



Policy title	Staff Code of Practice
Written by	Natalie Pitts (Nursery Teacher)
Policy owner	Rob Smith (Principal)

Status	Approved
Summary of change	2, 4, 6.1, 7.2, 7.3, 7.4, 7.5, 8.5 xi

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Review date	May 2025

1. Introduction

- 1.1 All staff, volunteers and students must sign to state that they have understood and will adhere to the guidelines and policies of the setting at all times.
- 1.2 These guidelines need to be referred to regularly and updated when necessary.

2. Behaviour

- i. Physical intervention, i.e. holding, will be used only to prevent injury to the child, other children, adult, or serious damage to property.
- ii. Please do not shout unless a child is in danger of being hurt.
- iii. Try to re direct unsociable behaviour and offer alternatives.
- iv. Praise positive behaviour whenever possible.

3. Safety and Supervision

- i. Children under any circumstance must never be left alone. Children must usually be within sight and hearing of staff and always be within sight or hearing at all times.
- ii. Children must not enter the kitchen unless authorised to join an adult.
- iii. Place yourself where you can see all areas of the room and when in the outside area.
- iv. Be aware of fire procedures and take part in training and drills.
- v. When possible, sit with the children at snack and meal times to encourage good social skills. Children must be supervised when eating.
- vi. Safety procedures are covered as part of induction and reviewed regularly.

4. Hygiene

- i. Adults must wash hands before preparing food/drinks, after going to the toilet, after wiping children's noses and after nappy changes.
- ii. Adults must adhere to the health and safety policies and procedures when in the kitchen area.
- iii. All tables must be wiped before and after meals.
- iv. Please remember to wear disposable gloves and an apron when changing children and dealing with blood or vomit.

5. Confidentiality

- 5.1 You will come into contact with confidential information about the children and families in your care. To ensure that those using and working in our setting can do so with confidence we will respect confidentiality in the following ways-

- i. Parents will have access to their own child's Class Dojo profile and other records of information according to the academy's Freedom of Information Policy.
- ii. Adults will not discuss any individual children other than for the purposes of planning, group management or child protection issues.
- iii. Academy policies on confidentiality and data protection will be adhered to.

6. Adults Illness

6.1 Staff will need to phone the Nursery Teacher ideally this needs to occur as early as possible or by 7am

6.2 Please telephone by 4pm to notify of availability for the following days' work. Please see Communication Protocol 2023-2024.

7. Other Responsibilities

7.1 In order to carry out duties and ensure the preparation and completion of all designated tasks; staff should give a 10 minute allowance to their work at the start and end of their shift.

7.2 Staff must not leave their shift until handover / cover has been adequately deployed to cover their absence checking with the Nursery Teacher first.

7.3 There may be times when staff are required to attend meetings and training and will be paid overtime.

7.4 Dependent care can be taken on an emergency basis only.

7.5 Appointments during working hours need to be booked on iTrent in advance which will be unpaid leave.

7.4 All adults are equally responsible for the daily duties within the Nursery. Nursery Practitioners must be prepared to be directed to other reasonable nursery duties as requested by the Nursery Teacher.

8. EYFS Non Negotiables 2023-24

8.1 Churchwood Primary Academy we promote the following principles of the EYFS-





8.2 The EYFS team must:

- i. Set high standards for care, learning and development, ensuring that every child makes progress and no child gets left behind.
- ii. Deliver learning and care that enhances development and gives children the best possible start.
- iii. Support each child to make progress at their own pace, and provide extra support as needed.
- iv. Provide for equality of opportunity and anti-discriminatory practice, ensuring that every child is included and not disadvantaged.
- v. Promote a positive attitude towards diversity and differences, being alert to early signs of need, which may involve support from other agencies.
- vi. Help to overcome barriers for children where these already exist.
- vii. Ensure that all children experience a challenging and enjoyable programme of learning and development.
- viii. Follow the academy 'Positive Behaviour Policy'. To expect, model and promote prosocial behaviour.

8.3 Create a partnership working with parents

- i. Ensure continuity and coherence by sharing relevant information within internal communications, parent's and other agencies.
- ii. Work closely with other Early Years practitioners in the team and parents in the identification of children's learning needs, ensuring quick responses to any difficulties.
- iii. Work effectively with other agencies, sharing knowledge and expertise to provide the best learning opportunities and environments for all children.

8.4 Lay down secure foundations for future learning through planned learning and development, which focuses on the individual needs and interests of every child and is informed by the use of observational assessment.

