

Induction Procedures

Greenside School



Greenside School
Learning Achieving Together

Last reviewed on: February 2023

Next review due by: February 2024

Introduction

Induction applies to all employees and also, where appropriate, to volunteers, agency staff and governors who will receive a tailored induction programme which will include relevant information, training, observation and support. Safeguarding and health and safety are prominent features of the induction programme for everyone at Greenside School.

Greenside is divided into areas which reflect learners' chronological age, as well as their social, physical, emotional and cognitive needs. Each of these areas is very different and it is therefore the case that induction not only applies to those who are new to our school but also to those who are moving between different areas of the school. Colleagues may transition between different areas of the school at any time and it is therefore imperative that they receive appropriate induction in a timely manner.

Delivery of a comprehensive induction is a responsibility that is shared by everyone at Greenside. The first weeks and months are vital to the success of any appointment. The arrangements made for introducing a new employee, volunteer or governor to the duties of the post, and to the school as a whole, provide the foundation for successful and safe contribution to the school. The Induction Programme is designed to help new employees, volunteers and governors become familiar with the requirements of their position and learn about the school culture, ethos and working practices effectively and efficiently so that they become knowledgeable and confident as quickly as possible.

The induction process will:

- Provide information and training on the school's policies and procedures
- Provide Child Protection training and assess its effectiveness
- Enable the colleague to contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meeting the needs of pupils, parents and the wider community
- Contribute to the colleague's sense of job satisfaction and personal achievement
- Explain the school's Code of Conduct to ensure that all staff, volunteers and governors new to the school understand what is expected of them at the school and gain support to achieve those expectations
- Identify and address any specific training needs

Principles

Members of staff who are new to our school or who are moving into a class or area which is unfamiliar to them have a right to expect colleagues to be:

- **Welcoming** – this includes being introduced to all of the members of the team they will be working with, being shown where to store their belongings and being provided with an orientation of the area they will be working in (classroom, playground, toilet / change facilities, specialist equipment, how to summon help, staffroom facilities, emergency evacuation procedures, access codes and security).
- **Helpful and informative** – sharing learner profiles, including likes and dislikes, medical needs, toileting arrangements, lunchtime and breaktime routines and timings
- **Supportive** – everyone will need time to get to know the learners they are working with and the classroom routines. Colleagues should offer assistance and be available to answer questions.

The induction programme is phased and delivered over a number of weeks to avoid overwhelming new colleagues.

Responsibilities

Everyone at Greenside has an important role to play in providing a comprehensive induction. Specifically, responsibilities are as follows:

➤ **Senior Leadership Team (SLT)**

- Overall responsibility for ensuring everyone receives a comprehensive induction
- Personally welcome the new colleague and share a photograph with all staff with the role they will be undertaking and where they will be working
- Provide an overview of the school and management structure (SLT and governors)
- Provide a tour of the school and information about the facilities, answering questions and providing practical advice. Given the size and complexity of the school site it may be appropriate to phase the tour over several days.
- Ensure new colleagues are familiar with their terms and conditions of employment and know where and how to complete timesheets if necessary.
- Ensure that new colleagues are familiar with the Staff Code of Conduct and what is expected of them
- Ensure that new colleagues have the necessary clearances in place and have received a safeguarding briefing from the Designated Safeguarding Lead (DSL) or a Designated Senior Person (DSP) before entering the classroom
- Ensure that new colleagues receive a Health and Safety induction before entering the classroom
- Ensure that immediate training needs are identified before taking up the position where possible
- Introduce the new colleague to their Area Lead and Class lead (for classroom based staff)

➤ **Area Leads**

- Regularly check in with the new colleague to find out how they're getting on, including whether they have been made to feel welcome by those around them.
- Make themselves available to provide guidance and to answer questions
- Feedback to SLT how the person is getting on and any additional support required.

➤ **Specialists**

Training provided by leads in ...

