



Early Careers Teachers Policy (ECT)

Review Period: Yearly Status: Statutory Next review Date: Autumn 2024

Introduction

This policy outlines the arrangements that **Sunnydown School** has in place for the induction period of an ECT (who will be referred to as “you” in this policy).

It applies to ECTs who begin their induction on or after 1 September 2021. For ECTs who commenced induction before 1 September 2021, please see “Transitional Arrangements” below.

The induction period provides a bridge between initial teacher training and a career in teaching. These first 2 years of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher.

Sunnydown School’s induction process aims to ensure that the appropriate guidance, support, and training are provided through a structured but flexible individual programme underpinned by the Early Career Framework (ECF) to enable each ECT to form a secure foundation to become an effective and successful teacher.

We shall have regard to the DfE’s Statutory guidance on ‘Induction for early career teachers (England)’ (“DfE Guidance”) throughout the induction period of ECTs.

This policy applies to employees only. It does not form part of your contract of employment and we may amend it at any time.

Updates from September 2023

There have been minor changes, including:

- Only organisations determined by the secretary of state will be able to act as an appropriate body
 - There's a transitional period for LAs (from 1 September 2023 to 31 August 2024)
 - LAs can only continue to act as appropriate bodies in a limited capacity where the LA was already acting as an appropriate body immediately before 1 September 2023 for an ECT who was serving an induction period in that same institution immediately before 1 September 2023
- Overseas teachers with qualified teacher status (QTS) will now be required to complete the 2-year induction period if they have less than 2 years' full-time experience when they receive QTS (this is for those who applied after 1 February 2023)
- Sunnydown School is expected to provide appropriate bodies with copies of all progress reviews
- The appropriate body is expected to make sure the headteacher has contacted the ECT's previous appropriate body to obtain the necessary reports in order to continue an effective induction



Transitional Arrangements

ECTs who commenced their induction prior to 1 September 2021 had until 1 September 2023 to complete their induction within three terms. Regard should be had to our Early [Careers Teachers Policy](#) for this cohort.

If any such ECT has not completed their induction prior to 1 September 2023, they will need to complete what remains of a two-year induction period. We will endeavour to provide these ECTs with ECF entitlements and support for the remainder of your induction period.

Where an ECT started before 1 September 2021 and completed their three terms by 1 September 2023, but following the final formal assessment, the appropriate body requires them to undertake an extended period to evidence meeting the Teachers' Standards, those ECTs will only need to complete that extension period.

ECTs who fall within these categories will, where possible, be provided with an ECF-based induction and a mentor for the remainder of their induction at the discretion of the Headteacher and appropriate body according to what is most appropriate in the circumstances and the proportion of the induction period remaining.

General principles

The induction process is designed to enable you to gain personal and professional development for your career in teaching moving forward and give the ECT the tools to become an effective and successful teacher. Our aim throughout the induction period is to:

- provide an induction programme appropriate to your individual needs and underpinned by the ECF;
- provide appropriate support to you through the roles of an identified mentor and induction tutor;
- provide you with examples of good practice including observation of experienced teachers with effective practice;
- help you form good relationships with all members of **Sunnydown School's** community;
- help you to become aware of **Sunnydown School's** place in the local community;
- encourage you to reflect on your own and observed practice;
- provide opportunities to identify areas for development;
- help you to develop an overview of a teacher's roles and responsibilities; and
- help you to perform satisfactorily against the Teachers' Standards.

Roles and Responsibilities

1. The Governing Body

The Governing Body has the following key responsibilities:

- ensuring compliance with the requirement to have regard to the DfE's statutory guidance on 'Induction for early career teachers (England)'. This document sets out **Sunnydown School's** responsibilities towards you during your induction period;



- being satisfied that the school has the capacity to support you;
- ensuring the Headteacher fulfils their responsibility to meet the requirements of a suitable post for induction;
- to investigate any concerns raised by you under the grievance procedure;
- to seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process; and
- to request general reports on your progress where appropriate.

2. The Headteacher

The Headteacher plays a key role during your induction period. Along with the appropriate body, the Headteacher is jointly responsible for the monitoring, support and assessment during your induction. Responsibilities include:

- ensuring necessary checks are carried out on you prior to induction, including that you hold QTS;
- ensuring the post and responsibilities are suitable for statutory induction;
- clarifying whether you need to serve induction or if you are exempt;
- agreeing, in advance of you starting the induction programme, which body will act as the appropriate body;
- notifying the appropriate body in advance of you taking up the post;
- determining and agreeing the length of the induction period in conjunction with the appropriate body;
- ensuring an appropriate ECF based induction programme is set up to help you meet the Teachers' Standards;
- ensuring you have a reduced timetable;
- ensuring an appropriate induction tutor and mentor are appointed and they have sufficient time to carry out the role effectively and meet your needs;
- ensuring your progress is reviewed regularly including: observations of teaching; assessments; ensuring feedback is provided; progress reviews/reports are conducted and sent to the appropriate body;
- keeping the Governing Body aware and up to date about induction arrangements;
- making a recommendation to the appropriate body about whether your performance against the Teachers' Standards is satisfactory, an extension may be required or in some cases, induction may be reduced;
- obtaining interim assessments, any formal assessment and progress reviews from your previous post where relevant;
- acting early, alerting the appropriate body when necessary, in cases where you may be at risk of not completing induction satisfactorily;
- ensuring third-party observations are carried out where you may be at risk of not performing satisfactorily against the Teachers' Standards;
- notifying the appropriate body as soon as absences, within each year of induction, total 30 days or more;
- providing interim assessment reports if you move schools in between formal assessment periods;
- notifying the appropriate body if you leave the school;
- maintaining and retaining accurate records; and



- ensuring all monitoring and record keeping is done in the most streamlined and least burdensome way.

3. Induction Tutor

The Headteacher will appoint an induction tutor who has QTS and the time, skills and experience to carry out the role effectively and meet your needs.

The key responsibilities of the induction tutor include:

- providing or coordinating guidance for your professional development (with the appropriate body where necessary);
- having responsibility for the overall management of initiating you into the teaching profession and our systems and structures;
- providing regular monitoring and support and coordination of assessment;
- ensuring your teaching is observed and you are given feedback;
- carrying out regular progress reviews and providing feedback, including your progress against Teachers' Standards;
- considering when to schedule progress reviews;
- sharing progress review records with you, the Headteacher and appropriate body;
- identifying any development needs;
- reviewing and revising objectives;
- carrying out the requisite formal assessments (with input from colleagues where appropriate) and providing feedback;
- informing you during the assessment meeting of the judgements to be recorded in the formal assessment record and inviting you to add your comments;
- ensuring you are aware of how you can raise any concerns about your induction programme or your personal progress both within and outside the school;
- taking prompt, appropriate action if you appear to be having difficulties;
- ensuring all monitoring and record keeping is done in the most streamlined and least burdensome way; and
- ensuring requests for evidence from you do not require new documentation but instead draw on existing working documents.

4. Mentor

In addition to the induction tutor, who has the responsibility for your formal assessment, a mentor must be appointed to provide on-going support on a daily basis (in exceptional circumstances, the induction tutor may also carry out this role). The Mentor will contribute to the judgements about the performance against the Teachers' Standards and their key responsibilities include:

- holding regular structured meetings with you to provide effective targeted feedback (these should be scheduled in teaching hours wherever possible);



- working collaboratively with you and other colleagues to help ensure you receive a high quality ECF based induction programme;
- providing (or arranging) appropriate support including phase or subject specific mentoring and coaching;
- taking prompt action if you appear to be having difficulties.

5. The Appropriate Body

An appropriate body must be appointed for each ECT. You may use more than one appropriate body allowing a new ECT or group of ECTs to choose theirs, or where an ECT did their initial teacher training through **Sunnydown School's** usual appropriate body and cannot be registered with the same body for their induction.

The Appropriate Body has the main quality assurance role within the induction process. It has specific responsibility for (among other things):

- ensuring the Headteacher (and Governing Body where appropriate) is aware of, and capable of meeting their responsibilities for monitoring support and assessment;
- ensuring the Headteacher has verified you have QTS;
- ensuring the post is suitable for you to serve your induction period and that you will be receiving an ECF based induction programme and a reduced timetable in addition to PPA;
- ensuring an appropriate induction tutor and mentor are assigned and they have the time to carry out the role and meet the ECTs needs;
- ensuring the monitoring, support, assessment and guidance procedures are appropriate and fair;
- considering when to request or schedule progress reviews;
- informing the Teaching Regulation Agency that you have started, completed or are extending your induction period or that you left school partway through the induction period, along with details of the type of induction you are accessing;
- providing you with a named contact with whom you may raise any concerns about your induction;
- ensuring that your supervision and training meets your development needs (with the Headteacher);
- determining and agreeing the length of the induction period in conjunction with the Headteacher;
- retaining full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction, agreeing reductions and extensions;
- ensuring a final decision is made on your performance against Teachers' Standards and relevant parties are notified;
- making direct decisions in every case regarding the suitability of posts and institutions;
- maintaining oversight of and accountability for all activities undertaken by third parties;
- on a regular basis, consulting with the Headteacher on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- ensuring action is taken to address areas of performance requiring further development and support where you may be experiencing difficulties;
- ensuring your records, progress reviews and assessment reports are maintained;
- ensuring progress reviews and assessment reports, including interim assessments, are submitted on time;



- where applicable, ensuring the Headteacher has obtained interim assessments, formal assessments and progress reviews from your previous post to ensure induction can be continued effectively (unless it is agreed the appropriate body will do this itself); and
- ensuring all monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from you do not require new documentation but draw on existing working documents.

6. The ECT

You have a key part to play in your own induction, and are expected to, among other things:

- provide the requisite evidence that you have QTS and are eligible to start induction;
- meet with your induction tutor to discuss and agree priorities for your induction programme and keep these under review;
- agree with your induction tutor how best to use your reduced timetable allowance and guarantee engagement with your ECT-based induction programme;
- provide evidence of your progress against the Teachers' Standards;
- participate fully in the agreed monitoring and development programme;
- keep track of and participate fully in classroom observations, progress reviews and formal assessment meetings;
- raise any concerns with your induction tutor as soon as practicable;
- consult the appropriate body named contact if concerns remain;
- agree with your induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment reports.

Suitability of Post

We will ensure your post is identified as being suitable for induction by:

- providing you with an ECF-based induction programme;
- giving you necessary duties and experience of teaching whole classes;
- ensuring you receive sufficient support to enable you to perform satisfactorily against the Teachers' Standards;
- appointing a separate induction tutor and mentor with QTS, and ensuring they have the ability and sufficient time to carry out their role effectively and meet your needs;
- providing you with a reduced timetable (10% reduction in teaching in the first year and 5% in the second year), in addition to PPA time;
- not putting unreasonable demands on you;
- not usually requiring you to undertake teaching outside the age range and/or subjects for which you are employed;
- not presenting you on a day-to-day basis with discipline problems which are unreasonably demanding for the school in which you work;



- involving you regularly teaching the same class(es);
- giving you planning, teaching and assessment processes which are similar to other teachers working in similar roles at the school; and
- not giving you additional non-teaching responsibilities without providing you with appropriate preparation and support.

Length of Induction Period

For a full time ECT, the induction period will typically last for 2 academic years. Part time ECTs will serve a full time equivalent of that period. Up to one term (based on three terms a year) of continuous employment may count towards completion of the induction period.

Mentoring and Support during Induction

It is important to ensure that every ECT has a suitable monitoring and support programme put in place to help meet your professional needs and successfully pass induction. This will usually include:

- a training programme to help you understand and apply the knowledge and skills set out in the ECF evidence statements and practice statements;
- regular one to one mentoring sessions;
- support and guidance being provided by your induction tutor;
- undertaking teaching observations and providing you with feedback;
- the induction tutor carrying out progress reviews enabling progress against the Teachers' Standards to be set and reviewed; and
- you observing experienced teachers.

Observations

During your induction period, your teaching will be observed at regular intervals to enable a fair and effective assessment of your teaching practice, conduct, and efficiency against the Teachers' Standards. These observations may be carried out by your induction tutor or another suitable person, following each observation, you will be given prompt feedback and any development needs will be identified.

Progress Reviews

Your induction tutor will undertake progress reviews each term (based on three terms a year) where a formal assessment is not scheduled. Your progress will be reviewed against the Teachers' Standards. You will not be required to create evidence specifically for the progress review but are required to engage in the process and provide copies of existing evidence. You will be provided with a written record after each meeting which will usually:

- set out whether you are on track to successfully complete induction;
- outline the support plan put in place if concerns have arisen;



- summarise evidence collected by your induction tutor;
- set out agreed development targets;
- review and revise objectives in relation to Teachers' Standards; and
- set out your needs and strengths.

