



Creative Inclusion
LEARNING STUDIO

**Careers that make a positive, lasting
difference.**

Staff Induction Pack

Dear [New Team Member's Name],

Welcome to Creative Inclusion — we're so glad you're here.

Joining our team means stepping into a space where difference is honoured, relationships are central, and growth is nurtured with care. Whether you're here as a leader, mentor, tutor, coordinator, volunteer, or behind-the-scenes support, your presence matters deeply. You are part of something powerful: a community that co-creates safety, celebrates neurodiversity, and walks alongside young people and families with compassion and curiosity.

At Creative Inclusion, we don't believe in fixing people. We believe in adapting environments, scaffolding potential, and holding space for healing and hope. Our work is rooted in trauma-informed, developmentally respectful practice — and shaped by the lived experience, creativity, and voice of the young people we serve.

You'll find that we do things differently here. We reflect often. We ask questions. We prioritise emotional safety — not just for the young people we support, but for each other. You'll be supported through regular supervision, co-regulation spaces, and a team culture that values presence over perfection.

This induction pack is your starting point. It is layered, accessible, and designed to help you feel grounded in our ethos, confident in your role, and connected to our shared mission. Take your time with it. Bring your questions. And know that your insights, strengths, and story are welcome here.

Thank you for choosing to be part of this journey. We're excited to learn, grow, and co-create with you.

With warmth and solidarity,

A handwritten signature in black ink, appearing to read "A. Duncanson", followed by a period.

Head of Provision

Welcome to Creative Inclusion

Our Ethos

Creative Inclusion is a values-led organisation centring lived experience, youth voice, and intergenerational relationships. We work alongside neurodivergent and care-experienced young people and families, using trauma-informed, developmentally respectful practice to reduce inequality and advance equity.

1. Our Vision, Mission & Values

Vision

A world where every young person feels seen, safe, and celebrated — and where systems adapt to meet people, not the other way around.

Mission

To co-create inclusive, creative, and relational spaces that empower neurodivergent young people and families to thrive.

Core Values

Value	What it Looks Like in Practice
Inclusion	We adapt environments not people. We honour difference and design for access.
Neurodiversity-Affirming	We see strengths not deficits. We support regulation, not compliance.
Co-Production	We work with, not for. Lived experience shapes everything we do.
Trauma-Informed	We prioritise emotional safety, trust and relational repair.
Growth	We believe in potential, not perfection. We scaffold, reflect, and evolve.

2. What We Do

Our Programmes

- **Creative Inclusion Learning Studio:** Strength-based, creative 1:1 and group work for neurodivergent young people.
- **Creative Inclusion Community Mentoring & Tuition:** Academic and Therapeutic weekly sessions for neurodivergent young people at home and in the community.
- **Training & Consultancy:** Bespoke CPD, reflective practice, and strategic support for schools, services, and Local Authorities.

Our Approach

- Developmentally respectful
- Emotionally attuned
- Strength-focused
- Relationship-centred

3. Your Role in the Team

What We Expect

- Show up with curiosity, compassion, and flexibility.
- Prioritise emotional safety — yours and others.
- Be reflective, not reactive.
- Honour confidentiality and boundaries.
- Be open to learning, unlearning, and co-creating.

What You Can Expect

- A supportive, reflective team culture.
- Regular supervision and co-regulation spaces.
- Clear communication and collaborative planning.
- Opportunities to shape practice and strategy.

4. Tools for Practice

Key Frameworks We Use

- **The Window of Tolerance** (Siegel)
- **PACE** (Playfulness, Acceptance, Curiosity, Empathy – Dan Hughes)
- **Zones of Regulation**
- **The Polyvagal Ladder** (Porges)
- **The Social GRACES** (Burnham)
- **Neurosequential Learning Model and Model of Therapeutics** (Dr. Bruce Perry)

Language Matters

We use affirming, non-pathologising language. For example:

- “Sensory needs” not “challenging behaviour”
- “Intervention plan” not “behaviour management”
- “Co-regulation” not “control”
- “Consequences” not “punishment”

5. Policies & Procedures

You’ll receive access to:

- Safeguarding & Child Protection Policy
- Data Protection
- Health & Safety
- Lone Working & Risk Assessment Policy
- Equality Objectives
- Supervision & Reflective Practice

These are living documents — we welcome your feedback and co-reflection.

