



# Induction Policy for School Staff, Volunteers and Governors

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**From small beginnings come great things.**

The parable of The Mustard Seed. Matthew 13:31-32

We will apply our Christian and British values, complemented by our small-school benefits; balancing each child's educational, pastoral and emotional needs, delivering an exceptional, personalised journey, enabling them to flourish in our family, our community and in the future. Our work is also rooted in a trauma-informed and relational approach, ensuring that all pupils – especially those with SEND or who have experienced adversity – feel safe, valued, and supported.

## Introduction

This policy applies to all employees and, as appropriate, to volunteers, agency staff and governors. Each will receive a tailored induction programme which includes appropriate information, training, observation, and mentoring.

Safeguarding, child protection, and trauma-informed practice feature prominently in every induction programme. The first weeks and months are vital to the success of any appointment. The arrangements made for introducing a new colleague provide the foundation for safe, effective, and relational practice.

The Induction Programme helps new staff become familiar with their role, responsibilities, and the culture of the school so that they can contribute confidently to a nurturing and trauma-aware community.

## The specific aims of induction are to:

- Ensure understanding of the school's aims, ethos, and relational, trauma-informed values.
- Provide relevant school information and clarify expectations of professional conduct.
- Ensure effective implementation of school policies and procedures.
- Ensure a clear understanding of safeguarding (including e-safety and Prevent) and the links between safeguarding and trauma-informed approaches.
- Ensure implementation of health and safety routines and requirements.
- Identify the role the individual will play within the school community.
- Provide clarity on how the school will support the individual in making an effective contribution.

- Introduce staff to the principles of PACE (Playfulness, Acceptance, Curiosity, Empathy) and the 5Rs (Recognise, Regulate, Reflect, Repair, Reconnect).
- Support staff in developing relational practice, restorative approaches, and strategies that meet the needs of all learners, including those with SEND.

## Induction Responsibilities

The Headteacher has overall responsibility to ensure each new member of staff receives a full induction. Each new colleague is assigned a mentor to support their development. Mentors will model trauma-informed, relational practice as well as operational expectations. All staff share a corporate responsibility for welcoming new colleagues into a safe, nurturing and trauma-aware culture.

Mentoring involves guidance, reflective discussion and modelling of relational practice so that new colleagues build confidence in applying the 5Rs and trauma-informed strategies.

## Annual Induction for All Staff

All staff complete Child Protection refresher training and complete the Health and Safety Induction Checklist at the start of each school year, normally during INSET. In addition, all staff revisit trauma-informed practice, PACE, and the 5Rs to ensure they remain embedded in daily routines. The Headteacher ensures this takes place.

## Induction Pathway

The following describes what new staff can normally expect by way of induction:

From application for the post until immediately prior to starting:

- Receipt of job description and person specification.
- Receipt of details of school's aims, ethos, and relational values.
- Discussion of the school's trauma-informed and relational approaches at interview.
- Agreement of contract and salary.
- Familiarisation time in school, where possible, including spending time in class.
- Handover from previous post-holder.
- Meeting with a senior member of staff to discuss role and duties.
- Informal opportunity to meet staff and pupils.
- Completion of pre-appointment documentation.
- Undertaking any additional training requirements, including safeguarding, first aid, food handling, and an introduction to trauma-informed practice.
- Information on attendance expectations, dress code, and participation in wider school life.
- Immediately prior to starting:
  - Formal meeting with mentor and staff central to the new role.
  - Receipt of induction documentation.
  - Receipt of staff code of conduct and confidentiality agreement.

- Receipt and discussion of key policies, including: Child Protection, Safeguarding, Relational Policy, Behaviour and Anti-Bullying, Equality, SEND, Health and Safety, Critical Incident, Educational Visits, and Whistleblowing.
- Briefing on pupils with SEND, trauma history, or specific needs (with sensitivity and confidentiality).
- Information on day-to-day matters: email login, door codes, staff areas, security, and introduction to the Governing Body.
- By the end of the first week:
  - Further discussion to confirm understanding of school policies.
  - New member of staff signs to confirm they have read and understood relevant policies.
  - Opportunity to observe and reflect on trauma-informed strategies in practice with support from mentor.

## Confirmation of Induction

At the end of the induction period, the new staff member confirms that they:

- Have read and understood key policies.
- Have received an introduction to trauma-informed practice and relational approaches.
- Have received safeguarding, health and safety, and other statutory training.
- Feel confident in where to go for support with embedding trauma-informed and relational strategies.

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I can confirm that the induction process has taken place

Name:

Position:

Date:

Signed: