



**At Knights Enham Schools we provide...**

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

**‘Together We Achieve’**

## **Induction Policy and Safer Recruitment Procedures**

**Approved: June 2024**

***Review: June 2025***



## Knights Enham Schools

### Induction Policy and Procedures

#### Rationale

Knights Enham Schools recognises the importance of all newcomers to the schools being offered an induction programme according to their needs and requirements. All members of the school community are valued and respected as individuals, as well as members of the whole school team.

It is vital that new staff, students, volunteers, governors and children are given every assistance in gaining a knowledge and understanding of the ethos of the school, the routine and practices which take place and the way in which the whole school 'operates'.

Following investment in the recruitment process, it is important that time is given to the successful integration of new members of staff into school so they can become familiar with their role and responsibilities and quickly become effective in their role. An effective induction process also supports the retention of staff.

It is important for new staff to be provided with a supportive environment, they cannot be expected to know all the school procedures immediately, mistakes will be made and tasks overlooked. It is very important that they receive support to overcome any difficulties.

ALL staff, governors, children, parents, students and volunteers in school are entitled to an induction programme, regardless of their experience or status.

Induction is relevant to anyone starting a new job or commencing work in a new environment. This means that staff who have been internally promoted or taken a sideways move will benefit from a planned induction period as well as those who are totally new to school. All staff appointed or returning to work are entitled, therefore, to be given an induction programme appropriate to their role and situation.

All staff will have an equal opportunity to develop skills required by the school. This will be monitored throughout the School's Performance Management Policy.

#### Aims

- To enable all new members of the school community including volunteers to become familiar with the ethos, expectations, routines and working arrangements of the school so they can play their part effectively.
- To make all staff feel welcome and at ease in their new environment.
- To enable new staff to settle happily into school so that the quality of learning experienced by the children can be maintained and improved.
- To enable new staff to understand the philosophy and ethos of the school and to observe good practice so that it can be reflected in their own work.
- To enable new staff to make a full contribution, taking on all their responsibilities as soon as possible.
- To foster positive relationships between existing and newly appointed staff and to ensure there is a system of support in place.
- To ensure staff new to their role or returning to work are familiar with school policies and procedures as they affect their role in school.



## Guidelines

Some aspects of the policy will apply to all staff, governors and volunteers as well as children and their parents. Other aspects are specific to the individual and their role or relationship to the school.

Knights Enham Schools requires all staff, governors and adult volunteers in school to undergo a DBS check by completing a form, available from the school office. Temporary staff, work experience students and volunteers who work with the children will need DBS clearance or a risk assessment prior to commencing at the school. In addition they will be made aware of the schools' arrangements for child protection and of their responsibilities. They should not be left on their own with children at any time. If they have any concerns regarding a child they should report those concerns to the class teacher and Head Teacher.

## Induction Procedures

### *For new staff in general*

We recognise that new colleagues may be:-

- New to the school
- New to Hampshire
- Returning from a career break
- Newly-qualified teachers
- Teachers who have changed phase
- Students
- Supply teachers
- Support staff
- Senior staff
- Head teacher
- Governors
- School students on work experience.
- Teachers newly appointed on the leadership scale

1. To ensure continuity in the children's learning, smooth running of the school and to assist staff in adjusting quickly to their new role an Induction Pack is available which will be given to the new member of staff as soon as possible after commencing work at Knights Enham Schools. [See Appendix 1 – Induction Pack for Staff.]

2. Mentors or Guiding Colleagues (GC) will be available for discussion to allow for two-way dialogue on new member's progress.

3. An introductory meeting with a senior member of staff will allow a discussion of the induction programme and the contents of the Induction Pack. The following will also take place where relevant:

- All administration relating to their employment to be completed. Checklist completed by the School Business Manager. [See HCC MOPP for checklists]
- Introduction to Mentor – a member of the SLT.
- Essential information such as dress code, key dates and times.



