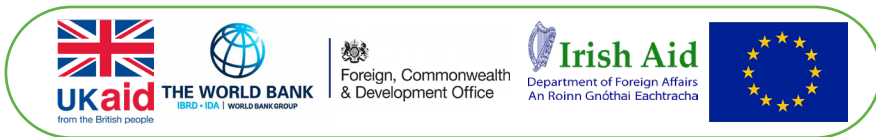




The Code of Conduct for Teachers and other Education Personnel in Sierra Leone

November 2019



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Text by TSC (Teaching Service Commission) Sierra Leone

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Printed by:
Winmat Publishers Limited
No. 27 Ashiokai Street
North Dzorwulu
Accra
Ghana

P. O. Box AN 8077
Accra North
Ghana

Tel: +233 522 570 422/ +233 302 978 784-5
info@winmatpublishers.com
www.winmatpublishers.com

Sierra Leone Address:
17A Bolling Street
May Park, Kingtom, Freetown
Sierra Leone

Tel: +232 276 619837





ACKNOWLEDGEMENTS

The review of the 2009 Code of Conduct has to be credited to all those who have contributed in diverse ways to the process, including teachers and coordinators of the Sierra Leone Girls' Education Movement (GEM) nationwide.

I wish to thank and acknowledge the immense contributions, both financial and technical, of the sponsors of this work: The Teaching Service Commission (TSC), The World Bank, The European Union (EU), UNICEF, Parliamentary Oversight Committee on Education, Save the Children International, 'Leh Wi Lan', Department for International Development (DfID), Defence for Children International, Law Officers Department, Anti-Corruption Commission (ACC), Human Rights Commission, Plan International, and the Ministry of Basic and Senior Secondary Education (MBSSE). My appreciation goes to Princess E. Mattia of TSC, Ann Konneh of MBSSE, Janet Tucker and the team at UNICEF for the coordination of the process and their invaluable inputs. The Sierra Leone Teachers Union (SLTU) is worthy of commendation for providing their proposed draft Code prepared over a decade earlier, amongst the reference materials used for this work.

The undermentioned personalities deserve special thanks and appreciation for producing this document:



Milton Mansaray Pearce	-	MBSSE
Sahid Conteh	-	MBSSE
Ann L. J. Konneh	-	MBSSE
Princess E. Mattia	-	Teaching Service Commission
Augustine G. Karim	-	Teaching Service Commission
Foday Kuyateh	-	SLTU
Alieu Deen-Conteh	-	SLTU
Samuel M. Koroma	-	NACOHT
Orphelia Morrisson	-	CPSS
Teresa Nyallay	-	FAWE
Aminata Koroma	-	Girls to Girls
Yusif Koroma	-	Law Officers Department
Vandy Saidu	-	Human Rights Commission
Yusuf Dumbuya	-	Anti-Corruption Commission
Susan Kargbo	-	NCC





Lydia Kamara - Save the Children International
Benjamin Rogers - Plan International
Hawa Mansaray - Defence For Children International
Rev. Dr. C.J. Cooper - Freetown City Council

Finally, my thanks go to the Management and Staff of the Teaching Service Commission, Secretariat Staff of the Gender, Guidance and Counseling Units of MBSSE, Naomi Sesay and Fatmata Luseni, respectively. Also, the efforts of Jammie Victory Sankoh, the Public Relations Manager and Alvey Lappia, the Information Technology Officer of the Teaching Service Commission, are highly recognised.

To all those morally bound by this document, we want you to understand that there is “dignity in labour,” and this will also only become a reality if we perform our roles as dignified professionals. We owe this sacrifice to our pupils, the parents and our nation.

Morris S. Conteh

Secretary General, Sierra Leone Teachers Union (SLTU)





FOREWORD

This Code of Conduct for Teachers supersedes the previous Code of 2009 but builds on and enhances universal principles of teacher engagement with self, peers, families, the school community, their employers, and above all, the pupils and students in their charge.

In recent years, teachers have been in the limelight, primarily due to society's increasingly high expectations of their performance and impact on children's learning. As a result, there has been a persistent burden on teachers to deliver not only good examination results, but also, as a collective of individuals, to demonstrate socially and morally acceptable patterns of behaviour befitting the teaching profession and consistent with the rights of learners.

