



St Bonaventure's Catholic Primary School
Egerton Road,
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Bristol,
BS7 8HP

Induction Policy for New Arrivals 2017

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Governing Body Committee	Standards
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This policy is available at
<http://www.st-bonaventures.bristol.sch.uk/>

Induction Policy for New Arrivals

Vision

At St Bonaventure's we 'Strive to be the best we can guided by the light of Christ'. We take account of the cultural, linguistic and academic needs of newly arrived pupils and recognise the positive contribution all pupils can make to our school. We celebrate the variety of languages and cultures and seek to build strong partnerships with parents as an essential element of working with newly arrived children.

Rationale

All pupils arriving in a new school are entitled to the same welcome and induction into the life of their new school. We have agreed procedures in place for all newly arrived pupils.

We define new arrivals as:

- International migrants – including refugees, asylum seekers and economic migrants from overseas.
- Internal migrants – including children joining the school as a result of moving home within the UK.
- Institutional movers – pupils who change schools without moving home, including exclusions and voluntary transfers.
- Individual movers – children who move without their family, e.g. looked-after children and unaccompanied asylum seeking children.

(definitions taken from New Arrivals Excellence Programme, National Strategies Date of issue: 09-2007 Ref: 00650-2007BKT-EN)

Aims and objectives

- To prepare and welcome new arrivals and their families with induction procedures.
- To settle the new pupil in school in a welcoming, safe, stress free environment.
- To introduce parents to key staff members eg Head, Deputy, Inclusion Leader, class teacher, class LSA
- To enable new arrivals to make good progress
- To gather evidence for summative and formative assessment

School Procedures

Action	Person Responsible
Families showing interest in attending St Bonaventure's contact the school to make an appointment for a visit.	Admin
Staff liaises with the Head to arrange suitable time for initial visit.	Admin
Families visit the school and are shown around, school prospectus provided.	Head/ Deputy
A request for a place is made to the Local Authority by submitting form to Bristol City Council School Admissions and by completing the supplementary school form.	Parent(s)
The school informs the local authority if a place is available.	Admin
The local authority send an official letter to the parents informing them of available place.	Local authority
New arrival is allocated to a class by headteacher.	Admin/head teacher
Class teacher to be informed about the new arrival as soon as the place has been accepted.	Head
<p>Once a place has been accepted admin staff arrange a meeting with the parents to fill in the school contact information form (Appendix 1) and meet with the class teacher. Admin staff to ensure that the class teacher and key staff outlined below are available on the day when parents make this visit.</p> <p>Start date of child to be agreed with parents and teacher informed (with the flexibility for at least 48 hours notice)</p> <p>Staff to check if an interpreter is needed for welcome visit and book one. (Contact BCC translating and interpreting service or use parent/friend/sibling with shared language.)</p> <p>Parents to complete contact information school form with Admin staff at meeting</p>	<p>Admin Staff</p> <p>SLT to co-ordinate</p> <p>Admin</p>
<p>If the family/pupil has English as an additional language or is a new arrival to the country, the Inclusion Leader/ Deputy to meet with the parents to fill in the EAL/new to country family information sheet.</p> <p>Establish how they would like to be contacted.</p> <p>Parents given a point of contact eg Inclusion leader/ SENCO/ Deputy who will make initial contact with them.</p> <p>Child to be collected and taken to visit their new class whilst this conversation is occurring. Parents arrange a meeting with the class teacher to be held during the child's first week.</p>	<p>Inclusion Leader Deputy LSA</p> <p>Class teacher</p>
At the end of above meeting, parents to collect child from the classroom and be told where to leave and pick their child	Teacher

up on their first day.	
Photocopy of the school contact information sheet and EAL/new arrival to the country form are shared with the class teacher and Head. If an interpreter is needed for any meetings the class teacher should be informed. Any job share teachers are responsible for passing on information to their partner teacher.	/ Deputy/ Inclusion leader Job share teachers as applicable (See appendices 1, school contact information sheet)
All staff to be informed of the new pupil at the first available staff briefing (photo of child in staff room displayed for maximum of 2 weeks) and any information that LSA's/ other staff members need to know should be shared	Deputy Inclusion Leader
New arrival information is stored in pupil's confidential file.	Admin Staff and Head
Welcome certificate is given in praise assembly on the first available Friday.	Class Teacher,
Class teacher to meet with the child's parents in their first week to talk about how their child is settling in and any other relevant class information. (see appendix for details) An interpreter is booked if needed.	Class teacher Appendix 2 Class teacher and Admin staff
During first week, SMSA line manager to organise playground staff to monitor child's settling in period. SMSA to feedback any incidents to the class teacher if appropriate. Children to be given a playground buddy and SMSA to help to teach playground games Appendix 4.	SMSA line manager

Class teacher's preparation for New Arrival

- In preparation for a new arrival, the class teacher will ensure all resources that the child will require on their first day are available. These will include a labelled drawer, coat peg, named books, reading journal and seat. Provide home/ school book for communication with parent.
- The class teacher will inform the class of the new arrival in advance and let the class know and learn their name. They may plan preparation activities such as researching the child's home country/ language (if applicable). Children to learn a greeting in the child's home language.
- For children who are new to English, see appendix 3 for introductory ideas on how to support new arrivals.

The Pupil's first day

- The class teacher meets the child and parents on the playground at least 5 minutes before the bell goes to welcome them
- Class teacher to allocate a class buddy to help the child to orientate themselves with the school routines. A child who speaks the same language should be chosen if applicable or possible.

- SMSA line manager to organise playground staff to monitor pupil to ensure the pupil is settling in well at break and lunchtimes. This should be carried out for the first week of pupil's arrival

Meeting with the Parish Priest

The parents will be provided with the contact details of the Parish Priests of St Bonaventure's and the Sacred Heart Parish should they (the parents) want to meet with the Parish Priest in order to ascertain how the School and the Church complement each other. It must be stressed that this is entirely optional.

Appendix 1

School Contact information sheet insert here

Appendix 2

EAL/new arrival to the country form

Family information

Parents / Carers:

.....

.....

.....

Languages used at home:

.....

.....

Preferred language of communication:

Spoken.....

Written.....

Interpreter required: Yes / No

Brothers / Sisters:

Name(s) Class / Year	Ages	School
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.....		
.....		
.....		
.....		

Religious and Cultural information:

.....

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Intended length of stay in UK: (where applicable)

.....

Pupil information

Languages used by the pupil: (v. good / good / fair / basic)

	Language	Speaking	Reading
Writing			
1
2
3

Have you any comments to make about your child's first language development?

.....

.....

.....

Countries in which pupil has been resident:

Country	Length of residency
.....
.....
.....

Pupil's strengths and interests:

at school.....

at home.....

Previous schooling outside the UK:

School	Language of instruction
Dates	
1.....
2.....
3.....

Previous schooling within the UK:

LA / School
Support received?

Dates

- 1.....
- 2.....
- 3.....

Community / Language / Supplementary School attendance:

.....
.....
.....

Medical information

Has your child had a recent sight test?.....
.....

Has your child had a recent hearing
test?.....

Has your child had a recent medical
examination?.....

Does your child require any regular medicines during the school day?

.....

Any other information

.....
.....

Parent(s) /
Carer(s):.....

.....

Interpreter (if applicable):
.....

Date:.....

Appendix 3

Information to share with parents

- Class information pack (which is given out in September)
- Dates of planned class events eg upcoming trips, class assembly, swimming dates
- Dates of planned school events eg non uniform days, parents evenings
- Draw attention to the school website and where to find relevant information.

Appendix 4

Introductory activities for the classroom

- Say something about his/her country and culture and his/her language background.
- Use a world map to identify the country of origin.
- Invite discussion about what pupils already know about this country.
- Invite the pupils to say how they can help the child to settle in.
- Steer pupils towards sensible, helpful behaviour and avoid 'babying' the newcomer.
- Choose 2 buddies for the new arrival, one of which should speak the same language if possible from any part of the school.
- Investigate the linguistic skills of all school community - someone might know the pupil's language.
- Learn to say greetings in pupil's language where possible. Share these greetings with your class. (if Polish see Polish translations on shared drive in EAL resources file)
- Provide fans with pictures and simple phrases (see resources in Resources room).
- Use a bilingual dictionary if possible and ask parents for a list of basic phrases in first language.
- Use gestures, facial expressions.

- Use visual aids, pictures, and objects (see EMAS website and EAL resources on the shared drive).
- Use books, tapes in first language.
- Work through suggested basic vocabulary areas and sentence patterns in 'Advice and guidance for pupils new to English' document (on Inclusion notice board) for short periods each day, supported by adult or more able buddy. At other times, provide differentiated work, group new arrival with able pupils and give them a role in collaborative tasks.
- Use EMAS games for language development. (emas4success.org)
- Locate appropriate web resources on websites such as :
<http://www.emas4success.org>.
www.breazshare.net

Appendix 5 Break times/ lunchtimes

Meetings between SMSA line manager and Inclusion Leader to think up strategies for playground

LSA on first aid duty to have fans showing parts of the body/ actions to ascertain what is hurting or what happened. Eg picture of falling over or being pushed over.

Buddies

Priorities for playground equipment

SMSA/ teachers on duty to help to facilitate games with other children

Friend stop- children to be taught how to use

SMSA to teach playground games at lunchtime

SMSA to model how to interact with children