### Appendix 12: Induction Guidance

* Guidance for placement providers.
* Induction checklists for trainees.

**Induction guidelines**

The following is offered as guidance to placement providers. It is expected that trainees will be offered induction in line with Service policy for newly appointed educational psychologists, taking account of their stage of development.

For trainees in Year 2 whilst they have been working in Local Authority schools during Year 1 this will be their first experience as a member of a psychological team and beginning to see how psychological services are offered in the context of a local authority. For trainees entering year three they will bring with them knowledge from their previous local authority which will provide a basis for comparison during their year.

Trainees whilst on placement are expected to follow the policies and procedures of the host authority. A key requirement of induction is to make sure that trainees understand their responsibilities regarding:

* Child protection procedures
* Data protection policy
* Freedom of Information Requests
* Subject Access Requests
* Health and Safety Policies e.g. lone working policy
* policy for raising concerns about the safety and wellbeing of service users

Past trainees have reported that they found the following helpful:

* An induction period covering the first 1-2 weeks of the placement.
* Opportunities to shadow a range of psychologists involved in a variety of different pieces of work e.g. in early years, primary and secondary schools.
* Being introduced to office protocols, including:
* Office procedures
* Forms ( and where to find them)
* Written communication/reports and file notes – which ones to use and when and how.
* Knowing where everything is.
* Being introduced to key people in the service and local authority.
* Being given a list of schools with phone numbers and details of key members of staff.
* Being given a list of other key contacts e.g. teacher advisers (and phone numbers) plus  
   other agency phone numbers e.g. Behaviour support services.
* Being given opportunities to shadow other key meetings/events e.g. panel meetings,   
   team meetings etc.

Induction process (Year 1)

You are expected to gather information on the following areas in the early days of your visit, and to return a completed form to the Year One APT, with ticks in the columns to show the sources of your information, within three weeks of starting your placement.

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| --- | --- | --- | --- | --- |
|  | **Topics to be covered** | **Discussed with school staff** | **Discussed with field tutor** | **Local policy read** |
| **Personal issues** | Any individual health or learning needs that will affect placement |  |  |  |
| **Staff introduction** | Introductions to key staff, including:   * HT * SENCO * Admin officer * Arrangements for introduction to whole staff group/whole school |  |  |  |
| **Orientation** | Include:   * Staff toilets * Staff room usage (include any times when it may not be available) * Where to keep personal belongings * ID/visitor badges * Car parking * Contribution to tea/coffee/milk/dishwasher rota and money |  |  |  |
| **Professional conduct and appearance** | * Dress code * Working practices (e.g. arrival times) * Smoking |  |  |  |
| **Fire policy** | * Location of fire points, exits, extinguishers * Fire alarm sound and muster point |  |  |  |
| **Safeguarding** | * School Designated Safeguarding Lead(s) (insert names below) * Local authority safeguarding policy * DBS certificate shared |  |  |  |
| **Accidents and incidents** | * Reporting procedure in school |  |  |  |
| **Sickness & absence** | * Arrangements in case of absence * Mobile phone numbers shared for FT and TEPs |  |  |  |
| **Confidentiality and data protection** | * Procedures for accessing and storing information about pupils * Procedures for emailing information about pupils * Possible locked cabinet for secure data storage? |  |  |  |
| **COVID measures** | * School and local authority COVID control measures, specifically: * Hand washing and sanitisation * Use of face coverings in crowded spaces * Requirements for “quarantining” physical materials prior to use * Contact with pupils across year groups or bubbles * Social distancing expectations |  |  |  |

I have discussed the above areas and am aware of the relevant procedures on placement and in my host authority. I will ensure that I follow the COVID risk management procedures as they apply in my placement school and field tutor’s employing authority and I will monitor their policy and guidance for any updates.

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| TEP name (please print) |  |  |
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| TEP signature |  |  |
|  |  |  |
| Date |  |  |

I have discussed the areas outlined above with the TEP and set out expectations

accordingly

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| Field tutor name (please print) |  |  |
|  |  |  |
| Field tutor signature |  |  |
|  |  |  |
| Date |  |  |

Induction process (Years 2 and 3)

You are expected to gather information on the following areas in the early days of your visit, and to return a completed form to the course administrator (Angela Goodall), with ticks in the columns to show the sources of your information, within three weeks of starting your placement.

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|  | **Topics to be covered** | **Discussed with appropriate placement staff** | **Local policy read** |
| **Personal issues** | Any individual health or learning needs that will affect placement |  |  |
| **Staff introduction** | Introductions to key staff, including:   * PEP * Senior EPs * Admin officers |  |  |
| **Orientation** | Include:   * Staff toilets * Staff room * Where to keep personal belongings * ID badges * Car parking |  |  |
| **Professional conduct and appearance** | Dress code   * Working practices (e.g. office hours, working from home, etc) * Smoking |  |  |
| **Home visiting** | * Home visiting policy |  |  |
| **Fire policy** | * Location of fire points, exits, extinguishers * Fire alarm sound and muster point |  |  |
| **Safeguarding** | * Local authority safeguarding policy |  |  |
| **Accidents and incidents** | * Reporting procedure. |  |  |
| **Sickness & absence** | * Arrangements in case of absence * Mobile phone numbers shared for supervisors and TEPs |  |  |
| **Confidentiality and data protection** | * Procedures for accessing and storing information about pupils * Procedures for emailing information about pupils |  |  |
| **Raising concerns** | * Procedures for raising about the safety and wellbeing of service users. |  |  |

I have discussed the above areas and am aware of the relevant procedures in my host authority.

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| TEP name (please print) |  |  |
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| TEP signature |  |  |
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| Date |  |  |

Induction process (Diversity placement)

You are expected to gather information on the following areas in the first few days of your placement; please have this form with you during your programme visit to discuss if necessary.

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| --- | --- | --- | --- |
|  | **Topics to be covered** | **Discussed with placement staff** | **Read in policy document** |
| **Personal issues** | Any individual health or learning needs that will affect placement |  |  |
| **Staff introduction** | Introductions to key staff, including:   * Organisation manager/leader * Senior staff * Admin staff |  |  |
| **Orientation** | Include:   * Staff toilets * Staff room (and times when it is unavailable) * Where to keep personal belongings * ID badges * Car parking |  |  |
| **Professional conduct and appearance** | * Dress code * Working practices (e.g. arrival times) * Smoking |  |  |
| **Fire policy** | * Location of fire points, exits, extinguishers * Fire alarm sound and muster point |  |  |
| **Safeguarding** | * CPLO (if appropriate) * Organisation safeguarding policy |  |  |
| **Accidents and incidents** | * Reporting procedure |  |  |
| **Sickness & absence** | * Arrangements in case of absence * Mobile phone numbers shared |  |  |

I have discussed the above areas and am aware of the relevant procedures on diversity placement.

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| TEP name (please print) |  |  |
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| TEP signature |  |  |
|  |  |  |
| Date |  |  |