

**Nazeing Pre-School, c/o Nazeing Primary School, Hyde Mead, Nazeing. EN9 2HS**

**Safer Recruitment and Induction Policy**

**Safeguarding and Welfare Requirement:**

Providers must ensure that people looking after children are suitable; they must have the relevant qualifications, training and have passed any required checks to fulfil their roles. Providers must take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced. Providers must also ensure that any person who may have regular contact with children (for example, someone living or working on the same premises the early years provision is provided), is suitable.

Registered group and school-based providers, except CoDP providers, must obtain an enhanced criminal records check for every person aged 16 and over (including for unsupervised volunteers, and supervised volunteers who provide personal care18)

An additional criminal records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad

Providers must tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings20 that may affect their suitability to work with children (whether received before or during their employment at the setting). Providers must not allow anyone whose suitability has not been checked, including through a criminal records check21, to have unsupervised contact with children being cared for.

Providers must record information about staff qualifications and the identity checks, vetting processes and references that have been completed (including the criminal records check reference number, the date a check was obtained and details of who at the setting obtained it).

Providers must obtain a reference for any member of staff (including students and volunteers) before they are recruited.

**Policy statement**

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff and volunteers are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements.

**Procedures**

*Vetting and staff selection*

* We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
* All our staff have job descriptions, which set out their roles and responsibilities.
* We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
* We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list(s) check through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) for the vetting and barring scheme.
* Where an individual is subscribed to the DBS Update Service we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.
* We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS check and unique reference number from the DBS certificate, along with details of our suitability decision
* We require that all our staff and volunteers keep their DBS check up-to-date by subscribing to the DBS Update Service where possible throughout the duration of their employment with us.
* Our staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.
* We obtain consent from our staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up-to-date for the duration of their employment with us.
* Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person’s employment with us will be terminated.

*Notifying Ofsted of changes*

* We inform Ofsted of any changes to our Registered Person (trustees/director(s)/owner(s) our provision) and/or our manager.

*Training and staff development*

* Our Manager holds Early Years Professional Status and a BA Hons in Early Childhood Studies.
* One of our Deputy Managers holds a Level 3 Diploma
* One of our Deputy Managers holds a Level 5 Diploma.
* At least half of our other staff members hold the CACHE Level 3 or Level 2 Certificates for the Children and Young People’s Workforce or an equivalent or higher qualification.
* We provide regular in-service training to all our staff - whether paid staff or volunteers.
* Our budget allocates resources to training.
* We provide our staff with induction training in the first week of their employment. This induction includes our Health and Safety Policy and Child Protection Policy. Other policies and procedures are introduced within an induction plan.
* We support the work of our staff by holding regular supervision meetings and appraisals.
* We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

*Staff taking medication/other substances*

* If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Our staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
* Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
* If we have reason to believe that a member of our staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

*Managing staff absences and contingency plans for emergencies*

* Our staff take their holiday breaks when the setting is closed. Where a staff member may need to take time off for any reason other than sick leave or training, this is agreed with our manager with sufficient notice.
* Where our staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
* Sick leave is monitored and action is taken where necessary, in accordance with the individual’s contract of employment.
* We have contingency plans to cover staff absences, as follows: call on other members of staff, call on committee members and call on bank staff.

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| This policy was adopted by | Nazeing Pre School | *(name of provider)* |
| On | 27th September 2024 | *(date)* |
| Date to be reviewed | September 2025 | *(date)* |
| Signed on behalf of the provider | Nicky Mainwaring  |
| Name of signatory | Emma Hughes |
| Role of signatory (e.g. chair, director or owner) | Committee Chairperson |

**Other useful Pre-school Learning Alliance publications**

* The New Early Years Employee Handbook (2016)
* Recruiting Early Years Staff (2016)
* People Management in the Early Years (2016)



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**Recruitment check list**

To ensure the safer recruitment of all staff at Nazeing Pre-School, the management team will follow these procedures throughout the process of recruiting a new member of staff

**Advertisement**

* We declare on our advert whether they position is for an unqualified or qualified member of staff
* We specify hours where possible
* We currently advertise on our website and through Nazeing Primary School newsletter
* We provide a job description and job specification

