Nursteed Community Primary School

Induction and Exit Policy and Procedures

For New Staff, Governors, Volunteers and Pupils

Adopted by the Governors on: _____
Chair of Governor's Signature: _____
Headteacher's Signature: _____

Revisions

Last amended		
By	**When**	**Main changes**
KV	31.8.22	Updated following use with new members of staff in 2021/22
KV	10.2.23	Updated with play times and DSL names Appendix 3 updated in line with KCSiE 2022
KV	18.5.24	Prevent training added to Appendix 2
KV	14.7.24	Additions to pupil starters and leavers p 18 and p24 extra appendix added
KV	14.7.24	Updated taking into consideration recommendations in the on-boarding and off-boarding of staff and students document provided by Oakford. See appendix 14+15
RP	21.10.26	DSL and Deputy DSL's updated

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For New Staff, Governors, Volunteers and Pupils

Nursteed Community Primary School Vision
In this happy, caring, inclusive school we prepare children for life in an ever changing world. We value diversity and strive to promote equality in all that we do. We work with families, carers and the wider community to equip our children to succeed, by delivering stimulating learning opportunities that develop their skills, knowledge and thirst for learning, within a safe and nurturing environment.

We have chosen the following key values to focus on to help us to achieve our vision.

Kindness
To ourselves
To others
To the world

Teamwork
Co-operation
Respect
Good Communication

Determination
Trying our best
Perseverance – keeping going when learning is tough
Resilience – managing our feelings when learning gets hard

Thrive
Academically
Physically
Emotionally
Spiritually

Through kindness, teamwork and determination we thrive.

Aims of the Policy

At Nursteed Community Primary School, all staff and Governors help and support new members of the school community at every opportunity. We seek to create a welcoming environment, where it is possible to respect the views of each individual.

Through this policy for Induction we aim to:

- Make all new staff, governors, students, volunteers and pupils feel welcome, valued and supported to settle quickly into our school and its routines.
- Ensure a smooth transition for children and staff when a new member of staff takes up their post.
- Ensure procedures are in place to cover legal requirements.
- Promote and understand the principles and practices of equality and justice throughout the school.

Through this policy for Exit we aim to:

- Ascertain the reasons for staff leaving (Appendix 11 Exit Interview) and gather their views on their time at the school, so that we can look to improve our systems where necessary.
- Ascertain the reasons for children leaving (Appendix 11 Exit Interview) and gather their views on their time at the school, so that we can look to improve our systems where necessary.
- Ascertain the reasons for governors leaving (Appendix 11 Exit Interview) and gather their views on their time at the school, so that we can look to improve our systems where necessary.

New staff are greeted and then welcomed by the relevant mentor. Where possible, teaching and teacher support staff will be encouraged to visit the school prior to taking up their post to enable a smooth transition for the children and staff. It is the policy of the school that mentorship should be available for all new staff and that an induction programme will be provided. This may vary according to the responsibilities of the position undertaken and the individual needs of the new member of staff.

New pupils and their parents/carers, governors and all other volunteers are offered a tour of the school prior to starting. On their first day, pupils will be taken to their class by a member of staff and will be appointed another pupil who will look after them during their first few days to help them to settle in.

More detail of the relevant induction procedures for the different people joining our school can be found in the following appendices.

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Appendices

Appendix 1.	Mentors for the induction of New Staff, Governors and Pupils
Appendix 2.	General Induction Programme for all New Staff
Appendix 3.	Health and Safety checklist for all New Staff joining the school
Appendix 4.	Induction of Early Careers Teacher Checklist
Appendix 5.	Induction of Newly Appointed Teacher Checklist
Appendix 6 a,b,c.	Induction of Non-Teaching Staff Checklists
Appendix 7.	Induction of Governor Checklist
Appendix 8.	Induction of Parent/Volunteers Checklist
Appendix 9.	Information for the Induction of Pupils joining in years other than Reception
Appendix 10.	Information for the Induction of EYFS Pupils
Appendix 11 a,b,c.	Exit Interviews for Staff, Governors and Pupils leaving school
Appendix 12	Exit Checklist for staff and Governors leaving school
Appendix 13	Exit Checklist for Pupils
Appendix 14	Oakford Appendix A – On-boarding IT Checklist Template (Staff)
Appendix 15	Oakford Appendix B – On-boarding IT Checklist Template (Student)
Appendix 16	Oakford Appendix C – Off-boarding IT Checklist Template (Staff)
Appendix 17	Oakford Appendix D – Off-boarding IT Checklist Template (Student)

