



Staff Induction Policy and Procedure

1. POLICY STATEMENT

The Education (Independent School Standards) Regulations 2014 require that all staff, including non-teaching staff, volunteers, trustees, and visiting music teachers are thoroughly vetted before appointment and then trained in child protection policies and procedures. The requirement applies to everyone who is likely to have contact with children and young people, irrespective of whether they are employees of ArtsEd or for example, employees of a catering company based in the school. Schools are advised to give this training to new staff and volunteers as they arrive throughout the year. The only exceptions are occasional visitors, who are escorted throughout their visit, or those, such as early morning or night-time cleaners who work exclusively when pupils are not present. Trustees must attend child protection training shortly after appointment and details of the training should be made available to the board. - The topic must appear on the agendas of Trustees' meetings once a year, when the Designated Safeguarding Lead (DSL) presents their report.

ArtsEd invests considerable time in the induction training of new staff, covering several different aspects in addition to safeguarding, relating to the general operations of ArtsEd. Most of this training is likely to centre around the individual's role and responsibilities however child protection induction will be included in all induction processes, irrespective of role. The training will be factual in content, and details will be held on employee staff records.

2. SCOPE

This policy applies to all new employees and current employees transferring to new roles requiring further induction.

The procedures in the Appendices outline specific elements for permanent staff, zero hours contract staff and freelance creative staff.

Line Managers must ensure the relevant induction process is followed; where they are unsure, they must seek advice from the Head of HR for specific elements of induction to be included.

3. RELATED POLICIES / REGULATIONS

This policy should be read in conjunction with:

- [Safeguarding Policy](#)
- [IT Acceptable Use Policy](#)
- [Recruitment, Selection and Disclosures Policy](#)
- Staff Behaviour Policy (DSSF)
- [Staff Code of Conduct](#)
- Staff Handbook
- [Whistleblowing Policy](#)
- [Keeping Children Safe in Education](#)

4. INDUCTION PROCEDURES SPECIFIC TO CHILD PROTECTION

New members of teaching and non-teaching staff must attend a training session on child protection before contact with pupils. These sessions are organised by HR and the Designated Safeguarding Lead (DSL), and every effort will be made to hold them within the first week of arrival. Employees of Brookwood, the firm that runs ArtsEd's catering must also receive training in child protection before contact with pupils

Individuals who work or visit ArtsEd who are exempted from this requirement are:

- Night-time / early morning cleaners whose hours of work mean that they do not have contact with pupils;
- Occasional visitors, including occasional lecturers and contractors, who sign in and are given a security badge by ArtsEd's Receptionist and are escorted throughout their visit;
- Contractors working on a designated site that is physically separated from the rest of ArtsEd who are required to sign in and out at their site office and to wear security badges at all times;
- Freelance staff / Zero Hours Contract Staff who work in HE and do not have contact with Day School pupils or have access to Day School areas (who will receive an abridged induction process);
- Contractors working during ArtsEd holiday periods.

5 PURPOSE OF SAFEGUARDING TRAINING

Child protection must be ArtsEd's key priority in every activity that is undertaken; every member of staff needs to be confident from Day 1 that they understand their role in:

- Keeping pupils / students safe;
- Promoting the welfare of pupils and students;
- Promoting equal opportunities and inclusion;
- Preventing all forms of bullying and harassment.

All members of staff (permanent, freelance and zero hours contract) are required to read the Staff Code of Conduct and all permanent staff will receive online Level 2 Safeguarding training in line with advice from the Local Safeguarding Children Board.

In addition, all freelance and zero-hours staff are required to read the relevant Safeguarding Policy and receive a safeguarding briefing from their Line Manager.

All staff holding responsibility as a Designated Safeguarding Lead or relevant deputies must undertake Level 3 Safeguarding training.

6 TOPICS COVERED DURING SAFEGUARDING INDUCTION

Safeguarding Induction training will include:

6.1 Pupil / student welfare procedures including the role of the Trustee's, the Senior Leadership Board, the Designated Safeguarding Lead (and their deputies), the Institutional Designated Safeguarding Lead, Personal Tutors (HE), and Heads of Year.

