



Greenside School
Learning Achieving Together

Induction Policy and Personal Training Plan

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Next review : February 2025

Introducing Greenside School

Greenside is a Hertfordshire County Council, special school catering for 174 learners aged 2-19 years, who have a severe or profound learning difficulties, each has an Education, Health, Care Plan (EHCP). Learners attend from 9.00 – 3.25. Staff meetings and training is held on Wednesdays from 3.30.

The majority of learners do not have an understanding of danger, many experience difficulties when making transitions. To reduce risk and manage transitions, access control systems are used throughout the school, the codes are frequently changed – please ask colleagues in the area for help.

The school's Staff Handbook is available on the school's website www.greenside.herts.sch.uk and provides a comprehensive A-Z of the school.

There are 5 areas:- Rainbow; Meadow; Orchard; Woodlands; Preparing for Adulthood (PfA). These 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.

The majority of provision for learners in Key Stages 3 and 4 is colocated with Barnwell Middle School. In addition, Greenside has 2 teaching resources at The Hyde shopping centre, including a social enterprise (The Greenside Studio). These are used by learners in the school's Preparing for Adulthood area. In partnership with North Hertfordshire College (NHC), Greenside has a post 19 provision for students with profound and multiple learning difficulties (PMLD), this is called 2Learn. At Greenside we strive to deliver a creative, relevant and highly personalised curriculum that empowers each learner to achieve a fulfilled future. Greenside provides a curriculum tailored to the learning, emotional, sensory and physical needs of each young person. This is described as "My Curriculum." There are 4 main areas of learning: My Body; My Communication; My Thinking; My Wellbeing. We believe in the concept of lifelong learning and the idea that both the adults and learners learn new things every day, this is reflected in the mission statement: ***Learning Achieving Together***

There is a staff car park at the end of Shephall Green, staff may park in front of the school between 9.30 and 2.45. Colleagues are asked not to park in Shephall Green. Tea and coffee is available in the staff room.

The school has a team of first aiders, please inform them if you have any allergies. We subscribe to the well-being service for all staff (download the SAS wellbeing app for more information).

The Induction Programme

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.

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.

Aims

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

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

Each new starter has a personal training plan (appendix 1), this must be maintained by the new member of staff and made available to the person overseeing the school's training programme.

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 break time 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.

Responsibilities

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

- **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.
- **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 be 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

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 enables the new starter and school leads to ensure that each aspect of the programme has been completed and understood. This should be maintained by the new starter and be made available for the lead coordinating the induction programme.

All new starters (*including site and administration staff, volunteers, governors and agency staff*) will receive before they start:-

- Orientation tour of the whole school, explanation of the organisation
- E-policy / Data protection (*including use of social media*) explained and shared
- Whistle Blowing / Staff conduct policies explained and shared
- Keeping Children Safe in education (KCSIE) document and training read child protection and safeguarding policy meeting with a member of the safeguarding team
- Time to watch moving and handling video
- Time to read therapeutic approach information
- Introduction to people who could help: staff reps and wellbeing
- The probationary policy will be shared - (mid period meeting will be held with all new starters)
- Introduced to Staff Handbook / school website

In their first week all new staff will:-

- Explanation of health and safety matters (including fire arrangements and alarms).

In their first week all new class staff will:-

- Meet member of the school's therapeutic approach team to explain how emotional needs are met at Greenside

In their first month all new class staff will:-

- 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

(time can be in school or at home - overtime will be paid)

In their **first term** new class staff will undertake training in

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

Appendix 1 – Personal Training Plan (Checklist)

Name of new starter.....

Date started at Greenside

This check list is kept and maintained by the new starter. It should be made available to the line manager overseeing the induction programme when requested.

Key...

❖ = safeguarding

Green = Parts 1 & 2 must be completed by all new starters (including volunteers and governors)

Blue = Parts 3 – 4 must be completed by all class staff

Yellow = Part 5 other for class staff training

Part 1 - Before starting	
Aspects covered	Date / Understood
❖ meeting with a member of the safeguarding team	
❖ read child protection and safeguarding policy	
❖ Keeping Children Safe in education (KCSIE) document and training	
❖ E-policy / Data protection (<i>including use of social media</i>) explained and shared	
❖ Whistle Blowing / Staff conduct policies explained and shared	
Watch moving and handling introduction 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	
Staff Handbook / Probationary Policy / school website and social media shared	
Part 2 - First Week (5 working days)	
Health and safety meeting (<i>including fire procedures / alarms – pool and barn</i>)	
Therapeutic approach to behaviour: guidance + meeting with member of the behaviour team	
Prevent video	
Part 3 – First Month (4 working weeks)	
Medical needs - video	
Supported eating - video	
Introduction to Augmentative and Alternative Communication (AAC)	
Swimming pool training (if applicable)	

Part 4 – First Term <i>(10 working weeks)</i>	
Therapeutic Thinking <i>(previously known as Step – On)</i>	
First aid	
Supported eating – training	
Part 5 - Other training <i>within the first 12 months training may include:-</i>	
Moving and Handling course	
Epilepsy	
Introduction to phonics	
Intensive Interaction	
Attention Autism	
Tac-Pac	
British Sign Language (BSL)	
ELKAN (communication)	
Multi-sensory room	
<i>Other (please list)</i>	

Appendix 2 – Site map (1 Rainbow / Meadow; 2. Orchard 3 PfA 4 Buttercup class)







