

TRAUMA INFORMED RECRUITMENT

Tool Kit



The Changing Futures Programme

[The Changing Futures programme](#) is a £77 million joint initiative funded by the Ministry of Housing, Communities and Local Government (MHCLG) and The National Lottery Community Fund, the largest funder of community activity in the UK.

The programme is for local organisations to work in partnership to better support those who experience multiple disadvantage, including homelessness, substance use, mental health issues, domestic abuse, and contact with the criminal justice system.

The objectives of the Changing Futures programme are aligned with broader policy goals concerned with addressing underlying, intersecting factors that can be a barrier to social inclusion, equality and diversity, and improving outcomes for people. In that context, the programme seeks to influence the joining up of cross-government action.

Plymouth is one of 15 areas participating in the programme, with funding awarded late in 2021, and mobilisation of the programme in Spring/Summer 2022.

Preparing the Ground

Before Plymouth Changing Futures (PCF), the city was already exploring trauma-informed practice and [human learning systems](#) approaches. There was a real desire to enhance capacity for co-production and for building on experience of using Appreciative Enquiry (AE), for example, around developing strategies relating to domestic abuse and violence against women and girls.

Alongside the emerging development of the [Trauma Informed Plymouth Network](#), and the [Plymouth Complex Lives Alliance](#), people with lived experience were influencing the way things were being done and wanted to contribute to creating systemic change by collecting and sharing people's stories more effectively through AE.

These individuals significantly contributed to the development of the PCF bid and establishing a Peer Research Network (PRN) to build the city's capacity for co-production was central to the bid.

[Improving Lives Plymouth \(ILP\)](#) was chosen to deliver the PRN due to their commitment to emergent principles.

Toolkit

This toolkit aims to share the work-based learning, approaches and reflections gathered by Improving Lives, alongside not only the team of Peer Researchers that were recruited into the Changing Futures Programme but also those candidates who did not move into a paid role and took up a progression opportunity instead.

“If we want to reignite innovation and passion, we have to rehumanise work.”

Brene Brown

As our work continues, we are keen to develop a community of those interested in collaborating around creating meaningful opportunities for people to consider a different future for themselves; whether that's further recovery support, training & development, volunteering or paid employment.

If you would like to be part of this ongoing development and movement towards kinder, more trauma informed approaches, recruitment processes and work places please get in touch:

Deborah Atter: Project Manager, Changing Futures at Improving Lives:
deborah.atter@improvinglivesplymouth.org.uk

A relational approach and people's stories were the threads woven through the entire process of recruiting and onboarding the team. It shapes everything we do, from the initial community events through to how we planned the induction and how we continue to work together.

Sowing the seeds for hopeful change...what did we do?

We focussed on meeting with people who had experienced Multiple Disadvantage in the heart of their communities and used these interactions as a way of connecting with, listening to and meeting people where they 'were' and then encouraged people to share their best 'hopes' for the future with us as well as what was stopping them getting there.

In total we connected with

- 51 people
- 30 made direct applications for the roles
- All 30 attended 'the interview/ getting to know each other' sessions.

'We recognised that handling the 'hopefulness' that had been generated was key to avoiding re-traumatisation and that a 'rejection' from this process could further elevate a shame response'.

Deborah Atter

In response to this risk a progression pathway was created and offered to the 19 candidates who did not take up a paid role.

These options included referrals to personal development courses with Changing Futures learning partner Shekinah such as Re-Develop and their Peer Mentoring Level 1 and 2 courses.

We have had a 100% retention rate for those who were employed and completed their induction – with two now moving onto roles within St Mungo's and Plymouth City College.

We also met 20 people who did not want to apply for these specific roles but were keen to connect and share their 'best hopes' too.

- 18 referrals were made for Benefit Checks and Better Off Calculations.
- 2 Urgent Housing referrals were made to Path and ongoing case work was undertaken to meet housing needs.
- 2 were connected to job roles in partner organisations and were employed as a result, one with a local mental health charity and one with Improving Lives.

- A Pilot Volunteering Training course was offered by On Course Southwest and co-facilitated by Changing Futures Volunteer Lead, Kevin Tapscott.
- This has now been further developed into a training offer and sessions have been offered across the City over the last 12 months for participants from the multiple disadvantage lived experience community.



