

Executive Summary relating to Local Policies
For LGB Meetings March

To update the LGBs on the process of review of Local policies

The Executive Headteacher along with the Heads of School at the Rural Primary schools agreed that for the majority of local policies, there would be one overarching policy for all schools which would provide consistency in approach across all the Rural Primary schools.

The following policies, Attendance, Parent Code of Conduct, Marking and feedback and Administering Medicine were reviewed by the Executive Head and the Heads of School in Nov 2021 and then circulated to all staff and Rural Primary Governors for consultation in January 2022. Following consultation, a number of changes were made. The policies were then returned to the Executive Heads and Heads of School for approval.

The policies in agenda item 9 are included in the pack for agreement by the LGBs.

Following LGB meetings hard and electronic copies of these policies will be kept in the each school office and where appropriate / required, uploaded to school websites.

S Monger
February 2022

Rural Primary Administration of Medicines Policy 2021

Ratified: March 2021

Review Date: March 2026

In accordance with “Supporting Pupils at School with Medical Conditions” DfE September 2014

Introduction

This school is an inclusive community that welcomes and supports pupils with medical conditions.

Most children will at some time have short-term medical needs, while other children may have longer term medical needs and may require medicines on a long-term basis to keep them well. Other children may require medicines in particular circumstances, such as children with severe allergies.

Prescribed Medicines

Staff at our school, are only allowed to administer medicines prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber. The school will only accept prescribed medicines that are in-date, labelled, provided in the original container (as dispensed by a pharmacist) and include prescriber’s instructions for administration, dosage and storage.

We are unable to accept medicines that have been taken out of their original container or make changes to dosages on parental instructions.

Non-prescription Medicines

We are unable to administer medicines that have not been prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber, including homeopathic medicines. The only exceptions to this are medicines containing children’s paracetamol or children’s ibuprofen (i.e. Calpol or Nurofen) used for the regulation of temperature. Parents will be required to fill in the ‘Administering Medicines Form’ so that staff can administer Calpol or Nurofen on the day required.



Storage of Medicines

All medicines should be delivered to the school office by the parent or carer. In no circumstances should medicines be left in a child's possession. Teachers and teaching assistants should not take receipt of any medicines.

All medicines should be stored in accordance with product instructions (paying particular attention to temperature). Medicines will normally be kept in the school office or fridge and should not be kept in classrooms, with the exception of adrenaline pens.

All medicines must be clearly labelled with the name of the child; the name and dose of the medicine and the frequency of administration. All emergency medicines, such as asthma inhalers and adrenaline pens, should be readily available to children, clearly labelled, and kept in an agreed place in the school office.

Disposal of Medicines

Staff should not dispose of medicines. Parents are responsible for ensuring that date-expired medicines are returned to the pharmacy for safe disposal. They should collect medicines at the end of the school year and replace in the following September.

Educational visits

Children with medical needs are given the same opportunities as other children. Staff may need to consider what reasonable adjustments they might make to enable children with medical needs to participate fully and safely on visits. This may include carrying out a risk assessment for such children.

Arrangements for taking any medicines on educational visits must be made. A copy of any health care plans should be taken on visits.

Roles and Responsibilities

The Governing Body must make arrangements to support pupils with medical conditions in school, including making sure that a policy for supporting pupils with medical conditions in school is developed, implemented and reviewed.

Parents/Carers should give sufficient information to the school about their child's medical needs if treatment or special care is required, should be involved in the development and review of their child's individual health care plan, if required, and must deliver all medicines to the school office in person. Parents must complete and sign the 'Administering Medicines Form.' Parents must keep staff informed of changes to prescribed medicines, they must ensure medication is in date and replaced when required, they must collect medication on a daily basis (apart from asthma inhalers)



and they must inform the school of changes to the use of asthma inhalers after checks with the asthma nurse or doctor.

Senior Leadership Team

The role of the Executive Headteacher/Head of School is:

To ensure that the school's policy on the medicines is implemented and all stakeholders are made aware of the policy.

Ensure that staff receives support and appropriate training where necessary.

To share information, as appropriate, about a child's medical needs and condition and a set of procedures are in place.

To ensure cover staff are briefed of a child's medical needs and condition, as is visible in the staffroom.

Consult with other professionals as necessary e.g. the school nurse. Ensure that medicines are stored correctly.

Ensure risk assessments for school visits are completed and medication requirements are included.

SENCo

The role of the SENCo is:

To monitor individual health care plans and inform all staff about the children's needs on the health care plan.

Staff

The role of the staff is to:

Complete appropriate training to administer medication

Check the child's name; prescribed dose; expiry date and written instructions provided by the prescriber, on receipt of medicines.

Ensure that the parent/carer completes a consent form for the administration of medicines following the prescriber's instruction.

Provide parents with the 'Parental agreement for setting to administer medicine' form to complete.

Complete the 'Administration of Medicines' record sheet each time medication is given.



Refusal of Medicines

If a child refuses to take medicines, staff should not force them to do so, but should note this in the records and inform parents immediately or as soon as is reasonably possible.

Record Keeping

Medicines should be provided in the original container as dispensed by a pharmacist and include the prescriber's instructions. Staff should check that written details include: Name of the child; name of the medicine; dose; method of administration; time and frequency of administration; any side effects; expiry date. An 'Administering medicine form' must be completed and signed by the parent, before medicines can be administered. At the time of administering medicines, the member of staff must complete the medicines record sheet.

Health Care Plans

Children with Long Term Medical Needs

It is important that the school has sufficient information about the medical condition of any child with long term medical needs. A health care plan will be written for children with long term medical needs, involving the parents and relevant health professionals. Some of the key information will be – the medical condition, its triggers, signs, symptoms and treatments - the pupil's resulting needs, including medication - specific support for the pupil's educational, social, emotional needs - level of support needed (some children will be able to take responsibility for their own health needs) including in emergencies - who will provide this support - arrangements for written permission from parents for medication to be administered - separate arrangements or procedures identified for school trips or other school activities.

Confidentiality

The Senior Leadership Team and staff should always treat medical information confidentially. The SLT should agree with the child/parent who else should have access to records and other information about a child. Staff training opportunities are identified for staff with responsibilities for administering medicines.

Monitoring this policy

It should be reviewed regularly in accordance with National guidance. As policies are reviewed and amended, we check that the principles listed above are properly considered, and are embedded in practice. Governors will ensure that due regard is given to the promotion of equality within each policy.





Parental agreement for setting to administer medicine

The school/setting will not give your child medicine unless you complete and sign this form, and the school or setting has a policy that the staff can administer medicine.

Name of school/setting	
Name of child	
Date of birth	
Class	
Medical condition or illness	

Medicine

Name/type of medicine <i>(as described on the container)</i>	
Expiry date	
Dosage and method	
Timing	
Special precautions/other instructions	
Are there any side effects that the school/setting needs to know about?	
Self-administration – y/n	
Procedures to take in an emergency	

NB: Medicines must be in the original container as dispensed by the pharmacy

Contact Details

Name	
Daytime telephone no.	
Relationship to child	
Address	
I understand that I must deliver the medicine personally to	Office manager

The above information is, to the best of my knowledge, accurate at the time of writing and I give consent to school/setting staff administering medicine in accordance with the school/setting policy. I will inform the school/setting immediately, in writing, if there is any change in dosage or frequency of the medication or if the medicine is stopped.

Signature(s)

Date



Date for review _____







Rural Primary Attendance Policy

Ratified:

Review due:

Rights and Responsibilities

Improving attendance in **all LIFE Education Trust school** is the responsibility of everyone in the school community - pupils, parents and staff.

