

# Islamiyah Girls High School



## Staff Code of Conduct

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The Qur'an uses the term Taqwa to describe the human quality that encompasses the concept of the ideal ethical value. It is referred to in various forms over two hundred times in the Qur'an, and represents, on the one hand, the moral grounding that underlies human action, while on the other, it signifies the ethical conscience which makes human beings aware of their responsibilities to God and society. Applied in a broader social context, Taqwa becomes the universal, ethical mark of a truly moral community:

***"O humankind! We have created you out of male and female and constituted you into different groups and societies, so that you may come to know each other - the noblest of you, in the sight of God, are the ones possessing Taqwa." (49: 11-13)***

Ali,R.A

***"O believer, surely this knowledge and courtesy are your price; then try to learn them. If your knowledge and courtesy become much, your price will be high. Then you are led to your Lord by knowledge, and you can serve your Lord with courtesy very well."***

It is apparent that serving God {SAW} and seeking knowledge requires "courtesy" and dignified behaviour. When refuting an idea, or providing evidence against a claim, as Muslims we should conduct ourselves with decorum and virtue. This will not only gain the respect of our companions, but also likely elicit a positive response from the teacher as well.



## 1. Introduction

- 1.1 This Safer Care Code of Conduct ('the Code') sets out the professional standards expected and the duty upon staff, governors and volunteers to abide by it. All staff, governors and volunteers have a duty to keep pupils safe, promote their welfare and to protect them from sexual, physical and emotional harm. This duty is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by adults that demonstrate integrity, maturity and good judgement. Following this Code will help to safeguard staff, governors and volunteers from being maliciously, falsely or mistakenly suspected or accused of professional misconduct in relation to pupils.
- 1.2 Staff, governors and volunteers must feel able to raise issues of concern and everyone must fully recognise the duty to do so particularly in terms of child protection. Adults have a duty to report any child protection or welfare concerns to a designated member of staff in school. Anyone who has concerns should detail internal processes and cross reference to whistleblowing and managing allegations of abuse policies. A member of staff who, in good faith, "whistle blows" or makes a public interest disclosure will have the protection of the relevant legislation.
- 1.3 This Code cannot provide an exhaustive list of what is, or is not, appropriate behaviour for staff, governors or volunteers. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to pupils. There will be occasions and circumstances in which staff, governors or volunteers have to make decisions or take action in the best interests of the pupil where no specific guidance has been given. Adults are expected to make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the pupils for which that individual is responsible.
- 1.4 Any member of staff who is found to have committed a breach of this code will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. The school will take a strict approach to serious breaches of this Code,
- 1.5 Where an allegation of abuse is made against a member of staff, Islamiyah School will follow the guidance set out in the latest guidance in Keeping Children Safe in Education, September 2023 which should be read alongside Working Together to Safeguard Children updated December 2023 and it should be read alongside the government's inter-agency safeguarding guidance, Working Together to Safeguard Children including the updated practice guidance, Information Sharing Advice for Safeguarding Practitioners, which reflects these safeguarding reforms and changes made. It's departmental advice on what to do if you are worried a child is being abused, Advice for Practitioners, where it is alleged that a member of staff, a governor or volunteer has:
  - 1.5.1 behaved in a way that has harmed a pupil, or may have harmed a pupil;
  - 1.5.2 possibly committed a criminal offence against or related to a pupil; or,
  - 1.5.3 behaved towards a pupil or pupils in a way that indicates s/he is unsuitable to work with children.

## **2. Setting an Example**

- 2.1. All staff who work in schools set examples of behaviour and conduct which can be copied by pupils. Staff must therefore, for example, avoid using inappropriate or offensive language at all times.
- 2.2. All staff must demonstrate high standards of conduct in order to encourage our pupils to do the same.
- 2.3. All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- 2.4. This Code helps all staff to understand what behaviour is and is not acceptable, regard should also be given to the disciplinary rules set out in the Schools' Disciplinary Policy and Procedure.
- 2.5. All staff are expected to familiarise themselves and comply with all school policies and procedures.
- 2.6. Further relevant guidance can be obtained from the Islamiyah School Staff Handbook.

## **3. Teaching**

### **3.1. Training of new teachers**

3.1.1. A crash course is available for new teachers and teachers experiencing problems with 'class control'.

3.1.2. This course will cover the following main aspects:

- 3.1.2.1. How to achieve class discipline {behaviour management}
- 3.1.2.2. The importance of covering the National Curriculum and the latest syllabus
- 3.1.2.3. How to draw up an effective lesson plan
- 3.1.2.4. Importance of researching topics being taught
- 3.1.2.5. How to assess pupil progress
- 3.1.2.6. How to mark homework/class work/tests
- 3.1.2.7. Importance of
  - (i) homework- how long it should be
  - (ii) (ii) End of topic/ end of term /end of year tests
- 3.1.2.8. Importance of implementing the school rules
- 3.1.2.9. Teachers responsibilities
- 3.1.2.10. Form teachers responsibilities

### 3.1.2.11. How to interact with pupils/ parents / fellow teachers

#### **Teachers guide to class control and school discipline**

- Study the Staff handbook.
- Make sure that all pupils follow the school rules at all times.
- Class control is of paramount importance.
  - (i) The key to class control is a well-prepared lesson plan. If you prepare for your lessons well, you will find it easier to win the pupils' trust and make the lessons more enjoyable.
  - (ii) Research your topics thoroughly; make sure you cover the National Curriculum and the latest syllabus.
  - (iii) Ask for help from senior teachers/head of department.
  - (iv) Start the lesson with a short introduction and link to previous lessons (if appropriate).
  - (v) Do not just ask pupils to read textbooks.
  - (vi) In the main body of the lesson, teachers should vary the activities they use. Practical should also be used where appropriate for problem solving etc.
  - (vii) Finish with a summary of the lessons main points.

