Staff Induction Policy

Review Date: October 2026
Next Review Date: October 2026

A. STATEMENT OF INTENT

1. The purpose of this policy is to ensure that all employees, volunteers, university students and governors joining My Oasis receive a structured, comprehensive and appropriate induction programme. This will introduce individuals to the information, training, guidance, observations, shadowing opportunities and resources relevant to their roles and responsibilities.
2. Safeguarding Children and Child Protection will feature prominently in every induction programme. All individuals must understand their safeguarding responsibilities, professional boundaries and the procedures for identifying, reporting and responding to concerns about the welfare or safety of children.
3. The first few weeks and months are vital to the success of any appointment. The arrangements made for introducing a new employee, volunteer, university student or governor to their duties and to the Therapeutic Alternative Provision (TAP) as a whole provide the foundation for a successful, safe and positive contribution to My Oasis.
4. The induction programme is designed to help individuals become familiar with the requirements of their position and understand the culture, ethos, priorities, values and aims of My Oasis. We want individuals to become knowledgeable, confident and effective in their roles as quickly as reasonably possible.
5. Induction is an ongoing and evolving process which may take several weeks or months, depending on the individual's experience, responsibilities and training needs. It is not intended to be completed solely during the first few days of an individual's appointment.
6. The ethos of My Oasis is that we share responsibility for our TAP community and work together to make a positive impact on the lives of the students referred to us.
7. New members joining the team are encouraged to be proactive in asking questions and seeking information and support, however big or small they consider their questions to be. However, the responsibility for ensuring an appropriate and effective induction remains with management.
8. My Oasis is committed to equality, diversity and inclusion. All employees, volunteers, students and governors will be treated fairly and with dignity and respect. No individual will receive less favourable treatment because of any protected characteristic under the Equality Act 2010. Reasonable adjustments will be considered and implemented where appropriate to support individuals throughout their induction.

B. SCOPE

1. This policy applies to:
    - All newly appointed employees, including teaching and support staff.
    - Existing employees transferring to a new role or department.

- Volunteers.
- University students undertaking placements or work experience.
- Governors.

2. All individuals will receive an induction programme appropriate to their position, responsibilities, experience and level of contact with students.
3. Existing employees transferring to a new role or department will receive an appropriate induction to their new responsibilities. This may be shorter than the induction provided to a newly appointed employee but must cover any new duties, training requirements, safeguarding responsibilities and relevant policies and procedures.
4. Volunteers and university students will follow an appropriate induction process, ensuring they understand the expectations, boundaries and responsibilities associated with their involvement at My Oasis.
5. Governors will receive an induction appropriate to their governance responsibilities, including safeguarding, confidentiality, organisational policies and their role in supporting and overseeing the provision.
6. In all instances, induction must ensure that individuals receive the relevant information, guidance and support from appropriate sources to enable them to fulfil their responsibilities safely and effectively.

C. PRE-COMMENCEMENT INDUCTION ARRANGEMENTS

1. Wherever possible, My Oasis will provide relevant information to new employees and volunteers before they commence their role.
2. This may include a pre-commencement information pack containing:
   - An introduction to My Oasis.
   - The history, background and development of the provision.
   - The ethos, values, aims and objectives of My Oasis.
   - An overview of the Therapeutic Alternative Provision and the work undertaken with students.
   - General information about the organisation and its departments.
   - Relevant employment or placement information.
   - Location and practical arrangements for the first day.
   - An outline of the induction programme.
3. Individuals will also be directed to the essential policies and procedures available on the My Oasis website, where appropriate.
4. New employees transferring internally or existing volunteers changing responsibilities may not require a full pre-commencement information pack. However, they must receive any information relevant to their new position.
5. Pre-commencement information does not replace the formal induction programme or the requirement for individuals to understand the policies, procedures and safeguarding responsibilities relevant to their roles.
6. Appropriate safer recruitment checks, references, identity checks and other required pre-appointment checks must be completed in accordance with the relevant recruitment and safeguarding requirements before an individual undertakes activities for which the checks are required. Induction does not replace these checks.

