

SHIRLEY CHILDREN'S CENTRE CODE OF CONDUCT POLICY

This policy links to the following:

- Home visiting and Lone Working
- Equality and Diversity
- Partnership with parents and the local community
- Confidentiality policy and guidelines
- Child Protection and Safeguarding
- Family Trips and Off Site Activities

Document Control

Amendment History

Version/Issue Number	Date	Author	Remarks/Reason for change	Review Date
1	October 2014	Eyullahemaye Henry-Miller	To be ratified by the governing body	October 2015
2	October 2015	Eyullahemaye Henry-Miller	Review	October 2016

Code of Conduct Policy

Context

Shirley Children's Centre is a vibrant organisation whose work is built on establishing successful professional relationships with each other, our children and families and representatives from other agencies.

All employees of the Centre are expected to commit to maintaining a high standard of professional conduct in all aspects of their work, both on and off site.

Core Principles of professional conduct

- It is the responsibility of every member of staff to conduct him or herself in a manner that both contributes to a positive workplace environment and that advances the aims and vision of the Centre.
- All relationships (with each other, our children and families and representatives from other agencies) must be built on RESPECT. This will be demonstrated by words and actions that are dignified, sensitive and considerate. Respect is earned and is not allotted through hierarchy.
- Behave as you expect others to behave and afford others the respect you would like to be shown yourself
- Challenge and debate is seen as a positive expression of passion and commitment. However, this needs to be approached in a considered manner where self esteem is not damaged and relationships remain positive.
- Derogatory or judgemental language with or about others is not acceptable.
- All working relationships are INCLUSIVE

Principles in practice

- Be positive, friendly, polite and willing
- Be punctual and reliable with a regard for personal health and the impact of absence on team/children/families
- Be hard working and solution focused
- Be proactive in developing inclusive relationships
- Be aware of your own body language and how this might come across to others
- Lead by example
- Value the knowledge, skills and expertise of others
- Support the development of skills and abilities in others
- Take responsibility for developing own knowledge, skills and expertise including reflecting on and questioning own practice
- Be sensitive and non judgemental using appropriate language and behaviour
- Understand and keep confidentiality
- Always be aware that you are a representative of the Centre
- Take personal responsibility for keeping the environment tidy and organised
- Challenge unacceptable behaviour of other staff, children, parents or representatives from other agencies

Further considerations

- Work hours are for work. Personal conversations should be kept to a minimum and only when necessary.
- Dress must be smart/casual allowing for the physical demands of the job role and not showing underwear or 'inadequate coverage' (i.e. respecting cultural differences relating to dress).
- Any form of rudeness, bullying or intimidation towards staff, children and families or representatives from other agencies is totally unacceptable and will be challenged.

In order to ensure that a high standard of professional conduct is fundamental to our practice/provision, the Centre is committed to supporting all staff in developing and maintaining their professionalism.

This will be done through:

- Support for personal well being (including management of ill health through the Centre's absence policy and the Occupational Health Service)
- Performance management, professional development and training ,
- 'Supervision' network to reflect on own learning in order to develop self awareness, assertiveness and professional commitment and confidence.

Policy Endorsement

This policy is agreed and signed by the governing body of Forest Academy School