- Induction pack to be provided. [Appendix 1]
- A copy of the Staff Handbook
- Tour of the building.
- Book any essential training.
- Brief timetable for the first week in school.
- Health and Safety issues e.g. evacuation procedure, emergency exits, smoking ban, first aid facilities.
- Information including informal aspects e.g. tea and coffee money.
- Within the first two months a completed signed copy of the Induction Checklist should be given to the School Business Manager.

4. Phase Leader will arrange meetings with teachers to discuss curriculum documents, offering advice on practice, organisation, resources and assessment and recording procedures.

5. When staff within school change age-phase, opportunity will be provided to visit and observe relevant classes towards the end of the academic year if deemed necessary.

6. The Headteacher will introduce new colleagues to the Governing Body at the earliest convenient opportunity.

7. New staff will be encouraged to establish and maintain a professional profile folder giving details of courses they have attended, observations made and any achievements relevant to their professional development.

**The induction checklist for staff [Appendix 2] will be used to record the induction process.**

#### **Mentor or Guiding Colleague**

‘Mentoring is a brain to pick, an ear to listen and a push in the right direction.’ [John Crosby]  
The mentor will be appointed by the Headteacher for staff, (or the Governing Body in the case of the Headteacher) and will play a key role in the induction of the new member of staff. The mentor will be responsible for reporting back to the Headteacher if necessary on the progress and any major difficulties experienced by the new member of staff.

During the Probationary or settling in period the mentor will hold informal meetings with the new member of staff. At the end of the induction period the new member of staff will be integrated into the school’s appraisal scheme.

#### **Where difficulties may occur**

Most new members of staff go through the induction period with little more than a few minor hiccups. For the majority of the time the Mentor are able to offer sufficient support and advice to help them through and prevent molehills becoming mountains. On rare occasions the new colleague will experience major difficulties adjusting to their new role or will prove to be unable to fulfil the role they were appointed to. In the event of this happening it is important that the correct procedures and systems, set out by the school are adhered to.

#### **Teachers**

New teachers will be encouraged where possible to visit the school prior to appointment to meet staff and children and to begin to become familiar with the school.



Before starting, or within the first week depending on circumstances, new teachers will meet with the Headteacher and be given details of the induction programme, this will cover the following where appropriate:

- Details of the school and routines
- Staffing structure and responsibilities
- Pastoral organisation including school discipline arrangements
- Resources in the school and their location
- Key policies including Child protection, Health and Safety, Positive Behaviour management, policy for learning and assessment and feedback
- Classroom organisation and management arrangements
- School communication arrangements and meeting schedules
- Details of curriculum and other responsibilities they will have.
- A copy of the staff handbook will be issued.

The Phase Leader will meet with the new teacher to ensure that they are familiar with their new class expectations, schemes of work and assessment and reporting arrangements. The Phase Leader will support their colleague with practical day to day advice on classroom routines and organisation matters.

The SENCo will discuss the special needs provision within the school with new teachers, their role as a class teacher is assessing, and providing for, children with special needs and the way in which the Code of Practice operates at Knights Enham Schools.

The above elements of the induction programme are tailored individually for newly appointed teachers, depending on their previous experience and expertise.

*Areas with which mentors may support/help newly appointed teachers:*

- Day to day organisation
- Class and school routines
- Classroom timetables
- Behaviour management, including awards and sanctions
- Short term plans
- Initial and long term plans
- Year group use of exercise books
- Marking and presentation for the school/year group
- Record keeping – teacher assessment grids, class lists, reading records and other records
- Reading scheme
- Home reading books
- Handwriting style
- Use of the photocopier

*Extra Information*

1. Parent evenings
2. Festival activities i.e. Christmas
3. Class visits and trips
4. Focus weeks
5. Regular visitors

### **Newly Qualified Teachers (ECT)**



Early Career Teachers will require the information detailed for all teachers as well as the more formal processes which are part of their statutory induction year.