Monitoring
The Governing Body's Resources Committee will monitor and review this policy regularly as part of its terms of reference.

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Appendix 1 - Mentors for the induction of New Staff, Governors and Pupils

New member of the school	**Who is responsible for organising the Induction Process?**
Early Career Teacher	Induction Programme is two years. Teacher mentor.
Newly Appointed Teacher	Induction Programme according to needs. Teacher mentor.
Student	Class Teacher allocated. Induction Programme for length of practice.
Teaching Assistant & Classroom Assistant	TA or teacher mentor initially for the first month.
MDSA	Nominated MDSA
Cleaners	School Business Manager
Office Staff	School Business Manager
Governor	Chair of Governors or Nominated Governor Chair of the relevant Committee
Volunteer	Relevant member of staff to be allocated
Pupils (joining school other than September)	Teacher and another pupil/school council member.

Nursteed Community Primary School
Induction and Exit Policy and Procedures
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Appendix 2 - General Induction Programme for all New Staff
Day one or before taking up the post:

- Met by the Headteacher or representative
- Taken on tour of school
- Introduced to staff, pupils and mentor
- Door codes shared for appropriate staff
- If the member of staff is to be a key holder, the codes for the alarm will be shared and key given once signed for.
- Health and Safety checklist (Appendix 3)
- Behaviour Policy shared and discussed.
- IT Acceptable Users Agreement Policy
- Safeguarding Training given to include:
    - The need to alert the DSL when abuse or neglect is suspected, or when there are concerns about a child's welfare. How to complete 'Welfare and Concern Forms' and who to return these to. ALL Staff will use CPOMS for this.
    - Keeping Children Safe in Education - relevant section.
    - The role of the DSL/DDSL.
    - Child Protection Policy (including need to report CSE, FGM, PREVENT duty, school's response to 'Children missing education',
    - Prevent Training
    - Expectations regarding staff conduct (see relevant policy) and how to report any Low Level Concerns.
    - Procedures to follow in case of an allegation made against an adult.
    - Whistle blowing policy.
    - Staff Behaviour Policy
    - Code of Conduct for Safer Working Practice
    - Code of Conduct for Teaching and Support Staff
    - Smoking Policy
    - Vaping Policy

During Week One:

- Meet with mentor
- Chance to ask questions
- Induction checklists relevant to post (see appendix 3-7)
- GDPR Policy, Retention Policy and Staff Privacy Notices shared.
- IT security policy shared and discussed

During the first Month

- Meet with mentor
- Opportunity to ask questions and sort out problems
- Review progress and problems
- Review Induction checklists relevant to post
- Agree arrangements and dates for performance management.
- Agree meetings to be attended.

Appendix 2 continued – General Induction Programme for all New Staff

At the end of the first month.

- Final induction session unless it is agreed that further induction is needed
- Meet with the Head Teacher
- Opportunity to ask questions, sort out problems, review progress
- Identify training needs.

In addition, for support Staff, follow the Probation Policy.

Induction carried out by:- _____

Any Comments?

Induction for: _____

Any Comments?