The Headteacher will be informed of the outcome of each progress review. Your induction tutor will also notify the appropriate body if you are making satisfactory progress and provide them with a copy of the review, including any support plan as required.

In the event you are absent for the progress review, it will be rescheduled for your return.

Formal Assessments

Formal assessments will be carried out in the final term of both the first and second year of induction (or equivalent for part time ECTs) on dates agreed with you.

They will usually be carried out by the [Induction Tutor](#).

You will be required to produce evidence gathered during progress reviews and assessment periods leading up to the formal assessment (e.g., existing and working documents). You will not be required to produce new evidence.

You will be informed of the outcome of the assessment which will identify your performance against the Teachers' Standards and be given an opportunity to add your comments to the report. It will then be signed by you, the induction tutor and Headteacher. You will be given the original and a copy of the report will be sent to the appropriate body.

In the event you are absent for a formal assessment, it will be rescheduled for your return to work.

In some cases, interim assessments may also be carried out in line with the DfE Guidance.

Progress Concerns

If it becomes apparent in the first formal assessment that you are not making satisfactory progress, the appropriate body will be informed and the Headteacher will ensure additional monitoring and support is put in place straight away.

We will identify the nature of the concern and discuss this with you as early as possible.

We will give advice on how to redress the problem which will include providing additional support to enable any concerns to be addressed and agreeing attainable targets for action with specific and practical steps outlined for securing an improvement in practice to assist you in getting back on track.



Where you continue having difficulties in further progress reviews, your induction tutor will set out the areas of concern which will be re-defined and clarified, and the necessary improvements required. Further monitoring, support, advice, and direction will be given. Your revised objectives and support plan will be linked with the Teachers' Standards. This will be shared with you, the Headteacher, and an appropriate body.

Where concerns remain between the first and second formal assessment, the induction tutor will explain to you the consequences of failure to satisfactorily complete the induction period and discuss with you: the identified concerns, review and update previous objectives set, monitoring and support to be put in place, the evidence used to inform their judgement and details of the improvement plan for the next assessment period.

You will be made aware of any concerns, at all stages, throughout the induction process and the appropriate body informed where appropriate.

In the event of serious capability problems, we may instigate capability procedures at any time.

Completing Induction

After the final assessment meeting, the Headteacher will make a recommendation to the appropriate body as to whether your performance against the Teachers' Standards is satisfactory, unsatisfactory or whether an extension should be considered. This will be recorded on the final assessment report.

Within 20 working days of receiving the recommendation, the appropriate body must make the following decision:

- you have performed satisfactorily against the Teacher's Standards and have therefore satisfactorily completed your induction period;
- you require an extension of your induction period; or
- you have failed to satisfactorily complete your induction period.

Within three working days of the decision, the appropriate body must notify you in writing of its decision. If the decision is to extend your induction period or that you have failed to complete it satisfactorily, that outcome should inform you of how to appeal such decision. Any appeal will be to the Teaching Regulation Agency and you must notify them of your wish to appeal within 20 working days.

Extending and Reducing Induction Periods

In certain circumstances, induction periods can be reduced or may need to be extended (including in the case of ad hoc absences totalling 30 days or more in an induction year (equivalent for part time teachers)). In the event this may apply to you, the Headteacher will discuss this with you separately.

Raising Concerns



If you have any concerns about your induction programme, you are encouraged to raise these with your Induction tutor as early as possible, in the first instance.

If this has not resolved the issue and you still have concerns, you should raise these concerns with the named person at the appropriate body, given to you upon registration, who will investigate the issues raised.

Introduction

The first years of teaching are not only very demanding but also of critical significance in the professional development of the Early Career Teacher (ECT). It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Sunnydown school's induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our ECT induction programme will enable ECTs to establish a secure foundation upon which a successful teaching career can be built.

This policy should be read in conjunction with the statutory guidance:

1. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf
2. <https://www.gov.uk/government/publications/early-career-framework-reforms-overview>
3. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/991723/Appropriate_bodies_guidance_induction_and_the_early_career_framework.pdf

Key Points

- All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions.
- Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.
- An Appropriate Body has the main quality assurance role within the induction process. The Appropriate Body is responsible for checking that Headteachers have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.
- Monitoring and support throughout induction should be sufficient that there are no surprises when an ECT reaches a formal assessment point.