FREE TRAINING

Available for volunteers, volunteer coordinators, or **anybody who wants to get into volunteering**

Taking place at Hamoaze House



Scan above or email
kevin.tapscott@plymouth.gov.uk
for more info & to book your space

Session 1: GDPR/Confidentiality Equality & Diversity Safeguarding Boundaries & Effective Communication		2nd July 10-1pm 4th July 2-5pm
Session 2: Health & Safety Drug & Alcohol Awareness Training Wellbeing Signposting		16th July 2-5pm 18th July 10-1pm
Session 3: Introduction to Trauma Informed Practice		25th July 10am-12pm

Key Learning from this activity

By focusing on where people wanted to be not 'where they had been' and discussing 'hopes', a new way of connecting emerged, where people identified and chose what would enable them to move forward.

This approach also mirrors the 'Quest Mapping' that Dr Ray Middleton outlines in the Psychologically Informed Environment (PIE) Training he offers.

Dr Ray Middleton Episode 1:

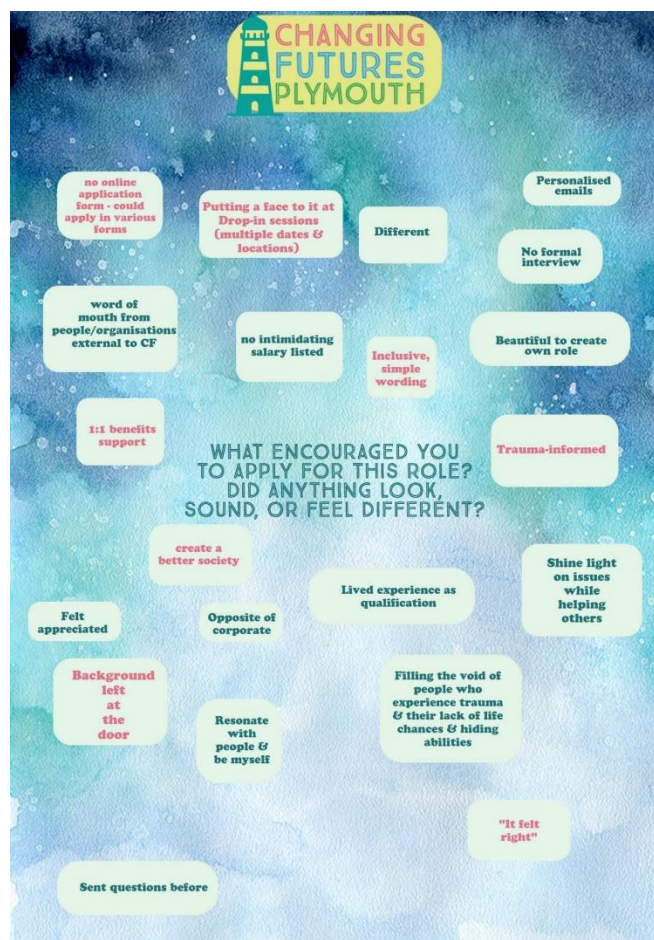
Understanding Personal Narratives from Training Programme

<https://www.youtube.com/watch?v=p5Cgg6sWgFw>

Ray.middleton@ladder4life.com

People described these drop-in sessions and conversations as hopeful and strengths-based, and that they generated a 'buzz' in the 'lived experience' community – word spread, trust began to build, and people's perspective of their own progression started to shift.

Some early feedback on the process...



Independent Evaluation and Learning

We have captured case studies, triangulated feedback on emergent themes and also independently evaluated our approaches at each stage with the Changing Futures Evaluator, Tina Wilkinson. The executive summary of the first stage evaluation is in the resources section

This has all helped create a rich source of learning the key points of which are:

Relationships matter

Relationships can be a source of trauma and a solution. We have found that strong relationships built on inclusivity, collaboration, and teamwork help us build resilience and improve experiences and outcomes. Even when conflict arises or things

don't go to plan focusing on the relationship allows us to learn, repair, heal and move forward together.

Get started and make mistakes

There is no blueprint for working towards a trauma-informed approach and we don't profess to have all the answers. Instead, and in the words of Karen Treisman, we see ourselves as innovators for change, 'hopeful disruptors.'

Key Learning Point – Support to transition to a new norm whether that's a job, new home or leaving a recovery service or space, is absolutely key to thriving and succeeding.

This requires the courage to question the way we do things and do things differently, make mistakes and learn from them. This is a process and there is no better time to start than now, so that we can create workspaces and services that are not only diverse and inclusive but also compassionate, brave, engaged and resilient.

Culture is key

It is with grateful thanks to each of the candidates who met with us, applied for roles and so willingly participated in sharing what mattered to them and what made a difference during this process.

Employing people with experience of Multiple Disadvantage (MDA) works to scaffold an organisation's commitment to both Trauma Informed Approaches as well as hold true to co-production principles – moving beyond a tick box exercise.

'It has been a privilege to be working alongside B. They have been able to get into spaces and build relationships and trust in a way we can't / haven't been able to because of our roles and time. They have brought something really skilled and special, just by being themselves and we are so grateful.'

Host Organisation.

The involvement of people with Lived Experience of MDA has been a key component of the Changing Futures Programme along with the ambition to reinforce a compassionate and more trauma informed workforce across the city; we believe that changing the culture from within has to include the workforce, both existing and new.

“no-one has ever cared what happens to me before – this has made a real difference to me, you know finding out what I want not what you can do for me...”

Case Study

A attended one of the community drop in events and appeared to be keen to find out more about the Peer Researcher roles. We arranged a separate 1-2-1 to understand a little more about what matters to **A**.

They then disclosed that it wasn't really paid employment they wanted at all, but that they felt frightened at the thought that their probation was coming to an end. They had a really positive relationship with their Probation Officer and described them as a positive and stable influence in their life. They were worried about being 'left on my own' explaining that it still felt quite soon after resettling from a custodial sentence and they didn't really know where to turn, with no family in the local area, if life became 'tough'. They also shared difficulties they had faced with accessing mental health care in the past and still had recurrent bouts of mental ill health which made staying clean feel harder. They repeatedly described feelings of loneliness and felt put off from accessing mental health services due to 'long waiting lists and never being seen'.

We met a further two times to discuss possible options and until they felt ready to plan the next steps. They decided to attend the Friday Drop In for the Revive Course at Shekinah which is followed by 6 sessions of counselling. We also connected them with Marbles Lost & Found and accompanied them to go along to one of the support groups, meeting them for a confidence building coffee before they walked in. **A** was hopeful this would help them to build a new network of support. They explained that they were aware of the above but that actually going along to the sessions could feel too much on your own.

A recently contacted us to tell us that they have enrolled on a Peer Mentoring Course and would really like to consider volunteering now – we have met with them and connected them with a volunteering opportunity with a local charity working as a befriender, something they said, “feels great to be useful again.”

“Sometimes, in the past I've been to services and they ask me to tick a load of boxes before I can get any help – it doesn't mean anything, you just want to talk to someone – get it all out of your head and feel like someone's got your back a bit and then go and try these things. It's been good to talk, come back to you and let you know how I'm getting on – stuff like that really makes a difference.”

Toolkit: Aims and Objectives

Creating the conditions to thrive, grow and flourish

- To share learning, approaches and tools that have emerged through our experiences when employing either paid staff or unpaid volunteers into our work space and how we support these individuals to retain these opportunities.
- To encourage employers to advertise more roles and recognised pathways to employ people with MDA
- To see Lived Experience highlighted as an asset and strength during the recruitment process and beyond.
- To inspire increased confidence to recruit, support and develop people with Lived Experiences of MDA which will create more diverse, inclusive and trauma informed workspaces.

Our Guiding Principles and Values

“Trauma informed practice shouldn't be a tick box exercise or an overused buzzword. Meaningful trauma informed practice requires a whole system paradigm shift. A cultural transformation at every level and in every sphere of a service / organisation.” *Dr Karen Treisman*



Changing Futures and the work we have done as a programme (and how we have done it) aims to provide evidence-based approaches based on three main concepts concerned with trauma informed practice, psychologically informed environments and co-production.

Psychologically Informed Environments

Based on feedback from the 30 applicants we listened and made sense together of common strands that were repeated across the cohort.

Some key themes and patterns emerged around what a P.I.E approach looks and feels like for people:

Person-centred ~ Responsive ~ Focus on Wellbeing ~ Support ~ Trust ~ Connection ~ Hope

'A Psychologically Informed Environment (PIE) is a space where organisations and services understand needs of clients and staff in a thoughtful way and consider 'the psychological make up – the thinking, emotions, personalities and past experience – of its participants in the way that it operates' (Johnson et al., 2012 in No One Left Out: Solutions Ltd, 2015).