New member of the school's signature: _____Date_____

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Appendix 3 – Safeguarding, Health and Safety Checklist for all new adults joining the school

Session should cover all aspects of Safeguarding and Health and Safety on the school premises and where to find relevant policies and information including: -

- Safeguarding and Child Protection Policy
- Online Safety
- Keeping children safe in Education
- Whistle Blowing Policy
- Behaviour Policy
- Staff Behaviour Policy
- Staff Code of Conduct
- Roles and Identities of DSL and DDSL
- The school's response to children missing education
- Procedures to follow in the event of an allegation being made against an adult
- Case Resolution Protocol
- Other policies as relevant to the position (see Safeguarding section on website)

The following will be explained as appropriate

- Health and Safety Policy
- Fire – drills, alarms, exits, extinguishers
- First aid – equipment, first aiders
- Accident procedures and reporting
- Playground duties and safety
- Classroom risk assessments
- Safety in the school grounds
- Critical Incident and Emergency Plan including emergency closure of the school
- Business Continuity Plan
- Security and Lone Working Risk Assessment
- Administration of Medicines Policy, and for members of staff, a list of those with medical needs

Induction carried out by:- _____

Any Comments?

Induction for: _____

Any Comments?

New member of the school's signature: _____Date_____

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Appendix 4 - Induction of Early Careers Teacher (ECT) Checklist
There is an induction process for ECTs to be followed which is laid out by the DFE and Wiltshire Council. This programme takes two years to complete (full time). The school will register with the ECT Manager upon the appointment of the ECT to ensure the up to date process of ECT Induction is followed and a mentor will be chosen. This programme is an entitlement of monitoring and support for all ECTs.

Key aspects are:
- ECTs have a reduced teaching load for the first year of 90% and of 95% for the second year. This means either a morning or afternoon of non-contact time per week in addition to PPA time for the first year and an hour a week for the second year.
- A mentor is appointed who will meet with the ECT on a regular basis (ideally weekly).
- The ECT will be given relevant training and will be observed teaching in line with the ECT guidance.

Day one or before taking up the post: Follow the General Induction Programme for all New Staff (Appendix 2).

Week 2
- Agree an induction programme to include training and support
- Set targets based on discussion and Career Entry Profile

Weekly meetings with ECT Mentor to support ECT and to ensure all information is covered.

End of Terms 1, 3 5
- Review Meeting

End of Terms 2 and 4
- Official assessment form completed

End of Term 6
- Official assessment made.
- Final recommendation made to LA
- ECT reflects on induction period and agrees professional development objectives for the coming year as part of performance management.

Induction carried out by:- _____

Any Comments?

Induction for: _____

Any Comments?

Newly appointed teacher's signature: _____Date_____

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Appendix 5 - Induction of Newly Appointed Teacher Checklist

New staff are given a staff handbook and access to policies stored on the server soon after the appointment is made so that they are able to acquaint themselves with many general routines as soon as possible. A mentor is available for all first line enquiries.

The level of induction support will vary according to the experience and needs of the individual teacher, however weekly meetings will take place between the newly appointed teacher and the headteacher or the mentor for at least the first four weeks of the teacher taking up the position to cover the following points:

1. **Health and Safety** (see checklist Appendix 3)

2. **Safeguarding** –relevant policies

3. **Anti-Bullying Policies**

4. **Equalities Policy**

5. **The School Improvement Plan**

6. **Areas of responsibility** (where applicable)

7. **Information regarding children to be worked with**

8. **Resources** - range and location in the school: -
   - Consumables, Classroom resources, Centrally held resources including stationery, art, technology, Ordering – how, when, what
   - Non- consumables, Classroom held, Centrally held
   - Library Service Resources

9. **Timetabling**: to include curriculum timetabling, major aspects of the school year, e.g. parents evenings, reports, special events within each term, and aspects of the weekly timetable: - assemblies, staff meetings, break and lunch times, hall time, music times, swimming times etc.

10. **Assessment and Recording to include:**
    - Assessment for Learning Policy
    - Feedback on Learning policy

Appendix 5 continued - Induction of Newly Appointed Teacher Checklist

11. **Planning and Records**
    - Schemes of work and cross curricular planning
    - Relevant Policies
    - Yearly/termly/weekly planning sheets

12. **Special Educational Needs**
    - Role of Teaching Assistants
    - Forms
    - Records
    - Outside agencies
    - Resources available

13. Final Induction Session

This session should include an opportunity for the new member of staff to ask any questions that they may have. Issues may include: -

- Contract and pay and explain Leave of Absence Policy
- Training
- Whistle Blowing Policy
- Outline of any immediate further training proposed
- Performance Management

Induction carried out by:- _____

Any Comments?

Induction for: _____

Any Comments?

Newly appointed teacher's signature: _____Date_____

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Appendix 6a - Induction of Non-Teaching Staff Checklist

Induction of Teaching Assistants including Apprentice Teaching Assistants

1. Health and safety (Appendix 3)
2. GDPR policies
3. IT safety policies including the Acceptable Use Policy
4. School Improvement Plan
5. Reporting bullying/racism issues
6. Confidentiality
7. Communication
8. Training plan agreed
9. Date for Appraisal set
10. Other

Induction carried out by:- _____
Any Comments?

Induction for: _____
Any Comments?

Newly appointed member of staff's signature: _____Date_____

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Appendix 6b - Induction of Non-Teaching Staff Checklist

Induction of office and admin staff should include:

1. Health and safety (Appendix 3)
2. Process for admitting visitors
3. Process for recording accidents - Accident records
4. Collection and completion of attendance registers
5. Letters from parents
6. Registration forms
7. Medical records
8. Letters to parents
9. Collection of money from children
10. Swimming forms
11. Trip forms and procedures
12. Claiming expenses
13. Sickness forms
14. Use of telephones
15. Use of office machinery
16. School stationery
17. Photocopier
18. Training needs discussed
19. Date for Appraisal set
20. Before and After School Care arrangements
21. IT support
22. Other

Induction carried out by:- _____
Any Comments?

Induction for: _____
Any Comments?

Newly appointed member of staff's signature: _____Date_____

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Appendix 6c - Induction of Non-Teaching Staff checklist

Induction of MDSA should include:

1. Health and safety (Appendix 3)
2. Setting up the hall for lunch
3. The Behaviour Policy – to include hall and playtime rules
4. Child Protection and Safeguarding Policy
5. Clothing
6. First aid procedures
7. Reporting bullying/racism issues
8. Confidentiality
9. Communication
10. Training
11. Other

Induction carried out by:- _____

Any Comments?

Induction for: _____

Any Comments?

Newly appointed member of staff's signature: _____Date_____

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Appendix 7 - Induction of Governor Checklist

1. Headteacher and/or the Chair of Governors will contact the new Governor to arrange an informal welcome meeting in school when the new Governor will have a tour of the school and be introduced to school staff. The confidentiality of the role will be explained.

2. The Admin and Finance Officer will arrange for a school email account to be set up, access to the secure governor section on the school website, access to Right Choice – The LAs information portal and Governor lanyard to be produced.

3. New Governor will be given an Induction package by the Clerk to the Governors to include the following: -

   - School Brochure
   - The Governor's Scheme of Delegation
   - School Improvement Plan.
   - Wiltshire County Council's Governor Support Guides
   - Link to Governor's "Guide to the Law"
   - List of staff and their roles
   - List of Governors, committees and clerk
   - Dates of meetings
   - Training and Induction opportunities as advertised on Right Choice
   - A copy of the Governor Visits Policy

4. Chair of Governors will appoint a mentor for new Governor.

5. Check accuracy of name, address, contact numbers etc.

Induction carried out by:- _____

Any Comments?

Induction for: _____

Any Comments?

Newly appointed member of governor's signature: _____Date_____

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Appendix 8 - Induction of Parent/Volunteer Helpers Checklist

Thank you for choosing to help at Nursteed Community Primary School. We hope this brief document will assist you throughout your day. If you have any further questions then please ask the classroom teacher who will be more than happy to help. This list should be read in conjunction with the Nursteed Volunteers Policy.

1. **When does school begin?**
   - School begins at 8.45am and finishes at 3.15pm. There is a morning break at 10.15 for KS1 and 10.45am for KS2.

