

Managing Pupil Mobility:

A handbook for induction mentors



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Introduction

"I have been to so many schools I can't remember the number. I really like this school. The mentor has done lots for me. She appears out of nowhere and gives me encouragement in lessons. At other schools I used to walk out of lessons. She is someone I can trust. At other schools the fact that I am in care led to other pupils bullying me but not here."

Pupil mobility is a common experience for most schools but some experience significant numbers of pupils moving in and out of the school, which means that this phenomenon becomes a significant challenge for the school and both the mobile and stable communities of pupils.

Managing high levels of pupil mobility well is essential to ensure the school provides the best education for all of its pupils. New arrivals need to receive a good welcome, integrate quickly and begin to achieve, whilst those leaving will need support and help to ensure their exit is smooth and that they are well prepared for their next school.

The induction mentor will seek to ensure the new arrival is welcomed, integrates well and begins to make the most of the educational opportunities available as quickly as possible. In cooperation with others, they will also ensure that the needs of pupils are recognised and met and positive links are quickly developed with parents/carers and agencies associated with the pupil and his or her family.

The role will also seek to ensure that teachers who might otherwise be involved in the induction programme are able to teach without interruption and senior managers are able to devote more time to carrying out their strategic roles.

The concept of the induction mentor developed from observations made by Ofsted and the DfES through discussions with members of senior management teams in schools and LEAs in the autumn of 2001. The role was trialled successfully by 48 secondary schools, which experience high mobility, during the academic year 2002-03.

The induction mentor in many schools will be a new role, and thus both the post holder and other members of the school community will need support to ensure the innovation is successful. The purpose of this handbook is to support the induction mentor in developing their role and carrying it out effectively. The handbook, particularly the "Induction Mentor's Toolkit" should also help the school to develop robust systems to manage intense and frequent additional admissions and exits.

This version of the handbook has benefited from being informed by the experiences of the 48 enthusiastic induction mentors who developed the role and participated in a programme of national training.

1.0 The induction mentor

“I was not used to the idea of mentors so it was new to me but it is a good idea to have someone to talk about things.”

1.1 The role of the induction mentor

The primary purpose of the induction mentor is to enable the pupil to integrate socially and begin to make good academic progress. The latter may require a number of barriers to learning to be overcome. These may include problems related to behaviour, attendance, significant periods out of school, low levels of literacy or language fluency and undetected special needs.

The role for the induction mentor is primarily that of a facilitator during a short-term induction period. If a pupil is in need of long-term support then it is assumed that the school's pastoral/inclusion 'systems' should be accessed, after a review, to fulfil this role.

The role of the induction mentor may include:

- meeting with parents/carers of additional admissions which may include initial contact with the family, prior to entry.
- further meetings with the family as required.
- communicating the school's ethos, values and vision.
- working with heads of year and form tutors to ensure effective integration of additional admissions.
- liaising with heads of department and subject teachers to ensure that new arrivals are placed in the most appropriate teaching groups, according to need.
- facilitating intervention programmes in collaboration with the special educational needs coordinator, English as an additional language coordinators, learning mentors, learning support unit staff as appropriate.
- providing a coherent approach to inclusion within the school, through integrated working with other key staff e.g. Learning Support Unit staff, learning mentors.
- liaising with the LEA over admission procedures, particularly in conjunction with new arrivals with significant needs.
- liaising with external agencies e.g. Social Services departments to support the new arrivals and their family in integrating into the new environment.
- advising teachers on specific needs of additional admissions.

- establishing the need for 'catch up' programmes through liaison with all interested parties.
- initiating appropriate 'catch up' programmes, according to Key Stage, and utilising the resources available within the school.
- contributing to staff in-service training.

Administrative tasks may depend on resources available within the individual school. The induction mentor might well gather the following information:

- Pupil records from last known school including:
 - coursework where appropriate;
 - Key Stage, CATs and other test data;
 - attendance information;
 - SEN stage;
 - medical needs;
 - social needs;
 - eligibility for free school meals;
 - English as an additional language;
 - number of previous schools and length of time on last school roll;
 - date of last school attendance;
 - exclusions;
 - reason for moving; and
 - whether the pupil and the family are supported by other agencies.
- Initial assessment of the mobile pupil's needs which may include:
 - levels of literacy and numeracy;
 - national curriculum levels;
 - gaps in prior learning;
 - attitudinal surveys; and
 - learning style survey.

The induction mentor should then ensure that the following are planned:

- short-term Induction plan.
- timetable, pupil planner and site map and lunchtime arrangements are organised.
- ensure that the pupil meets their Head of Year/Pastoral Manager.
- tracking of pupil progress, attendance and behaviour during the induction period.
- utilising 'buddy systems' to aid integration.
- management of mentoring and progress review.
- exit procedures from the induction process.

Pupil mobility is ephemeral, and it may be necessary during quiet periods for the induction mentor to act as a learning mentor, learning support assistant or to take on administrative tasks.

The mentor must have clearly articulated responsibilities to ensure there is no ambiguity of role. The induction mentor is the key to the mobile pupil being able to access all aspects of school life and should not be seen as a separate support system, external to 'whole school' structures.

The mentor will need to create good professional relationships and effective routes for communication within the school. This will require a review of the school's current induction process by the senior management team to ensure that the induction mentor becomes central to this. To this end, it is suggested that the induction mentor's line manager should be a senior member of staff, who should be available to support and establish the facilitating aspect of the role. It is also their responsibility to ensure that the induction mentor is empowered to undertake their role with the full support of all staff within the school. This should include the provision of a dedicated base and resources for the induction mentor.

A day in the life of the induction mentor at Madeley Court School, Telford and Wrekin

- 8.30** *Arrive at school. Check in at Reception for messages.*
- 8.55** *Staff briefing. Give details of 2 new admissions to the school due to start the following Monday, one in Year 7 who has moved from Scotland following a family break-up, one in Year 9 who has transferred from a local school due to poor behaviour and bullying issues. Both students are boys. Announce a Year 11 girl is leaving the area tomorrow, request student file from head of year and coursework from subject teachers ASAP.*
- 9.05** *Go to Reception to greet new Year 10 girl who has been through the induction process and is starting today. Her timetable has been finalised, which I discuss with her. I then ask if she has any concerns or worries. Everything is fine, so I take her to her Tutor Group for introductions to her buddy, tutor and peers.*
- 9.15** *Return to my office, check in with Pastoral Team, and discuss plans for the day.*
- 9.30** *Phone call from a parent who wants her child to transfer from a local school. The child has a Statement of Special Educational Needs, so I telephone Pupil Services at the LEA to advise them; they in turn will contact SENCOs at both schools to discuss the proposed move.*
- 9.45** *Tour of school to check recent arrivals are in the correct lesson and are happy. Disappointed to find a new student standing in a corridor, I ask what has happened. He tells me the teacher has sent him out for messing around.*

I chat with the student for several minutes, reminding him he has the opportunity for a fresh start and trying to ascertain if he has a problem with history, the teacher, or at home etc. I contact the head of year and ask if he would intervene to support the boy who has witnessed a huge family row before school and is feeling vulnerable. Record findings on daily record sheet.

- 10.00** *Drop into staff room to collect mail and faxes – several requests from other schools for pupil records.*
- 10.10** *Meeting with prospective parents, Year 10 boy, head of year and assistant headteacher in the Pastoral Centre. Can foresee problems – has been out of school for five months, no coursework, could be a challenge! The education welfare officer is also present to discuss attendance issues; she offers support to the family but outlines expectations should the student be enrolled at Madeley Court School. After initial paperwork has been completed other members of staff leave and I take the family on a tour of the school. Along the way we discuss uniform, behaviour, school sports, free school meals, the school band. An appointment is made for the pupil to return for an induction session.*
- 11.30** *Take a quick tea break!*
- 11.35** *File details of prospective Year 10 boy that has just been interviewed. Fax previous school and request pupil data.*
- 11.40** *Chase coursework from heads of department for Year 11 girl who is leaving.*
- 12.00** *Meet with SENCO to discuss Individual Education Plans, problems and progress. Also discuss potential admission of child with special needs.*
- 12.25** *Alleged lunch break, though many visits from pupils who want to report on their morning, or just chat!*
- 13.15** *Read through six-week settling in survey.*
- 13.30** *Have review meeting with parent of Year 8 pupil, head of year is present. Discuss progress of pupil, and decide further action to be taken. A previous admission, who left to live with his father then returned to live with his mother, and has not settled into school second time around as well as had been expected. Suggested ways of helping him to settle, i.e. joining after-school clubs, continue contact with induction mentor and have further review in 2-3 weeks.*
- 14.15** *Prepare paper work for induction of Year 9 girl. Meet in reception and then carry out induction in Pastoral Centre. Go through pupil planner; cover all points on induction checklist. Set maths test and mark while pupil does English tests with a teaching assistant. Make sure pupil is happy with school arrangements.*
- 15.15** *Return phone calls and tidy desk. End of school day!*

1.2 Making a good start

Initial introduction to the school for the induction mentor

The induction mentor may already be a member of staff. If they are not they will need to be provided with their own comprehensive induction programme, and others may need a tailored programme relevant to their past experience. An initial programme might include:

- tour of school site.
- resources e.g. printing, typing.
- emergency procedures – fire drill etc.
- first aid.
- car parking.
- providing a staff handbook.
- explanation of staffing structure to include lines of responsibility, LEA, governing body, senior management team.
- description of individual staff roles and meetings with those with whom they will work closely e.g. SENCO, ethnic minority achievement staff, Connexions adviser, education welfare officer, school nurse, pastoral staff.
- personnel procedures.
- guidelines on school policies e.g. uniform, behaviour, rewards, sanctions, attendance.
- explanation of structure for pupils i.e. tutor groups, house system, year groups, Key Stages.
- times of the school day.
- providing a copy of *A handbook for Induction Mentors* DfES, 2003.
- current admissions and induction policies and practice.
- key agencies involved with additional admissions including LEA contacts.

All new appointees will require some in-house training. This must include management of child protection issues and may also include:

- testing and assessment.

- ways of supporting pupils' learning.
- management information.
- internet access.
- effective interview techniques.
- forms/means of communication e.g. staff briefing, e-mails, memo to pigeon holes, bulletins.
- electronic transfer of pupil data.
- school record keeping.
- LEA admission procedures.
- working with external agencies.

Further training

External training will prove useful and will extend the appointees' skills, knowledge and understanding. Available programmes are unlikely to be role-specific but courses in counselling, mentoring, the role of the learning mentor and ways to support the needs of particular groups of pupils will all be relevant.

What the induction mentor will need to know or have to carry out their role – a checklist

- ✓ School contact details e.g. telephone no. fax no. email address;
- ✓ Internal telephone numbers;
- ✓ LEA telephone numbers;
- ✓ LEA Schools directory;
- ✓ Outside agency telephone numbers;
- ✓ School post system;
- ✓ Ordering resources;
- ✓ Glossary of terminology e.g. SENCO, EWO, KS3;
- ✓ School development plan;
- ✓ School calendar;
- ✓ Staff timetables;
- ✓ Pupil timetables;

- ✓ Pupil records;
- ✓ Free school meal information;
- ✓ Induction Mentor's Toolkit (Appendix i);
- ✓ School prospectus;
- ✓ Access to information on various cultural backgrounds;
- ✓ Buddy system;
- ✓ Map of the school;
- ✓ Information about the local area e.g. bus routes, libraries, doctors' surgeries;
- ✓ Induction booklet for parents/pupils;
- ✓ Home school contracts;
- ✓ Student planners;
- ✓ Extra-curricular activities information;
- ✓ Assessment data;
- ✓ Attendance and punctuality data;
- ✓ Discipline data; and
- ✓ Individual education plans, individual behaviour plans, pastoral support programmes.

Some items will not be available and thus the induction mentor and their line manager may need to develop them.

1.3 Enabling the induction mentor to be effective

A feature of the role will be the number of people and the external agencies the induction mentor will often need to involve for each new arrival. School staff, pupils and members of relevant agencies, including the LEA, need to understand the role and the responsibilities of the induction mentor and how their own roles and responsibilities relate. The induction mentor must also have a sound knowledge of who they may need to work with and refer to. School staff should also have a good working knowledge of the school's arrangements for the induction and support of mobile pupils.

In cooperation with the line manager, the induction mentor should ensure the following have an adequate understanding of policy and procedures, are consistent in their application and clearly understand the induction mentor's role:

- members of the senior leadership team.
- heads of year.

- year teams including tutors.
- school receptionist and administrative staff.
- personal, social and health education coordinator (PSHE).
- special education needs co-ordinator (SENCO).
- education support services e.g. ethnic minority achievement staff, education welfare officers, Connexions personal advisers.

What do they need to know?

Staff in the school will need to understand:

- the induction mentor's role in the induction and support of additional admissions.
- the relationship of the induction mentor to other school learning and pupil support systems.
- the arrangements and expectations regarding two-way transfer of pupil information.
- that the role aims to enhance rather than replace existing induction and support structures for additional admissions.
- that the post will release teaching staff and seniors managers from a significant commitment.

How might they be briefed?

It may be useful for the induction mentor, supported by their line manager, to organise short briefing sessions with key staff. A variety of approaches may be appropriate, including:

- initial meeting to introduce induction mentor and explain the role.
- regular meetings (of e.g. whole school staff, year heads, year teams, heads of department, SEN teams).
- case conferences.
- information leaflet.
- school newsletter/bulletin.

The induction mentor can begin to build positive relationships by obtaining a list of staff roles and responsibilities, and key contacts with outside agencies as an immediate source of reference, and begin to use it to ensure involvement of those relevant to individual pupils.

Implications of appointing an induction mentor for admission and induction procedures

There will be a need to :

- audit admission and induction procedures.
- revise policies and procedures to make explicit references to additional admissions.
- clarify roles and responsibilities of staff.
- communicate up-to-date policies and procedures to governors, pupils, parents/carers, and staff, including administrative staff, lunchtime supervisors and other support staff.
- arrange to monitor the effectiveness of revised procedures through consultation with all concerned.

TASK

- 1 How has the school enabled you to undertake your role?
- 2 What have you done to establish the role?
- 3 What else can you and the school do to enable you to be more effective?
- 4 Discuss your responses to these questions with your line manager.

1.4 How am I doing? An approach to self-review.

The role of the induction mentor is likely to be different from school to school, depending on different patterns, levels and causes of pupil mobility, as well as different systems for supporting individual pupils. Each induction mentor will have a different starting point, a different set of priorities and different support and training needs. It is therefore important that an induction mentor's effectiveness and progress is evaluated in relation to their individual starting points and the broader school context.

Formal review procedures

As members of the school staff, induction mentors should be involved in procedures for reviewing their performance on a regular basis. Each school will have their own systems for doing this and it is important that induction mentors feel that this process is relevant to their job and helps them continually improve their performance. Shortly after their appointment, their line managers should clarify these procedures with them and agree line management arrangements, including opportunities for regular meetings and access to support and training. Induction mentors should be clear how their role, as outlined in their job

description, contributes to the school improvement plan and how their progress will be evaluated.

Informal arrangements for reviewing progress

In addition to these formal procedures, induction mentors may want to set up their own arrangements for reviewing their progress. There are a variety of ways in which an induction mentor can assess their effectiveness, not least through the frequency and nature of contact from pupils, parents, school staff and specialist support agencies. Given the breadth of their role, as well as the sensitivity and complexity of pupils' personal problems and learning needs, induction mentors can sometimes underestimate their achievements. At times, when pupils' needs seem overwhelming, and beyond the scope of their role to resolve, it is important to recognise the positive impact induction mentors are making on individual pupils on a daily basis, as well as to take stock of what more needs to be done.

Each induction mentor needs to develop their own approach to reviewing their day-to-day work with pupils, staff, parents and external agencies. Some will make time to reflect on their progress on a daily or weekly basis, seeing how far they have succeeded in supporting individual pupils or undertaking related work within and beyond the school. Keeping a brief log or diary of personal reflections can help to make sense of events and experiences as well as demonstrate longer-term progress, which can be reviewed in greater depth - on a termly basis, for example. These notes can also be used to check out personal observations with a supportive colleague acting as a "critical friend" or to provide a reminder of issues that need to be raised with the induction mentor's line manager.

Induction mentors need day-to-day access to supportive colleagues who can help them make sense of their role and act as a sounding board in challenging situations. Feelings of success and failure inevitably accompany an induction mentor's work with pupils, and it is important that these fluctuating experiences are seen positively, as an ongoing source of learning and personal development. Critical, as well as positive feedback, from pupils, parents and staff can be helpful, as long as it is received and responded to in appropriate ways, either to improve the working practices of the induction mentor or to change school systems and procedures so that pupils are more effectively supported.

An example of a personal checklist

Induction mentors may want to design a simple checklist for reviewing their progress. This checklist could include areas of work and aspects of professional development to be reviewed regularly, as well as aspects of the induction mentor role which need to be focused on at particular times, according to length of time in post and changing individual and school priorities.

Date:

	What has gone well?	What has not gone well?	What support do I need? What needs to be done next?	
			By induction mentor?	By someone else?
<p>Working directly with individual pupils <i>(and parents/carers)</i> Including:</p> <ul style="list-style-type: none"> ● In-class support ● Admission interviews ● Pupil assessments ● Target setting ● Progress reviews ● Exit interviews 				
<p>Other areas of work e.g.</p> <ul style="list-style-type: none"> ● Placements in tutor groups and subject groups ● Induction programme ● Induction booklet ● Briefing tutors and year heads ● Obtaining feedback on pupil progress from subject teachers ● Maintaining records ● Sharing pupil information ● Gathering together pupil information ● Setting up a buddy system ● Setting up pupil tracking system ● Contributing to staff in-service training ● Writing pupil reports ● Liaising with external agencies and other support services 				

<p>Personal and professional development: Skills e.g.</p> <ul style="list-style-type: none"> • Use of information management systems • Negotiating • Relationship building • Interviewing • Record keeping • Conflict resolution • Working with groups 				
<p>Knowledge and understanding e.g.</p> <ul style="list-style-type: none"> • Contact names in local schools, and organisations offering specialist support • Access to professional development courses • Legal requirements/ school policies on admissions, exclusions, bullying, child protection, administration of medicines, etc • National curriculum, assessment, recording, reporting requirements • Common transfer form • Different cultural backgrounds of pupils • School budget arrangements 				

2.0 Understanding the needs of pupils

"I was so scared and everything was strange, not like before. No one was talking to me but then the mentor came and spoke in my language and I was so happy."