D. THE INDUCTION PROGRAMME

1. The induction programme for all new employees and volunteers will be thorough and tailored to individual needs. It will also be adapted for university students and governors according to their responsibilities.
2. The induction programme should:

   a) Include a meeting with the Headteacher and/or A member of the SLT.

   b) Provide information and training on My Oasis policies and procedures. A checklist of essential policies and procedures will be provided and reviewed. New employees will be signposted to the essential policies on the My Oasis website and required to acknowledge that they have read and understood them once they have had the opportunity to do so.

   c) Provide Child Protection and Safeguarding information, including identification of the Designated Safeguarding Lead (DSL), Deputy DSL and designated first aiders.

   d) Explain the My Oasis Staff Handbook and Code of Conduct to ensure individuals understand what is expected of them and how to access help and support.

   e) Provide copies of essential documents relevant to the individual's role, for example curriculum documents, student information and the mentoring booklet.

   f) Include a tour of the My Oasis premises, identifying facilities, answering questions and providing practical advice.

   g) Introduce new individuals to other staff members and explain their roles and responsibilities within the organisation.

   h) Introduce new employees to the students they will be supporting, where appropriate.

   i) Provide details of work shadowing and arrange a mentor where applicable.

   j) Provide guidance on health and safety procedures, including fire exits, fire evacuation arrangements, lockdown procedures and emergency arrangements.

   k) Identify and address specific training needs. Continuing Professional Development (CPD) training will be offered where required to develop staff knowledge and skills in relevant areas.

   l) Provide a diary of meetings and a timetable for the school day.

   m) Explain relevant reporting arrangements, including access to safeguarding reporting forms, accident records, behaviour incident forms and complaints procedures.

n) Enable new employees to contribute to improving and developing the overall effectiveness of the TAP by listening to their views and feedback as a new set of eyes.

o) Contribute to the individual's sense of job satisfaction, confidence and personal achievement.

p) Where appropriate, show new staff how to access My Oasis resources, class and set lists and other relevant systems to assist their integration into the teaching environment.

3. The induction programme is not intended to be exhaustive or identical for every individual. Careful consideration must be given to the requirements of each position, the experience of the individual and any additional support or training required.
4. All new employees and volunteers must sign to confirm that they have received their induction and acknowledge their understanding of the relevant information and responsibilities.
5. Any outstanding induction activities or training requirements must be recorded and arrangements made for their completion.

E. SAFEGUARDING AND CHILD PROTECTION INDUCTION

Safeguarding responsibilities

1. Safeguarding and Child Protection are fundamental to the work undertaken at My Oasis. All individuals must understand their safeguarding responsibilities before undertaking duties involving students.
2. Safeguarding information must be prioritised during induction and, wherever possible, provided before an individual undertakes any unsupervised work or direct responsibilities with students.
3. All employees must understand that safeguarding is everyone's responsibility and that they have a duty to act immediately if they identify a concern about a child's safety or welfare.
4. Individuals must receive appropriate information and guidance covering:
    - The identity and responsibilities of the DSL and Deputy DSL.
    - How and when to report safeguarding concerns.
    - How to respond when a student makes a disclosure.
    - The importance of listening carefully and taking disclosures seriously.
    - Why staff must never promise a student absolute confidentiality.
    - How to accurately record and report concerns.
    - The procedures for dealing with allegations against staff.
    - Low-level concerns and the appropriate reporting arrangements.
    - Whistleblowing procedures.
    - Professional boundaries and the Code of Conduct.
    - Appropriate physical contact and interactions with students.
    - Online safety and the appropriate use of electronic communication and social media.
    - Confidentiality, information sharing and data protection.

- The procedures for managing safeguarding concerns involving vulnerable students.
- Early help and external referral arrangements.

Keeping Children Safe in Education (KCSIE)

5. All employees must be provided with access to the current version of Keeping Children Safe in Education (KCSIE).
6. All staff must read Part One of the current KCSIE guidance in full and confirm that they have done so. This includes staff who do not work directly with children.
7. The shorter overview of Part One may be provided as an additional reference document but must not replace the requirement to read Part One in full.
8. Staff must be made aware of their responsibility to keep up to date with safeguarding guidance and any changes to My Oasis safeguarding policies and procedures.
9. The Headteacher must ensure appropriate arrangements are in place for staff to confirm that they have read and understood the relevant guidance.
10. Governors and those responsible for oversight will receive safeguarding information and guidance appropriate to their governance responsibilities.

Recognising abuse and identifying safeguarding concerns

11. As part of their induction, all staff must receive appropriate safeguarding information to help them recognise signs and indicators that a child may be experiencing abuse, neglect, exploitation or other forms of harm.
12. This must include an understanding of:

- Physical abuse.
- Emotional abuse.
- Sexual abuse.
- Neglect.
- Child sexual exploitation.
- Child criminal exploitation and county lines.
- Domestic abuse.
- Female genital mutilation (FGM).
- Online abuse and exploitation.
- Radicalisation and extremism.
- Bullying and child-on-child abuse.
- Prejudice-based abuse and discrimination.
- Other forms of harm or exploitation relevant to children and young people.

13. Staff must understand that safeguarding concerns may present in different ways and that changes in a student's behaviour, appearance, attendance, emotional wellbeing or presentation may indicate that something is wrong.
14. Staff must be particularly aware that children with Special Educational Needs and Disabilities (SEND), additional vulnerabilities or communication difficulties may face additional barriers to disclosing abuse or seeking help.

15. Staff must understand that they do not need to establish whether abuse has taken place before reporting a concern. Any concern, suspicion or disclosure must be passed to the DSL or Deputy DSL without delay.

Responding to disclosures

16. All staff must understand how to respond appropriately when a student makes a disclosure or shares information that raises a safeguarding concern.
17. Staff must:

- Listen carefully and remain calm.
- Take the student seriously.
- Allow the student to speak without interruption.
- Avoid leading questions or asking the student to repeat information unnecessarily.
- Reassure the student that they have done the right thing by speaking up.
- Explain that the information cannot be kept secret and may need to be shared with people who can help keep them safe.
- Avoid making promises that cannot be kept.
- Record the disclosure accurately, using the student's own words wherever possible.
- Report the concern to the DSL or Deputy DSL immediately.

18. Staff must not investigate safeguarding concerns themselves or attempt to establish whether an allegation is true.
19. If a child is in immediate danger or requires urgent protection, staff must follow emergency procedures, including contacting the police or emergency services where necessary, without waiting for an internal reporting process.

Child-on-child abuse

20. All staff must understand that children can harm other children and that child-on-child abuse must never be dismissed or tolerated.
21. Induction must include information about recognising, responding to and reporting child-on-child abuse, including:

- Bullying, including cyberbullying.
- Physical abuse and violence.
- Sexual violence and sexual harassment.
- Sexually harmful behaviour.
- Sharing of nude or semi-nude images.
- Coercion, intimidation and controlling behaviour.
- Initiation and hazing-type violence or rituals.

22. Staff must understand the importance of taking all concerns seriously, listening to students and reporting incidents to the DSL or Deputy DSL.
23. Staff must not investigate incidents themselves, make assumptions about the behaviour of those involved or promise confidentiality.

24. All incidents must be managed in accordance with the My Oasis Safeguarding and Child Protection Policy and relevant procedures.

Prevent duty and radicalisation

25. All staff must receive appropriate information and guidance about the Prevent duty and their responsibility to protect children from the risk of radicalisation and extremism.
26. Staff must understand potential indicators of radicalisation, including changes in behaviour, expressed views, online activity or associations that may give rise to concern.
27. Staff must know how to report concerns to the DSL or Deputy DSL and understand the appropriate referral arrangements.
28. Any concerns must be managed in accordance with My Oasis safeguarding procedures and relevant local authority and statutory guidance.

Early help and external referrals

29. Staff must understand that safeguarding is not limited to situations where abuse has already occurred.
30. Induction must include an explanation of early help, including how to identify students who may benefit from additional support and how concerns should be escalated.
31. Staff must understand the circumstances in which concerns may need to be referred to children's social care, the police or other relevant agencies.
32. Staff must know that concerns should be reported promptly and that they must follow the appropriate escalation procedures if they believe a safeguarding concern has not been dealt with appropriately.

Allegations against staff and low-level concerns

33. Staff must understand how to report allegations and safeguarding concerns involving adults working within or associated with My Oasis.
34. This must include an explanation of:

- How to report concerns about another member of staff.
- Who to contact if a concern relates to the Headteacher.
- The role of the Local Authority Designated Officer (LADO).
- How allegations are managed and recorded.
- The distinction between allegations and low-level concerns.
- The importance of reporting concerns even where there is uncertainty.

