

BRADFORD BIRTH TO 19 SCITT

CODE OF CONDUCT AND TRAINEE BEHAVIOUR POLICY

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Approved By:
SCITT
Management
Group

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Publication: This Policy and Procedure will be published on the SCITT Website. **All trainees are required to formally sign a declaration during their induction agreeing to abide by this Code of Conduct for the duration of their training.**

Policy Statement

Our Values state:

We are committed to developing exceptional teachers through high-quality initial teacher training.

We equip every trainee with the skills and mindset to:

- **Model Excellence** – Build positive relationships and act as role models within their schools and local communities.
- **Inspire Learners** – Motivate and inspire every child to achieve their full potential.
- **Embrace Research** – Be inquisitive, evidence-informed practitioners committed to lifelong learning and continuous professional development.

Initial Teacher Training at BB19 is preparation for entry into a regulated profession built on public trust. Throughout the programme, trainees are supported and expected to develop the professional behaviours, attitudes and ethical standards required of teachers.

This Code of Conduct sets out the professional expectations that underpin successful completion of the programme and readiness for the Early Career Teacher phase. It reflects Part 2 of the Teachers' Standards and the wider statutory responsibilities of the teaching profession.

Trainees are entitled to high-quality training and support. In return, placement schools and training partners are entitled to expect that trainees present and conduct themselves in a manner consistent with the responsibilities of a teacher.

This Code of Conduct operates in accordance with the Initial Teacher Training (ITT) Criteria and Supporting Advice 2025–26, the Initial Teacher Training and Early Career Framework (ITTECF), and all relevant statutory guidance issued by the Department for Education. It forms part of BB19’s wider statutory compliance framework, including safeguarding, equality, and fitness to practise procedures.

BB19 has due regard to the Equality Act 2010 and the Public Sector Equality Duty (PSED). In implementing this Code of Conduct, the SCITT is committed to eliminating discrimination, advancing equality of opportunity, and fostering good relations between those who share a protected characteristic and those who do not. Professional expectations and disciplinary processes will be applied fairly, proportionately, and with appropriate consideration of individual circumstances.

Behaviour and Attitude

As a trainee following an ITT programme, you are expected to demonstrate professionalism in relation to behaviour and attitude. In order to be recommended for the award of Qualified Teacher Status (QTS), you will be following an Initial Teacher Training programme and therefore have to meet the Professional Standards and Attributes of the teacher standards.

Statutory Professional Duties

In line with the mandatory Initial Teacher Training (ITT) Criteria, trainees must adhere to the following statutory duties:

1. **Teacher Standards (Part 2):** Maintain high levels of professional conduct during SCITT based training and School based practice in line with Part 2 of the Teacher Standards.
2. **Safeguarding and Child Protection:** Trainees must be fully aware of their duties in respect of safeguarding. At the start of training, trainees will be provided with, and must familiarise themselves with:
 - The SCITT's Child Protection Policy.
 - Information regarding the role of the Designated Safeguarding Lead (DSL).
 - A copy of *Keeping Children Safe in Education (KCSIE)*, specifically 'Part one: Safeguarding information for all staff'.
3. **Fundamental British Values (FBV):** Professional conduct includes the active expectation to uphold and promote Fundamental British Values: Democracy, the Rule of Law, Individual Liberty, and Mutual Respect and Tolerance of those with different faiths and beliefs. Trainees must understand how these are applied within a school setting.
4. **Prevent Duty and Counter-Extremism:** In accordance with the Counter-Terrorism and Security Act 2015, BB19 has due regard to the Prevent duty. Trainees are expected to understand their responsibility to identify and appropriately report concerns relating to radicalisation or extremism. As part of their professional conduct, trainees must actively contribute to a safeguarding culture in which concerns are shared promptly and appropriately with designated safeguarding leads.

General Professional Expectations

For all aspects of the programme, including on placement at taught sessions or other meetings and training days, you will:

Adhere to our values -

- **Model Excellence** – Build positive relationships and act as role models within their schools and local communities.
- **Inspire Learners** – Motivate and inspire every child to achieve their full potential.
- **Embrace Research** – Be inquisitive, evidence-informed practitioners committed to lifelong learning and continuous professional development.
- Adhere to all policies and practices of placement and training schools.
- Maintain high levels of professional conduct during SCITT based training and School based practice in line with Part 2 of the Teacher Standards.
- Maintain high levels of attendance and punctuality in both SCITT-based training and school-based practice, recognising that consistent attendance is a professional expectation of the teaching profession. Where difficulties arise, trainees must communicate promptly with their mentor and the SCITT so that appropriate support can be considered.

