



SECTION VII

PROFESSIONAL

CONDUCT REQUIRED

OF STAFF

It is an implicit condition of employment that an employee owes a duty of loyalty to an employer. As a Sikh School staff are expected to support and uphold the school's ethos. Conduct in the Gurdwara or during ceremonies or functions is available in the Staff Handbook 2025.

1. Teachers as employees

We are responsible:

- We take responsibility for our own aspect of the school and its improvement.
- We define problems and look for a possible solution: we don't moan.
- In the face of difficulty, we remember that we are part of a team and ask for support.
- We give ourselves time to listen and think.

We are respectful:

- We model respectful relationships with one another.
- We greet each other.
- We are honest: we don't say one thing and think another.
- We make agreements that we intend to, and are able to, keep.
- We presume honourable motives: we remember that in the school context, decisions are made in the best interests of the students.
- In conflict, we talk directly and privately to the person we have a problem with: we don't gossip and spread our issues.

We are confident:

- We are confident in our own abilities as education professionals.
- We praise each other and share our successes.
- We forgive and let go.

2. Teaching – a skilled and trusted profession

All staff will:

- Put the progress, wellbeing and development of students first.
- Take responsibility for continuously improving the quality of their teaching practice.
- Help students to become confident and successful learners.
- Demonstrate respect for diversity and promote equality.
- Strive to establish productive partnerships with parents and carers.
- Work as part of a school team.
- Cooperate with other professional colleagues.
- Demonstrate honesty and integrity and uphold public trust and confidence in the teaching profession.

3. Putting the wellbeing, development and progress of students first

All staff will:

- Ensure that they follow the guidance contained in [Keeping Children Safe in Education 2025](#). This version is due to be updated for 1st Sept 2025 but has not been done to date (24th August 2025).
- Use their professional expertise and judgement to do the best for students in their care.
- Take all reasonable steps to ensure the safety and wellbeing of students.
- Establish and maintain appropriate professional boundaries in their relationships with students, particularly with regard to physical contact, and social media or other contact outside of school.
- Demonstrate self-awareness and take responsibility for accessing help and support in order to ensure that their own practice does not have a negative impact on learning or progress or put students at risk or harm.
- Use appropriate channels to raise concerns about the practice of other teachers or professionals if this has a negative impact on learning or progress.

4. Taking responsibility for maintaining the quality of own teaching practice

All staff will:

- Meet the professional standards for teaching relevant to their role and the stage they have reached in their career.
- Develop their practice within the framework of the school's curriculum.
- Base their practice on knowledge of their subject area(s) and specialisms and school pedagogy about teaching and learning.
- Make use of assessment techniques, set appropriate and clear learning objectives, plan activities and employ a range of teaching methodologies and technologies to meet individual and group learning needs.
- Reflect on their practice and use feedback from colleagues to help them recognise their own development needs; actively seek out opportunities to develop their knowledge, understanding, skills and practice.

5. Helping students to become confident and successful learners

All staff will:

- Uphold students' rights and help them to understand their responsibilities.
- Listen to students, consider their views and preferences, including challenging them in decisions that affect them, including those related to their own learning.
- Have high expectations of all students, whatever their background and aptitudes, and challenge and support them all.
- Promote students' confidence and self-awareness by clarifying how assessment will be used to support improvement, providing clear and specific feedback, and celebrating their success.
- Communicate clear expectations about student behaviour to ensure disruption to learning is minimised and students feel safe and secure.
- Help students prepare for the future by engaging them with the implications of changes in society and technology and offering them impartial advice and guidance about careers and their future options.

