Induction Policy

Policy Reference Number	MEAATIndPol
Category	Personnel Management
Authorised by:	Trust Board
Print Name	Mr Andrew Barton
Date Approved:	8th October 2026
Date of Next Review:	Autumn 2027

Contents

1. Introduction - ECT 3
2. Purpose - ECT 3
3. Roles and Responsibilities - ECT 4
4. Entitlement - ECT 6
5. Lesson observation, reviewing and target setting - ECT 7
6. Assessment & Quality Assurance - ECT 7
7. At risk procedures - ECT 8
8. Addressing ECT Concerns 9
9. Induction of Teaching Staff (including Head Teacher and Deputy Head Teacher) 9
10. Induction of Student Teachers 9
11. Induction of Learning Assistants 9
12. Induction of Midday Assistants/ Administration / Site Manager and Cleaning Staff 10
13. Induction of Trustees and Governors 10
14. Induction of Early Years Foundation Stage Pupils and Parents 10
15. Induction of Older Pupils and their Parents 11

APPENDIX 1 - Induction Checklist 12
APPENDIX 2 – GDPR Consent Form – Workforce 13
APPENDIX 3 - Mid Essex Anglican Academy Trust Confidentiality Agreement 16
APPENDIX 4 - Health and Safety Induction Checklist 17
APPENDIX 5 - Our Commitment: 21-25

Vision of the Trust:

<u>Unlock every child's potential as a unique child of God</u>

"May Christ dwell in your hearts through faith, that being rooted and grounded in love, you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God."

Ephesians 3: 17-19

Our aim is to ensure that every child's unique strengths are celebrated and strengthened alongside gaining an excellent academic, social, emotional and physical education.

At the Mid Essex Anglican Academy Trust [the Trust] we aim to provide a supportive environment in which all new members of our community have the best possible start. Good induction provides an effective bridge for everyone to share in the ethos of the school and build foundations for development.

For staff it provides a strong foundation for continuing professional development and career progression.

To support this, we have developed a set of guidelines and procedures. All staff are provided with the Staff Handbook which gives practical detailed information. In addition, Health and Safety guidelines are made clear. See Appendix 1.

All pre-employment and recruitment procedures will follow the school's Recruitment Policy and Pre-Employment Checks Procedure and the school will follow the induction checklists in those linked policies

1. Introduction - ECT

Early career teaching is not only very demanding but also of considerable significance in the professional development of the new teacher. Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards.

Our programme follows the statutory framework to support early career teachers and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period.

2. Purpose - ECT

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the ECTs;
- to provide appropriate support through the assignment of an identified mentor;
- to provide ECTs with examples of good practice;

- to help ECTs form good relationships with all members of the school community and stakeholders;
- to help ECTs become aware of the school's role in the local community;
- to encourage reflection on their own and observed practice;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;
- to help ECTs to develop an overview of a teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development;
- to help ECTs perform satisfactorily against the Teachers' Standards.

The whole staff will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development.

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

3. Roles and Responsibilities - ECT

3.1 The Board

The Trustees and Governors will:

- ensure compliance with the Statutory guidance on induction for Early Career Teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs;
- be satisfied that the school has a suitable post and the capacity to fulfil all its obligations;
- ensure that a suitable Appropriate Body is appointed to provide independent quality assurance for the ECT programme;
- investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;
- be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

3.2 The Headteacher or Head of School

The headteacher or Head of School plays a significant and leading role in the process of inducting new colleagues to the profession. The responsibilities of the headteacher or Head of School are to:

- ensure a teacher is eligible to start an induction period;
- appoint the appropriate body;
- ensure, with the appropriate body, that the post is suitable for an ECT to serve statutory induction;

- agree with the ECT and appropriate body, the appropriate length of the Induction period, including any extensions, in line with the regulations;
- appoint a suitably qualified induction tutor and induction mentor and ensure that they are provided with adequate time to fulfil their responsibilities;
- provide the ECT with a reduced timetable (10% in year one and 5% in year 2)
- ensure an appropriate statutory induction process is operated;
- ensure that the ECT receives an appropriate programme of training based on the Early Career framework;
- ensure that progress reviews ae carried out each term and sign the formal assessment reports at the end of each year prior to submission;
- where unsatisfactory progress is identified, ensure timely notification, advice and support is provided:
- recommend to the Appropriate Body whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.
- ensure appropriate records are maintained and retained;
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

3.3 Induction Tutor(s)

The principal requirement for the ECT induction tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into our school's systems and structures. The tutor will:

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary);
- carry out regular progress reviews, including providing termly progress reports and the two formal assessments;
- inform the ECT of their progress against the Teachers' Standards and share progress review and formal assessment with the ECT, headteacher and appropriate body;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- take prompt, appropriate action if an ECT appears to be having difficulties; and
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way.

3.4 Mentor

In addition to the induction tutor, who has the responsibility for the formal assessment of the ECT, a mentor is appointed to provide on-going support on a daily basis. The mentor will:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;

- work collaboratively with the ECT and other colleagues involved in the ECT's induction to help ensure the ECT receives a high-quality ECF-based induction programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching;
- take prompt, appropriate action if an ECT appears to be having difficulties.

3.5 The ECT

The ECT is expected to:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme 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 programme;
- provide evidence of their progress against the Teachers' Standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings.

4. Entitlement - ECT

The Early Career Teacher should be proactive in their own career development. However, our induction programme ensures that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS).

The key aspects of the induction programme for ECTs are as follows:

- an embedded programme of training that enable the ECT to understand and apply knowledge and skills in each of the Early Careers Framework evidence and practice statements;
- termly structured reviews and annual formal assessments;
- regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- support and guidance from a designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- observation of the ECT's teaching with written feedback provided;
- professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards;
- ECT's observation of experienced teachers; and,

- A reduced timetable of no more than 90% of the normal timetable in year one and 95% in year 2, to enable participation in the school's induction programme. This is in addition to the 10% reduction in timetable for PPA time.

4.1 An appropriate programme of training

This programme provided for ECTs will be **(select as applicable):**

- A funded provider led programme – the school will work with providers accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education.
- The school/trust delivers its own training using DfE accredited materials and resources.
- The school/trust delivers its own two-year induction programme for ECTs based on the ECF

5. Lesson observation, reviewing and target setting - ECT

These will be followed and completed in accordance with the DfE's guidelines on ECT induction including:

- Scheduled observations at regular intervals. Observers will hold QTS.
- Meetings, planned in advance, between the ECT and observer to review observed teaching. Feedback will be constructive and a brief written record made on each occasion, which will include any development needs identified.
- Review and revision of objectives throughout the induction period. These will relate to the Teachers' Standards and the ECT's personal development needs.
- Formal assessment at the end of the first year of the induction period.
- At the end of the induction period, make a formal recommendation to the appropriate body.
- Reports after each review and formal assessment. Copies of these reports, and the evidence used to inform them, will be supplied to the ECT and the appropriate body
- Informing the appropriate body, and putting support in place, if the ECT is not making satisfactory progress
- Participation in the appropriate body's quality assurance procedures
- Notification to the appropriate body if the ECT's absences total 30 days or more (except in the case of maternity or parental leave)
- Ensuring the ECT knows how to raise concerns about their induction programme or their progress, both within your school and elsewhere

6. Assessment & Quality Assurance - ECT

The assessment of ECTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance.

- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the ECT's development in order to gain a reliable overall view.
- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation.
- The induction tutor will ensure that assessment procedures are consistently applied.
- At the end of the induction period, make a formal recommendation to the appropriate body
- Copies of any records will be passed to the ECT concerned.
- Reviews and formal assessment reports will give details of:
    - areas of strength
    - areas requiring development
    - evidence used to inform judgement,
    - targets for coming term (i.e. 'smart' targets)
    - support to be provided by the school

All of the above will be clearly referenced to the Teachers' Standards

7. At risk procedures - ECT

If any ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place.

- Concerns will be raised promptly with the ECT and the appropriate body notified. Concerns will be recorded in review and assessment reports
- Monitoring and support measures will be put in place immediately to assist the ECT in getting back on track.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.

Where an ECT has continuing difficulties, the consequences of failure to complete the induction period satisfactorily will be discussed fully with them as follows:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and

- details of the improvement plan for the next assessment period

Where necessary, the Head/Appropriate Body's adviser will support the induction tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT year and that all steps have been taken to improve the situation.

In a few particularly serious cases, capability procedures may be instigated alongside the formal induction process.

8. Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body contact

9. Induction of Teaching Staff (including Head Teacher and Deputy Head Teacher)

Will be entitled to:

- An individual induction programme
- Support from a mentor / professional friend
- Support and advice from all staff
- The opportunity to plan their work at medium and short term level with team colleagues
- Training to develop skills further
- Receive feedback from the Headteacher or Head of School
- Access to school policies and schemes of work
- Professional development opportunities based on strengths and areas for development identified through performance management

On appointment new teachers are invited to the school for visits prior to the beginning of term to enable them to become familiar with the school and to meet teacher colleagues, non-teaching staff and pupils.