6.2 Pastoral meetings; monitoring arrangements by the Heads of year; and partnerships with parents and guardians.

6.3 ArtsEd's arrangements for providing additional support for pupils with special educational needs (SEN) and for whom English is an additional language (EAL);

6.4 The legal framework for child protection and anti-bullying policies including:

- i. Anti-bullying
- ii. Pupil / Student Behaviour
- iii. Disability, Special Educational Needs and Learning Difficulties
- iv. Equal Opportunities
- v. Educational Visits
- vi. Safe recruitment in education
- vii. Arrangements for checking volunteers, contractors' staff, freelance staff, and zero hours staff.
- viii. The safe supervision of visitors
- ix. Keeping Children Safe in Education
- x. Working Together to Safeguard Children

6.5 All new staff (teaching and non-teaching) must be made aware of ArtsEd's policies on their responsibility for supervising pupils and ensuring that their behaviour is in line with relevant policies, their role in building positive relationships, identifying risks, keeping everyone safe, and ArtsEd's IT Acceptable Use Policy including the risk of online bullying. Teaching staff must be made aware of the requirement to be alert to the signs of bullying and pupils / students at risk of radicalisation. All permanent staff must undertake the Prevent training programme (<https://www.elearning.prevent.homeoffice.gov.uk/>)

6.6 ArtsEd draws upon national guidance relating to the safeguarding and protection of children, the signs of abuse, and the duties of staff, as well as the role of specialist agencies. Expectations of how staff should respond in difficult situations and why they cannot promise confidentiality to a student or pupil must be explained.

6.7 ArtsEd will ensure staff receive copies of ArtsEd's policies on child protection including the following:

- i. Safeguarding Policy
- ii. Pupils and Confidentiality Issues
- iii. Whistleblowing Policy
- iv. Staff Code of Conduct
- v. Staff Behaviour Policy (DSSF)
- vi. The identity and role of the DSL, IDSL, and Deputy DSL(s)
- vii. The name of the designated Trustee(s) for safeguarding
- viii. The IT Acceptable Use Policy
- ix. Responsibilities under the Prevent strategy.

Copies of these documents can be found on ArtsEd's website. ArtsEd also draws upon official guidance, such as '[Keeping Children Safe in Education](#)', and all staff and volunteers are required to have read Part 1 of the guidance.

6.8 Visitors and site security

ArtsEd will explain the need for visitors to be signed in at Reception and to be escorted about ArtsEd.

6.9 Effective record keeping

ArtsEd will explain the need to ensure that all records are held in line with General Data Protection Regulations and emphasise the seriousness with which this responsibility is taken and complied with.

6.10 Refresher Training

All staff must receive appropriate safeguarding and child protection training and receive regular updates by way of formal training as required by the Department for Education or by way of staff briefings (at least annually).

7. GENERAL INDUCTION

Line Managers must agree early expectations with new team members (allowing them to quickly focus on their role) to develop sound organisational knowledge and to become fully effective in their role, behaving in a way that is consistent with the Staff Code of Conduct and Safeguarding Policy.

Early on in their employment the School will provide new employees with the necessary resources, facilities and training to ensure they feel empowered to take on their responsibilities, enabling them to contribute to organisational and departmental expectations.

Our induction programme is intended to ensure the new staff member is:

- i. Integrated well into their team;
- ii. Motivated to be successful in their role;
- iii. Clear about the principles and standards of behaviour required as outlined in the Staff Code of Conduct;
- iv. Able to fulfil their full potential, have a high level of productivity and meet the needs of pupils and students;
- v. Engaged and confident in their role so that they may contribute to improvements and raise concerns if necessary.

8. KEY PRINCIPLES

ArtsEd's Induction process provides a consistent but flexible approach to induction by:

- i. Ensuring all staff are fully aware of their responsibilities to safeguard pupils and students and understand how to raise concerns when necessary;
- ii. Providing new employees with core information (allowing for adjustment depending on the role, responsibilities and experience);
- iii. Familiarising new employees with the visions and values of ArtsEd including equity, equality, transparency and fairness;
- iv. Establishing the formal process of setting and reviewing objectives from the start of employment;
- v. Demonstrating the importance placed on good performance within teams, ArtsEd's commitment to the development of team members, and the value of collaborative forms of working;
- vi. Enabling swift corrective measures to be implemented when performance falls below the expected standard;
- vii. Enabling formal capability procedures where agreed objectives are not met at all;
- viii. Ensuring that no employee is placed at a disadvantage.

