relevant documentation.
- Where possible, it will be recommended that the child/children will be encouraged to join us for a couple of afternoons (ideally a Thursday and Friday afternoon) to slowly get to know their new school and their new peers before starting (ideally on a Monday morning). They will be encouraged to join us from 12:30 on the first afternoon, to play with a peer mentor and join their new class for as long as they are comfortable with. On the next afternoon, they will be encouraged to come into school at 12:00 to have lunch with their peer mentor and their class mates, and then spend time on the playground with them before spending the afternoon in class. On the next day, they will be fully enrolled.
- On the day of Admission, the Office Staff will ensure that the child and parents are introduced to the Class Teacher.
- Following arrival of a new pupil, an appropriate peer mentor will be designated to assist the new child through their period of induction. For younger children particularly, this will be supplemented by additional support from Teacher and Teaching Assistant. The Peer Mentor will be a child who is able to model behaviours and attitudes expected e.g. how to participate in Collective Worship.
- Essential places such as toilets, first aid facilities and fire exits will be highlighted by the Peer Mentor and the Class Teacher will ensure this has been done
- The Class Teacher will have informal chats with the child during the settling - in period and arrange a meeting with Parents on a Surgery Day if there is a need for this.
- The Family Link Worker will be informed of any new arrivals and will diarise a time to contact the new parents by telephone within two weeks of the child starting to check that the child has settled and to offer support to the family where needed.
- Assessment Manager will ensure that any records transferred to the school are passed to the appropriate people and will ensure that electronic transfer of information is received. The Class Teacher will alert the Assessment Manager if information is not received within acceptable time (2 weeks)
- For children for whom English is a second language, it is helpful if the Peer Mentor has an understanding of their First language or that an adult within the community is identified to help. The SENCO and Class Teacher will meet to agree an individual support programme if this is required.