

Lote Tree Primary School

Code of Professional Conduct



We already have the Quraan and Sunnah to refer to therefore the following code will be easy as Muslims to follow as we know that Islam ask us to conduct all our affairs carefully and considerately and that when we have been entrusted with an Amaanah ie the pupils who attend our school and come under our care.

Narrated by Hudhaifa

Allah's Apostle said to us, "**Honesty** descended from the Heavens and settled in the roots of the hearts of men (faithful believers), and then the Quran was revealed and the people read the Quran, (and learnt it from it) and also learnt it from the Sunna." Both Quran and Sunna strengthened their (the faithful believers') **Honesty**.

Part 1: Professionalism and maintaining trust in the profession as a teacher:

- 1.1 You should have knowledge of and maintain the key principles within the professional Standards and codes.
- 1.2 You must maintain appropriate professional boundaries, avoid improper contact or relationships with pupils and respect your unique position of trust as a teacher
- 1.3 You should avoid situations both within the professional context which could be in breach of the criminal law, or may call into question your fitness to teach
- 1.4 You must uphold standards of personal and professional conduct, honesty and integrity so that the public have confidence in you as a teacher and teaching as a profession
- 1.5 You should be professional, honest and act with integrity in your dealings and correspondence with regulatory (or similar) bodies and employers (including prospective and past);
- 1.6 You should maintain an awareness that; as a teacher you are a role model to pupils.

Commentary

Parents and carers in particular, and the public in general, place a very high degree of trust in those who are educating pupils, and rely upon teachers to interpret what is right and what is wrong.

Teachers are often called upon to make difficult decisions regarding pupils and therefore, in exercising judgement, you should think very carefully of the implication and potential consequences of the options open to you.

As a teacher, you should also bear in mind how your decision and subsequent action may appear or be interpreted by others; not fully aware of all of the circumstances.

Pupils

Teachers should establish professional boundaries, and recognise the negative impact that actual or perceived breaches of these would have upon pupils and the confidence of the Parents/Carers. With regard to relationships with pupils,

- In managing behaviour you should:

- be aware of and adhere to behaviour management protocols and strategies highlighted in the relevant school policies. Not harm or use physical violence against a child or pupil in or out of the educational establishment context

- take into account reasonable norms and best practice when conducting interviews with pupils, in a disciplinary context, and have due regard to their age, stage and individual circumstances

- You should appreciate fully that the onus is upon you as the teacher and not the pupil to distance yourself from any potentially inappropriate situation;

- You should avoid sexual contact with or remarks towards a pupil of school age, regardless of the apparent consent of the individual concerned;

- You should be mindful that professional boundaries can be perceived to extend beyond a pupil's educational establishment leaving date; therefore, in situations of this nature, you should exercise great care and professional judgement, taking into account all the factors involved;

- You should not attempt to establish an inappropriate relationship with any pupil by means which might include (but are not limited to):

- communication of a personal nature;

- engaging in an inappropriate way through the internet or by other means with pupils;

- sending e-mails or text messages to pupils, of an inappropriate nature.

ISLAM teaches us

As a teacher you must:

- Not discuss with pupils your own intimate and personal relationships and be mindful to maintain an appropriate balance between formality and informality when you are dealing with pupils;
- Take care to avoid becoming personally involved in a pupil's personal affairs;
- Be aware of the potential dangers of being alone with a pupil (in particular under 18 years of age) in a private or isolated situation, using common sense and professional judgement to avoid circumstances which are, or could be, perceived to be of an inappropriate nature. This is also the case in connection with social networking websites, out with the setting of the educational establishment and in subject areas such as physical education and drama;
- be mindful that the internet and social networking can quickly blur the professional boundary between teacher and pupil. Teachers need to be alert to the risk that actions which might, on the face of it, seem quite innocent, can be misunderstood and misconstrued by others;
- avoid inappropriate communication (including via social networking) with individuals under 18 or in relation to whom you may be in a position of trust or have a professional relationship;
- Not by any means or in any circumstances, make, view or access illegal or inappropriate images of children or protected adults;
- Be mindful of the negative impact of being under the influence of alcohol in the professional setting.