The ECT induction programme is planned to assist ECTs in becoming part of the whole school team as quickly as possible whilst at the same time increasing each individual's personal skills and expertise in teaching and furthermore aiding their continued development. It is supported by the Local Authority induction programme which includes training opportunities.

It is recognised that ECT's may need more support than other new teachers as they are still learning their new role.

#### Key Features of the ECT Induction Year

- Statutory requirements stipulate for Induction of two years.
- Key themes are; monitoring, support and assessment with SMART targets set in liaison with Induction coordinator and mentor.
- Regular reviews of progress are made with at least one lesson observation each term for all six terms. A summative, written assessment will be made every two terms and a copy sent to the authority.
- The Career Entry Profile serves as a basis for the setting of targets and the establishing of a programme of professional support opportunities.
- ECT has 80% of the teaching load of which 10 % is PPA time.
- The Local Authority validates the induction year.

The induction mentor will meet regularly with the ECT to support them throughout this period.

#### Support staff

Support staff will meet with the Headteacher or another senior member of staff before starting, or within the first week depending on circumstances, and be given details of the induction programme, this will cover the following where appropriate:

- Details of the school and routines
- Staffing structure and responsibilities
- Resources in the school and their location
- Key policies including Child protection, Health and Safety, Behaviour management, policy for learning and assessment and feedback
- School communication arrangements and meeting schedules
- A copy of the staff handbook will be issued.

A discussion concerning the role, responsibilities and expectations will take place.

If the role is class based then a meeting with the SENCo will outline special needs provision within the school.

Class teachers will be expected to take a practical role in inducting new support staff in their class.

The SENCo will oversee the induction of Learning Support Assistants.

Support staff who are non-class based will be supported by their mentor or Guiding Colleague. The School Business Manager will oversee the induction of Admin, site and cleaning staff. The Deputy Headteacher and Senior Supervisory Assistant will oversee the induction of lunchtime supervisors.

The above elements of the induction programme are tailored individually for newly appointed support staff, depending on their previous experience and expertise.

#### Governors



Governors are an important part of the leadership of the school and need time to acquaint themselves with policies and other key documents.

The Governor Induction policy and procedure is part of the GB handbook. The Headteacher, Chair of Governors and/or Training Liaison Governor will meet informally with a new Governor, preferably before their first meeting and will:

- discuss the induction programme and appoint a mentor,
- give a brief overview of the school, including key priorities,
- show where the GB handbook and other relevant documentation can be found including arranging access to the Governor Portal on the website,
- give out any relevant paperwork including previous minutes and paperwork for forthcoming meeting,
- give a tour of the school introducing key members of staff

New Governors will be assigned an experienced Governor who will mentor them through their first year.

All Governors are encouraged and financed by the school to attend appropriate training provided by Governor Services. Training attended is recorded in minutes of meetings and in the evaluation forms. All Governors should enter the school by the front office, be signed in and should wear their Governor identification badge during their visit.

**The induction checklist for Governors [Appendix 5] will be used to record the induction process.**

### **Student teachers**

Student teachers will meet with the Headteacher or Deputy Headteacher within the first week of their School-based experience and be given details of the induction programme, this will cover the following where appropriate:

- Details of the school and routines
- Staffing structure and responsibilities
- Pastoral organisation including school discipline arrangements
- Resources in the school and their location
- Key policies including Child protection, Health and Safety, Positive Behaviour management, policy for learning and assessment and feedback
- Classroom organisation and management arrangements
- School communication arrangements and meeting schedules

**The induction checklist for students [Appendix 4] will be used to record the induction process.**

The class teacher will play a key role in the induction of student teacher as the students mentor.

The guidance from the ITT provider will also be referred to as relevant as part of the induction process.

### **Work experience students**

Before starting their work experience students will meet with the Deputy Headteacher and be given details of the induction programme, this will cover the following where appropriate:

- Details of the school and routines
- Staffing details
- Resources in the school and their location
- Key policies including Child protection, Health and Safety,



- School communication arrangements
- Expectations of students when in school will be discussed as well as their role and responsibilities.
- Domestic matters including dress code and meal arrangements.