Unlike the Code of Conduct of 2009, the revised Code will be supported by a number of policy and programme instruments and related systems developed by the Teaching Service Commission to facilitate its implementation with support from the government and development partners. Among such instruments are a set of teacher policies in the functional areas of the Commission, i.e., Teacher Registration and Licensing, Teacher Management, Teacher Development and Performance and Teacher-Employer Relations, the Professional Standards for Teachers and School Leaders, and the Teacher Attendance Monitoring System. Additionally, the role of government and partners' support of personnel at regional, district, and ward levels will potentially influence how teachers conduct the education business.

The Teaching Service Commission is committed to making a difference in the profession by investing time and resources to the growth and development of its teachers, in full recognition of the primordial role of quality teachers in the social and economic development of Sierra Leone. However, in the eyes of the Commission, teachers are not merely a means to an end; they deserve respect as individuals with hopes and aspirations and with basic needs that must be met for themselves and their families.

The Code of Conduct then serves as a compact between employer and employees in a 'give and take' dynamic relationship where rights, obligations, commitment and responsibilities intertwine in mutual harmony.

It is my fervent hope that, as we work to build a strong and capable teaching force, all parties involved in supporting teachers, and the teachers themselves, will give of their best so that this Code of Conduct of Teachers, delivered as planned, will be a true portrayal of the teachers that this country needs to move forward its Free Quality School Education (FQSE) agenda.

Staneala Beckley (Dr.)

Chair, Teaching Service Commission





PREAMBLE

The Code of Conduct sets out standards of professional behaviour for teachers and other education personnel in their relationships with learners, colleagues, parents and the general public.

This instrument also provides principles to guide professionalism and promote a positive learning environment and the well-being of learners from Pre-school, Primary, Junior Secondary School (JSS), Senior Secondary School (SSS) and Technical/Vocational levels in the following areas:

- a) Monitoring and reporting mechanisms for unethical conduct in learning environments;
- b) Implementation processes such as teacher-training and sensitisation programmes geared towards capacity building for teachers and other education personnel;
- c) The development and implementation of curriculum for the advancement of concepts of dignity, acceptable professional behaviour, best interest of the child, positive discipline, and human rights principles.

This Code of Conduct is recognised and endorsed by the Ministry of Basic and Senior Secondary Education (MBSSE). It complements the instruments facilitating the effectiveness and efficiency of the Teaching Service Commission, the MBSSE, and other policies of Line Ministries relating to the promotion of education in a safe and conducive environment, as well as child-friendly communities.

The mandate of the TSC as prescribed by the 2004 Education Act and the Teaching Service Commission Act of 2011 includes: collaborating, regulating, legislating, monitoring, coordinating and providing adequate resources for the promotion of an enabling environment. This would ensure effective, efficient and high-quality performance, high standards, transparency and accountability among teachers and other education personnel.

As a result of these aforementioned functions, TSC becomes a regulatory, monitoring, coordinating, and evaluating body for standards in the teaching profession and the means whereby reward and discipline of teachers and other members of the teaching profession are made known and addressed through dialogue and collaboration of all stakeholders in the governance of the school. Furthermore, the TSC also defines the parameters of unethical conduct of teachers and education personnel and allows opportunities for change of attitudes through corrections and reinforcement in accordance with the Collective Bargaining Agreement for Teachers and the existing laws of the land.



The Code of Conduct is not an isolated entity as it complements policies in education, child protection, the work of TSC and MBSSE. The Code is a composite of rules and norms of behaviour to create a safe, conducive, and positive learning and work environment. It is expected of every teacher and other education personnel to observe and emulate the work culture envisioned in the Code.





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PRINCIPLE ONE (I)

EFFECTIVE AND EFFICIENT SERVICE DELIVERY

1.1 Teachers and other education personnel shall display effectiveness and efficiency in their professional service delivery. They shall maintain and improve standards and develop new initiatives in the teaching and learning process. Teachers shall be active members in socio-economic activities in their communities where they should live exemplary lives worthy of emulation.

1.2 Without prejudice to the generality of Principle 1.1, teachers and other education personnel shall:

- (a) report for work regularly, punctually and be prepared to teach at all times using approved lesson notes;
- (b) demonstrate effective classroom management skills and abilities in the conduct of their professional work;
- (c) display competence in subject matter and teaching methodology;
- (d) establish good working relationships and co-operate fully with education stakeholders, including community structures or organisations that are responsible for the development and advancement of education in the interest of learners;
- (e) take advantage of professional development opportunities to ensure active and participatory child-friendly teaching methods;
- (f) observe confidentiality in a manner consistent with lawful institutional requirements;
- (g) teach according to the approved National School syllabus;

- (h) prepare relevant schemes of work, lesson plans, and teaching aids well in advance to ensure effective teaching and learning; and
- (i) empower learners to develop self-esteem for academic excellence to be attained.

PRINCIPLE TWO (2)

COMMITMENT TO THE TEACHING PROFESSION

2.1 Commitment towards Work

- 2.1.1 Teachers and other education personnel shall demonstrate commitment to work and display positive attitudes to the teaching profession, the management of the schools, and the well-being of the children and the community to fully participate for the enhancement of high professional standards and excellence in their service delivery.
- 2.1.2 Without prejudice to the generality of Principle 2.1.1, teachers and other education personnel shall:
- (a) demonstrate an understanding in their teaching of how children learn and develop;
 - (b) not engage in activities that adversely affect the quality of their teaching and the profession, such as demanding sex for grades, learner or parent exploitation, cultism, drug abuse, etc.; and
 - (c) teach and practise principles of good citizenship, maintain peace and act responsibly, be courteous to pupils, colleagues, members of the public, in consonance with their human and legal rights (**see part III of the Sierra Leone Constitution 1991, Act no.6 and other relevant Legal instruments**);
 - (d) be good role models in their demonstration of dedication and honesty;
 - (e) teach consistently, regularly, and objectively with diligence;
 - (f) seek and obtain permission from the Head of School for absence from duty before the occurrence of such absence;
 - (g) avoid eating any food while conducting a lesson except when required for the purpose of teaching or on medical grounds;

- (h) show respect for school rules and regulations and assist in compliance using appropriate channels of communication;
- (i) carry out assigned duties diligently, and where a teacher considers that he/she is being asked to act improperly, he/she shall report the matter to his/her superiors in accordance with the laid down procedures;
- (j) not engage in unauthorised collection of school funds, extra lessons or illegal charges;
- (k) not get involved in other duties outside the school, which may compromise his/her efficiency, as well as professionalism;
- (l) report factually or objectively on all matters concerning the learners such as examination results without fear, favour, bias, or any other form of discrimination; and
- (m) perform his/her duties diligently and with a high degree of discipline.

2.2 Commitment towards Learners

2.2.1 Teachers and other education personnel shall at all times maintain a professional relationship with all learners and foster learners' intellectual, physical, emotional, social and spiritual potentials with diligence and fairness. **(See Part III, Section 38(1) of the Child Right Act, 2007**

2.2.2 Without prejudice to 2.2.1, teachers and other education personnel shall:

- (a) ensure that learners are treated with equality, dignity, and respect and their rights fully protected; **(The Child Rights Act 2007);**
- (b) establish and maintain zero tolerance for all forms of school-related Gender-Based Violence (SRGBV), including exploitation and abuse, physical and

- humiliating forms of punishment, psychological abuse and child labour; (**See Part III, Section 33(1), of the Child Right Act, 2007**);
- (c) eliminate all forms of discrimination at all times (**see Part III, Section 30(1) of the Child Right Act, 2007**);
 - (d) employ positive methods to correct learners' behaviour, promote discipline, and ensure zero tolerance for corporal punishment (**see Part III, Section 33(3) of the Child Right Act, 2007**);
 - (e) actively promote the concept of the “**Best Interest of the Child**” in every event. Not bring to class any pet or child not registered in the school since this may interfere with the discharge of school duties (**see section 3(1) –(2) of the Child Rights Act 2007**);
 - (f) participate in co-curricular activities for the benefit of the learners;
 - (g) encourage learners to develop as active, responsible, effective and efficient individuals;
 - (h) promote an atmosphere of trust;
 - (i) exercise due care, diligence, and confidentiality in all matters affecting the growth and welfare of the learners;
 - (j) guide learners to know their responsibilities towards teachers and other education personnel;
 - (k) use proper channels of communication and flow of information; and
 - (l) not expose learners to pornographic and similar materials (**see Sexual Offences Act 2012**).