Educational Trips

Trips have an important part to play in the life of pupils, and can greatly enrich the educational experience of pupils taking part. Physical safety is of prime importance. However, particularly in the residential setting, relationships tend to be less formal and the environment is very different from that in an educational establishment. You should not allow yourself to overstep the professional boundaries and remember that the professional standard of behaviour expected of you on an educational trip out with the structure of the normal working day is no different from that of the professional norm. Accordingly you should ensure,

for example, that you:

- Have a full knowledge of, and comply with, the procedures and guidelines laid down for these activities by your educational establishment and the requirements of health and safety;
- Are always mindful of the need to maintain an appropriate balance between formality and informality and avoid situations which are or could be reasonably perceived to be of an inappropriate nature.

Honesty and Integrity

As a teacher you must:

- Not engage in behaviour of a criminal nature, especially related to sex, dishonesty, firearms, misuse of drugs and violence against a person or property or serious public order offences, which would be of particular concern in regard to a teacher's professional status and fitness to teach;
- Be honest and trustworthy, especially avoiding offences such as theft, dishonesty, extortion, fraud or misuse of drugs;
- Have due regard to the trust in you as a teacher and therefore act with integrity and honesty in all your dealings, in making declarations and undertakings in professional applications/submissions, in the writing of references for colleagues or pupils and in the conduct of tasks in connection with examinations and/or assessments;

Narrated by Jabir bin 'Abdullah

The Prophet said, Enjoining, all that is good is a Sadaqa."

Professional Responsibilities towards Pupils as a teacher:

2.1 you must treat sensitive, personal information about pupils with respect and confidentiality and not disclose it unless required to do so by your employer or by law;

2.2 you must be truthful, honest and fair in relation to information you provide about pupils;

2.3 you should aim to be a positive role model to pupils and motivate and inspire them to realise their full potential;

2.4 you must maintain an up-to-date knowledge and understanding of, implement, and comply with, child and protected adult procedures as they may currently apply in your workplace;

2.4 You must at all times be aware of your responsibilities as set out in the **Prevent Duty**. This is covered in depth in the safeguarding policy.

2.5 you must raise any concerns which you may have about the behaviour of any colleague in connection with a child or protected adult, using the appropriate procedures in place;

2.6 you should be aware of the general principles of the UN Convention on the Rights of the Child, regarding equal treatment, the child's best interests, and giving appropriate weight to the views of the child.

Commentary

- You should display a sensitive and positive attitude towards differences among pupils and identify and respond appropriately to those with difficulties in, or barriers to, learning. When necessary, you should seek advice in relation to their additional support needs.
- You should identify and respond appropriately to indicators of the wellbeing and welfare of pupils, including bullying and discrimination, ensuring that their initiative and independent learning are encouraged and nurtured.
- As a teacher, you should have high expectations of and provide realistic challenges for pupils, ensuring that learning tasks are varied in form, differentiated and devised to build confidence in and promote self-worth for all your pupils.
- Pupils of school age spend a large proportion of their lives within the educational setting, and therefore a teacher plays a pivotal role in child protection as they are well placed to see symptoms and signs.
- The protection of children and protected adults is of the utmost importance. A teacher cannot ignore behaviour of any colleague which he or she may genuinely feel falls short of norms and standards in this regard and such concerns should be raised through the procedures available.

“O you who believe! be careful of (your duty to) Allah and be with the true ones.” – Quran 9:119

Professional Competence as a teacher:

3.1 you should maintain and develop your professional practice to ensure you continue to meet the requirements of the Standards which comprise:

- professional knowledge and understanding;
- professional skills and abilities;
- professional values and personal commitment.

3.2 you should refresh and develop your knowledge and skills through continuing professional development and maintenance of reflective good practice.

Commentary

Professional Knowledge and Understanding.

- A detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary school curriculum and also an understanding of curriculum development. This should include a broad, critical understanding of the principal features of the education system, policy and practice and a detailed knowledge of sector and professional responsibilities within these.

Professional Values and Personal Commitment as a registered teacher you should:

- be able to show in your day-to-day practice a commitment to social justice and inclusion, take responsibility for your own professional learning and development and be an active partner in the communities in which you work.