Pupils

All pupils are expected to attend school and all of their lessons regularly and punctually. Pupils who do experience attendance difficulties will be offered support, initially from the office and then their class teacher.

Parents

Parents are responsible for ensuring that their child attends school regularly, punctually, properly dressed and equipped and in a fit condition to learn. If a child is unable to attend, parents are requested to notify the school by phone call before 9am on every day of absence. A pupil's absence from school must be considered as unauthorised until a satisfactory explanation is forthcoming from the parent. Parents will be promptly informed of any concerns which may arise over a child's attendance.

Parents whose first language is not English will be offered appropriate support from school in matters of communication.

School

Staff will endeavour to encourage good attendance and punctuality through personal example.

Registration

Registration will be entered directly on to the schools SIMS registration system.

Authorised/Unauthorised Absence

It is vital that all staff adhere to the same criteria when deciding whether or not to authorise an absence.

Absence can be authorised if:



The pupil was absent with leave authorised by the Headteacher in exceptional circumstances; the pupil was ill 'or prevented from attending by any unavoidable cause'; the absence occurred on a day exclusively set aside for religious observance by the religious body to which the pupil's parent belongs; there is a family bereavement; the pupil is attending an interview for a place at another school; the pupil is attending an approved off-site activity or is receiving special off-site tuition; the pupil is attending a Pupil Referral Unit; the pupil is participating in an approved public performance; or the pupil is involved in an exceptional special occasion (e.g. if a pupil is attending the graduation of an older sibling or wedding of close family member).

Absence should be unauthorised if:

No explanation is forthcoming; the school is dissatisfied with the explanation/ or letter supplied; the pupil is shopping during school hours; the pupil is absent for unexceptional special occasions (e.g. a birthday); or the pupil is away from school on a family holiday.

Procedures for Following Up Absence

If by 9am of any day of absence the school do not receive a phone call, the office will try to contact the parents and other contacts on the given contacts list. This will consist of a phone call or email. If the school is unable to locate the child and is concerned about his or her well-being, child protection procedures will be followed. If a pupil is persistently (or intermittently) absent, the Headteacher will write to the parents and invite them to attend a meeting at school. In certain cases, illness absence will only be authorised with medical evidence. All telephone messages regarding absence/lateness are to be recorded on a note and entered on the SIMS systems. If attendance drops below 95% the **Headteacher will contact** the parents.

Children at Risk of Missing Education

The school will inform the local authority of any pupil who is going to be deleted from the admission register where they: have been taken out of school by their parents and are being educated outside the school system e.g. home education; have ceased to attend school and no longer live within reasonable distance of the school at which they are registered; have a medical condition that the pupil is unlikely to be in a fit state of health to attend school; are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or have been permanently excluded.

The local authority should be notified in advance of the deletion, when the school becomes aware that the deletion will be made. The school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more. The local authorities has a duty to put in place arrangements for identifying (as far as it is possible) those children of compulsory school age in their area who are not school registered or receiving education otherwise than at a school. Local authorities should trace those children and ensure that they receive full-time education.



Monitoring

The Headteacher will report attendance and punctuality analysis to the Governing Body on a termly basis. This will include whole school attendance percentages, the percentage of persistent absentees and the school's response to attendance/absence/punctuality issues.

The Safeguarding Governor, on behalf of the Governing Body, will monitor individual cases more closely on a termly basis as appropriate.





Rural Primary School Parent Code of Conduct

Ratified by Governors:

Review date:

Introduction

At our school, we are very proud and fortunate to have a very dedicated and supportive school community. The staff, governors, parents and carers all recognise that the education of our children is a partnership between us.

We expect our school community to respect our school ethos, keep our school tidy, set a good example of their own behaviour both on school premises and when accompanying classes on school visits.

In addition we also expect our parents, carers and visitors to keep our children safe by adhering to the school's request to park safely on the road and not on the yellow zig-zag lines during morning and afternoon collections.