2. **Arriving at school**
   - On arrival, please sign the Visitor's Book at the office. You may be asked to wear a visitor's lanyard. You will also need to sign out when you leave the premises.
   - Before volunteering in school you will need to complete a DBS check. This is a legal requirement for any adults working alone with children. You will also need to attend Safeguarding Training and will need to sign the Volunteers Folder which is stored in the Admin Office, to say that you have read all relevant material.

3. **In the classroom**
   - The class teacher may verbally explain tasks or write them in a book. This will minimise disruptions once the lesson has begun.
   - You may be asked to work in a specific area or even out of the classroom.
   - If you are having problems with an activity or child then please let the teacher know immediately.

4. **Confidentiality**
   - You may be asked to complete tasks that involve writing in home reading record books etc. Please be aware that there may be confidential information in these books and we ask that they remain confidential.
   - If you witness an incident, please consult the classroom teacher who will deal with the issue. If you have a cause for concern about a child or aspect of school life, please speak with the Designated Safeguarding (DSL) Hannah Duffy or a deputy DSLs: Amy Pretlove and Carla Webb.

5. **School Trips**
   - If you are helping on a class trip, the class teacher will give a detailed itinerary and a Risk Assessment.

6. **Playground**
   - It is important for legal reasons that you report any playground incidents to the member of staff on duty and do not try to carry or hold an injured child.
   - For more information please see the website for the school Behaviour Policy.

Appendix 8 continued - Induction of Parent/Volunteers Checklist

7. Staff room

- Please help yourself to drinks in the staff room and please use a lidded cup for hot drinks.

Induction carried out by:- _____

Any Comments?

Induction for: _____

Any Comments?

Newly appointed volunteer's signature: _____Date_____

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Appendix 9 – Information for the Induction of Pupils (joining in years other than Reception)

Current procedure for admitting pupils is:

On a child's first day, the School Business Manager will inform the previous school that the child has arrived and will write to ask for Safeguarding, Child Protection and Welfare Concerns to be transferred within 5 days. This will be added to CPOMS and the School Business Manager will follow this up on day 5, adding a note to CPOMS about whether the previous school uses CPOMS and the status of the records request.

1. Pupil are encouraged to have an initial look around the school with a parent.
2. Parent given school brochure.
3. If possible, pupil has pre-admission visit to school (usually an afternoon).
4. Induction forms should be completed and returned to school before the child begins school.
5. Medical information obtained and any actions put in place to ensure a smooth transition.
6. SEND information obtained and any necessary actions put in place to ensure a smooth transition.
7. Teacher allocates pupil friends to look after pupil in first week.
8. Parent and pupil are taken to class or class teacher on first day.
9. Teacher/Headteacher checks pupil is happy at lunchtime etc.
10. Parent is directed to look at the class page on our website where they can find the Curriculum letter explaining the term's work.
11. Informal meeting, feedback to parents at the end of the first week by class teacher.
12. Class teacher informs office if records have not arrived after 10 days.

Appendix 10 – Information for the Induction of EYFS Pupils

1. Pupils and parents are encouraged to visit our school to have an initial look around before applying for a place.

2. Once a place is offered and accepted, a series of induction visits will be arranged for the Summer Term before a child begins school.

3. When possible, the Class Teacher and/or the Teaching Assistant for the class will visit the pre-school settings to get to know the children before they start school.

4. Induction visits will involve the child meeting the class teacher and the parents meeting with the class teacher to enable school to gather information to support a smooth transition.

5. Induction forms should be completed and returned to school before the child attends school for their first visit.

6. Medical information obtained and any actions put in place to ensure a smooth transition.

7. SEND information obtained and any necessary actions put in place to ensure a smooth transition.

8. Upon starting school a phased entry to full time will be put in place following consultation with the parents.

9. All children continuing part time after the second week will have an individual plan agreed with parents for lengthening the time at school until the child attends full time.