Use your voice, body language to control the class and make lessons more enjoyable. Make sure that you are in charge of the class at all times.

#### **Parent Teacher Association (PTA)**

Islamiyah School has in the process of forming a PTA which is very much involved in supporting, raising funds and the profile of the school. Any parent or well-wisher who would like to take part in these activities should contact the office or the Headteacher.

#### **Student Council**

The Student Council also acts as a platform for pupils to develop their leadership skills and learn about responsibility, as they are given the opportunity to take on leadership roles within the Council. This helps to empower and build confidence in students, while also teaching them about teamwork and collaboration.

Furthermore, the Student Council plays a crucial role in organising and running school events and initiatives. They work together with teachers and school management to plan and execute activities such as fundraising events, charity drives, and cultural festivals. Through these experiences, students learn important skills such as event management, organisation, and communication.

Additionally, the Student Council serves as a bridge between students and school administration, allowing for open communication and constructive dialogue. They can bring forward any concerns or suggestions raised by their peers and work towards finding solutions or bringing about positive change within the school community.

Overall, the primary purpose of the Student Council is to give students a voice, involve them in decision-making processes, and provide them with opportunities to develop important life skills. It fosters a sense of ownership and pride in their school community, leading to a more inclusive and cohesive school environment.

## **Holiday Classes**

The primary responsibility of a teacher is to ensure that their classes are well-prepared and up-to-date with the syllabus, including being ready to sit for any external examinations. If this is not the case, it is the teacher's duty to arrange extra lessons, particularly for exam classes, during the school holidays. These additional classes can also serve as revision sessions.

During the holidays, the regular timetable is not followed, providing an opportunity for teachers to conduct these extra lessons. However, to ensure smooth communication and coordination, teachers need to inform the relevant administrative staff a couple of weeks in advance. This allows time for letters to be sent to the parents of the pupils involved, notifying them about the additional classes and any changes in the schedule.

By taking the initiative to organise extra lessons during the holidays, teachers demonstrate their commitment to the education and success of their pupils. These additional sessions can help pupils catch up on missed material, reinforce key concepts, and adequately prepare for exams.

## **Islamic etiquette**

Teachers should always greet their pupils and fellow teachers with "salaam" as a way to promote good Islamic behaviour and character. As role models, they should take advantage of any opportunity to demonstrate modesty in their dress and outlook, as it is an essential part of faith.

Muslim staff members are expected to wear a Jilbab as part of the uniform.

Engaging in any voluntary or political activities, as well as distributing pamphlets or canvassing, is strictly prohibited within the school premises or its surroundings.

When interacting with parents, staff members must maintain politeness and courtesy at all times.

## **Staff Conduct**

All teachers should adopt a professional manner of teaching and encourage Islamic values and 'Adab' and should avoid confusing pupils with their own Islamic ideals. Pupils must be referred to the Islamic studies teacher for clarification on any issues they are unsure of.

Pupil/teacher relationships must be kept formal and professional in order to ensure that pupils are treated fairly and respectfully. Formality also encourages discipline.

## **Staff room**

No pupils should be allowed to enter the staff room at any time. If they need to talk to a teacher the teacher should speak to them outside.

- Hence no lessons should take place in the staff room either.
- It is the responsibility of staff using the staff room to keep it clean & tidy.
- Everyone should bring in their own mugs/ cups & ensure that they are kept clean.
- In future any important messages (e.g. notification of the change in timetable) will be displayed on the staff notice board or in the communication book & therefore staff members are requested to check it every day.

- Pupils should not be sent to the staffroom to collect anything from the teacher's trays etc. Staff are expected to enter the classroom well equipped, thus being an example to the pupils.

### **Registration**

The attendance and punctuality of pupils is essential for their academic progress and creating a positive learning environment. Therefore, it is important for form tutors to be in their respective classes by 8.15am with their class registers and mark the pupils' attendance by 8:35am.

In order to ensure discipline and reinforce the importance of punctuality, it is suggested that pupils who are late three times should be given detention. This will serve as a deterrent and encourage pupils to arrive on time.

Additionally, it is necessary for lessons to start promptly as this promotes effective time management and allows for maximum learning opportunities. By starting lessons on time, teachers can make the most of the available instructional time and provide students with a structured and consistent learning experience.

It is worth mentioning that taking the register every morning is a legal requirement and must be done using black ink. However, in cases where the respective staff member has their lesson in the afternoon, they should also take the register for the session.

Overall, these measures will contribute to a well-managed and disciplined learning environment, benefiting both the pupils and the teachers.

### **Absentees**

If a pupil is absent and the teacher doesn't know the reason as of yet, mark a N in the space against her name. Form tutors should collect in absent notes from any such pupils and then fill in the relevant space accordingly. For further clarification please ask a member of the admin staff.