As a partnership we are all aware of the importance of good working relationships and all recognise the importance of these relationships to equip our children with the necessary skills for their education. For these reasons we will continue to welcome and encourage parents and carers to participate fully in the life of our school.

Purpose and Scope

The purpose of this policy is to provide a reminder to all parents, carers and visitors to our school about the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.

Guidance

We expect parents, carers and visitors to:

- Respect the caring ethos and values of our school.
- Understand that both teachers and parents need to work together for the benefit of their children.
- Demonstrate that **all** members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour.



- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue.
- Correct own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Approach the school to help resolve any issues of concern.
- Avoid using staff as threats to admonish children's behaviour.



In order to support a peaceful and safe school environment the school cannot tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with any of the schools normal operation or activities anywhere on the school premises.
- Any inappropriate behaviour on the school premises.
- Using loud or offensive language or displaying temper.
- Threatening in any way, a member of staff, visitor, fellow parent/carer or child.
- Damaging or destroying school property.
- Sending abusive or threatening emails or text/voicemail/phone messages or other written communications (including social media) to anyone within the school community.
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parents/staff/governors at the school on Facebook / Twitter or other sites
- The use of physical, verbal or written aggression towards another adult or child. This includes physical punishment of your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child (such an approach to a child may be seen to be an assault on that child and may have legal consequences)
- Smoking, taking illegal drugs or the consumption of alcohol on school premises.
- Dogs being brought on to the school premises (other than guide dogs).

Should **any** of the above behaviour occur on school premises the school may feel it is necessary to contact the appropriate authorities and if necessary, even ban the offending adult from entering the school grounds.

Thank you for abiding by this code in our school. Together we create a positive and uplifting environment not only for the children but also all who work and visit our school.

It is important for parents and carers to make sure any persons collecting their children are aware of this policy.

What happens if someone ignores or breaks the code?

In the event of any parent/carer or visitor of the school breaking, this code then proportionate actions will be taken as follows:

Clarify to the parent what is considered acceptable behaviour by the school

In some instances it may be appropriate simply to ensure the parent is clear about behaviour standards expected by the school. This could be explained by letter from the Executive Headteacher. This letter may contain a warning about further action if there are further incidents. The parent will be invited to write to the Executive Headteacher with his/her version of events within 10 working days. Depending on the parent's response, a meeting may then be held to discuss the situation and how this can be avoided in future.

Invite the parent to an informal meeting to discuss events

This could be helpful to discuss and diffuse the situation. The safety and well-being of those attending such a meeting must be carefully considered. Members of school staff will always be accompanied by at least one other colleague at any such meeting. Consideration should be given to the seating arrangements, and care taken to ensure exits cannot be blocked by a parent who could potentially become aggressive. The



main points of discussion and any agreed actions should be noted, and a follow-up letter or e-mail sent to confirm the school's expectations and any agreed actions.

Impose conditions on the parent's contact with the school and its staff

Although fulfilling a public function, schools are private places. The public has no automatic right of entry. Parents of enrolled pupils have an 'implied licence' to come onto school premises at certain stated times. It is for schools to define and set out the extent of such access. Parents exceeding this would be trespassing. Depending on the type, level or frequency of the unacceptable behaviour, the school may consider imposing conditions on the parent's contact with the school. These conditions may include (but are not exclusively):

- being accompanied to any meeting with a member of school staff by a member of SLT;
- restricting contact by telephone to named members of SLT;
- restricting written communications to named members of SLT;
- restricting attendance at school events to those where the parent will be accompanied by a member of SLT;
- any other restriction as deemed reasonable and proportionate by the Executive Headteacher. In this case the parent will be informed by letter from the Headteacher the details of the conditions that are being imposed. The parent will then be given 10 working days from the date of that letter to make representations in writing about the conditions to the Chair of Governors.

The Chair of Governors will then decide whether to confirm or remove the conditions. This would be communicated to the parent in writing within 10 working days of the date of the parent's letter.