10. Induction of Student Teachers

The school welcomes student teachers on placement from a Training Institution. Close liaison with the Institution is maintained throughout the placement. Mentoring of students is provided by the Induction tutor or, after negotiation, by another teacher in the school. Students are provided with help and support as deemed necessary to meet individual needs and are given access to all school documents and resources.

11. Induction of Learning Assistants

Will be entitled to:

- Support from School Induction tutor and a professional friend
- Support and advice from other staff
- Attendance on courses and professional development opportunities
- Access to school policies
- The opportunity to plan their work at medium and short term level with team colleagues.

New learning assistants are invited to the school for visits prior to the beginning of term to enable them to become familiar with the school and to meet teacher colleagues, non-teaching staff and pupils.

12. Induction of Midday Assistants/ Administration / Site Manager and Cleaning Staff

Will be entitled to:

- Support and advice other staff
- Attendance on courses to support professional development
- Health and Safety Training.
- Training for specific medical problems of children in their care
- Access to appropriate school policies

New non-teaching staff are invited to the school for a visit prior to starting to meet colleagues, other staff and pupils.

13. Induction of Trustees and Governors

On appointment new Trustees and Governors are invited to the school/s for visits to enable them to become familiar with the Trust or school and to meet teaching staff, non-teaching staff and pupils and to receive documentation relating to their role.

- The link Trustee or Governor will arrange training support
- Focus visit information will be explained
- The clerk will send out administration details
- Complete the register of business and pecuniary interests

14. Induction of Early Years Foundation Stage Pupils and Parents

On acceptance of a place in school new parents are invited to an induction meeting led by the Headteacher or Head of School. They will also meet the Chair of Governors, Administration staff, Member of PFA/PTA, Class teacher and support staff.

Parents are also entitled to:

- A tour of the school
- An invitation to a coffee morning to meet other parents
- Opportunities to discuss their children's progress
- Opportunities to share in their child's work
- Opportunities to offer voluntary support
- Membership of PFA/PTA

EYFS pupils are entitled to:

- A tour of the school
- A home visit from a class teacher and LSA
- A 'meet the teacher' morning

- Invitations to the Summer Fair and Celebration evening
- Part time start for three weeks, staying for lunch in the third week, before starting full time

15. Induction of Older Pupils and their Parents

On acceptance of a place in school new parents of older pupils are invited to an induction meeting with the Headteacher or Head of School.

New pupils (other than EYFS) are entitled to:

- A tour of the school
- Two induction half day visits
- A peer 'buddy' to show him or her how things work in our school

Pupils are entitled to:

- A tour of the school
- An opportunity to meet the class teacher and learning support staff
- The support of a buddy / friend

APPENDIX 1 - Induction Checklist

On appointment to The Mid Essex Anglican Academy Trust you will be given the following information. Please tick once you have received it, sign the form when complete and return a copy to your Line Manager.

Staff Handbook (hard copy)	☐
Code of Conduct (hard copy)	☐
Health and Safety Policy (hard copy)	☐
Fire and Emergency Procedures (hard copy)	☐
Walk around with senior member of staff	☐
Safeguarding Procedures – link to KCSIE and Educare Course	☐
GDPR Educare course	☐
GDPR Consent Form (appendix 2)	☐
Confidentiality Agreement (appendix 3)	☐
Online Safety Acceptable use Agreement	☐
A list of key policies (found on school website) that must be read	☐
Data Protection Policy	☐
Additional Educare courses appropriate to role	☐
Guidance on how to complete a class register (if appropriate)	☐
Complete Health and Safety Induction Tick List (appendix 4)	☐
Review Health and Safety Poster (appendix 5)	☐
Network Login	☐
Email Address Login Details	☐
Access Pass	☐

Signature of Employee …….. Date……

Signature of Manager/Mentor…….. Date……

APPENDIX 2 – GDPR Consent Form – Workforce

Valid for the time the individual remains at the Mid Essex Anglican Academy Trust

Includes Employees, Trustees, Members, Local Governors, Volunteers, Temporary Staff, Third Party Contractors and anyone engaged at the MEAAT schools.

Employee/Governor/Volunteer Name:	
School Name:	**Date:**

Personal Data

The School / Trust holds certain aspect of personal data relevant to you in order to create records. Please read the Workforce Privacy Notice explaining more about this.

The following areas represent those which enhance the Trust's working practices and overall efficiency and you are asked to read these carefully and **indicate your agreement by clearly placing a tick in the relevant boxes below**. If you do not indicate agreement with any of the statements, your data will not be used in the scenarios described.