### **Classroom Expectations of Teachers**

During lessons, teachers should:

1. Provide clear instructions and explanations.
2. Engage all pupils actively in the learning process.
3. Use a range of teaching strategies and resources to support learning.
4. Monitor pupil progress and provide timely feedback.
5. Ensure that students are working in a focused and respectful manner.
6. Address any misbehaviour or disruptions promptly and consistently.
7. Encourage active participation and collaboration among pupils.
8. Provide opportunities for pupils to ask questions and seek clarification.
9. Differentiate instruction to meet the needs of all students.
10. Encourage students to reflect on their learning and set goals for improvement.

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At the end of lessons, teachers should:

1. Summarise the key points covered in the lesson.
2. Provide time for pupils to ask any remaining questions.
3. Assign any necessary homework or follow-up tasks.
4. Ensure that pupils leave the classroom in an orderly and respectful manner.
5. Reflect on the lesson and make any necessary adjustments for future lessons.

By setting clear expectations and consistently holding staff accountable for following these expectations, we can ensure that all pupils receive a consistent and high-quality educational experience.

At the end of the lesson

Teachers should:

1. Remind the class of classroom expectations as necessary, referring to any notes displayed in the class.
2. Only let pupils out of class if there is a valid reason.
3. Allow pupils to go to the toilet only in absolute emergencies, and then only one at a time.
4. Watch for pupils writing in textbooks and remind them not to do so, giving detention if necessary.
5. Not allow any pupils to eat or drink in class, with the exception of bottled water. This rule also applies to teachers.
6. Set homework at a planned time, writing it on the board and ensuring that pupils have copied it in their diaries.
7. Be prepared to explain why pupils were found outside their classes without supervision.
8. Take responsibility for class discipline and avoid sending a pupil outside the class as punishment, as this may hinder their progress.
9. Physical punishment should never be used.

At the **end of lessons** teachers should:

1. Summarise the key points covered in the lesson
2. Give pupils the opportunity to ask any final questions or seek clarification on any concepts
3. Reiterate any important assignments or tasks that pupils need to complete
4. Provide feedback or address any concerns raised by pupils
5. Ensure that pupils understand any upcoming deadlines or expectations for future lessons
6. Encourage pupils to reflect on what they have learned and think about how they can apply it in future contexts



7. Thank pupils for their attention and participation in the lesson.

**At the end of the day**  
**Teachers should**

Remind pupils to take all their belongings and ensure that no personal items are left behind. It is important to emphasise the importance of responsibility and cleanliness.

Encourage pupils to organise their desks and materials before they leave. This will help create a productive learning environment for the next class.

Take a few minutes to recap the day's lesson and allow pupils to ask any final questions. This will help solidify the learning and provide closure for the day.

Dismiss pupils in an orderly fashion, ensuring that they are aware of any homework or assignments that need to be completed. This will help pupils transition smoothly from school to home.

Overall, the last lessons of the day should be structured and well-managed to ensure a productive and organised learning environment for both pupils and teachers.

**After school:**

This responsibility is crucial for the safety and well-being of the pupils. Teachers must ensure that all pupils in their supervision are accounted for and safely handed over to another staff member or guardian before leaving the school premises.

If a teacher comes across pupils waiting outside the school to be collected, it is important for them to instruct these pupils to wait inside the school where they can be supervised and kept safe. Leaving pupils unattended outside the school poses a potential risk, and it is the responsibility of the teacher to take appropriate action.

By ensuring that pupils are supervised and protected until they are safely collected, teachers contribute to maintaining a secure and organised environment for pupils after school hours.

**Scheme of work**

- Teachers are required to create a document called a 'scheme of work' to outline how they plan to cover the syllabus over the course of the year.
- One copy of the scheme of work should be handed in to the administration staff.
- The headteacher is available for help and guidance in creating the schemes of work.
- Lesson plans for the week must be emailed to the headteacher before they are implemented.
- Copies of the scheme of work should be kept in the office for reference purposes only.
- The scheme of work should be used as a guideline for the syllabus.
- Any changes or amendments to the scheme of work should be implemented as soon as possible.

- Schemes of work should be regularly updated and developed to cater for SEND and other disabilities.

### **Lesson plans**

It is important to carefully plan each individual lesson, as these plans will serve as a reference for substitute teachers in case the subject teacher is absent. These lesson plans should align with the National Curriculum and adhere to the latest syllabus.

Attached to this handbook are various standardised forms for creating lesson plans. Teachers should use the one that best suits their needs in order to develop their lesson plans.

When planning, it is essential for teachers to consider differentiation within the classroom. This means that the needs of all pupils, regardless of their abilities, should be taken into account. Teachers should aim to target both higher and lower ability pupils in their lesson plans.

Additionally, it is important to think of alternative ways to explain concepts to pupils who may struggle to understand. This can be achieved through the use of various resources and instructional strategies.

### **Resources**

Subject teachers should not only be responsible for the correct use and welfare of teaching resources but also for managing any issues such as lost, damaged, or missing items in a timely manner. It is important to address these matters immediately to prevent any further complications or loss. Additionally, subject teachers should ensure that resources are properly issued and returned to the library after use, maintaining a systematic approach to resource management.

### **Photocopying**

This policy is put in place to ensure that teachers have ample time and opportunity to teach and assist pupils during lesson time. By restricting photocopying to specific times, it minimises disruptions and allows for a more focused learning environment.