If the decision is to confirm the conditions imposed, this decision will be reviewed by the governing board after approximately six months (and every six months after that, if appropriate). The parent will be invited to make written representation to the governors. This and the evidence from the Headteacher will be considered at a meeting of the full governing board. Governors may decide to maintain, extend or remove the conditions. The decision of the review will be communicated to the parent by the clerk to the governors within 10 days of the date of the meeting.

When deciding whether it will be necessary to maintain, extend or remove the conditions, governors will give consideration to the extent of the parent's compliance with the conditions, any appropriate expressions of regret and assurance of future good conduct received from him/her and any evidence of the parent's co-operation with the school in other respects.

Imposing a ban

Where other procedures have been exhausted and aggression or intimidation continues OR where there is an extreme act of violence then the school may consider banning the individual from school premises. This will include banning a parent from accessing school staff by written communication or telephone.

In these circumstances, the individual would be advised in writing by the Executive Headteacher that a provisional ban is being imposed. The parent would then be given 10 working days from the date of that letter to make representations about the ban in writing to the Chair of Governors. The Chair of Governors would then decide whether to confirm or remove the ban. This would be communicated to the parent in writing within 10 working days of the receipt of their letter. If the Chair's decision is to confirm the ban, parents in these circumstances will be offered an annual meeting about their child's progress, usually with a member of senior staff.



A decision to impose a ban will be reviewed by the governing board after approximately six months (and every six months after that, if appropriate). The parent will be invited to make written representation to the governors; this and the evidence from the Executive Headteacher will be considered at a meeting of the full governing board. Governors may decide to remove the ban, extend the ban or impose conditions on parent's access to the school. The decision of the review will be communicated to the parent by the clerk to the governors within 10 days of the date of the meeting.

In deciding whether to remove or extend the ban or impose conditions, governors will give consideration to the extent of the parent's compliance with the ban, any appropriate expressions of regret and assurance of future good conduct received from him/her and any evidence of the parent's co-operation with the school in other respects.

Removal from school

Parents who have been banned from the school premises and continue to cause a nuisance will be deemed to have committed a section 547 offence. They will be considered as trespassers. In these circumstances the offender may be removed from school. This may be carried out by a police officer or person authorised by the governing board. Legal proceedings may be brought against the parent.

In cases where the unacceptable behaviour is considered to be a serious and potentially criminal matter, the concerns will in the first instance be referred to the Police. This will include any or all cases of threats or violence and actual violence to any child, staff or governor in the school. This will also include anything that could be seen as a sign of harassment of any member of the school community, such as any form of insulting social media post or any form of social media cyber bullying. In cases where evidence suggests that behaviour would be tantamount to libel or slander, then the school will refer the matter to the LIFE Education Trust Legal Team for further action.

Complaints policy

Any parental complaint that arises from incidents of abusive behaviour will be dealt with under the complaints policy which can be found on the school website.

If the parent/carer refuses to attend the meeting then the school will write to the parent/carer and ask them to stop the behaviour causing the concern and warn that if they do not they may be banned from the school premises. If after this behaviour continues, the parent/carer will again be written to and informed that a ban is now in place.

Note: (1) a ban from the school can be introduced without having to go through all the steps offered above in more serious cases.

(2) Site bans will normally be limited in the first instance.

Issues of conduct with the use of Social Media – to be read in conjunction with the LIFE ICT Policy

Most people take part in online activities and social media. It's fun, interesting and keeps us connected.

Within these spaces however we ask that you use common sense when discussing school life online.



‘Stop, think before you click’ We ask that social media, whether public or private, should not be used to fuel campaigns and voice complaints against the school, school staff, parents or children.

We take very seriously inappropriate use of social media by a parent to publicly humiliate or criticise another parent, member of staff or child.