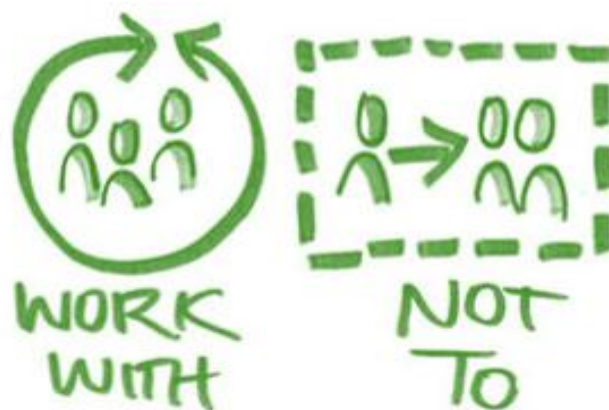
The Changing Futures Programme is working in partnership with Dr Ray Middleton towards building a collective Psychologically Informed approach across the city, through providing learning opportunities and thinking spaces for professionals to come together. This has influenced our work at every stage of the employee life cycle.

More information here:

<https://www.ladder4life.com>

Co-production

Co-production is a way of working that offers an alternative to the traditional, hierarchical top-down flow of power.



It involves sharing control with those using a service, and ensures they have equal influence over the design, delivery and commissioning of any service which affects them.

Co-production understands that those with lived experiences are going to be best placed to understand the issues and opportunities within an area of change.

This ensures that proposed changes are person-centred throughout.

The six principles of co-production:

- Recognising people as assets.
- Building on people's capabilities.
- Developing two-way, reciprocal relationships.
- Encouraging peer support.
- Blurring boundaries between delivering and receiving services.
- Facilitating rather than delivering

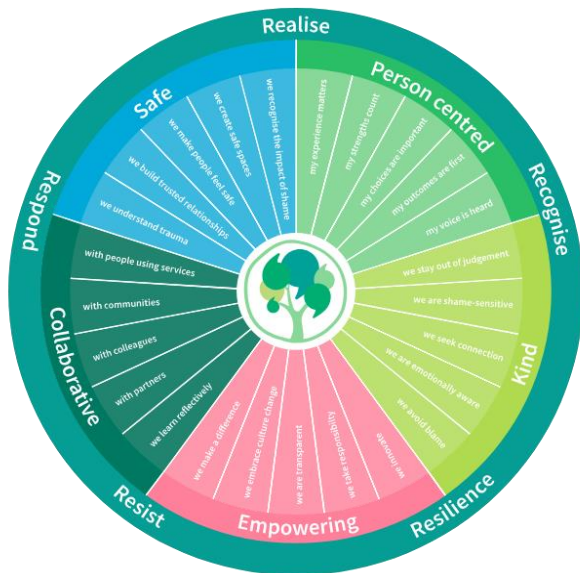
Trauma informed practice

Trauma-Informed Practice (TIP) is a way of working that accounts for the impact that trauma may have had in people's lives. A key goal of TIP is to raise awareness among staff and services about the impact of trauma and potential shame responses, to prevent re-traumatisation of people in service settings that are meant to provide support, and to develop policies and practices that assist healing from trauma – this can and does also include employment.

At Improving Lives and throughout the Changing Futures Plymouth programme we have worked to

embrace the vision and values created by the Trauma Informed Plymouth Network that in themselves have been co-produced – you can find out more this approach in the following link.

<https://traumainformedplymouth.org/vision-values/>



We also tried to hold true to the key principles that underlie TIP and these are listed below and adapted from Fallot and Harris (Fallot & Harris, 2006). These key principles have guided us at each stage of the process.

Key principles

1. Safety

Efforts are made by both individuals and organisations to support and hold carefully the physical and emotional safety of people. This includes reasonable freedom from threat or harm and attempts to prevent further re-traumatisation.

2. Trustworthiness

Transparency exists at all levels, in an organisation's policies and procedures, with the objective of building trust.

3. Choice

People have meaningful choice and a voice in the decision-making process of the organisation and its services.

4. Collaboration

The organisation recognises the value of staff and clients' experience in overcoming challenges and

improving the system as a whole. This can be seen in the formal or informal use of peer support and mutual self-help.

5. Empowerment

Efforts are made by the organisation to share power and give people a strong voice in decision-making, at both individual and organisational levels.

Levelling out the recruitment journey

Enable people to be their best selves:

- Collaborative
- Reciprocal
- Communicative
- Transparent
- Support people to feel safe, valued, welcomed and engaged.

Reflection Point

Creating resilient workplaces that welcome and support experts by experience requires a different path to 'traditional' HR processes but also benefits the wider workforce by creating cultures that promote retention.

Our experience suggests that adopting a more flexible approach based on the guiding principles of both TIP and Co-Production can shape all stages of the employee life cycle.

Making these adjustments common practice rather than a 'specialist' approach for an identified cohort only benefits the system as a whole and helps build a courageous, authentic, resilient and hopeful work force.

Please also see the 'Conversation Cards' in the resources section below. We have developed these with prompts divided into stages of the employee life cycle and offer questions, activities or resources to help shape processes already in place – all infused with the 5 Trauma Informed Guiding Principles.

We encouraged our Project Co-Ordinators to complete the Kings Fund Leading with Kindness and Compassion course, so that we had a shared and agreed language and set of behaviours around how we would support team members and that were

key to creating a culture for growth, brave conversations and constructive challenge.

We also created a Wellbeing Manifesto with support from the Devon Wellbeing Hub which helped with defining how we wanted to work with each other.

INDUCTION ACTIVITY TO EMBED STAFF INTO EXISTING TEAM

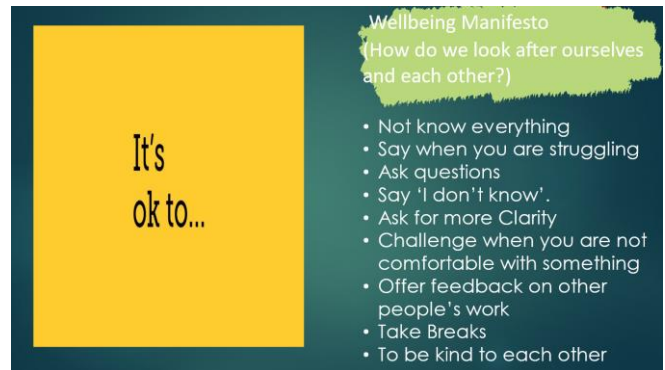
'Wellbeing Manifesto'

- Resources Required – Post It notes, pens, flip chart.
- Encourage people to jot down thoughts and reflections on – What's it like being in this team?
- Followed by how they want the team to be when it functions at its best.
- This is anonymous, via post it notes folded up and placed in a bowl.
- Then facilitate a discussion on; Were there surprises, things you would like to see more of, less of.
- Relate these to Trauma Informed Principles and organisational values – language that is accepted around how you work and the people you work with.
- Take this further by creating a Wellbeing Manifesto together – outlining how the team aims to support each other to stay psychologically well at work – collate and display this in the workspace and offer this to new starters during inductions.

As the attention to wellbeing was a key thread throughout the recruitment and selection process, it would be useful to embed conversations and a wellness action plan into the earliest part of the induction. This is about promoting being person-centred over process-led, which we found had a significant impact on individuals. It made space for conversations around what people could do to manage their wellbeing at work as well as how they could be supported – it also generated meaningful conversations around the potential psychological impact of work, 'being activated' and went on to form the basis of the 'reflective thinking' so vital to trauma informed practice.

We used the Mind Wellness Action Plan but made it clear that this was a reflection tool, not a HR Document and they could share as little or as much as they wanted to.

<https://www.mind.org.uk/media/lbahso3x/mind-wellness-action-plan-workplace.pdf>



The start, not the end...

We hope this toolkit and the shared learning within it has started meaningful conversations around how to find talent creatively, particularly for harder to fill vacancies and how we then go on to retain that talent.

As our work continues we will be looking at an additional toolkit focused on staff wellbeing, staff retention and the value of Personal Development bursaries as an addition/ alternative to more traditional Employee Assistance offers.

If you would like further information or to be part of this emerging work please do get in touch with Deborah Atter: Project Manager, Changing Futures at Improving Lives:

deborah.atter@improvinglivesplymouth.org.uk



Resources

Co-Production

<https://www.scie.org.uk/co-production/what-how/>

<https://meam.org.uk/wp-content/uploads/2022/03/Getting-started-with-coproduction.pdf>

<https://www.wearecocrete.com/>

Trauma Informed Approaches

<http://www.safehandstinkingminds.co.uk/wp-content/uploads/2018/09/recruitment-and-induction-trauma-informed-.pdf>

<https://traumainformedplymouth.org/vision-values/>

<https://www.gov.scot/publications/trauma-informed-practice-toolkit-scotland/pages/12/#AP2>

Compassionate Leadership and Training

<https://www.kingsfund.org.uk/leadership-development/courses/leading-kindness-compassion-health-social-care>

<https://shameandmedicine.org/shame-competence-training/>

<https://brenebrown.com/hubs/dare-to-lead/>

An Evaluation

<https://www.tnlcommunityfund.org.uk/media/insights/documents/Involving-people-with-lived-experience-in-the-workforce-2020.pdf>

Dr Ray Middleton Episode 1 Understanding Personal Narratives from Training Programme
Ray.middleton@ladder4life.com

<https://www.youtube.com/watch?v=p5Cgg6sWgFw>

<https://www.mind.org.uk/media/lbahso3x/mind-wellness-action-plan-workplace.pdf>

Conversation Cards

Attracting and Finding Talent



Attracting%20&%20
Finding%20Talent.d

Application Process



Application%20Proc
ess.docx

Pre Interview



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cx

Interview and Selection



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20selection.docx

On-boarding and Induction



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Tina Wilkinson Evaluation (Executive Summary)



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Appendices

ATTRACTING AND FINDING THE TALENT

What Mattered?

.....I wasn't looking for a job at all, I thought those days were over for me.....they came and found me instead' Applicant

'No False Pretences, open and friendly'

'I wasn't looking for anything, a course or a job, you came and really listened.....it just all felt hopeful' Applicant

.....drop in sessions at different times meant I was able to come along.....I missed the first one....having a bad day so it was good to still have a chance to chat and be included.....Applicant

"Felt human, not a process" - Applicant

'Informal and approachable, came and chatted to me about my hopes for myself in the future and.....got me thinking about what that could be' - Applicant

Questions and Reflection Points

How are you reaching communities that may not consider applying or are underrepresented in your organisation?

Can you meet people where they are psychologically and physically by going out to spaces in the community where people feel safe and connected?

How are you informing potential candidates that Lived Experience of multiple disadvantage is viewed as an asset and would be positively embraced within your organisation? What language are you using?

It would be helpful to build relationships with the existing and trusted networks and the community leads in your locality with a view to ensuring their support when promoting opportunities but also for guiding potential talent.

Human and relatable were recurring themes when we met with people to talk through these opportunities - do you have a named person people can connect with, build rapport with and can oversee the application process?

How will you ensure that when you reach out to people because of their lived experience you focus on the strengths developed because of their experiences not the trauma itself and avoid the risk of traumatisation?

APPLICATION PROCESS

What Mattered?

- 'I really liked that there was a range of choices for the application format, a video, email letter or artwork. It felt like something I could do.'
- 'Could express yourself in own way, it wasn't criteria based'
- 'Felt Human'
- 'No box ticking.....it was about my qualities and what strengths I thought I could bring – not me trying to be something I'm not'.
- I saw and felt the trust and honesty in the process, the language was 'real'.
- I had a personalised response, it mentioned things from my application, I really appreciated that, I felt recognised'.
- It wasn't faceless, I was applying to a person.

Questions and Reflection Points

Can you create a job specification that instead of a list of requirements, enables people to highlight their individual talents, share strengths, values and belief systems that match those of your organisation – are you sharing the same language with potential applicants?

Can lived experience be highlighted as an asset in the application process - how?

How inclusive are your recruitment processes? Do they offer choice in how to apply and express suitability to a role, particularly important for those who are neuro divergent?

Can you introduce a jargon buster or are you using plain English at all stages of the application process?

Do you have a named person that applicants can speak to about any questions they have before they apply?

Does your job advertisement explicitly refer to welcoming a diverse workforce which represents multiple experiences, skills and backgrounds?

Do you have a specific policy around lived experience that sets out why involving and employing people with lived experience is important to your organisation?

PRE-INTERVIEW

What Mattered?

Built my confidence before I even walked through the door.....no-one was trying to catch me out. My bad experiences, my trauma I guess were seen as strengths, they made me feel employable, that was a turning point for me, I had never seen myself like that.

Being given the questions before the interview and an outline of the day felt like I wasn't being tripped up or caught out.

.....it really helped just meeting you and then you coming back to answer my questions and go through the application....just sort of gave me the confidence to have a go really.....I wouldn't have gone for it otherwise....

