

We are an ambitious and inclusive Trust of schools
strengthening communities through excellent education.

Ted
Wragg TRUST



Non-Academic Misconduct Policy

Approved by Learner and Partner Experience Sub Group
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1.0 Policy Statement

- 1.1. **Our Mission:** We prepare teachers who will be equipped to join our school communities and make the world a better place for our young people.
- 1.2. **Our Commitment:** Our training prepares teachers to be resilient, inspiring professionals equipped to have a long-term impact on the children in the diverse communities we serve.
- 1.3. **How we do it:** We integrate school-based deliberate practice with evidence-informed learning to develop practitioners driven by inclusion and social justice for young people.

2.0 Scope and purpose

- 2.1 This policy outlines the SCITT's approach to handling incidences of non-academic misconduct to ensure that trainee teachers across our partnership are supported to meet professional expectations. The policy ensures that all trainees are treated fairly and proportionately.
- 2.2 This policy covers the work of all Lead Partners in the Ted Wragg Teacher Training Partnership.

3.0 Definition

- 3.1 For the purpose of this document:
 - Ted Wragg Teacher Training Partnership SCITT and 'the partnership' refers to the SCITT and its Lead Partners in ITT delivery

4.0 Legal Framework

- 4.1 This Policy will be shared with Lead Partners and will be included in the SCITT's Policy Monitoring Schedule.
- 4.2 This policy is written to ensure compliance with the Department for Education's Initial Teacher Training Criteria and Supporting Advice, specifically items 3.1-3.4

5.0 Roles and Responsibilities

- 5.1 A range of people across the Ted Wragg Teacher Training Partnership have responsibility for quality assuring our provision. These include:
 - **SCITT Director** – The SCITT Director retains oversight of the programmes under the Ted Wragg Teacher Training Partnership programmes.
 - **Lead Partner Directors** – Lead Partner Directors have oversight of the programmes running in their setting.
 - **Lead Mentors/Lead Subject Mentors** – These Lead Mentors (who are also in some settings the Lead Partner Director) play a part in our quality assurance of mentoring and assessment.
 - **Learner & Partner Experience Sub-Group** – this body supports and challenges the SCITT to ensure trainees and partner schools are have a positive experience and is comprised of members from Lead Partners, schools and trainee representatives.
 - **Curriculum & Assessment Sub-Group** – this body supports and challenges the SCITT to ensure our curriculum and assessment procedures are conducted appropriately and is comprised of members from Lead Partners, schools and our partner higher education institution.
 - **Strategic Board** – this body has oversight of our vision, strategy, finance and quality assurance.

6.0 Our Quality Assurance Framework

- 6.1 As the accredited provider for our partnership, Ted Wragg Teacher Training is responsible for ensuring the effective operation of the training programmes. To do this, we have devised a framework of quality requirements that enable us to measure the success of our work. These include:
- 6.2 The Initial Teacher Training Criteria and Supporting Advice (2024) – this document provides a baseline of requirements our programmes must meet to remain compliant with Department for Education mandatory guidance.
- 6.3 Our Common Core – the Ted Wragg Teacher Training Partnership has agreed a Common Core for curriculum, assessment and recruitment which provides us with measurable benchmarks for consistency.
- 6.4 Our Standard Operating Procedures – These SOPs provide us with an agreed implementation plan for curriculum, assessment and recruitment with measurable consistencies.
- 6.5 Our SCITT Improvement Plan – Together we draft an improvement plan with key performance indicators drawn from our quality assurance of the Common Core and ITT Criteria Compliance.