Professional Skills and Abilities as a registered teacher you should be able to:

- plan and implement teaching programmes that match varying pupils' needs, communicate effectively through different media in varying contexts and use varied teaching strategies and resources;
- organise and manage resources and pupil behaviour to achieve safe, orderly and purposeful activity;
- understand the principles of assessment, recording and reporting, and reflect on and act to improve your own professional practice.

Narrated by Anas bin Malik

The Prophet said, "Make things easy for the people, and do not make it difficult for them, and make them calm (with glad tidings) and do not repulse (them)."

Professionalism towards Colleagues, Parents and Carers as a teacher:

- 4.1 you should work in a collegiate and co-operative manner with colleagues and members of other relevant professions;
- 4.2 you must treat all colleagues and parents and carers fairly and with respect, without discrimination;
- 4.3 you should not make malicious or unfounded criticisms of, or accusations about, colleagues that may undermine them professionally or in the professional judgements they make;
- 4.4 you should promote good relationships between home and school/college and, as such, respect the role of parents and carers in the learning experience as appropriate;
- 4.5 you should exercise great care when expressing opinions in public about your employer and be mindful of data protection act requirements concerning handling information about parents, carers and pupils.

Commentary

Colleagues

- everyone in the workplace should be able to work in an environment which is free from discrimination and harassment. Teachers should work in a collegiate way, treating all colleagues professionally. as a teacher you should:
- avoid undermining a colleague by remarks which are or could be perceived as being malicious, unfounded or unprofessional. This is of particular importance when in contact with parents, carers and pupils;
- Guard against inappropriate communication with, or behaviour towards, colleagues which is or could be perceived as being of an unprofessional, discriminatory or harassing nature.

Parents and Carers

- Success in the education of pupils is greatly enhanced by the active involvement of their parents or carers or key adults in their lives.
- As appropriate, parents and carers should be seen as vital partners in the learning experience and therefore as a teacher you should:
 - be professional in dealings with parents and carers and avoid making comments, being drawn into inappropriate discussions or divulging confidential information about other pupils, colleagues, or the educational establishment;

– encourage the involvement of parents and carers as appropriate in the learning experience, welcoming them as active participants in the life of the educational establishment, and working in partnership with it.

Equality and Diversity

“And among His signs is the creation of the heavens and the earth, and the variations in your languages and colours; verily in that there are Signs for those who know.” (Surah 30:22)

O mankind, We created you from a single pair of a male and a female, and made you into tribes and nations that you may know each other (not that you may espies each other). Verily the most honoured of you in the sight of Allah is he who is the most righteous of you. (Surah 49:13)

All mankind is from Adam And eve, an Arab has no superiority over a non-Arab nor a non-Arab has superiority over a n Arab; also a white has no superiority over black nor a black has nay superiority over white except by piety and good action. Learn that every Muslim is a brother to very Muslim and that the Muslim constitute one brotherhood. (The Prophet SAW's Last sermon 9th Zul Hijjah 632)

Under the equality act 2010, the school promotes equality and diversity and respects and values difference. We want to promote an inclusive profession that incorporates people from a range of diverse backgrounds. Through respecting the principle of equal treatment, this will benefit both the teaching profession and pupils alike.

As a teacher you should:

5.1 engage and work positively with pupils, colleagues, parents and carers in an open, inclusive and respectful way, in line with the law and with a non-judgemental approach whatever their background, personal circumstances, cultural differences, values and beliefs;

5.2 help pupils to understand different views, perspectives, and experiences and develop positive relationships both within the educational establishment and in the local community;

5.3 recognise that you are a role model and therefore should be aware of the potentially serious impact which any demonstration by you of intolerance or prejudice could have upon your standing as a teacher and your fitness to teach.

6. Photo

(see policy)

- Further Guidance on Professional Conduct -

Unacceptable professional conduct

"unacceptable professional conduct" is defined as "conduct which falls short of the standard expected of a teacher ... and is behaviour which involves a breach of the standards of propriety expected of the profession".

Whether a teacher is guilty of unacceptable professional conduct is a matter for the committee to decide in relation to the facts of the given case, taking into account the provisions of this

Code as appropriate.

