INDUCTION POLICY

Welcoming staff. Building understanding.
Establishing confident practice.



RIVERSIDE BRIDGE SCHOOL

INSPIRE, EMPOWER, ACHIEVE

This policy forms part of the Riverside Bridge School Policy Framework
and should be read alongside any related policies, procedures and guidance.

RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE

OUR COMMITMENT

At Riverside Bridge School, every policy reflects our commitment to creating a safe, inclusive and ambitious school community in which every pupil is valued, every voice matters and every family is respected and supported.

Our policies translate our values into consistent practice. They support high expectations, clear responsibilities, effective partnership and informed decision-making, ensuring that the needs, rights, wellbeing and future outcomes of our pupils remain at the heart of our work.

We work collaboratively, act with integrity and continually reflect upon and improve our practice to achieve the best possible outcomes for every pupil.

POLICY PRINCIPLES

Our Policy Principles underpin how we work together and guide the decisions and actions we take to support every pupil and their families.



POLICY PURPOSE & FRAMEWORK

Riverside Bridge School policies set out the expectations, responsibilities and approaches that support safe, consistent and high-quality practice across the school. They translate our values, statutory responsibilities and professional expectations into clear guidance for everyday decision-making and practice.

Each policy forms part of the Riverside Bridge School Policy Framework and should be read alongside any related policies, procedures, statutory guidance and school frameworks referenced within the document.

Policies apply to the members of the school community identified within each document, including staff, governors, parents and carers, volunteers, contractors and other professionals where relevant. Everyone is expected to understand and apply the requirements appropriate to their role and to seek further guidance where clarification is required.

CURRICULUM DRIVERS



Our Drivers provide a shared golden thread across curriculum, school life, policy and leadership, helping ensure that our decisions and practice remain focused on the experiences and futures we want for every pupil.

STATEMENT OF INTENT

This policy sets out Riverside Bridge School's approach to the induction of new employees and other adults working within the school. It explains the principles, expectations, responsibilities and arrangements through which new staff are introduced to our pupils, safeguarding culture, professional expectations, specialist approaches and ways of working, enabling them to begin their role safely, confidently and effectively.

At Riverside Bridge School, we recognise that effective induction is fundamental to high-quality professional practice. Joining a specialist school involves learning much more than organisational routines and procedures. New staff need to develop an understanding of the individual pupils they support, how those pupils communicate and learn, the approaches that underpin our provision and the professional responsibilities that come with working within a complex SEND environment.

Induction therefore begins with the essentials required for safe and professional practice and develops progressively over time. Safeguarding and child protection, pupil safety, professional conduct, health and medical needs, communication, Positive Support and relevant personal or intimate care arrangements are prioritised from the outset. Staff working directly with pupils must also have access to and understand the individual information necessary to support those pupils safely and respectfully.

Our approach recognises that new staff arrive with different professional backgrounds, experiences, strengths and development needs. Induction is therefore proportionate to role and responsibility rather than identical for every employee. Teachers, co-educators, therapists, administrators, leaders, premises staff and other professionals require a shared understanding of Riverside Bridge School alongside induction that reflects the particular responsibilities of their role.

Induction also introduces staff, where relevant, to the specialist approaches that define practice at Riverside Bridge School. This includes our curriculum pathways, Total Communication, Positive Support and BridgeWorks Structured Teaching, alongside expectations for teaching, learning, assessment, communication, independence and Preparation for Adulthood appropriate to the employee's role.

We do not expect new staff to understand or embed every aspect of Riverside Bridge School practice immediately. Effective induction is staged and developmental. Initial information is reinforced through modelling, observation, supported practice, professional discussion, feedback, coaching and continuing professional development so that understanding develops into confident and consistent practice.

Induction is also a shared responsibility. The school has a responsibility to ensure that staff receive the information, training, support and guidance necessary to undertake their roles effectively. New staff have a corresponding professional responsibility to engage actively with induction, complete required training, read relevant policies and information, seek clarification where needed and apply agreed approaches consistently.

Agency staff, volunteers, students, contractors and other adults working within the school must also receive induction proportionate to their role, responsibilities and the duration and nature of their work. Temporary status must never result in an adult working with pupils without the essential safeguarding, safety, professional and pupil-specific information required for their role.