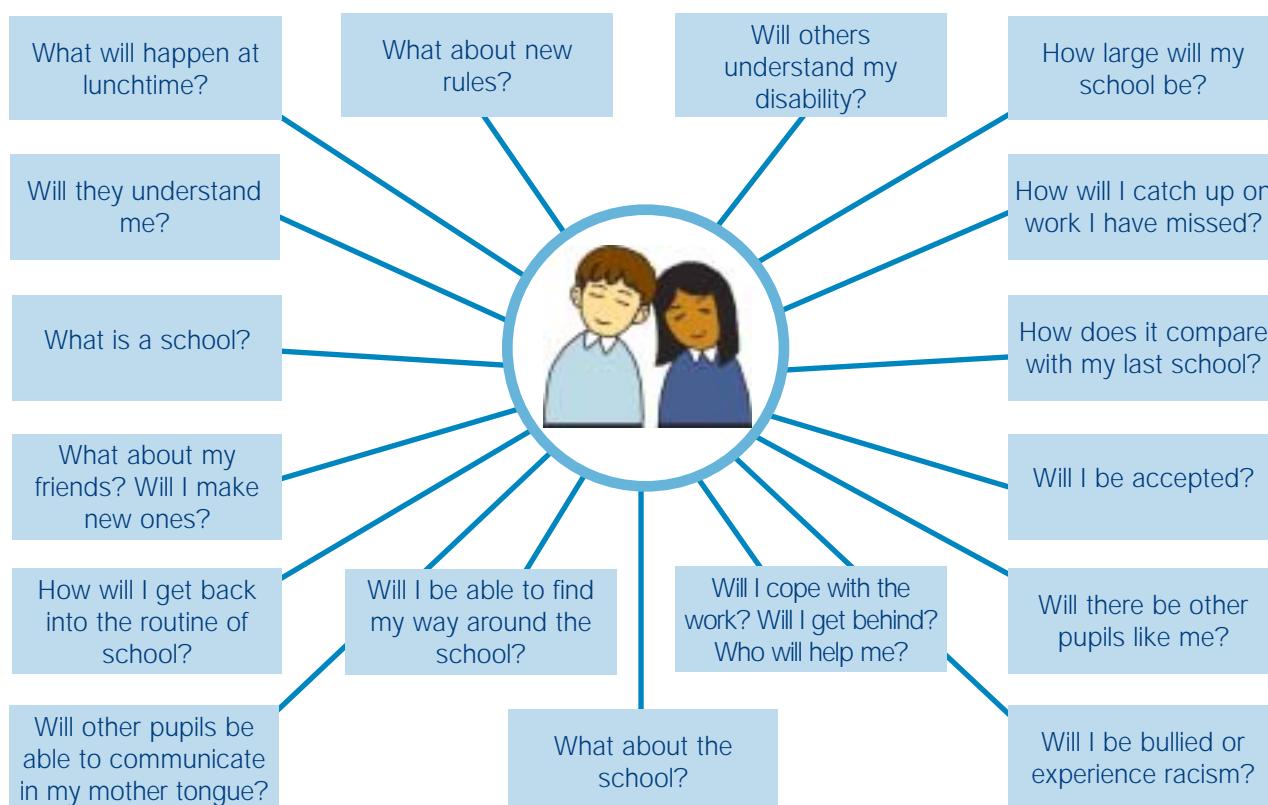
2.1 Anxieties of new pupils, parents and carers

Pupils

Pupils who transfer from one school to another usually experience pre- and post-transition anxiety. While some anxieties will be shared by all newcomers, others will have hopes and fears that are determined by their individual experiences.

Some pupils, such as those from service families, will have much more experience of managing change and transition in their lives than others. For some, the new school will be similar to their previous one, while for others there will be enormous differences to get used to, particularly if they have not attended school for sometime or indeed at all. Some pupils will therefore take longer to adjust to the new situation than others, and may display uncharacteristic behaviour during the 'settling' period which results in them being labelled as disruptive and being seen as unwelcome 'outsiders'.

Pupils are more likely to make a smooth and successful transition to their new school if their anxieties are addressed positively in the early days of joining the school.



Anxieties of parents and carers

The parents or carers of pupils who join a school at other than a normal time will be anxious as to whether their daughter or son will make a successful transition. They may also have been affected personally by circumstances accompanying the change of school, and will be managing these other changes in addition to their child's transition to the new school.



2.2 Cultural backgrounds of additional admissions

RATIONALE:

All children need to feel welcomed, accepted and understood if they are to engage in happy and successful learning. These requirements place duties and responsibilities on both the individual pupil and the school. They are often processes that can take some time to nurture and are threatened or lost when the pupil changes school. Elsewhere in this handbook reference is made to the enabling support that should be given to new pupils so that they can make their own contribution to the process of adaptation to their new learning environment. In order for mobile children to feel personally and socially secure and affirmed, it is important that the language of the school and its resource environment reflects a knowledge and understanding of the pupil's cultural background. Both implicit

and explicit affirmative statements are also important if the pupils are to access with confident pride a curriculum which has familiar elements, is relevant and contributes to an enhancement of the quality and accuracy of knowledge for all the pupils/students in the school. For these reasons, it is vitally important for schools receiving pupils, many of whom may previously have attended many schools, to become aware and informed about the cultural backgrounds of the new pupils. This section of the handbook provides guidance to induction mentors on this issue.

CULTURAL BACKGROUND – FINDING OUT

Subject to satisfactory admission procedures, the induction mentor will have access to basic details relating to: ethnicity, nationality, language(s) and possibly, religion. These are all central elements to a pupil's cultural background. Discussion with parents or carers during or after the admission process, may elicit additional valuable information. We know that it is important to be aware of the particular needs of refugees and asylum seekers, for example. All of this information will provide the starting point for gathering further relevant material and resources and so accurately inform the institution's response to the pupils and their family. A staff briefing portfolio might usefully be compiled on all 'new' pupils and for this to be added to, or amended, in the course of time as the school's knowledge grows and expands. It might usefully be organised into user-friendly sections for ease of reference and include Basic Background Information; Dos and Don'ts; Sources of Information and Curriculum Ideas (supplied by subject coordinators). These portfolios could be part of essential reading for new staff induction processes, as well as featuring within school-based in-service training days/sessions. Their importance is not marginal to the pupil's successful induction and educational progress. This aspect of a school's response to the induction of 'new' pupils/students should be viewed within the professional context of the school's general policies concerned with equal opportunities and race equality.

SOURCES OF INFORMATION

1. Parents and Pupil/Student:

The most important and reliable source of information on the pupil's cultural background will be the parents and/or the pupils themselves (caution may be needed if the information is provided by carers as opposed to the pupil's parents). Discussions with the family on the basis of strengthening and mutually respectful relationships may provide helpful background information. The reasons for any questions about 'background' should be clearly explained to the members of the family and justified on educational grounds, so that there can be no misunderstanding or suspicious alarm on the part of the family. Caution also needs to be exercised with regard to questions to the pupils when not in the presence of parents. In some circumstances, a wariness should be exercised if the information about the family is relayed to the school via the services of an interpreter.

Informal notes of discussions with the family should be kept (see reference to portfolios).

Background information from parents, pupil would usefully include:

1. Language(s)/dialects spoken/written by the pupil and at home by the family.
2. Religious observance with daily, routine or periodic preferences/obligations in relation to:
 - Dietary needs/preferences/prohibitions;
 - Clothing prescriptions and acceptance of exceptions, e.g. PE/swimming;
 - Gender segregation;
 - Multi-faith religious education;
 - Sex education;
 - Religious festivals/fasts/feasts;
 - Regular prayer times required during the school day; and
 - Atypical attitudes to medical treatment in the case of accidents.
3. Cultural characteristics/sensitivities surrounding:
 - Jewellery;
 - Sibling protection/support;
 - Undressing/showers;
 - Festivals and cultural celebrations/gatherings;
 - Sex education;
 - Name-calling – abusive terminology;
 - Extended absence from school for cultural reasons; and
 - Curricular work focused on music, art, drama and dance.
4. Exceptional circumstance:
 - Individual/family history of 'fleeing' home country;
 - Family disorganisation and/or loss;
 - Possibility of trauma and or disturbed psychology; and
 - Unaccompanied status.

2. School Staff:

It will frequently be the case that the staff and governors of the school will collectively have an informed knowledge of the cultural backgrounds of many of its pupils. In addition to a request in a staff bulletin for any member of staff with particular knowledge of the cultural background(s) of the 'new' arrivals, to offer support and information, it may also be worth searching any staff skills audit record, if one exists. Such approaches can helpfully identify valuable in-house resources in terms of knowledge and language skills, which can be tapped to help inform any staff briefing materials on the backgrounds of the pupils. The cross-referencing, as far as possible, of any such information with other sources is a wise course of action to ensure accuracy and avoid any insensitive stereotypical responses, particularly in areas such as cultural customs/traditions and religious observances.

3. School Resources and Access to Information:

Schools are generally repositories of extensive information and knowledge about the cultural, religious and linguistic backgrounds of many peoples, both in the United Kingdom, and around the world. These ready-to-hand resources abound in schools with a well-established commitment to a multi-cultural and inclusive educational agenda. Books and learning materials concerned with many aspects and elements of the curriculum may have rich and useful information on cultural backgrounds. Curriculum areas which may be particularly fruitful in this respect include religious education, literature, geography, music, dance and courses/programmes for Personal, Health and Social Education (PHSE). Subject coordinators, support staff from central LEA services and school librarians can be helpful and supportive with accessing relevant information, books and other learning materials. Schools with Internet connections will have universal access to relevant information.



4. Local Community:

A school's local community will have many potentially helpful sources of information that will allow the school to become informed on the cultural backgrounds of its pupils. Strong links established between local schools and colleges could be fertile when used for an information- and resource-gathering exercise. In addition to schools, local places of religious worship may be approached for advice and information. Local libraries may also offer a further useful resource avenue to be explored. The development of trusting links with a range of different community groups may lead to numerous opportunities for seeking advice, support and information which can further aid the school in its efforts to secure cultural background briefing material.

5. Local Education Authority (LEAs):

Services to schools provided by LEAs will afford a major source of support to the process of gathering relevant information on the cultural backgrounds of pupils. Services dedicated to raising the achievement of minority ethnic pupils/students, including pupils/students learning English as an additional language (EAL), Gypsies/Roma and Travellers, and refugees and asylum seekers, will be central to this process. Advice and support will be available, together with access to highly relevant collections (possibly at resource and/or teachers' centres) of books, information and teaching materials and other learning resources. The specific services in support of minority ethnic and additional admissions should be able to provide contact details, including website references, for national and international institutes and organisations that offer further routes to relevant information and advice. These may include national museums, foreign embassies, national institutes and the national organisations concerned with minority ethnic issues including refugees and asylum seekers.

TASK

- 1 What are the three main anxieties pupils have on joining a new school?
- 2 How will you reduce these anxieties?
- 3 How will you gather cultural and social information without challenging the development of a trusting relationship?
- 4 How will you use cultural and social information to enable pupils to settle quickly and make good progress with their learning?

3.0 Admission to induction

“She showed me and my mum round and told us how the school works and where the tutor room is and the canteen.”

The induction mentor will need to become familiar with both the school's and the LEA's specific procedures for admission.

Defining boundaries between admission and induction will prove difficult but as administrative tasks are completed so the induction process will become increasingly dominant. However, it is important that induction is seen as beginning when the first contact is made to secure a place.

The admission and induction process can be viewed as three stages:

- preparation for admission.
- admission.
- induction over time - approximately six weeks.

3.1 Admissions

A mobile pupil's first contact with their new school can colour their whole attitude to school life. This first contact is often through administrative staff, possibly by phone, so it is vital that staff should be clear about their roles, the procedures that they need to follow and the positive attitudes that they need to show towards pupils and their parents/carers. Staff should always be welcoming even if circumstances are less than ideal, where school places are unavailable, for example, or where a parent/carer turns up at the reception desk expecting the school to take in the pupil that day.

Each school will need to decide how much responsibility they wish to give administrative staff and will need to ensure that they receive appropriate training and support. The induction mentor should provide a helpful link between additional admissions and administrative and pastoral staff.

Administrative staff will need to know:

- if the school is full and no further admissions are possible, so that they can guide parents/carers to other schools in the area. (See Appendix (i) form A2).
- about LEA and school procedures.
- the roles of key staff in meeting new pupils and their parents/carers e.g. senior managers, pastoral staff, the induction mentor.

- what pupil information is needed, how it can be obtained and who it should be shared with.
- what pupil records need to be set up.

3.2 The induction programme

Once the formalities have been completed, induction becomes the focus and may be an element of a pupil's everyday life for a few days, several weeks, or a term or more, depending how well they settle and the progress that they make.

It is important for pupils that they have 1:1 contact with adults responsible for their induction and support as early as possible. There need to be clear roles and responsibilities for all involved in the induction programme, so that it runs as smoothly as possible.

Every effort should be made to use approaches that do not reinforce the new admission's difference or separateness from the stable pupil community. Thought therefore needs to be given as to how arrangements with pupils are made e.g. through face-to-face contact, via notes or appointment cards, or via tutors and year heads. Pupils and parents/carers should be clear about the purpose and outcomes of meetings. Where they do not attend, they should be followed up; there may be personal or practical factors that need to be identified and addressed. The following schedule provides an exemplar and will be varied according to the needs of the school and any standard procedure may need to reflect the requirements of the individual.

Induction Mentors should arrange:

- **a first meeting** with parents/carers to agree arrangements for the pupil starting at the school. During the first meeting the induction mentor will arrange a meeting with the headteacher or another member of the senior leadership team.
- **an introductory visit to the school** by parents/carers and pupil to begin to establish new relationships, exchange relevant information and agree arrangements for needs assessment, pupil support and monitoring and reviewing progress. During this meeting the induction mentor will:
 - give the pupil a clear introduction to the school.
 - show the pupil around the school with their parents or carers.
 - share and explain the school values.
 - allay concerns about starting the new school and increase the pupil's self-confidence to meet new challenges.
 - try and identify areas of prior achievement.

- **for initial assessments to be undertaken**
 - ensure the test experience is non-threatening and pupils are encouraged to give of their best.
- **prior to arrival:**
 - contact the previous school to obtain records, information about the pupil's curriculum experience and coursework.
 - make arrangements for placement in an appropriate class.
 - ensure teachers are expecting pupils to join their class group and provide them with information to plan for the new arrival.
 - allocate a trained buddy for the first two weeks.
 - establish links with other agencies involved with the pupil and his/her family.
 - secure special educational needs support where it is appropriate.
- **a programme of support for the pupil on the first day in school** including a buddy and an opportunity to touch base with the induction mentor at the end of the day:
 - provide a point of contact and possibly provide in-class support.
 - track and review the pupil's progress during the day - including spot checks.
 - show a real interest in the pupil.
 - provide feedback on progress.
 - help the pupil to overcome challenges.
- **a programme of support for the pupil's first week in school** in both pastoral and lesson times as well as break-times and dinner times.
- **an end-of-first-week meeting** (of up to an hour) where further pupil background information can be collected and the pupil can be interviewed about past experiences and future expectations. This can provide the basis for planning further support.
- **to coordinate an agreed approach to needs assessment** by subject, pastoral staff and support staff where appropriate:
 - ensure programme of support is working to the benefit of the pupil.
- **progress review meeting with pupil and parents/carers after the pupil's first two weeks in school**, including a discussion of support needs arising out of assessments that have been undertaken by school staff, and experiences of pupil

and parents/carers.

- **end of induction review (four to six weeks after arrival)**
 - evaluate programme and specific support.
 - review need for further meetings.

- **to coordinate an approach to the post-induction period (for many this will not be necessary)**, including dates of half-termly progress reviews, and the provision of specialist support /ongoing induction mentor support as appropriate. Individual pupils may need ongoing support over a period of weeks or months, until such time as they can demonstrate consistent and positive progress, within the mainstream school systems.

There should be an agreed minimum period of progress tracking after the initial meetings with the induction mentor, e.g. half a term, for all additional admissions. Some pupils may need to be tracked over a longer period and for as much as their first year in the new school. Pupils who appear to have settled well in the early weeks may encounter difficulties later, as a result of being placed in inappropriate teaching groups, for example. Some pupils cope well with early difficulties, but welcome occasional contact during their first year with an adult such as the induction mentor who can provide a stable point of contact and an outsider's perspective on personal difficulties. The induction mentor may play a role with the year head in coordinating progress tracking of individual pupils during the first few weeks in school, or longer, depending on the programme that is agreed.

Extracts from an induction mentor's rolling record

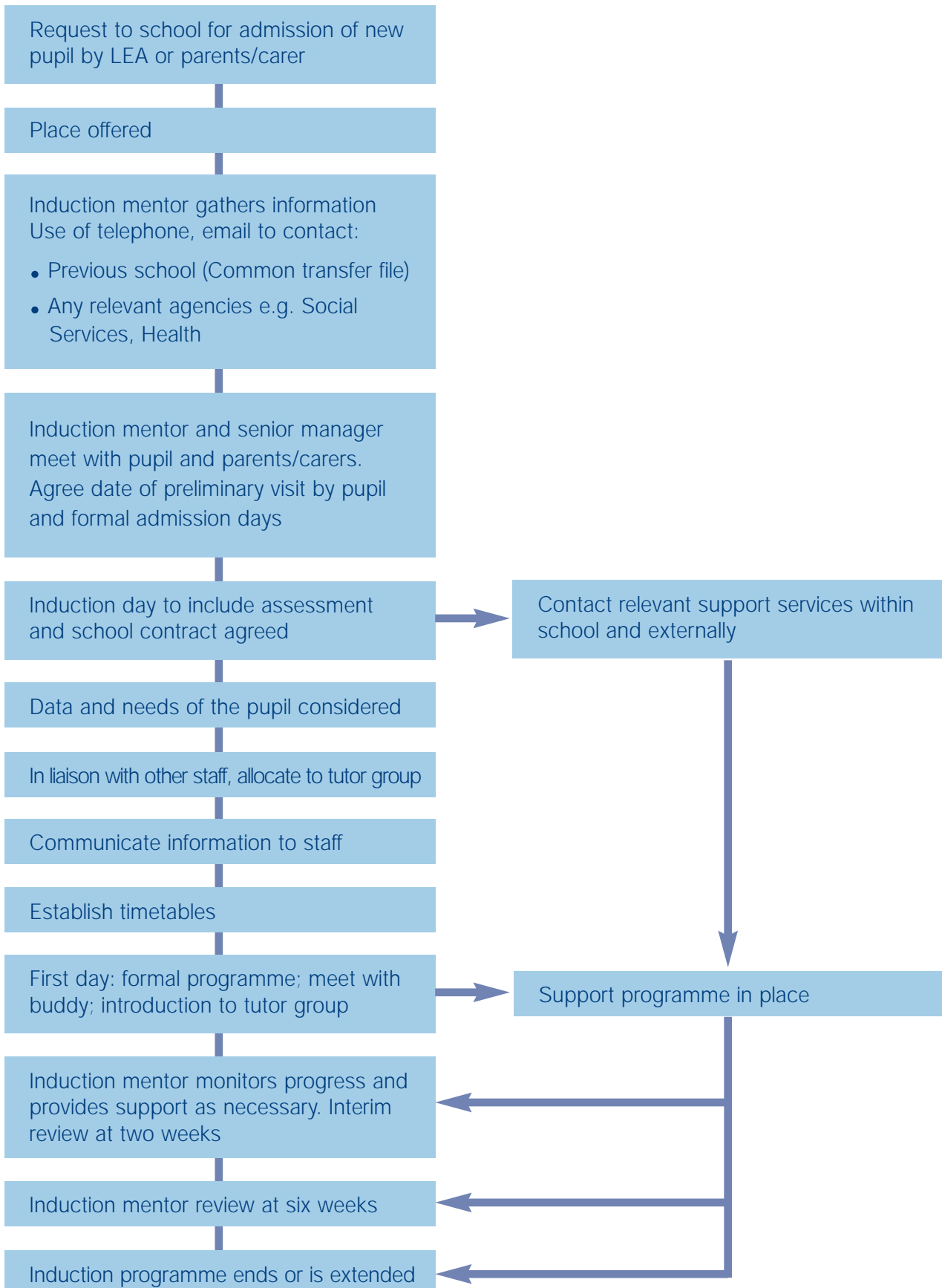
Date	Name: Stephie Tutor Group 10L
2:12:02	<i>Met S at reception 8.30 and gave her induction pack. Followed by tour of school. Testing session at 9.45. Joined P3 lesson with me - no initial problems. P4 English, allocated E5 based on earlier tests - Mrs R asked me to accompany.</i>
5:12:02	<i>First literacy group session with SR P2</i>
12:12:02	<i>S contacted - did not attend literacy group, said she was late. Plan support I can give in E with SR</i>
19:12:02	<i>Attendance record has become broken, abusive to office staff yesterday. Not in school today. Will follow up.</i>
27:02:03	<i>Attendance poor again, will contact parents. Problem at home it seems.</i>

20:03:03	<i>Discussed attendance record with S. Explained role of EWO and why they would become involved in her case if she continued to truant. Set targets. Limited science knowledge a problem - ask science mobility coordinator to provide a support programme. Final induction review several weeks overdue, but is still needing support. Discussed with line manager - continue programme until greater stability is achieved, seems to respond to my support, relationship still positive despite difficulties.</i>
26:03:03	<i>Social worker rang, S is now in a home. Arranged to meet.</i>
3:04:03	<i>S given course work for E, requesting help to complete. Arranged programme.</i>
4:04:03	<i>S has asked me to contact carer as she is interested in her attendance improvement. Need to arrange for a learning mentor and the Connexions adviser to work with her after Easter now that she is more settled.</i>

Additional points for developing a successful programme:

- at initial induction meetings with a new pupil, induction mentors should clarify the purpose of the meeting, their role and their relationship to other school staff.
- following the initial meeting(s), induction mentors should agree with the year head a provisional programme of pupil induction and support. This may include:
 - self-referral by pupil as and when needed.
 - additional needs assessment by mentor or other staff.
 - specialist support from school staff or support agencies.
 - a programme of activities supervised by the induction mentor.
- pupils, and parents/carers where possible, should be consulted about the agreed programme by either the mentor or the year head. A timetable should be drawn up with agreed approaches to monitoring and reviewing progress at regular intervals e.g. half termly.
- key staff involved in the support programme should understand how they will contribute to the review of pupil progress.