6. Demonstrating respect for diversity and promote equality

All staff will:

- Act appropriately towards all students and people, parents and colleagues, whatever their socioeconomic background, age, gender, identity, sexual orientation, disability, race, religion or belief.
- Take responsibility for understanding and complying with school / Trust policies relating to equality of opportunity, inclusion and bullying.
- Address unlawful discrimination, bullying, and stereotyping no matter who is the victim or the perpetrator through school/ Trust processes.
- Help create a fair and inclusive environment by taking steps to improve the wellbeing, development and progress of those with special needs, or whose circumstances place them at risk of exclusion or under-achievement.
- Help students to understand different views, perspectives, and experiences and develop positive relationships.
- Support the understanding and enacting of British Values such as democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

7. Striving to establish productive relationships with parents and carers

All staff will:

- Provide parents and carers with accessible and accurate information about their child's progress.
- Involve parents and carers in important decisions about their child's education
- Consider parents' and carers' views and perspectives, including those that relate to their child's development.
- Follow the policies and procedures on communication with parents and carers, including those that relate to sensitive areas such as attendance and exclusion.

8. Working as part of a team

All staff will:

- Endeavour to develop productive and supportive relationships with all colleagues.
- Exercise leadership and management responsibilities in a respectful, inclusive and fair way, and in accordance with contractual obligations and national standards.
- Uphold policies and procedures and raise any concerns about the running of the school in a responsible and appropriate way.
- Contribute to colleagues' learning and development; provide honest, accurate, and justifiable comments when giving references for, or assessing the performance of, colleagues.
- Participate in continuing professional development and other activities.

9. Expected behaviours when dealing with other professionals or Line Managers

All staff will:

- Seek to understand the roles of other professional colleagues.
- Communicate and establish productive working relationships with other professional colleagues.
- Ensure that they are clear about their own professional contribution to joint working, seeking clarification where this is needed.
- Understand that in sharing responsibility for students' wellbeing and development, staff should always act within their own competence and responsibilities.

- If there are any issues, staff are required to speak to their Line Manager in the first instance (not to anyone else).
- Staff are expected to manage their own emotions as adults.
- Staff are in a position of responsibility and are expected to work through to resolve issues.
- Staff are expected to accept the Line Manager's authority.
- Staff are expected to actively support the school/SAT, its systems and procedures.

10. Demonstrating honesty and integrity and uphold public trust and confidence in the school

All staff will:

- Exercise their responsibilities in relation to the examination and assessment of achievement and attainment.
- Demonstrate honesty and integrity in management and administrative duties, including in the use of school property and finance.
- Understand that their duty to safeguard students comes first, but otherwise acknowledge the rights of students, families, and colleagues to confidentiality, in line with statutory requirements and school's policies.
- Represent their professional status accurately and avoid taking advantage of their professional position.
- Maintain high standards in their behaviour and appearance, maintain an effective learning environment and uphold public trust and confidence in the profession.

11. Staff should dress in ways which are appropriate to their role

All staff will:

- Ensure they are dressed appropriately for the tasks and the work they undertake.
- Wear clothing which is appropriate to being a professional and role model.
- Wear clothing which is not likely to be viewed as offensive, revealing, or sexually provocative.
- Wear clothing which does not distract, cause embarrassment or give rise to misunderstanding.
- Wear clothing which is absent of any political or otherwise contentious slogans. Trainers are not allowed.
- Wear clothing which is not considered to be discriminatory and is culturally sensitive.

12. Duty of political neutrality

- Staff have a duty to be politically neutral and ensure that there is a balanced presentation of opposing views in the curriculum.
- Staff must not allow their own political opinions to interfere with their work or influence students.
- Staff must not display or distribute political materials or act politically on school premises.
- Where political views are brought to the attention of pupils within the school or during extracurricular activities they must be in the form of a balanced presentation of opposing views and be relevant to the subject being taught.

13. Staff actions (See also Teachers' Standards in Appraisal document)

- Students are not allowed to drink or eat in the corridor or classrooms.

- Staff are required to set an example and must not carry cups or drinks or eat in the corridors or classrooms.
- Briefings for staff are formal meetings and must be treated as such.
- Staff workspace or classroom is a reflection of their professionalism; staff are required to ensure that these are kept tidy and safe. If displays are used staff are asked to ensure that they are of a high quality, up to date and show high standards of students' work.
- Staff absences are monitored and recorded on a daily basis. The Absence Policy applies to all staff.
- Staff lateness is monitored, and staff must be punctual at the beginning of the day and to lessons.
- **Teaching is your first priority; lateness to lessons is not acceptable.**
- Lessons are expected to start on time and staff should be ready in their classrooms. Staff are required to make their way to the classroom before the lesson starts.
- For safeguarding purposes, staff are required to make sure that they are with their assigned classes as on their SIMS timetable and in their designated room. Any requests for changes must be agreed with the SLT Line Manager.
- Missing deadlines, such as deadlines for reports and tracking, is not acceptable.
- Staff have a duty to work within the ICT and data protection policies; this includes not allowing students to use the member of staff's laptop or giving pupils your own login details. Personal information and SIMS registers should not be visible to students.
- Staff must not give keys or passes to pupils.
- Pupils should remain in their classrooms for the duration of the lesson. If a pupil needs to leave for any reason (e.g. illness), they should do so with the staff On Call.
- Staff must not send pupils to the staffroom/workroom or reprographics to collect printing and/or photocopying.

14. **Staff's professional boundaries with students and other staff**

All of the behaviours in this section are considered to be (gross) misconduct and will lead to disciplinary procedures.

- Staff are required to ensure that they maintain a professional boundary at all times. If the adult- student relationship is breached, it will be dealt with seriously.
- Staff are expected to respect physical boundaries and should not invade a student's personal space unless it is for safeguarding reasons.
- Overly friendly conversations with a pupil or groups of pupils are considered to be professional (gross) misconduct.
- Inappropriate over-sharing of information with students about other members of staff, other students or the school is considered to be (gross) misconduct.
- Confidential conversations carried out in public spaces (such as the staffroom/workroom, corridors, pupil office, in front of others on or off the premises) are similarly considered to be professional (gross) misconduct.
- Criticising or gossiping about other members of staff, students or parents is unprofessional and considered to be (gross) misconduct.

15. **Examples of staff conduct which undermines the school systems**

- Moving classes without permission.

- Not using the correct channels of communication (i.e., not addressing matters through their Line Manager).
- Sending students to the toilets during lesson time particularly during p1, p3 and p5 (PSA).
- Not challenging inappropriate behaviour in the corridors.
- Allowing students out of lessons or to roam freely out of supervised areas.
- Calling students back during lunchtime or non-lesson times for social gatherings
- Holding detentions in the corridor and thereby over-riding the detention systems (PSA).
- Dismissing students before the end of the lesson..
- Sending students to the staffroom/workroom or photocopying room to pick up printing.
- Inviting or allowing students into the staffroom/workroom.
- Not adhering to the Feedback and Assessment Policy.
- Not adhering to the Homework Policy.

16. **Terms and Conditions relating to hours of work**

- Teachers are considered to be full time employees and must not engage in other paid work unless permission has been sought in writing and agreed by the Executive Headteacher. This includes any other work including private tuition, examining for Exam Boards, etc.

17. **Social Networking**

- Staff are expected to read and understand the Social Networking Policy. It is crucial that they manage their online reputation.
- Staff's professional reputation is an essential part of their current and future career. KCSIE 2025 expects employers to carry out checks on staff's online presence.
- If any staff member(s) place an inappropriate post or image in the public domain which lowers the reputation of the school, a staff member or a pupil, disciplinary action will be taken. It is good practice to follow the practice of never mentioning work, your opinions of your colleagues or processes on your own private Social Media Networks.
- You must be aware that posting information about the school cannot be isolated from your working life. Any information published online can be accessed around the world within seconds and will be publicly available for all to see.

18. **Data Protection**

- The school collects, stores, processes and retains data relating to their educational functions. Lots of this data is personal, and the schools takes its obligation with regards to data protection with the utmost seriousness.
- All staff are expected to abide by the Data Protection Policy and breach of this policy is a serious disciplinary matter.
- All staff must ensure all personal data relating to pupils, staff and other stakeholders is processed in line with the Data Protection Policy. Further details can be found in relevant sections of the Staff Handbook.

19. **References**

- A referee is required to give a reference that is accurate and honest.
- Your future employers will normally expect your Headteacher to be one of your referees.