By requiring photocopying to be done early in the morning or on a previous day, it ensures that teachers are prepared for their lessons and have all necessary materials in advance. This prevents last-minute rushes and delays in class. All printing requests should be made to [printing@islamiyahschoolblackburn.com](mailto:printing@islamiyahschoolblackburn.com), at least 2 days in advance. You must state the paper size, number of copies required and whether or not the documents need to be printed on one side or both sides. Once our school administration staff emails you back with 'Printed' it is then your responsibility as a teacher to collect the printed copies at the earliest opportunity.

Emailing photocopy requests to the admin staff before 8:00am also provides an alternative way for teachers to access their materials without having to interrupt their lessons. It allows for a seamless process and ensures that the photocopying work can be done efficiently.

After 3:05 p.m., teachers are allowed to photocopy as the school remains open until late. This provides flexibility for teachers who may need to prepare materials for the next day or catch up on any photocopying tasks that were not done earlier.

In case of emergencies, teachers can request support from the admin staff to assist with photocopying. However, it is important to be considerate of their workload as well. They have their own responsibilities and tasks to complete, so teachers should only request help when absolutely necessary.

Overall, this policy aims to prioritise teaching and pupil support during lesson time, while still providing opportunities for teachers to access photocopying services at appropriate times. It ensures a smooth and efficient workflow for both teachers and admin staff.

### **Coursework**

Teachers should ensure that the coursework is completed based on the content outlined in the syllabus. It is important to meet the deadline set by the examining board, therefore, teachers should be notified of this date by the administrative staff.

The moderation of coursework should be done by both the Teaching and Learning Lead and the teacher responsible for the coursework. It is crucial to keep records of the moderation process for future reference.

Regular monitoring of the coursework is necessary, and all front sheets should be completed and submitted on time according to the specified schedule.

### **Home work**

Consistent assignments should be set. Records should be kept in a mark book for reference and reports. All work should be marked and handed back to pupils as soon as possible and regular feedback should be given.

### **Homework Policy**

Homework is an essential part of our school approach to helping pupils learn, think and work effectively.

#### **Purposes**

- Encouraging pupils to develop the skills, confidence and motivation needed to study effectively as independent learners.
- Consolidating and reinforcing understanding, skills and attributes developed at school.
- Extending school learning through a range of learning activities sustainable in and beyond the classroom environment.
- Encouraging and sustaining the involvement of parents' carers and other adults in the management of pupils learning
- Encouraging stakeholder partnership through keeping parents involved and informed about the work pupils are doing.
- Managing particular demands, such as research project work and GCSE coursework.

#### **Amount and types of Homework**

The homework timetable will be drafted and a copy put up in the staff room for teachers to use as a reference. Please do not give too much or unnecessary homework.

- Teachers are responsible for ensuring that homework is set and marked regularly.
- Activities set should be varied and might include reading, investigating, research, preparing a presentation and problem solving.
- It is important when setting homework that all subject areas remain aware of different learning styles and include a range of activities that acknowledge how individual pupils best learn.
- Staff need to be responsive to those who find homework tasks difficult and should set appropriate homework. However, all pupils are expected to complete their homework, no matter what their level of ability.
- Homework for more able pupils should involve greater challenge rather than a greater amount of work. It is the quality of the task rather than the quantity that is important.

### **Marking Homework**

Homework should be marked and returned to pupils promptly, usually within two weeks in accordance with the school marking and assessment policy.

### **Monitoring Homework**

When collecting and marking homework teachers should keep detailed records of work set and marks. Homework is considered as part of the lesson observation process.

### **Assessment and target setting**

Assessment and target setting is an integral part of the pupils/school achieving and succeeding. All staff must be thoroughly acquainted with the assessment and target setting policy of the school and implementing it.

### **Examinations**

The school caters for public examinations such as Yr 7 CATS tests, Standardised Tests (SATS) and GCSE. Pupils also have end of topic/diagnostic tests and twice yearly internal school examinations.

### **Cleanliness**

#### **Classroom**

Teachers should remind pupils to pick up after themselves and keep their desks clean. They should encourage pupils to throw trash in the proper bins and not leave any food or drinks behind. It is important for the teacher to lead by example and maintain a clean and organised classroom themselves.

If the class prefect notices any issues with cleanliness or disorder in the classroom, they should immediately notify the form tutor or teacher in charge. It is their responsibility to ensure that the classroom is kept clean and free from any distractions that may hinder the learning environment.

Teachers with the last lesson of the day should take extra care to clean up the classroom before leaving. This includes making sure all chairs are on the tables, any litter is disposed of properly, and all windows are closed to secure the classroom. It is important to leave the classroom in a state that is ready for the next day's lessons.

Maintaining a tidy classroom is essential for creating a conducive learning environment. It helps improve student focus and concentration, minimises distractions, and promotes a sense of pride and responsibility among students.

## **Corridors**

Teachers responsible for each form should allocate a number of pupils each week to carry out duties of lunch, prayer etc. All obstructions must be removed promptly by teachers for health and safety reasons.

## **Pupils Personal, Social and Health Development (PSHE)**

- To monitor and support the personal, social and health development of each individual.
- To provide opportunities and encourage pupils to take responsibilities, e.g. via the prefect and monitor system.
- To model the behaviour, attitudes and values which we expect from our pupils.
- To deliver PSHE in and out of curriculum subjects wherever appropriate.