If parents have any concerns about their child in relation to the school as we have said above they should:

1. Initially contact the class teacher
2. If the concern remains they should contact the Head of School
3. If still unresolved, the school governors through the complaints procedure

They should not use social media as a medium to air any concerns or grievances.

Online activity which we consider inappropriate:

- Identifying or posting images/videos of children
- Abusive or personal comments about staff, governors, children or other parents
- Bringing the school in disrepute
- Posting defamatory or libellous comments
- Emails circulated or sent directly with abusive or personal comments about staff or children
- Using social media to publicly challenge school policies or discuss issues about individual children or members of staff
- Threatening behaviour, such as verbally intimidating staff, or using bad language
- Breaching school security procedures

At our school we take our safeguarding responsibilities seriously and will deal with any reported incidents appropriately in line with the actions outlined above.





LIFE Education Trust Rural Primary Marking and Feedback Policy

Ratified:

Review date:

The following policy guidelines are for use by all teachers and LSAs. All pupils should be familiar with them. A consistent approach with high expectations should realise high standards of marking and feedback.

The aim of the marking policy is to support the children's learning so that they understand how to correct mistakes and how to be challenged. Immediate response marking in class is encouraged so that the child receives clear verbal feedback, from the adult. It should be obvious that the child has improved after speak to the adult.

What Feedback Looks Like in the Rural Primary Schools

Feedback refers to the learning objectives for that lesson. If a teacher chooses to set a challenge, the challenge must be within the perimeter of the learning objective and success criteria of that lesson, or unit. A challenge should not be set if it is not connected to the child's knowledge at that time, or their previous learning. Feedback can be written in books or can be verbal.

What Marking Looks Like in the Rural Primary Schools

1. Child to tick L.O.
2. Teacher to tick L.O. (IF WORK IS CORRECT) for all books.
3. Adults to write in black pen.
4. A straight line in the margin, with a blue highlighter, to show teacher/LSA intervention.
5. Codes to explain type of feedback are:
CL=Child Led,
I=Independent work
VF=Verbal Feedback
1:1= adult worked with one child
S=Support.
6. If there is a wrong spelling and it is hard to get the meaning of the sentence, write correct spelling on top of the wrong spellings.
7. If it is a HFW and the child should know the spelling, write it at the end of the piece of work and the child should write it 5 times underneath the teacher's example.
8. Keep marking neat and tidy so as not to deface child's work.
9. Add House **P**oints, where applicable.



10. Child can share work with **theSenior Leadership Team**. Make sure all children get a chance to visit SLT with their work at least once a year.
11. Year 5/6 use purple polishing pen when editing work and responding to marking.
12. Approximately 5 books should have a comment at the end of the piece of work, at the end of every individual lesson. That means every child will have a comment, at some stage, in all core subjects in a week.

At the end of a unit of work, in English, a marking ladder is a possible method of marking/feedback. The minimum is once a half term. A ladder could look like this:

L.O. To understand the skills required to write a poem

Success Criteria	I think:	My Teacher thinks:
1. I must write in verses.		
2. I should use line breaks correctly.		
3. I should include words that rhyme.		
4. I could include alliteration.		
5. I could include personification.		
What I could do to improve my work:		
Teacher comments:		





LIFE Education Trust

Early Career Teacher (ECT) induction policy aligned to Ambition Institute Full Induction Programme (FIP) (for ECTs starting their induction on or after 1 September 2021)

Policy	Early Career Framework and Early Career Teacher Policy
Policy adopted by Trust Board	22/2/22
Reported to LGBs for implementation	8/3/22
Implementation Date	8/3/22
Review Date	Sept 2022
Policy Source	London District East Teaching School Hub (Ambition Institute)

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1. Aims

Trust Schools aim to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme

2. Newly qualified teacher (NQT) induction transitional arrangements

This policy applies to ECTs who start their induction **on or after 1 September 2021**.