6. Induction Timeline

Week	Focus
One	Welcome, values, safeguarding, co-regulation.
Two	Shadowing sessions, reflective check-in.
Three	Begin Supportive delivery, supervision.
Four	Review, feedback, co-create next steps.

7. Who to Go To

Need	Person
Emotional Support/Supervision	Joanne, Lindsay, Chelsea, Oscar.
Safeguarding Concerns	Joanne (DSL), Lindsay (DDSL).
Practical Queries	Jessica, Holly
Co-production Ideas	Lindsay, Chelsea, Holly, Jessica, Oscar, and Dave.

8. Final Words

You are not expected to be perfect. You are expected to be present, reflective, and relational. We're so glad you're here.

“When we are no longer able to change a situation, we are challenged to change ourselves.” – Viktor Frankl

Staff Induction Checklist

Name -----

Title of Post -----

Class/Department -----

Starting Date -----

Signature of new starter -----

Information required	Tick to confirm action taken	Completed by	Comments
Personnel documentation: <ul style="list-style-type: none"> • DBS form • Occupational Health form • P45 • Contract of employment • Job description 			
Health & Safety: <ul style="list-style-type: none"> • Emergency exits • Fire alarm • Evacuation procedures • First aid facilities • Accident reporting • School visits • Welfare facilities 			
Organisation: <ul style="list-style-type: none"> • Site map • Tour of provision • Telephone/computer system • Security • Staff meetings • Staffing structure • Tea/water money • Staff room • Photocopying 			

Terms and conditions: <ul style="list-style-type: none"> • Absence/sickness procedures • Hours of work/lunch • Holiday leave • Performance management system • Discipline procedures • Internet and email policy 			
Financial: <ul style="list-style-type: none"> • Payment date and method • Expenses and expense claims • Budgets/ordering 			
Training: <ul style="list-style-type: none"> • Safeguarding Training Completed • Prevent training completed • ACEs training completed • Health & Safety training completed • GDPR training completed 			
Culture and values: <ul style="list-style-type: none"> • Mission statement • Creative Inclusion ethos 			

Please complete, sign and return this form to the Business Support Officer as soon as possible.

Staff Induction Review (After 2 weeks)

To be completed by the new member of staff during discussion with his/her mentor after two weeks service.

Name -----

Title of Post -----

Class/Department -----

Starting Date -----

After two weeks in post please discuss with your mentor the list below and record any action to be taken and by whom on the form. It is important that we address any concerns immediately, so please ensure that any that cannot be addressed by you, or your mentor are referred to an appropriate person.

1. Have you:

Attended Creative Inclusion's Induction Programme?	Yes/No
Received an induction checklist?	Yes/No
Read the policies and procedures for Creative Inclusion and signed to show that you have.	Yes/No
If no, what action needs to be taken?	

2. Have you been introduced to:

Creative Inclusion's aim and development plans?	Yes/No
The organisation and management structure?	Yes/No
Your support staff colleagues?	Yes/No
Your teaching staff colleagues?	Yes/No
If no, what action needs to be taken?	

3. Have you received details of:

Your contract and conditions of employment?	Yes/No
Timetable for working?	Yes/No
Your duties?	Yes/No
Creative Inclusion procedures?	Yes/No
Health and Safety?	Yes/No

If no, what action needs to be taken?	
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4. Have you experienced any problems with:

Working conditions – desk storage space etc?	Yes/No
The job and the duties?	Yes/No
Receiving information?	Yes/No
Other?	Yes/No
If yes, what action needs to be taken?	

5. Do you know about:

Emergency procedures, including fire drill?	Yes/No
How to deal with a child who has had an accident?	Yes/No
First aid and accident reporting?	Yes/No
Absence and sickness?	Yes/No
Security arrangements?	Yes/No
The school learning resources?	Yes/No
Staff development/CPD?	Yes/No
ICT?	Yes/No
If no, what action needs to be taken?	

Action Plan after TWO weeks service

To be completed by the new member of staff. Please note any action to be taken and period for completion.

Action to be taken	By whom	When

Date of Review:

Signature of new starter:

Signature of Line Manager:

The next review will be after about ten weeks.

Staff induction Review (after 10 weeks)

To be completed by the new member of staff during discussion with his/her mentor after approximately ten weeks service.

Name

Title of Post

Class/Department

Starting Date

Please consider each item listed below and assess progress under each heading. Record any explanatory comments in the space below each item. Please ensure that any concerns that cannot be addressed by you are referred to an appropriate person.

1. Have actions agreed at the first review been completed?	Yes/No
2. What actions agreed at the first review are still to be completed?	
3. Did you receive induction papers and take part in the induction programme?	Yes/No
If so, looking back, was it useful? If no, why not?	Yes/No
4. Do you understand what the school is trying to achieve and your contribution to it? If no, what areas of concern have you identified?	Yes/No
5. Are there any practical problems remaining? (e.g. desk, storage space, etc) The job and duties? Receiving information? If yes, what are they?	Yes/No Yes/No Yes/No
6. Do you feel that you have a working understanding of the ethos of Creative Inclusion and the various operation cycles? (e.g. reports, open days, parent's afternoons etc)	Yes/No

If no, what problem areas have been identified?	
7. Have you understood the need to use appropriate systems/procedures and how they operate? (e.g. health and safety, absence, reporting to parents)	Yes/No
8. Are there any concerns with carrying out your work? (e.g. in the classroom, office etc) If yes, what are they?	Yes/No
9. Do you think you have settled into your new working environment and your new role as well as can be expected? If no, what problems are apparent?	Yes/No
10. Are there any other issues?	Yes/No

Any further actions necessary after 10 weeks service

To be completed by the new member of staff. Please note any action to be taken and period for completion.

Action to be taken	By whom	When

Date of Review _____

Signature of new starter _____

Signature of Line Manager _____

The next review will be after about six month's service.

Staff Induction Review (After six months)

To be completed by the new member of staff during discussion with his/her mentor after approximately 6 months service.

Name

Title of Post

Class/Department

Starting Date

Please consider each item listed below and assess progress under each heading. Record any explanatory comments in the space below each item. Please ensure that any concerns that cannot be addressed by you are referred to an appropriate person.

<ul style="list-style-type: none">• Have actions agreed at the previous review been completed?	Yes/No
<ul style="list-style-type: none">• Are there any issues/actions still outstanding?• Give details	Yes/No
<ul style="list-style-type: none">• Did you receive induction papers and take part in the induction programme?• If so, looking back, was it useful?• If no, why not?	Yes/No Yes/No
<ul style="list-style-type: none">• Do you understand what Creative Inclusion is trying to achieve and your contribution to it?• If no, what areas of concern have you identified?	Yes/No
<ul style="list-style-type: none">• Are there any practical problems remaining? (e.g. desk, storage space, etc)• The job and duties?• Receiving information?• If yes, what are they?	Yes/No Yes/No Yes/No
<ul style="list-style-type: none">• Do you feel that you have a working understanding of the ethos of the school and the various operation cycles? (e.g. reports, parent's afternoons etc)	Yes/No

<ul style="list-style-type: none"> If no, what problem areas have been identified? 	
<ul style="list-style-type: none"> Have you understood the need to use appropriate systems/procedures and how they operate? (e.g. health and safety issues e.g. trip hazards. First aid reporting system. Reporting to parents) 	Yes/No
<ul style="list-style-type: none"> Are there any concerns with carrying out your work? (e.g. in the classroom, office etc) If yes, what are they? 	Yes/No
<ul style="list-style-type: none"> Do you think you have settled into your new working environment and your new role as well as can be expected? If no, what problems are apparent? 	Yes/No
<ul style="list-style-type: none"> Are there any other issues? 	Yes/No

Action Plan after six months service

To be completed by the new member of staff. Please note any action to be taken and period for completion.

Action to be taken	By whom	When

Date of Review _____

Signature of new starter _____

Signature of Line Manager _____

The next review will be in line with Performance Management procedures.