



Staff code of conduct and behaviour policy

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Reviewed

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Staff Code of Conduct Policy

Statutory and Legal Framework

This policy supports compliance with the statutory framework set out in the **Early Years Foundation Stage (EYFS) 2025** and relevant legislation, including the **Children Acts 1989 & 2004**, **Working Together to Safeguard Children (2018)**, the **Health and Safety at Work Act 1974**, the **Data Protection Act 2018**, and **GDPR**.

Policy Statement

All staff must adhere to this Code of Conduct and demonstrate professionalism, integrity, and exemplary practice in all interactions with children, families, colleagues, and visitors. The setting is committed to ensuring children *belong, thrive, and achieve* in a safe, respectful, and nurturing environment.

1. General Conduct

Staff are expected to:

- Wear the uniform provided and maintain a professional appearance, including appropriate knee-length shorts or trousers.
- Wear sensible, non-slip footwear during duty.
- Tie back long hair when working with children or handling food.
- Arrive on time for their scheduled start. Arrival at the official start time does not allow for settling in or preparation. Staff should arrive sufficiently early to ensure they are ready to begin duties promptly at their scheduled start time.
- Maintain key children's Learning Journals promptly and complete the 2-year progress check in line with EYFS requirements. Staff are expected to know their key children well, including their starting points, individual interests, progress, and achievements, and be able to articulate this information to colleagues, managers, and parents as required.
- Seek support or clarification from senior colleagues when unsure about any aspect of their role.
- Wear appropriate protective gloves when handling bodily fluids and ensure nappies, waste, and other potentially contaminated materials are disposed of safely in designated bins. Bins should be monitored and emptied regularly. Staff are expected to model and support children in learning good hygiene practices, maintaining the highest standards of health, safety, and wellbeing for all.
- Maintain vigilance for health and safety hazards throughout the environment.



- Conduct regular “headcounts” of children, particularly during transitions, outdoor play, or routine changes.
 - Carry and use a walkie-talkie to maintain consistent communication with colleagues.
 - Communicate effectively with colleagues at all times to ensure smooth supervision and immediate response to any incident.
 - Avoid non-work-related conversations in the presence of children, particularly during key interactions and supervision duties.
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2. Illness, Health & Medication

- Notify the Manager before 7:00 am by calling in if unable to attend due to illness.
 - Disclose any health condition or required medication that may affect work performance confidentially to the Manager.
 - Store personal medication securely in locked cupboards during sessions.
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3. Safeguarding & Welfare Requirements

Staff must:

- Report all safeguarding concerns immediately to the designated Safeguarding Officer (DSO).
- Escalate unresolved concerns to the Management Team.
- Disclose any personal safeguarding issues or allegations affecting themselves or household members.
- Sign children in and out securely and release them only to authorised carers.
- Conduct regular headcounts and ensure full supervision of all children, including during transitions, outdoor activities, or bathroom routines.
- Inform a colleague when leaving the room to change nappies or clothing.
- Position themselves to maintain visual supervision of children at all times.
- Refuse entry to strangers without Manager approval.
- Check allocated duties and actively promote the daily timetable.
- Actively prevent and respond appropriately to bullying or abusive behaviour among children.
- Remain free from the influence of alcohol or substances while at work.
- Record and log all safeguarding incidents securely and in line with EYFS requirements.
- Use walkie-talkies to stay in contact during outdoor play or when supervising separate areas.
- Implement the setting’s behaviour management strategies consistently, as outlined in relevant policies and procedures.



- Use professional, respectful language at all times and must not use derogatory, offensive, or inappropriate language in any context.
 - Engage with children at their level, actively listening to their voice through verbal and non-verbal communication, and respond sensitively to their needs and perspectives.
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4. Mobile Phones & Electronic Devices

- Hand personal mobile phones to the Manager for safe storage during sessions and ensure phones are turned off.
 - Access phones only during designated breaks and in designated areas.
 - All emergency calls should be managed via the pre-school phone.
 - Any use of phones for work must be approved and comply with data protection and safeguarding protocols.
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5. Professional Conduct, Gossip & Team Culture

- Foster a positive, collaborative, and respectful team environment.
 - Malicious gossip, rumour-spreading, or undermining colleagues or families is prohibited.
 - Such behaviours may result in:
 - Formal disciplinary action
 - Investigation by the DSL if safeguarding concerns arise
 - Potential impact on inspection outcomes, as culture and professional behaviour inform evidence of leadership and management.
 - Document and address all concerns related to workplace bullying or exclusion seriously.
 - Avoid excessive personal conversations that detract from children's needs.
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6. Communication & Interactions with Children (Quality Interaction Standards)

Staff are expected to demonstrate high-quality interactions that support communication, language development, and learning.

6.1 Open-Ended Questions & Responsive Interaction

- Use open-ended questions to extend thinking and invite children to talk, e.g., “What do you notice here?” or “How do you think we can...?”



- Listen attentively and give children time to process and respond.
- Follow children's interests and respond with warm, rich language that builds vocabulary.
- Use body language, facial expression, songs, stories, and shared conversation as part of genuine interaction.

6.2 Developmentally Appropriate Engagement

- Adapt language to children's levels and needs, including using visual cues or objects of reference for non-verbal learners.
- Take turns in dialogue and demonstrate attentive, positive responses.
- Model language effectively during play, routines, and transitions.

6.3 Monitoring & Continuous Development

- Managers will monitor staff interactions and provide regular feedback.
- Staff will undergo regular knowledge checks and informal observations to ensure expectations for interactions, open-ended questioning, and engagement quality are met.
- Training and coaching will be provided where gaps are identified.

7. Legal Responsibilities & Compliance

Staff must:

- Uphold the EYFS Statutory Framework principles, including safeguarding, welfare, equality, and diversity.
- Staff are expected to study the statutory framework.
- Protect confidentiality in line with the Data Protection Act 2018 and GDPR.
- Adhere to the DBS Code of Practice when handling disclosures and personal information.
- Maintain standards under the Health and Safety at Work Act 1974.
- Recognise inspection evidence may include observation of staff-child interactions, language modelling, supervision, engagement quality, vigilance, and safeguarding culture.

8. Disciplinary & Reporting Procedures

Failure to comply with this Code may result in:

- Verbal or written warnings
- Formal disciplinary hearings



- Termination of employment in serious cases

Safeguarding issues related to staff behaviour will be investigated promptly.
Staff are encouraged to use the whistleblowing procedure without fear of retaliation.

Policy Review

This policy will be reviewed **annually**, or in response to changes in legislation, EYFS updates, Ofsted guidance, or operational needs.