2.3 Commitment to Pre-School Learners

- 2.3.1 Pre-school children constantly need to be loved, listened to, provided for with tender care and assurance.



- 2.3.2 Notwithstanding the generality of 2.3.1, teachers teaching pre-school learners shall:
- (i) be tolerant to different children's behaviours;
 - (ii) not use obscene language because such will negatively influence children;
 - (iii) show appreciation and love;
 - (iv) comfort a child with affection when they are hurt or unhappy; and
 - (v) take particular care when supervising children in and out of school.

2.4 Commitment towards Parents

- 2.4.1 Teachers and other education personnel shall:
- (a) recognise and promote the right of parents to information on the welfare and progress of their children through agreed channels;
 - (b) acknowledge different family backgrounds of children and ensuring a balanced approach in the development of the child;
 - (c) make every effort to encourage parents to be actively involved in the education of children and support the learning process;
 - (d) encourage parents to visit schools and enquire about their children's performance and progress as well as to actively participate in BoG, CTA, and SMC activities;
 - (e) encourage parents to co-operate with the community structures and other community members to enhance the smooth running of the school;
 - (f) refrain from soliciting and accepting personal gifts or monies from parents; and
 - (g) support parents to be aware of children with learning difficulties and other disabilities.





2.5 Commitment towards Colleagues

- 2.5.1 Teachers and other education personnel are expected to actively co-operate with each other and work as a team in all aspects to improve school standards and community development.
- 2.5.2 Without prejudice to the generality of Principle 2.5.1, teachers and other education personnel shall:
- (a) not negatively influence professional decisions of colleagues but maintain professional attitude towards colleagues, avoid derogatory, slanderous, and unfair criticism;
 - (b) create and maintain harmony within the school establishment, giving due weight and consideration to official views submitted by colleagues;
 - (c) do not criticise colleagues in the presence of learners except as unavoidably related to an administrative or judicial proceeding;
 - (d) use official channels to report complaints and not unduly speak publicly about colleagues and or the school administration that may cause public resentment or outrage;
 - (e) when making a report on the professional misconduct of a colleague, do so in good faith, following the reporting channels set out in this Code;
 - (f) promote teamwork and collegiality among colleagues, respecting their professional standing and opinions, and be prepared to offer professional advice and assistance to those beginning the teaching career or in pre-service training;
 - (g) maintain the confidentiality of information about colleagues obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by Law;



- (h) be prepared to offer Guidance and Counselling Services to colleagues and ensure that colleagues are treated with dignity and respect with their rights fully protected;
- (i) maintain high moral standards at all times;
- (j) avoid all types of conduct that may constitute sexual harassment of colleagues which includes:
 - i. pressure for sexual activity with a fellow teacher and staff.
 - ii. sexual battery and molestation or any sexual assault.
 - iii. intentional physical conduct which is sexual in nature, such as unwelcome touching, pinching, patting, grabbing or brushing.
- (k) Perform his/her duties diligently and with a high degree of discipline.

2.6 Commitment towards Employing Authorities

- 2.6.1 Teachers and other Education Personnel shall:
- (a) co-operate with education authorities in the interest of the learners, the education system and the community at large;
 - (b) be knowledgeable of their legal and administrative rights and responsibilities, and respect the provisions concerning the rights of learners, employers, and employees;
 - (c) carry out reasonable instructions from management personnel and have the right to question instructions through clearly defined procedures;
 - (d) not frustrate the policies, decisions and actions of the school administration and the Ministry in charge of Education; and
 - (e) not engage in unauthorised collection of school funds, extra lessons, or illegal charges.