A TYPICAL ADMISSION AND INDUCTION PROCESS



4.0 Successful interviews

The induction mentor will frequently need to interview parents/carers, pupils and representatives of external agencies. It is therefore essential that skills are developed to manage what at times might be a difficult task.

Interviews with parents/carers, staff, visitors or pupils can often be impromptu affairs where little prior planning is possible and generally this kind of encounter is less satisfactory for all concerned. In fact, many interviews are a waste of time with people spending too much time talking about irrelevancies, people getting angry or no outcomes being achieved. Planning and preparation will undoubtedly improve matters and these brief notes will contribute to making all discussions more productive and efficient.

First, decide what is the purpose of the interview: it may focus on one or more of the following:

- information giving.
- information gathering.
- persuading.
- problem solving.
- decision taking.

To aid worthwhile outcomes from interviews you should:

- prepare well - if you have a chance. Be clear about the information you need and what you need to share. Have any information you wish to hand over ready.
- make sure the physical environment is appropriate.
- arrange the furniture carefully.
- share the purpose of the meeting and the agenda, and provide a time scale.
- model openness and build positive relationships.
- ensure an equal relationship.
- use open questions to generate a dialogue.
- think carefully about questions which open the interview.
- be aware of your own body language and that of others.

- apply the 80-20 rule (you do 80% of the listening and 20% of the talking).

Avoid:

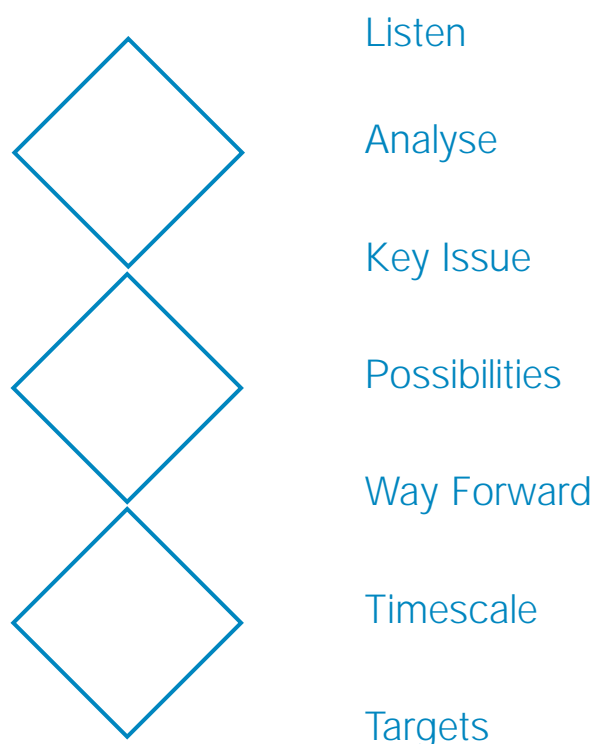
- talking too quickly.
- talking down to people.
- talking too much.
- appearing rushed.
- making prejudgements.
- making promises you cannot keep.
- allowing the interviewee to hijack the interview.



Managing difficult interviews

The simplest, but still perhaps the best of the conceptual models for finding a consistent route through a tough interview, is the 'Egan Diamonds'. Basically the system asks you to work through the following stages:

- 1 Allow the person to express all of their grievances, excuses, complaints etc. You listen and say little. Your job is to try to define what is the major issue. This you articulate, and see whether or not the other person agrees with your analysis. If the person does not agree with your analysis, go back to the beginning and start again to get a better understanding of the issues.
- 2 You then ask what are the possibilities for action, and let the person suggest a range of possibilities. You listen and try to identify which course of action might suit all parties. You then see if the other person agrees. If they do, go on to the next stage; if not, go back and begin this stage again.
- 3 Introduce the idea of a timescale for action, and ask the person to suggest both timescale and targets for sorting out the issue. Make sure this is agreed before the interview finishes.
- 4 Explain that you will make a note of the procedures and outcomes and let the person have a copy.



Working with an interpreter

Interviews with asylum seekers, refugees and immigrants may well be helped by using an interpreter. The induction mentor could usefully build up a list of appropriate contacts both within and outside the school who could help with this task.

Interviews including an interpreter will need to be planned and the induction mentor will need to:

- allow increased time for appointments.
- meet with interpreter prior to the interview to explain the purpose, the need for confidentiality and to agree how you will work together. They should be treated as an equal.
- ensure furniture is arranged so that all participants can see one another.
- remember to face and speak to the parents/carers.
- speak clearly and slowly, a few sentences at a time.
- listen carefully to the parents'/carers' responses.
- ensure they do not have private conversations with the interpreter.
- arrange an immediate debriefing with the interpreter at the end of the interview.

TASK

The task "Developing your interview skills" can be found in Appendix (vi).

5.0 Gathering, analysing and sharing information

5.1 Gathering pupil information

Information should be gathered as soon as the pupil has been accepted. Using the unique pupil number, the previous school, if appropriate, can be contacted and basic information transferred electronically or conventionally using the Common Transfer File (Appendix (i) form A4 and guidance B4). The information should be transferred within 15 school days of the pupil ceasing to be registered. A set of basic information could be provided very quickly, with details arriving at a later date but within the above time span.

The Common Transfer File will provide most of the information that will be required for initial decisions to be made regarding specific needs and placement in appropriate groups. This will be added to by discussions with the pupil and parents or carers, test information, the receipt of information about curriculum experiences and coursework, contact with external agencies associated with the pupil, and possibly information from the school nurse following a meeting.

5.2 Pupil information and confidentiality

Induction mentors will need guidance from the school as to what procedures of confidentiality they should follow in using, transferring and discussing the different sorts of information they hold about pupils they work with. While different year heads may wish to share pupil information in different ways for different purposes, there should be an agreed code of confidentiality within the school that can be shared with pupils at their first meeting with the induction mentor. This approach should maintain trusting relationships, protect all those concerned and ensure that pupils receive appropriate support that is sensitive to their individual needs. Where information is to be shared with external agencies, approaches to confidentiality will need to be negotiated and clarified.

The following points could provide the basis for a code of confidentiality:

- induction mentors will need to establish record systems for individual pupils that are compatible with other school record keeping systems. They will need to decide what it is and is not appropriate to record.
- there needs to be an agreed minimum set of pupil information which is passed between year heads and induction mentors before and after meetings with pupils.
- all young people should be made aware of the information that is held on them, why and with whom this is shared. This should be explained in their first meeting with induction mentors.
- it is appropriate to keep pupil information with school staff when (a) something needs to happen to make the pupil's situation easier, or (b) the pupil is at risk.

- confidentiality should be explained informally to younger pupils. Written consent to the recording and sharing of personal data may be desirable with older pupils e.g. from Year 9 onwards.
- the code should be the same for all pupils.
- any issue that the induction mentor is unsure or uncomfortable about should be discussed with the line manager, before referring to other staff or support agencies.

5.3 Assessing new arrivals and interpreting the information

Good baseline information about each new arrival is essential to enable the learning needs of individuals to be met, to ensure correct placement in sets, to enable targets to be set and progress to be measured. The induction mentor may not be asked to carry out assessments or the marking of them but they will need to develop an understanding of the information they receive for each pupil and ensure they have skills to analyse and interpret it. Analysis at an expert level is not required but it is important that the mentor understands for example that Stage 3 for a pupil on the SEN register is the opposite of Stage 3 for a pupil who speaks English as an additional language. Depending on their role, mentors are likely to require training in this area.

Pupils may arrive with a complete set of data including end of Key Stage tests, and the outcomes of a range of tests. The school may need to decide which if any of its own tests are necessary. Pupils who have a history of transience may have been tested frequently.

Assessment is important, but induction mentors need to be aware of the dangers of over-testing and how a nervous, unhappy and possibly traumatised child may not produce results reflecting his/her ability. Retesting or deferring testing for a later date when they are settled and more likely to produce results that reflect their ability may need to be considered. This requires sensitivity on the part of the induction mentor, who will probably be best placed to assess readiness

Schools frequently test:

Reading;

Spelling;

Literacy;

Numeracy;

Potential through verbal, non-verbal and quantitative tests;

Performance in the core subjects using past end-of-Key-Stage assessments or internally designed tests;

Pupils with English as an additional language are likely to be given special tests to gauge their fluency.

Torquay Community College, Torbay, uses the following tests:

Suffolk Reading Test;
 Neale Analysis of reading ability;
 Vernon Spelling Test;
 Cognitive Aptitude Tests – a number of schools use the NFER CATs which tests in three areas verbal, non-verbal and quantitative;
 Internal science assessment; and
 Tests for EAL pupils administered by specialist staff.

After the initial assessments have been carried out there may be inconsistencies in the results, indicating that the pupil may have special educational needs. Further, more detailed, diagnostic testing will need to take place either by the SENCO or by an educational psychologist.

Analysing the results

The indicators that follow provide a very limited guide and mentors are recommended to seek advice from e.g. the SENCO, training, and reading the guidance accompanying each test.

Reading test - a reading age below ten years indicates that the pupil will need support to develop their reading to enable them to access the secondary curriculum.

Spelling test - a spelling age below ten years would once again indicate a need for support.

NFER Cognitive Aptitude Test - results provide an indicator of potential performance at KS3 and KS4, help identify strengths and weaknesses and underachievement. Comparison of results with performance in end-of-Key-Stage assessments can help identify barriers to progress. A pupil achieving a standardised score (overall performance) of 87 is below average whilst a pupil scoring 112 above average. Pupils with good verbal and quantitative scores should perform well in most school tasks; however, a significantly higher non-verbal score would suggest underperformance and thus a need to identify the barriers to learning. Use of the verbal and non-verbal can also help to identify preferred learning styles, which can be useful knowledge for teachers planning their lessons.

Carrying out Assessments

The Induction Mentor at Torquay Community College, Torbay explains her approach

I think is very important to explain the induction mentor's role in the school and run through the assessment procedure with parents and pupils. I find it helpful to explain why I am carrying out the assessments e.g. so you can have the same information on them as every other pupil in the school. I also explain how the school will use the information and the tests they will be doing. It should also be stressed that you are only

interested in them, what they can do and not in how high they score. I try to point out to pupils how much easier it is to start in our school new with the correct timetable and lessons aimed at their ability, all possible using the assessment results.

I have found it helpful to:

- *try to maintain a relaxed atmosphere during the assessment session with plenty of opportunities for conversation.*
- *encourage pupils to ask questions about the school and get to know the other pupils being assessed who will be starting with them.*
- *enable new pupils to meet others who have had similar experiences.*
- *allow nervous students to be put at ease by talking to other mobile pupils, letting them see that starting a new school is not the end of the world.*
- *ensure students follow instructions correctly and understand how to do the assessment.*
- *observe how pupils react and behave during the tests. Your observations are important: you may feel nerves, lack of concentration, effort etc have given inaccurate results and the pupil needs to be reassessed at a later date.*
- *give constant reassurance and encouragement.*
- *aim to find out about previous school(s), SATs, levels, previous results, strengths and weaknesses, interests. Did they have an IEP? Was there any extra support?*
- *let EAL students complete as much or as little of the assessments as they are comfortable with.*
- *try and arrange for the EAL specialist assessments to be carried out at the same time as other new pupils are being assessed, so they feel part of a new group of pupils.*

TASK

- 1 Review your role in initial assessment.
- 2 What do you need to know more about and who can help you?
- 3 Make a list of actions you would wish to take to enable pupils to give of their best in initial assessments.

5.4 Sharing information

Having paid due regard to confidentiality, the induction mentor will need to develop a system of communicating information to a range of in-school audiences, including the SENCO, year heads, class tutors, heads of department, subject teachers, learning mentors, and school nurse.

Information will need to be communicated prior to the arrival of the pupils so that:

- they are placed in appropriate classes and sets.
- teachers can plan lessons which cater for the new arrivals.
- opportunities to catch up on blocks of content that have been missed, or coursework can be planned.
- arrangement for pupils to continue examination courses not offered by the school can be made.
- EMA staff can plan language support.
- the SENCO and others can arrange appropriate support.

In some schools, information is posted in the staffroom; however, if information displayed is detailed this might breach confidentiality. Therefore, only limited information can be shared through this route. It will be more effective to provide each member of staff who will be working with the pupil with a detailed information set, in hard copy or by intranet. Subject teachers will need to have information about prior attainment, curriculum experiences in their subject area, and, for pupils joining Key Stage 4, they will also need to have information about the progress of coursework.

The staffroom notice board, weekly bulletin, weekly or daily staff briefings may be good opportunities to advise staff of new arrivals, but they are not appropriate vehicles for more detailed information. Brief details accompanied by a photograph in the staff room will help pupils to be recognised and welcomed.

Providing the pupil and parents/carers are happy for information to be shared, it would also be useful for staff to be aware of :

- the students' perspectives on their difficulties and problems.
- the parents'/carers' concerns.
- bullying or racist difficulties the pupil has experienced.
- reasons for changes in behaviour due to personal, family, medical, emotional, cultural or religious issues.

An example of information emailed to staff – Torquay Community College, Torbay

Sam	Year 8																																				
<p><i>From a High school in Exeter previously from Manchester. Moved south to escape a domestic situation. Great instability in the past. Out of school from March 2002 – September 2002. Previous school describes him as likeable. Had epilepsy. No medication at present. Last fit 6 years ago. Mum concerned that onset of puberty could lead to fits again.</i></p> <p><i>Very chatty. Asks lots of questions!</i></p> <p><i>Mum stressed that the family were now very settled and she felt Sam had not been affected by family trauma and having in the past to flee to a refuge. No other report from Exeter. No records received by Exeter from Manchester. Settled well at previous school - only two behaviour logs.</i></p> <p>Year 8 teacher assessments</p> <table> <tbody> <tr><td>Maths</td><td>3</td></tr> <tr><td>Eng</td><td>3</td></tr> <tr><td>Science</td><td>4</td></tr> <tr><td>Tech</td><td>3</td></tr> <tr><td>Hist</td><td>4</td></tr> <tr><td>Geog</td><td>2</td></tr> <tr><td>French</td><td>4</td></tr> <tr><td>Art</td><td>3</td></tr> <tr><td>Drama</td><td>2</td></tr> <tr><td>ICT</td><td>3</td></tr> <tr><td>PE</td><td>4</td></tr> </tbody> </table> <p>Attendance 78%</p> <p><i>Results of School tests</i></p> <p><i>Cat Scores</i></p> <table> <tbody> <tr><td><i>Verbal</i></td><td><i>Standard score 80%</i></td></tr> <tr><td><i>Quantitative</i></td><td><i>Standard score 71%</i></td></tr> <tr><td><i>Non verbal</i></td><td><i>Standard score 80%</i></td></tr> <tr><td colspan="2"><i>Main standard score 77</i></td></tr> <tr><td colspan="2"><i>Probability 5 GCSEs A*-C 6%</i></td></tr> <tr><td colspan="2"><i>Spelling Age 10 years 10 months</i></td></tr> <tr><td colspan="2"><i>Reading Age 9 years 11 months</i></td></tr> </tbody> </table>		Maths	3	Eng	3	Science	4	Tech	3	Hist	4	Geog	2	French	4	Art	3	Drama	2	ICT	3	PE	4	<i>Verbal</i>	<i>Standard score 80%</i>	<i>Quantitative</i>	<i>Standard score 71%</i>	<i>Non verbal</i>	<i>Standard score 80%</i>	<i>Main standard score 77</i>		<i>Probability 5 GCSEs A*-C 6%</i>		<i>Spelling Age 10 years 10 months</i>		<i>Reading Age 9 years 11 months</i>	
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TASK

You will find the "Communicating Information" task in Appendix (vi).

6.0 Accessing support for pupils

"After problems at school and with the social he just threw my bag over the wall and told me never to come back. I never knew my dad could be like that. I stayed with friends and then got in touch with my mum and came here."

In their previous school, new arrivals may already have been identified as having special educational needs and/or they may be well supported by agencies external to their previous school. It is important that the induction mentor seeks to find out what support they have previously received and whether they are on the special needs register or already statemented and thus entitled to additional support. If English is not the mother tongue they will have been placed in a category reflecting their development of English which will also determine extra support. Records or contact with agencies interested in a pupil and their family may well provide information about child protection issues.

The induction mentor may also be alerted to specific needs and issues through conducting tests, talking to the pupil and their family, home visits and providing mentoring support in the first few weeks after arrival. If this is the case, the action to take will be to seek the support and advice of other staff, particularly the line manager, who will be able to decide on the next steps. Colleagues may well involve the induction mentor in implementing any actions such as contacting agencies.

6.1 Child protection

All children and young people have the right to grow up in a safe and caring environment. This includes the right to protection from all types of abuse. They have the right to expect adults in positions of responsibility to do everything possible to foster these rights.

Child protection is an area that can cause considerable anxiety to all those working with children. Our natural wish to protect children from abuse can conflict with a fear of intervening in families inappropriately and the worry that we may end up making things worse.

As induction mentors, like teachers and other school staff, you will be particularly well-placed to observe outward signs of abuse, changes in behaviour or failure to develop. You will need to be alert to the signs and know what to do if you identify such signs, but the lead role in investigating child protection rests with social services, the police and in some areas the NSPCC (National Society for the Prevention of Cruelty to Children). Your role will be to contribute to a coordinated approach to child protection through the inter-agency network and to continue to support the child.

Two key documents which you might find helpful (copies of which should be available in schools) are:

- ***Working Together to Safeguard Children: a guide to inter-agency working to safeguard and promote the welfare of children*** (known as *Working Together*) published jointly by the Department of Health, the Home Office and the Department for Education and Employment (December 1999). This document is published as government guidance; and while it does not have the full force of statute, it provides the basis on which each local authority structures their child protection system.
- ***"Protecting Children from Abuse: The Role of the Education Service"***. Department for Education and Employment Circular Number 10/95

Every school should have a school-based policy on child protection procedures to guide staff in the event of identifying or becoming suspicious that a child may be subject to abuse or neglect. All induction mentors should be familiar with these documents and your actions and responses should be guided by them. Each school will have a member of staff responsible for child protection - the induction mentor must know who they are.

Dealing with Disclosures – the six Rs (Advice from Coventry LEA)

1 Receive

- Listen to what is being said, without displaying shock or belief.
- Accept what is said.
- Take notes.

2 Reassure

- Reassure the pupil, but only as far as is honest and reliable; for example, don't make promises you may not be able to keep, like "I'll stay with you", or "Everything will be all right now".
- Don't promise confidentiality; you have a duty to refer.
- Do reassure and alleviate guilt, if the pupil refers to it. For example you could say: "You're not to blame. You're not alone. You are not the only one this has happened to."

