# Induction Policy

Overley Hall School

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| Approved by: | Support & Scrutiny Board, Date: 29th of September 2026<br>Mandy Peever |
| Next review due by: | 28th of September 2027 |

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## Introduction

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 and Support and Scrutiny Board members to 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 Programme should be cross-referenced with the ECT Induction Programme.

## Aims

A tailored effective induction for staff, volunteers and Support and Scrutiny Board members is the best opportunity to ensure new members of the team are clear about their role and management expectations.

All members of the school community are valued and respected as individuals and as members of the school team. It is important that new staff are welcomed into the whole school team and helped to establish their role and position within the team. It is vital that new staff settle quickly and happily into school and gain a knowledge and understanding of the philosophy and ethos that drives the 'Overley way'.

The induction process will:

- Enable the inductee to meet key members of staff and begin to feel part of the 'Overley Family'.
- Allow the inductee to experience and understand Overley Hall's ethos, routines and practices
- Provide, if appropriate, a tour of the school and information about facilities, answering questions and giving practical advice.
- Provide information and training on the school's policies and procedures
- Provide Child Protection training and time to assess its effectiveness
- Enable the colleague to ask any questions they may have.

- Contribute to the colleague's sense of job satisfaction and personal achievement.
- Explain the school's Code of Conduct to ensure that all inductees understand what is expected of them and their actions.
- Identify and address any specific training needs
- Ensure that the process is evaluated.

## Definitions.

**Induction:** An induction is the initiation provided by a school to a new employee, board member or volunteer to ensure that they have all the information they require to carry out their role effectively.

## Role & responsibilities.

The induction of all new members of the team is an important aspect of school life and is essential in maintaining and developing the school ethos. It is essential that everyone knows who is responsible for giving them support and guidance.

### Inductor/ Trainer

Overley Hall School have allocated Mandy Peever (Pastoral Coordinator) to manage staff induction. Volunteers will be inducted by an appropriately allocated member of staff and new Board members will be inducted by the Chair of the Board and Head Teacher.

## Process

Prior to induction taking place, it is important that:

- Arrangements are made to ensure that a new member of staff, volunteer or Board member is welcomed.
- Any immediate needs are identified

The induction programme will be tailored according to the individual needs and position of the inductee but typically inductions for teaching staff and assistants will include:

- an induction checklist of the policies, procedures and training to be covered
- an induction timetable
- details of help and support available
- details of work shadowing, if appropriate
- a diary of induction/probation meetings
- details of other relevant individuals with responsibility for induction e.g. the designated mentor or supervisor
- appropriate information, training, observation, and mentoring.
- Safeguarding Children and Children Protection (including Prevent) will feature prominently in every induction programme.

Along with the mandatory training listed below:

- Safeguarding children and children protection
- Continence and intimate care
- Health and safety
- Fire and emergency procedures
- First aid
- Medication and Competency
- Code of Conduct
- GDPR (data protection)
- Positive Behaviour Support Plan Documents (PSP)
- Staff Handbook
- Visitors Policy and Procedure
- School Brochure
- Policy documents, including School Improvement/Development plan
- Support with developing schemes of work,

- Assessment advice (CPG), recording, reporting, resources and procedures, Class and set lists, school information
- Information on whole school and year group resources, including ICT
- Timetables and One page learner profiles for learners in their class
- SEN information LAC/CIC/CIN
- Information linked to ethos, mission statement, prospectus
- Curriculum Map and where to find key information linked to the curriculum

- Details of Pupils especially any specific care needs
- Pupil's IEPs and EHCPs and how to access relevant data/information of pupils
- A copy of their job description
- Teachers' names and corresponding classes
- Term dates and CPD calendar

All school staff will also receive specialist training by our Therapy Team which includes the following:

- Introduction to Communication training
- Autism Training
- Talking Mats training
- Total training package for verbal pupils with ASC
- Total training package for pupils with SLD
- Total training package for pupils with complex needs
- Sensory Integration Awareness training
- Attachment Awareness
- PDA Awareness (Pathological Demand Avoidance)
- OCD Awareness (obsessive compulsive disorder)
- PACE Awareness (Playfulness, Acceptance, Curiosity and Empathy)
- AAC Training (Augmentative and Alternative Communication)
- Attention Autism
- Principles of Theraplay and Attachment in play

With additional Specialist Training which may be offered to include:

- Theraplay Level 1
- Comic Strip conversation and Social Stories
- EU General Data Protection Regulation Foundation
- Lego therapy
- Attachment theory
- ACE training
- Training in various attachment and trauma
- Level 3 Award in Education and Training.
- Animal assisted therapy

- Higher level Autism Training
- Training around cochlear implants
- Talking Mats – Licensed trainer
- Eating difficulties or disorders
- IOSH Training

Volunteers and governors will also require an effective induction. Like all staff they need to be given an appropriate induction, so they know what to do in an emergency or if there is a safeguarding issue. They will also require like all staff clear guidance on what steps to take to avoid putting themselves in situation when malicious allegations could be made against them.

