ST PETER'S RC
PRIMARY SCHOOL

Exit Interview Policy and Procedure

Approved by	Headteacher	Date: 07.10.25
Approved by	Chair of Governors	Date: 07.10.25

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SECTION 1 - INTRODUCTION, ROLES and RESPONSIBILITIES

Introduction

1.1 This is a model School Exit Interview Policy recommended by the Council for adoption by Governing Bodies. It is based on Cardiff Council's Policy and adapted, as appropriate, for schools.

1.2 The Governing Body and the Council considers its employees to be our most important asset. With this in mind, we are committed to ensuring that we are able to attract the best calibre of employees in order to fulfil our aim of providing high quality services and educational achievement.

1.3 Whilst it is essential that employees have a positive image of the Council and its schools during recruitment and throughout the course of their employment with us, it is also equally important that they maintain that image when exiting the school.

1.4 An effective exit procedure not only ensures that the practical matters arising from an employee's resignation are dealt with efficiently, but also gives individuals an opportunity to provide feedback on their perceptions of the school as an employer and allows the school to gather valuable information which may be used constructively to enhance employment practices.

Roles and Responsibilities

1.5 It is important that everyone clearly understands their roles and responsibilities within this process.

Employee Responsibilities

1.6 All employees are responsible for:

- Ensuring that the information provided is accurate, honest and made in good faith.
- PC users to complete exit questionnaire on DigiGOV.

Headteacher/Management Responsibilities

1.7 In addition to their responsibilities as employees, headteachers/managers are also responsible for:

- When requested, arrange interviews as part of the procedure.
- Take appropriate follow up action to manage issues or concerns raised by individuals.
- If relevant, refer or make appropriate arrangements to investigate any allegations.

- Ensuring support for a positive culture for Exit Interviews and encouraging leavers to participate in the process.
- Follow relevant procedures on DigiGov.
- Seek advice from HR People Services when required.

1.8 HR People Services responsibilities will be to:

- Provide employees and managers with information and advice as necessary.
- Monitor information in accordance with the specific duties of the Equality Act 2010.
- Review the application of the policy and procedures in the light of operational experience.
- Providing leavers with the opportunity to complete an exit questionnaire.
- In conjunction with schools take appropriate follow up action to manage issues or concerns raised by individuals.
- When requested, complete the exit questionnaire on DigiGOV for non PC users.

SECTION 2 - POLICY

PURPOSE

2.1 Retention of employees is an important issue. As an aid to improve recruitment and retention strategies for the future an Exit Procedure through exit interviews and questionnaires can be helpful in obtaining information about why an employee is leaving a school. The views of employees will assist the school to identify areas of good practice and any problem areas that may need to be addressed.

2.2 An Exit Procedure will also inform the school whether there are barriers to equality of opportunity within the workplace. In particular, the Council will be able to use the Exit Procedure in order to aid compliance with the monitoring aspects of the Equality Act 2010.

WHO IS COVERED?

2.3 This Policy and Procedure will apply to all employees of the school regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation or Welsh language.

KEY PRINCIPLES

2.4 Providing departing employees with the opportunity to discuss their reasons for leaving will show that the school is prepared to listen to the views of its employees, good or bad, and has sufficient respect for the individual to seek

their opinion.

2.5 The primary objective of an exit procedure should be to foster an environment of

open communication which will continually improve employment experiences within the school. Therefore, the Exit Procedure will need to be objective to give employees who leave the school the reassurance that they can provide information without prejudicing further contact with the school. As a result, the departing employee may feel better about the school, which may avoid negative publicity in the future through word of mouth.

2.6 The Council has a specific duty under the Equality Act 2010 to monitor the number of employees from each ethnic group whose employment ceases with the Council. The Exit Procedure may therefore be used as a monitoring method to provide information about the employment experiences within the Council and its schools of employees according to gender, ethnicity, age, disability, religion/ belief, pregnancy/ maternity, gender reassignment, marital status and sexual orientation.

SECTION 3 – PROCEDURE

3.1 In order to implement a procedure for gathering quantitative data to produce qualitative information about employees leaving the Council, employees who resign or retire from the school will be given the opportunity to:-

a) complete an exit questionnaire without an interview:
b) have an interview with their headteacher/line manager with the exit questionnaire being an integral part of the process;
c) have an interview with a member of HR People Services, using the exit questionnaire.
d) complete the exit questionnaire on DigiGOV.

3.2 As standard practice, once a school has initiated an exit in DigiGOV a letter giving the employee the options for completing the exit questionnaire will be generated and it will be for the school to forward this to the employee.

3.3 When HR People Services complete the exit on behalf of the school they will forward a letter to the employee giving the options for completing the exit questionnaire.

3.4 It will be for the employee to decide which option in 3.1 they wish to follow. The questionnaire should then either be completed on DigiGOV, or returned to the headteacher/line manager or HR People Services.

3.5 Should the employee request an interview with their headteacher/line manager or member of HR People Services, this interview should be arranged as soon as possible after the employee has handed in their notice. The exit interview will enable the headteacher/manager or HR People Services to probe more deeply into the reasons for the employee leaving and show that the authority is keen to hear the views of the departing employee.