7.0 Code of Conduct and Non-Academic Misconduct

- 7.1 All trainee teachers are supported to understand the expectations of this profession on entry to the programme. They are issued with our Ted Wragg Trust Code of Conduct which gives clear guidance on the standards of behaviour all members of our school communities are expected to observe. While Trust Codes of Conduct reference ‘employees’, trainee teachers are expected to meet the same standards in order to enact our mission and values. Each Lead Partner delivers training on professional conduct as part of the ITT curriculum, in order to support trainees to successfully enter the profession.
- 7.2 Our Trust Code of Conduct ensure trainee teachers understand their roles in:
- **Setting an example** – trainees must do their part to promote an environment which is free from intimidation, harassment and victimisation. They must not unfairly discriminate against someone because they have or are perceived to have a protected characteristic as defined by the Equality Act 2010 or are associated with someone who has a protected characteristic. Trainees must set good examples of behaviour and conduct in order to encourage our pupils to do the same.
 - **Safeguarding Pupils** – Trainees will learn about the importance of safeguarding pupils from physical abuse, sexual abuse, emotional abuse, verbal abuse and neglect. They will learn about processes for reporting concerns and must make sure they understand the name of their placement schools’ DSLs and processes. They must work with their mentors and course leaders to ensure they know how to take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare.
 - **Low Level Concerns** – A low level concern is any concern – no matter how small, and even if no more than a sense of unease or a ‘nagging doubt’ – that an adult in our school communities may have acted in a way that is inconsistent with our Code of Conduct, including inappropriate conduct outside of the school environment. All low level concerns about trainees will be reported to the Lead Partner Director, the SCITT Director and the placement school Designated Safeguarding Lead for further investigation. They may be dealt with informally in the first instance however more formal action may be required depending on the circumstances such as where misconduct is serious or repeated.
 - **Relationships with Pupils** – Trainees must declare all relationship they may have with pupils (including former pupils under 18) outside of school; this may include mutual membership of social groups, tutoring or family connections/relationships with parents. A declaration form is available in Appendix 2 of this document and is provided to trainees with the Code of Conduct at the start of the programme. Trainees must only contact pupils and their parents/carers via authorised mechanisms. Physical relationship with pupils, regardless of their age, are strictly forbidden and may lead to a criminal conviction. This may also apply to former pupils and advice must be sought before commencing any such relationship. Trainees must treat all pupils with respect and dignity.

- **Professional Relationships with Colleagues** – Trainees are learning about professional and harmonious working environments and they must endeavour to create a positive working environment and behave in a manner that promotes acceptable behaviour. The SCITT curriculum teaches trainees the importance of being open to constructive feedback as part of professional dialogue and trainees are expected to be open to developing this skill. Acceptable/unacceptable behaviour is outlined in Appendix 1.
- **Honesty and Integrity** – Trainees must comply with our Code of Conduct stipulations around honesty and integrity, including declaration of business interests, receipt of gifts and hospitality. Trainees must also have read our Trust Whistleblowing Policy and feel that they can report any impropriety without fear of recrimination.
- **Conduct Outside of Work** – Trainees must not engage in conduct outside of school which could damage the reputation and standing of the SCITT and Lead Partner organisations, the trainee’s own reputation or the reputation of other members of the SCITT/Lead Partner community. Behaviour or conduct that has the potential to make employees unsuitable for the role they are employed to perform will be dealt with through our disciplinary procedures detailed in Appendix 3.
- **Employment Outside of Training** – The SCITT discourages trainees from engaging in employment outside of training as the SCITT course is demanding. Trainees in receipt of a bursary to train to teach cannot be employed in a teaching role under the terms of that contract. Trainees who do complete paid or voluntary work must ensure it does not compete with the interests of their placement schools or hamper their chances of success on the ITT programme.
- **Computer, Mobile Devices and Online Activities** – Trainees are given training early in the programme about the safe and proper use of information technology. They know of the risks to themselves and others and know that they must not engage in inappropriate use of social network sites, must not use SCITT, Lead Partner or placement school equipment to access pornography or bring devices to school which contain pornographic images or links. Contact with parents/families on behalf of placement schools should only be made using school devices. Photographs and videos of children on school business should only be made using school, not personal, devices. Trainees must familiarise themselves and comply with placement school policies on mobile phone and device use.
- **Confidentiality** – Trainees receive training on data protection and know that they must not reveal confidential information about pupils or families except to those who have a professional role. Trainees should be aware that many situations in schools settings require sensitivity and confidentiality.
- **Dress and Appearance** – Trainees must dress in a manner that is appropriate to a professional role and meets the requirement for Health and Safety. Trainees must role model for pupils that business wear is the appropriate dress for school and their attire should endorse the uniform policy of the institutions in which they are practising. Trainees in all Lead Partner programmes will have received clear training on acceptable professional appearance.
- **Car and Transport use** – Trainees should not be asked routinely to transport children in their own cars, however if a situation arises trainees should always be accompanied by a member of staff from the SCITT, Lead Partner or placement school, unless the situation is such that the life of a child is in danger.
- **Health and Safety** - Every school has a legal duty of care for the health, safety and welfare of its employees. In addition, all employees must take reasonable steps to protect the health and safety of themselves and others in the workplace. As such, trainees have a duty to help prevent accidents and injuries at work through:
 - Complying with all instructions relating to health, safety and security procedures;
 - Using supplied protective clothing and equipment;
 - Complying with hygiene requirements;
 - Reporting any hazard, accidents, defects or incidents to your manager at the earliest opportunity;
 - Following the local procedures as soon as the fire alarm sounds and follow any instructions given;
 - Following the Health and Safety policy of schools they are placed in.
- **Smoking and Alcohol Use:** Trainees must not:
 - Report for duty less than fully competent due to drinking alcohol
 - Report for duty under the influence of illegal drugs

- Drink alcohol whilst in the workplace, in any school vehicle
- Be in possession of, consume or supply any controlled drug in the workplace, in any school vehicle or whilst on duty, with the exception of appropriately prescribed medication
- Present an unprofessional image of the school due to drinking alcohol during breaks of immediately before school; Trainees must not smoke or vape in the workplace or in any school vehicle; Trainees must smoke or vape in designated smoking areas at times which are authorised. Failure to adhere to the above will result in disciplinary action and may result in summary removal from programme.