Form tutors will be informed of any pupils who are suspended/expelled and the reason for this taking place. They should then inform other subject teachers for that particular class.

Class assemblies may be presented in the main hall in front of the school. The form tutors are requested to help their class prepare for the presentation.

All form tutors are responsible for certain particulars of their form:

- Absentees
- Jewellery and other forbidden items
- Uniform check
- General conduct and well-being.

## **Child Protection and Pastoral Support**

All members of staff have a duty of care and responsibility to protect pupils from neglect, emotional and physical or sexual abuse. This is best achieved through working as a team.

If a pupil seems unhappy, teachers should enquire what the problem is and take appropriate steps to solve it. If pupils approach problems teachers cannot help with (academic or social) please direct pupils to the Pastoral Officer or approach her on their behalf.

In the case of a pupil feeling unwell she should be sent to the First Aid Officer who will see to her and if necessary send her to the medical room where she can sit and recuperate. Judging on her health the pupil may be sent home. Form tutors can organise regular meetings with the subject teachers to discuss issues concerning individual pupils or the whole class. Any action decided must be discussed with the headteacher first.

If you have suspicions about the neglect or abuse of any pupil this should be discussed in the first instance with the pupil's form tutor or the headteacher. Discussions with students should be documented. The headteacher will make any further decisions required. **Under no circumstances should any teacher make direct contact about the suspected abuse with the family concerned.**

If a pupil reveals abuse to a member of staff, the teacher concerned should report the matter immediately to the DSL. **It is not appropriate to promise any kind of secrecy to the pupil.** Pupils need to be made clear that if they do reveal abuse to you, it is your clear responsibility to pass on the information in order for the matter to be resolved appropriately. See Staff Handbook re: Student Protection Policy

### **Health and Safety Procedures**

All employees must take reasonable care for the health and safety of themselves and others. In particular:

- Understand the hazards in their work (this is especially important for science teachers).
- Follow safety rules and procedures.
- Use work equipment, personal protective equipment, substances and safety devices correctly.
- Work in accordance with the training provided and only deal with tasks that they have been trained for.
- Cooperate with the employer's arrangement for protecting the health and safety of their employees.
- Report all accidents, incidents of violence and abuse and any work related to ill health.
- Report any circumstances, which present or may present a hazard.
- It is everyone's duty to ensure that there is no running in the corridors or up and down the stairs. Extra care should be taken in the playground during break.
- Teachers should ensure that floors are always clear of things that may cause pupils or staff to fall over.
- All cuts/grazes should be dealt with independently and appropriate action taken by First Aid Officer. A basic **First Aid box** is kept in the office, the science lab, the staff room and both dining halls as well as in the medical room.
- A record of any pupil who is injured and resulting action taken should be noted in the **First Aid Register** (kept with the admin staff) irrespective of how minor/ major it is. A letter should be sent home to notify parents.
- If a pupil has hurt their head and there is either bruising or a bump, then the parents are called and advised to take their daughter to A&E, doctors or walk in centre to have the head examined. Ensure a 'bump in the head' letter is given to the parents.
- In the event of a serious accident/ illness it is the duty of admin staff to ensure that the parents are informed so that the pupil may be picked up from school.
- Ensure that doors are either held open or hooked up when pupils are moving around, since there have been incidents in the past where fingers have been caught.
- Teachers should not allow pupils to go to the lab or computer room unsupervised.
- All teachers should familiarise themselves with the actions that need to be taken in the event of a fire or fire drill and for this should refer to the Fire Emergency Plan included at the end of this handbook. Also see Fire Exit Plan in each class.
- A member of the administrative staff should ensure that there is always more than one fire extinguisher on each level and that the fire alarms can be heard from all levels and classrooms. They will also be responsible for carrying out regular fire drills.

- Any pupil feeling unwell in class should be sent to the admin office so that necessary steps can be taken. Parents should also be informed that their daughter is not feeling well and in serious circumstances the parents should be asked to come and take their daughter home.

### **Classroom Situation**

Teachers in certain subject areas (i.e. IT and Science) should have their own Health and Safety Policy (is simple as a list of do's and don'ts).

### **Accidents**

Accidents to staff and pupils must be reported immediately to the office. Staff with experience of first aid are available to offer assistance. An accident report form will be issued if necessary to be completed by the person in charge of the pupil at the time the accident occurred. This form can be collected from the office.

If any staff need to take time off work following an accident, please ensure the information is given to the office. The office should have information on next of kin.

### **Personal Safety**

Working alone: staff should not work alone in the building without informing someone of their presence.

### **Interviewing pupils/parents**

It is crucial to prioritise personal safety when conducting interviews with parents or pupils. To prevent misunderstandings, misinterpretations, or potentially confrontational situations, it is advisable for teachers not to conduct interviews alone. Having another person present can help diffuse tense situations and provide a more objective perspective.

Additionally, it is important to keep a record of the statements and notes from the meeting. This documentation serves as evidence of the discussion and can help prevent any miscommunication or confusion in the future. Keeping written records also ensures transparency and accountability in the interview process.

By following these guidelines, teachers can create a safer and more professional environment for all parties involved in the interview.

### **Handling Cash**

Money collected from pupils should be handed to the office as soon as possible.