The class teacher will play a key role in the induction of the work experience student as their mentor during their time in school.

### **Volunteers**

Parents and other members of the community who come into the school on a regular basis to help the school and children with different activities are of great value to the school enabling the smooth running of events and the many enrichment activities to take place, this support is very much appreciated.

A senior member of staff, often the School Business Manager, will carry out the initial induction programme when the volunteer first comes to the school. This will cover areas like refreshment facilities, adult toilets, school protocol and the school core values. The person will also be offered a short tour of the school. The volunteer will be given the school volunteer leaflet which offers more specific guidance.

It is the responsibility of the Class Teacher and other members of staff to help the volunteer to feel welcomed and valued within the school and to show the volunteer specifically what they want them to do in the classroom. Ensuring they are clear about their role and the expectations or expected outcomes of the activity or task. After the first few weeks the Class Teacher should check to see if the volunteer has encountered any difficulties and if there are any arrangements that need to be adjusted.

### **Children and their families**

Children and their parents starting school in Nursey, Reception and Year 3 will take part in the induction programme which takes place in the summer term before they start school. This consists of parent information meetings and visits to the school by the children. Members of staff will also visit their school settings where possible or speak to staff from schools they cannot visit. Parents will be given an induction pack which has all paperwork relating to starting school at Knights Enham Schools including parental permissions and the Home School Agreement.

Children and their parents joining school outside the usual round of applications will meet with the Headteacher who will outline school ethos, organisation, routines and expectations. They will be offered a tour of the school and a chance to meet their teacher and visit their new classroom. They will be given an induction pack containing paperwork including parental permissions and the Home School Agreement.

### **On ceasing employment or leaving the school.**

Staff who leave the school will be offered an exit interview with the Headteacher, Chair of Governors or another senior member of staff. They will be required to complete a Leavers checklist [**Appendix 6**] confirming they have returned school property, completed any planned work and fulfilled any other responsibilities or duties and have this signed by the Headteacher before the last day of employment.





**Knights Enham Schools  
Induction Pack for Staff**

**Appendix 1**

Contents to include:

- Contract details – hours, salary etc.
- Job description
- Code of Conduct
- Pecuniary interest form
- School calendar and diary dates sheet
- Key information sheets

This is not an exhaustive list and contents may differ depending on role of member of staff.



**Knights Enham Schools**  
**Staff induction Checklist and Record**

**Appendix 2**

To help you settle in as quickly as possible into your new role at Knights Enham Schools you should have the following meetings or discussions with staff.

Please complete this record and return to the School Business Manager. You may like to keep a copy for your own reference.

Name \_\_\_\_\_ Post \_\_\_\_\_

Date employment commenced \_\_\_\_\_ Induction by \_\_\_\_\_

| <b>Activity/Meeting/Discussion</b>  | <b>Member(s) of staff</b>      | <b>Issues for Discussion</b>   | <b>Date Completed</b> |
|---|--------------------------------|--|-----------------------|
| Welcome/staff introductions and initial meeting with Headteacher on or before taking up post  | HT                             | Induction policy and procedures.<br>Issued with School prospectus and shown school website.  |                       |
| Induction mentor or Guiding Colleague allocated<br>Staff Handbook issued  | HT                             | Outline contents of Staff Handbook   |                       |
| Induction pack issued which includes: <ul style="list-style-type: none"> <li>important diary dates/school calendar, meeting times etc.</li> <li>a copy of the Employee Code of Conduct</li> <li>declaration of pecuniary interests form (if applicable)</li> <li>Personnel and employment issues</li> </ul> | HT/Mentor                      | Arrangements for meetings and school communications. Job description, explanation of code of conduct and pecuniary interests<br>Contract of employment, hours & salary, probationary period, disciplinary procedures, grievance procedures, pay policy |                       |
| Be given a list of current policies and shown their location on school network and in staff room.   | HT/Mentor                      | Key policies including Child protection/Health & Safety/confidentiality/ Social Media and Networking and any specific to role  |                       |
| Be given details about registration procedures, timings for the day, playtime and lunchtime routines, protocol when ill etc.  | HT/Mentor/Line Manager/        | Outline of arrangements and highlight where found in the Staff Handbook  |                       |
| Be given a tour of the building and shown resource areas, noticeboards etc.   | HT/Mentor                      |  |                       |
| Be shown photocopier, fax, telephone system etc.  | Admin staff/<br>Mentor         |  |                       |
| Complete Health and Safety Induction  | Mentor/School Business Manager | Health & Safety Induction Checklist  |                       |