- 7.3 The types of non-academic misconduct that may lead to disciplinary procedures are listed in Appendix 1
- 7.4 Immediate action may be required in some cases (e.g. if it is felt a trainee or other may be at risk of harm) and this could involve a suspension from the course temporarily. If the allegation includes risk to any stakeholder(s) a trainee may be removed from a placement or suspended until the concerns can be investigated either by TWTP or the Police. Impact of this on the trainee will be considered

8.0 Disciplinary Procedure

- 8.1 There are three stages: Stage 1, Stage 2 and Stage 3A or 3B. These stages will be completed within 60 days of the issue first being raised. Trainees must be kept fully up to date of stages that have been reached. Trainees will be referred to appropriate bodies for support, including their Union.

9.0 Stage 1: Investigation and Risk Limitation

- 9.1 TWTP Director and the Lead Partner Director completes a risk assessment as soon as an allegation has been made, and will determine whether or not the trainee should continue to have any contact with parties related to the SCITT or to be suspended until the outcome of the enquiry.
- 9.2 If a trainee is suspended this would not constitute guilt, but a reasoned decision to allow a full investigation to take place. This investigation will involve, but not be limited to, interviews with the trainee and all parties concerned.

10.0 Stage 2 – Review and Decision

- 10.1 Once the SCITT Director and Lead Partner Director have investigated, a meeting of the Disciplinary Panel will be called. This Panel will decide if the incident does constitute a breach of our Code of Conduct and will decide if the offence is deemed Minor or Major.

11.0 Stage 3A: Process for Minor Offences

- 11.1 The trainee will be invited in writing to attend a Stage 3A: Minor offence meeting. If the offence needs immediate attention, the trainee will be invited verbally and through email to a meeting within 5 working days. That meeting may be held online.
- 11.2 The meeting is convened between the SCITT Director, Lead Partner Director and the trainee to discuss the offence. The trainee will be asked to fill in a Stage 1: Non-Academic Misconduct Meeting – Trainee Statement and bring that to the meeting. The trainee may bring a colleague or a union representative to the meeting if they wish to do so.
- 11.3 The SCITT Director, and Lead Partner Director will advise the trainee in writing of the outcome of Stage 3A within five school-working days.
- 11.4 Decision – the SCITT Director and Lead Partner Director may decide:
- Insufficient evidence for offence no case to be heard;
 - A written reprimand;
 - A behavioural contract;
 - Compulsory attendance to any supportive programme linked to the offence;

- Compensate or restoration of damage done;
 - Attend restorative mediation;
 - Temporary or suspension from the use of specific facilities or programme
 - Escalation of the incident to the Disciplinary Panel to consider permanent suspension from the programme.
- 11.5 The trainee can accept the decision or request an appeal through the submission of a new NON-ACADEMIC APPEAL form within 10 school-working days of the original meeting.
- 11.6 For an appeal to be accepted the trainee will need to demonstrate one or more of the following grounds and provide supporting evidence:
- New and relevant information is available that for good and independently verifiable reasons was not available at Stage 1 and now ought to be considered.
 - That at Stage 3A the SCITT failed to follow its own procedures.
 - That the conduct of the investigation into your complaint was subject to bias and/or prejudiced.
 - The decision reached at Stage 3A is one at which no reasonable body could have arrived at.

12.0 Formal Stage 3B: Process for Major Offences

- 12.1 The Risk assessment carried out at the initial stage will inform if an action needs to be taken immediately. A report is written and submitted to the Chair of TWTP Strategic Board. This will request a decision as to the gravity of the offence and a date for a Disciplinary Panel to sit.
- 12.2 TWTP Disciplinary Panel will consist of:
- The Chair of the Strategic Board
 - A representative from two Lead Partners
 - The SCITT Director
- 12.3 The TWTP Disciplinary Panel meeting date is notified to the trainee 10 school-working days in advance. The trainee has the option of appearing before the Panel, but the appeal will be completed in their absence if they choose not to attend.
- 12.4 A trainee can be accompanied by a colleague or friend or a union representative. TWTP Disciplinary Panel is notified of the name of the accompanying person 5 school-working days in advance of the meeting. The person accompanying the trainee may speak on the behalf of the trainee with the agreement of the Chair.
- 12.5 The Lead Partner Director and other key staff and witnesses may be requested to attend.
- 12.6 Copies of all documents pertinent to the case will be circulated to the trainee and to the Panel 5 school-working days before the meeting.
- 12.7 The Disciplinary Panel will consider all the available evidence and will make a decision which may include:
- Insufficient evidence for offence no case to be heard;
 - A written reprimand;
 - A behavioural contract;
 - Compulsory attendance to any supportive programme linked to the offence;
 - Compensate or restoration of damage done;
 - Attend restorative mediation;
 - Temporary or permanent suspension from the TWTP programmes.

