

Daffodil Grammar School for Girls

Staff Induction Programme

School address: 163 Commercial Road, London, E1 2DA

Proprietor: ASM Anisuzzaman

Headteacher: Mr Stephen Montford

Designated Safeguarding Lead: Eman Ahamed

Deputy Designated Safeguarding Lead: Mr Stephen Montford

Applies to: All staff, including teaching staff, support staff, administrative staff, site staff, temporary staff, agency staff and volunteers where relevant

Review cycle: Annual, or sooner if required

Current version: 1

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1. Purpose of the induction programme

The purpose of induction at Daffodil Grammar School for Girls is to ensure that every new member of staff is enabled to begin work safely, lawfully, competently and with a clear understanding of the school's expectations, ethos, structures and safeguarding responsibilities.

Induction in a school is not simply a welcome process. It is the point at which the school establishes professional standards, embeds safeguarding culture, clarifies reporting routes, introduces operational procedures and ensures that new staff understand the seriousness of working with children in a regulated setting. KCSIE 2025 states that copies of safeguarding documents and Part One of the guidance should be provided to staff at induction, and that all staff should receive safeguarding and child protection training, including online safety, at induction.

This induction programme is intended to ensure that every new staff member understands not only what the school does, but how it must be done, why procedures matter, and what standards apply from the first day of employment.

2. Principles of the school's induction approach

The induction process at Daffodil Grammar School for Girls is based on five principles.

The first is safeguarding. Every aspect of induction must reinforce that safeguarding is the central professional responsibility of all staff.

The second is clarity. Staff should not be expected to infer critical procedures or professional standards. Key expectations must be stated clearly and checked for understanding.

The third is consistency. All new staff should receive a common core induction, while also receiving role-specific induction appropriate to their responsibilities.

The fourth is accountability. Induction is not complete simply because documents have been handed over. The school must be satisfied that the new member of staff understands what has been explained.

The fifth is support. Induction should help staff become confident, informed and effective as quickly as possible, while also making clear where they must seek advice rather than improvise.

3. Scope

This induction programme applies to all newly appointed staff. The depth and sequence of induction may vary according to role, experience, previous school employment and level of responsibility, but all staff must receive the school's core induction.

The programme also applies, in proportionate form, to agency staff, temporary staff, contractors who work regularly on site, peripatetic staff and volunteers where their role brings them into contact with pupils or into the school's safeguarding and operational framework.

The school recognises that some staff will need enhanced induction because of the sensitivity of their role. This includes safeguarding leads, pastoral staff, staff with attendance or medical responsibilities, SEND-related responsibilities, behaviour leadership responsibilities, and those with access to highly sensitive records or systems.

4. Leadership and responsibility for induction

The proprietor has overall responsibility for ensuring that the school has an effective induction programme and that staff are enabled to work safely and appropriately from the point of appointment. The April 2026 Independent School Standards guidance makes clear that proprietors must ensure that standards are met in practice, not merely in documentation.

The headteacher is responsible for the day-to-day implementation of the induction programme and for ensuring that it is coherent, timely and effective.

The Designated Safeguarding Lead is responsible for ensuring that safeguarding induction is completed properly, that staff understand child protection procedures, and that no staff member begins work with pupils without the necessary safeguarding orientation.

Line managers are responsible for role-specific induction, local expectations, performance clarity and practical supervision during the early phase of employment.

Administrative support staff may assist with induction scheduling, records, document issue and acknowledgement collection, but responsibility for the quality of induction remains with school leadership.

5. Induction timeline

Induction at Daffodil Grammar School for Girls is organised in stages rather than treated as a single event.

The first stage is pre-start induction, which takes place once appointment is confirmed and before the first day wherever possible. This stage includes the completion of safer recruitment checks, confirmation of role details, issue of essential documentation, and communication of practical starting arrangements.