|   |                         |  |  |
|---|-------------------------|--|--|
| Be given information concerning the School Improvement Plan and a copy if relevant  | HT/Mentor               | Key school priorities shared and role in school improvement outlined.              |  |
| Consider immediate training needs and arrange training (e.g. systems)   | HT/Mentor               |  |  |
| Complete Workstation Assessment (if applicable)   | School Business Manager |  |  |
| Meeting with team leader and team   | Mentor                  | Introductions to team and main routines of the role                                |  |
| <b>FOR TEACHING STAFF</b>   |                         |  |  |
| Initial meeting with Year Group Leader and rest of team   | Mentor                  | Planning, schemes of timetables, behaviour policy, resources and curriculum files. |  |
| Special Educational Needs   | SENCo/SENCo support     | To discuss pupils in class with special needs, LSP's                               |  |
| Assessment recording and reporting  | Mentor                  | To discuss plans, record keeping, assessment, reports                              |  |
| <b>Do you have any further needs?</b><br>Is there further information or any other needs to be met in order to complete your induction into Knights Enham Schools?<br>If so please state. |                         |  |  |

**Start Date:** \_\_\_\_\_

**Completion Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ (Staff Member)

**Signed:** \_\_\_\_\_ (Induction Mentor/Line Manager)



## Health and Safety induction Checklist and Record

| INDUCTION TASKS AND TRAINING REQUIREMENTS  | DATE OF COMPLETION | COMMENTS/ FURTHER ACTIONS |
|--|--------------------|---------------------------|
| <b>Tour/walk around of work area</b> <ul style="list-style-type: none"> <li>• Show work areas</li> <li>• Show where amenities/toilets situated</li> <li>• Arrangements for mealtimes and breaks</li> <li>• Changing/locker facilities</li> <li>• Hazardous areas</li> </ul>  |                    |                           |
| <b>Health &amp; safety policy and safety procedures</b> <ul style="list-style-type: none"> <li>• Read H&amp;S policy</li> <li>• Discuss aspects of H&amp;S policy</li> <li>• Show H&amp;S notice board</li> <li>• Show all other appropriate policies</li> <li>• Show all other appropriate procedures</li> </ul>  |                    |                           |
| <b>Child protection and Safeguarding policies</b> <ul style="list-style-type: none"> <li>• Read child protection policy</li> <li>• Read safeguarding policy</li> <li>• Discuss aspects of child protection policy</li> </ul>   |                    |                           |
| <b>Physical intervention policy</b> <ul style="list-style-type: none"> <li>• Read copy of Restrictive Physical Intervention policy</li> <li>• Discuss areas within Restrictive Physical Intervention policy</li> </ul>   |                    |                           |
| <b>Action on discovering a fire/bomb warning</b> <ul style="list-style-type: none"> <li>• Read fire evacuation procedure</li> <li>• Show fire exits/assembly point/fire call points</li> <li>• Fire warning system explained</li> <li>• Location of fire equipment indicated</li> <li>• Introduce to Fire Safety Co-ordinator</li> <li>• Complete PEEP if required</li> <li>• Bomb warning system explained</li> </ul> |                    |                           |
| <b>Security arrangements</b> <ul style="list-style-type: none"> <li>• Access codes</li> <li>• Lone working procedures</li> <li>• Key holders list</li> <li>• Visitor procedures</li> </ul>   |                    |                           |