### **Role of Form Tutor**

To support the academic development of the pupils within the tutor group, tutors are expected to:

- Monitor and track the progress of each individual pupil in their group
- Provide guidance and support to help pupils achieve their academic goals

- Communicate with subject teachers to address any concerns regarding academic performance
- Encourage and motivate pupils to take responsibility for their own learning

To support the pastoral development of the pupils within the tutor group, tutors are expected to:

- Foster positive relationships with pupils, creating a safe and supportive environment
- Provide a listening ear and offer guidance to pupils dealing with personal issues or concerns
- Monitor and address any behavioural issues within the group, promoting positive behaviour and discipline
- Work closely with the school's pastoral team to identify and support pupils who may need additional pastoral care

To support the personal development of the pupils within the tutor group, tutors are expected to:

- Educate pupils on topics such as personal hygiene, mental health, and relationships
- Provide advice and support for decision-making and problem-solving
- Encourage pupils to set and work towards personal goals
- Promote a sense of self-confidence and independence among pupils

In addition to these responsibilities, tutors are expected to attend regular tutor meetings, liaise with parents or guardians as necessary, and maintain accurate records of pupil progress and interactions. Tutors play a crucial role in the overall well-being and development of their tutor group, working collaboratively with both pupils and other members of staff.

### **Expected Professional Standards**

All staff, governors and volunteers as appropriate to the role and/job description of the individual, must:

- place the well-being and learning of pupils at the centre of their professional practice.
- have high expectations for all pupils, be committed to addressing underachievement, and work to help pupils progress regardless of their background and personal circumstances.
- treat pupils fairly and with respect, take their knowledge, views, opinions and feelings seriously, and value diversity and individuality.
- model the characteristics they are trying to inspire in pupils, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people.
- respond sensitively to the differences in the home backgrounds and circumstances of pupils, recognising the key role that parents and carers play in pupils' education.
- seek to work in partnership with parents and carers, respecting their views and promoting understanding and cooperation to support the young person's learning and well-being in and out of school.
- reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.



- Teachers are required to comply with the Teachers' Standards in force December 2021, in particular Part 2 Personal and Professional Standards

### **Confidentiality**

It is important for all staff members to understand their responsibilities when it comes to handling and sharing confidential information about pupils. If any member of staff is unsure about the proper storage or sharing of information, they should seek guidance from a senior member of staff. Additionally, any media or legal inquiries should be directed to senior management. This ensures that information is handled appropriately and with the utmost care.

### **Propriety, Behaviour, Reputation and Appearance**

All adults working with pupils have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. This includes adopting high standards of personal conduct, dressing appropriately, avoiding inappropriate behaviour or actions (such as drug or alcohol misuse or acts of violence), and not bringing sexually explicit material onto school premises. Additionally, staff, governors, and volunteers should be mindful of their online presence and not post material that could damage the school's reputation or cause concern about their suitability to work with pupils. Violations of these guidelines may result in criticism or allegations of misconduct, which may be dealt with under Islamiyah school's disciplinary procedure.

### **Sexual Contact with Children and Young People and Abuse of Trust**

The safety and well-being of our pupils must be the top priority in any relationship with adults. It is crucial for teachers to maintain appropriate professional boundaries and avoid any behaviour that could be misinterpreted as exploitative or harmful. This includes refraining from any form of sexual behaviour or activity, regardless of the sexual orientation of the adult involved.

The law protects children and young people from non-consensual sexual behaviour, and there are additional legal provisions in place to safeguard their well-being, even in cases where there may be consent. Specifically, the Sexual Offences Act 2003 prohibits any person over the age of 18 who is in a position of trust with a child or young person under 18 from engaging in sexual activity with or in the presence of that child, or from causing or inciting the child to engage in or watch sexual activity.

Sexual behaviour encompasses both physical and non-contact activities, such as inducing a pupil to participate in or witness sexual activities, or the production of indecent images of pupils. It is important for adults to understand and abide by these boundaries and definitions.

Staff, governors, and volunteers must not engage in sexual relationships with pupils, and should avoid any communication or conduct that could be interpreted as sexually suggestive or provocative. This includes verbal comments, written messages, electronic communication, or physical contact. Adults should also refrain from making sexual remarks to or about pupils, or discussing their own sexual relationships in the presence of pupils. Care should be taken to

ensure that language, attitudes, and demeanour do not give rise to inappropriate comments or speculation.

It is crucial for adults to be aware of the grooming process, where an adult manipulates a relationship with a child or young person in order to facilitate sexual abuse. Providing excessive attention or favouritism to a child without a legitimate reason can be seen as part of this grooming process, which is a criminal offence.

In summary, teachers must always prioritise the safety and well-being of pupils in their care. By maintaining appropriate professional boundaries and avoiding any behaviour that may be seen as exploitative or harmful, pupils can help create a safe and supportive environment for pupils to thrive.