2.7 Commitment towards the Community

2.7.1 Teachers and other Education Personnel shall:

- (a) work for the advancement of the school and the society;
- (b) encourage and work closely with the community to ensure that all children in the community access, stay and complete school;
- (c) encourage parents to co-operate with community stakeholders to enhance the smooth running of the school;
- (d) recognise the importance of the community in the education process, and engage in the formulation of policies, correct interpretation and effective implementation of the curriculum, and capacity building for the promotion of the quality of the schools;
- (e) exhibit a good image in the community where he/she lives by participating positively in activities of the community;
- (f) portray a good example to the learners and the public by being law-abiding;
- (g) not engage in illicit activities such as trading in the school or classroom;
- (h) attend where practicable, religious functions of his/her persuasion and respect other religions within the school where he/she is teaching; and
- (i) let his/her own conduct and inspiration with his/her family be an example to the community and the school.



PRINCIPLE THREE (3)

EFFECTIVE AND EFFICIENT MANAGEMENT OF SCHOOL RESOURCES

3.1 Teachers and other education personnel shall, in recognition of the fact that school resources are central in the overall management of the school, ensure effective, efficient, and proper management of school resources.

3.2 3.2 Without prejudice to the generality of Principle 3.1, teachers and other education personnel shall:

- (a) exercise reasonable care in the use of school property and for official purposes only;
- (b) maintain appropriate and highest standards of honesty and integrity in the management of school resources;
- (c) keep and maintain proper records (books) of accounts at all times for teaching and learning materials;
- (d) keep and maintain a proper record of property or funds received on behalf of the school, such as vouchers, delivery notes, log entry books, etc.;
- (e) keep and maintain a proper record of the distribution of school resources and equipment;
- (f) maintain accountability and transparency at all levels and at all times;
- (g) refrain from collaboration with others to mismanage school funds and other resources (**see relevant sections of the Anti-Corruption Act 2008**);
- (h) not conceal any act of financial or material mismanagement by a colleague, School Management Committees (SMC), Board of Governors (BoG) and learners, whether committed within the school or outside the school; and
- (i) take all reasonable steps in ensuring that school resources entrusted in his/her care are adequately protected, not misused or misappropriated.

Contravening such will make the culprit liable for losses and/or other punishments to be determined by the appropriate authority as stipulated by Law.




PRINCIPLE FOUR (4)

SCHOOL ENVIRONMENT AND SAFETY

4.1 Teachers are entrusted with humanity's greatest resource, which is the mind of the young. In that light, they ought to not only be transmitters of knowledge but must also serve as role models to those they teach.

4.2 Without prejudice to the aforementioned, teachers shall:

- (a) have the responsibility of maintaining an alcohol, tobacco (cigarettes), and drug-free school environment;
- (b) establish good relations and co-operate fully with education stakeholders responsible for the advancement of education and in the interest of the learners;
- (c) promote safe and conducive learning environment;
- (d) establish and maintain zero tolerance for all forms of sexual and gender-based violence, exploitation and abuse, physical and humiliating forms of punishment, psychological abuse, and child labour in the school environment. (**See Part III Section 32(1) & section 33(1) of the Child Right Act, 2007**);
- (e) eliminate all forms of discrimination at all times in the school environment; (**See Part III, Section 30(1) of the Child Right Act, 2007**);
- (f) teach and practise principles of good citizenship to promote peace and social responsibility;
- (g) not engage in any form of corrupt practices within the school environment;
- (h) be good role models in their demonstration of dedication and honesty in the school environment;

- 
- (i) use their immediate environment for much of their teaching;
 - (j) sensitise the community to discourage social activities that may hinder the moral and ethical development of the learner;
 - (k) co-operate with education authorities in the interest of the learners, education structures, and the community;
 - (l) not use one's office to improperly enrich oneself, one's spouse, children, business associates or any corporate body he/she has an interest in. Contravening such will lead to the named culprit being held liable for losses and/or other measures to be determined by the appropriate authority as stipulated by Law (***see Part IV, sections 26-52 of the Anti-Corruption Act 2008***);
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PRINCIPLE FIVE (5)