Images

For the purpose of safer employment practices, we take photos of staff for identification and safeguarding/security reasons. These images are stored securely on the school IMS database (SIMS or Integris). They may be printed for reasons relating to the creation of a staff list or an individual entry identification pass/lanyard.

Occasionally, we like to take photographs/videos of people at our school. We may use these images as part of our school displays and sometimes in other printed or digital publications to celebrate achievement and other special events. We also use them on our school / Trust website, and other social media sites for the same reasons. If we use images of individual employees, we occasionally use the name of that employee in the accompanying text or photo caption if it is deemed relevant. Photographs of groups or classes which include employees and children may also be used in these places and for these reasons. When images/recordings of people are used on long-standing publications such as our website or our prospectus, they may remain in use for a reasonable period of time after those people have left the school /Trust.

Where 'Learning Journeys' and other records are used to celebrate children's progress throughout school, they may contain images of individuals, groups or classes of children and employees. If this is the case, they are likely to be 'sent home' at the end of the relevant year.

From time to time, our school / Trust may be visited by the media who may take photographs or film footage of a high profile event. Employees may appear in these images, which will sometimes be published in local or national newspapers, or on approved websites.

Please clearly **place a tick in each of the boxes below** to indicate whether you give consent for your image to be used in the following scenarios. Please note that in any of the following scenarios, your image could be used for a reasonable time after you have left the school / Trust.

I give permission for my image to be used within school for display purposes **YES/NO**

I give permission for my image to be used in pupils' Learning Journey's / other records of achievement **YES/NO**

I give permission for my image to be used on the school / Trust website **YES/NO**

I give permission for my image to be used in other printed / digital publications **YES/NO**

I give permission for my image to be used on the school / Trust's social media sites **YES/NO**

I give permission for images which include me to appear in the media including digital media **YES/NO**

I give permission for a professional whole school / Trust / class/ department image to be taken / made and I understand this printed / digital image could be purchased by parents / other staff / volunteers **YES/NO**

CCTV / Photo Entry Systems

Some of the Trust's schools may use CCTV / a Photo Entry System in certain areas of the premises for security and safeguarding purposes. If the provision where you are based uses these systems, or if you visit another Trust school building where these systems are used, please make yourself aware of the specific relevant policies which will describe how you image may be stored and used.

School Closure and Emergency Information

We would like to be able to inform you about school closure, eg due to bad weather, or other emergency information, such as an impending Ofsted visit etc, by text message to your personal mobile.

Please use the box below to indicate your agreement for the school to contact you for these purposes:

I agree to the school / Trust contact me by text occasion, such as that mentioned above: **YES/NO**

This form is valid for the time you remain in your role at Mid Essex Anglican Academy Trust. This document will be retained according to our Retention and Record Management Policy.
Consent to any of the above can be withdrawn by you. In order to do this, please provide the school / Trust with written confirmation that you withdraw your consent and specify which areas this relates to.

Employee/Volunteer Signature:	**Date:**

APPENDIX 3 - Mid Essex Anglican Academy Trust Confidentiality Agreement

For the attention of all employees, Trustees, Governors, temporary staff, volunteers, visitors and contractors.

Introduction

All employees, volunteers, visits and contractors should be aware that information relating to individual children or members of staff is confidential. This agreement is intended to help you understand how to protect children at all times. The agreement also aims to give clear, unambiguous guidance as to legal and professional roles and to ensure good practice throughout the Mid Essex Anglican Academy Trust.

Agreement

I understand my role and responsibility in maintaining the confidentiality of children and members of staff at the MEAAT, as detailed below:

1. I recognise that I am in a position whereby, at certain times, I may have access to information concerning individual stakeholders. I am aware that members of staff and volunteers may well have connections (family or friends) within the school, and may overhear conversations of a sensitive nature.
2. I agree to only discuss information relating to the Trust/School and its stakeholders on a 'need to know' basis. I will keep confidential information heard, read or shared between/about members of staff, outside agencies and parents/carers regarding children or a child's family.
3. I agree not to post or share information online through any means, including social media sites (e.g. Facebook, Twitter), which relates to any individual stakeholder or brings the Trust/school into disrepute. I will not contribute to discussions or conversations on social networking sites regarding the Trust/school and anyone associated with it.
4. I agree to pass anything I hear that raises questions about the professionalism of someone engaged at the Trust/school to the CEO/Headteacher/Head of School or Designated Safeguarding Lead.
5. I agree to report anything of concern regarding a child, or if a child reports anything of concern to me, to the Designated Safeguarding Lead.
6. I agree to conduct conversations of a sensitive nature regarding children or adults in a private space.
7. I agree not to leave paperwork regarding children, parents or members of staff/volunteers on display at any time. I also agree that paperwork that contains personal or sensitive information which is no longer required is shredded or disposed of in secure sacks.
8. As a class volunteer, I understand that I am responsible to the teacher with whom I am placed and that I should discuss with them any concerns or information that needs to be shared about stakeholders.
9. I agree to refer all requests for information by an outside agency or the media to the CEO/Headteacher/Head of School.
10. I agree to uphold the good name of the Mid Essex Academy Trust and the school in discussions both inside and outside my working environment.

