

Best Foot Forward Induction Protocols

A support manual for all Best Foot Forward staff who provide induction

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Purpose of this Guide

This guide provides a clear steer to all relevant service staff on the expectations concerning the management and delivery of Induction to learners at Best Foot Forward. Best Foot Forward has an obligation to ensure equality of opportunity and equity in relation to the use of resources and securing consistent high-quality provision across all Best Foot Forward sessions.

In essence, this guide exists to:

- Ensure that all learners get the same entitlement to consistent, high-quality provision across all BEST FOOT FORWARD sessions
- Provide clarity to Best Foot Forward staff on expectations
- Ensure that Induction is robust, purposeful, and impactful
- Ensure that there is transparency and accountability in the use of human resources
- Ensure that impact and outcomes are reported consistently across all sessions
- Provide an evidence-based track record of success with Induction



Purpose of Induction with BEST FOOT FORWARD Learners

Intervening regularly with BEST FOOT FORWARD, young people should have a clear, transparent purpose. It should be goal-orientated and the reason for intervening needs to be expressed coherently as a clear outcome or series of outcomes. These outcomes should be evidence-based and, where possible, data-driven. The broad expectation is that quality induction at the start of a young person's journey through BEST FOOT FORWARD seeks to ensure that a vulnerable person is set up to achieve academically and personally in line with expectations and is enabled to make progress in learning, as well as emotionally.

The following are clear purposes of quality Induction:

- Gather clear information from any predecessor school on well-being, academic progress
- Gather visible evidence of the academic work that had been completed in the predecessor school(s)/setting(s)
- Gather clear information on the parent's view of the learner and what they want for their future
- Set out a clear entitlement to the learner and parent/carer of the support that they will be offered during their child's time with BEST FOOT FORWARD
- Gather clear, purposeful information for staff on ACEs, triggers, escalation, and de-escalation so that staff provide personalised care and learning to match the learner's exact needs
- Enable any supporting professionals to wrap around the family and child at a transition point
- Complete the Initial Student Questionnaire, the Pupil Passport, and any relevant baseline assessments once a relationship has been established.
- Set clear SMART Targets for the learner from the outset that are meaningful and achievable

The broad range of outcomes for all learners who are Inducted into BEST FOOT FORWARD are:

- Improved wellbeing and mental health
- Improved attendance and punctuality (with Best Foot Forward and, where relevant, within an education setting)
- Improved engagement in learning
- Reductions in challenging behaviour incidents
- Reductions in fixed-term exclusions or off-siting
- Reductions in anti-social incidents
- Improved self-esteem
- Improved academic/progress scores
- Academic attainment through recognised qualifications



Induction – The Start-up Process

When a learner is referred to BEST FOOT FORWARD for whatever reason, a Senior Member of staff needs to direct appropriate staff to:

- Contact any predecessor school/setting to arrange for a face-to-face visit or an in-depth telephone call to discuss the young person, their progress, and their well-being
- Arrange for the sharing of evidence of English and Maths work and any other available subjects to assess the standards being achieved prior to any intervention with BEST FOOT FORWARD
- If relevant, ask the predecessor school/setting to complete the McSherry Scale and email this to a relevant BEST FOOT FORWARD staff member.
- Arrange a date and time with parents/carers for an Induction Meeting to plan induction and the next steps (this appointment needs to be made in conjunction with parents/carers to ensure that it is not missed). Whether the appointment is made in the home, via phone call, online, or at an alternative setting, there cannot be a delay in achieving a start date for a young person
- All agencies supporting the family/young person should be invited to the Induction meeting or informed about it. To enable access, Microsoft Teams or Google Meet should be used to enable professionals to attend and support. Any information gathered from the predecessor school should inform and support the Induction process in steering the Induction Meeting with parents/carers and the young person.
- The official start date is when the learner attends for their first induction session, following the Induction Meeting with parents/carers.

Engagement with Parents / Carers – Think Family!

Our mission is to make families, parents and carers feel welcome and safe across our service. We do not judge them; we do not overburden them. They are often just as anxious and vulnerable as their young person, who will be attending with us. The Induction Meeting is also the start of The Family Journey with us. We need to ensure that:

- Parents/carers have a viewpoint and are listened to
- We accept parent's negative views of any predecessor school/setting (without affirming those views)
- We listen to any anxieties and work within them
- We do not make parents/carers feel that they are to blame
- We build a solid trusting relationship founded on honesty, transparency, and clarity
- We can signpost families for support and help if a need is identified.

