

THE HUB EDUCATIONAL SERVICES CIC

NEW STUDENT INDUCTION POLICY

Updated for 2026

Purpose

The induction process at The Hub Educational Services CIC is designed to ensure that every new student experiences a safe, structured, and welcoming introduction to our community. Many of our pupils arrive following disrupted education, exclusion, or periods of instability, and the induction process plays a vital role in helping them settle quickly, understand expectations, and access the support they need to succeed socially, emotionally, and academically.

This policy outlines how we welcome new students, gather essential information, assess needs, and support their transition into our routines and culture.

Rationale

Students who join The Hub often do so at a point of vulnerability. They may have experienced trauma, fractured relationships with education, low self-esteem, or difficulty trusting adults. A carefully structured induction process is therefore essential. It provides safety, predictability, and reassurance, helping students feel that they belong and that they are understood.

A strong induction process also ensures that staff have the information they need to support each student effectively. By understanding risks, needs, strengths, and previous experiences from the outset, we can plan personalised support that promotes engagement, attendance, and positive behaviour.

The induction process is trauma-informed, relational, and aligned with the safeguarding expectations set out in *Keeping Children Safe in Education (KCSIE 2024–2026)*.

Aims

The induction process aims to provide a clear and consistent welcome for all new students and their families. It ensures that key information is gathered early, enabling personalised planning and risk assessment. Students and families are introduced to our values, expectations, routines, and digital-free environment, and staff assess academic, social, and emotional needs so that support can be put in place from day one.

The induction process is designed to support successful engagement, attendance, and participation, helping students feel confident and secure as they begin their journey at The Hub.

Responsibilities

The Directors and Provision Manager oversee induction procedures and ensure that staff follow them consistently. The Provision Manager coordinates the induction timetable, initial assessments, and risk assessments. The Family Support Worker or Mentor provides one-to-one support and acts as the main point of contact for the student and their family throughout the induction period. The Operations Manager manages paperwork, records, and communication with referring schools or agencies, ensuring that all information is accurate and up to date.

Induction Stages

Referral and Pre-Admission

The induction process begins when a referral is received from a school, local authority, or another agency. Background information is requested, including attendance data, safeguarding information, EHCP documentation (where applicable), and previous assessments. An initial risk assessment is completed to determine whether The Hub can meet the student's needs. Parents or carers are contacted to arrange a meeting and a tour of the provision.

Admission Meeting

The admission meeting is held with the student, their parent or carer, and the Family Support Worker. This meeting explores the student's previous schooling, strengths, interests, and support needs. Staff share key policies and expectations, including behaviour, attendance, safeguarding, and our digital-free policy, which requires all digital devices to be handed in on arrival. Students and parents sign all required agreements, and an induction timetable is confirmed. A part-time transition may be arranged if appropriate.

Initial Assessment

During the first phase of induction, staff complete baseline assessments in literacy, numeracy, and social-emotional development. SEN screening may be carried out, including speech and language, cognition, and emotional wellbeing. Students complete a wellbeing questionnaire or reflective activity with their key worker. The

individual risk assessment and behaviour support plan are reviewed and updated based on these findings.

Induction Programme

Students are introduced to the site, key staff, and daily routines, including arrival procedures, break times, lessons, and reflection time. They participate in sessions that explore relationships, respect, restorative approaches, and expectations. Target-setting takes place with their key worker, and students begin supported lessons or small-group activities to help them settle gradually and safely.

Review and Transition to Full Timetable

Within four to six weeks, a review meeting is held to gather feedback from staff, the student, and their family. The student's timetable is increased to full-time if appropriate, and their Individual Learning Plan (ILP) is finalised. Ongoing mentoring and progress monitoring continue throughout the student's placement.

Communication with Families

Parents and carers are key partners in the induction process. Staff maintain regular contact during the first few weeks through phone calls, messages, or meetings. A review meeting is held within the first half term to discuss progress, attendance, wellbeing, and any emerging needs. Families are encouraged to share concerns, ask questions, and participate actively in their child's transition.

Support During Induction

Every new student is assigned a Key Worker who meets them daily for check-ins and provides consistent relational support. Students have access to pastoral and therapeutic support where needed, and opportunities for restorative conversations and reflection time are built into the induction period. Staff reinforce positive behaviour, attendance, and engagement consistently, helping students feel secure and valued.

Monitoring and Evaluation

Induction records—including checklists, risk assessments, baseline data, and meeting notes—are stored securely in accordance with data protection requirements. The Pastoral Team reviews induction outcomes each half term, and feedback from students and parents informs ongoing improvements to the induction process.

Related Policies

This policy should be read alongside the Admissions Policy, Safeguarding and Child Protection Policy, Behaviour and Relationships Policy, Attendance Policy, SEND Policy, and Digital-Free Policy.

Review

The Senior Leadership Team reviews this policy annually or sooner if statutory guidance or local authority procedures change. The policy will continue to evolve to reflect best practice in Alternative Provision, trauma-informed education, and safeguarding.