Managers must make reasonable adjustments to accommodate any specific needs of individuals, providing the maximum support available to enable them to undertake their role.

9. RESPONSIBILITIES FOR INDUCTION

The Head of HR will:

- i. Issue guidelines, checklists and advice on the process to line managers and other involved in inductions, providing training to Line Managers as required.
- ii. Maintain and update the Induction Policy and related procedures;
- iii. Ensure there is effective monitoring of individual induction processes;
- iv. Deal with any problems promptly providing an efficient service for both line managers and staff;
- v. Provide the relevant formal training courses for the induction process;

- vi. Provide advice on induction for individuals with specific requirements;
- vii. Ensure that documents are completed, signed off and held on staff files.
- viii. Hold a HR and Health and Safety briefing with all new permanent staff to outline key employment matters.

Line managers will:

- i. Ensure new employees complete the appropriate induction process within the agreed timescale;
- ii. Allocate sufficient time and personally commit the time required for successful inductions;
- iii. Support employees and encourage and enable them to be proactive in their induction;
- iv. Ensure that new employees understand their role and expected standards of behaviour;
- v. Ensure that new employees understand how their performance will be monitored throughout the induction period, and the implications of failing to meet the expected standard of performance throughout the induction period;
- vi. Guide new employees through the information and support available to them;
- vii. Maintain induction records and provide copies to HR once complete;
- viii. Ensure new employees quickly gain an understanding of ArtsEd's aims and ethos;
- ix. Ensure that measures are implemented expeditiously when the progress is not meeting expectations.

The new staff member will:

- i. Carry out all induction activities in line with set deadlines;
- ii. Be proactive and take ownership of their induction with the support of their line manager;
- iii. Apply the knowledge and skills gained through induction when performing in their role;
- iv. Ask for additional help as required;
- v. Provide HR with certificates of all training undertaken where available;
- vi. Request extensions to deadlines if needed;
- vii. Provide feedback at the end of the Induction process upon request.

Appendix A: Health and Safety / Safeguarding Induction

Name of Employee:

Date:

Name of person(s) carrying out induction:

Topic	Information given	✓ or initial	Notes
Safeguarding Policy	Copy of policy emailed		Please read the policy and complete the necessary training via IHASCO
Introduction to Key Personnel Relevant to Health & Safety	<ul style="list-style-type: none"> • Head of Facilities • Head of Production • Principal • Deputy Principal • Head of HR • Health and Safety Committee • Designated Safeguarding Lead (DSL) • Deputy DSL's • Senior Leadership Team (SLT) • Senior Leadership Board (SLB) • First Aider (s) • Fire Warden(s) • Mental Health First Aiders (MHFA's) 		Advise HR if you are interested in becoming a First Aider or MHFA
Trustee's Role	Explain purpose of Trustees and role within ArtsEd		
Emergencies	<ul style="list-style-type: none"> • Fire Exits • Alarm Call points • Alarm Testing • Chemical stores • Extinguishers • Evacuation procedure 		<p>Site Plan and information</p> <p>Walk route with Line Manager</p>

	<ul style="list-style-type: none"> • Assembly points • Checking procedure 		
First Aid	<ul style="list-style-type: none"> • Employee arrangements • Arrangements for students/others • Employees with special needs 		
Supporting Pupils with Medical Needs	School Policy on medication in DSSF (DSL)		
Accident / Incident Reporting	Blue Lemon		Access to training
Hazard / Defect / Concerns Reporting	What to do Who to inform		Report to facilities@artsed.co.uk
Risk Assessments	<ul style="list-style-type: none"> • Key risk assessment information via Blue Lemon • Templates 		Explain what risk assessments apply and where they are. Give copies if relevant.
Behaviour Management Policy	Line Manager		Copy of Policy via email
Appraisal/Performance Management	HR		Should include H&S issues
Health & Safety Training	IHASCO		IHASCO
Toilet Facilities Rest and breakout facilities			
Work related stress	Support – EAP with Simply Health Occupational Health – counselling Stress Risk Assessment (self-assessment)		
Relevant Policies	Anti-Bullying/Harassment Sexual Harassment Policy Equal Opportunities Policy		Send via email
Site Security / Visitors on site	Online system for logging in		Explain local arrangements
Off-site Visits	Line Manager		
Personal Safety/Lone Working	Health and Safety Policy Local Arrangements/Risk Assessments		