- Be fully prepared for all teaching episodes.
- Act upon feedback given.
- Lead own development throughout the training and participate fully in the programme of training provided by the SCITT and the school/setting.
- Work with Mentor and lead mentors / mentor leadership team to set and then complete long-term professional objectives, supporting your own professional development.
- Engage fully with all assessment activities.
- Inform the SCITT if there are any concerns about own well-being immediately.
- Work under a contract supplied by the school in accordance with the regulations laid out in the School Teachers' Pay Review documents published annually (School Funded trainees only);
- Fully engage with training sessions and undertake the tasks and recommended reading outlined in SCITT based training and in the placement overview documentation.
- Maintain professional financial conduct. For fee-funded trainees, the repeated failure to pay tuition fees in accordance with agreed schedules, without prior communication and agreement with the SCITT, may be treated as a breach of professional conduct

Professional Conduct, Respect and Public Trust

As trainee teachers, individuals are ambassadors for the teaching profession and representatives of BB19 and their placement schools. Trainees must demonstrate integrity, respect and professionalism in all interactions, including with pupils, colleagues, families, fellow trainees and members of the wider community.

Professional conduct includes:

- Using respectful and inclusive language at all times.
- Challenging discrimination, prejudice or inappropriate behaviour in line with school and SCITT policies.
- Maintaining appropriate professional boundaries.
- Acting in a way that upholds public trust in the teaching profession.

Bullying, unlawful discrimination, harassment, and victimisation are strictly prohibited. Trainees who witness or experience such behaviour must report it immediately to the Head of ITT, the SCITT Inclusion Lead, or the placement school's DSL, confident that it will be dealt with quickly and sensitively.

Conduct that undermines the dignity of others, damages professional relationships, or brings the profession into disrepute may be considered under this Code of Conduct.

SCITT based training expectations:

- Respect the trainer and each other.
- Arrive on time.
- Give your full attention to the training i.e. active listening.
- Limit distractions so turn your phone off and put it away.
- If online turn your camera on.
- Work collaboratively with others.
- Endeavour to attend all sessions.
- Be prepared.
- Participate fully.
- Access resources if required.

- Complete gap tasks required.
- Read recommended texts when asked.
- Revisit your learning in the future to embed.
- Think about how the training will positively impact you, your practice and ultimately the children you will be teaching.
- Complete training evaluations.
- Be open to new ideas and challenge your way of thinking.
- Ask questions of yourself and others.

NB: Where concerns arise about a trainee's progress or professional conduct, BB19 will respond **promptly and proportionately**, using staged support and/or formal processes as appropriate. This may include an Early Alert with clear targets and support, a formal warning, referral to the Fitness to Practise procedure, or (in cases of serious misconduct) consideration of removal from placement and/or the programme. Any decision that may affect continuation on the programme will be managed in line with BB19's published procedures and principles of procedural fairness. **Satisfactory progress** is defined as meeting all relevant component elements of the planned curriculum content as detailed in the BB19 Assessment Policy and Handbook.

Reasonable Adjustments and Proportionate Application of Expectations

BB19 recognises that trainees may have individual needs or circumstances that require reasonable adjustments, in line with the Equality Act 2010. Professional expectations outlined in this Code of Conduct will be applied fairly and proportionately, taking into account agreed personal plans, disability-related needs, health conditions, pregnancy, caring responsibilities, religious observance, or other relevant factors.

Where adjustments are required, these will be discussed and agreed in advance wherever possible. Trainees are encouraged to disclose any needs so that appropriate support and adaptations can be put in place to enable them to meet professional expectations successfully.

Digital Professionalism and Social Media Conduct

Trainees are expected to maintain high standards of professional conduct in all digital and online environments, including social media, messaging platforms, and virtual learning spaces.

Trainees must:

- Maintain appropriate professional boundaries with pupils, parents, colleagues and fellow trainees at all times.
- Refrain from posting content that could undermine public trust in the teaching profession or bring the SCITT, placement schools, or the profession into disrepute.
- Ensure that confidential information relating to pupils, schools, trainees or staff is never shared online or via personal communication channels.
- Follow all placement school policies regarding mobile phones, recording devices and social media use.
- Use artificial intelligence tools responsibly and in line with BB19's academic integrity expectations.

Any online conduct that raises concerns regarding safeguarding, professional suitability, or public confidence in the profession may be considered under this Code of Conduct and/or the Fitness to Practise Policy.

Plagiarism

Definition

Plagiarism is the act of presenting someone else's work, ideas, or intellectual property as your own without proper acknowledgment. This includes, but is not limited to:

- Copying text, ideas, or concepts from any source without proper citation.
- Using work from another trainee, tutor, or professional without giving credit.
- Submitting work completed by someone else as your own.
- Reusing your own previously submitted work without proper acknowledgment (self-plagiarism).

Expectations

All trainees are expected to:

1. Produce original work for all assignments, assessments, and Classroom Practise and Pupil Learning Presentations .
2. Properly cite all sources, including books, journals, websites, and any other reference materials.
3. Adhere to the referencing guidelines provided during induction or outlined in SCITT documentation.

