



# Induction of staff, volunteers and students Policy

## **Safeguarding and Welfare Requirement: Staff Qualifications, training, support and skills**

Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities.

### **Policy statement**

At Parkfield Montessori Pre-school we provide an induction for all staff, volunteers and students in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

### **Procedures**

Overview:

- We have written an induction guidance plan and induction checklist for all new staff, which includes the following:
  - Introductions to all staff, students and volunteers, including key staff within Parkfield School.
  - Familiarising with the building, health and safety, and fire and evacuation procedures.
  - Ensuring our policies and procedures have been read and are carried out.
  - Introduction to parents, especially parents of allocated key children where appropriate.
  - Familiarising them with confidential information where applicable in relation to any key children.
  - Details of the tasks and daily routines to be completed.
    - The induction period lasts a minimum of two weeks up to a maximum of six months. The manager inducts new staff and volunteers.
    - During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines. Progress reviews will be held to ensure this.
    - Successful completion of the induction forms part of the probationary period and the induction checklist will be kept in the individual's personal file.

## **Induction Guidance**

### **Introduction**

It is recommended that anyone starting work in a new setting is given a comprehensive induction as this aid's integration into the team and research has shown that staff retention is improved if a proper induction is implemented.

### **The importance of induction**

Every new employee, volunteer or student needs a period of time to learn and adapt to their new working environment before they can become a fully effective member of the team. A good induction can minimise the time taken for a new recruit to become effective in their role. Where no induction is in place the new recruit settles in at their own pace and possibly misses out on some essential information while doing so. Where new recruits are not supported by an induction they can quickly become disillusioned and feel unsupported and may even end up leaving the job. In a recent survey by Hays recruitment agency and the Chartered Institute of Personnel and Development, the quality of the induction process, rated in the top three ways to retain staff. In almost all organisations, resignations are most frequent among employees with less than one year's service. Good induction can help retain staff and save the costs and poor reputation associated with a high turnover of staff.

### **Elements of induction:**

- A good induction should include the following elements:
- Orientation (physical) – showing where facilities are i.e. toilets, staff room, fire exits.
- Orientation (organisational) – showing how the employees fits into the team and how their role will contribute to the settings objectives, vision and aims.
- Meeting colleagues and management
- An awareness of how the setting functions on a daily basis
- A clear outline of the job role/requirements
- Explanation of terms and conditions
- Health and safety information
- Any mandatory training required, i.e. safeguarding, Paediatric First Aid

### **How induction is influenced by the recruitment process**

New employees start work with preconceived expectations about their new job, most of which are gained during the recruitment process. The accuracy of these can affect employee turnover in the first few weeks of employment. With this in mind, job adverts should reflect the style and culture of the setting. They should be accurate about the job role, pay and conditions. The selection process is often the first time that an individual has personal contact with their potential employer, to see the setting at work, meet potential colleagues and gain information about the organisation. If this is handled well they have an accurate view of what to expect if they are offered and accept a job. All aspects of interviews should



be handled professionally including being clear about appointment times, who to report to and not keeping interviewees waiting too long. If not, this can cause doubts and anxiety about the job amongst potential employees. If the recruitment, selection and induction processes are co-ordinated this should create a seamless transition from interested candidate to enthusiastic new employee.

### **Pre-employment preparation and documentation**

Regular contact should be kept with the newly selected employee once they have accepted the offer of employment. It is at this stage, while waiting for any pre-employment screening to be completed e.g. an enhanced DBS check and references, that discussions can take place about any reasonable adjustments which may be required to comply with equality law, so that the necessary actions are taken before the new employee starts work. To help facilitate the induction process, pre-employment documentation can be sent to the employee to prepare them for when they start work. This helps build commitment and engagement and can include the terms and conditions of employment, contract of employment, staff handbook which includes our staff related policies and procedures and any other relevant literature, for example the latest pre-school newsletter, the job description and other details about the job, and any recommended reading. This should also include instructions about reporting to work on the first day. These should be as detailed as possible to alleviate any worries and include:

- Dress code, what the employee is expected to wear to work
- Travel information, including public transport and parking
- Required time of arrival
- Who to report to
- Where to report, including entrance
- Security, including any signing-in arrangements or other security issues
- Catering, details about local food facilities or if they need to bring their own lunch
- List of the documents they need to bring, i.e. passport, birth certificate, DBS certificate
- List of arrangements for the first day
- No smoking policy

### **What to include on first day of induction**

The first day for a new employee should be well planned, focussing on the practical and priority information and not overloading them with too much detail. They should be met by the manager Lisa Hovelmeier or one of the Deputy Managers Victoria Watling or Karen Trimnell in the Managers absence. A welcoming and helpful tone should be set and continue for the rest of the induction. It is helpful to start by dealing with the employment documentation to ensure it is in order. This is likely to include employee contract, P45, passport and work permit, a valid enhanced DBS certificate, plus relevant medical and emergency contact details. Any work-related items can also be dealt with such as security

badge and information they should have already read in the staff handbook, etc. This is also the best time to deal with any problems or questions the new employee may have. After this point a tour of the setting is appropriate, showing the layout of the site including essentials such as the location of toilets, staff room and fire exits. Other relevant procedures and facilities should also be explained including arrangements for break times and signing in/out of the staff register. Introductions to the managers and colleagues (including any assigned mentor) can also be made at this time. Any priority rules, such as safeguarding policies and those relating to the EYFS welfare requirements, security and fire procedures, no smoking policy, and use of mobile phones and social networking should be covered as soon as possible during the first day. It's helpful to have an induction checklist both for the first day and for the subsequent period, to ensure all areas are covered and completed in a defined time period. Once the items on the first day checklist have been completed it's best to start the employee working, the aim should be to keep the employee busy, but to start with the simple basics of the job. If formal on the job training is required, this is best done over a scheduled period of time.