Safeguarding Policy			Copy of Policy via Email To be read and signed off by end of first day
Manual Handling			Training via IHASCO
Display Screen Equipment	Risk Assessment via IHASCO		
Work Equipment	Maintenance, Inspections, Risk Assessments, Suitability		

Signed by Employee

Date

Signed by HR

Date

Appendix B - General Induction Procedures for Permanent Staff

Before Day 1:	<p>The Line Manager will e-mail the new staff member to welcome them to ArtsEd and to discuss arrangements for arrival on Day 1.</p> <ul style="list-style-type: none"> • HR will send a welcome pack containing relevant policies to be read and understood. • HR will provide a copy of the Staff Handbook. • HR will remind the new staff member to bring their DBS certificate and other original documents if required to their Induction meeting.
Day 1 (or prior to start date)	<ul style="list-style-type: none"> • Tour of building and introductions to own team and other key staff / departments including HR, Finance, HE Admin (if relevant), DSSF Admin, and the Marketing team. • IT Induction to include IT Access, IT Acceptable Use Policy, Staff ID Card, photocopiers etc. • HR Induction to include check of DBS, confirmation of paperwork completion, contract signed and returned, staff benefits, training requirements, code of conduct, safeguarding overview, health and safety, and staff handbook. • HR will ensure access to IHASCO training modules: Safeguarding, KCSIE 2021, Prevent, EDI, Unconscious Bias, Whistleblowing, Health and Safety, GDPR, and Equal Opportunities. • Staff member will be introduced to the Designated Safeguarding Lead who will provide a formal safeguarding induction including whistleblowing.
By end of Week 1:	<p>HR will:</p> <ul style="list-style-type: none"> • Discuss how performance will be assessed; • Explain terms and conditions of their contract including the probationary period and arrangements at the end of this period; • Ensure understanding of acceptable behaviours and code of conduct including school policy on social media and email use, smoking, notice periods, family friendly policies, staff benefits, etc.; • Be clear as to how problems concerning performance, discipline and serious complaints by staff are handled; • Check mandatory training has been completed (extend by no more than 1 week if necessary). • Explain Whistleblowing procedure.
At end of Month 1:	<p>Line Manager will meet employee to:</p> <ul style="list-style-type: none"> • Check on how staff member is settling in, discuss any concerns, and feedback on performance to date;

	<ul style="list-style-type: none"> • Highlight any performance concerns and be clear as to what improvement is required; • Identify any training needs and put plans in place.
At end Month 3:	<p>Line Manager will meet employee to:</p> <ul style="list-style-type: none"> • Review any agreed targets and adjust if needs be; • Agree any training needs; • Ensure assessment at this point is formal, structured and constructive with notes sent to HR for staff file.
At end of Month 6:	<p>Line Manager will meet employee to:</p> <ul style="list-style-type: none"> • Consider whether probationary period will be signed off or extended (if extended, advice will be sought from HR); • Review targets and confirm training needs and objectives for next six months. Obtain feedback from the employee about the effectiveness of their induction.

If the employee must commence tasks from day one:

An urgent departure, urgent task or other matter might mean an employee is needed to carry out their duties as soon as they start. Where that is the case, be open with the employee about why they are needed urgently but ensure they will start their induction as soon as possible to understand their role and feel a part of ArtsEd. In addition, find ways to help the employee until the induction, such as arranging a short daily 'check-in session' with a colleague. Make sure that legal necessities such as health and safety obligations, paperwork and bank details are still handled right away, and commit to a future date to start the induction.

If an urgent start is required, the new employee must at least have read the Staff Code of Conduct, the Safeguarding Policy, and KCSIE 2021.