Teachers may be found to be guilty of unacceptable professional conduct

Where they:

1. Seriously demean or undermine pupils, their parents, carers or colleagues, or act towards them in a manner which is discriminatory in relation to gender, marital status, religion, belief, colour, race, ethnicity, class, sexual orientation, disability or age

Where they fail to:

2. Take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare
3. Comply with relevant statutory provisions which support the wellbeing and development of pupils, including where these require co-operation and collaboration with a range of agencies, as well as teacher colleagues and other adults
4. Observe confidentiality in a manner consistent with legal requirements
5. Comply with the requirements of statutory bodies relating to the examination, assessment and evaluation of pupil achievement and attainment.

Other conduct

Teachers may be found to be guilty of unacceptable professional conduct

Where they fail to:

6. Maintain appropriate standards of honesty and integrity in management and administrative duties, including in the use of school property and finance

Where they:

7. Misuse or misrepresent their professional position, qualifications or experience

8. Otherwise bring the reputation and standing of the profession into serious disrepute.

Conviction of a relevant offence

The school may also take disciplinary action where a teacher has been convicted of a relevant criminal offence or has accepted a caution in relation to such an offence.

Section 3

Serious professional incompetence

1. Teachers may be found guilty of "serious professional incompetence" where they demonstrate "a level of competence which falls seriously short of that expected of a teacher, taking into account the relevant circumstances".

2. In assessing whether a teacher has demonstrated "serious professional incompetence", hearing committees will take into account the extent to which a teacher has failed to maintain a level of professional competence consistent with the standards outlined by the DFE Teachers Standards.

Notes relating to the above:

Unacceptable professional conduct

Paragraph 1: Demeaning or discriminatory behaviour

- Swearing at pupils and calling them by offensive names
- Making a racist remark to pupils.

Paragraph 2: Reasonable care

- Endangering pupils through instructing them to undertake inappropriate manual handling

- Failing to safeguard the health and safety of pupils by not taking reasonable steps to ensure they remained on school premises
- Intimidating a child with special educational needs.

Paragraph 3: Co-operation and collaboration

- Acting to the detriment of newly qualified and junior teachers
- Deliberately undermining the authority of the head teacher and staff colleagues.

Paragraph 4: Confidentiality

- Sending a letter to parents of children in a class, which
 - was in breach of the school's policy and guidelines with regard to communications with parents and children
 - misrepresented a confidential discussion between the teacher and the head teacher
 - invited an involvement of parents in defence of a refusal to undertake contractual obligations.

Paragraph 5: Examination and assessment arrangements

- Altering, adding to or completing scripts for Sats
- Falsifying coursework and moderating marks submitted for GCSE examination
- Persistent failure to co-operate with arrangements for furthering the educational progress of pupils with special educational needs
- Providing unauthorised photocopies of forthcoming examination papers to students at a private tutorial college.

Paragraph 6: Standards of honesty and integrity

- Failure to comply with school financial and accounting procedures
- Misrepresenting the true state of school trip funds
- Theft of school property
- Submission of false petty cash receipts
- Using school administrative staff and facilities for private interests
- Using school equipment to view pornography.

Paragraph 7: Professional position

- False claims to possess qualifications
- Falsifying a reference for a teaching post
- Misrepresenting the pattern of past employment on a teaching application form.

Paragraph 8: Bringing the profession into serious disrepute

Conduct in this category would include behaviour which was seriously detrimental to the standing of the profession but where no criminal offence was committed.

Conviction of a relevant offence

All criminal behaviour is a serious matter and under the provisions of Home Office Circular 45/86, teaching is a notifiable occupation. This means that the police report any conviction or caution by a teacher to the Department for Children, Schools and Families.

Criminal offences which have been determined as relevant

include:

- Benefit fraud
- Indecent assault
- Inflicting grievous bodily harm
- Manslaughter
- Possession of prohibited firearms and ammunition
- Threatening or disorderly behaviour
- Unlawful wounding.

8 Serious professional incompetence

Serious professional incompetence has been found where there is a serious and persistent pattern of failure in terms of:

- Subject knowledge
- The ability to establish learning objectives and set appropriate activities
- The ability to operate effective assessment procedures and to mark student work

- The ability to manage pupil behaviour and thereby to ensure the safety and welfare of pupils
- The ability to follow policies and procedures and to work effectively with teacher colleagues
- The ability to adequately lead and manage a curriculum area.