3 React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.
- Do not ask 'leading' questions, for example: "What did he do next?" (this assumes he did!), or: "Did he touch your private parts?". Such questions may invalidate your evidence (and the pupil's) in a later prosecution in court.

- Do not ask open questions, like "Anything else to tell me?", "Yes", "And?".
- Do not criticise the perpetrator, the pupil may love him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff – this could contaminate evidence.
- Explain what you have to do next and whom you have to talk to, e.g. designated member of staff for child protection.

4 Record

- Make some very brief notes at the time and write them up as soon as possible.
- Do not destroy your original notes.
- Record the date, time, place, any noticeable non-verbal behaviour, the words used by the child without any translations.
- Draw a diagram to show any obvious signs of physical abuse e.g. bruising.
- Record statements and observable things, rather than your interpretations or assumptions.

5 Remember

- To follow your establishment's guidelines.

6 Relax

- Try to get some support for yourself if you need it.

For further information on Child Protection, see Appendix (iv).

TASK

Turn to Appendix (vi) and find "Exploring Sensitive Issues: a focus on child protection."

6.2 Developing a buddy system

"A student I didn't know came and said: 'Miss said you are new and asked me to show you around. I will look after you.' The girl who helped me was really good. She helped me with coursework, stuff in class and homework. Just anything really."

Pairing new arrivals with a peer who shows them around, takes them to lessons and helps integration is a common strategy; however, buddying or peer mentoring in some schools is well developed and is used in a wider range of contexts, including peer mediation to enable pupils to resolve difficulties amongst the pupil community or peer mentoring where an older pupil might assist a younger pupil with their academic work or help them to develop higher aspirations.

A buddying scheme to support new arrivals will benefit from formalisation. It is important to clearly define the scheme to those involved so that roles and responsibilities are understood by everyone. For example, the new pupil may or may not become one of the buddy's friends in the longer term. In some cases it may be appropriate for a buddy to give some advice, but it is not incumbent on them to ensure that the advice is taken. It is often more appropriate for them to use their knowledge of school systems and staff responsibilities to point the new pupil in the direction of the appropriate source of help and advice.

The selection of buddies might include the drafting of a job description and person specification. The latter might include:

- respected by staff and peers.
- understanding of school values.
- being a good listener.
- able to make a commitment.
- recent arrival who has settled well.
- sensitive and empathetic to others.
- able to speak language of additional admission.
- culture or religion similar to new arrival.
- following a similar course.
- existing friendship group is able to include new arrival.
- knows when to seek adult help to resolve a problem.

- able to respect confidentiality.
- reliable.
- respect for others.

Buddies systems seem to be most effective when pupils have volunteered for the role rather than being nominated just by staff.

It is essential to provide training for the youngsters who will be the buddies, usually those who are in the same tutor group as the incoming pupil. Training for such pupils could include:

- listening skills.
- how to develop positive relationships.
- awareness of the challenges a new arrival is facing.
- recognition of the limits of their responsibilities.
- resolving difficult situations.
- knowing when to engage adults.
- ways of providing support in the classroom.

Buddies will need to receive ongoing support and supervision after their training has been completed. While the induction mentor may provide training, it might be also appropriate for the tutor to offer support to buddies in their forms.

The contribution buddies make needs to be recognised. This may be by the award of a certificate, recognition by wearing a badge or special tie, photograph publicly displayed, or organisation of special events.

Buddying may well be seen as part of the Citizenship programme.

TASK

- 1 How will you appoint buddies?
- 2 With the help of your line manager, sketch out a training programme.

6.3 Planning a support programme

The programme provided by the induction mentor will need to complement support offered by subject teachers and pastoral staff based on their own assessment of pupils' needs.

Programmes should:

- clarify the needs of pupils.
- involve pupils and possibly parents/carers in establishing key objectives and setting targets.
- identify actions that will support progress.
- record roles of pupils, induction mentor and others.
- identify success indicators.
- set time period for targets to be achieved.

It is essential that pupils feel that the time they spend with induction mentors is productive, and that they can see the progress they are making as they settle into their new school. It may help to identify particular objectives to work towards, where progress can be assessed through the collection of information from a range of sources, as well as the individual pupil and induction mentor. Examples of relevant objectives are provided below.

Identifying key objectives and targets for pupils and collecting monitoring information to inform progress reviews.

Listed in the table below are examples of:

- key objectives and targets which may be relevant to individual pupils.
- performance indicators that could show whether or not a pupil has made progress in relation to a particular objective or target.
- evidence that could contain indicators of improved performance relevant to objectives or targets.

For example:

The induction mentor, in discussion with the pupil, pastoral staff and others, agrees that a pupil needs to undertake work, with the induction mentor's support, that results in improved motivation.

Improved motivation could be demonstrated, after an agreed period of time, through:

- an improvement in punctuality.

- an increase in self-confidence.
- more cooperative behaviour.

Quantifiable evidence could be collected in relation to lateness and numbers of positive/negative reports about behaviour. Evidence about progress in a pupil's self-esteem could be collected through pupil, tutor and teacher reports. Questionnaires are also available that identify changes in pupils' attitudes to school.

Examples of objectives/targets	Performance indicators	Evidence
to improve participation to improve motivation	<ul style="list-style-type: none"> ● attendance ● after-school clubs ● punctuality ● perceived relevance of school/curriculum ● task completion ● desire to achieve ● self-confidence/self-esteem ● cooperative behaviour 	class registers teacher/tutor/head of year comment student comment on e.g. interest, relevance targeted subjects reports record of achievement homework parental comment
to raise attainment	<ul style="list-style-type: none"> ● subject assessments 	targeted subject grades teacher comments
to better identify strengths and weaknesses and take appropriate action	<ul style="list-style-type: none"> ● dealing successfully with difficult situations ● setting own targets ● giving and receiving praise ● recognising and applying ground rules ● seeking and giving help 	teacher/head of year/tutor comments on effect of additional support support service comments parents' and students' comments
to make more effective transitions	<ul style="list-style-type: none"> ● making new relationships ● using information in order to manage new situations 	head of year/teacher comment

TASK

Find "Supporting Pupils and Monitoring Progress" in Appendix (vi)

7.0 Enabling mobile pupils to achieve - working with teachers and pupils

"Teachers here acted like they wanted to help me – that was new and I could get on."

For mobile pupils, the academic aspect of their school life is often a major source of insecurity and low self-esteem, due to changes in their school and possibly home environment.

Academic success measured by attainment is a major factor in raising a pupil's sense of worth and will create a more positive learning attitude towards school.

Changing schools creates gaps in an individual pupil's learning that the induction mentor can identify through effective assessment. This can take many forms but a basic assessment should include levels of attainment in literacy, numeracy and National Curriculum levels in core subjects. In order to support this work, assessment of individual pupil learning styles should also be undertaken. This will provide the pupil's preferred learning style: visual, auditory and kinaesthetic.

Through the review process of the induction period, more specific gaps in a pupil's subject knowledge, concepts or skills may become apparent. To address these gaps there are basic skills and knowledge that the induction mentor should acquire.

Mentors should:

- develop good working links with classroom teachers through provision of quality time for discussion and contact; they should be supported in this by the relevant head of department.
- acquire a good working knowledge of the curriculum and access to the school's timetable.
- have a working knowledge of national strategies such as literacy and numeracy; they should be supported in this by the literacy and numeracy coordinators.
- develop the confidence to adopt a flexible approach to advising pupils, where appropriate, on academic matters with the full backing of subject teachers.
- help monitor documents such as pupils' individual education plans (IEPs).
- ensure that background information about the academic achievement of new arrivals has been communicated to subject teachers.

Supporting Learning

It is important to clarify the role of the induction mentor in supporting learning. The induction mentor should not be perceived as an additional learning support assistant within the classroom. There are specific instances when the induction mentor may aid work in an advisory capacity within a classroom, and reasons for attending lessons may include:

- spot checks to establish how well a pupil is settling in.
- diagnosing problems by observing the mobile pupil's attitude and academic behaviour and their interaction with their peers.
- identifying the mobile pupil's gaps in their content knowledge.
- aiding 'catch up' by being aware of the current focus of work.

The need to visit a classroom may be requested by a teacher or through self-referral by the pupil.

Within the classroom there needs to be agreement between the teacher and induction mentor on the role of the induction mentor within the lesson. Prior to the lesson, the induction mentor should liaise with the teacher on the purpose of the classroom visit, and the teacher will need to share their objectives and plans for the lesson. Outcomes should be shared with the teacher after the lesson: this may include advice on how the pupil can be enabled to settle more quickly, learn more effectively, or how the mentor can provide appropriate support.

The induction mentor can aid learning in the classroom by advising mobile pupils on:

- working with pupil mentors (buddies).
- asking for advice.
- contributing to discussions.
- accessing curriculum information.
- meeting homework commitments.
- identifying and developing learning styles.
- understanding the schools' marking and assessment policy.
- managing files and textbooks.

Outside the classroom, mentors should ensure that new arrivals develop skills as independent learners by giving them information about:

- libraries and access to them.
- ICT facilities, and intranet and internet provision.
- clubs and activities with an academic focus.
- breakfast clubs and after-hours provision.

It is important to ensure that mobile pupils have access to dictionaries and language support where necessary. The induction mentor should ensure that the pupil has access to the necessary resources that they need to facilitate the above.

CASE STUDY 1

A good example of the impact careful work can have on the academic development of a new arrival is shown by the actions of an induction mentor on behalf of a group of arrivals who came into their next school in Year 10. In the later part of the new autumn term, seven new pupils arrived into the first year of Key Stage 4. Classes at this level were in a state of considerable flux and teachers were already working hard to keep on top of the constant changes.

The induction mentor took responsibility in partnership with the teacher to follow up all missing coursework with previous schools and inform teachers if none was forthcoming. The mentor then worked through with all the new arrivals on where they thought they had reached in each subject, and whether they felt that what they were doing in class was accessible and appropriate. The mentor kept teachers informed of any worries and anxieties which pupils were not confident about raising in the classroom, and liaised with the head of key stage over appropriate setting and placing in specific subjects.

This sort of help requires good lines of communication, detailed knowledge and understanding of the curriculum, and the provision of quality time for links with teachers and pupils.

CASE STUDY 2

A recently arrived pupil in Year 8 from a disadvantaged background had moved school so frequently that there was little information of any relevance for teachers or an induction mentor to use to help provide appropriately for the needs of this pupil. Testing on arrival had been a nerve-wracking experience for this pupil. The impact of this experience he had not felt able to pass on to teachers and he had been placed in the lowest mathematics class as a consequence. As the mentor gained his trust and talked through particular pieces of work, it was clear that he had much greater ability in and aptitude for maths than had previously been identified. In class, he had been sullen and disengaged. The work done by the mentor encouraged confidence and increased interest in work, information that was transmitted to the teacher who was consequently able to provide tasks for the pupil that were increasingly challenging and focused. During the year, the pupil moved up to a higher ability set, with consequent positive impact on self-esteem and ultimately performance.

CASE STUDY 3

In the case of a late arrival who had experienced serious learning difficulties at the previous school, the learning mentor, with good liaison with class teachers, kept in touch with all the difficulties facing the pupil settling in to lessons in core subjects.

However, the pupil joined a carousel of subjects which included design and technology, where greater opportunities were offered for movement, manual work, and contact with the teacher less evidently noticed by the rest of the class. Progress was made in this subject at a much faster rate by the previously disaffected pupil. As a consequence, the mentor, in partnership with the teacher and the pupil, analysed what it was that was so much more effective in this subject in terms of provision, context and learning style. This information was then passed on to other teachers. There had been similar progress in drama and additional information was derived in a similar way. Teachers were then able to apply strategies where relevant to their own subjects. The formerly disaffected pupil is disaffected no more and is making positive progress across the curriculum.



CASE STUDY 4

A pupil arrived into Year 11 during late spring term, having spent the last four years in education in the USA. The pupil and family were eager to obtain the best possible results within the current year group and progress if possible into higher education. The induction mentor's role was to gather the information from the pupil, family and previous school in the USA necessary to assess the options the school could offer to best serve the pupil's needs. Within the school, heads of subjects and individual teachers needed to be consulted to give recommendations about the various subject needs and possible attainment by the pupil in the short period of time available before exam deadlines.

Having gathered the information and teacher comments, and the pupil's basic literacy, numeracy and learning potential, the induction mentor, family and pupil created an action plan and timetable to allow the pupil to undertake exams and coursework in key subjects, English, maths and science, which would allow the pupil to gain suitable grades to enter further education. The timetable created 15 lessons and 15 hours of induction mentor 'catch-up', which took the form of one-to-one guidance on completion of coursework and filling in of background knowledge. Time also needed to be spent on use of 'USA English', which helped the pupil access the curriculum and helped with social integration within the school.

During the time at the school, the pupil was able to complete the required coursework, integrate into the UK school system and participate in the lessons. Grades obtained during forthcoming exams are expected to be at a level that the pupil could have expected had they been able to complete the full course from Year 10. Owing to the pupil's commitment, they have been able to secure a place at the school's 6th form, regardless of their results.

TASK

- 1 Read the case studies above and make a list of the ways in which the induction mentor contributed.
- 2 How do you support pupils' learning and what impact does it have?
- 3 How can you support learning more effectively?



8.0 Exit procedures

Exiting is often a weak part of the joining and leaving process; it is important, however, that the school sees itself as but one provider of a pupil's education, and acknowledges that it has a responsibility to ensure the pupil is as well prepared as possible for leaving, and ready to take on the challenges of a new school.

Even if the pupil has only spent a matter of days or a few weeks in the school, it is important that the progress they have made to integrate and achieve has been acknowledged and that areas for development are identified and advice given on what needs to be done to improve.

Reduction of pupil mobility is in the interests of pupils and schools, and positive links with parents/carers and other agencies who may be considering a move should ensure that:

- the impact of the move on the pupil's education and the school is carefully considered by all involved.
- the move is planned to take place at the end of a term or a half term or following the end of key stage assessment tasks in Year 9 or public examinations in Key Stage 4 or beyond.
- despite moving accommodation, the pupil is able to continue on the roll of their current school by making arrangements for transport.
- the pupil does not leave until a place is available in another school so that learning is relatively unbroken.

An effective exiting strategy is likely to include the following features:

- exit procedure included in school prospectus and explained to parents/carers during induction programme. Schools might also have a leaflet available to encourage parents/carers to consider the appropriateness of removing their child.
- induction mentor implements an enquiry as soon as the school is advised a pupil may be leaving to ensure the move is unavoidable and timing is appropriate.
- agencies are alerted to the possible move.
- pupil and parents/carers are invited to an exit interview.
- pupil is provided with an opportunity to reflect on progress and discuss areas for development.
- both the pupil and his/her parents/carers are provided with an exit report.

- arrangements are made to hand in textbooks, clothing and other equipment provided by the school.
- coursework, details of curriculum being followed, programme of study areas already covered, attainment data and copy of exit report are collated and passed on to receiving school within 15 days.

Some schools make arrangements for the induction mentor to visit the new school with the pupil to meet adults and hand over documentation. This is only possible when the new school is within reasonable distance.

Often pupils will leave without any notice being given; the induction mentor, however, should be able to use a range of sources of intelligence to limit the number of unexpected exits. Methods of gathering intelligence might include:

- a knowledge of a pupil's previous history of transience – lengths of stay in previous schools may well indicate a pattern of movement.
- development of good contacts with agencies who might precipitate a move. Agencies involved in placing pupils should be asked to advise on the length of stay at the outset.
- ensuring teaching staff pass on information that might suggest a move is imminent.
- casual comments by pupil.
- changes in pupil's behaviour e.g. falling out with friends in preparation to make a break, increased conflict with teaching staff, deteriorating in attendance patterns.
- comments made by peers.

Where permanent exclusion is the cause of exiting, the induction mentor may have no involvement; they could, however, be usefully involved in carrying out elements of the exit strategy to ensure a smooth transition to the alternative provision. Rapid removal from the school might be followed by a home visit by the induction mentor who will ensure relevant elements of the exit strategy happen.

Many pupils report negative leaving experiences e.g. withdrawal from lessons or being asked to leave early on the final day, whilst others have had positive experiences e.g. class party, visit to headteacher's office to say goodbye, final interview and presentation of report. A positive goodbye is just as important as a warm welcome. A good leaving experience will enable the pupil to make a good start in their new school.

The school has a role to play in helping ensure pupils who leave can be tracked and do not enter the "missing" category. Accurate recording on arrival, updating of records and proper exit procedures which ensure information on the pupil's file is checked and revised with destinations recorded. Destination and as much contact information as possible can

then be passed to the LEA to support their tracking process. The immediate contact may be the school's educational welfare officer.

Pupils who remain may well miss the peer who has just left and their "grief" may need to be managed. A positive "goodbye" and ongoing contact through email and letters may help. It is important that pupils do not withdraw from befriending new arrivals because the effort to extend friendship is later rewarded by loss.



APPENDIX (i)

THE INDUCTION MENTOR'S TOOLKIT

The documents which follow are intended to support the work of the induction mentor. They provide exemplars of forms that might be used either during induction or exiting, and a set of guidance documents to develop and encourage effective processes and positive and informative dialogue with parents and carers.

It is intended that the documents will help to ensure consistent practice and the operation of systematic procedures within the school for the benefit of all members of the community, but particularly additional admissions.

Induction and exit proformas

A1	Initial contact form - to be completed during first contact with parent/carer
A2	Intake form
A3	Admission form
A4	Common transfer file - DfES
A5	About me - pupil form
A6	New pupil information sheet for staff
A7	Settling in recording sheet
A8	Pupil concern slip for a recent arrival
A9	Record of support programme for an individual pupil
A10	Activity record
A11	Contact record for an individual pupil
A12	Termly summary of support programmes for additional admissions
A13	Pupil review form
A14	Summative evaluation of the induction programme
A15	Exit form
A16	Exit log

Guidance Sheets

B1	Induction mentor's checklist
B2	Prompt sheet for the admission of pupils
B3	Common transfer file - guidance
B5	Possible contents of a pupil induction booklet
B6	Raising parental awareness of the impact of changing schools on their child's learning

INITIAL CONTACT FORM

PROSPECTIVE PUPIL DETAILS

Date:	Male/Female	Year group:
Family Name:	First Names:	
DOB:	Address:	
Parents'/Carers' Name:	Postcode:	
	Home Phone No:	Mobile No:
Sibling(s): Yes/No	Ages:	
Catchment area: Yes/No	Requested entry date/term:	
Current School:	Primary School:	
Phone No:	Contact: HOY Tutor	
Reasons for move:		
Appointment to discuss entry and view school:		
Member of staff details given to:		

A2**School Intake Form (*Internal use only*)**

Checklist to be completed and passed to the Headteacher for signing and returned to the induction mentor.