Appendix C – General Induction Procedure for Freelance Creative Staff:

Prior to arriving at ArtsEd, HR will:

- Send the KCSIE DfE guidance, Safeguarding Policy (Key Elements for Freelance Staff), Whistleblowing Policy (Key Elements for Freelance Staff) and the Staff Code of Conduct (Key Elements for Freelance Staff).
- The creative must respond to confirm all guidance has been read by signing the confirmatory notice.

Prior to commencing a project, the Line Manager will:

- Arrange a video meeting with the Creative to discuss the project, the Staff Code of Conduct and the Safeguarding Policy;
- Set out clearly the expected professional standards of conduct and behaviour to be observed.

On the day of arrival, the Creative will:

- Be met by their Line Manager;
- Be reminded of the professional standards, the Safeguarding Policy and Code of Conduct
- Receive a Health and Safety briefing;
- Be shown the facilities;
- Be notified of how to report any concerns.

Appendix D: General Induction Procedure for Zero Hours (minimal hours) contracted staff

Prior to arriving at ArtsEd, HR will send to the staff member via email:

- a) Safeguarding Policy
- b) Staff Code of Conduct
- c) Whistleblowing Policy
- d) Health & Safety Policy
- e) Equal Opportunities Policy
- f) IT Acceptable Use Policy
- g) Keeping Children Safe in Education 2021

On the day of arrival, the staff member will:

- Be met by their Line Manager;
- Be reminded of the professional standards, the Safeguarding Policy and Code of Conduct
- Receive a Health and Safety briefing;
- Be shown the facilities;
- Be notified of how to report any concerns.

Appendix E: INDUCTION PROGRAMME CHECKLIST (HR to sign off)

Welcome (Line Manager / HR)	✓
Introduction to colleagues	
Tour of School or department: <ul style="list-style-type: none"> • Cloakroom/toilet facilities • Tea and coffee facilities/ general catering facilities 	
Confirm hours of work (start and finish times)	
Confirm annual leave including entitlement and booking procedure	
Set up profile on Cascade and explain access	
Health & Safety Matters	
Explain what the fire alarms sound like	
Explain - 'If you find a fire' raise the alarm by using a 'break glass' call point	
Explain - 'If you hear the alarm' leave promptly, don't use lifts, move away from the building, stay outside until given the all clear.	
<u>Show</u> the exit routes out of the building (main route and alternatives) and explain how to disengage any door locking devices in an emergency	
Show where Health and Safety Policy is on the intranet	
Show where accident reporting and first-aider lists are	
Getting Started	
Issue and explain internal telephone directory (HR)	
Issue and explain staff handbook (HR)	
Create email address and confirm extension number (IT)	
Explain team drives, shared and personal folders (IT)	
Set up training on IHASCO	
Pay Arrangements	
Confirm pay dates	
Introduce to Payroll <ul style="list-style-type: none"> • P45 / Starter Checklist / Bank Details sent to Payroll 	
First Week	
Job Requirements (explained by line manager)	
Role and responsibilities	
Performance standards	
Supervision/probation explained	

Health & Safety Matters	
Ensure safety risk assessment relevant to role has been carried out	
Identify any safety training needs and arrange training	
Explain any responsibilities for safety supervision or monitoring	
Check that the Health and Safety policy has been read, signed and understood and training provided on IHASCO	
Safeguarding	
Meet DSL for Safeguarding Induction	
IHASCO Course: Safeguarding, KCSIE, Whistleblowing, Prevent, Code of Conduct,	
Ensure Code of Conduct Signed	
Read KCSIE	
Complete Level 1 Safeguarding – if work is not directly with pupils / students	
Complete Level 2 Safeguarding - if work is directly with pupils / students)	
Complete Level 3 Safeguarding – HE staff working with students or part of Welfare / Safeguarding team	
Personal and Professional Development (explained by line manager)	
Learning & Development Policy	
Show the course request form on the Intranet	
Miscellaneous	
Using ArtsEd's Library facilities (Librarian)	
Facilities requests: facilities@artsed.co.uk	
IT requests: helpdesk@artsed.co.uk	
HR requests: hr@artsed.co.uk	
Meetings with Senior Staff	
Meeting with the Principal / Head	
Meeting with HR (if Induction not completed by HR)	

Staff member _____

Date

HR _____

Date

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