10. Children must legally be attending school full time by the term after they turn five.

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Appendix 11a - Staff Exit Interview
To be completed with all members of **staff** before they leave the school. This will be organised by the Head Teacher, although it may be delegated to a member of the Governing Body.

Employee's Name: _____

Role: _____

Date Started in Role: _____

Line Manager's Name: _____

Date of Exit Interview: _____

Retention Policy explained

What is your reason for leaving Nursteed Community Primary School?

What has been the best thing about working at this school?

What could have made your time at this school even better?

What do you think could be changed for the future to make this role more rewarding?

Any other Comments?

Employee Signature: _____

Person completing the Exit Interview's Signature: _____

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Appendix 11b - Governor Exit Interview
To be completed with all members of the **Governing Body** before they leave the school. This will be organised by the Chair of Governors, although it may be delegated to a member of the Governing Body.

Governor's Name: _____

Type of Governor: _____

Date Started in Role: _____

Date of Exit Interview: _____

Retention Policy explained

What is your reason for leaving Nursteed Community Primary School?

What has been the best thing about working at this school?

What could have made your time at this school even better?

What do you think could be changed for the future to make this role more rewarding?

Any other Comments?

Governor's Signature: _____

Person completing Exit Interview's Signature: _____

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Appendix 11c - Pupil Exit Interview
To be offered to the parents of all pupils leaving school. This will be organised by the Head Teacher, although it may be delegated to a member of staff or the Governing Body.

Pupil Name: _____

Year Group: _____

Date Started in School: _____

Date of Exit Interview: _____

What is your reason for leaving Nursteed Community Primary School?

What has been the best thing about attending this school?

What could have made your time at this school even better?

What do you think could be changed for the future to make sure children stay until the end of their primary education?

Any other Comments?

Parent's Signature: _____ Pupil's Name: _____

Person carrying out the Exit Interview's Signature: _____

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Appendix 12 - Exit Checklist for Staff and Governors
To be completed by the Head Teacher or Business Manager before a member of staff or Governor leaves.

	Action	**Date Completed**	**Comments**
1	Key/s returned by key holder		
2	Date agreed for email to be deleted (including access to Share point)		
3	Laptop returned		
4	Other equipment returned		
5	Door codes changed when member of staff leaves.		
6.	Lanyard returned		
7	Retention Policy explained		

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Appendix 13 - Exit Checklist for Pupils
To be completed by the Head Teacher, School Business Manager and other relevant staff within 5 days of a child leaving and arriving at a new school.

Once the school is informed that a child has arrived at a new school, the School Business Manager will contact the school to see whether Safeguarding, Child Protection and Welfare Concerns can be transferred via CPOMS. If not, she will ask for the name of the DSL to send any files to and will find out whether they would like to accept them as paper copies or electronic.

All Safeguarding, Child Protection and Welfare Concerns must be transferred within 5 days of a child arriving at a new school.

Records	Person Responsible/Signature	Data sent
CTF	Office	
Annual Report or most recent Assessments	Teacher	
SEN records	SENCo	
Safeguarding/Welfare or Child Protection Records	DSL	CPOMS ☐ Paper version ☐
Medical Plan, if appropriate	Office	
Other:		
UPN:		

Appendix 14 - Oakford Appendix A – On-boarding IT Checklist Template (Staff)

School name		Nursteed Community Primary School
Date		
Individuals name		
Job role		
Start date		
Completed by		
The following accounts are required to be provisioned upon arrival.		
Name of service/login	**Completed**	**Notes**
Windows (AD)		To be requested via Oakford support desk.
Email (Office 365)		To be requested via Oakford support desk.
G Suite Login		To be requested via Oakford support desk.
SIMS		
FMS		
CPOMS		
EduSpot		
Add further services below.		

Template email request

The following template wording can be used for requesting the creation of accounts for staff – This should be sent to support@oakforduk.com

Hello,

Please see below a formal request for the creation of new user accounts for a member of staff due to start with the school.

Name: *<Insert name>*

Job Role: *<Insert job role>*

Start date: *<Insert start date>*

The following logins are required for this user.