PART A

Name of pupil	
Previous school:	
Telephone number:	
Contact with current school:	
Reason for move:	

PART B

Head's signature to agree admission:	
First day at school:	

PART C

Notes requested from previous school	Dated and signed
Notes received from previous school	Dated and signed
School records updated	Dated and signed

Admission Form

Additional admission number:		Year and month of admission:	
Child's family name:		Child's first name(s):	
UPN:			
Personally known as:			
Address:			
Postcode:	Home telephone no:	Mobile no: <i>(please notify any changes)</i>	
Brothers/sisters:		DOB:	
1. Full name		DOB:	
2. Full name		DOB:	
3. Full name		DOB:	
Parents/carers:			
Mother:		Father:	
Family name:	First name(s):	Family name:	First name(s):
Address (if different to child)		Address (if different to child)	
Who has parental responsibility for the child?			
Emergency contact numbers: <i>(Please make sure this section is fully completed and that the school is kept up to date with any changes)</i>			
1st Contact name:		2nd Contact name:	
Relationship to child:		Relationship to child:	
Daytime tel no:		Daytime tel no:	
Ethnic origin:			
White British <input type="checkbox"/> Irish <input type="checkbox"/> Traveller of Irish Heritage <input type="checkbox"/> Gypsy/Roma <input type="checkbox"/> Any other white background <input type="checkbox"/>	Mixed White & Black Caribbean <input type="checkbox"/> White and Black African <input type="checkbox"/> White and Asian <input type="checkbox"/> Any other mixed background <input type="checkbox"/>	Asian or Asian British Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other Asian background <input type="checkbox"/>	Black or Black British Caribbean <input type="checkbox"/> African <input type="checkbox"/> Any other background <input type="checkbox"/> Chinese <input type="checkbox"/> Any other ethnic background <input type="checkbox"/>
Religion:		Language spoken at home:	
Doctor's name:		Doctor's tel no:	
Health centre:			
Does your child have any medical conditions the school should be aware of?			
Yes <input type="checkbox"/> No <input type="checkbox"/>			

If yes, please indicate nature of condition i.e. <i>allergies, asthma, any history of fits, hospitalisation etc?</i>	
Are you entitled to claim Income Support or Job Seekers Allowance? (income based) Yes No	If YES, do you wish your child to have Free School Meals? Yes No
<i>Income Support Book No:</i>	(Also applies to families supported by the National Asylum Support Service)
<i>School signature:</i>	
Type of meal:	<i>Home/Packed lunch/Cooked meal</i>
Family circumstances:	
Previous school:	
Name:	
Address:	
Date of leaving:	
How long did your child attend this school?	
Reasons for leaving:	
Number of schools attended:	
If less than 3 months please give the name of your child's previous school (<i>this helps the school trace your child's records more easily</i>)	
Achievement/Attainment:	
End of Key Stage results:	
Any additional information that you think the school needs to know? e.g. special needs, friends in school	
<i>The information requested in this document may be stored on a computer and, if so, it will be subject to the DATA PROTECTION ACT. The Act requires that all information will be strictly confidential and may only be accessed by those with a legal right to see it. The information will not be given to anyone without your written consent. You have the right to examine, at any reasonable time, information about you or your child that we keep on computer. You have a right to correct any information which you feel is wrong or misleading.</i>	
<i>Signed</i>	<i>Date</i>

The DfES Common Transfer Form

Unique Pupil Number (UPN)
Pupil Surname
Pupil Forenames
Pupil Date of Birth
Pupil Gender
Pupil Ethnic Code
Language Code (or Mother Tongue)
Pupil SEN provision (School Action, School Action Plus or statement)
No. of possible sessions at school this school year
No. of sessions attended
No. of unauthorised absences
DfES Number of transferring school
Name of transferring school
DfES Number of destination school
Name of destination school
Assessment Data:

ABOUT ME (PUPIL FORM)

Please tell us about yourself – it will help us to get to know you. You may wish to add a recent photograph. Should you join we want you to enjoy school and achieve success!

My name is:	My birthday is:
The things I like best about my previous school:	
I am good at:	I am not so good at:
My interests are:	
Please tell us if you play any team games or have won any certificates:	
What are your favourite lessons?	
What will you miss most about your current school?	
Please tell us if you are worried about changing schools – we will do our best to help you to know where to go and what to do:	

Look at the list of words. Tick the box that most resembles you.

I am	Never	Sometimes	Often	Always
... friendly				
... angry				
... happy				
... sad				
... scared				
... loved				
... helpful				
... likeable				
... trusted				
... truthful				
... cooperative				
... aggressive				
... thoughtful				
... considerate				
... loyal				
... healthy				
... sporty				
... jealous				
... shy				
... outgoing				
... confident				
... organised				

In the subjects below, indicate between 1- 5 on how well you perform in school:

1 - 5
Good Bad

SUBJECT	How organised are you?	Do you always complete your homework	How much do you like this subject?	How well do you get on with your classmates?	Do you get on with your teacher?
R.E.					
English Literature					
English					
Maths					
Science					
French					
History					
Geography					
PE					
IT					
HE / Food Tech					
Art					
Music					

NEW PUPIL INFORMATION

CONFIDENTIAL

Pupil's family name:		Pupil's first name(s):	
DOB:	Gender: Male Female	Tutor group:	
Reason for move:			
Last school (name and location):			
SEN provision:			
Test results: Mathematics: Reading: Spelling: CAT scores:		End of Key Stage tests: Maths: English: Science:	
Medical information:			
Other information:			
Content already covered in academic year :			
Curriculum completed for GCSE:			

NEW PUPIL – CONCERN SLIP

If you have concerns regarding a new student, please complete the slip below and return to the induction mentor

DATE	NAME	TG	SUBJECT	STAFF NAME	REASON FOR CONCERN

A9

RECORD OF SUPPORT PROGRAMME

A brief record of the overall plan, once agreed by all concerned, could be made on the table below. *Note: not all activities will involve BOTH the induction mentor and the pupil, for example if the induction mentor attends a case conference. Not all activities can be planned in advance.

The programme you decide on may be quite limited in scope. For example, you may judge that a series of progress review meetings, on their own, are most appropriate.

PUPIL NAME

TUTOR GROUP

Needs/key objectives/ targets identified	Agreed activities to support progress	Start and end dates of activity	Action needed by pupil/ induction mentor	Activity completed/not completed (with reasons e.g. non-attendance)

INDIVIDUAL ACTIVITY RECORD

PUPIL NAME

FORM

ACTIVITY e.g.: progress review meeting, attendance at case conference, liaison with parent, liaison with other agencies, skill development, raising issues with other staff as appropriate, other.

Notes on pupil needs / targets / objectives to be met through this activity:

Action taken by pupil:

Action taken by induction mentor:

A11**CONTACT RECORD FOR AN INDIVIDUAL PUPIL**

Meeting and Date	Reason for Meeting	Action Taken
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		

TERMLY SUMMARY RECORD OF SUPPORT PROGRAMMES FOR ADDITIONAL ADMISSIONS

.....(term)

.....(year)

Pupil's name	Previous school	Date of entry	Year/ tutor group	Reason given for move	Pupil & staff concerns	Assessment of needs (incl targets / objectives)	Support programme start date	Approach agreed with pupils and programme activities summary (where applicable)	Progress review dates end date and provisional end date	Other sources of info.

Pupil Review Form

A13

Pupil's name:

SETTLING IN : PROGRESS REVIEW (eg. after first two weeks)

DATE:

Please note any relevant comments in the sections below:

Settling into Form/School Routines:

Relationships with Peers/Adults:

SEN - Application of Code of Practice:

Attainment and Progress:

Other Comments:

End of induction review (approximately six weeks)

Date:

Please note any relevant comments in the sections below:
(These comments should relate to identified needs on entry, objectives and targets identified and planned provision where appropriate)

Behaviour and Relationships:

Attainment and Progress:

SEN Progress:

EAL Progress:

End of Key Stage Assessment (if appropriate):

Other comments

Pupil's comments

Parents'/Carers' comments:

Conclusions

Other comments:

Further actions if required:

Signature of induction mentor

Name of induction mentor

EXIT FORM (Internal use)

Name of Pupil:		UPN:				
		Tutor Group:				
Last day at school:						
Method of Notification:						
New School:		Telephone No:				
		Email:				
		Fax No:				
Postcode:		Contact:				
Learning report written:				Date:		
Exit information with pupil and parent/carer:				Date:		
Computer records updated:				Date:		
Information transferred to learning school:				Date:		
Notified:						
Tutor	HOY	SMT	SENCO	TAs	Library ticket:	Notice board:
					Books returned:	Briefing:
Course work passed to locating				Date:		Outside agencies informed:

INDUCTION MENTOR'S CHECKLIST FOR INDUCTION DAY

- Ensure enrolment form/contact details are complete and correct
- Mentor's role explained to pupil and parents/carers
- School prospectus and welcome pack
- School uniform
- Transport arrangements if necessary
- Planners – sign home/school agreement
- Rewards/sanctions
- School hours
- School day
- Absence procedure
- Attendance rewards
- Lunch arrangements
- Free school meals application
- Medical conditions
- Newsletters
- Extra-curricular activities
- Events
- Explain buddy system and introduce to buddy and form tutor
- Testing

Internet access

Library ticket application

Exit procedures explained

Tour of school

INDUCTION MENTOR PROMPT SHEET FOR THE ADMISSION OF PUPILS

Where are you moving from?	
Why are you moving?	
Which schools has your child attended previously?	
What are your reasons for leaving the current school?	
When are you moving?	
Does your child know anyone in this school?	
Has your child had any extra help to support their learning/behaviour?	
Does your child have Special Educational Needs or hold a statement?	

Is your family involved with: social services, housing, health?	
---	--

Does your child have any medical needs? What does the school need to know?	
---	--

Have you any skills you can offer us?	
---------------------------------------	--

SCHOOL EXPECTATIONS

Attendance and time keeping <i>(first day contact for absences).</i>	
---	--

Supporting homework policy and home school agreement.	
---	--

Importance of informing us of any change of information.	
--	--

Is there anything else that I should know?	
--	--

To the child - What do you like to do at home and at school?	
---	--

Are there any questions you would like to ask me?	
---	--

THE COMMON TRANSFER FILE (based on TeacherNet entry)

Introduction

When children transfer from one school to another, it is important that the 'new' school has, and acts on, information about their previous performance. This is especially true if the dip between Key Stage 2 and Key Stage 3 is to be avoided. The sending of a common transfer file from the 'old' school to the 'new' school is a valuable method of transferring this information between schools.

All maintained schools which have the capability to transfer defined items of pupil data electronically when children change schools will be expected to do so from 1 June 2002. Schools will, therefore, no longer be required to complete copies of the common transfer form. Schools that are unable to transfer the required data electronically should use alternative means. This guidance explains the nature of the information that must be transferred and the method by which transfer should take place.

All schools should now be capable of transferring information electronically

DfEE guidance 0031/2001 set out the aim that, by May 2002, all pupil information which was previously transferred between maintained schools on the common transfer form would be transferred between schools electronically, removing the need for the paper form. As an important step in that direction, new software was made available to schools in 2001 that enabled them to transfer information about pupils electronically, regardless of any difference in software between the 'old' and 'new' schools. An extra £30 million of funding was provided at the same time to ensure that all maintained schools in England had a management information system with current pupil data. The success of the pupil level annual school census in January 2002 showed that the overwhelming majority of schools were able to store electronically the pupil data which will need to be transferred in the common transfer file.

Exceptional arrangements for schools that cannot transfer information electronically

We believe that the vast majority of schools are now able to transfer this pupil information electronically. However, where the capability for electronic transfer does not exist, schools should make alternative arrangements to ensure that the items of information that form the common transfer file are transferred manually. In such circumstances, the 'old' and the 'new' school should agree between themselves the form in which the information will be transferred. They may choose to make use of the old common transfer form but need not do so.

The information that should be included in the common transfer file

The statutory information that will automatically form part of the common transfer file for

electronic transfers, and that will need to be recorded for manual transfers, is listed at **Annex A**.

Detailed guidance on compiling and sending the common transfer file, including use of the Department's new TeacherNet website, will be distributed via LEAs and be available on the IMS website at www.teachernet.gov.uk/ims from mid-May 2002.

How the information should be sent to the receiving school

The common transfer file can be sent to the receiving school either:

- through the new secure file transfer service on the TeacherNet website, or
- as an email attachment or file over a secure network that links schools within an LEA or within a regional broadband consortium, or
- as a file on a floppy disk.
- although the basic model is that the 'old' school will send the common transfer file to the 'new' school by one of these methods, the law allows the file to be provided by local education authorities where there are agreed local arrangements to that effect.

When the information should be sent to the receiving school

The law requires that common transfer file data are sent to the receiving school no later than 15 school days after the day on which the pupil ceases to be registered at the old school. But schools do not have to transfer all the data at the same time. They might, for example, arrange to transfer basic data about pupils transferring from primary to secondary school, together with their end of Key Stage 1 assessment information, in February; and follow that up later with a second transfer of data, covering Key Stage 2 assessments and tests. So long as the Unique Pupil Number is included, the new data will be added to the existing record and there will be no danger of a duplicate record being created for the pupil.

What to do if the 'old' school does not know the identity of the 'new' school, or if the 'new school' is independent or outside England

Sometimes schools will not know the identity of the 'new' school to which a pupil has transferred. Alternatively, the pupil may have left the maintained sector for an independent school, or one in a country outside England. Although it is not a requirement that they should do so, in such circumstances schools may wish to send the common transfer file to a special area of the TeacherNet secure file transfer website which will form a database of 'missing' pupils.

Similarly, schools which do not receive common transfer files for new pupils will be able to ask named contacts in the LEA to search this database to see if the files are there. However, if the 'new' school is aware of the identity of the 'old' school, it can request the

file direct. In such circumstances, the 'old' school is required to send the common transfer file to the 'new' school within 15 school days of receiving the request.

INFORMATION WHICH MUST BE CONTAINED IN THE COMMON TRANSFER FILE

Unique Pupil Number (UPN)

Pupil Surname – if possible, as it appears on the birth certificate. If the pupil goes by another name, this can also be given.

Pupil Forenames – include all forenames

Pupil Date of Birth – DD/MM/YYYY

Pupil Gender

Pupil Ethnic Code – should reflect latest codes used in Pupil Level Annual School Census

Language Code (or Mother Tongue) – should reflect latest codes used in Pupil Level Annual School Census

Pupil SEN provision (School Action, School Action Plus or statement) – if relevant

No of possible sessions at school this school year – a total number for that pupil, expressed in half days

No of sessions attended – expressed in half days

No of unauthorised absences – expressed in half days

DfES Number of transferring school

Name of transferring school

DfES Number of destination school

Name of destination school

Assessment Data:

KS1

Teacher assessment levels for:

Speaking and listening; Reading; Writing; Using and applying mathematics; Number and algebra; Shape, space and measures; **Mathematics**; Scientific enquiry; Life processes

and living things; Materials and their properties; Physical processes; **Science**.

End of key stage task/test information:

This should include task/test scores, levels and optional age-standardised scores as appropriate for: Reading; Writing; Spelling; **Mathematics**.

KS2

End of KS1 assessment information:

This should include teacher assessment, task/test scores, task/test levels and optional age-standardised scores as appropriate for: Speaking and listening; Reading; Writing; Spelling; **Mathematics; Science**.

KS2 teacher assessment levels for:

Speaking and listening; Reading; Writing; **English**; Using and applying mathematics; Number and algebra; Shape, space and measures; Handling data; **Mathematics**; Scientific enquiry; Life processes and living things; Materials and their properties; Physical processes; **Science**.

End of KS2 test information:

This should include test scores, levels and optional age-standardised scores as appropriate for: **English**; Reading; Writing; **Mathematics**; Written tests; Mental arithmetic; **Science**.

KS3

End of KS1 and KS2 assessment information:

This should include teacher assessment and task/test levels as appropriate for each key stage for: **English**; Speaking and listening; Reading; Writing; Spelling; **Mathematics; Science**.

KS3 teacher assessment levels for:

Speaking and listening; Reading; Writing; **English**; Using and applying mathematics; Number and algebra; Shape, space and measures; Handling data; **Mathematics**; Scientific enquiry; Life processes and living things; Materials and their properties; Physical processes; **Science; History; Geography; Design & technology; Information & communication technology; Modern foreign language; Art & design; Music; PE**.

End of KS3 test information:

This should include test scores, levels and test tiers as appropriate for: **English; Mathematics; Science**.

KS4

End of KS1, KS2 and KS3 assessment information:

This should include teacher assessment and task/test levels as appropriate for each key stage for: **English**; Speaking and listening; Reading; Writing; Spelling; **Mathematics**; **Science**.

KS3 teacher assessment in non-core subjects for:

History, Geography, Design and technology; Information & communication technology; Modern foreign languages.

Statement/level for: Art & design; Music; PE.

Public examination results

Relevant documents

DfEE guidance 31/2001, *Electronic Management Information Systems for Schools*
The Education (Pupil Information) (England) Regulations 2000
The Education (Pupil Information) (England) (Amendment) Regulations 2002.

POSSIBLE CONTENTS OF A PUPIL INDUCTION BOOKLET

It is a good idea to provide a new pupil with an induction booklet at the same time as their parents/carers receive a copy of the school brochure and other information about the school.

ALL PUPILS

- 'resident' pupils could write something about the school from their perspective with a welcome note for new pupils.
- welcome to school from the headteacher.
- names of year head, form tutor.
- names of relevant teaching and support staff.
- daily routine in the school, start of the school day, break, time school finishes, lunch time arrangements.
- school lunch menus, uniform, PE equipment, any other specialist equipment.
- information on the procedure if absent from school.
- homework arrangements.
- code of conduct.
- rights and responsibilities.
- behaviour policy and sanctions.
- rewards and awards for achievement eg Credits, Certificates, Form Awards, Year Awards, Governors' commendations, Headteachers' Awards etc.

ADDITIONS FOR MOBILE PUPILS

Some secondary schools pupils may have their own personal organiser. If so, some pages could be added for pupils who enter school mid-term or mid-year, so that they can record their timetable and names of the induction mentor, year head, form tutor and subject teachers for example. These pages could also be adapted to the needs of individual pupils, who will be receiving additional specialist support.

Mobile pupils might find the following information helpful:

- statement to the effect of understanding the types of concerns that they may have when starting a new school.
- names (and photos?) of people who they can go to for advice.
- school map including a 'safe place' that they can go to if they get lost or want to have some peace and quiet.
- welcome comments and advice from 'resident' pupils.
- name of buddy.

School prospectus: parents/carers of new arrivals may need additional information

ALL PARENT/CARERS

- 'resident' pupils or a parent-governor could write something about the school from their perspective with a welcome note for parents.
- mission statement of the school, including a note on partnership with the school and parents/carers.
- welcome to school from the headteacher with a particular recognition of circumstances that may accompany mobile pupils on arrival in their new school.
- names of year head and form tutor.
- names and roles of teaching and support staff.
- daily routine in the school, start of the school day, break (morning and afternoon), time school finishes, lunchtime arrangements.
- details of school meals, uniform, PE equipment, any other specialist equipment.
- code of conduct.
- procedure for unacceptable behaviour and sanctions.
- rewards and awards for achievement, different types eg Credits, Certificates, Form awards, Year awards, Governors commendations, Headteachers awards etc.
- information on assessment and reports.
- procedure for raising parents'/carers' concerns.
- medical procedures.
- a map of the school site.
- additional information eg school bank, music tuition, payment of moneys re trips/outings etc.
- an outline of events each term eg parents evenings, social.
- opportunities for parents/carers to be involved in the school eg PTA, governor body.

ADDITIONS FOR PARENTS/CARERS OF MOBILE PUPILS

Statement to the effect of understanding the type of concerns that parents/carers may have when their child starts a new school, especially when it is at a different time from the majority of the pupils. E.g. issues about friends, not fitting in, different routines, concerns about work being missed, course work, setting and streaming, SATs, language needs etc. This statement should seek to reassure the parent/carer and enable them to identify appropriate people and procedures through which they can seek help and information when needed.

Parents/carers need to be well informed about school policies and procedures. The need to understand the school's arrangements for induction and support of their child and be encouraged to play an active role in tracking and reviewing their child's progress for the first few weeks/months in school. A welcome comment and advice from a parent/carer of a former mid-term entrant could be included.

In addition: Information about primary health care, recreational opportunities and supplementary schools.

B5

Raising parental awareness of the impact of changing schools on children's learning – an outline for a leaflet for parents considering moving their child

Information for parents

Changing Schools – Are you Sure?

If you are thinking about changing your child's school, bear in mind the following points before making your decision.

Your child may:

- feel anxious about leaving friends behind.
- take time to adapt to a different school.
- progress at a slower rate until s/he is settled.

