

CODE OF CONDUCT FOR STAFF

Our setting offers an inclusive educational service, in which staff are the most important and expensive resource. How we manage ourselves, how we work, talk, behave and interact with each other and with the children should be exemplary and always of the highest standard and quality. Our aim is to stimulate children and encourage them to have a thirst for knowledge and learning and in doing so ensure 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, and if you are unsure ask your Manager or colleagues
- Familiarise yourself with daily routines, timetables and curriculum plans
- Provide a warm welcome to all who visit the setting
- Comments should always be professional and positive
- Have high expectations at all times, working to agreed, common goals, taking a pride in what we do and how we do it, as well as having high expectations for the children too
- Avoid talking about the children in a concerned or negative way when in their presence
- Show respect and consideration for your fellow workers - remember you are a role model for the children in the setting
- Never use inappropriate language
- Avoid social chat with colleagues when we are on duty
- Make yourself available to attend team meetings, in order to participate and contribute to the group'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
- Engage in positive, high-quality interactions by:

Talking to children/Listening to them

Using positive body language (smile, nod) and get down to their level

Using comments that encourage children to talk, pausing to give them time to respond

Using specific praise (not just 'well done' or 'good boy')

Using a quiet voice in a calm way

By observing what it is the children are doing and anticipating what they might need next to extend an activity.

By intervening sensitively to provide a commentary about what is happening,

introducing relevant new vocabulary to the children during their play. Please note that when developing children's language never repeat any mispronounced or wrong words, just say the word or sentence correctly. Try and avoid asking too many questions, but if using questions make sure they are open-ended eg I wonder what that feels like?

By intervening sensitively to reinforce rules and routines in a meaningful context.

By engaging with a colleague to comment on a child's significant achievement, promoting a positive image of this child to those around.

- When writing a child's name on any work ensure that it is spelt correctly and encourage the children to have a go at writing their own name first
- 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 for themselves
- Remember it is the process and not the product that is of value to children and therefore do not expect an end result
- Be sensitive to their needs without taking over

- Intervene only when frustration is shown or issues around health and safety are likely
- When dealing with children with **communication difficulties** or who have **English as an additional language** please ensure the following:
 1. Face the child
 2. Use short, simple sentences
 3. Point to what you are talking about and repeat the key words
 4. Use a running commentary, using props, hand and facial gestures (visual prompts).
 5. Reiterate key words
 6. 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 that 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 setting's behaviour management policy is very explicit and should be referred to for further details.

Observing Children:

- When observing children please ensure that the written content is factual, concise and sensitive to parent/carer's feelings
- Do not write anything you would not want a parent/carer to read
- Have a positive approach - do not focus on the negative, but do be realistic
- Ensure that you note down the time and date of any observation to include your initials and the area of learning/development the observation relates to. Please remember not to write other children's names on observations, simply use the phrase 'another child'.
- Significant achievements should be written in the child's records
- Ensure that any child that causes concern is observed on a regular basis. We

work as part of a team so do gain advice and support from other colleagues and the setting's SENCo.

Staff meetings:

- There will always be an agreed start and finish time (Fridays 1.30am to 3.15pm)
- Staff members invited to the meeting should arrive punctually
- All those present should aim to keep to the business in hand and make relevant contributions
- All those present should listen to, respect and value the contributions made by colleagues
- All staff meetings will be minuted, a copy of the most recent meeting minutes displayed on the staff board and copies individually distributed via email

Session Preparation:

- All areas should be prepared and ready before the children come into the setting
- All risk assessments/health and safety checks should be completed prior to the start of each session
- A senior member of staff will be on the door but ALL staff should provide a warm and positive welcome to all those entering the setting to ensure everyone, adults and children feel expected and welcome
- When setting up or clearing away staff should note any resources that are damaged or have pieces missing and report these defects to the Managers
- Staff should note and report to the Managers, any defective furniture or fittings to minimise any danger or risk to anyone working in the setting
- Any information regarding adult-led activities, focus children or particular objectives for the session will, wherever possible, be communicated to ALL staff, by the Managers or SENCo prior to the start of the session
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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 any 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 setting's health and safety and safeguarding 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. Please note there are separate accident books for injuries to staff, children and an 'existing injuries' book for accidents that have occurred away from the setting and outside of our operating times
- Medicines must only be given if there is authorisation to do so
- Any child protection issues should be brought to the attention of the setting's 'designated person' - Holly Armstrong or Fay Flude - immediately
- Smoking is not allowed in any part of the building or surrounding area

(Bolnore Village Primary School operates a No Smoking Policy anywhere on the school site).

ANY QUESTIONS

As part of our Induction Programme all new staff (bank, volunteer, permanent and students) are required to take time to read the group's policies thoroughly. If you have any queries please do not hesitate to speak to the Managers , both of whom will be pleased to help and advise you.

Physical touching and holding Policy

(Subsection of Code of Conduct for Staff)

It is still appropriate to pick up and have physical contact with children even under the Children's Act 1989. However please note that carrying children around or on your hip will possibly cause damage to your back and is to be discouraged. Please go down to the child's level to comfort them, perhaps by sitting next to them, or sitting on the floor, or hold their hand.

Children need to see staff interacting in a positive way with both children and other adults.

Personal relationships between the staff and children may develop in the following ways:-

- Through physical contact such as holding hands
- Holding children gently to reassure them
- Cuddling children to express delight in their behaviour
- To laugh with the children and to show their enjoyment of situations
- To smile and make funny faces
- To allow a child to sit on your lap to receive comfort or to achieve a goal
- To talk with children about what makes children and adults sad/happy
- To use touch to gain their attention when talking.

Manual handling training is available to staff on request.