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| **Introduction** |
| At Little Birch Pre-School We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff 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. |

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| **Procedures** |
| **Vetting and recruitment**   * We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection. * All staff have job descriptions which set out their staff 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 marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. 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 GBG DBS online. 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. * All new staff are appointed and employed by a panel of three people all of whom have completed safer recruitment training. The panel will be made up of the Manager, the deputy manager and ta representative from the Trustees. * The following checks are undertaken before confirming whether an applicant has been successful: * Identity * Qualifications (original certificates to be seen and then photocopied/signed to see originals seen and date) * Enhanced DBS check * A minimum of two references, which are followed up by the Manager * We keep all records relating to employment of staff, Trustees and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS (previously CRB) check, as well as who asked for the checks to be completed and the company used. * We require that all staff keep their DBS check up-to-date by subscribing to the DBS Update Service throughout the duration of their employment with us. * All 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 all 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. * A written contract and job description are issued and signed by the Manager and in turn by the staff member as acceptance of the terms and conditions of employment. The Employee Handbook is also given to staff with their contract. * We obtain consent from 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. * All appointments are subject to a three month probationary period.   **Notifying Ofsted of changes**   * We inform Ofsted of any changes to our Registered Person (trustees/director(s) and/or our manager.   **Training and staff development**   * The manager uses supervisions to complete a training audit to monitor/identify training needs. * We provide regular in-service training to all staff - whether paid staff or volunteers. * All staff are required to have completed a paediatric First Aid Course which is refreshed every 3 years. * All staff are expected to complete training on inclusion, first aid, child protection(including Prevent and Female Genital Mutilation (FGM), food hygiene and positive behaviour management. * We provide a staff induction programme that covers 4 months (probation period). This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan. * We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.   **Staff Supervisions**  The Pre-school has arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of the children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the discussion of sensitive issues. (3.21, EYFS, 2017).  Supervision should provide opportunities for staff to:   * + discuss any issues - particularly concerning children's development or well-being   + identify solutions to address issues as they arise; and   + receive coaching to improve their personal effectiveness. (3.22, EYFS, 2017)   Supervision is a requirement of the Early Years Foundation Stage and this policy is based on the premise that the supervision of staff is an integral part of the day to day running of the Pre-school. It will occur both formally and in other forums including informal discussions and staff meetings and, in all these forums the process of supervision will be informed by the standards set out in this policy.  The Pre-school recognises that   * staff supervision is integral to the effective delivery of the service. * the quality of the staff supervision impacts on the outcomes for the children and their families. * the delivery of supervision must be a priority task within the organisation. * all staff have the right to receive regular formal supervision from supervisors who have received appropriate training and are supported within their supervisory role. * all staff have the responsibility to participate in supervision and attend formal sessions. * the process of supervision is a shared responsibility: staff and their supervisors are expected to contribute to the effectiveness of the process and the Pre-school has a responsibility to facilitate a culture which supports the process.   **Definition of supervision**  For the purpose of this policy, supervision is defined as a process by which one worker is given responsibility by the organisation to work with another worker(s) in order to meet certain organisational, professional and personal objectives in order to promote positive outcomes for the service users. The objectives are:   * competent, accountable performance (*managerial function*) * continuing professional development (*educational/developmental function*) * personal support (*supportive function*) * linking the individual to the organisation (*mediation function*)   The process of supervision is supported by the development of the relationship between supervisors and supervisees which provides a safe environment to support the worker and facilitate reflection, challenge and critical thinking.  **Statement of Expectations**  The Pre-school will:   * set aside enough time for formal one to one meetings. * have a named person, who has line management responsibility for the work and welfare of all staff. * ensure that the supervisor is provided with ongoing training and development opportunities in order for them to carry out the role effectively. * ensure appropriate space is provided for confidential/one to one meetings. * regularly evaluate the quality of the supervision being provided.   Supervisors will:   * ensure the delivery of one to one supervision sessions at a frequency in line with this policy. * ensure that supervision is recorded in line with the expectations set out within this policy. * ensure that the prime focus of the supervision is the quality of the service being received by the children and families. * use the supervision agreement as the basis of the relationship where supervisees can be supported in their work and reflect on their practice. * ensure that the supervisee is clear about how to raise any concerns about the quality of the supervision being received. * use the supervisory process to learn from good practice and constructive feedback in order to promote professional development. * address performance concerns as they arise and work positively with the supervisee to improve practice. * take responsibility for their professional development as a supervisor and use their own supervision to reflect on their supervisory practice.   Supervisees will:   * take responsibility for attending one to one supervision as set out in their supervision agreement. * prepare adequately for supervision and take an active part in the process. * take responsibility for raising any concerns they may have about the quality of the supervisory relationship with the supervisor or, if this is not possible the chair of Trustees.   **Method of delivery**  The relationship between the supervisor and the supervisee is fundamental to the supervisory process and supervision will take place in a variety of settings and circumstances.   * **One to one supervision** is the heart of the process and all staff will receive this type of formal supervision once every half term. * **Ad hoc supervision** is the dialogue that takes place between a supervisor and supervisee as the need arises. This form of supervision is an important way to support staff, improve performance, keep pace with change and for ensuring that organisational requirements are met. It should be recorded in line with these procedures. This should be available to all staff but is not a substitute for formal one to one supervision.   **Recording, Monitoring and reviewing**  **The supervisor** will record the focus of the supervision, a summary of the discussion and decisions/action as well as who will carry out the actions on the supervision record form which will be stored in the individual's personnel file.  In order to monitor the effectiveness of the supervision meetings, practitioners will be asked to complete a questionnaire at the end of the school year as a reflective tool to inform changes that may need to be made before the start of the next supervision cycle. The findings of this and identified actions will be recorded on the settings action plan.  **Staffing Ratios**  We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for enhanced criminal records and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements.  To meet this aim we use the following ratios of adult to children:   * Children aged two years: 1 adult : 4 children: * at least one member of staff holds a full and relevant level 3 qualification; and * at least half of all other staff hold a full and relevant level 2 qualification. * Children aged three years and over: 1 adult : 8 children: * at least one member of staff holds a full and relevant level 3 qualification; and * at least half of all other staff hold a full and relevant level 2 qualification. * A minimum of two staff/adults are on duty at any one time; one of whom is either our manager/ deputy or senior practitioner * Our manager/senior practitioner deploys our staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff at all times. * The number of children for each key person takes into account the individual needs of the children and the capacity of the individual key person to manage their cohort. * All staff are deployed according to the needs of the setting and the children attending. * Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going. * Our staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children. * We assign each child a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home. * We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.   **Other useful information**   * Employee Handbook * www.homeoffice.gov.uk/crime/vetting-barring-scheme/ |