National and local studies show that children who move schools regularly make slower progress than those who do not.

Before you make your decision:

- talk to the headteacher of your child's current school about the reasons for making a change.
- talk to the headteacher of the school you would like your child to transfer to, explaining the reasons for the move.

Ensure the new school is informed of any specific circumstances that may affect your child's learning, for example:

- special educational needs.
- behaviour support.
- languages spoken at home.
- talents and skills.
- known friends at the new school.
- strengths in learning and areas which need more support.

- a brief description of any personal circumstances which your child is finding hard to understand.

Please remember:

If a move is in your child's best interests the schools will need time to organise the change. This will help the change to be planned and support your child to make the transition smoothly.

Your child's current school will need to:

- talk to the school your child is transferring to.
- update your child's records for transfer.
- exchange any other important information about your child.
- plan time to say goodbye.

Your child's new school will need to:

- review the availability of school places.
- inform you of their weekly admission day.
- admit your child to a class appropriate for his/her age.
- allocate time for the teacher to read your child's records and prepare for the admission.
- organise support for you and your child on arrival.
- plan a programme of discussions to ensure you are kept informed about how your child is getting on during their first term.

Your help and cooperation is important to ensure your child has a good start in a different school.

A move should only take place when:

- it is planned carefully.
- there is no alternative.
- it is in your child's best interests.

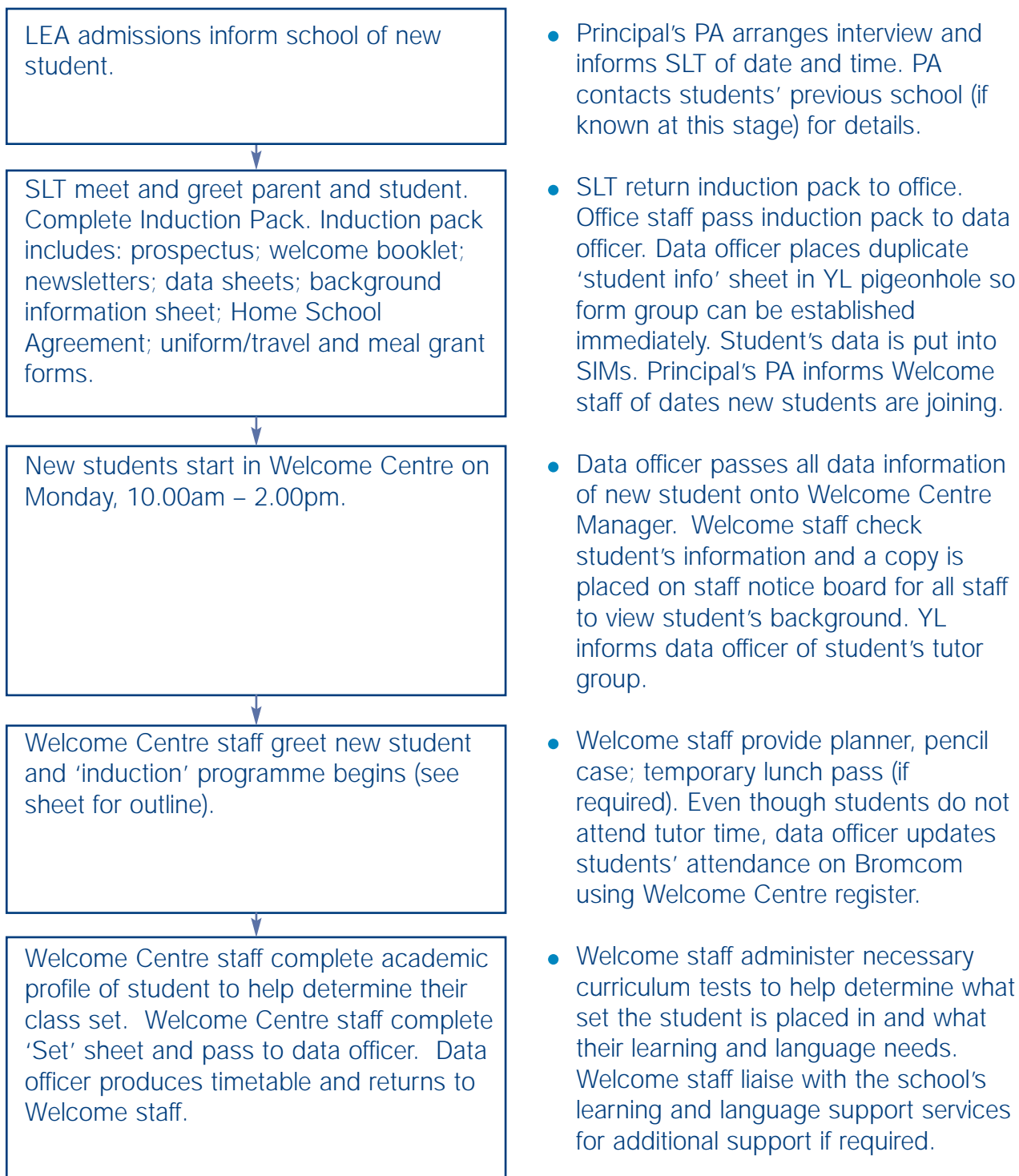
Remember, your child's learning may be affected adversely by frequent school moves. The partnership between home and school can help to make your child feel secure and well supported and thus enable them to be successful learners.

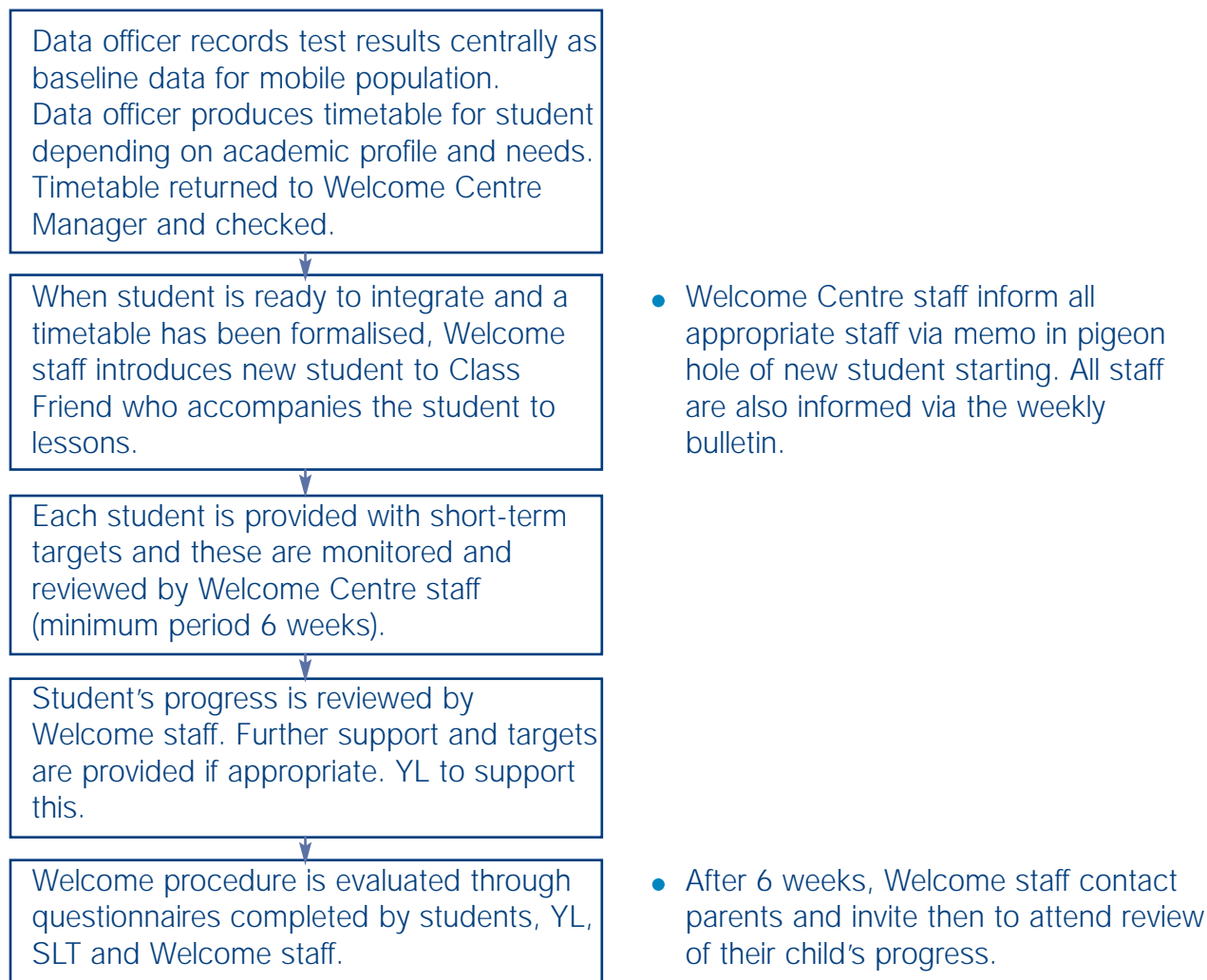
Thank you for sharing this important decision with us.

APPENDIX (ii)

EXAMPLES OF SCHOOL DOCUMENTS AND PROCEDURES

The Welcome Centre Procedure Lea Valley High School, London Borough of Enfield





Plan Outline

Objective 1

To provide a Welcome Centre for all new students.

Purpose

- To smooth the integration of new students into mainstream education in order to reduce the impact of mobility.
- To deliver an effective and inclusive induction programme and in so doing promote equal opportunities and anti-racist attitudes.
- To strengthen the relationship and the level of care shown by the school to new students and their parents/carers.
- To allow sufficient time for all new students' timetable to be coordinated in relation to the students' strengths, experiences and interests.

Welcome Centre Programme

Week	Implementation
1	<p>SLT interview and have preliminary contact with student and parent(s)/carer(s). Baseline data and additional information from previous school is sought. Data information about the student is gathered during the interview and necessary information regarding the school is handed out eg Welcome booklet, parent newsletters etc. The Welcome book has been translated into Turkish, Farsi and Somalian.</p> <p>All student data is recorded on the school's central database system and disseminated to all staff via notice board in the staff room.</p>
2	<p>Students initially attend Welcome Centre on part-time basis (10.00am - 2.00pm).</p> <p>Students are given a tour of the school and are informed about the school's day-to-day procedures and expectations.</p> <p>Students are assessed using standardised English, maths and science tests. Inferences from these tests are taken to provide the school with baseline data, and to place them in appropriate class sets.</p> <p>Targets are agreed and set based on the baseline data.</p> <p>The Welcome Centre manager liaises with YL and CL to determine the student's tutor group and most appropriate teaching groups.</p> <p>The Welcome Centre manager also liaises with SENCO regarding SEN provision (if required).</p> <p>The Welcome Centre day is structured so that students focus on literacy and language development. The Welcome Centre manager and EMAT lead these sessions.</p>
3-5	<p>Depending on need, students either remain part-time in the Welcome Centre ie attend some timetable lessons, or begin following a full curriculum timetable.</p> <p>Once a student comes out of the support of the Welcome Centre, they are supported through the school's pastoral system and class friends. Class friends bring them back to the centre at break times and after school so the Welcome Centre staff can provide settling in support (social, emotional and learning).</p>
6	<p>The student's targets and progress are reviewed. Parents are contacted to attend review meeting.</p> <p>New targets and further individualised support are provided where the student shows insufficient progress. Otherwise the student is supported and monitored through the school's core provision for all.</p>
6+	<p>The Welcome Team, through questionnaires to parents, students, YL, tutors and SLT evaluates and reviews induction process.</p>

INDUCTION PROCESS

Four Dwellings High School, Birmingham

Pre Induction Day

- parent/carer and pupil called for interview with deputy head of school.
- deputy head to fill in admission form with parent.
- take parent to induction mentor room to interview parent.
- find out background on pupils previous mobility and any outside agencies.
- give information on free school meal, I.T forms and school prospectus.
- while interviewing parent direct pupil to do reading test.
- escort pupil and parent back to reception.
- phone previous schools and agencies involved for information.
- put together information so far and make up student file.

Pupil's first week with Induction Mentor

Day 1

- meet pupil in reception and take to induction mentor room.
- introduce pupil to drop-in session which takes place every morning before registration.
- 9.10am deliver SATs maths and English papers which takes 4 hours but split time with appropriate breaks.
- take pupil at end of day to meet parent/carer in reception.
- mark test papers, enter scores on pupil records and pass on results to heads of departments for pupils to be set.
- speak to head of year and tutor teacher to arrange introduction of new pupil.

Day 2

- meet pupil in reception.
- tour of school.

- issue homework diary and planner, go through school rules and expectations.
- register pupil with IT Manager for internet access.
- meet with head of year and new pupil.
- meet with tutor teacher and new pupil.
- take to afternoon registration and introduce to buddy in group.
- pupil to return to induction mentors room after registration.
- deliver CATs tests.
- 3.15 pupil to go home.
- enter all information so far on computer.
- enter new pupils in staff bulletin.

Day 3

- pupil to induction mentor room to continue with CATs.
- issue pass for pupil to enter school during lunch and break for support if necessary.
- go through timetable with new pupil then enter in diary.
- take pupil to lesson and monitor.
- continue to monitor by drop-in sessions throughout the day.
- update files so far.

Remainder of week

- spot checks in lessons.
- end of week review.

INDUCTION DAY LETTER TO PARENTS

PAIGNTON COMMUNITY AND SPORTS COLLEGE

Dear (Parents' name)

The process of changing school can be more of a concern to your child than you may be aware. Here at Paignton Community and Sports College we are committed to making the process as easy and as friendly as possible to you and your child.

National and local studies have shown that children who move schools can experience difficulties in setting in to the school and progress at a slower rate until they feel settled.

To make things as easy as possible for your child to settle at the school, we make every effort to ensure we fit them into the right classes and at the right level of work for your child to succeed.

To help us make the right decisions, we need you and your child to help. Before your child starts attending the school we have an induction day/afternoon to begin gathering the information we need and allow you and your child to find out more about the school.

Induction Day

You will get the chance to look around the school and discuss your child's needs with myself. We will discuss the way the college works and how together we can help your child settle in quickly and effectively to college life.

Your child will undertake some tests, which help set the correct curriculum level for your child's classes.

I will be asking you and your child details of any circumstances that may affect your child's learning, for example:

Special educational needs

Behaviour support

Talents and skills

Known friends at the college

A brief description of any personal circumstances which your child is finding hard to understand or cope with.

I will let you know the most likely day we would admit your child, and you and your child will have the chance to ask any questions you have about the school.

After Induction

Prior to and following our induction meeting I will be in contact with your child's previous school to gain as much information as I can about your child's recent education.

I will discuss your child's placement in the key subjects of English, science and mathematics (as well as any GCSE options your child will take, if in Year 10 or 11), with the head of each subject to place your child in the most appropriate class for your child's ability.

I will agree with the head of year, and the form tutors, the best tutor group to place your child in, to help your child enjoy their time at the school and settle in effectively.

I will contact you to confirm the admission date for your child.

After Admission to the college

I will remain in contact with you, to help you and your child to settle in.

I will also discuss with you and your child any extra tuition required to help your child catch up on lost or missing work, caused by the change of school.

Our aim at Paignton Community and Sports College is to ensure that your child feels happy in the school and performs to the best of their ability. I will be available to discuss with you or your child any problems your child may encounter within the school.

INDUCTION MENTOR

INITIAL INDUCTION PROGRAMME

PAIGNTON COMMUNITY AND SPORTS COLLEGE

New admissions during term

Admission day Monday only, both sites

Period 1 Admission of new pupils

Pre-admission day timetable, WRC Mondays only

Period 2	Welcome and induction of prospective new pupils and parents.	WRC	W37
Period 3	Testing. Reading and Spelling.		W37
Period 4	Tour of site.		W37
Period 5	Testing.		W37
Period 6	Review of day and collection of extra information.		W37

Pre-admission day timetable, BRC Tuesdays only

1.00pm	Welcome and induction of prospective new pupils and parents.	BRC	BT17
1.45pm	Testing, Reading and Spelling.		BT17
3.00pm	Tour of site.		BT17
3.30pm	Review of day and collection of extra information. Meet HOY		BT17

- testing will take place Mondays only at WRC and Tuesdays only at BRC.
- all pupils must attend pre-admission day before entry to the school.

Admission decisions

- given on Fridays only, following pre-admission day and discussion with senior staff.
- staff notified every Friday, re-entry on the following Monday.
- new Pupil bulletin to staff on most Mondays.

N.A College is on two sites.

APPENDIX (iii)

Different Groups: Different Experiences

Introduction

In this section we have identified groups to which mobile pupils may belong. They may belong to more than one group. The groups selected are based on reasons for mobility which most often cause difficulties for individual pupils in making the transition. There are obviously other groups not mentioned, not because they are unimportant. Identified on these pages are issues relating to groups experiencing pupil mobility for the following reasons:

Bullying and harassment

Divorce and/or bereavement

Domestic violence

Exclusion

Homelessness

Looked after children

Migration

Refugees and asylum seekers

Travellers

Many of these transient pupils will make successful transitions to their new school. Some will manage this more quickly than others. The following pages raise issues that schools may need to take into account in designing their approaches to pupil induction, support and monitoring short and long-term progress.

Bullying and harassment

Unfortunately, some pupils experience such severe bullying or harassment that parents/carers decide to take them to another school.

Points to consider:

- pupils may be feeling very isolated and extremely vulnerable.
- their schooling may have been interrupted for some time.

- pupils may not trust other pupils or staff.
- their behaviour could be withdrawn.

School could:

- set up a 'buddy' system to ensure that the incoming pupil has a circle of friends to help them while they get used to the new environment.
- ensure that all staff know of the issues and are particularly vigilant.
- ensure that lunchtime supervisors are trained to recognise all forms of bullying and harassment, including racist bullying and harassment.
- develop PHSE programmes that develop self-esteem and assertiveness skills as well as the skills for building friendships.
- have policies and procedures in place to ensure that pupils feel safe and able to talk to peers and staff if they experience any bullying or harassment.

Divorce or bereavement

Many pupils in these situations will be experiencing trauma and stress relating to their previous experience or the loss of or separation from their loved ones.

The behaviour displayed may vary with the individual: some will be very withdrawn, others may be aggressive, while some may be expressing signs of guilt.

- pupils may be experiencing the trauma associated with moving to an unfamiliar environment.
- some may be blaming themselves for their parents' divorce.
- some may be experiencing poverty for the first time.
- the attention span of the pupil may be very short.
- for some pupils, the effect of the trauma may not manifest itself immediately. Tracking of the pupil is therefore essential.
- many may be trying to re-establish their own identity.

Schools will need to

- ensure that all staff are fully aware of issues that may be affecting the behaviour and education of their pupils. However, there is obviously a need of schools to consider issues of confidentiality.

- identify a member of staff to offer counselling or to be a point of support for the pupil and perhaps the parent/carer. As a matter of urgency schools need to establish a programme where all pupils are able to discuss issues relating to death, bereavement, divorce loss etc.

Domestic violence

Pupils in this group form the 'invisible victims' of Domestic Violence. It is estimated that as many as one in five children experience some form of domestic violence in their lives. Schools need to consider the following:

- pupils fleeing from domestic violence with their parent will be experiencing trauma.
- many will be leaving behind everything they possess: family, friends, toys, clothes.
- some will be experiencing poverty for the first time.
- they may be homeless; accommodated in a refuge or bed and breakfast facilities.
- some may be blaming themselves for their parent's violence and separation.
- many may not want to attend school, as they fear for the safety of their parent. This is especially the case with teenage boys and their mothers.
- some parents will be unwilling to give previous school information as often this is used by the abuser to trace the family.
- for some pupils, the effect of the trauma may not manifest itself immediately. Tracking of the pupil is therefore essential.
- although most of the pupils may not have suffered from physical abuse, the designated member of staff responsible for child protection should be informed and some counselling may need to take place within the school.
- some pupils may need additional support and counselling that the school cannot provide. They may need to be referred to the educational psychologists or even more specialist medical help.
- many pupils will be receiving support if resident in a refuge. Other pupils may not be receiving this support and schools may wish to give the parent information as to where such support and guidance can be gained. Schools and the Education Service need to offer a welcoming ethos. Admission procedures should be enabling and not form barriers. It is essential that pupils continue schooling as soon as possible to enable them to feel that one aspect of their lives is secure. Pupils should not be excluded because paper work is not available.
- pupils and parents will also need advice and assistance relating to free school

meals, uniforms and equipment, As far as possible, schools should be supportive, taking the burden away from the family.

- education programmes should include conflict management and assertiveness as well as relationship education as a matter of course,

Exclusion

It is not a coincidence that many of the pupils permanently excluded from one or more schools often come from other groups identified within this paper.

HMI have stated that the vast majority of excluded pupils are not excluded a second time. The pupils who exhibit behaviour that presents teachers and schools with continuing problems are 'ill'; suffering from emotional and psychological disturbance. Schools need to be aware of any 'extenuating circumstances', not to excuse the previous behaviour, but to enable the appropriate support to be put into place. For many, the type and amount of support needed (academic and pastoral) will depend on a variety of factors such as those outlined below:

- the attitude of the pupil to school – this will obviously reflect the previous experiences the pupil has encountered.
- regularity of attendance.
- the pupil's language development.
- the attitude of the school to the pupil.
- the number of previous changes of school.
- the gap between attending the last school and the next.
- mismatch between ability range of pupil and peers.
- involvement in GCSE/external examination courses.
- for some pupils, the effect of the transition may not have manifested itself immediately. Tracking of the pupil is therefore essential.

Some pupils may need additional support and counselling that the school cannot provide. They may need to be referred to the educational psychologists or even more specialist medical help.

Homeless/temporary accommodation

There are many reasons why a family may be homeless; some relate to previously mentioned groups. For others, the reasons could relate to such disparate reasons as: child

abuse, fleeing debt or community harassment. Schools may need to consider the following:

- some children who experience frequent moves because of homelessness show a negative effect in their personal development, especially language. They often project mental health problems such as anxiety and depression and behavioural difficulties which may manifest themselves within school.
- many families exhibit a fear of violence and they lack money for essentials such as travel to school and uniforms. Many also experience a delay in relation to free school meals.
- many pupils will not have records from previous schools and in some cases, such as debt, parents will not want people to know where the family is living.
- for some pupils the effect of the trauma may not manifest itself immediately. Tracking of the pupil is therefore essential.
- although most of the pupils may not have suffered from physical abuse, the designated member of staff responsible for child protection should be informed and some counselling may need to take place within the school.
- as with all other groups, pupils and their parents need a very supportive school environment. Schools and the Education Service need to offer a welcoming ethos. Admission procedures should be enabling and not form barriers. It is essential that pupils continue schooling as soon as possible to enable them to feel that one aspect of their lives is secure. Pupils should not be excluded because paperwork is not available

Schools may wish to offer the addresses of advice agencies as well as using the support of the Education Welfare Service, education psychologists and Social Services etc.

Looked after children

A report from the Who Cares? Trust [1999] revealed that children in care often have a patchy education and pupils in this category have been identified by HMI as some of the most vulnerable in society.

- looked after children are the most likely group to be excluded from school because of their disruptive behaviour. Many pupils are likely to be suffering from disturbing behaviour patterns linked to their previous experiences.
- many children are temporarily or permanently separated from their biological parents and will be with foster parents or in care homes.
- pupils may have experienced transience over a number of years, moving from school to school as they move from carer to carer. For example, one child in Coventry has experienced over 30 foster parents/homes.

- children constantly on the move lose the support and motivation that encourages school attendance.
- foster placements may be miles from the child's school. This can mean long journeys to and from school which may result in isolation from friends and an inability to participate in after-school activities.
- those children in residential settings often take on the general 'anti-school' ethos of other residents.
- often a school may prejudge a child who they hear is 'in care' and become reluctant to offer a place.

The amount of pastoral and academic support a child may need depends on a variety of factors such as those outlined below:

- the attitude of the pupil to school – this will obviously reflect the previous experiences the child has encountered.
- the attitude of the school to the pupil.
- the number of changes of school.
- the gap between the last school and the next.
- regularity of attendance.
- mismatch between ability range of pupil and peers.
- the pupil's language development.
- involvement in GCSE/external examination courses.

Instead of individualised support there may be occasions where the needs of the pupil are best met by supporting the class teacher and the school through devising collaborative strategies with external agencies.

Migrants/immigrants

There are obviously two different groups; **the first would be moving within the safe environment of a known district/town/city and society**. The concerns relating to any move of school, as previously outlined, would need to be taken into account by the school, but pupils within this group would not, on the whole, have major issues relating to the transience. The needs of the second pupil group are addressed below.

Pupils newly arrived from overseas who are not refugees or asylum seekers.

For this group of pupils there could be several varied and distinct issues. The following points need to be taken into consideration:

- many, but not all newly arrived pupils, are here for a short time [6 – 36 months] whilst parents study or are part of an exchange with a local company.
- young children may not have had any previous schooling as many countries do not start formal schooling until a later age. For a very few older pupils, previous schooling may not have taken place or may have been limited to primary school.
- parents may not be familiar with the English education system and would benefit from receiving clear information.
- some pupils will be learning English for the first time. It should be remembered that, unless they have a learning difficulty, all children will be fluent speakers of their own language and that concepts developed in that language can be transferred to another.
- pupils learning English for the first time will need plenty of listening time before they are ready to speak. The 'silent' period will vary in length and prejudging educational potential from the level of English first produced should be avoided.
- not only may the language of education be different, but also the culture of society around them. Schools should make every attempt to ensure that they reflect ethnic and cultural diversity as a positive experience and that pupils see themselves reflected in all aspects of the school life.
- some pupils may be vulnerable to bullying and racial harassment, which unfortunately still exists within society and the education system. Schools should ensure that they have an anti-bullying and harassment policy and procedures, and that staff are particularly vigilant. Parents should also be given a copy of this policy and procedures,

Schools may need to call on external support agencies such as the local Ethnic Minority Achievement Support Service (EMASS), which will be able to offer advice, assessment and guidance as well as language support. Multilingual assistants may be available to support pupils until they are able to cope in the classroom. The EMASS may also be able to liaise with parents, and Welfare Officers are also on call if difficulties arise.

Refugees and asylum seekers

As well as the issues outlined in relation to new arrivals in Britain, pupils who are refugees or asylum seekers will be experiencing some or all of the difficulties articulated below:

- pupils/parents/carers will be going through a very traumatic period in their lives. Some will have witnessed horror and devastation that most of us cannot imagine. The effect of the trauma may not manifest itself immediately. Tracking of the pupils is therefore essential.
- many will have lost everything: family, friends, precious possessions.

- they may be housed in refuges or bed and breakfast accommodation without access for quiet study. Pupils need access to homework clubs, wrap around schemes, holiday projects.
- lack of rights to benefit provision by parents may mean that pupils may not be eligible for free school meals or clothing allowances.
- some children may arrive without the support of an adult. Unaccompanied children and young adults do not qualify for any benefits. These children are provided for by Social Services under the Children Act.
- many have experienced interruption of their schooling in their country of origin. Others will not have had any educational opportunities.
- they will be experiencing the trauma associated with moving to an unfamiliar environment.
- many will also be experiencing trauma and stress relating to their previous experience or the loss or separation from their loved ones.
- some may be experiencing a drop in their standard of living.
- they may require English language support.
- children over the age of 14 will have particular needs relating to their pathway to further and higher education. If they are not eligible for benefits they have no rights to study post 16. Provision of career advice is needed following initial assessment. Funding will be needed to provide college-based programmes
- children often suffer from isolation.
- first language provision may be unavailable.
- once in school, children often experience racial harassment and bullying, often due to the hostile media coverage of refugees and asylum seekers. Parents may respond by keeping children at home. Parents need to be informed of bullying and harassment procedures, and who to talk to about these issues.
- schools may find many pupils exhibiting very disturbed behaviours. Some of the pupil's emotional and psychological needs may be met by the school but sometimes pupils may need to be referred to agencies such as the school psychological service, child guidance or doctors specialising in mental health issues.

Children arriving in England, whatever their immigration status, whether residing permanently or temporary, have a right to be educated to the age of 16. Subject to places being available parents have a right to choose the school they wish their child to attend.

- schools need clear induction programmes that provide a welcoming environment for new arrivals.
- there is a need to raise the awareness of schools/teachers to many of the issues surrounding refugees and asylum seekers.
- schools will need to provide a safe environment for pupils: one where they can regain a positive experience of life, where they can feel valued and rebuild their self esteem.
- systems should be in place that enable pupils to have access to free school meals, equipment and uniforms as appropriate.

There will obviously be a need to collaborate with LEA support agencies as well as external bodies such as the National Asylum Support Service (NASS).

Gypsies/Travellers

Although some are housed, moving and transience is often a way of life for this group of pupils. This can present challenges for schools and education services, but the pupils themselves should not be viewed in a negative light.

Many pupils from this group of people still experience racism due to the attitudes and values of a society that mostly views their way of life as a problem and not one to be valued. Whole school supportive practises such as anti-racism, positive behaviour management and equal opportunities linked to good classroom practice will improve the opportunity for a pupil to achieve their potential.

Not all pupils will require support and, for many, the amount of pastoral and academic support depends on a variety of factors as outlined below:

- the attitude of the pupil and their parents to school - this will obviously reflect the previous experiences the child or the parent has encountered.
- the attitude of the school to the pupil.
- the difference between the number of years' total attendance at school by the Traveller child and that of their peers.
- the number of changes of school.
- the gap between the last school and the next.
- regularity of attendance.
- match between ability range of pupil and peers.
- the pupil's language development etc.

- involvement in GCSE/external examination courses.

Many Gypsy/Traveller children's educational needs should be met in the classroom. On the occasions where they need individualised support, this is best provided through strategies jointly agreed between the class teacher and staff from the Traveller Education Support Service.

Pupils with specific learning difficulties will need to be part of the Code of Practice procedures.

APPENDIX (iv) - CHILD PROTECTION

Types of Abuse

Physical abuse

The government guidance *Working Together* states that physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. This type of abuse, by its nature, results in tangible injuries which may include head injuries, fractures, damage to internal organs, burns and scalds, bruises and cuts.

Some of these injuries are serious and it is unlikely that they will be seen in school but, in such circumstances, the response should be to provide immediate medical treatment, regardless of how the injuries were caused, following the usual policies of the school.

Bruises and cuts are the most common injuries likely to be seen in primary schools, but most children suffer from bruising received from falls during play which are usually quite innocent. Bruising which may merit further consideration would include bruises consistent with the use of an implement such as a belt or stick, hand imprints or bruises of varying ages which do not appear associated with falls or accidents during play.

Induction mentors should be alert to any situation where a child has an injury but is reluctant to state how it occurred, where they state that an adult or an older child caused it, or when their explanation differs from that of the parent or carer.

There is a form of physical harm called fictitious illness or Münchausen Syndrome by Proxy where a parent or carer feigns the symptoms of, or deliberately causes, ill-health to the child they are looking after. This is rare and will be only identified by a comprehensive assessment involving a range of professionals.

Neglect

Working Together defines neglect as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may include:

- failing to provide adequate food, shelter and clothing e.g. child unable to concentrate as s/he is hungry; wet and cold through wearing inappropriate clothes in winter; dirty; sleeping rough.
- failing to protect a child from physical harm or danger e.g. leaving a young child alone; lack of supervision; letting a child visit a known paedophile.
- failure to ensure access to appropriate medical care or treatment e.g. failure to take a child to hospital or clinic appointments; failure to provide appropriate dental

treatment.

- neglect of a child's basic emotional needs e.g. to feel loved and valued, affecting their sense of worth and well-being.
- failure to ensure satisfactory education e.g. through persistent absence or lateness.

There may be times in any family when particular stresses may result in some elements of neglect e.g. missing breakfast, wearing inappropriate clothing, missing a doctor's appointment. Mostly these are short-term and have no prolonged impact on the child. Neglect constituting ill-treatment is when the circumstances persist and may be seen to be having an impact on the child's health and/or development.

Emotional Abuse

This can be the most difficult form of abuse to recognise, though possible indicators may be excessive dependence or attention-seeking behaviour. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. *Working Together* defines it as the persistent emotional ill-treatment of a child so as to cause severe and persistent adverse effects on the child's emotional development.

Emotional abuse may involve:

- conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. The behaviour of parents or carers may include persistent hostility towards their children or they may provide grossly inconsistent care so that a child may be indulged and abused by turns and simply not know what behaviour will elicit which response.
- age or developmentally inappropriate expectations being imposed on a child e.g. a parent or carer expecting a baby to sleep all night or never to cry, or making unreasonable demands upon a child's competence, punishing the child for accidents or spills.
- causing children frequently to feel frightened or in danger e.g. living in a household where domestic violence is a regular occurrence.
- the exploitation or corruption of children for the gratification of another's need e.g. sexual abuse; driving the child to achieve at whatever cost; involving children in criminal activities.

Sexual Abuse

Working Together defines sexual abuse as forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening.

Sexual abuse may include:

- physical contact including penetrative or non-penetrative acts e.g. rape, buggery, fondling, masturbation, digital penetration, oral or genital contact.
- non-contact activities e.g. involving children in looking at, or in the production of, pornographic materials; watching sexual acts.
- encouraging children to behave in sexually inappropriate ways including being abused through prostitution.

Children may be abused by strangers, but most sexually abusive acts are committed by people the child already knows, including family friends, neighbours, baby sitters, extended family, parents or carers and siblings such as brothers or step-brothers. Most perpetrators are male, but women may also sexually abuse although the numbers are fewer. Both girls and boys may be victims of sexual abuse.

As sexual abuse does not always involve penetration, there may be no physical effects or injury to a child and the effects will be primarily emotional. Sexual abuse occurs in private, and the perpetrator usually ensures that the child does not tell anyone through fear of the consequences such as: "if you tell, your mother won't believe you and she'll put you in care". As a result direct disclosures are rare. It is more likely that children will alert professionals through their behaviour.

One sign of sexual abuse may be inappropriately sexualised behaviour. All children masturbate from a young age but learn that it is not appropriate to do it in a public place. Some masturbation in infant school will be relatively normal but a child who persists in masturbating and cannot be diverted, or a girl who inserts an object into her vagina should be considered carefully. Another indicator may be touching the genitals of others inappropriately. Children have usually learnt not to grab the breasts or genitals of adults by the age of 5, but sexually abused children may have been rewarded for this by affection, as this may be part of the "grooming" process by the abuser.

Other signs may be emotional problems arising from the guilt, shame, isolation and low self-esteem that are characteristic consequences of sexual abuse, or indirect references.

Clearly, children who have not been sexually abused may also demonstrate some of these emotional symptoms and care must always be taken to see the child as a whole, keep an open mind, and not jump to immediate conclusions.

Sources of Family Stress

Many families who suffer great stress are still able to bring up their children in a warm, loving environment where their needs are met. But for some families the sources of stress are so overwhelming that they have a negative impact on the child's health, development and well-being, either directly or because they affect the capacity of the parents to respond to the child's needs. Key sources of stress include:

Domestic Violence

Children may be injured during episodes of domestic violence, or suffer great anxiety and distress by witnessing the physical and emotional suffering of a parent. Indirectly, the effect of physical and psychological abuse may have a negative impact on the adult victim's ability to look after their children.

Mental Illness of Parent or Carer

The mental illness of a parent or carer does not necessarily mean that there will be any negative impact on the child so it is important always to consider each child's individual situation. The ways in which parental or carer mental illness may have an impact include:

- restricting the child's social and recreational activities.
- placing caring responsibilities on children inappropriate to their years, resulting in worry and anxiety.
- depressed parents neglecting their own and their child's physical and emotional needs.
- placing a child at risk of injury or neglect.
- parental or carer non-compliance with medication, resulting in a deterioration in their condition.

Drug and Alcohol Misuse

Again, drug and alcohol misuse by a parent or carer does not necessarily result in a negative impact on the child. But some adverse consequences may include:

- diminished parental practical caring skills.
- reduction of money available to the household to meet basic needs.
- drawing the family into criminal activities.
- mental states or behaviour that put children at risk of injury, psychological distress or neglect.
- placing children at risk from drugs or needles not kept safely out of reach.

Social Exclusion

Some of the key factors contributing to social exclusion are:

- poverty – resulting in inadequate housing, poor health, inadequate diet and sometimes reduced access to good educational and leisure opportunities.

- racism and racial harassment.
- coping with a disabled child or adult.

Many families who seek help or about whom others express concern do not cope with just one source of stress but are multiply disadvantaged.

Key Principles of the Child Protection System

Working Together identifies the following key principles as essential to underpin the practice of all professionals and agencies working to safeguard children and promote their welfare.

Shared Responsibility

Working to safeguard children who are suffering, or who are at risk of suffering, significant harm is not the sole responsibility of any one agency or service. While the lead role in investigating child abuse rests with the social services, police and, in some areas the NSPCC, other agencies have a duty to cooperate with them. The complexity of the work makes it essential that agencies work together with a high degree of cooperation and a continual need to improve professional practice.

Working in Partnership with Children, Families and Carers

It is important to remember that family members know more about their children and family than any outside professional. They should normally have the right to know what is being said about them and to contribute to important decisions in their children's lives. But partnership does not always mean agreeing with parents and carers, and sometimes professionals must recognise that they must act against the parent's wishes in order to safeguard the child.

Children of sufficient age and understanding should be kept fully informed of how child protection processes work, how they can be involved, and that they can contribute to decisions about their future. How and what children should be told, and who will communicate with them, will be determined by the multi-agency group involved through the child protection process (see Strategy Meeting and Core Group sections below) but it is possible that Learning Mentors will have a key role in supporting children during the child protection process.

Race, Ethnicity and Culture

Children are abused and neglected in all cultures and all children have a right to grow up safe from harm. Culture does not explain or condone acts that place a child at risk of harm. Professionals investigating child protection concerns must make a careful assessment, based on evidence, of each child's needs and the family's strengths and weaknesses. The assessment process should include the way in which different ethnic and cultural groups are influenced in their values, attitudes and behaviour by religious beliefs, cultural traditions and the way family and community life is structured. Myths and

stereotypes, both positive and negative, must be guarded against. Professionals must also be aware of, and understand the effects of, racial harassment, racial discrimination and institutional racism on children and families.

Information Sharing

Sharing information between professionals is essential to keep children safe from harm. In most cases, this information will be shared with the permission of the parents and carers, but there may be some situations where parents and carers refuse this. In these circumstances, professionals should be guided by the principle that the welfare of the child must come first and their responsibility must be to safeguard the child.

Record Keeping

Clear, accurate record-keeping is essential to the child protection process and the accountability of professionals. Induction mentors will need to identify the policies and expectations regarding recording within each school.

The Legal and Procedural Framework

The Area Child Protection Committee (ACPC)

Each local authority will have an ACPC covering their area. The ACPC is an inter-agency forum for agreeing how the different services and professional groups should cooperate to safeguard children in that area, and for making sure that arrangements work effectively to bring about good outcomes for those children.

Membership of the ACPC will include senior representatives of each of the main agencies with responsibilities to protect children, including the LEA.

The ACPC develops local policies and procedures based on the national guidance provided by *Working Together*. Each school should have a copy of the local ACPC Manual of Procedures and Learning Mentors should find out where it is held and familiarise themselves with its contents.