Signature……Date……..

Please clearly print name……

Role in Trust/School……..

Name of Relevant School…….....

APPENDIX 4 - Health and Safety Induction Checklist

Name of employee:		Start date:
Employee job title:		
Name of line manager:		
Line manager job title:		
Does employee have line management responsibilities		Yes / No
If yes, *A Guide to Managing Health and Safety:-* checklist must be completed? (A copy must be attached to this checklist)		Date completed:
THIS SECTION SHOULD BE COMPLETED AFTER THE EMPLOYEES FIRST 3 MONTHS OF EMPLOYMENT:		✓ / ×
Employee has demonstrated that he/she understands his/her health and safety responsibilities		
Employee has demonstrated that he/she is competent to undertake his/her health and safety responsibilities		
OR		
Further development needs on health and safety have been identified and recorded on the employee's '*My Performance – My Development*'		
Insert brief details of agreed development needs:		
Signed:	Date:	(manager)
Signed:	Date:	(employee)
On completion, the checklist must be signed off by the line manager and employee, and a copy kept in the manager's personnel file for the employee.		

EMPLOYEE HEALTH AND SAFETY INDUCTION: LEARNING / INDUCTION NEED**		**Date achieved** (or N/A if not applicable)
**You can find further information via the A to Z of Managing Risks page.		
Learning need	**Key Elements**	
1. Aware of fire, first aid and security procedures (1st Day)	Evacuation procedures for fire and other emergencies Location of • fire exits and activation points • assembly point Arrangement for testing of fire alarms	
	Where employee has an impairment that could affect their ability to evacuate in an emergency, a personal emergency evacuation plan (PEEP) developed with him/her.	
	Identity and location of first aiders/appointed persons, location of first aid room (if applicable), location of first aid boxes	
	Aware of premises security arrangements	
2. (a) Understanding of Council's health, safety and welfare policy, as it affects the employee.	Has seen a copy of the *Health and Safety Policy Summary*	
	Understands the full details of their personal responsibilities according to role – see *Responsibilities*	
	Aware of the *Local Health and Safety Arrangements Notice* displayed in their workplace	
	Understands the roles / responsibilities of the: • Manager • Service co-ordinator • Heath & safety service • Safety and/ or employee representatives	
2. (b) Understanding of Health and safety standards and codes of practice that affect their work.	Knows where to access relevant health and safety standards and codes of practice	
	Aware of status of the standards and codes of practice and consequence of non compliance	
	Aware of key health and safety requirements relating to their work	

EMPLOYEE HEALTH AND SAFETY INDUCTION: LEARNING / INDUCTION NEED**		**Date achieved** (or N/A if not applicable)
**You can find further information via the A to Z of Managing Risks page.		
Learning need	**Key Elements**	
3. (a) Awareness of health and safety communication and consultation measures.	Understands local processes for communication and consultation on health and safety and how they can raise a health and safety concern	
	Aware of how to contact safety / employee representatives representing them and how to access information about safety committees.	
	Aware of how to access health and safety information on the intranet and/or locally.	
3. (b) Competent to carry out work activities safely.	Demonstrated competence to undertake work safely and in accordance with the job specification observe employees work to confirm this).	
	OR	
	Specific health and safety training and development needs have been identified and the employee has been advised of restrictions to their work until that training/development need has been met.	
4. Understanding of how health and safety is monitored and the employees role.	Understands the importance the procedures for reporting, e.g. (This needs to be included on My Performance paperwork): • Accidents, ill health, work-related ill health and near misses • Acts of violence • Workplace hazards and & safety concerns.	
5. Understanding of risks and safe working procedures relating specifically to the employee's work.	Understands and follows specific risk assessments and safe working procedures relating to work	
	Identify any specific additional risk assessments here •	
5. Where relevant able to carry out risk assessments	Where relevant to work, understands requirement to complete risk assessments before planning new activities.	
5. (a) Computers (VDUs)	A VDU workstation assessment has been completed and any necessary action has been taken	