- i. Show sensitivity to the individual development of each child to ensure that the activities they undertake are suitable for the stage that they have reached.
- ii. Encourage children to engage with others and their environment, playing and exploring, through active learning and by creating and thinking critically (The characteristics of Effective Learning).
- iii. Ensure that all children enjoy learning and develop a love of stories and books.
- iv. Use observational assessment via Class Dojo which will be shared with parents to inform planning for each child's continuing development through play-based activities.
- v. Employ a flexible approach that responds quickly to children's learning and development needs. Promote close links with parents and the child's experiences at home via Class Dojo portfolio.



8.5 This is achieved through:

- i. Where ever possible organising home visits for new children and parents, to gain insights and information to support learning.
- ii. Organising children into key (Nursery) and colour (Reception) groups to support and scaffold learning. Displaying and informing parents of their child's key person.
- iii. Using settling in days and the child's first two terms to observe children to gain an initial assessment of where each child is working within across all areas of the development matters stages. Completing a baseline which is added to over the course of the year and dated.
- iv. Children with an SEN focus will require a Assess, Plan, Do, Review (APDR) next step targets will be set and updated at least three times per year in accordance with parents.
- v. Using the Nursery screening, Reception baseline, Speech and Language Teddy Talk Test, Communication Checklist and Jump Ahead assessments to gain understanding and plan interventions and refer children for further support as needed.
- vi. Planning, using development matters, based on initial judgements for each individual child's next steps.
- vii. Sharing Next Steps with parents, at termly reviews and on Class Dojo, and featuring on weekly EYFS planning when children are the 'star/focus' child for the week in line with Target Tracker.
- viii. Integrated Progress Reviews are completed by the Nursery Teacher and/or Health Visitor and outcomes are discussed to
- ix. Inform planning for next steps.
- x. Observations of these children and any significant observations from all the children will then inform future planning for carpet sessions and adult led activities based on the development matters guidance.
- xi. Weekly planning meetings arranged within working hours unless notified to discuss observations of children and next steps across the team to plan ways forward, ideas for purposeful activities and interventions to support the children in their development and build upon their learning.
- xii. Class Dojo portfolio's will be kept updated to reflect each child's development and should include contributions from parents to the portfolio section, children's voice/comments and EYFS staff. These should be significant events to show learning within.
- xiii. To ensure meaningful engagements are taking place with children. Practitioners know their key children well through learning in a natural environment without excessive record keeping.

- xiv. Target Tracker assessment periods in terms 2, 4 and 6. Nursery Teacher to complete assessments in conjunction with key people this informs planning in order to meet next steps.
- xv. EYFS Practitioners being responsible for using the data provided by Target Tracker to plan for gaps across the areas of learning and for particular groups of children to ensure that all children are making the expected progress towards the early learning goals.
- xvi. EYFS Practitioners being responsible for sharing both their own observations of children and data from target tracker with the rest of their team to ensure precise planning and differentiation across each key group/cohort.

8.6 The EYFS environment must:

- i. Be checked daily to ensure all areas and resources are safe. Risk assessments must be updated regularly and accordingly following staff deployment chart (Nursery).
- ii. Be a safe, clean and organised area and children should be encouraged to be part of the daily routines to maintain this where possible.
- iii. All adults must be responsible for their areas of the provision and annotate plans to show children's engagement and the development of activities to promote child-led learning.
- iv. Have engaging, exciting and high quality resources with clearly labelled storage to enable independence when selecting and tidying away.
- v. Have exciting and engaging book areas with stories for the children to share with adults and independently, including the EYFS Core books.
- vi. Include provision which both reflects the children's interests and schemas and also provides a range of opportunities across all the areas of Learning.
- vii. Promote a supportive learning environment where children's work and efforts are valued, celebrated, shared and displayed.
- viii. Include opportunities for learning through play inside and outside areas in all weathers providing they are safe for the children.
- ix. Provide supportive signs and symbols to allow all children to access learning and use a variety of teaching methods to suit all learners.
- x. Provide key words signs and key questions to support parents, high ability children and remind EYFS practitioners of learning for specific activities.
- xi. Allow children to learn by taking risks and making mistakes whilst supporting and challenging them.
- xii. Promote the characteristics of effective learning.

Please refer to EYFS Learning Environment Expectations 2023-2024

This policy works in conjunction with the University Of Brighton Academies Trust Staff Code Of Conduct.

This policy is an appendage to Churchwood Primary Academy and policies.

9. Agreement

Please sign below to acknowledge you have read and understood these procedures and will adhere to them at all times.

Signed.....

Print.....

Date.....

Manager.....

Print.....

Date.....