| INDUCTION TASKS AND TRAINING REQUIREMENTS   | DATE OF COMPLETION | COMMENTS/ FURTHER ACTIONS |
|---|--------------------|---------------------------|
| <b>First aid provision</b> <ul style="list-style-type: none"> <li>• Local first aid procedures explained</li> <li>• Read first aid policy</li> <li>• Introduction to first aiders</li> <li>• Location of first aid box indicated</li> <li>• Local procedures where health care plan required</li> </ul> |                    |                           |
| <b>Accident/incident reporting procedures</b> <ul style="list-style-type: none"> <li>• Accident reporting procedure for staff</li> <li>• Accident reporting procedure for children</li> <li>• Introduce to accident investigator</li> <li>• Violent incident reporting procedure</li> </ul>             |                    |                           |
| <b>E-learning training course requirements</b> <ul style="list-style-type: none"> <li>• Fire safety for responsible managers (as required)</li> <li>• Fire safety induction</li> <li>• Moving and handling</li> </ul>   |                    |                           |
| <b>Display screen equipment (for DSE users only)</b> <ul style="list-style-type: none"> <li>• Complete DSE e-learning training course</li> <li>• Complete workstation assessment form CSAF-001</li> </ul>   |                    |                           |
| <b>Additional H&amp;S training requirements</b> <ul style="list-style-type: none"> <li>• Refer to training needs analysis</li> <li>• Consider the role and tasks of new staff member</li> </ul>   |                    |                           |
| <b>Following completion of this induction checklist, ensure that it is signed and filed as evidence of completion. Any follow- up action should be planned in bring-up diary and actioned as necessary.</b>   |                    |                           |

Name of member of staff

Signature of member of staff

Date

Name of Manager/Headteacher

Signature of Manager/Headteacher

Date



**Knights Enham Schools**                      **Appendix 4**  
**Student induction Checklist and Record**

Name \_\_\_\_\_ Induction by \_\_\_\_\_

Date \_\_\_\_\_ I have received a Student Induction Plan disc Yes/No

| Checklist   | Date Completed |
|---|----------------|
| <b>1. Welcome to Knights Enham Schools</b>  |                |
| 1.1 Introduction to members of the staff team   |                |
| 1.2 Staff structure, roles and responsibilities   |                |
| 1.3 Layout of the site.   |                |
| 1.4 Tour of the building  |                |
| 1.5 Resources and stock   |                |
| 1.6 School communications -diary dates, weekly diary and daily messages   |                |
| 1.7 Duta rota and meetings  |                |
| 1.8 Photocopying/Laminating   |                |
| <b>2. Your Welfare</b>  |                |
| 2.1 Telephone arrangements – mobile phones – emergency contacts   |                |
| 2.2 Lunch arrangements  |                |
| 2.3 Tea and Coffee  |                |
| 2.4 Reporting absences  |                |
| 2.5 Signing in and out  |                |
| <b>3. Policies</b>  |                |
| 3.1 School Improvement Plan   |                |
| 3.2 Child Protection/Safeguarding   |                |
| 3.3 Restraint/Reasonable Force  |                |
| 3.4 Behaviour Management  |                |
| 3.5 Anti-bullying   |                |
| 3.6 Teaching and Learning   |                |
| 3.7 SEN   |                |
| 3.8 Assessment, Reporting and Recording   |                |
| 3.9 Disclosure of information (confidentiality)   |                |
| 3.10 Social Media and Networking  |                |
| <b>4. Health and Safety</b>   |                |
| 4.1 Health and Safety Policy  |                |
| 4.2 First Aid procedures  |                |
| 4.3 Fire Procedures   |                |
| 4.4 Accident procedures – children and adult  |                |
| <b>5. Do you have any further needs?</b> Is there further information or any other needs to be met in order to complete your practice at Knights Enham Schools. If so please state. |                |
| <b>Signed:</b>  |                |
| <i>Please keep a photocopy for your file and return a copy to the school office</i>   |                |