## Supply Teachers and Agency Staff

All new supply teachers and agency staff should be given appropriate induction advice, training and resources by an appropriate member of staff. This should include:

- Safeguarding children and children protection
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- Behaviour management policy
- Relevant information from the Staff Handbook;
- Relevant information on curriculum, schedules and timetables

## School Support and Scrutiny Board (Governance).

All new SAS Board members will be given appropriate induction advice, training and resources. This will include:

- Safeguarding children and children protection

- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- 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
- Visitors Policy
- Prospectus/Mission statement
- Curriculum Policy
- Support & Scrutiny Board Policy documents.
- Dates and times of whole governing body and sub-committee meetings
- Access and information of previous meetings,
- Latest governing body report to parent and school newsletters.
- Information and access to governor training courses.
- Introduction to the Modern Governor

**Volunteers**

All new volunteers should be given appropriate induction advice, training and resources.

This should include:

- Safeguarding children and children protection
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct

## Links with other policies/documents.

- Safeguarding and children protection policy
- Health and safety policy
- Fire and emergency procedures
- First aid policy
- Code of Conduct
- GDPR (data protection) policy
- Staff Handbook
- School Brochure
- School Improvement/Development plan
- SEND policy
- Curriculum policy

Overley Hall School

# 2026 Induction Programme

Inductee: _____

# Induction Programme

| When? | Task | To do | Date and sign when completed |
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| **Before the employee's first day** | The person responsible for induction, including assigning 'buddies' and/or mentors will be Mandy Peever.<br>**Mandy Peever responsible but** in her unplanned absence Dee Marshall to be responsible for delivery of induction programme. | 1. Mandy to organise a mentor – a Senior Teaching Assistant).<br>2. Mandy to organise a buddy. | Date:<br>Sig:<br><br>Date:<br>Sig: |
| | Set up employee's ICT account, phone, Behaviour Watch and internet access, letter of introduction to the pension scheme. | Deni to organise, Mandy to liaise.<br><br>Rachel to add to Behaviour Watch | Date:<br>Sig:<br><br>Date:<br>Sig: |
| | To add new staff member to the School Structure and do final audit of SCR. | Mandy (DSL) to carry out both | Date:<br>Sig: |
| | Create a hard copy folder for new staff member to collate their induction work, store notes, policies, procedures, induction programme keep records of their face to face & online training etc. | Mandy to organise | Date:<br>Sig: |

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| | Ensure the timetable for the class group the recruit will be working is accurate and fit for purpose. | Educational management team l to ensure the timetable for the class group where it is planned for the new recruit to work is accurate and fit for purpose.<br>That it provides clarity in what to expect across the week in terms of lessons and locations giving them every opportunity to be prepared and helpful. | Date:<br>Sig: |
| | Make sure first week of induction is scheduled and planned, and relevant members of staff are notified, e.g. notify your designated safeguarding lead (DSL) about carrying out safeguarding training | 1. Mandy, Dee, to plan week 1st week.<br>2. Ensure a new person has been personally introduced to ALL the DSLs. | Date:<br>Sig:<br><br>Date:<br>Sig: |
| | Send out induction pack | Mandy to hand out. | Date:<br>Sig: |

| When? | Task | To do | Date and sign when completed |
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| **First day** | Introduce colleagues, pupils, 'buddy' and/or mentor | Ensure a photograph of the new staff member is up on the Welcome & Events Board to make learners aware that somebody new will be in school. Use their first name on the board<br><br>Mandy to organise a 'buddy' for new staff member and introduce them. | Date:<br>Sig:<br><br>Date:<br>Sig: |
| | Hand out Induction folders and provide digital and hard copy folders to add induction information | Mandy to create a hard copy folder. Explain that these folders must remain in school and available to senior leaders for auditing purposes in line with Induction Policy. | Date:<br>Sig: |
| | Take employee on a tour of the school | Mandy to present a full tour of the school, grounds and Wellingtonia, introducing to as many staff and learners from across the entire provision as possible. Encourage interaction. | Date:<br>Sig: |
| | Ensure we have: | Consent for/not for photographs/videos on website, marketing | Date:<br>Sig: |
| | Introduce the system for reporting a concern or any | Mandy to introduce the system for reporting a concern and what happens when a concern is | Date:<br>Sig: |