**Application**

* When we receive an application we will ensure that it is viewed by the management team
* We take all applications into account and interview candidates we feel best match the requirements for the position advertised

**First round interview**

* We ask all candidates to bring along photographic ID to their interview and any relevant qualification certificates
* We will supervise the candidate in every step of their interview, beginning with an activity with the children and followed up by formal interview questions with two member of the management team
* We will advise candidates if they are successful their will be a secondary interview

**Second round interview**

* We ask candidates to attend an interview with the manager and chair person on their secondary interview

**Job offer**

* When we offer a job, we explicitly offer the position on the successful completion of an enhanced DBS check and two references.

**Job acceptance**

* When a job offer is accepted we plan a schedule for, DBS checks, agree references will be contacted and set up an induction schedule

**DBS**

* We complete a DBS check at the earliest opportunity, this is done with our Business Manager or Chair Person

**References**

* We follow all steps in the Early Years Statutory Framework to meet reference standards

**Induction**

* We use our detailed induction checklist with all new employees.
* Staff must read,What to do if your worried a child is being abused: advice for practitioners’



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**Induction Check list**

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| --- | --- | --- | --- | --- |
| **Task** | **Notes** | **Tick** | **Manager**  | **Employee** |
| **First day induction** | **Paperwork checked and signed and setting vision explained** |   |   |   |
| Line manager of new employee to meet and welcome new employee.  | Contract of employment signed by employee and received by manager. Check that the employee understands the contract and has signed it and returned it to employer/manager.  |  |   |   |
| Manager to receive and check relevant paperwork, e.g. P45, work permit, birth certificate & passport, DBS certificate, contact details |  |    |   |
| Employees certificates received, copied and placed in their file  |  |   |   |
| **First day induction - employee is shown around the building and the fire procedure explained** | **Help employee to get to know the setting** |   |   |   |
|   | Where the toilets are situated |  |   |   |
| Where the staff room is (if applicable) |  |   |   |
| Fire evacuation assembly point (include fire procedure) |  |   |   |
| Other important rooms/areas |  |   |   |
| Meet and greet colleagues and management/committee  |  |   |   |
| Introduced to mentor  |  |   |   |
| Staff shown day-to-day setting routine – including lunch breaks/other breaks |  |   |   |
| **First Day Induction - staff requirements** | **Topics to cover (where applicable)** |   |   |   |
| Ensure all relevant information is included in the staff handbook.  | Staff uniform (dress code)  |  |   |   |
| Wearing of EAL/SEN lanyards  |  |   |   |
| Signing in/out of workplace |  |   |   |
| Procedures for accepting visitors |  |   |   |
| Important policies and procedures explained(especially safeguarding) |  |   |   |
| Sickness policy explained |  |   |   |
| Food health and safety  |  |   |   |
| Parking facilities |  |   |   |
| Pension scheme  |  |   |   |
| Mobile phone policy  |  |   |   |
| Contact numbers exchanged with colleagues and WhatsApp group invite |  |   |   |
| Give employee current staff handbook |  |   |   |
| **Main induction/probationary period** | **Topics for discussion with employee** |   |   |   |
| This is a good time for employer and employee to get to know each other. It is a two-way process.     | Pre-School vision, aims and objectives, development plan discussion  |  |   |   |
| Setting aims and objectives  |  |   |   |
| Induction/probation and what it entails, including the length of time (weeks/ months) it will take. |  |   |   |
| Schedule of regular fortnightly progress reviews |  |   |   |
| Health and safety in the workplace, safe lifting, lone working, COSHH, reporting accident or injuries in workplace etc. |   |   |   |
| How employee finds his/her workload |  |   |   |
| Agree objectives/goals with the employee in a supervision |  |   |   |
| Relevant policies and procedures, any questions. Copies emailed to them |  |   |   |
| Employee’s training needs and check that employee has booked to attend or has attended the training |  |   |   |
| Work mentor in place and introduce employee to people/ person they will be shadowing |  |   |   |
| Employee’s performance so far |  |   |   |
| Any problems or queries that the employee has. |  |   |   |