NQTs who have started but not completed their induction **before 1 September 2021** will continue to follow our NQT induction policy. They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the headteacher and appropriate body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction
- An induction mentor for the remainder of the NQT's 1-year induction

If they don't complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

3. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021
- The [Early career framework reforms](#)

- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred to below are the [Teachers' Standards](#).

4. The ECT induction programme

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by, Havering Local Authority, our 'appropriate body'.

4.1 Posts for induction

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

4.2 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments

- Their designated (induction) mentor, who will provide regular structured mentoring sessions which, through a standardised routine, provide the ECT the opportunity to shape a clear model of better, identify a bite-sized area for improvement and use deliberate practice as per Ambition Institute Early Career Teacher Full Induction Programme – ideally weekly
- Regular, brief (15minute), focused observations of their teaching/planning/resource (as per the Ambition Institute Early Career Teacher Full Induction Programme) and follow-up discussions with prompt and constructive feedback – ideally weekly
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

4.3 Assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECT's Induction Tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

4.4 At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified

- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards
- An effective support programme is put in place to help the ECT improve their performance

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

5. Roles and responsibilities

5.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction, through the online access to the Ambition Institute Early Career Teacher Full Induction Programme materials
- Commit to weekly self-study of as per expectations of the Ambition Institute Early Career Teacher Full Induction Programme (10mins video, 15mins read of evidence summary, 15mins quiz and reflection) through the Ambition Institute platform (Steplab)
- Commit to deliberate practice within mentor feedback meetings, learning and practising aspects of the framework throughout the programme and embedding of new habits within teaching
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment reports

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

5.2 Role of the headteacher

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

5.3 Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school

- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work

5.4 Role of the (induction) mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide opportunity to shape a clear model of better, a bite-sized area for improvement and use of deliberate practice through the standardised routine as per Ambition Institute Early Career Teacher Full Induction Programme – ideally weekly
- Complete recording of the agreed action steps for the ECT on the Ambition Institute online platform (Steplab) to be reviewed in future session
- Commit to self-study utilising designated resources on Steplab and scheduled engagement at mentor clinic, coach-on-coach sessions and conferences as per Ambition Institute Early Career Teacher Full Induction Programme
- Ensure that the ECT understands and successfully embeds their learning into their classroom practice through effective instructional coaching
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

5.5 Role of the governing board

The governing board will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

6. Monitoring arrangements

This policy will be reviewed **annually** by Paul Claydon, Head of Learning Talent and Development. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay



LIFE Education Trust

Governor Visit Policy

Policy	Governor Visit Policy
Policy adopted by Trust Board	10.2.22
Reported to LGBs for implementation	21.2.22
Implementation Date	21.2.22
Review Date	February 2025
Policy Source	The Key

Aims

This policy aims to set and maintain standards of conduct, and explain procedures that we expect all governors to follow when making visits to the school. It also explains how we expect them to report back. Governors do not have an automatic right to enter a LIFE school. When they do so, they are invited guests.

By creating this policy, we aim to ensure that all governors understand their role and purpose so school visits are a productive and enjoyable event for all involved.

1. Guidance and scope

This policy takes account of best practice and guidance from the [Governance Handbook](#) (section 3.4.2).

2.1 Governors are observers

Governors must know their schools in order to maintain the robust **monitoring** and role of critical friend which have been delegated to them by the Board through the scheme of delegation. Their responsibilities can often be discharged through the scrutiny of data and reports, at LGB meetings (whether virtual or physical) or through virtual meetings but the Trust also supports and encourages the kinds of pre-arranged visits identified in this policy.

When in school, governors will:

- Be cognizant of their delegated Healthcheck skills area
- Observe how those procedures relating to their area are working in practice
- Be aware of the scope and appropriateness of any discussions they have with staff, pupils and/or parents

2.2 Governors are not inspectors

Governors:

- Will not assess the quality of teaching and learning in the classroom
- Will not manage the school or interfere in the day-to-day operations of the school

For those governors who wish to spend time in a classroom, the school will agree in advance their purpose in doing so.