Ultimately, induction establishes the foundations for continued professional development rather than representing the completion of it. Through induction, we aim to ensure that every new member of staff understands not only what is expected of them, but **why** those expectations matter for pupils' safety, dignity, communication, learning, wellbeing, independence and future outcomes.

Our responsibility to staff and the school community

Riverside Bridge School has a responsibility to provide induction that is safe, purposeful, proportionate and responsive to the role and experience of each new member of staff.

In fulfilling this responsibility, we will:

- provide every new employee with a planned induction appropriate to their role, responsibilities and previous experience;
- establish safeguarding, child protection, professional conduct and essential health and safety expectations from the outset;
- ensure staff working directly with pupils understand the relevant communication, health, medical, personal care, risk and Positive Support information they require;
- introduce staff to Riverside Bridge School's curriculum and specialist approaches where relevant to their role;
- stage induction appropriately rather than expecting new staff to assimilate all aspects of school practice immediately;
- provide appropriate role-specific training, modelling, guidance and opportunities to observe and practise effective approaches;
- ensure new staff know where to seek advice, clarification and support;
- provide opportunities for professional discussion, feedback and reflection;
- identify promptly where additional training, support or clarification is required;
- provide proportionate induction for agency staff, volunteers, students, contractors and other adults;
- maintain appropriate records of induction and completion;
- use feedback and review to continually strengthen induction arrangements.

Through these commitments, we aim to ensure that every new member of staff develops the understanding, confidence and professional foundations needed to contribute safely and effectively to the Riverside Bridge School community and to the outcomes of the pupils we support

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APPROVED BY:
Governing Board

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Section 01

PURPOSE AND SCOPE

Establishing foundations. Defining entitlement. Applying proportionately.

The purpose of induction is to enable new staff to become safe, confident and effective members of the Riverside Bridge School community.

The policy applies to all newly appointed employees. Appropriate elements are also used for agency staff, volunteers, students, contractors and other adults according to the nature and duration of their work within the school.

Induction arrangements are proportionate to role and previous experience. A new teacher, co-educator, therapist, administrator or member of the site team will not require identical induction, although there are core expectations that apply to everyone.

Where separate statutory or professional induction requirements apply, including arrangements for Early Career Teachers, these operate alongside this policy.

Section 02

PRINCIPLES OF INDUCTION

Prioritising safety. Building understanding. Developing confidence.

Induction at Riverside Bridge School is:

- pupil-centred, ensuring staff understand the needs, dignity and rights of the pupils they support;
- safeguarding-led, with essential safeguarding expectations established from the outset;
- role-specific, recognising that staff require different knowledge and training;
- progressive, rather than attempting to provide all information on the first day;
- practical, enabling staff to see and practise Riverside approaches in context;
- supportive, providing clear points of contact, opportunities for questions and appropriate feedback;
- developmental, providing the foundation for continuing professional learning.

New staff share responsibility for engaging actively with induction, completing required training, seeking clarification where necessary and applying agreed school approaches consistently.

Section 03

CORE INDUCTION ENTITLEMENT

Establishing essentials. Understanding pupils. Preparing for practice.

All new staff receive an appropriate introduction to the school and to the essential requirements of their role.

Core induction includes, as relevant:

- safeguarding and child protection, including how to recognise and report concerns;
- staff conduct and professional expectations;
- health and safety, emergency, fire and first-aid arrangements;
- confidentiality, data protection and information security;
- attendance, absence and other essential employment procedures;
- pupil communication and Total Communication;
- positive support and understanding individual pupil regulation and support arrangements;
- relevant medical, feeding, moving and handling, and personal or intimate care requirements;
- curriculum, teaching and learning expectations appropriate to the role;
- BridgeWorks Structured Teaching where relevant;
- equality, dignity and respectful practice;
- staff wellbeing and sources of support;
- practical school and site arrangements.

Staff working directly with pupils must be given access to and understand the relevant individual information required to support pupils safely.

This may include communication profiles, health and medical information, risk assessments, Positive Support Plans and personal or intimate care arrangements.

Induction does not replace the responsibility of staff to read and comply with relevant school policies and procedures.

Section 04

A STAGED APPROACH

Starting safely. Building knowledge. Developing practice.

Induction is provided over time rather than treated as a single event.

Before starting or during the initial days, priority is given to information required for safe practice, including safeguarding, emergency procedures, professional conduct and essential information about pupils.

During the first weeks, staff develop their understanding of the school, their role, curriculum and specialist approaches through training, observation, modelling, discussion and supported practice.

As induction progresses, the focus moves increasingly towards developing confidence, consistency and effectiveness within the individual's role.

The school's Staff Induction Framework and Checklist identifies the expected stages, responsibilities and evidence of completion.

Section 05

ROLE-SPECIFIC INDUCTION AND SUPPORT

Recognising roles. Developing expertise. Responding to need.

Induction is adapted according to the employee's responsibilities.

Staff working directly with pupils receive appropriate induction into communication, curriculum, teaching and learning, Positive Support, personal care and relevant health and safety practices.

Teachers and other staff with curriculum responsibilities receive additional induction relating to curriculum pathways, planning, assessment, Development Profiles and relevant teaching frameworks.

Staff with specialist, therapeutic, administrative, leadership or premises responsibilities receive induction appropriate to their professional and operational duties.

Where a new member of staff requires additional support or training, this should be identified during induction rather than waiting until the induction period has ended.

Section 06

AGENCY STAFF, VOLUNTEERS, STUDENTS AND OTHER ADULTS

Providing essentials. Matching responsibility. Maintaining safety.

Agency staff and other adults working temporarily within the school require a proportionate induction before undertaking their responsibilities.

This includes essential information about safeguarding, emergency procedures, professional conduct, communication, pupil safety and how to access relevant individual pupil information.

Where an individual works regularly or for an extended period at Riverside, additional induction should be provided to reflect the responsibilities they undertake.

Temporary status should not result in adults working with pupils without the information necessary to do so safely and respectfully.

The depth of induction may vary according to the individual's role and duration of work within the school, but essential safeguarding, professional conduct, emergency and pupil-safety information must be provided before the individual undertakes relevant duties.

Section 07

ROLES AND RESPONSIBILITIES

Clarifying responsibility. Supporting staff. Maintaining expectations.

The Headteacher has overall responsibility for ensuring that effective induction arrangements are established across the school.

Senior leaders and relevant operational leaders ensure that statutory, safeguarding and organisational requirements are incorporated into induction and kept up to date.

Line managers are responsible for providing role-specific induction, checking understanding, identifying additional development needs and ensuring that new staff know where to seek support.

New employees are responsible for participating fully in induction, completing required activities and training, reading relevant policies and raising questions or concerns where they are uncertain about expectations.

Section 08

COMPLETION, MONITORING AND REVIEW

Checking completion. Reviewing understanding. Strengthening induction.

Completion of induction is recorded through the school's Staff Induction Framework and Checklist.

A signature or completed checklist confirms that induction has been provided; it should not be treated as evidence in itself that an individual has fully understood or embedded all aspects of practice.

Managers should therefore use professional discussion, observation, supervision and feedback to identify where further explanation, modelling, training or support is required.

Induction naturally leads into the school's wider arrangements for ongoing professional support, appraisal, coaching and continuing professional development.

The effectiveness of induction is reviewed periodically and informed by feedback from new staff, managers, safeguarding processes and identified training or development needs.

This policy will be reviewed annually, or sooner where changes to statutory requirements, safeguarding expectations, school organisation or induction arrangements require amendment.

Section 09

RELATED POLICIES & FRAMEWORKS

Connecting practice. Strengthening consistency.

This policy should be read alongside relevant school policies and frameworks, including:

- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Health and Safety Policy
- Positive Support Policy
- Total Communication Policy
- Curriculum Policy
- Teaching & Learning and Assessment Policy
- Supporting Pupils with Medical Conditions Policy
- Intimate Care Policy
- Continuing Professional Development Policy
- Appraisal Policy
- BridgeWorks - Structured Teaching Framework

Effective induction establishes the foundations for safe, confident and high-quality professional practice.

Riverside Bridge School is committed to ensuring that new staff understand the pupils they support, the responsibilities of their role and the approaches that define practice within the school.
Induction is the beginning of professional development at Riverside, not the end of it.