Questions and Reflection Points

How transparent can you make the process? Can you offer people the option of having interview questions in advance?

Can you provide some choice over the date of interview and even the time? This will create a 'levelling up' of perceived power dynamics and creates a more collaborative interaction.

Has the candidate been sent clear directions and instructions of how to get to the interviews including location and parking and how long the interview will take?

Do you have someone that candidates can chat to about the interview, run through any questions or have a walk through of the venue if required?

Are you able to signpost people to local charities or DWP Vulnerable Case Leads for advice and information on Back to Work Benefits and advice so that people are able to prepare practically for a return to work?

INTERVIEW & SELECTION

What Mattered?

'Everything was thought about, the ambience like music, oils, being sat together in small groups with people we had something in common with'

'They said to come dressed as your best but most comfortable self. I remember thinking that's a relief. I'd never had an interview and worried about what to wear. It made me feel I could be myself'.

I know I didn't get a paid job, but I was offered lots of different things and went on some great courses. I really liked the mentoring one. It made me feel like I still mattered. I am volunteering now and love it.

I remember Deb telling me she was glad I came to the interview and that it was good to see me, but it was a relief for me really; to see someone I recognised from the drop in; it felt like I knew her a bit.

There was food and open conversations. I just felt relaxed and comfortable.

I liked that I was given the details of the bus, and they gave me the cost of the travel back on the day too. A day rider (bus ticket) is a lot out of my weekly budget. I may not have gone without that help to be honest.

Questions and Reflection Points

We recognised that the interview is perhaps the most significant in terms of perceived power imbalances and the resulting danger of a threat or shame response in potential applicants.



SAFETY – TRUSTWORTHINESS – CHOICE – COLLABORATION - EMPOWERMENT

- 1 Are you able to consider carefully the principles of Psychologically Informed Environments when considering the interview space and in turn the work space new employees would be joining.

- 2 Think about first impressions on entering the space, will the reception be welcoming, how are applicants greeted?

- 3 We had prepped our Reception Host on the tone of the day and their input was invaluable. Applicants commented on how warm and reassuring the host was and how this had made a difference to them. Can you have a peer greeting people on arrival?

- 4 Is access to the building open and without staff codes, reducing feelings of them and us?

- 5 If there is potential for interviews to run over, where will people wait and how will you tell them?

- 6 If there are any assessments or tasks on the day has the applicant been told in advance and given details.

- 7 Have people been given a timeline of when they will know if they have been successful.

- 8 How will people be told of the decision, ideally this should be done in person.

- 9 Can a brief suggestion/useful list of who to contact for those who have not been successful be provided?

- 10 Can you show people where facilities in the building are, can you provide refreshments?

- 11 How can you make the space feel relaxed, informal and non-threatening?

ONBOARDING & INDUCTION

What Mattered?

Felt nurtured, supported, valued and invested in.....

Structure but also freedom in the induction process to deal with things.

Flexible Agendafelt like had space to sort through what we needed to.

Constant check ins and 1-2-1's

Tuesday is my fave day of the week because we are all together...

Sense of being yourself was encouraged.....

Psychological Safety @ Work

Psychological safety does not mean simply being pleasant to one another. It involves developing culture that promotes taking interpersonal risk and positive challenge but within an environment of trust, openness, balance and inclusion. (From: Google's 'Project Aristotle Initiative').



'Spaces where people can blossom and flourish - together'

Bringing people on board in a meaningful way and ensuring that everyone feels welcome and that they have a place at the table is key to a successful onboarding process. We were also conscious of existing members of the workforce having lived experience and how we

Part of a Trauma Informed intentional approach to onboarding can be articulating a set of shared values and intentions which will help guide your team. The space you nurture will help to sustain staff retention and team resilience.

could avoid a sense of 'othering' as we had recruited people with visible lived experience.

Conversation Prompts

How can you onboard the team and ensure the team culture models the principles of a Trauma Informed Approach?

As you onboard new members consider the structural inequities and power dynamics that could impact on the transition of your new team members.

Creating Safety - Before your new team members join the team can you revisit 'Team Values' and discuss how you create a culture of physical and emotional safety?

Can the existing team identify any barriers that might get in the way of living these 'team values'.

Are new staff members given the opportunity to come together and reflect on their experiences?
This made a profound difference to the team.

Can you introduce a mentor or buddy for the duration of the Induction and Probationary period?