35. Allegations meeting the relevant threshold must be referred to the appropriate person and the LADO in accordance with statutory guidance and local procedures.
36. Low-level concerns must be reported and recorded in accordance with the My Oasis Low-Level Concerns Policy.

37. Staff must never assume that a concern is too minor to report or attempt to deal with a safeguarding concern informally.

Information sharing and safeguarding records

38. Staff must understand their responsibilities in relation to confidentiality, information sharing and data protection.
39. Data protection must not be used as a reason to avoid sharing information necessary to safeguard a child.
40. Safeguarding concerns must be recorded promptly, accurately and objectively, using the appropriate My Oasis reporting forms and procedures.
41. Records should include:

- A clear summary of the concern.
- Relevant facts and information.
- The student's own words where appropriate.
- Actions taken.
- Decisions made.
- The reasons for those decisions.
- Any referrals or information shared.
- Outcomes and further action required.

42. Safeguarding records must be stored securely and shared only with appropriate individuals through authorised channels.

Checking safeguarding understanding

43. Near the end of the initial induction, the person responsible for delivering the induction must check and test the individual's understanding of safeguarding procedures.
44. This may include asking questions about hypothetical situations they could encounter, such as:

- What would you do if a student disclosed a safeguarding concern?
- What would you do if a student asked you to keep something secret?
- How would you respond if you witnessed inappropriate behaviour towards a student?
- What would you do if you had a concern about a colleague's conduct?
- How and where would you record and report a safeguarding concern?
- What would you do if you were concerned that a student was being exploited?
- What would you do if a student disclosed information about another student being harmed?

45. Individuals must demonstrate that they understand how to respond appropriately, who to contact, where to report concerns and the importance of accurate and timely recording.

46. Any gaps in understanding must be addressed through further guidance and training. Individuals must not be left to undertake responsibilities for which they have not received appropriate safeguarding guidance.

F. HEALTH AND SAFETY INDUCTION

1. All individuals must receive appropriate health and safety information relevant to their role and the environment in which they will be working.
2. This will include, as appropriate:
    - Fire evacuation procedures and identification of fire exits.
    - Lockdown procedures and emergency arrangements.
    - First aid arrangements and identification of designated first aiders.
    - Accident and incident reporting procedures.
    - Site security and access arrangements.
    - Risk assessments and relevant control measures.
    - Lone working arrangements, where applicable.
    - Safe working practices when supporting students.
    - Procedures for responding to challenging or potentially unsafe behaviour.
    - Location of emergency equipment and relevant facilities.
    - Procedures for reporting hazards and unsafe working conditions.
3. Individuals must receive guidance on the My Oasis Behaviour Policy, including positive behaviour support, de-escalation strategies and the appropriate management of challenging behaviour.
4. Any physical intervention or restrictive physical intervention must only be undertaken in accordance with applicable law, My Oasis policies, relevant training and the circumstances of the incident.
5. Staff must understand the limits of their authority and must not use physical intervention unless they are appropriately authorised and acting within the relevant procedures.
6. Individuals must be given the opportunity to ask questions and clarify any health and safety concerns.
7. Any role-specific health and safety training must be identified and completed before the individual undertakes activities requiring that training.

G. MANAGEMENT AND ORGANISATION OF THE INDUCTION

Responsibility for induction

1. The Headteacher is responsible for the overall management and organisation of the induction of new individuals joining My Oasis, including teaching staff, support staff, governors and volunteers.
2. The Headteacher and/or A member of the SLT will be responsible for ensuring that the induction programme is delivered appropriately. They may delegate specific elements to relevant line managers or suitably experienced staff members, where appropriate, while retaining overall responsibility for ensuring the induction is completed.
3. The person responsible for delivering the induction must:

a) Ensure that any immediate needs are identified before the individual takes up their position, wherever possible, and that reasonable adjustments are put in place where required.

b) Ensure that the induction programme is planned, delivered, documented and evaluated.

c) Ensure that all new individuals are given the opportunity to ask questions and seek clarification.

d) Ensure individuals are aware of where to find key policies, procedures and forms, including the Complaints and Compliments Policy and Procedure, Behaviour Incident Form, Accident Book and Safeguarding Reporting Form.

e) Ensure relevant information about students' academic data, SEND, vulnerabilities and known risks is provided to staff who require access to this information for their role.

f) Ensure staff receive relevant Personal Learning Plans and risk assessments for the students they will be teaching or supporting.

g) Explain where relevant forms, student files and other documentation can be accessed, including hard-copy records held within My Oasis.

h) Identify any additional training or development requirements.

i) Ensure that any outstanding induction activities are recorded and followed up.

j) Ensure that induction records and signed acknowledgements are retained appropriately.