| Ensure new employee is helped to socially integrate with colleagues. |  |   |   |
| Ensure that employee understands the principles of the Early Years Foundation Stage (EYFS) |  |   |   |
| **Performance appraisals/supervision after induction/probationary period** | **Suggested frequency of supervision and topics** |   |   |   |
| Their aims and objectives are aligned to the aims and objectives of the business.    | Book regular formal performance appraisal/supervision meetings with all employees. These should take place regularly – ideally, every six weeks – once a half term.A planning meeting should be held after induction is completed to set objectives and agree training and development needs. Regular supervision meetings can cover any relevant subject although would mainly focus on progress towards achieving objectives and development.  |        |          |          |
| **Useful induction materials/advice that the whole children and young people’s workforce should know about** |   |   |   |   |
| Early Years Foundation Stage (EYFS)  | The Early Years Foundation Stage (EYFS) is a comprehensive statutory framework that sets the standards for the learning, development and care of children from birth to five. All providers are required to use the EYFS to ensure that whatever setting parents choose, they can be confident their child will receive a quality experience that supports their care, learning and development. The EYFS framework can be downloaded from the Department for Education website. |     |   |   |
| Working Together in Essex  | Everyone supporting children and families should work together effectively to provide early help and targeted and specialist support. Essex County Council has free online training available with modules on working together to support children and families, safeguarding and information sharing. Registration is required; to access the training visit <https://www.ecclms.co.uk/goecclms.asp> There are other training courses detailed in a brochure on the site.  |     |   |   |
| **Policies and procedures** |   |   |   |   |
| Safeguarding (child protection) described and policy made available to read and digest by staff member. | Manager must highlight how staff member should report safeguarding/child protection concerns – poster too |  |   |   |
| Staff member must read and understand policy |  |   |   |
| Place copy of policy in staff handbook |  |   |   |
| **Essential policies and procedures**   | Health (Accident, medication, allergy, poorly children and oral health)  |  |   |   |
| Promoting Inclusion, Equality and Valuing Diversity |  |   |   |
| Fire Safety |  |   |   |
| Staff, Volunteers and Students |  |   |   |
| Food Hygiene and Safety |   |   |   |
| Health and Safety |  |   |   |
| Record Keeping  |  |   |   |
| Safeguarding |  |   |   |
| Sleep  |  |   |   |
| Working in partnership with parents and other agencies  |  |   |   |
| Childcare Practice  |  |   |   |
| **Observation of practice**  | Observation on Tapestry |  |   |   |
|  | Taking the register  |  |   |   |
|  | Leading group to Rainbow garden  |  |   |   |
|  | Leading circle time |  |   |   |
|  | Administering first aid and completing accident book  |  |   |   |
|  | Phoning a parent  |  |   |   |
|  | Opening/closing on the gate |  |   |   |
|  | Door at welcome and collection  |  |   |   |
|  | Environmental checks  |  |   |   |
|  | Lunch club |  |   |   |
|  | Nappy changing/toileting  |  |   |   |
|  | ABC forms  |  |   |   |
|  | Health care plans  |  |   |   |
|  | Parent consultations  |  |   |   |
| **Training** |   |   |   |   |
| Internal training (provided by employer) identified by manager and arranged for staff member to attend. | Planning in the moment  |  |   |   |
| Tapestry  |  |   |   |
| SEN |  |   |   |
| TPP |  |   |   |
| Wellcomm |  |   |   |
| Statutory Training  | Safeguarding |   |   |   |
| Prevent |   |   |   |
| FGM |   |   |   |
| Food Hygiene  |   |   |   |
| Paediatric First Aid  |   |   |   |
|   |   |   |   |
| Qualification Training. The GOV.UK qualifications tool gives a list of all relevant accredited qualifications. <https://www.gov.uk/early-years-qualifications-finder> If you need further advice about qualifications visit <http://dnn.essex.gov.uk/eycp/CPDandQualifications/Qualifications.aspx>  | There are lots of training courses available to anyone that wants to work with children, young people and their families. When deciding on any training for staff the following should be considered:* If the employee needs further training
* The type and content of the course
* The most appropriate style of study
* Which training provider to choose
* Affordability – including course costs, costs to the learner, staff cover, travel costs etc.

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