"Strong families help build strong communities, so they are crucial for a successful society"
Think Family toolkit 2009



Families are the building blocks of our communities. As well as providing for the current generation, families bring up the children who will be the future of our society. In the majority of cases, families provide the positive nurturing, learning, and care needed to enable children to lead healthy and happy lives. Good parenting leads to improved attainment, resilience, healthy lifestyles, confidence, and feelings of self-worth. Through the provision of effective universal services in the community, such as GP and other community health services, good childcare, nursery, and school education, most families will flourish. Some families, however, need extra support. Too often cycles of intergenerational disadvantage can become established in families. Children and young people's problematic behaviour in school or the community has traditionally been treated as a child-specific issue, rather than one caused by unmet parental needs such as mental health, substance misuse, domestic abuse (hidden harm), or broader social circumstances such as housing and debt.

What is Think Family?

It is recognised that where families have multiple and complex needs, historically services have worked in isolation of each other. 'Thinking Family' means taking a broader view by ensuring that all members of the household and their wider community can get the support they need, at the right time, to enable them to achieve positive changes and improve their lives. It means making sure that families receive integrated, coordinated, multi-agency, solution-focused support. By identifying problems early, all services can work closely together to help prevent a family's needs from escalating and requiring more intensive, specialist intervention. This means breaking down multi-agency barriers, facilitating better communication between professionals and smoothing the journey for families with complex needs. By taking an integrated approach, we will meet needs in a more effective and efficient way. Practitioners who work in partnership with families can recognise their strengths and promote resilience to build their capabilities.



The Induction Meeting

A Senior Leader should take the lead in the Induction Meeting. It is vital that attending parents / carers and family members are made to feel welcome and as relaxed as possible. The following agenda might need to be amended depending on the nature of the type of learner (PEX, EHCP, School referral, LA referral etc.):

1. Welcome and introductions

2. Establish BEST FOOT FORWARD principles:

- We put the needs of the young person at the center of everything we do.
- We listen and take on board family and child views and wishes
- We do not blame or judge - we accept families and young people for who they are and meet them where they are at
- We exist to support young people and families to make things better

3. Explore together reasons for referral into BEST FOOT FORWARD and what everyone wants to achieve during their time at BEST FOOT FORWARD:

- Child
- Family
- Professionals
- View of predecessor school (could discuss Mcsherry Scale results if available)
- Capture these views briefly at the start of the New Student Information Form.

4. Discuss plans for the 'up to 1 week' induction and hours.

5. Provide the family with the BEST FOOT FORWARD Welcome Pack and any other relevant information, and explain behaviour expectations – explain rules on mobile phones, smoking, and personal electronic equipment.

6. Any questions

7. Ask the family to complete the Initial Student Questionnaire with the young person. The Pupil Passport can be completed during initial induction sessions.

8. Ask the family if there are any traumatic events/incidents that they could let us know about that might have had an adverse impact on the young person (ACEs).

9. Check that address and contact details are correct and complete any service paperwork concerning personal details, data, etc.

10. If required, book a follow-up appointment with the family at the end of induction to get any Risk Assessment or Positive Behaviour Plan signed and agreed upon before the child begins attending usual sessions.



The Induction Week

A tutor/mentor can decide to use the Pupil Passport, in conjunction with the Initial Student Questionnaire, as an information-gathering toolkit for all learners being inducted into Best Foot Forward. The Pupil Passport and Initial Student Questionnaire are always used as a structure for Induction and for continued target setting and review during a learner's time at BEST FOOT FORWARD.

During the Induction week, ideally, the new learner should be introduced to some normal sessions and learning, to reduce their anxiety for when they begin sessions at the start of the next week.

If, during induction, it is established that a young person requires additional support, Induction Staff (tutors/mentors) should alert the Business Manager to this when they present their information towards the end of the Induction week.

The Induction week needs to secure:

- A clear understanding of the emotional state of the learner and any triggers for anxiety, anger, and aggression
- Completion of any baselining assessments (where appropriate)
- Completion of any reading age/spelling assessments
- Setting up a young person on any online systems, as required
- Completion of Pupil Passport (if appropriate)
- Completion of Initial Student Questionnaire
- Completion of a basic risk assessment (to be reviewed regularly)

Continued target setting and review following Induction – Learner and Family Journey

If a learner has a Pupil Passport and Initial Student Questionnaire from Induction, this is assigned to a relevant member of staff:

- Business Manager or other member of the leadership team.

The assigned member of staff will be responsible for regular reviews of targets and how the learner is succeeding with supporting agencies and the family (parents/carers) present. The assigned member of staff should contact the home as soon as possible to introduce themselves and provide an email address so that the parent/carer can get in touch when they need to. Assigned staff should make parents/carers feel welcome, not judged, and make themselves available.

The Business Manager should meet with all relevant staff who oversee a young person's provision at least fortnightly to discuss progress and look at the need for intervention or changes required to improve academic and social outcomes for students. These reviews should provide an opportunity to check if the student/family needs additional support and enable any signposting to external agencies such as Early Help etc. During any review, clear targets should be set for personal and academic development.