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| | information which may be sensitive. | raised. What the person raising the concern should do and what they should expect to happen as a result. What to do if they are dissatisfied with the outcome.<br><br>Take new staff to location of SIFs in reception, where identification of DSLs on duty is displayed, and test/QAs on systems throughout the induction week.<br><br>Introduce Whistleblowing Policy and Complaints policy on the first day too.<br><br>Staff to read Whistle Blowing Policy and Complaints Policy and be encouraged to ask questions about both. | Date:<br>Sig:<br><br>Date:<br>Sig:<br><br>Date:<br>Sig: |
| | Outline health and safety procedures, e.g. fire drill procedures and meeting points, the process for signing in and out of school, and recording incidents | Mandy/Dee to introduce our Health and Safety Policy. Ensure new staff realise that Dee is our H&S lead and first point of contact if needed.<br><br>Mandy to organise Glen or Richard to introduce staff to the fire alarm panel/system/procedure. Ask Mandy or Dee to talk about our fire procedure.<br><br>Mandy to present how to sign in and out, including the procedure for signing visits/guests into school and what to do if a visitor/guest does not have an identification badge on.<br><br>Mandy to carry out an H & S Audit of the school with new staff, pointing out key things to look out for e.g. objects in front of fire doors, locking/supervision of COSHH products/cupboards, locking external doors, etc. Staff to be involved throughout this part of the induction and their understanding checked.<br><br>Link this part of the induction to procedures to report: | Date:<br>Sig:<br><br>Date:<br>Sig:<br><br>Date:<br>Sig:<br><br>Date:<br>Sig: |

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| | | • Incidents where maintenance is required.<br>• Domestic housekeeping may be needed if extensive.<br>• Grounds people are required.<br>• HR may be required.<br>• Incident is a near miss and how this invokes a system involving H & S Team and DSLs<br>• Accidents<br>• Staff room duties<br>(Do not discuss procedures for reporting incidents/significant events at this point) | Date:<br>Sig: |
| | | Mandy asks Kelly to discuss how to appropriately clean different types of spillages and where to find resources to function safely. | Date:<br>Sig: |
| | | Take to the sluice room and demonstrate how to use and where to find the required tools and resources. Explain where to take soiled clothing and show them where the laundry is. | Date:<br>Sig: |
| | | Mandy to discuss and describe the procedure for providing personal care. Show the shower in school and what to do if the learner requires changes of clothes. Discuss the PE changing and showering systems.<br>Discussions should include an introduction to:<br>First Aid, Debriefs for staff and children (Mandy, Dee) | Date:<br>Sig:<br>Date: |

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| | | Medication and competency for administering drugs, do's don'ts (Mandy)<br><br>What is Team Teach, dos and don'ts (Mandy)<br><br>Wherever it is possible show the location of children's bedrooms and family rooms of learners in the class they are going to be working in. | Sig:<br><br>Date:<br><br>Sig:<br><br>Date:<br><br>Sig: |
| | Introduce employee to:<br>• The school timetable, including timings of staff meetings, assemblies, and registration.<br>• Qualifications<br>• Expectations around staff conduct, e.g. use of mobiles, social media (confidentiality) and dress code<br>• Conditions of employment, and absence/back to work interviews and disciplinary procedures<br>• Dress standard<br>• Handbook<br>• Job Description<br>• Croner / Employee Assist<br>• Brad Time<br>• Supervision/targets | Mandy and Dee to hand out the class/learners' timetables and discuss 6th form<br><br>Lorna to give an overview of qualifications delivered to learners at Overley (AQA and OCR)<br><br>Mandy to discuss the Staff Code of Conduct in detail. Introduce Policy and Procedure and ensure staff read carefully. Professional Conduct and expectations MUST be discussed at length giving lots of opportunity for Q/As.<br><br>Introduce the social media Policy and the Mobile Phone Policy<br><br>Demonstrate how to use the staff car parking facilities and how to access/leave the school safely including expectations.<br><br>Mandy to introduce staff member to Pam to order uniform if appropriate.<br><br>Mandy to introduce the Supervision Policy | Date:<br>Sig:<br>Date:<br>Sig:<br>Date:<br>Sig:<br><br>Date:<br>Sig:<br>Date:<br>Sig:<br><br>Date:<br>Sig:<br>Date:<br>Sig: |