### **Infatuations and Crushes**

- It is important for teachers working with pupils to be aware of the potential for infatuation and to take appropriate action to prevent any harm or misconduct. If a member of staff or volunteer becomes aware of a pupil's infatuation, they should report it to a senior colleague immediately. This is done to ensure that necessary steps can be taken to avoid any hurt, distress, or embarrassment.
- The situation should be taken seriously, and the teacher should be careful not to encourage the pupil in any way. It is also important to note that careless or insensitive reactions may lead to false accusations. Thus, it is essential to handle the situation appropriately and sensitively.
- Certain situations that must be reported include when a member of staff or volunteer is concerned that their relationship with a pupil could be an abuse of trust, when a pupil is becoming attracted to a member of staff or volunteer, when there is a developing attachment or dependency, and when actions or words have been misunderstood or misconstrued.
- Additionally, if a member of staff or volunteer becomes aware of a relationship between two colleagues that may be inappropriate, they should also report it. By promptly reporting these situations, appropriate measures can be taken to address any potential risks and ensure the safety and well-being of the pupil.

### **Gifts**

- Staff, governors and volunteers need to take care that they do not accept any gift that might be construed by others as a bribe, or lead the giver to expect preferential treatment. There are occasions when pupils or parents wish to pass small tokens of appreciation to staff e.g. at Eid or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.
- Personal gifts must not be given to pupils. This could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be consistent with the school's behaviour policy, recorded, and not based on favouritism.

- Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.
- All staff must comply with the Bribery Act 2010. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person. If you believe that a person has failed to comply with the Bribery Act, you should refer to the Whistleblowing procedure for schools

## **8 Social Contact and Social Networking**

- Communication between pupils and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, emails, digital cameras, videos, web-cams, websites and blogs. Adults should not share any personal information with pupils. They should not request, or respond to, any personal information from the pupil, other than that which might be appropriate as part of their professional role. If a pupil seeks to establish social contact, or if this occurs coincidentally, the adult should exercise his or her professional judgement in making a response and should ensure that all communications are transparent and open to scrutiny.
  - Staff and volunteers must not give their personal contact details such as home/mobile phone number; home or personal email address or social networking details to pupils unless the need to do so is agreed in writing with senior management.
  - It is recommended that staff ensure that all possible privacy settings are activated to prevent pupils from making contact on personal profiles and to prevent pupils from accessing photo albums or other personal information which may appear on social networking sites.

## **9 Physical Contact and Personal Privacy**

- There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity, culture and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil in one set of circumstances may be inappropriate in another, or with a different pupil.
- Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. If a member of staff or volunteer believes that an action could be misinterpreted, the incident and circumstances should be reported as soon as possible in the school's incident book, and, if appropriate, a copy placed on the child/young person's file.
- Physical contact, which occurs regularly with a pupil or pupils, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to

pupils with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the pupil's permission before initiating contact. Staff should listen, observe and take note of the pupil's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to the pupil for the minimum time necessary.

- There may be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.
- Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior manager.
- Some staff, for example, those who teach PE and games, or who provide music tuition will on occasions have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or nonverbally by the pupil
- Pupils are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard pupils, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the pupils concerned and sensitive to the potential for embarrassment.
- Staff with a job description which includes intimate care duties will have appropriate training and written guidance. No other member of staff or volunteer should be involved in intimate care duties except in an emergency.

## **10 Behaviour Management and Physical Intervention**

- All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Staff and volunteers must not use any form of degrading treatment to punish a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. Deliberately intimidating pupils by shouting aggressively, hectoring or overbearing physical presence is not acceptable in any situation. Any sanctions or rewards used should be part of the behaviour management policy.
- Physical intervention can only be justified in exceptional circumstances. Updated non-statutory guidance which relates to the Education and Inspections Act 2006 is available from the Department of Education website. See 'Guide for Heads and School Staff on behaviour and discipline (including reasonable force) for maintained schools' and 'Use of reasonable force -advice for Head Teachers, Staff and Governing Bodies for all Schools and Academies. Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have

regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. The school uses guidance set out by Dfe for whole school reference and compliance.

- All schools must have trained first aiders/appointed persons. Staff must have had the appropriate training before administering first aid or medication except in an emergency.

## **10 One to One Situations and Meetings with Pupils**

- One to one situations have the potential to make pupils more vulnerable to harm by those who seek to exploit their position of trust. Teachers working in one to one settings with pupils may also be more vulnerable to unjust or unfounded allegations being made against them. Staff must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and pupils are met. Managers should undertake a risk assessment in relation to the specific nature and implications of one to one work for each worker and pupil. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas of the school and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Any arrangements should be reviewed on a regular basis.
- Pre-arranged meetings with pupils away from the school premises or on the school site when the school is not in session are not permitted unless written approval is obtained from their parent/ guardian and the headteacher or other senior colleague with delegated authority. A declaration form may be found in appendix 1 of this document
- No pupil should be in or invited into, the home of an adult who works with them, unless the reason for this has been established and agreed with parents/carers and a senior manager/Head teacher.

## **11. Transporting Pupils**

- In certain situations, e.g. out of school activities, staff, governors or volunteers may agree to transport pupils. Transport arrangements should be made in advance by a designated member of staff. Wherever possible and practicable transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort.
- Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded
- It is inappropriate for staff to offer lifts to a pupil outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with parents/carers.

- There may be occasions where the pupil requires transport in an emergency situation or where not to give a lift may place the pupil at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.

## **12. Educational Visits and School Clubs**

- Staff, and volunteers should take particular care when supervising pupils in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Staff and volunteers remain in a position of trust and the same standards of conduct apply. Please refer to Islamiyah School's policy on educational visits.