EMPLOYEE HEALTH AND SAFETY INDUCTION: LEARNING / INDUCTION NEED**		**Date achieved** (or N/A if not applicable)
**You can find further information via the A to Z of Managing Risks page.		
Learning need	**Key Elements**	
	Made aware of entitlement to an eye and eyesight test if appropriate.	
5. (b) Driving	Understands Councils Driving Standards Code of Practice	
	Driving documents (licence, insurance, MOT) inspected.	
5. (c) Lone working, & Violence	Follows their team's procedures for monitoring staff whereabouts on visits (including working alone on premises)	
	Aware of the arrangements for controlling the risk of violence and aggression	
5. (d) Stress	Has an understanding of the Council's Occupational Stress Policy and support mechanisms in place relating to stress.	
	Aware of team stress risk assessment.	
5. (e) Lifting and handling	Aware of local risk assessments relating to manual handling	
	Provided with information on safe lifting	
	Aware of how to access handling aids or help with lifting & handling	
5. (f) People especially at risk	Employees of childbearing age made aware of risk assessment for New and Expectant Mothers	
	Employee under the age of 18, risk assessment carried out and communicated to the young person	
	If employee has impairment or medical conditions, adjustments made to work, where necessary, to ensure safety	
	Additional Service Specific items can be added below as appropriate	

Shenfield St Mary's CofE Primary Health and Safety Policy

APPENDIX 5 - Our Commitment: *"We will ensure that health and safety remains a priority and forms an integral part of all our activities and decision making processes. We will provide a safe and healthy working environment for all our employees and others affected by our activities"*

POLICY STATEMENT	Person with responsibility for: Name/ Title	ARRANGEMENTS – How we will deliver
To comply with all relevant legislation including any Approved Codes of Practice or other documents having the force of law.	Liz Bundy, Head of School	Policies and standards to reflect the nature of the business. Compliance to be reviewed through monitoring, audit and inspections. Access to competent advice via RMCS@essex.gov.uk / 01245 434476.
To prevent accidents and sickness absence due to accidents and work related ill health.	Liz Bundy, Head of School	Ensure suitable and sufficient risk assessments are completed with control measures being communicated and implemented. Safe systems of work to be followed. H&S procedures to be displayed and employees trained where appropriate. Asbestos register to consulted before any works to begin.
To ensure roles and responsibilities are understood and communicated throughout the organisation and to other relevant parties.	Liz Bundy, Head of School	Job descriptions provided for all employees. H&S included in performance meetings. Employees consulted on health and safety issues and provided with advice and supervision. All new employees to have a health and safety induction. Training to be provided and recorded.
To ensure that working conditions are safe and healthy.	Liz Bundy, Head of School	Hazard reporting system in place with all staff responsible for dealing with minor issues. Premises inspection schedule followed. PAT testing and utilities maintenance program followed. Chemicals used and stored according to COSHH assessment.
To have effective emergency procedures for foreseeable incidents such as fire and ill health.	Liz Bundy, Head of School	Visitor signing in book with local rules and emergency procedure to be followed. Daily inspections ensuring fire escapes are signed and clear carried out. Fire and first aid risk assessments completed and reviewed annually or when change necessitates. Evacuation plans tested termly.

Person with overall health and safety responsibility is:	Liz Bundy, Head of School	**Person with day-to-day responsibility for putting this policy into practice is:**	Liz Bundy, Head of School
Health and safety law poster displayed in:	Liz Bundy, Head of School	**First aid box located at:**	Office, medical room, main corridor, kitchen, infant block
Who to raise a health and safety concern to:	Liz Bundy, Head of School	**Fire evacuation point:**	Main playground
Who to report hazard or incident to:	Liz Bundy, Head of School	**Location of health and safety information:**	Staff room

Signed by:	**Title: Chair of Trustees**	**Date:**
To be reviewed by:	Annually or sooner if circumstances change or dictate	

Mountnessing CofE Primary Health and Safety Policy

Our Commitment: *"We will ensure that health and safety remains a priority and forms an integral part of all our activities and decision making processes. We will provide a safe and healthy working environment for all our employees and others affected by our activities"*