WORK ETHICS

5.1 Teachers and other Education Personnel shall:



- (a) not be in possession or under the influence of alcohol, tobacco, or any harmful drugs;
- (b) not give tobacco (cigarettes), alcohol, and harmful drugs to any learner or colleague;
- (c) not allow or influence learners or colleagues to consume any harmful substances;
- (d) take decisions in collaboration with Boards of Governors, SMCs or CTAs/PTAs on the smooth running of the school;
- (e) not engage in any unprofessional practices such as examination malpractice, favouritism, selling in classrooms, bribery, corruption and soliciting gifts, sex for grades, etc.;
- (f) not be involved in any form of sexual relationship with learners;
- (g) not use unethical language against the learners, colleagues, and other personnel;
- (h) be appropriately attired and presentable at all times;
- (i) be a good role model in his/her demonstration of dedication and honesty;
- (j) not be involved in any form of seduction to learners as well as colleagues;
- (k) maintain the confidentiality of information about learners or colleagues obtained in the course of professional services, unless disclosure serves a compelling professional purpose or is required by Law;
- (l) avoid concentrating questions on a particular learner or set of learners;
- (m) be regular and punctual at school and obtain permission when leaving the school;

- (n) not engage in any sexual activities with learners whether they give consent or not (**See parts I, II, III, Section 3,4,18,19,30,22,25 of the Sexual Offences Act 2012**);
- (o) refrain from requesting, exerting pressure on learners, colleagues and other community member(s) for sexual actions, favours and other gifts of pecuniary nature (**see part I, II, III, Sections 3, 4, 18, 19, 20, 22, 25, etc., of the Sexual Offences Act 2012 and Part IV, Sections 26-52 of the Anti-Corruption Act 2008**);
- (p) be dignified and courteous to learners, colleagues, and other members of the public in consonance with their human and other Legal rights (**See part III of the Sierra Leone Constitution 1991, Act no.6 and other relevant Legal instruments**); and
- (q) not involved in any form of financial malpractices.

5.2 School Leadership

The school leader is the embodiment of the profession at the school level. He/She is expected to provide professional leadership to the teaching and non-teaching staff and manage the financial, material, and human resources of the school.

- 5.2.1 A school leader is bound by the Code of Conduct and shall set a good example in strict compliance with all provisions of the Code of Conduct
- 5.2.2 A school head shall enforce the adherence of the Code of Conduct on all teachers under his/her authority in accordance with the Laws, regulations, and other provisions of the Teaching Service Commission Acts of 2011 and promptly deal appropriately with all breaches of this Code.
- 5.2.3 A Head of School shall:
 - (a) work collaboratively with all stakeholders to achieve the vision of the school and provide instructional leadership;

- 
- (b) maintain high educational standards in his/her school;
 - (c) enrol children in school without bias or discrimination and within regulations and provisions of the Laws in Sierra Leone;
 - (d) receive education subsidies/dues and all other funds meant for the school and account; correctly for all such funds, property and other educational materials in accordance with the policies issued from time to time by the Government through the Ministry in charge of Education;
 - (e) pay all wages and other charges to the rightful recipient as soon as such monies are received;
 - (f) keep all the school records in a safe and good condition and ensure that such records contain correct information;
 - (g) not connive with members of staff, Board of Governors, or any other group of persons to commit a crime or any act that will bring the teaching profession into disrepute;
 - (h) not accept a bribe in relation to the discharge of his/her duties and ensure that his/her staff members refrain from doing so;
 - (i) ensure that punctuality is observed by learners and teachers, including practising teachers;
 - (j) ensure a conducive working environment for teachers and learners;
 - (k) make available the teacher's Code of Conduct to every registered and licenced teacher;
 - (l) orientate new teachers on the Code of Conduct;
 - (m) conduct regular supervision and monitoring to ensure the implementation of the Code of Conduct for Teachers and the achievement of learning outcomes;
 - (n) ensure proper documentation of all reported cases that violate the Code of Conduct;
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- (o) send an annual report to authorities concerning the implementation of the Code of Conduct; and
- (p) ensure a safe and secure environment in promoting quality teaching and learning;
- (q) make provision for a first aid kit in the occurrence of accidents or any such eventualities
- (r) train teachers in the administering of first aid

