



STAFF INDUCTION GUIDELINES

Our setting offers an inclusive educational service, in which staff are the most important resource. Children will gain very little from a room full of toys and activities if the adults are negative and insensitive. Our aim is to stimulate children and encourage them to have a thirst for knowledge and learning. Therefore we must ensure that we treat the children; their families and our colleagues with respect and dignity.

WORKING AS PART OF A TEAM

- Make sure that you know and understand what is expected of you. If you are unsure ask your Manager or colleagues
- Familiarise yourself with daily routines and refer to the EYFS
- Show respect and consideration for your fellow workers - remember you are a role model for the children in the setting
- Never use inappropriate language
- Make yourself available to attend team meetings, in order to participate and contribute to the Pre-School's overall provision and curriculum
- Respect confidentiality at all times, situations arising in the group must only be discussed with relevant staff and at appropriate times.

WHEN PLAYING/WORKING WITH CHILDREN

- Ensure that children are called by their given or preferred name
- When writing a child's name on any work ensure that it is spelt correctly
- Write in lower case letters with capital letters only when appropriate
- Remember that children are naturally inquisitive so let them investigate and find things out from themselves
- Remember it is the process and not the product that is of value to children therefore do not expect an end result or focus on it
- Be sensitive to their needs without taking over
- Intervene only when frustration is shown or issues around health and safety are likely
- Stimulate them without constantly asking questions, but prompt appropriately
- When asking questions make sure they are open ended, which will draw them into conversation e.g. What does it feel like?



- To help develop language never repeat any mispronounced or wrong words just say the word or sentence correctly
- When dealing with children with communication difficulties or who have English as an additional language please ensure the following: -
 - Face the child
 - Use short, simple sentences
 - Point to what you are talking about and repeat the key words
 - Use a running commentary, using props, hand and facial gestures (visual prompts)
 - Reiterate key words
 - Give children time to reply, do not interrupt them or finish their sentences for them and respond to any gestures or body language.
- Children with Special Educational Needs or disabilities should be encouraged to take an active part in all the setting's activities. Be sensitive to children's needs and do not assume because they are disabled they are unable. (Additional guidelines are available for staff supporting children with additional needs.)
- Remember children are not **naughty**. It is their behaviour that is inappropriate or challenging, therefore it is the **behaviour** that is brought into question **not the child**. No child should be humiliated in any way and no physical punishment should ever be used. The Pre-School's behaviour management policy is very explicit.

OBSERVING CHILDREN

- When observing children please ensure that the written content is **factual, concise** and **sensitive** to parents feelings
- Do not write anything you would not want a parent to read
- Have a positive approach; do not focus on the negative
- Ensure that you note down the time and date of any observation
- Significant achievements should be written and kept in the child's Learning Journal
- Ensure that all children are observed on a regular basis and in accordance with the setting's policy.

WHEN DEALING WITH PARENTS

- Please remember parents are the first and most important educators of their children and therefore must be treated as such
- Make them feel welcome



- Value their opinion
- Time must be allowed at the beginning and end of each session for parents to speak to Key Persons. This is in addition to open evenings/days
- Parents must be allowed access to their child's records, at no time should they be allowed access to any other child's notes
- Encourage parents to openly appreciate their child's work
- Encourage parents not to expect an end product.

HEALTH AND SAFETY ISSUES

Please ensure that you have read and understand the settings health and safety and child protection policies. However a few key points to remember are:

- Children must never be left unsupervised in any part of the setting, however hygiene and toileting independence should be encouraged
- Parents must be escorted from the premises to ensure doors are securely locked
- Children may only be collected by an authorised person or in an emergency via a password system
- All accidents must be logged in the accident book and witnessed by another member of staff, and signed by the parents
- Medicines must only be given if there is authorisation to do so
- Any child protection issues should be brought to the attention of the Manager, Holly Armstrong and/or the Pre-School's other designated person for Safeguarding, Fay Hart, immediately
- Smoking is not allowed in any part of the building.

ANY QUESTIONS

New staff are advised to take time to read the Pre-School's policies thoroughly. If you have any queries please do not hesitate to speak to the manager or any of the staff who will be pleased to help and advise you.



Induction Checklist

Please sign the statements below when you feel confident you have been given the opportunity to address each point:

Induction Criteria	Employee Signature
You and the setting are in receipt of an up to date DBS check	
The setting has received two references	
You are in receipt of all the settings Policies and Procedures and have read them	
The evacuation Procedure has been described to you and or you have taken part in an evacuation drill.	
You are in receipt of a Job description and are aware of your role within the setting and you know who to ask for help/guidance	
You know who the Designated Safeguarding Person(s) are for the Setting and will speak to them with ANY concerns that may arise. You have also been given the whistleblowing procedure including contact details of outside agencies / professionals, should you have concerns.	
You will attend a Supervision within two weeks of your start date to address any issues (and half termly thereafter). However you can speak to either Fay or Holly at any time regarding any issues.	
You have been given uniform and a name badge (a minimum of two polo shirts and a tabard).	
I understand that if my personal circumstances change, I must inform the management team of any changes that may impact on my DBS (Disqualification by association).	

Employee Sign: Date:

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