**Knights Enham Schools  
Governors induction Checklist and Record**

**Appendix 5**

Name \_\_\_\_\_ Date of becoming a Governor \_\_\_\_\_

Type of Governor \_\_\_\_\_

| <b>Event</b>   | <b>Person Responsible</b>   | <b>Aims</b>  | <b>Date completed</b> |
|--|---|--|-----------------------|
| Introduction to Knights Enham Schools (as soon as possible and before the first Full Governing Body meeting) | Head /<br>Training<br>Liaison /<br>Chair of<br>Governors              | General familiarisation of school and its organisation<br>Overview of Governors Handbook<br>Checklist - Getting to know our school over the next 12 months   |                       |
| First Full Governing Body Meeting  | Chair   | Welcome to new governor<br>Meet the other Governors<br>An opportunity to observe the meeting<br>An opportunity after the meeting to talk to the Chair and Head about any questions or issues arising from the meeting. |                       |
| Meeting with Training Liaison Governor (TLG)   | TLG to<br>arrange after<br>first full<br>governing<br>body<br>meeting | Explain training policy and procedures<br>Agree a training plan<br>Answer any questions relating to the material in the Governors Handbook   |                       |
| Getting to know our school   | Mentor  | Ongoing advice and guidance on how to develop an understanding of our school<br>Ongoing advice and guidance for 1 <sup>st</sup> year HCC<br>Governor Induction training  |                       |

**General comments about induction process** (please continue on the back if necessary)

Signed \_\_\_\_\_ Date \_\_\_\_\_



**Knights Enham Schools  
Volunteer induction Checklist and Record**

**Appendix 6**

Name \_\_\_\_\_

Induction by \_\_\_\_\_

Date \_\_\_\_\_

| Checklist   | Date Completed |
|---|----------------|
| Health and Safety Policy  |                |
| First Aid procedures  |                |
| Fire Procedures   |                |
| Accident procedures – children and adult  |                |
| Child Protection/Safeguarding   |                |
| Disclosure of information (confidentiality)   |                |
| Social Media and Networking   |                |
| Introduction to members of the staff team   |                |
| Layout of the site.   |                |
| Tour of the building  |                |
| Resources and stock   |                |
| Photocopying/Laminating   |                |
| Telephone arrangements – mobile phones – emergency contacts   |                |
| Tea and Coffee  |                |
| Dress code  |                |
| If you can't come in  |                |
| Signing in and out  |                |
| Working in the classroom  |                |
| <p><b>Do you have any further needs?</b> Is there further information or any other needs to be met.<br/>If so please state.</p> |                |
| <p><b>Signed</b> _____</p>  |                |





**Knights Enham Schools  
Staff Leavers Checklist and Record**

**Appendix 7**

Applicable for staff who are retiring, taking up another post, taking maternity leave or extended leave.

| <b>Action to be completed or item to be handed back to school</b>   | <b>Signature of member of staff receiving the items</b> | <b>Date</b> |
|---|---|-------------|
| Dates (leaving/returning) in writing  |   |             |
| Communicate diary commitments, dates, appointments  |   |             |
| Return school keys  |   |             |
| Return IT equipment (laptop/s, ipad)  |   |             |
| Ensure planning is saved on Network   |   |             |
| Ensure class records are up to date and handed over   |   |             |
| Deactivate individual log in details/passwords  |   |             |
| Return all school property: books etc (see overleaf for a list of items, this list includes some specific resources but is not intended to be exhaustive) |   |             |
| Leave future contact details (optional)   |   |             |

I understand and agree that I will not access any school sites using known passwords.

I understand and agree to respect that information about the school, staff and pupils is confidential.

Signed (staff member): \_\_\_\_\_ Date: \_\_\_\_\_

Signed (line manager): \_\_\_\_\_ Date: \_\_\_\_\_