PRINCIPLE SIX (6)

REPORTING CHANNELS FOR UNETHICAL CONDUCT

6.1 Context

Teachers and other education personnel may be found guilty of professional misconduct, taking into account the relevant circumstances of teachers playing the role of parents, child psychologists, and role models. In assessing whether there has been a breach in professional conduct, the appropriate body or authority dealing with the case should ensure that the alleged person is given due process of the law and consider the extent to which the teachers would fail to maintain an acceptable level of professional conduct and a high sense of their responsibilities. Confidentiality, safety, and respect for the complainant, alleged person(s) and witness(es) must be ensured at all times.

Learners, teachers, other education personnel, parents, and other community stakeholders are required to report verbally or in written form, a breach of the principles and standards in the Code as soon as they become aware of an alleged act of:

- (i) Pressure for sexual activity or sexual favours;
- (ii) Rape, sexual battery and molestation or any sexual assault;
- (iii) Intentional physical conduct which is sexual in nature, such as indecent touching; and

- (iv) Sexual innuendoes, gestures, noises, jokes, comments or remarks to a learner or another colleague about one's sexuality or body.

6.2 Reporting Channels


Stakeholders should be made aware of the relevant channels and procedures for reporting unethical conduct. Reporting an incident in respect of breaches of this Code can be made to any of the following channels for appropriate action:

A. Pre-School



1. Guidance Counsellor/Class Teacher or Mentor
2. Head of School
3. School Safety Committee/Complaints Committee
4. SLTU School Representative
5. Nursery Schools Association, School Management Committees (SMCs), Community/Teacher Association (CTAs), Girls Education Movement Chapters (GEM), Child Welfare Committees (CWCs) Sierra Leone Teachers' Union,
6. District Education Office/Appropriate Local Council/Local Authority/ District
7. Ministry of Social Welfare, Gender and Children's affairs (MSWGCA)
8. Ministry in Charge of Education /Gender Desk Officer
9. Teaching Service Commission
10. Relevant existing structures

B. Primary School

1. Guidance Counsellor/Class Teacher or Mentor
2. Head of School
3. School Safety Committee/Complaints Committee
4. SLTU School Representative
5. School Management Committees (SMCs), Community/Teacher Association (CTAs), Child Welfare Committees (CWCs), Sierra Leone Teachers' Union Office


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6. District Education Office/Appropriate Local Council/Local Authority
 7. Ministry of Social Welfare Gender and Children's Affairs (MSWGCA District Office)
 8. Ministry in Charge of Education / Gender Desk Officer
 9. Teaching Service Commission
 10. Relevant existing structures

C. Junior Secondary School (JSS)

1. Form Teacher/Guidance Counsellor/Mentor
 2. Head of School
 3. School safety Committee/School Complaints Committee
 4. SLTU School Representative
 5. Board of Governors
 6. Community Teacher Associations (CTAs), Child Welfare Committees (CWCs)
 7. Sierra Leone Teachers' Union (SLTU)
 8. District Education Office (MBSSE)
 9. Appropriate Local Council/Local Authority
 10. Ministry of Social Welfare, Gender and Children's Affairs (MSWGCA District Office)
 11. Ministry in Charge of Education/Gender Desk Officer
 12. Teaching Service Commission
 13. Relevant existing structures
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D. Senior Secondary/Technical /Vocational Institute

1. Form Teacher/Guidance Counsellor/Mentor
2. Head of School Administration
3. School Safety Committee/School Complaints Committee
4. SLTU school representative
5. Board of Governors
6. Community Teacher Association (CTAs)
7. Child Welfare Committees (CWCs)
8. Sierra Leone Teachers' Union (SLTU)
9. District Education Office (MBSSE)

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10. Local Authority
 11. Ministry of Social Welfare, Gender and Children's Affairs
(MSWGCA District Office)
 12. Ministry in Charge of Education/Gender Desk Officer
 13. Teaching Service Commission (TSC)
 14. Relevant existing structures



PRINCIPLE SEVEN (7)

ENFORCEMENT PROCEDURES OF THE CODE OF CONDUCT

Efforts shall be made to apply the Code of Conduct fairly and reasonably in order to ensure effective teaching and learning in the school. When necessary, disciplinary action will be taken as a corrective measure rather than punitive action. In any case, criminal cases by the individual member of the profession will be dealt with under the prevailing Laws and Regulations of the State.