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| | • Holidays/Term Dates and calendar of events<br>• Personal Development<br>• Outing risk assessments. | | |
| | Help employee to become familiarised with ICT account, phone system and reprographics, e.g. photocopier | Mandy to get staff to log on with you there. Explain as simply as possible how to access the school data, drive and open their own folder. Ask them to print something on the school printer and the main printer, explain when each one should be used, and how we need to be aware of the cost (paper and ink). Ensure new staff members use the photocopier to do standard photocopying. | Date:<br>Sig:<br><br>Date:<br>Sig: |
| | Ensure we have: | Consent for/not for photographs/videos on website, marketing etc… | Date:<br>Sig: |

| When? | Task | To do | Date and sign when completed |
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| **First week** | Make sure employee meets DSL and has safeguarding training. | Dee and Mandy to provide.<br>• Safeguarding and Child Protection Training including KCSIE 2026 (face to face)<br>• Online training which must be carried out within this week to include:<br>  • Safeguarding on first day including CSE<br>  • First Aid Appointed<br>  • KCSIE Q&A part 1<br>  • GDPR<br>  • Medication<br>  • Online safety<br>  • Prevent<br>  • Equality and diversity<br>  • Intimate care | Date:<br>Sig: |

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| | Explain the school's behaviour and rewards system | Rachel to introduce the Behaviour Support Policy.<br><br>Rachel and Lorna introduced the Positive Support Plans and one-page profiles.<br><br>Mandy to ensure all learners PSPs in the class have been read and Q/As have taken place.<br><br>Mandy and Dee to introduce the Daily Integrated Reports<br><br>Dee to provide a detailed session on how to use Behaviour Watch and our expectations, accountability, who is responsible:<br>Recording incidents<br>Significant Events<br>Contact parents.<br>Health and welfare<br>Body Maps<br><br>Mandy or Lee to give an outline of Team Teach and their role prior to undertaking full training and post training be provided with clarity. | Date:<br>Sig:<br><br>Date:<br>Sig:<br><br>Date:<br>Sig:<br><br>Date:<br>Sig:<br><br>Date:<br>Sig: |

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| | Explain how to record attendance | Lorna, to provide a brief introduction on attendance and demonstration, the amount of detail provided should be dependent on role. | Date:<br>Sig: |
| | Provide an overview of the school's mission, curriculum intent and ethos.<br>Mapping<br>Planning – IEP's<br>Red files<br>Progress and Impact Reports<br>School Improvement Planning and Self-Evaluation<br>School Structure<br>Daily structure<br>Calendar of Events<br>Observation formats<br>Integrated Themes & termly themes | Dee to deliver this session, the details provided will be dependent on the role of the inductee.<br>Senior, Middle leader, Teacher, Tutor will also be expected to look at curriculum design, implementation, and impact.<br>Staff will be expected to read the policy and education model and take part in a Q/A session.<br>Lorna to discuss EHCPs, PEP's and IEPs in detail. | Date:<br>Sig:<br>Date<br>Sig:<br>Date:<br>Sig: |
| | Provide an overview of the school assessment system. | Dee to deliver this session, the details provided will be dependent on the role of the inductee as discussed above.<br>Staff take part in a moderation exercise. | Date:<br>Sig:<br>Date:<br>Sig: |

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| | **Introduce** the therapies, interventions and approaches used. | Therapy and clinical team to deliver an introductory course on the following asap.<br>• PACE<br>• Zones of Regulation<br>• Debriefing Learners<br>• Visual Timetables<br>• Developing Communication/Autism<br>• Talking Mats<br>• Attention Autism/ Therapy Play/Theraplay/Lego Therapy<br>• Sensory Integration / Sensory Diets | Date:<br>Sig: |
| | Make sure employee meets with line manager at the end of the first week to:<br>Review progress.<br>Identify training and development needs | Mandy to carry out this review, other senior leaders may also be invited to attend. | Date:<br>Sig: |
| **2nd Week** | Arrange additional training for the employee based on the review of the first week | Mandy to introduce the plan for further training required. | Date:<br>Sig |
| **When?** | **Task** | **To do** | **Date and sign when completed** |