13.0 Panel Process: Steps

- 13.1 Private discussion within the TWTP Disciplinary Panel to clarify process to be followed: Panel and the trainee meet: Trainee provides statement.
- 13.2 SCITT Director provides statement.
- 13.3 Other named Staff involved in the appeal will be interviewed by the Panel.
- 13.4 Trainee is asked to leave.
- 13.5 The Disciplinary Panel will then consider the evidence and make their decision.

13.6 The decision is final but the trainee does have the right to appeal.

14.0 Appeal to TWTP Appeals Panel

14.1 TWTP Appeals Panel will consist of:

14.2 The Chair of the Strategic Board

14.3 A representative from two Lead Partners

14.4 The TWTP Appeals Panel meeting date is notified to the trainee 10 school-working days in advance. The trainee has the option of appearing before the Panel, but the appeal will be completed in their absence if they choose not to attend.

14.5 A trainee can be accompanied by a colleague or friend or a union representative. The Appeals Panel is notified of the name of the accompanying person 5 school-working days in advance of the meeting. The person accompanying the trainee may speak on the behalf of the trainee with the agreement of the Chair.

14.6 The SCITT Director, and Lead Partner Director and other staff and witnesses may be requested to attend.

14.7 Copies of all documents pertinent to the case will be circulated to the trainee and to the Panel 5 school-working days before the meeting.

APPENDICES

Appendix 1: Examples of Acceptable and unacceptable behaviour

Examples of Acceptable Behaviour People behave acceptably when they:

- Afford dignity, trust and respect for everyone and themselves;
- Have awareness of the effects of their behaviour on others and only make reasonable and manageable demands;
- Communicate honestly and openly, clearly stating what they need and expect of others;
- Provide and are receptive to honest feedback based on evidence; and
- Challenge discriminatory language and behaviour in an appropriate way.

Examples of Unacceptable Behaviour:

- Using aggressive language, threatening, ridiculing, ignoring people or repeatedly shouting;
- Telephoning people at home unnecessarily (for example, demanding work when the person is absent due to sickness or ill health);
- Focusing only on weaknesses;
- Bringing up details of someone's private life inappropriately;
- Leaving impossibly long lists of tasks and making unreasonable demands;
- Criticising people or maliciously gossiping about them in their absence;
- Ridiculing or demeaning someone – picking on them or setting them up to fail;
- Comments or jokes, about distinctive peoples and nationalities;
- Frequent comments about aspects of physical appearance or using forms of address that are demeaning;
- Threatening or implying, without reason, that, as a colleague, you will cause the person to lose his/her job or fail to get a promotion or suffer some other form of career difficulty or financial disadvantage;
- Coercing someone to join the harassment/bullying of another person;
- Excluding or marginalising someone or refusing to engage with them appropriately.

This list is not exhaustive. It is simply a guide to help individuals consider their own and others behaviour and gain understanding of what behaviours are unacceptable when training in the workplace.

Appendix 2: Standards Expected of Trainees

The standards expected of all trainees include but are not limited to:

- maintaining standards of behaviour in keeping with the interests and standing of our SCITT and Lead Partners. This includes behaviour outside of working hours and in any form that is visible to the public, including social networking or any other electronic medium
- devoting full attention while at work to the duties of their position and in doing so acting with responsibility, good judgement and in good faith
- carrying out any reasonable instructions given by those with authority to do so
- not divulging to any unauthorised person or making personal use of confidential information connected with the SCITT, Lead Partners or placement schools, either intentionally or through negligent behaviour
- observing the rules, regulations and instructions adopted by the SCITT, Lead Partners or placement schools
- following appropriate safeguarding procedures
- participating fully in any investigation into alleged incidents and/or allegations including attending meetings as directed
- using electronic communications appropriately
- ensuring that information brought to light as a result of any investigation is treated with discretion

- carrying out their role consistently with any standards set by their appropriate professional body
- taking steps to address any unacceptable behaviour
- treating colleagues and third parties with dignity and respect

Appendix 3: Examples of Low-Level Concerns

Examples of Low-Level Concerns (in accordance with KCSIE)

- being over friendly with children
- having favourites
- engaging with a child on a one-to-one basis in a secluded area or behind closed doors
- using inappropriate sexualised, intimidating or offensive language

This list is not exhaustive.

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