POLICY STATEMENT	Person with responsibility for: Name/ Title	ARRANGEMENTS – How we will deliver
To comply with all relevant legislation including any Approved Codes of Practice or other documents having the force of law.	Holly Obank, Head Teacher	Policies and standards to reflect the nature of the business. Compliance to be reviewed through monitoring, audit and inspections. Access to competent advice via RMCS@essex.gov.uk / 01245 434476.
To prevent accidents and sickness absence due to accidents and work related ill health.	Holly Obank, Head Teacher	Ensure suitable and sufficient risk assessments are completed with control measures being communicated and implemented. Safe systems of work to be followed. H&S procedures to be displayed and employees trained where appropriate. Asbestos register to consulted before any works to begin.
To ensure roles and responsibilities are understood and communicated throughout the organisation and to other relevant parties.	Holly Obank, Head Teacher	Job descriptions provided for all employees. H&S included in performance meetings. Employees consulted on health and safety issues and provided with advice and supervision. All new employees to have a health and safety induction. Training to be provided and recorded.
To ensure that working conditions are safe and healthy.	Holly Obank, Head Teacher	Hazard reporting system in place with all staff responsible for dealing with minor issues. Premises inspection schedule followed. PAT testing and utilities maintenance program followed. Chemicals used and stored according to COSHH assessment.
To have effective emergency procedures for foreseeable incidents such as fire and ill health.	Holly Obank, Head Teacher	Visitor signing in book with local rules and emergency procedure to be followed. Daily inspections ensuring fire escapes are signed and clear carried out. Fire and first aid risk assessments completed and reviewed annually or when change necessitates. Evacuation plans tested termly.

Person with overall health and safety responsibility is:	Holly Obank, Head Teacher	**Person with day-to-day responsibility for putting this policy into practice is:**	Holly Obank, Head Teacher
Health and safety law poster displayed in:	Holly Obank, Head Teacher	**First aid box located at:**	Office, kitchen, staff room
Who to raise a health and safety concern to:	Holly Obank, Head Teacher	**Fire evacuation point:**	Main playground
Who to report hazard or incident to:	Holly Obank, Head Teacher	**Location of health and safety information:**	Staff room, office

Signed by:	**Title: Chair of Trustees**	**Date:**
To be reviewed by:	Annually or sooner if circumstances change or dictate	

Bentley St Paul's CofE Primary Health and Safety Policy

Our Commitment: *"We will ensure that health and safety remains a priority and forms an integral part of all our activities and decision making processes. We will provide a safe and healthy working environment for all our employees and others affected by our activities"*

POLICY STATEMENT	Person with responsibility for: Name/ Title	ARRANGEMENTS – How we will deliver
To comply with all relevant legislation including any Approved Codes of Practice or other documents having the force of law.	Louise Putt, Head Teacher	Policies and standards to reflect the nature of the business. Compliance to be reviewed through monitoring, audit and inspections. Access to competent advice via RMCS@essex.gov.uk / 01245 434476.
To prevent accidents and sickness absence due to accidents and work related ill health.	Louise Putt, Head Teacher	Ensure suitable and sufficient risk assessments are completed with control measures being communicated and implemented. Safe systems of work to be followed. H&S procedures to be displayed and employees trained where appropriate. Asbestos register to consulted before any works to begin.
To ensure roles and responsibilities are understood and communicated throughout the organisation and to other relevant parties.	Louise Putt, Head Teacher	Job descriptions provided for all employees. H&S included in performance meetings. Employees consulted on health and safety issues and provided with advice and supervision. All new employees to have a health and safety induction. Training to be provided and recorded.
To ensure that working conditions are safe and healthy.	Louise Putt, Head Teacher	Hazard reporting system in place with all staff responsible for dealing with minor issues. Premises inspection schedule followed. PAT testing and utilities maintenance program followed. Chemicals used and stored according to COSHH assessment.
To have effective emergency procedures for foreseeable incidents such as fire and ill health.	Louise Putt, Head Teacher	Visitor signing in book with local rules and emergency procedure to be followed. Daily inspections ensuring fire escapes are signed and clear carried out. Fire and first aid risk assessments completed and reviewed annually or when change necessitates. Evacuation plans tested termly.

Person with overall health and safety responsibility is:	Louise Putt, Head Teacher	**Person with day-to-day responsibility for putting this policy into practice is:**	Louise Putt, Head Teacher
Health and safety law poster displayed in:	Staffroom	**First aid box located at:**	Office, main corridor and kitchen
Who to raise a health and safety concern to:	Louise Putt, Head Teacher	**Fire evacuation point:**	Main playground
Who to report hazard or incident to:	Louise Putt, Head Teacher	**Location of health and safety information:**	Staff room

Signed by:		**Title: Chair of Trustees**	**Date:**
To be reviewed by:		Annually or sooner if circumstances change or dictate	

Ingatestone Infant School Health and Safety Policy

Our Commitment: *"We will ensure that health and safety remains a priority and forms an integral part of all our activities and decision making processes. We will provide a safe and healthy working environment for all our employees and others affected by our activities"*