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| **1st Month** | Make sure employee's line manager outlines the school's performance management system and begins to determine objectives | Dee/ Mandy to introduce Performance Management/Supervision.<br>Performance management targets to be set with Dee and agreed by the end of the first week for the coming three months by Bev, Inductee and Mandy. | Date:<br>Sig: |
| | Make sure employee attends induction training sessions with relevant members of staff, e.g. the SENCO and the school business manager | Discussions and expectations around the different types of reviews including:<br>Annual<br>CIN<br>LAC<br>PEP<br>MAC<br>MAT<br>Detail provided dependent on role of inductee.<br><br>Meet Managing Director who will explain the systems the schools HR department is responsible for. | Date:<br>Sig:<br><br>Date:<br>Sig: |
| | Inductee to Logon to Sage | On receipt of first mock pay slip or pay slip, Inductee to be supported to logon to SAGE - Deni to support | Date:<br>Sig: |

| When? | Task | To do | | Date and sign when completed |
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| | Provide comprehensive / accredited (where possible) training relating to the therapies and therapeutic approaches / interventions used as part of our curriculum offer | Therapy and clinical team to deliver **detailed** courses on the following asap | | |
| | | PACE | Date:<br>Sign: | |
| | | Autism | Date:<br>Sign: | |
| | | Developing Communication/Autism | Date:<br>Sign: | |
| | | Developing Emotional Wellbeing | Date:<br>Sign: | |
| | | Talking Mats | Date:<br>Sign: | |
| | | Sensory Integration/Sensory diets | Date:<br>Sign: | |
| | Inductee to be given further training | Training to include: | | |
| | | PHRSE | | Date:<br>Sign: |
| | | Medication competency | | Date:<br>Sign: |
| | | Team Teach (intermediate) | | Date:<br>Sign: |
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| | | Advanced Safeguarding | | Date:<br>Sign: |
| | | Advanced Medication | | Date:<br>Sign: |
| | | Radicalization | | Date:<br>Sign: |
| | | Fire Marshall Training | | Date:<br>Sign: |

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| | | • Attachment/Trauma/ACES | Date:<br>Sign: |
| | | • GDPR | Date:<br>Sign: |
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| | Further policies to share and discuss | Mandy to ensure, inductee has read and understood the following policies:<br>• Positive Working Policy<br>• Mental Health and Wellbeing Policy<br>• Procedures for Low level safeguarding/concern<br>• Managing Allegations<br>• Procedures for dealing with child-on-child abuse.<br>• Procedures for supervision<br>• SEND Policy<br>• Complaints and Compliments Policy<br>• Curriculum Policy<br>• The website<br>• Behaviour Support Policy<br>• H & S<br>• Education Visits Policy<br>• Code of conduct & Smoking Policy<br>• Remote Learning<br>• Online Safety<br>• Medication Policy<br>• PHRSE Policy | Date:<br>Sign: |

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| | | • Continence and intimate Care<br>• Reading & Phonics Policy<br>• First Aid Policy<br>• Social Media Policy<br>• GDPR/. Data Protection Policy<br>• Health and Wellbeing Policy<br>• Designated Teacher Policy<br>• Allergy and Anaphylactic Policy | |
| | Arrange follow-up session between employees and DSL | Session to meet with Dee or Mandy to discuss progress and any concerns. Written up as a supervision and filed. Performance Management to be discussed and progress discussed.<br>Discussion to consider relationships with parents. | Date:<br>Sig: |
| | Ensure regular 1-to-1 meetings are held between employee and:<br>Buddy and/or mentor<br>Line manager | Meetings to be recorded and filed in staff file | Date:<br>Sig:<br><br>Date:<br>Sig: |
| | Evaluate the success of the employee's induction programme, and use findings to inform future practice | Inductee to be part of a general evaluation meeting to be carried out with Mandy, Dee, and Rachel. Findings to help support future programmes and as a record for staff file. | Final sign off:<br>MPe:<br>DMa:<br>Inductee: |
| **Circle**<br>**Pass / Fail / Require further support** **Date:** **Signature:** | | | |
| **Follow up work required.** | | | |

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| **Comments** | |
| **Circle**<br>**Pass / Fail / Require further support** **Date:** **Signature:** | |
| **Outcome** | |