3.6 In cases where the employee has requested a confidential interview with a

member of HR People Services, then it is the responsibility of the individual conducting the interview to ensure that any issues highlighted are sent to the headteacher/Chair of Governors, in order for that individual to implement any necessary action. This would normally happen after the employee had left the school.

3.7 In order to identify the trends, all information from the exit questionnaires or exit interviews will be collated by HR People Services. The information will be kept confidential and anonymous. This information should be forwarded to the HR People Services for overall Council-wide analysis. The information will be used to review existing policies and procedures or if a pattern or trend can be identified in terms of leavers reasons for departure pointing to factors within the schools control, the appropriate headteacher/Chair of Governors will be advised accordingly.

SECTION 4 – RELATED DOCUMENTS

Exit Questionnaire

Guidance Notes for Headteachers/Managers Appendix 1

1. Remember it is for the employee to decide which option they prefer. The main reasons for carrying out exit interviews are as follows:

    a) To uncover 'background' reasons for leaving.
    b) To discover any problems with work or morale of which you may be unaware.
    c) To up-date the Person Specification for the post and to focus attention upon whether or not the job profile accurately reflects the duties expected of the post holder.
    d) To monitor the effectiveness of the recruitment strategy - has there been a mismatch of candidate and job.
    e) To assess salary and benefits offered by the school.
    f) To leave a good image of the school in the employee's mind.

2. The information gained from the interview will not necessarily be negative; many employees will express pleasure and fulfilment in their job and the school, and might just need to take on a new challenge or role. This in itself is useful for it is just as helpful to know where employees are satisfied and what has contributed to their satisfaction as it is to detect areas of discontent.

THE EXIT INTERVIEW

3. If an employee requests an Exit Interview with you as their Line Manager you should try and arrange to meet as soon as is convenient for both parties.

CONDUCTING THE INTERVIEW

4. The objective of the Exit Interview is to encourage the employee to speak freely about views held on the job and the school, rather than to impart information. You should aim for a relaxed atmosphere, a 'tell me about it' approach and once you have got the employee talking, ensure that the information they are volunteering is relevant.

5. It should be your intention to establish rapport as soon as possible so you should begin by putting the employee at ease, expressing your appreciation of the contribution made etc. Go on to outline the reasons for carrying out the Exit Interview. Try to be tactful and persuasive for you are relying very much on the employee's good-will to cooperate in the way you require; stress how the employee can assist in re-defining the job for a new applicant and how you would value their own opinion.

6. The employee may have completed the Exit Questionnaire already and you can use this as a basis for your discussions. In the case of employees who resign via DigiGov the Exit Questionnaire form will be generated by the manager as part of the acknowledgement of resignation letter.

7. Your questions should be open so that the employee will reply fully and not just with 'yes' or 'no'.

8. Most important, in an exit interview, is the ability to listen carefully and evaluate the information. Beware of allowing your personal opinion of events and people described to influence your attitude to the views stated and any subsequent report made.

9. It is possible to indicate, even by body language and expression, what you want to hear from the employee, who will then be more likely to provide responses that you want to hear. For example, an interviewer can show disinterest by shuffling papers, looking bored, looking out of the window and so on. The use of leading questions, such as 'Did you ever worry about the routine nature of your job'? can distort the outcome.

10. Next to listening and evaluation skills, probing is the most useful technique in an exit interview. The overall aim is to build up a complete picture of the employee's attitudes towards the topics you have identified as being more important.

ENDING THE INTERVIEW

11. Once all the relevant information has been obtained, the interview should be ended. Thank the employee for their co-operation and wish them every success in the new job/ retirement/ etc. (as appropriate). It is important to end the interview on a high note.

THE EXIT INTERVIEW REPORT

12. You should write up the Exit Questionnaire as soon as possible afterwards. In this way, all of the information recounted will be fresh in your mind and the notes can be supplemented by memory of any other matters not recorded. In the case of exits generated via DigiGov the manager should record the interview details on DigiGov.

ACTION

13. It is important to ensure that, where beneficial, some form of action is taken as a result of carrying out an exit interview, otherwise it is just a worthless exercise. At the very least, recurring problems in certain areas should be investigated.

14. It will be the responsibility of the headteacher/Line Manager to discuss with their Chair of Governors/headteacher any feedback and implement any necessary action.

ALN Statement

St Peter's RC Primary School is committed to providing an inclusive learning environment in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales 2021. We are dedicated to identifying, assessing, and making provision for Additional Learning Needs at the earliest opportunity, working in collaboration with pupils, parents, and relevant professionals. Our approach is based on promoting equity, respecting diversity, and ensuring that all pupils are provided with opportunities to meet success.

UNCRC statement

St Peter's RC Primary School is committed to creating a community where children's rights are respected, upheld, and fulfilled. We aim to foster a rights respecting environment that empowers pupils to become active and responsible citizens. Through collaboration with pupils, staff, parents/carers and governors, we aim to embed the United Nations Convention on the Rights of the Child (UNCRC) into our policies and practice.