

Approval:	Headmaster	Audience:	All stakeholders
Author:	School Counsellor	Review Frequency:	2 years
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Linked Policies:	Admissions Policy Behaviour and Relationships Policy Social and Emotional Policy Safeguarding and Child Protection		

## Heathfield International School - Student & Parent Induction Policy

### 1. Purpose

Induction at Heathfield International School supports new students and families to transition confidently into our community by prioritising belonging, wellbeing, and growth in alignment with our mission.

As a caring community, we are committed to ensuring students feel supported, connected, and known from their first day. We aim to develop globally minded, future-ready learners who think critically, act with empathy, and contribute positively to the world around them.

This policy ensures that students understand routines and expectations while also feeling safe, valued, and equipped to thrive academically, socially, and emotionally. It also ensures that parents and guardians are effectively inducted into the school's policies, procedures, routines and expectations, enabling them to engage as informed and active partners in their child's education.

### 2. Scope

This policy applies to:

- All students joining Heathfield International School at any stage of the academic year.
- Parents and guardians of new students.
- Staff involved in admissions, pastoral care, academic support, and leadership.

Induction approaches are differentiated by division (Early Years, Primary, Secondary) and individual needs.

### 3. Guiding Principles

At Heathfield, we believe:

- Transition is both a relational and developmental process.
- Every student deserves to feel known, heard, and secure in their new environment.
- Wellbeing is foundational to learning, growth, and academic success.

- Partnership with families strengthens outcomes for students.
- Induction should reflect our community-centred values and holistic ethos.

#### **4. Roles & Responsibilities**

##### Head of School

- Ensures induction aligns with the school's mission and strategic priorities.
- Oversees implementation and review of this policy.

##### Admissions Team

- Coordinates pre-arrival communication and documentation.
- Shares relevant academic and pastoral information with leadership teams.

##### Senior Leadership Team

- Reviews incoming student profiles and determines appropriate support.
- Monitors induction outcomes and identifies areas for improvement.

##### Teachers & Form Tutors

- Facilitate early relationships and monitor adjustment.
- Provide academic and pastoral guidance during the first term.

##### Pastoral Team / Counsellor

- Conducts wellbeing check-ins where appropriate.
- Supports students requiring additional emotional adjustment.
- Works collaboratively with families to address transition challenges.

##### Designated Safeguarding Lead (DSL)

- Reviews safeguarding information prior to entry.
- Ensures any concerns follow the Child Protection Policy.

#### **5. Pre-Admission Preparation**

Prior to a student's first day:

- Parents receive an induction pack outlining ethos, expectations, safeguarding contacts, and routines.
- Academic and pastoral records are requested from previous schools where applicable.
- Learning needs (EAL, Learning Support) and wellbeing considerations are reviewed.
- Baseline assessments are scheduled where appropriate.

Where possible, families may attend a pre-entry visit to familiarise themselves with the campus and key staff.

#### **6. Induction Framework – Early Years & Primary**

- Welcome orientation and campus tour.
- Opportunities for pre-entry transition experiences, such as '*Taster Days*' (Primary) or '*Discovery Sessions*' (Early Years), to support familiarity with the school environment.

- Younger children may also be encouraged to attend play-based transition programmes (e.g. Tiny Paws) where appropriate, to build early confidence and routine.
- Where appropriate, the school may invite parents to share background information (e.g. interests, preferences, and developmental context) to support a personalised transition and early relationship-building.
- Allocation of a peer buddy where appropriate.
- Observational and baseline assessments during the first month.
- Informal teacher check-ins during the first week.
- Form tutors in Secondary to send welcome email to new parents.
- Parent meeting within the first 4–6 weeks.
- Ongoing monitoring of attendance, engagement, and wellbeing.

Additional transition support may be provided depending on the student's age, developmental stage, and individual needs.

## **7. Induction Framework – Secondary Phase**

- Structured orientation session covering routines, expectations, safeguarding pathways, and digital systems.
- Allocation of Form Tutor and peer mentor.
- Baseline academic assessments relevant to curriculum pathways.
- Scheduled pastoral review meeting within 4–6 weeks.
- Ongoing monitoring of attendance, wellbeing, and academic engagement.

Mid-year joiners receive tailored pastoral support to ensure integration into the school community.

## **8. Safeguarding & Wellbeing**

Safeguarding and wellbeing underpin all induction processes at Heathfield.

- Students are informed of trusted adults and reporting pathways from the outset.
- Safeguarding information received prior to entry is reviewed by the DSL.
- Emerging concerns are managed in accordance with the Safeguarding Policy.
- The Pastoral Team remains accessible throughout the settling-in period to ensure emotional security and support.

## **9. Monitoring, Feedback & Evaluation**

The effectiveness of induction will be evaluated through:

- Student feedback collected within the first half term.
- Parent feedback during the first term.
- Review of attendance, behaviour, and academic data.
- Pastoral review meetings where applicable.
- Annual review by Senior Leadership to ensure alignment with the school's mission and strategic priorities.

## 10. Review Cycle

This policy will be reviewed every two years to maintain alignment with Heathfield's mission, values, and best practice in pastoral care and safeguarding.