Purposes

Sunnydown School's induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school. Specifically, we aim to:

- provide support to meet the generic needs of all ECTs and specific needs of individual ECTs
- provide individualised support through high quality mentoring
- provide ECTs with examples of outstanding classroom practice
- help ECTs form productive relationships with all members of the school community and stakeholders
- encourage reflection on their own and observed practice
- provide opportunities to recognise and celebrate success



- act quickly to help ECTs address any areas of concern
- provide a foundation for longer-term professional development
- ensure a smooth transition to prepare to help ECTs meet all 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.

Roles and Responsibilities

The Governing Body

The governing body will be fully aware of the law which sets out the school's responsibility to provide the necessary monitoring, support and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the progress of ECTs through the headteacher's report and/or direct contact with the ECT coordinator in school.

The Headteacher

The Headteacher Paul Jensen, is, along with the Appropriate Body - the South Farnham Teaching Hub- SFET - jointly responsible for the monitoring, support and assessment of the ECT during induction. Early Career Framework based training is expected to be embedded as a central aspect of induction; it is not an additional training programme. The headteacher at Sunnydown School plays a significant and leading role in the process of inducting new colleagues to the profession.

Statutory responsibilities are:

- ensuring an appropriate induction programme and support are in place
- recommending to the Appropriate Body whether an ECT has met the requirements for satisfactory completion of the induction period.

In reality, many of the tasks associated with the above will be carried out by other staff but the headteacher will make the final recommendation to The South Farnham Teaching Hub.

In addition to the statutory requirements, the headteacher will:

- observe and give written warnings to any ECT at risk of failing to meet the Teachers' Standards
- keep the governing body aware and up to date about induction arrangements and ECT progress

The SLT induction lead (ECF in school)

The SLT induction lead is essential to the success of the Early Career Framework and inducting ECTs into the teaching profession and into Sunnydown School's systems and structures. The SLT induction lead has responsibility for ensuring the mentor and ECT have the appropriate timetables to ensure that they can make the most of the programme. The ECT's weekly self-directed study should be scheduled before the mentor interactions if possible, as these interactions follow on from this work. The ECT will need to attend two training sessions per half-term and they will need to consider this when creating the ECT's timetable.



The Induction Tutor (Appropriate Body Assessment)

The Headteacher should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment. The induction tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties.

It may, in some circumstances, be appropriate for the Headteacher to be the induction tutor. The induction tutor is a separate role to that of mentor.

The Mentor (ECF and/or AB Training and Support)

The mentor has a key role in supporting the ECT during induction and is separate to the role of the induction tutor. They will work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high quality ECF-based induction programme. A mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. This role involves providing, or coordinating guidance and effective support including instructional coaching and mentoring for the ECT's professional development.

Entitlement

Our induction programme ensures that new teachers are provided with the 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 the Teachers' Standards as achieved during training.

The key aspects of the induction programme for ECTs at Sunnydown School are as follows.

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post.
- Structured visits to the school prior to taking up appointment with time to discuss developments needed and how they will be assisted in making these.
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with a mentor and, as needed, meetings with subject coordinators, SENDCo etc.
- A programme of observations of experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload in the first year and 5% in the second year (in addition to PPA time). This time is used for participating in the school's induction programme.
- Regular observation of ECT's teaching by experienced colleagues (at least once every half term).
- Prompt written as well as oral feedback on teaching observed with targets and advice as necessary.
- Confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner
- Opportunities for further professional development based on agreed targets and identified needs.
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Standards.



Assessment & Quality Assurance

The assessment of ECTs will be rigorous and objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly Progress Reviews or Assessment Reports) will be used.
- Assessment will draw on views from all teachers who have a part in the ECT's development in order to gain a reliable overall view. Copies of any records will be passed to the ECT.
- Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents as well as formal observations of teaching.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Termly Progress Reviews and Assessment Reports will give details of:
 - o areas of strength and areas requiring development
 - o evidence used to inform judgement
 - o targets for coming term
 - o support to be provided by the school

At risk procedures

If any ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to address 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.
- Early warning of the risk of failure will be given and the school's concerns communicated to the Appropriate Body without delay.

Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

The named Appropriate Body contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards.

Addressing ECT Concerns

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

This policy was reviewed in November 2022. It will be reviewed

- as part of the school's development cycle by September 2023
- prior to this date should there be any changes to statutory requirements.