4. The DSL and Deputy DSL will ensure that appropriate safeguarding guidance, reporting arrangements and support are available to staff.
5. The individual undertaking induction is also expected to engage with the process, ask questions, seek clarification and raise any concerns about their ability to undertake their responsibilities.

H. STRUCTURE AND TIMETABLE OF INDUCTION

Pre-commencement

Where appropriate, individuals will receive relevant information before commencing their role, allowing them to familiarise themselves with My Oasis and prepare for their first day.

Day One

1. The aim of the first day is to introduce the individual to My Oasis, its staff, environment, ethos and expectations.

2. The first day should include:
    - A welcome meeting with the Headteacher and/or A member of the SLT.
    - An introduction to My Oasis and its aims and objectives.
    - An overview of the individual's role and responsibilities.
    - A tour of the premises.
    - Introductions to relevant staff members.
    - An introduction to safeguarding arrangements, including the DSL and Deputy DSL.
    - Identification of first aiders and emergency arrangements.
    - An overview of essential policies and procedures.
    - An introduction to health and safety arrangements.
    - An explanation of the daily timetable and relevant working arrangements.
    - An opportunity to ask questions.

Day Two and Onwards

1. The induction will move towards the individual's specific department and responsibilities.
2. The relevant line manager will introduce the individual to their team and explain how the department operates.
3. The individual will be introduced to relevant systems, procedures, resources and working practices.
4. Where appropriate, introductions to students will take place, alongside the provision of relevant student information and documentation.
5. Work shadowing and supervised observations will be arranged according to the requirements of the role.
6. The line manager will ensure that all relevant employment documentation is completed and that the individual receives their written statement of employment particulars and other relevant documentation.
7. The training and development plan will be discussed, including arrangements for probationary review meetings where applicable.
8. Arrangements for workplace pensions, including automatic enrolment where applicable, and other relevant employment benefits will be explained.

Remainder of the First Week

1. The remainder of the first week may include:
    - Internal or external training sessions.
    - Work shadowing with experienced colleagues.
    - Observations of teaching, mentoring and student support.
    - Meetings with key employees to understand systems, procedures, techniques and working practices.
    - Familiarisation with relevant equipment and resources.
    - Further safeguarding and health and safety guidance.
    - Introduction to relevant student documentation and support arrangements.
2. An induction review meeting will take place at the end of the first week.

3. This meeting will provide an opportunity to discuss how the individual has settled in, identify any concerns and seek feedback on the effectiveness of the induction programme.
4. Any additional training, meetings or support required will be identified and arrangements made.

Second Week

1. During the second week, the individual may progress from shadowing to undertaking appropriate duties under supervision.
2. Alternatively, shadowing and observation may continue where the requirements of the role indicate that this is necessary.
3. The line manager will assess the individual's confidence, understanding and readiness to undertake additional responsibilities.
4. Further training and support will be provided where required.

Ongoing Induction

1. Induction will continue beyond the initial two weeks, with further training, guidance, shadowing and support provided according to the individual's needs.
2. The induction process will be reviewed regularly through management meetings and formal review arrangements.
3. The aim is to ensure that the individual becomes confident, competent and effective in their role while maintaining safe and appropriate practice.

I. TRAINING AND DEVELOPMENT

1. My Oasis recognises that individuals joining the organisation will have different levels of experience, knowledge and qualifications.
2. Individual training needs will be identified during recruitment and induction, with additional needs identified through observation, supervision and probationary reviews where applicable.
3. Depending on the role, the training programme may include:
    - Internal shadowing and observation.
    - Internal training courses.
    - External training programmes.
    - Safeguarding and Child Protection training.
    - Health and safety training.
    - SEND and additional needs training.
    - Behaviour management and de-escalation training.
    - Prevent duty awareness.
    - Online safety training.
    - Systems and administrative training.
    - Role-specific professional development.
    - Continuing Professional Development (CPD).

