



Acacia Pre-School Staff Code of Conduct Policy

This Code sets out expectations of conduct and practice for adults working within Acacia Pre-school. Its purpose is to guide practitioners' everyday judgements and actions. It reflects the standards that practitioners expect of themselves and others expect of the profession.

Early Years workers have a profound and lasting influence on the development and life chances of children. Their knowledge, skill, judgement, creativity and commitment play a vital role in society. Given the importance of early year's childcare and education to children, their families and society as a whole, it is essential that Acacia & its practitioners continue to maintain the highest standards of professional conduct.

One distinct value that Acacia and its practitioners share is a commitment to continual learning and development – for children, colleagues and themselves. A practitioner's work is also shaped by other important values of public life, including: selflessness; integrity; honesty; objectivity; accountability; openness; and leadership.

Acacia's Code of Conduct focuses on behaviours and the way in which practitioners conduct themselves on a day-to-day basis. This Code is designed to ensure all staff understands what is and what is not acceptable. It sets out expectations of reasonable standards of behaviour but does not limit a practitioners' right to a private life.

1. Put the wellbeing, development and progress of children first.

Acacia expects practitioners to;

- Use their professional expertise and judgement to do the best for the children in their care
- Take all reasonable steps to ensure the safety and wellbeing of children under their supervision.
- Follow Acacia Pre-school's Child Protection and Confidentiality policies and procedures.
- Establish and maintain appropriate professional boundaries in their relationships with children and their families.
- Demonstrate self-awareness and take responsibility for accessing help and support in order to ensure that their own practice does not have a negative impact on learning or progress or put children at risk of harm.
- Use appropriate channels to raise concerns about the practice of other professionals and practitioners, if this has a negative impact on learning or progress or risks harming children. (See Whistle Blowing Policy)

2. Take responsibility for maintaining the quality of their practice.

- Meet the professional standards relevant to their role and the stage they have reached in their career.
- Develop their practice within the framework of the EYFS and RBK guidelines.
- Base their practice on knowledge of their subject area/s and specialism, and make use of research about teaching and learning.

- Reflect on their practice and use feedback from colleagues to help them recognise their own development needs; actively seek out opportunities to develop their knowledge, understanding, skills and practice.

3. Help children to become confident and successful learners.

- Uphold children's rights and help them to understand their responsibilities
- Listen to children and consider their views and preferences, and involve them in decisions that affect them (where possible), including those related to their own learning.
- Have high expectations of all children, whatever their background or aptitudes, and find activities that will challenge and support them all.
- Communicate clear expectations about a child's behaviour to ensure disruption to learning and session time is minimised and children feel safe and secure.

4. Demonstrate respect for diversity and promote equality

- Act appropriately towards all children, parents, carers and colleagues, whatever their socio-economic background, age, gender identity, sexual orientation, disability, race, religion or belief.
- Address unlawful discrimination, bullying, and stereotyping no matter who is the victim or the perpetrator.
- Help create a fair and inclusive pre-school environment by taking steps to improve the wellbeing, development and progress of those with special needs, or whose circumstances place them at risk of exclusion or under-achievement.
- Help children to understand different views, perspectives, and experiences and develop positive relationships both within school and in the local community.

5. Strive to establish productive partnerships with parents and carers.

- Provide parents and carers with accessible and accurate information about their child's progress.
- Consider parents' and carers' views and perspectives, including those that relate to their children's development.
- Follow Acacia's policies and procedures on communication with and involvement of parents and carers, including those that relate to sensitive areas.

6. Work as part of a team.

- Endeavour to develop productive and supportive relationships with all colleagues.
- Exercise any leadership and management responsibilities in a respectful, inclusive and fair way, and in accordance with contractual obligations and national standards.
- Uphold all of Acacia's policies and procedures, and raise any concerns about the life or running of the pre-school in a responsible and appropriate way.
- Contribute to colleagues' learning and development; provide honest, accurate, and justifiable comments when giving references for, or assessing the performance of, colleagues.
- Recognise the important role of Acacia within the life of the local community, and take responsibility for upholding its reputation and building trust and confidence in it.

7. Co-operate with other professionals in the children's workforce.

- Communicate and establish productive working relationships with other professional colleagues. Ensure that they are clear about their own professional contribution to joint working, seeking clarification where this is needed.
- Understand that in sharing responsibility for children's wellbeing and development they should always act within their own competence and responsibilities.
- Where staff have access to confidential information about a child or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the child.
- However, staff have an obligation to share with the Manager or Committee member any information which gives rise to concern about the safety or welfare of a child. Staff must NEVER promise to a child that they will not act on information that they are told by the child.

8. Demonstrate honesty and integrity and uphold public trust and confidence in the Pre-school

- Exercise their responsibilities in relation to the examination and assessment of achievement and attainment in a fair, transparent and honest way.
- Demonstrate honesty and integrity in management and administrative duties, including in the use of pre-school property and finance.
- Understand that their duty to safeguard children comes first, but otherwise acknowledge the rights of children, families, and colleagues to confidentiality, in line with statutory requirements and pre-school policies.
- Represent their professional status accurately and avoid taking advantage of their professional position.
- All staff are likely at some point to witness actions which need to be confidential. For example, where a child is bullied by another child (or by a member of staff), this needs to be reported and dealt with in accordance with the appropriate Pre-school procedure. It must not be discussed outside the Pre-school, including with the parents or carers of the child/children involved, nor with colleagues in the Pre-school except with a senior member of staff with the appropriate role and authority to deal with the matter.
- Maintain reasonable standards in their own behaviour that enable them to maintain an effective learning environment and also to uphold public trust and confidence within the pre-school.

9. Conduct outside work

Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the Pre-school or the employee's own reputation or the reputation of other members of the Pre-school community.

In particular, criminal offences that involve violence or possession or misuse of drugs or sexual misconduct are likely to be regarded as unacceptable.

Staff must exercise caution when using information technology and be aware of the risks to themselves and others (See mobile phone, camera & social media policy). Similarly, when staff are taking information relating to children at Acacia, to and from their home so that it can be worked on at home (e.g. Learning Journeys or Individual Development Maps), they must ensure that this information is stored securely and that the confidentiality of the information cannot be compromised by a third party having access to it.

Staff must ensure that conversations relating to any staff members or potential staff members or children and their families within our care take place **ONLY** within the Pre-school setting or within a designated (by other professional bodies) private area. Staff have a duty to adhere to the settings Confidentiality policy at **ALL** times.

In the event of any previous, new or pending convictions by staff members or any persons living in their household, staff have an obligation to inform the Manager or Committee as soon as possible.

Staff Agreement

I confirm that I have read and understood the above Code of Conduct and agree to act in accordance with the principles of the Code and the policies and procedures mentioned in it.

I understand that should I not act in accordance with the principles listed above then disciplinary proceedings will be initiated.

Staff Signature:

Print name:

Date: