



THE CODE OF CONDUCT FOR TEACHERS AND OTHER EDUCATION PERSONNEL IN SIERRA LEONE



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Table of Contents

ACKNOWLEDGEMENTS	ii
FOREWORD	iii
PREAMBLE	iv
PRINCIPLE ONE (1)	1
EFFECTIVE AND EFFICIENT SERVICE DELIVERY	1
PRINCIPLE TWO (2).....	2
COMMITMENT TO THE TEACHING PROFESSION	2
PRINCIPLE THREE (3)	6
EFFECTIVE AND EFFICIENT MANAGEMENT OF SCHOOL RESOURCES	6
PRINCIPLE FOUR (4)	7
SCHOOL ENVIRONMENT AND SAFETY	7
PRINCIPLE FIVE (5).....	8
WORK ETHICS	8
PRINCIPLE SIX (6)	10
REPORTING CHANNELS FOR UNETHICAL CONDUCT	10
A. Pre School.....	10
B. Primary School.....	10
C. Junior Secondary School (JSS)	11
D. Senior Secondary / Technical /Vocational Institute	11
PRINCIPLE SEVEN (7)	12
ENFORCEMENT PROCEDURES OF THE CODE OF CONDUCT	12
DEFINITIONS	13
REFERENCES	15

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- | | | |
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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 as a result of society's increasingly high expectations of their performance and impact on children's learning. 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, with support from the government and development partners, to facilitate its implementation. 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 the manner in which teachers conduct education business.

The Teaching Service Commission is committed to make 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.

Signed

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 level in the following areas:

- a) Monitoring and reporting mechanisms for unethical conduct in learning environments;
- b) Implementation processes such as teacher-training and sensitization 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, human rights principles.

This Code of Conduct is recognised and endorsed by the Ministry of Basic and Senior Secondary Education(MBSSE) and complements the instruments facilitating the effectiveness and efficiency of the Teaching Service Commission, the MBSSE, 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. 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, 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.

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 cooperate 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;
 - (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, wellbeing 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 grade, learner or parent exploitation, cultism, drug abuse etc.;
- (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 unauthorized 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;
- (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, any 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;
- (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 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 behaviour;
- 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 not happy;
- 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) recognize 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 cooperate 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;
- 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 criticize 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 team work 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 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, respect and their rights fully protected;
- (i) maintain high moral standards at all times
- (j) avoid all types of conduct which 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) cooperate 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;
- (e) not engage in unauthorized 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 cooperate 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, 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 trade or transaction in the school or classroom;
- (h) attend where practicable, religious functions of his or her persuasion and respect other religions within the school where he/she is teaching;
- (i) let his/her own conduct and inspiration with his or 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 the proper management of school resources.
- 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 account at all times for teaching and learning materials;
 - (d) keep and maintain 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 proper record of 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;
 - (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 to maintain an alcohol, tobacco (cigarettes) and drug free school environment;
 - (b) establish good relations and cooperate 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) cooperate 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 associate or any corporate body he 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*);

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, harmful drugs to any learner or colleague;
- (c) not allow or influence learner or colleague to consume any harmful substances;
- (d) take decision 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 classroom, bribery, corruption and soliciting gifts, sex for grades, etc;
- (f) not involve 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 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;
- (m) avoid concentrating questions on a particular learner or set of learners;
- (n) be regular and punctual at school and obtain permission when leaving the school;
- (o) 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*);
- (p) 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*);
- (q) 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*);
- (r) 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 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 the 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:

Work collaboratively with all stakeholders to achieve the vision of the school and provide instructional leadership;

- (a) maintain high educational standards in his/her school;
- (b) enroll children in school without bias or discrimination and within regulations and provisions of the Laws in Sierra Leone;
- (c) 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;
- (d) pay all wages and other charges to the rightful recipient as soon as such monies are received;
- (e) keep all the school records in a safe and good conditions and ensure that such records contain correct information;
- (f) not connive with members of staff, Board of Governors or any other group or persons to commit crime or any act that will bring the teaching profession into disrepute;
- (g) not accept a bribe in relation to the discharge of his/ her duties and ensure that his/her staff members refrain from doing so;
- (h) ensure that punctuality is observed by learners and teachers including practicing teachers;
- (i) ensure conducive working environment for teachers and learners;
- (j) make available the teachers Code of Conduct to every registered and licenced teacher ;
- (k) orientate new teachers on the Code of Conduct;
- (l) conduct regular supervision and monitoring to ensure the implementation of the Code of Conduct for Teachers and the achievement of learning outcomes;
- (m) ensure proper documentation of all reported cases that violate the Code of Conduct;
- (n) send annual report to authorities concerning the implementation of the Code of Conduct;
- (o) ensure a safe and secure environment in promoting quality teaching and learning:
 - I. Make provision for a first aid kit in the incident of accidents or any such eventualities
 - II. 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 take into account 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 and witnesses 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;
- 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
- 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

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)
- 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, authorized 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 an education personnel has breached any of the principles and standards of this Code of Conduct. Such a complaint is considered a request for investigation.

‘**CPSS**’ refers to Conference of Principals of Secondary Schools

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

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

“**Learner**” refers to any pupil, student or any person enrolled in a public or private school and other educational institution 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 or 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 Ministry of Gender and Children’s Affairs.

‘**MSW**’ refers to Ministry of Social Welfare

“**NACOHT**” refers to 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 institution.

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

“**SLTU**” refers 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, watchman, etc. who may or may not hold a certificate 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 moral of learners.

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

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