## **13 Curriculum**

- Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.
- The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff must take guidance in these circumstances from a senior member of staff. Staff and volunteers must not enter into or encourage inappropriate discussion about sexual activity or behaviour.
- **Photography, Videos and other Creative Arts**
- Please refer to Islamiyah School's guidance on the use of images and the consent forms therein.
- Many school activities involve the taking or recording of images. This may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement. The Data Protection Act 1998 affects the use of photography. An image of a pupil is personal data and it is, therefore, a requirement under the Act that consent is obtained from the parent of a child before any images are made such as those used for school websites, notice boards, productions or other purposes.
- Staff need to be aware of the potential for such images to be misused to create indecent images of children and/or for 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. There should be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.
- Staff should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photograph taken.

- Adults should only use equipment provided or authorised by the school to make/take images and should not use mobile telephones or any other similar devices to make/take images.
- When using a photographs, the following guidance must be followed:
  - if the photograph is used, avoid naming the pupil
  - if the pupil is named, avoid using the photograph
  - images must be securely stored and used only by those authorised to do so.
  - be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded
  - ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose.
  - ensure that all images are available for scrutiny in order to screen for acceptability
  - be able to justify the images made
  - Do not make images in one to one situations.
  - Do not take, display or distribute images of pupils unless there is consent to do so.

### **13. Internet Use and Electronic Communication**

- Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools' E-Safety and ICT Acceptable Use Policy at all times both inside and outside of work
- Under no circumstances should adults access inappropriate images in school or on school equipment outside school. This will be treated as gross misconduct and may be a criminal offence. Accessing indecent images of children on the internet, and making, storing or disseminating such material, is illegal and is likely to lead to criminal prosecution and may result in barring from work with children and young people.
- Staff and volunteers must ensure that pupils are not exposed to any inappropriate images or web links. Staff and volunteers must ensure that children have appropriate controls with regard to access and personal passwords should be kept confidential.

### **14 Reporting Concerns and Recording Incidents**

- All staff, governors and volunteers must report concerns and incidents in accordance with the school whistleblowing policy and/or the managing allegations of abuse policy. The following is a non-exhaustive list of behaviours which would be a cause for concern:

An adult who:

- Allows a pupil to be treated badly; pretends not to know it is happening
- Gossips/shares information inappropriately
- Demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language
- Dresses in a way which is inappropriate for the job role
- Does not treat pupils fairly - demonstrates favouritism

- Demonstrates a lack of understanding about personal and professional boundaries
- Uses his/her position of trust to intimidate, threaten, coerce or undermine
- Appears to have an inappropriate social relationship with a pupil or pupils
- Appears to have special or different relationships with a pupil or pupils
- Seems to seek out unnecessary opportunities to be alone with a pupil

### **15. Disciplinary Action**

- Staff should be aware that a failure to comply with the following Code of Conduct could result in disciplinary action including but not limited to dismissal.

### **16. Compliance**

- All staff must complete the form in appendix 2 to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed and dated.

## **PROFESSIONAL RESPONSIBILITIES**

### **When using any form of ICT, including the Internet, in school and outside school**

#### **For your own protection we advise that you:**

- Ensure all electronic communication with students, parents, carers, staff and others is compatible with your professional role and in line with school policies.
- Do not talk about your professional role in any capacity when using social media such as Facebook and YouTube.
- Do not put online any text, image, sound or video that could upset or offend any member of the whole school community or be incompatible with your professional role.
- Use school ICT systems and resources for all school business. This includes your school email address, school mobile phone and school video camera.
- Do not disclose any passwords and ensure that personal data (such as data held on MIS software) is kept secure and used appropriately.
- Only take images of students and/or staff for professional purposes, in accordance with school policy and with the knowledge of SLT.
- Do not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory.
- Ensure that your online activity, both in school and outside school, will not bring the school or professional role into disrepute.
- Emails should be checked daily, as a minimum on working days or every other day if one day is particularly busy.



- You have a duty to report any safety incident which may impact on you, your professionalism or the school.

**Approved by:**

Mrs. Yaasmin Mubarak

Mubarak Patel

**Headteacher**

**Chair of Governing Body**

Date:

September, 2023

September, 2023

**Appendix 1**

**Relationships with students outside of work declaration**

It is recognised that there may be circumstances whereby employees of the school are known to students outside of work. Examples include membership of sports clubs, family connections, or private tutoring.

Staff must declare any relationship outside of school that they may have with students.

<b>Employee Name</b>	<b><i>Student Name</i></b>	<b>Relationship</b>

I can confirm that I am fully aware of the code of conduct relating to contact out of school with students in line with this policy.

If I am tutoring a student outside of school I am aware that the following must be adhered to:-

- I do not, at any point, teach the child in question as part of my daily timetable - this is a stipulation of such tutoring
- I emphasise to parents that this is done completely independently of the school
- No monies come through the school at any point, informally (e.g. via the child) or formally
- No private tutoring is to take place on the school premises

I confirm that if these circumstances change at any time I will complete a new form to ensure the school are aware of any relationships.

Signed .....

Date .....

**Once completed, signed and dated, please return this form to the Headteacher**

## **Appendix 2**

### **Confirmation of compliance**

I hereby confirm that I have read, understood and agree to comply with the school's code of conduct.

Name .....

Position/Post Held.....

Signed .....

Date .....

**Once completed, signed and dated, please return this form to the Headteacher**