Threshold for Intervention – The Concept of Significant Harm

The Children Act 1989 introduced the concept of significant harm as the threshold which justifies compulsory intervention in family life in the best interests of the child.

Section 47 of the Children Act places the local authority social services department under a duty to make enquiries, or cause enquiries to be made, where it has reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

Harm may be attributable to:

- ill treatment, which may be sexual, physical or emotional abuse.

- the impairment of physical or mental health.
- the impairment of physical, intellectual, emotional or behavioural development.

This may be the result of:

- a deliberate act by a parent, carer or other adult or child, or
- a failure to act or provide proper care, or
- both of these.

Harm may be considered "significant":

- if it is serious, such as a skull fracture or broken arm.
- because of its implications, for example a cigarette burn requires the cigarette to be held against a child's skin for several seconds and suggests a motivation deliberately to hurt the child.

Minor shortcomings in health care or minor deficits in physical, psychological or social development should not require compulsory intervention unless cumulatively they are having, or are likely to have, serious and lasting effects on the child.

Assessment of Significant Harm

There are no absolute criteria for establishing significant harm. It is only through assessment that it is possible to establish whether harm has, or is likely to have, occurred. In March 2000 the Department of Health, the Department for Education and Employment and the Home Office published *Framework for the Assessment of Children in Need and their Families*, which provides the basis for a systematic assessment of children and their families. The framework directs assessment to three key areas:-

- the child's developmental needs.
- parental capacity to meet those needs.
- the wider family and environmental factors which may help or hinder the parents or carers to meet the child's needs.

The assessment process will be led by the local authority social services but induction mentors, along with other school staff, will be holders of key information about the child, their family and living situation which will be invaluable to that assessment.

APPENDIX (v)

Definitions and explanations of acronyms

Additional admissions – Pupils who are admitted other than at the usual times of joining. Such pupils are sometimes described as "casual admissions" or "mid term arrivals".

Asylum Seekers – People who flee their own country and seek refugee status by making an application for asylum with the UK government. An asylum seeker has to provide oral or written information of past persecution to the Immigration and Nationality Directorate (IND).

Casual admissions – See additional admissions

CATs – Cognitive Aptitude Tests.

Connexions Adviser – The Connexions service is being developed across England, and advisers work with pupils aged 13+ who are at risk to ensure they make the best use of their educational opportunities, avoid drifting into crime and are aspirational for their future working life.

CoP – Code of Practice used to identify pupils with special needs.

CTF – Common Transfer Form.

EMAG – Ethnic Minority Achievement Grant. Local education authorities can retain 15% of the grant for a central service often referred to as the Ethnic Minority Achievement Support Service (EMASS). Titles vary from one LEA to another.

EWO – Education Welfare Officer. Employed by the LEA to improve pupil attendance.

ESW – Education Social Worker. As for EWO.

IBP – Individual Behaviour Plan.

IEP – Individual Education Plan.

LEA – Local Education Authority. They have a duty to ensure that education is available for all children of compulsory school age in their area, appropriate to age, abilities and aptitudes and any special needs they may have.

LSA – Learning Support Assistant, who supports the work of a teacher in the classroom.

Mid term arrivals – See additional admissions.

NASS – National Asylum Support Service.

Ofsted – Office for Standards in Education

PSHE – Personal, social and health education. Elements of the schools programme will be experienced across the curriculum, in discrete lessons and through other experiences provided by the school.

PLASC – Pupil level annual school census. From 2002, individual pupil data has been collected by the DfES from schools in January each year and entered on to a database. Each pupil has a unique number so their movement from one school to another can be tracked on an annual basis.

PRU – Pupil Referral Unit.

Pupil Mobility – Movement of pupils in and out of schools at non-standard times of entry.

Refugee – Meets definition under the 1951 UN Convention Relating to the Status of Refugees. Established that individual's fear of persecution is legitimate. Status includes indefinite leave to remain in the UK.

SENCO – Special educational needs coordinator – every school will have one, they may also use the title "Inclusion Manager".

SERF – Special Education Resource Facility.

TES – Traveller Education Service. Funding is available to all LEAs, through the Vulnerable Children Grant to support the education of Gypsy/Traveller children. Services provide practical advice, guidance and support to help schools liaise with Gypsy/Traveller families and help settle children into school. They may also provide access to excellent resources which value the traveller child's culture.

Transient – Pupil who has experienced two or more schools in any one Key Stage.

Turbulence – Regular and sometimes planned mid-year changes to a school's population.

UPN – Unique Pupil Number – every pupil is allocated one.

WRL – Work Related Learning.

YOT – Youth Offending Team.

APPENDIX (vi)

Task Materials

Developing Your Interview Skills (4.0)

You will need three people to carry out this task, one of whom could be your line manager.

The induction mentor will interview the parent, a role taken by the second participant. The third participant will observe the interview and then feedback to the interviewer.

Ensure a comfortable arrangement of chairs.

Preparation (10 minutes)

Induction mentor – read the short brief about Danny Joy, then spend time deciding on the questions you are going to ask Mr Joy and his partner. Reference to the interview prompts in Appendix (i) Guidance Sheet B2 may help.

Second participant – read the background notes to enable you to role play the parent.

Third participant – gain familiarity with the observation sheet

Interview 1 (10 minutes)

Participant in role as parent responds to induction mentor's questions drawing on background notes.

Induction mentor conducts interview and seeks to strike an 80/20 per cent balance. Remember to open and close the interview. You will need to make a record of the key outcomes.

Observer makes a record and keeps a check on time.

Feedback (5 minutes)

The observer feeds back on key strengths and identifies one or two areas for development.

Notes for induction mentor as interviewer:

You will be interviewing the parent of Danny Joy. Danny's father has approached the school about a place. Danny is 12 years of age and attending a neighbouring school.

Notes for second participant:

DANNY

Danny joined Year 8 of Parkhill School in December. He had come to the city from London in May to live with his father, who got a new job here last January. When Danny first arrived

in the city, he started attending the school nearest to where his father was living with his new partner. But Danny did not settle down well at the first school he went to in the city and he often seemed to get into trouble. Although he had sometimes been in trouble at his London school, things seemed much worse since he had moved. After a good beginning, his attendance record for the summer term gradually got worse and he had hardly attended school in the first half of the autumn term.

School records show that Danny is of average ability but easily bored in lessons. He is a sociable boy who is good at sport and played basketball for his school team in London. Parkhill is the third secondary school he has attended in the past 18 months. He now has to travel across the city to get to and from school.

DANNY'S FATHER/FATHER'S PARTNER

Danny's poor school record since leaving London has greatly worried his father, who has always wanted him to do well at school. He had thought that if Danny was living with him he would be able to keep an eye on him and make sure that he was working hard at school.

But he has been unsettled at home and at school since leaving London and got into trouble soon after he arrived. At first, it seemed like minor incidents, messing around at break-times with other boys, but he was in a class with bigger lads than himself who he said got him into trouble. The system for dealing with problems seemed different from the system at his London school, and because of the hours he worked, Danny's father found it difficult to get up to school to talk to the teachers about the letters they sent home about Danny's disruptive behaviour.

Danny's father had only found out at the end of the summer term that Danny had been truanting from school and although he had seen the year head at the beginning of September, things were not improving and, on his partner's advice, Danny's father decided to move him to Parkhill School to make a fresh start.

Observation Schedule

Record your observation of how the induction mentor undertakes the interview. It is important to record evidence of actual behaviour – ie what s/he says and does.

Structure of session:	Evidence
Opening Ending Balance of 'talking' Timing Atmosphere	
Questioning and Content: Open–reflective, probing Exploratory Closed Quality of information elicited Purpose achieved/progress made	
Verbal Communication Tone of voice Clarity of questions Listening	
Non Verbal Communication Body language/gestures Eye contact	
Attitudes Personal impact and presence Self-confidence Adaptability Energy and perseverance	

Task Materials

Communicating Information (5.2)

1. Study the Common Transfer File for Mustaffa Riele.
2. What information would you communicate to:
 - a) Head of Maths?
 - b) Head of Physical Education?
 - c) Connexions Adviser?
3. How would you communicate the information?
4. What additional information would you wish to share to enable Mustaffa to make a good start?

The DfES Common Transfer File

Unique Pupil Number (UPN)	20287332
Pupil Surname:	Riele
Pupil Forenames:	Mustaffa
Pupil Date of Birth:	02:10:1987
Pupil Gender:	Male
Pupil Ethnic Code:	Black African
Language Code (or Mother Tongue):	Somali also Dutch
Pupil SEN provision (School Action, School Action Plus or statement):	Pupil thought to be dyslexic by some staff but statement procedure never completed.
No of possible sessions at school this school year:	92
No. of sessions attended:	70
No. of unauthorised absences:	5
DfES Number of transferring school:	2034506
Name of transferring school:	Ramsley Community School
DfES Number of destination school:	20636606
Name of destination school:	Mobility High
<p>Assessment Data:</p> <p>No KS 2 data available – not living in England.</p> <p>End of KS3 Assessments English: overall 3; Writing 3; Reading 3; Speaking and listening 3; Mathematics: overall 5; Using and applying 5; Number and algebra 6; Shape space and measures 3; Handling data 5; Science: 3 overall.</p>	
<p>Teacher Assessments:</p> <p>History 3 Geography 4 D&T 4 ICT 5 MFL – not applicable as extra English Art and design 5 Music 4 PE 5 – strength in dance</p>	

Notes from interview with carers and pupil with an interpreter in attendance:

Mustaffa's parents are resident in the Netherlands where he lived until he was 13. The father is well educated and was a teacher in Somalia but now works in a factory. Mustaffa is now living with elder cousins, who have come direct from Somalia and are seeking refugee status. The group live in rented accommodation and have recently moved for the third time.

Accommodation does not provide ideal working conditions for Mustaffa. There are some children of a similar age in the house.

In the previous school he was bullied.

Performed in school production of Fame last term.

Lived in the Netherlands since he was three and speaks Dutch well. Although he learned English from the age of seven he is still not fluent. Last school placed him at Level 3.

Mustaffa has been studying GNVQ ICT, Dance Edexcel, Arabic (Edexcel) and Dutch (OCR) as well as the core subjects in KS4 – all of the latter with AQA.

Carers think the dampness of the house they live in affects his breathing.

The cousins and Mustaffa's family are Sunni Muslims.

The family have been placed in accommodation by NASS. Carers think they will soon achieve refugee status.

Mustaffa was previously eligible for free school meals.

CATs (NFER)

Other tests

Verbal	Standard score 83	Reading test	11 yrs 6 months
Non verbal	Standard score 118		
Quantitative	Standard score 112		

Task Materials

Exploring Sensitive Issues: A focus on child protection (6.1)

Case Study

Mariana, a Year 7 pupil, arrives at your school during the spring term. You are assigned to support. The school has not received any details about her and her mother will not provide any information as she says she does not want her (ex) partner to know where they have gone.

Initially, Mariana attends regularly but finds it difficult to make new friends. She becomes increasingly attached to you. After a few weeks, her attendance becomes erratic, and when she does attend school she appears very tired and looks unkempt.

One day while you are working with her, she mentions that Dave is back. When asked of this is ok she says yes but looks a little reticent. Later on, you notice fingertip bruising on her arm and bruising on her ear.

Questions to answer

What do you do?

How do you support Mariana?

Who do you get support from?

Bearing in mind confidentiality, how would you talk to someone else about this?

Check out your responses with your line manager or/and the designated person for child protection.

Task Materials

Supporting pupils and monitoring their progress (6.3)

- What personal targets might be appropriate for Parissa during her post-induction period?
- What support might Parissa need?
- What aspects of her progress need monitoring?
- When should her next progress review take place?
- Who would the induction mentor need to work with during Parissa's post induction period in order to put the above programme in place?

PARISSA

End of induction period review

Some comments from Parissa, her year head and her induction mentor

Parissa was placed in a Year 9 tutor group with a girl whose family circumstances were similar to hers. Although she had already completed Year 9 in Ghana, her parents agreed that she should repeat this year. Parissa was placed in middle ability sets for her core subjects. She appears to have settled down well in school, making friends easily and making a good impression on her teachers.

Parissa's year head says:

"Parissa is a very nice and very polite and very well-adjusted girl. She is a hard working girl who very much appreciates being here, the facilities we have got.

When I am on duty I say to Parissa: 'Is everything okay?' and she says: 'Oh yes' and I say: 'You tell me?' and she is absolutely fine, I am quite confident about that.

I think that Parissa's subject teachers have done their own testing to see whether there was anything she needed to catch up with. She missed the initial monitoring that we always do with Year 9 in October.

"Parissa's parents say that she seems to be fine where she is and with a girl in her tutor group who she can so readily identify with and a form tutor who understands her situation and has been brilliant with her."

Parissa's induction mentor says:

"The school side was quite a small thing compared with coming over from Ghana. It definitely came over that she was a little homesick for her grandparents and for the whole

atmosphere of how it had been. Education was seen very differently, as a real privilege, and the whole culture thing and she even talked about the weather getting to her.

"I think that Parissa is dealing with a lot of things absolutely on her own. She knows how to do that. When she came she said that she'd had a few negative remarks from other pupils.

"Parissa is like other pupils who arrive late in school. Although they all say that they feel settled, they also say that they never quite feel exactly the same as before."

Parissa says:

"Everyone was really friendly, really nice to me, except a few pupils but I ignored them and they stopped.

"When I first came, the deputy head said that he was going to give me some tests to see if I was good but I don't think I really did the tests, no, 'cos I got on well. I'm meant to be in Year 10 but I'm in Year 9. The teachers all asked me if I was getting on okay and if the work was similar to what I had done before. There were a lot of new topics so I had to make things easier for myself. Get information from the teachers and study on my own.

"I've been brought up to do things for myself because you never know who might be there and who might not be there so you have to learn to do stuff on your own.

"My parents are pleased because they thought that I wasn't going to settle well, they weren't really happy about me, mix with everyone you know, but they are very happy now that I am settled.

"It was good to talk to Mrs R (induction mentor), to talk to someone to tell them I was getting on okay. It was different talking to her than a teacher because she has got a lot of time to talk what you're going through and everything and she explained everything and she suggested advice and ideas when you've got a problem and stuff like that but a teacher hasn't got that much time, always got to run somewhere and I prefer talking to her much more. If I wanted to talk to her again I could go in there that day, I could go back and talk to her.

"My year head, she has got a lot of people to deal with 'cos most of the time there's people in some kind of trouble. So I think she has a lot on and I don't really like to bother her."

Useful contacts and bibliography

Key references

- Achievement of Black Caribbean Pupils: Good Practice in Secondary Schools*, HMI 448, Ofsted, 2002
- Children on the Move: Helping High Mobility Schools and Their Pupils*, Gordon Mott, EMIE, NFER, 2002
- Demonstrating Progress and Managing Performance in Schools with High Pupil Turnover*, Birmingham Advisory and Support Service, 2000
- Learning Journey* www.dfes.gov.uk/parents/
- Managing Mid Phase Pupil Admissions – Guidance*, London Borough of Newham, 2003
- Managing Pupil Mobility – Guidance*, DfES, 2003-10-17 Developing Cross Borough
- Support for Homeless Children and Families*, London Borough of Newham, 2003
- Managing Support for the Attainment of Pupils from Minority Ethnic Groups*, Ofsted, 2001
- Missing Out on Education*, Save the Children Fund, 2003
- Pupil mobility and target setting – case studies*
<http://standards.dfes.gov.uk/performance/ts/casestudies>
- Pupil Mobility in Schools*, Dobson & Henthorne, DfEE, 1999
- Pupil Mobility in Schools Final Report*, Dobson, Henthorne & Lynas, UCL, 2000
- Pupil Mobility: Managing*, Ofsted, 2000
- Raising the Attainment of Minority Ethnic Pupils*, Ofsted, 1999
- Secondary Learning Mentor Training*, DfEE, 2000
- The role of the induction mentor – an evaluation*, McAndrew and Power, DfES, 2003

The cultural backgrounds of mobile pupils - helpful addresses and websites:

Directory of Diversity Resources "Dialog: Diversity in Action in Local Government"
Email: rm30@umail.umd.edu
www.wam.umd.edu/~bobmerik/value.htm

Inclusion Website
[www.http://inclusion.ngfl.gov.uk](http://inclusion.ngfl.gov.uk)

Social Inclusion:
www.cdf.org.uk/htm/socinc.html

NCBE (National Clearinghouse for Bilingual Education)
www.ncbe.gwu.edu

ESL (English as a Second Language) in the Mainstream
www.eslmainstream.com

The Refugee Council and other relevant sites
www.refugeecouncil.org.uk
3, Bondway, London SW8 1SJ

www.teachers.org.uk

www.lga.gov.uk

www.cre.gov.uk

Multicultural Book Services – Bradford

Tel: 01274 544158

No website, but catalogues available on request

Ofsted (The Office for Standards in Education)

www.ofsted.gov.uk

Tel: 020 7214 6800

DfES, Department for Education and Skills

www.dfes.gov.uk

Tel: 020 7925 5000

What is Diversity?: Standards Site

www.standards.dfes.gov.uk/diversity/what-is-diversity/

A Pathway to Greater Inclusion: Birmingham and its Faith Communities

www.birmingham.gov.uk/equalities

A Guide to Cultural Diversity in Schools

www.educationbradford.com

The Stephen Lawrence Education Award

www.educationleeds.co.uk

Cultural Diversity Action Plan for the Arts Council of England

www.artscouncil.org.uk/action/visi.html

AIMER (Reading and Language Information Services)

Tel: 01189 318820

University of Reading, Bulmershe Court, Earley, Reading RG6 1HY

'Yearbook' with updated lists of multicultural and anti-racist teaching materials that are available from LEAs and other sources nationally.

Leicester City – Resources Centre for Multicultural Education

Tel: 0116 231 3399

Multicultural Education

Forest Lodge Education Centre

Charnor Road

Leicester LE3 6LH

The Gypsy Council for Education, Culture, Welfare and Civil Rights

Email: thegypsycouncil@btinternet.com

Tel/fax: 01708 868986
8, Hall Road,
Romford,
Essex RM15 4HD

Convention on the Rights of the Child
www.unicef.org/voy/meeting/rig/convent.html

UN Convention on the Rights of the Child
www.crights.org.uk/law/uncrc.html

Children's Rights Alliance for England
www.crights.org.uk

Child Protection

1. *Working Together to Safeguard Children: a guide to inter-agency working to safeguard and promote the welfare of children* (1999) (known as Working Together) published jointly by the Department of Health, the Home Office and the Department for Education and Employment, London: The Stationery Office
2. *Protecting Children from Abuse: The Role of the Education Service*, Department for Education and Employment Circular Number 10/95
3. *Framework for the Assessment of Children in Need and their Families* (2000) the Department of Health, the Department for Education and Employment and the Home Office, London: The Stationery Office
4. *What to do if you are worried a child is being abused – Summary* (2003), Department of Health, Department for Education and Skills, the Home Office, London: The Stationery Office

Children Act 1989, London; HMSO 1989

Cleaver, H et al (1999) *Children's Needs – Parenting Capacity: The impact of parental mental illness, problem alcohol and drug use, and domestic violence on children's development* London: The Stationery Office

Department of Health (1995) *Child Protection: Messages from Research* London: HMSO
Horwarth, J (Editor) (2000) *The Child's World: Assessing Children in Need. The Reader* London: The NSPCC

Jones, David N (Editor) (1987) *Understanding Child Abuse*, Palgrave (formerly Macmillan)

Maher, Peter (Editor) (1987) *Child Abuse: The Educational Perspective* Basil Blackwell 1987

Copies of this publication can be obtained from:

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PO Box 5050
Sherwood Park
Annesley
Nottingham NG1 0DJ
Tel: 0845 6022260
Fax: 0845 6033360
email: dfes@prolog.uk.com
<http://www.standards.dfes.gov.uk/schoolimprovement/sisfcc/sfccresearch/>

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