Consequences of Plagiarism

Plagiarism is considered a serious breach of professional and academic integrity. Depending on the severity, the following steps will be taken:

1. Minor Breach: The trainee will receive a written early alert and be required to resubmit the work with proper references.
2. Major or Repeated Breach: This will be treated as a grave breach of the Code of Conduct, which may lead to removal from the course.

Reporting and Investigation

All suspected cases of plagiarism will be reviewed by the SCITT leadership team. Trainees will be given an opportunity to respond to any allegations as part of a fair and transparent investigation process.

Training and Support

To ensure compliance, all trainees will receive training on academic integrity and proper referencing practices during the induction period. Support and resources are available to help trainees understand how to avoid plagiarism.

For further information on trainee assessment see BB19 Assessment Policy and Handbook.

Breaches of the Professional Code of Conduct.

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Minor Breaches

Minor breaches of the Code of Conduct, such as standards of dress or punctuality, will be dealt with initially by the mentor and/or lead mentor. An 'early alert' will be implemented to highlight concerns and establish clear targets and strategies to address these issues. Provided that a trainee meets the

targets and complies with the code of conduct, there will be no further consequences. Failure to meet these targets is likely to constitute a serious breach of the code of conduct and will trigger the formal procedures outlined below.

Serious Breaches

If a trainee continues to breach the Code of Conduct, or commits a single serious breach, they will be invited to a formal meeting with the Lead Mentor and/or Head of ITT. The purpose of this meeting is to review the concerns, consider evidence, and provide the trainee with an opportunity to respond. Following this meeting, a formal written warning or support plan may be issued, outlining the concerns, required improvements, and specific timescales. Decisions will be recorded and managed in line with BB19's published procedures.

Grave Breaches and Immediate Action Behaviour regarded as a grave breach will normally result in a trainee's immediate removal from the school placement and lead to serious disciplinary consequences. Where concerns relate to **safeguarding**, professional suitability, or potential risk to pupils, immediate protective action will be taken while the matter is investigated.

Disciplinary Oversight and Governor Ratification To ensure objectivity and mirror school and disciplinary procedures, the following oversight process applies to all investigations into grave breaches:

- **Formal Investigation:** Investigations will be led by the Head of ITT or SCITT SLT and may involve union representatives. The outcomes will be communicated to all relevant parties.
- **Independent Governor Review & Final Decision:** Before a final decision is issued to permanently remove a trainee from the programme, the investigation findings and the proposed sanction will be reviewed by the **Lead Safeguarding/Disciplinary Governor** (or the Chair of the SCITT Management Group). This provides an independent check on the proportionality and fairness of the decision. **However, any final decision to require a trainee to leave the course due to a grave breach of misconduct can only be formally authorised by the Accounting Officer.**
- **Reporting and Ratification:** Decisions authorised by the Accounting Officer to terminate a trainee's place on the course will be reported to the full SCITT Management Group at the next scheduled meeting for formal ratification of the process
- **Statutory Duties:** Where a grave breach involves safeguarding or serious misconduct, BB19 will fulfill its statutory duties by referring relevant information to the Teaching Regulation Agency (TRA), the Disclosure and Barring Service (DBS), or other relevant authorities.

Outcomes of Investigation If the investigation concludes there was no grave breach, the trainee will continue their course with appropriate adaptations and support in place.

Policy Linkages and Procedural Fairness

Relationship to Other Policies and Procedures

This Code of Conduct forms part of BB19's wider professional and statutory framework. Concerns relating to trainee conduct, progress, or professional suitability will be managed under the most appropriate policy, depending on the nature of the concern.

- **Code of Conduct:** Applies to breaches of professional expectations and behavioural standards.
- **Assessment Policy:** Applies where concerns relate primarily to academic progress or failure to meet curriculum requirements.
- **Fitness to Practise Policy:** Applies where concerns relate to professional suitability, sustained competence failure, health-related capacity, or conduct that may impair a trainee's ability to teach safely and effectively.
- **Safeguarding and Child Protection Policy:** Takes precedence where concerns involve risk to pupils or statutory safeguarding duties.

In some cases, concerns may involve more than one procedure. BB19 will determine the appropriate route, ensuring that decisions are proportionate, fair, and in line with statutory guidance.

Fitness to Trainee to Teach

Concerns regarding a trainee's overall suitability, mental or physical capacity to perform their duties (Fitness to Train to teach), or instances of cumulative, sustained competence failure that are not immediately classified as a single Grave Breach, will be handled under the separate **BB19 Fitness to Train to teach Policy**.

Appeals and Complaints

Decisions regarding formal warnings, termination due to a Grave Breach, or removal from the course for failure to achieve satisfactory progress constitute high-stakes decisions. The SCITT is committed to procedural fairness.

- **Trainee Appeals:** Trainees wishing to appeal a formal disciplinary sanction or a decision for termination must do so via the formal **BB19 Trainee Appeals Policy and Procedure**. This procedure outlines the internal mechanism for challenging such decisions.
- **Complaints:** Trainees must refer to the separate **BB19 Complaints Procedure** for non-disciplinary grievances.