The second stage is first-day induction, which focuses on immediate safety, safeguarding, reporting lines, site familiarisation and essential conduct expectations.

The third stage is initial induction, covering the first week and the first month. This stage develops deeper understanding of school systems, policies, routines, curriculum expectations, behaviour structures, attendance systems, communication procedures and role-specific duties.

The fourth stage is probationary and developmental induction, which continues through the first term and, where applicable, through probation. This stage focuses on monitoring, support, feedback, training reinforcement and confirmation that the staff member is working confidently and appropriately.

This staged approach reflects good practice because staff cannot absorb all critical information effectively in a single meeting, yet they must still be safe and compliant from the first day.

6. Pre-start induction

Before the new member of staff begins work, the school will complete all required pre-employment checks. These will include identity verification, right to work checks, references, DBS and barring checks where required, prohibition checks where applicable, qualification checks where relevant, and any other checks necessary for the role and legal framework. KCSIE 2025 continues to require safer recruitment processes as part of a school's safeguarding duties.

At the pre-start stage, the school will also provide key joining information. This should normally include the start date, reporting arrangements for the first day, dress expectations, working hours, line management arrangements, and any immediate documentation the employee is required to read.

Where possible, the following documents should be issued before the first day so that the staff member has an opportunity to familiarise themselves with them in advance: the Staff Handbook, the Staff Code of Conduct, the Safeguarding and Child Protection Policy, the Online Safety Policy, the Behaviour Policy, the Health and Safety Policy, the Whistleblowing Policy, and Part One of KCSIE 2025, or Annex A where appropriate for role and school decision. KCSIE 2025 specifically says that copies of policies and Part One or Annex A should be provided to all staff at induction.

Where the staff member is joining mid-year or at short notice, the school may compress the pre-start phase, but it must not omit essential safeguarding preparation.

7. First-day induction

The first day of employment must establish safety, structure and clarity. No new member of staff should begin work with pupils before essential first-day induction has taken place.

On the first day, the staff member must be welcomed formally and introduced to the headteacher, DSL, Deputy DSL, line manager and other key colleagues relevant to the role. They must be shown the site, including entrances and exits, fire exits, evacuation points, staff work areas, welfare areas, first aid locations, pupil reception or attendance points, toilets, staff room, safeguarding reporting point if relevant, and any restricted or sensitive areas.

The first day must include explicit explanation of the following matters: how to report a safeguarding concern; who the DSL and Deputy DSL are; what to do if a pupil makes a disclosure; how to report a low-level concern about an adult; how to report an allegation against a member of staff; what to do in a medical emergency; what to do if the fire alarm sounds; how to sign in and out; what to do if a pupil is missing; what to do if a parent complaint or confrontation arises unexpectedly; and what to do if the staff member is unsure about a procedure.

The first day must also make clear that the school expects staff to seek guidance rather than improvise where a matter could affect safeguarding, pupil welfare or school compliance.

8. Safeguarding induction

Safeguarding induction is the most important part of the induction programme and must be completed before the new member of staff begins unsupervised work with pupils.

This element must include the school's child protection procedures, the identity and role of the DSL and Deputy DSL, the categories and indicators of abuse and neglect, child-on-child abuse, sexual

harassment and sexual violence, online safety, filtering and monitoring awareness, attendance as a safeguarding issue, children absent from education, low-level concerns, allegations against staff, whistleblowing, early help, local reporting routes and the expectation of prompt reporting.

KCSIE 2025 states that all staff should receive safeguarding and child protection training, including online safety, at induction, and that online safety training should include an understanding of roles and responsibilities in relation to filtering and monitoring.

The safeguarding induction must also cover the school's approach to professional boundaries, pupil vulnerability, listening to pupils, confidentiality in safeguarding, and the fact that data protection law does not prevent necessary information sharing for safeguarding purposes.

The DSL or a suitably trained safeguarding leader should either deliver this induction directly or verify that it has been delivered appropriately and that understanding has been checked.