7.1 Teachers are expected to adhere to this Code at all times.

7.2 Each teacher is required to sign an undertaking to adhere to the Code of conduct and to accept the disciplinary procedures of the School.

7.3 It is the duty of every teacher to observe and respect this Code and to report any breach of the Code to the appropriate authorities.

7.4 All matters or cases involving breach of the Code shall be reported to the appropriate channel applicable and shall be dealt with in accordance with the Laws and Regulations in Sierra Leone.

7.5 Breach of the Code of Conduct especially proven sexual and financial malpractices, may lead to any or a combination of any of the following:

- Query
- Warning (verbal or written)
- Withholding of salary(ies)
- Suspension of salary(ies)
- Suspension from the teaching profession
- Deletion from the payroll
- Deregistration



- Withdrawal or cancellation of the teaching licence
- Dismissal from the teaching profession and matter handed over to the Sierra Leone Police (in cases of proven sexual, financial and examination malpractices)

7.6 Action will be taken in line with procedures applicable under the Laws of the Country, regulations under Civil and Criminal Laws, other relevant Institutional Policies and Procedures including but not limited to:

The Sierra Leone Constitution, 1991

The Education Act 2004

The Child Rights Act 2007

The Anti-Corruption Act 2008

The Persons with Disability Act 2011

Sierra Leone Teaching Service Commission Act 2011

The Sexual Offences Act 2012 (as amended 2019)



DEFINITIONS

“**BoG**” refers to Board of Governors.

“**Breach**” means violation of this Code of Conduct.

“**Code**” means information, principles, and guidelines put together in this document to regulate behaviour or conduct.

“**Collective Bargaining Agreement for Teachers**” means the agreed terms and conditions of service between employers and employees relating to teachers.

“**Complaint**” means an official statement (verbal or written) from a person, authorised body or agency (Boards, Associations, CTA, SMC, group of individuals) for referral to the Ministry of Basic and Senior Secondary Education (MBSSE) or appropriate body for an allegation that a teacher or any education personnel has breached any of the principles and standards of this Code of Conduct. Such a complaint is considered a request for an investigation.

“**CPSS**” refers to the Conference of Principals of Secondary Schools.

“**CTA**” refers to the Community Teachers Association.

“**FAWE**” refers to the Forum for African Women Educationalists.

“**Learner**” refers to any pupil, student, or person enrolled in a public or private school and other educational institutions from pre-school through technical and vocational institutions.

“**MBSSE**” refers to anybody (Inspectors, Deputy Directors) or group of persons (Local Council, Board of Governors, etc.) acting on behalf of the Ministry of Basic and Senior Secondary Education.

“**Monitoring**” is part of the appraisal of the teacher or education personnel’s conduct and performance by the Ministry of Basic and Senior Secondary Education, (MBSSE), Teaching Service Commission (TSC) and other stakeholders through





visits and contacts with personnel and his/her employer. The monitoring activities will require the monitoring personnel to submit a report to the MBSSE, TSC or other appropriate authorities.

“**MGCA**” refers to the Ministry of Gender and Children’s Affairs.

“**MSW**” refers to the Ministry of Social Welfare.

“**NACOHT**” refers to the National Council of Head Teachers.

“**Pre-school**” refers to a school for children who are between ages three and five.

“**School**” refers to teaching and learning institutions.

“**SMC**” refers to School Management Committee.

“**SLTU**” refers to the Sierra Leone Teachers Union.

“**Teacher and other Education Personnel**” refers to a teacher and any other person working in a school, including secretaries, librarians, lab assistants, bursars, watchmen, etc., who may or may not hold certificates or licences.

“**Unethical Conduct**” means any behaviour that impairs the teacher or education personnel to function professionally in his/her employment position or a pattern of behaviour or act that is detrimental to the health, discipline and development or morale of learners.

“**UNICEF**” refers to The United Nations Children’s Fund.





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