4. A training and development plan will be established where appropriate, setting out the training required, anticipated timescales and arrangements for reviewing progress.
5. Safeguarding training must be provided at induction and updated regularly. Staff must also receive appropriate safeguarding updates throughout the year to ensure their knowledge remains current.
6. The DSL and Deputy DSL must receive appropriate safeguarding training and regular updates in accordance with relevant statutory guidance and local safeguarding arrangements.
7. Training will be reviewed regularly to ensure that individuals have the knowledge and skills required to fulfil their responsibilities safely and effectively.
8. My Oasis encourages ongoing professional development and recognises that learning and development continue beyond the initial induction and probationary period.

J. MENTORING

1. Where appropriate, new employees, volunteers and individuals transferring into new roles or departments will be allocated a mentor.
2. The purpose of mentoring is to provide additional guidance, support and encouragement during the initial stages of an individual's involvement with My Oasis.
3. The mentoring process will normally operate during the first nine months of the individual's role and may be extended by a further six months on an informal basis where beneficial.
4. Hour-long mentoring meetings will normally take place weekly during the first three months, moving to monthly meetings thereafter, depending on the individual's needs and the requirements of the role.
5. Mentors will:
    - Help individuals understand the culture and ethos of My Oasis.
    - Provide guidance on day-to-day working practices.
    - Help individuals become familiar with systems and procedures.
    - Provide an opportunity to discuss professional development.
    - Offer appropriate advice and support.
    - Encourage individuals to raise questions and seek clarification.
6. Away from scheduled meetings, the mentor will be available to provide guidance where reasonably practicable.
7. The mentor is not a substitute for the line manager but may provide professional advice and support where appropriate.
8. Mentors are not responsible for dealing with formal workplace concerns, complaints or safeguarding matters. These must be reported through the appropriate management or safeguarding procedures.
9. The mentor must not replace the individual's responsibility to follow My Oasis policies and procedures or the responsibility of management to provide appropriate supervision and support.

K. COACHING AND MANAGEMENT SUPPORT

1. My Oasis recognises the importance of providing new individuals with ongoing coaching and management support from the beginning of their involvement with the organisation.
2. Line managers will provide guidance, instruction and coaching to ensure individuals have the knowledge and support required to undertake their responsibilities.
3. Coaching may include:
    - Guidance on new tasks and responsibilities.
    - Support with processes, systems and procedures.
    - Advice on working effectively with students.
    - Support with understanding and implementing individual student plans.
    - Guidance on professional conduct and expectations.
    - Opportunities to reflect on experiences and identify areas for improvement.
4. Coaching and support will continue throughout the induction and probationary period and, where necessary, for a number of months following completion of probation, depending on the needs of the role.
5. Line managers should ensure that individuals feel able to ask questions, discuss difficulties and seek additional support without feeling uncomfortable or concerned about doing so.

L. PROBATIONARY REVIEWS

1. All newly appointed employees will normally be subject to a probationary period in accordance with their contractual terms and conditions of employment.
2. The probationary period provides an opportunity for My Oasis to assess the employee's suitability for the role, performance, conduct, attendance, commitment and ability to fulfil the responsibilities of their position.
3. It also provides an opportunity for employees to discuss their experience, identify any difficulties and request additional training or support.
4. During probation, the employee's performance and progress will be assessed at regular intervals by their line manager.
5. Depending on the role, the training programme may consist of internal shadowing, internal training courses, external training programmes and supervised on-the-job training.