9. Staff conduct induction

Every new member of staff must receive induction into the Staff Code of Conduct. This is essential because KCSIE 2025 says every school should have a staff behaviour policy, sometimes called a code of conduct, and that it should include low-level concerns, allegations against staff and whistleblowing.

This induction must make clear the school's expectations regarding professional boundaries, language, tone, dress and presentation, supervision, conduct towards pupils, conduct towards colleagues, confidentiality, use of authority, gifts, favouritism, physical contact, one-to-one situations, transport, social media, online conduct, contact with parents, and conduct outside work where it becomes relevant to suitability.

It is not enough to hand the document over. The school must ensure that the staff member understands what these expectations look like in practice and understands that boundary concerns may arise gradually rather than only through obvious misconduct.

10. Health and safety induction

All new staff must receive health and safety induction at the start of employment. This should include fire procedures, evacuation routes, alarm points, assembly arrangements, reporting accidents and near misses, hazard reporting, first aid arrangements, emergency contacts, welfare facilities, any role-specific safety procedures, and the staff member's responsibility to take reasonable care for their own safety and that of others.

Where the staff member's role involves additional risk, such as site duties, maintenance, science, practical equipment, or trips and visits, specialist induction must also be provided.

The principle is that no staff member should begin work in an area of risk without knowing the relevant safety procedures.

11. Behaviour, culture and pastoral induction

Because the school operates as a secondary school rather than as a tuition setting, behaviour and pastoral culture are central parts of induction.

New staff must be inducted into the school's behaviour system, including classroom expectations, corridor expectations, transitions, sanctions, reporting routes, restorative conversations where relevant, serious incident recording, bullying procedures, anti-discrimination expectations and escalation routes

for significant misconduct.

They must also understand the pastoral structure of the school, the role of the attendance lead, the role of safeguarding in attendance concerns, the school's response to vulnerability, and the expectation that pupil welfare concerns are shared promptly.

The April 2026 Independent School Standards guidance continues to link welfare, supervision, personal development and leadership. It also makes clear that schools must actively encourage respect for others and identify and respond to inappropriate behaviour.

12. Attendance and children missing education induction

New staff must understand that attendance is a safeguarding matter. They must know how attendance is recorded, what to do if a pupil is missing from class or from site, what to do if a pupil disappears during the school day, and when attendance concerns must be escalated to pastoral or safeguarding leads.

The school's induction must explain the link between repeated absence, prolonged absence, vulnerability and children missing education. KCSIE 2025 specifically highlights the safeguarding response to children who are absent from education, particularly on repeat occasions and or for prolonged periods.

Teaching and pastoral staff in particular must understand their role in identifying patterns of concern and reporting them early.

13. Online safety and acceptable use induction

All staff must be inducted into the school's online safety arrangements and acceptable use expectations. This includes the use of school systems, internet access, email, school devices, filtering and monitoring awareness, data security, social media boundaries, contact with pupils and the handling of online incidents.

Staff must understand that online safety is not separate from safeguarding. It includes cyberbullying, image-sharing risk, grooming, harmful content, misinformation, coercion and the role of emerging technologies.

Staff must also sign the school's acceptable use agreement where applicable.

14. Data protection and confidentiality induction

New staff must be inducted into the school's expectations for confidentiality, data handling and record management. This includes secure handling of pupil information, role-based access to information, safeguarding confidentiality, secure storage of paper and digital records, school systems for reporting and recording, and the need to avoid casual or unauthorised disclosure.

The induction should make clear that confidentiality does not mean secrecy where a child may be at risk and that safeguarding information must be shared appropriately through school procedures.

15. Role-specific induction

In addition to the common core induction, each member of staff must receive role-specific induction from their line manager or designated senior colleague.

For teaching staff, this should include curriculum expectations, schemes of work, timetable arrangements, assessment routines, marking or feedback expectations, classroom management routines, reporting expectations, parental communication routes and subject-specific requirements.