POLICY STATEMENT	Person with responsibility for: Name/ Title	ARRANGEMENTS – How we will deliver
To comply with all relevant legislation including any Approved Codes of Practice or other documents having the force of law.	Leigh Johnson, Head of School	Policies and standards to reflect the nature of the business. Compliance to be reviewed through monitoring, audit and inspections. Access to competent advice via RMCS@essex.gov.uk / 01245 434476.
To prevent accidents and sickness absence due to accidents and work related ill health.	Leigh Johnson, Head of School	Ensure suitable and sufficient risk assessments are completed with control measures being communicated and implemented. Safe systems of work to be followed. H&S procedures to be displayed and employees trained where appropriate. Asbestos register to consulted before any works to begin.
To ensure roles and responsibilities are understood and communicated throughout the organisation and to other relevant parties.	Leigh Johnson, Head of School	Job descriptions provided for all employees. H&S included in performance meetings. Employees consulted on health and safety issues and provided with advice and supervision. All new employees to have a health and safety induction. Training to be provided and recorded.
To ensure that working conditions are safe and healthy.	Leigh Johnson, Head of School	Hazard reporting system in place with all staff responsible for dealing with minor issues. Premises inspection schedule followed. PAT testing and utilities maintenance program followed. Chemicals used and stored according to COSHH assessment.
To have effective emergency procedures for foreseeable incidents such as fire and ill health.	Leigh Johnson, Head of School	Visitor signing in book with local rules and emergency procedure to be followed. Daily inspections ensuring fire escapes are signed and clear carried out. Fire and first aid risk assessments completed and reviewed annually or when change necessitates. Evacuation plans tested termly.

Person with overall health and safety responsibility is:	Leigh Johnson, Head of School	**Person with day-to-day responsibility for putting this policy into practice is:**	Neil Taggart, Head Teacher
Health and safety law poster displayed in:	Staffroom	**First aid box located at:**	Office
Who to raise a health and safety concern to:	Leigh Johnson, Head of School	**Fire evacuation point:**	Main playground
Who to report hazard or incident to:	Leigh Johnson, Head of School	**Location of health and safety information:**	Staffroom

Signed by:		**Title: Chair of Trustees**	**Date:**
To be reviewed by:		Annually or sooner if circumstances change or dictate	

Ingatestone and Fryerning CofE Junior School Health and Safety Policy

Our Commitment: *"We will ensure that health and safety remains a priority and forms an integral part of all our activities and decision making processes. We will provide a safe and healthy working environment for all our employees and others affected by our activities"*

POLICY STATEMENT	Person with responsibility for: Name/ Title	ARRANGEMENTS – How we will deliver
To comply with all relevant legislation including any Approved Codes of Practice or other documents having the force of law.	Emily Cannon, Head of School	Policies and standards to reflect the nature of the business. Compliance to be reviewed through monitoring, audit and inspections. Access to competent advice via RMCS@essex.gov.uk / 01245 434476.
To prevent accidents and sickness absence due to accidents and work related ill health.	Emily Cannon, Head of School	Ensure suitable and sufficient risk assessments are completed with control measures being communicated and implemented. Safe systems of work to be followed. H&S procedures to be displayed and employees trained where appropriate. Asbestos register to consulted before any works to begin.
To ensure roles and responsibilities are understood and communicated throughout the organisation and to other relevant parties.	Emily Cannon, Head of School	Job descriptions provided for all employees. H&S included in performance meetings. Employees consulted on health and safety issues and provided with advice and supervision. All new employees to have a health and safety induction. Training to be provided and recorded.
To ensure that working conditions are safe and healthy.	Emily Cannon, Head of School	Hazard reporting system in place with all staff responsible for dealing with minor issues. Premises inspection schedule followed. PAT testing and utilities maintenance program followed. Chemicals used and stored according to COSHH assessment.
To have effective emergency procedures for foreseeable incidents such as fire and ill health.	Emily Cannon, Head of School	Visitor signing in book with local rules and emergency procedure to be followed. Daily inspections ensuring fire escapes are signed and clear carried out. Fire and first aid risk assessments completed and reviewed annually or when change necessitates. Evacuation plans tested termly.

Person with overall health and safety responsibility is:	Emily Cannon, Head of School	**Person with day-to-day responsibility for putting this policy into practice is:**	Neil Taggart, Head Teacher
Health and safety law poster displayed in:	Staffroom	**First aid box located at:**	Office
Who to raise a health and safety concern to:	Emily Cannon, Head of School	**Fire evacuation point:**	Main playground
Who to report hazard or incident to:	Emily Cannon, Head of School	**Location of health and safety information:**	Staffroom

Signed by:		**Title: Chair of Trustees**	**Date:**
To be reviewed by:		Annually or sooner if circumstances change or dictate	