- Therapeutic Thinking (previously known as Herts Steps).
- Health and safety
- Moving and Handling coordinator delivers training
- First aid
- Augmentative and Alternative Communication (AAC)
- Supportive eating
- Swimming pool practice

➤ **Class Leads**

- Introduce the learners in the class and allow the new colleague time to read each learner's profile and to ask any questions

- Explain the classroom routines and show the new colleague around the classroom and outdoor space
- Ensure that the new colleague is aware of emergency evacuation procedures and any relevant risk assessments
- Provide feedback to the Area Lead on how the new colleague is settling in and make recommendations for additional support and/or training where a need has been identified.
- **Nursing team**
 - Training on epilepsy.
 - Medical needs
- **Everyone** – If you see a new colleague, please ensure that you say hello, introduce yourself, ask how they're settling in and offer help and guidance.

The Induction Programme

The Induction Programme will be tailored to the post and to the post-holder's experience. The areas of content which should be considered for each category of staff are set out below but these should not be seen as exhaustive.

A check list will enable the new starter and school leads to ensure that each aspect of the programme has been completed and understood.

Training a new class colleague (including agency staff) will receive **before** they start in the classroom:-

- Safeguarding (45 min meeting with Dawn or DSP)
- Time to watch introduction to safeguarding + KCSIE videos
- Time to watch moving and handling video
- Orientation tour of the whole school, explanation of the organisation
- Time to read therapeutic approach information (written)
- Introduction to people who could help: staff reps and wellbeing team (this be part of a printed new starter welcome pack, which will include the check list the Carrie has prepared).
- The probationary policy will be shared - (mid period meeting will be held with all new starters)
- Introduced to Staff Handbook

In their **first week** new staff will:-

- Meet with Michael who will explain health and safety matters.
- Meet Sarah who will explain the school's therapeutic approach to behaviour support

In their **first month** new starters will have:-

- Time to watch nursing videos
- Time to watch supported eating videos + the opportunity to ask Emma or dysphasia trained SLT
- Time with Emma or Georgina to introduce AAC
- Time to watch Prevent video

(I would suggest that time can be in school or at home - overtime would be paid)

In their **first term** new starters will undertake training in

- Therapeutic Thinking (previously known as Step – On)
- First aid

Administrative Staff

All new staff should be given appropriate induction advice, training and resources by the Head and Health and Safety Lead. This should include:

- Safeguarding briefing
- Part 1 of Keeping Children Safe in Education and the Child Protection Policy and Safeguarding Policy
- Prevent training
- Health and Safety, including fire and emergency procedures
- School administrative systems and procedures
- Specific job related training such as finance, safer recruitment, call / visitor handling etc.
- Staff Handbook

Cleaning and Site Staff

All new staff should be given appropriate induction advice, training and resources by their line manager and Health and Safety Lead. This should include:

- Safeguarding briefing
- Part 1 of Keeping Children Safe in Education and the Child Protection Policy and Safeguarding Policy
- Prevent training
- Health and Safety, including fire and emergency procedures
- Specific job related training such as asbestos, moving and handling, working at height etc.
- Staff Handbook

Governors

All new Governors should be given appropriate induction advice, training and resources by the Clerk to Governors/Headteacher and Health and Safety Lead. This may include:

- Safeguarding briefing
- Part 1 of Keeping Children Safe in Education and the Child Protection Policy and Safeguarding Policy
- Health and safety, including fire and emergency procedures
- Current relevant school information, policy documents and School Improvement Plan data.
- School brochure including staffing, Ofsted and school performance data
- DfE information on the role of governor
- Dates and times of whole governing body and subcommittee meetings
- Access and information of previous governing body minutes
- Information and access to governor training courses.
- Staff Handbook

Volunteers

All new volunteers should be given appropriate induction advice, training and resources by the School Business Manager and Health and Safety Lead. This should include:

- Safeguarding briefing children and children protection and Part 1 of Keeping Children Safe in Education
- Health and safety including fire and emergency procedures