Windows Active Directory Login – *Please could a new login be created and provided with access to mirror the following user <Insert example teacher/member of staff where we can replicate permissions>*

Email Login (Office 365) – *Please could a new login be created and added to the following groups.*

- *<insert group names eg/ all staff, teachers etc.>*

G Suite Login (if applicable) – *Please could a new login be created for this service.*

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Appendix 15 - Oakford Appendix B – On-boarding IT Checklist Template (Student)
The following appendix can be used as a template on-boarding check list for the creation of new students.

School name	
Date	
Individuals name	
Class/year group	
Start date	
Completed by	

The following accounts are required to be provisioned upon arrival.

Name of service/login	**Completed**	**Notes**
Windows (AD)		To be requested via Oakford support desk.
Email (Office 365)		To be requested via Oakford support desk.
G Suite Login		To be requested via Oakford support desk.
Add further services below.		

Template email request

The following template wording can be used for requesting the creation of accounts for students – This should be sent to support@oakforduk.com

Hello,

Please see below a formal request for the creation of new user accounts for a member of staff due to start with the school.

Name: *<Insert name>*

Class and Year group: *<Insert Class and year group>*

Start date: *<Insert start date>*

The following logins are required for this user.

Windows Active Directory Login – *Please could a new login be created and provided with access to mirror existing students.*

Email Login (Office 365) if applicable– *Please could a new login be created and added to the following groups.*

- *<insert group names eg/ all students, teachers etc.>*

G Suite Login (if applicable) – *Please could a new login be created for this service.*

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Appendix 16 - Oakford Appendix C – Off-boarding IT Checklist Template (Staff)
The following appendix can be used as a template on-boarding check list for the removal of staff.

School name	Nursteed Community Primary School
Date	
Individuals name	
Job role	
Exit date	
Completed by	

The following accounts are required to be removed upon exit.

Name of service/login	**Completed**	**Notes**
Windows (AD)		To be requested via Oakford support desk.
Email (Office 365)		To be requested via Oakford support desk.
G Suite Login		To be requested via Oakford support desk.
SIMS		
FMS		
CPOMS		
EduSpot		
Add further services below.		

Template email request

The following template wording can be used for requesting the removal of accounts for staff – This should be sent to support@oakforduk.com

Hello,

Please see below a formal request for the removal of user accounts for a member of staff due to leave school.

Name: *<Insert name>*

Job Role: *<Insert job role>*

Exit date: *<Insert exit date>*

The following logins are to be removed for this user.

Windows Active Directory Login – *Please could the user login for this service be removed in line with the exit date.*

Email Login (Office 365) – *Please could the user login for this service be removed in line with the exit date.* ***G Suite Login (if applicable) –*** *Please could the user login for this service be removed in line with the exit date.*

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Appendix 17 - Oakford Appendix D – Off-boarding IT Checklist Template (Student)
The following appendix can be used as a template off-boarding check list for the removal of students.

School name		Nursteed Community Primary School
Date		
Individuals name		
Class/year group		
Exit date		
Completed by		
The following accounts are required to be removed upon exit.		
Name of service/login	**Completed**	**Notes**
Windows (AD)		To be requested via Oakford support desk.
Email (Office 365)		To be requested via Oakford support desk.
G Suite Login		To be requested via Oakford support desk.
Add further services below.		

Template email request

The following template wording can be used for requesting the removal of accounts for students – This should be sent to support@oakforduk.com

Hello,

Please see below a formal request for the removal of user accounts for a student due to leave the school.

Name: *<Insert name>*

Class and Year group: *<Insert Class and year group>*

Exit date: *<Insert exit date>*

The following logins are to be removed for this user.

Windows Active Directory Login – *Please could the user login for this service be removed in line with the exit date.*

Email Login (Office 365) – *Please could the user login for this service be removed in line with the exit date.*

G Suite Login (if applicable) – *Please could the user login for this service be removed in line with the exit date.*