For support staff, this should include the operational expectations of the role, reporting lines, administrative systems, confidentiality requirements, safeguarding implications of the role and any site-specific or task-specific procedures.

For site or premises staff, this should include premises safety, contractor arrangements, safeguarding awareness on site, site-security expectations, emergency access issues and safe management of the physical environment.

For pastoral, behaviour, attendance or SEND-related roles, the induction must include the particular procedures, records and escalation routes relevant to those responsibilities.

16. First week induction schedule

During the first week, the new member of staff should receive a structured programme rather than informal ad hoc exposure only.

This should include time with the line manager, time with the safeguarding lead or safeguarding team, practical familiarisation with routines, shadowing where appropriate, issue of all key documents, explanation of reporting systems, observation of how the school day operates, and an opportunity to ask questions.

The school should also check that the staff member understands what has been explained. Induction is not complete because the information was spoken. It is complete when the staff member can work safely and appropriately with that information.

17. First month induction review

At the end of the first month, the line manager should conduct a structured induction review. This should check whether the staff member understands safeguarding procedures, behaviour systems, attendance procedures, role expectations, reporting routes, health and safety procedures, and any remaining areas of uncertainty.

Any gaps identified at this stage must be addressed promptly through further guidance, training or supervision.

This review should be documented.

18. Probationary monitoring and support

Where the employee is subject to probation, the induction programme continues through probation. The purpose is not merely to assess the employee, but to ensure that they are properly supported while the school evaluates suitability.

Probationary review should consider punctuality, reliability, safeguarding awareness, professional conduct, ability to work within school systems, relationships with colleagues, relationships with pupils, role competence, and readiness to continue employment at the required standard.

Where concerns arise, they should be addressed early and clearly. Where support is needed, it should be provided. Where standards are not met, the school must act fairly but decisively.

19. Mandatory induction documentation

The school will maintain an induction record for each new member of staff. This should record, at minimum, that the following have been issued, explained and acknowledged: Part One of KCSIE 2025 or Annex A where appropriate; the Safeguarding and Child Protection Policy; the Staff Code of Conduct; the Low-Level Concerns Policy or procedure; the Whistleblowing Policy; the Behaviour Policy; the Online Safety Policy; the Health and Safety Policy; the Staff Handbook; the Acceptable Use Agreement; and any role-specific documents necessary for safe working.

KCSIE 2025 explicitly requires that copies of key policies and Part One or Annex A be provided at induction.

20. Ongoing safeguarding updates after induction

Induction is the starting point, not the end point. After induction, the school must continue to provide safeguarding and child protection updates regularly and at least annually. KCSIE 2025 states that staff should receive regular safeguarding and child protection updates, including online safety, in order to keep their knowledge current.

The school will therefore provide updates through staff meetings, briefings, training sessions, written notices or other appropriate mechanisms.

21. Induction for temporary, agency and visiting staff

Temporary, agency and visiting staff must not be overlooked. They may be in school for a shorter time, but they still require induction proportionate to their role and exposure to pupils.

At minimum, such staff must know the identity of the DSL and Deputy DSL, how to report a concern, what to do if a pupil discloses something, what the emergency procedures are, what the boundaries on conduct are, and any key operational expectations necessary for safe work.

The school must not assume that because an individual works in another school or has previous experience, no induction is required.

22. Induction records and quality assurance

The school will maintain clear records of induction completed. These records are important not only for internal quality assurance but also for regulatory evidence. The Independent School Standards guidance places emphasis on implementation in practice, and proper induction records help demonstrate that staff have been prepared appropriately.

Leadership will review induction arrangements periodically to ensure that they remain current, thorough and effective.

23. Adoption

This induction programme is adopted as the formal Staff Induction Programme of Daffodil Grammar School for Girls and takes effect immediately upon approval by the proprietor.