### **What to include in induction after the first day**

The timescale for completing an induction can vary depending on the hours the new employee works and any time of their own they spend reading and learning. It would be normal for a comprehensive induction to take up to six months to complete. The values and vision of the setting should be explained during the course of the induction, so the employee learns to understand how they fit into the team. The new employee needs to understand how their work links with that of colleagues and how in turn this contributes to the success of the setting. Other areas to be covered with the new employee should include:

- identifying any training and development needs, setting aside time to allow the new employee to complete any mandatory training required, such as safeguarding, and first aid.
- assigning a mentor, to help them adjust to the new working environment and enabling them to ask questions informally. A mentor can also help with socially integrating the new employee into the team, for example ensuring they are invited to any social events outside the work place and giving advice about local facilities such as cafes and sandwich bars.

### **Progress Reviews**

Regardless of whether employees have been appointed on the basis of a formal probation period, regular progress review meetings should be scheduled into the induction to check how the new employee is settling in. These meetings then inform the content of the first performance management planning meeting once induction/probation is complete. The type of aspects that should be considered and reviewed includes the following:

- *Work quality and output* – is the employee developing in their role? Are they displaying the required competencies? Is more training or support needed?
- *Attitude* – is the employee displaying enthusiasm and interest in the job? Or are they showing signs of boredom and carelessness? And if so why? And how can this be improved?
- *Relationships* – how well is the new employee fitting into the team? Do they interact well with parents and children? If there are any problems, what is the cause? And how can they be resolved?
- *Conduct* – is the employee's conduct and behaviour consistent with what is required and expected? If not, what will be done to address this?
- *Attendance* – what is the employee's daily time keeping like? What is their absence record like? If unsatisfactory, what are the reasons? And what should be done to improve attendance?
- *Potential* – is the employee showing potential for more advanced or different work? Do they show potential for a supervisory role? If so this should be noted for consideration by management.

Sometimes the answers to these questions can reveal situations where the pre-school needs to change, for example, does the culture of the setting need to change to allow a new male employee to feel comfortable in the workplace? The objective of progress reviews should be to help, support and counsel the new employee so they can succeed in their new role. Notes should be taken at these meetings and kept securely and confidentially in accordance with the General Data Protection Regulation 2018 ensuring employees have access to their own records when required.

## **Probation**

Many new employees are appointed subject to the successful completion of a probationary period. Having a comprehensive induction programme can help them complete their probationary period successfully within the time specified. The duration of the probation period should be clearly defined in the contract of employment and any offer of employment letter, and the rules concerning extending or completing a probationary period should be clearly spelt out in the terms and conditions of employment. Probation periods should not be too long (usually six months) and the employee should be informed of the standards they are expected to reach to enable them to complete the probationary period. A formal decision about successful completion of probation should be made at the end of the probationary period after a final assessment which should include an initial Performance Management process with the new employee. The decision should be notified to the employee in writing, and in the case where the probationary period is extended the reasons for this should be explained clearly too.

## **Tailoring induction**

In some cases, an induction programme needs to be adapted to cater for employees with different needs, for example practitioners returning to work after a break i.e. maternity leave would benefit from an update of the latest changes to early years legislation and practice, for example reading through the revised EYFS framework. New deputy managers will need to learn a different set of skills to that of their subordinates and people with disabilities may require equipment and adjustments to safety arrangements. New employees beginning work for the first time may need extra mentoring to settle into the workplace. New employees from ethnic minorities may be sensitive to the culture of the workplace and may also need some additional language training. The results of the induction survey conducted by EYCC showed that while most settings had an induction for paid employees not all volunteers were included, only 58% of respondents had an induction for parents and carers. Volunteers should have a comprehensive induction too. Any ancillary staff in the setting such as cleaners and lunchtime assistants will also benefit from an induction as this will ensure essential training (such as first aid and safeguarding) is completed and they are aware of any health and safety information they need to know. Parents could also benefit from a tailored version of an induction covering setting introduction, facilities, daily routines and rules, policies and expectations. It can be useful to create a welcome pack as part of an induction for parents detailing relevant subjects, for example opening times, exclusion times for illness.

## **Evaluating induction**

Induction programmes cannot stay static and should be evaluated in case there are changes needed. To inform how to adapt and update an induction process, ask new employees as they complete their induction to evaluate its value and suggest any improvements. Also hold exit interviews with staff that leave within a year of starting and ask them for their views on the induction process.

## **Conclusion**

Induction should be a positive learning experience for all those involved. A comprehensive induction can help create an inclusive, supportive working environment for everyone ensuring all new employees have shared knowledge and skills and ensure a flawless transition to effective performance management practice.

## **Glossary**

CIPD – Chartered Institute of Personnel and Development

DBS – Disclosure and Barring Service

EYCC – Early Years & Childcare (Essex County Council)



**References**

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**Web references**

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This policy is reviewed annually, or as deemed necessary.

Policy reviewed and updated.....(date)

Signed.....