2. Visits programme

Governors will carry out school visits in order to meet their delegated responsibility to monitor the school's effectiveness.

There are **5** main types of visit:

- **Induction visit**, where a new governor will meet the headteacher, have a tour of the school and discuss the expectations of the role of governor in a Multi Academy Trust.
- **Formal Healthcheck visits**, where a governor will discuss the progress of the school in the Healthcheck area which they have been given. These will occur once a term and may be virtual although ideally every governor will attend the school for at least one physical meeting each academic year.
- **Formal strategic visits**, where the Chair of Governors will attend the school on a monthly basis to discuss the school with the Executive Head or Head of School. These may occur virtually.
- **Informal visits**, where a governor will **drop off or collect mail or other items**, attend an assembly or **a specific** event at the invitation of the school leader.
- Governors responsible for **safeguarding or special education needs** will attend termly monitoring visits with the corresponding staff lead

3.2 All governors

All governors will attend at least one school concert, event or assembly each year in addition to their termly Healthcheck review meeting.

3. Before visits

Governors will:

- Notify the headteacher and the chair before scheduling a visit, even if the headteacher will not be involved in the visit. They should be made aware just as a matter of courtesy
- Schedule an appointment and ensure their visit is scheduled for a time that is mutually convenient. Generally, governor visits are more productive when conducted during a school day
- Be sensitive to the numerous demands staff have on their time
- Clarify the purpose of the visit in advance with the chair and the headteacher
- Send questions in advance so everyone can feel properly prepared
- Be familiar with the school's safeguarding policies and procedures

4. During a visit

Governors should know how to conduct themselves appropriately during visits in order to minimise disruption for staff and pupils and to receive the maximum benefit from the time spent.

Governors will:

- Be on time and meet with the Headteacher or **Head of school** ahead of the visit
- Sign in and always wear a visitor's badge
- Use the agreed recording method for the visit. Photographs and videos are to be avoided unless specifically agreed with the headteacher for a specific purpose
- Remain as observers; they are not there to pass judgement on staff or inspect them
- Ensure all parties are clear about why a governor wishes to spend time in the classroom, if they wish to do so
- Check with a teacher before speaking to pupils
- Pass on any concerns the staff raise with the relevant people
- Be friendly but professional and dress appropriately, bearing in mind the standards of dress set for teachers and pupils

Governors will not:

- Pass comment on classroom practice or any specific incidents that happen, judge teaching methods, assess the quality of teaching or comment on the extent of learning
- Interfere with the day-to-day running of the school
- Behave in a manner than would make staff feel that they are there to inspect, e.g. sit at the back of the classroom with a clipboard
- Raise concerns in the moment. Governors should note down any concerns they may have and raise them with the chair of governors and headteacher after the visit

5. After a visit

Governors will complete a written report as soon as reasonably practicable using the form attached as Appendix A (monitoring visit). In completing the report, governors will:

- Use neutral language at all times
- Remain observational, and describe only what they see
- Focus closely on the agreed reasons for the visit, and its strategic role

Once complete, governors will submit their reports to the following people, in the following order:

- The Chair of Governors for feedback - if they've been in post for less than one year
- The relevant staff member, both as a courtesy and to check for accuracy
- The headteacher, as a courtesy
- The chair of the governing body
- The Trust CEO
- The Clerk to the LGB for the next LGB meeting

This policy to be read in conjunction with the Code of Practice and the Governor Welcome / Induction Pack.



LIFE Education Trust

GOVERNOR SCHOOL VISIT FORM

SCHOOL:

Name:	Date:
<i>Focus of visit</i>	
What have I learned as a result of my visit?	
Positive comments about the visit	
Aspects I would like clarified/questions that I have:	
Any other comments:	
Signed _____ (Governor)	