Probationary Review Schedule

The following review schedule will normally apply to employees undertaking a probationary period:

Review	**Suggested timing**
Initial induction review	End of first week
Induction review	End of second week
First probationary review	End of first month
Second probationary review	End of second month
Interim probationary review	Midpoint of probation, where appropriate

Final probationary review	At the end of the contractual probationary period

6. The frequency and timing of reviews may be adjusted according to the employee's role and the length of their contractual probationary period.
7. Probationary review meetings should consider:
    - Progress against the requirements of the role.
    - Understanding of My Oasis policies and procedures.
    - Safeguarding knowledge and responsibilities.
    - Professional conduct and boundaries.
    - Relationships with students, colleagues and other professionals.
    - Attendance and punctuality.
    - Training completed and any outstanding training needs.
    - Confidence and competence in undertaking responsibilities.
    - Additional support or reasonable adjustments required.
    - Feedback from the employee.
8. The outcome of each review should be documented, with clear objectives and actions agreed for the next review period.
9. Where concerns about performance, conduct or suitability are identified, these must be discussed with the employee and appropriate support, guidance or further training provided where appropriate.
10. At the end of the probationary period, the employee will be informed of the outcome. This may include confirmation of successful completion, extension of probation where contractually appropriate, or consideration of further action in accordance with the relevant employment procedures.
11. Probationary review arrangements do not apply to volunteers, university students or governors in the same way as employees. However, their suitability, engagement, conduct and any training requirements will be reviewed appropriately according to their role.

M. EMPLOYEE AND INDIVIDUAL RESPONSIBILITIES

1. All individuals undertaking induction are expected to engage positively with the process and take reasonable responsibility for their own learning and development.
2. Individuals should:
    - Attend induction meetings and training sessions.
    - Read and familiarise themselves with relevant policies and procedures.
    - Ask questions where information or guidance is unclear.
    - Raise concerns about any aspect of their role or responsibilities.
    - Participate in shadowing, observations and training.
    - Follow safeguarding and health and safety procedures.
    - Maintain appropriate professional boundaries.
    - Complete required documentation and acknowledgements.
    - Provide honest feedback about their induction experience.
3. New individuals are encouraged to contribute ideas and observations that may help improve the effectiveness of My Oasis.
4. Individuals must not undertake duties for which they have not received appropriate training, guidance or authorisation.

5. Any safeguarding concerns, health and safety concerns or uncertainties about professional responsibilities must be raised promptly through the appropriate reporting arrangements.

N. INDUCTION RECORDS AND DOCUMENTATION

1. My Oasis will maintain appropriate records of induction activities to demonstrate that individuals have received the information, training and support relevant to their roles.
2. An induction checklist will be completed for each new employee and, where appropriate, volunteers, university students and governors.
3. The checklist should record:
    - Date induction commenced.
    - Induction meetings attended.
    - Policies and procedures provided and acknowledged.
    - KCSIE Part One read and acknowledged, where applicable.
    - Safeguarding and Child Protection information provided.
    - Safeguarding understanding checked.
    - Health and safety information provided.
    - Relevant student information provided, where applicable.
    - Shadowing and observations completed.
    - Training undertaken.
    - Mentor allocated, where applicable.
    - Outstanding training or development requirements.
    - Dates of induction and probationary reviews.
    - Any additional support or reasonable adjustments required.
    - Confirmation of induction completion.
4. The individual and the person responsible for delivering the induction should sign and date the relevant documentation to confirm completion.
5. Any outstanding actions must be recorded, with responsibility and timescales for completion clearly identified.
6. Induction records will be stored securely and retained in accordance with My Oasis's data protection and record retention arrangements.

O. MONITORING AND EVALUATION

1. My Oasis recognises that an effective induction programme is essential to ensuring individuals feel welcomed, supported and equipped to undertake their responsibilities.
2. The effectiveness of the induction policy will be evaluated through:
    - Feedback forms completed by individuals during or following induction.
    - Feedback provided during induction review meetings.
    - Probationary review meetings.
    - Feedback from mentors and line managers.
    - Identification of recurring training and development needs.
    - Review of induction documentation and completion records.
    - Monitoring of safeguarding training and policy acknowledgements.

3. The Headteacher and/or A member of the SLT will ensure that the induction process is evaluated and that any improvements identified are considered.
4. All aspects of this policy will be monitored and reviewed regularly to ensure that it remains relevant to the needs of My Oasis, reflects good practice and takes account of changes to employment requirements, safeguarding guidance and relevant legislation.
5. Feedback from new employees, volunteers, university students and governors will be used to inform improvements to the induction programme.
6. The policy will be reviewed at least annually and amended where necessary to ensure that My Oasis continues to provide a consistent, supportive, safe and effective induction experience.