

Trainee Code of Conduct 2025-26



Date approved	July 2025
Approved by	Trust Board
Date adopted by the Trust	Sep 2025
Review cycle	Annually
Last review date	Sep 2024
Date of next review	Sep 2026
Policy owner	Kingsbridge EIP SCITT
Changes made in last review	The policy has been updated to ensure its compliance with statutory guidance, the 24-25 ITT quality requirements and latest reforms in ITT. Various sections of the policy have been updated to ensure compliance and to reflect current practices of the SCITT. We have also updated the Safeguarding pupils section in line with 'Keeping Children Safe in Education 2024'.

Introduction

Kingsbridge EIP SCITT is a school-led teacher training provider. The SCITT's Initial Teaching Training Programme is a professional course comprising of centre-based training, subject knowledge development and school-based practice. All trainees and apprentice learners are expected to always conduct themselves in an appropriate professional manner that upholds the personal and professional standards of the education profession and align with the core values of Kingsbridge.

Kingsbridge work with trainee teachers and apprentices who share in their vision to 'make a difference' and expect trainees to uphold the SCITT's core values:

- **Education Matters:** We believe that every pupil, in every school is entitled to a high-quality educational experience. Our curriculum supports trainees to develop knowledge of child development and become exceptional teachers.
- **Making a Difference:** We are passionate about transforming lives by making a real difference to children in our local communities. Trainees are supported to make a positive impact within their schools and in the wider community.
- **Safeguarding at our Core:** We are committed to safeguarding and protecting the welfare of all children and young people. We always prioritise the needs, safety, well-being and mental health of children and provide robust training to ensure trainees recognise their professional responsibility to safeguard children.
- **Evidence Informed:** We ensure our curriculum is underpinned by a robust evidence base and support trainees and mentors to be critical consumers of subject and phase-specific research.
- **Celebrating Diversity:** We celebrate diversity in our communities through fostering true inclusion. Through our curriculum, recruitment and partnership work we ensure equity in opportunities for all.
- **Well-being Matters:** We know that to give your best to pupils, you need to be your best self too. Our well-being package is designed to support the mental and physical health of our trainees and ensure that support is readily available.

Achievement Through Collaboration Trust expects all trainees to receive high-quality teaching and learning in a positive and respectful environment that prepares them for successful employment in education. The Kingsbridge programme is designed to mirror the professional experience of a teacher; placement schools are therefore entitled to expect that trainees will present and conduct themselves in a way that is consistent with the professional standards of a teacher.

Trainee teachers and apprentices, in turn, should ensure that their own behaviour, and the way they conduct themselves with colleagues, pupils, parents and other stakeholders, sets a positive and professional example for pupils. We recognise that most staff members act

appropriately and treat each other with dignity and respect; however, we consider it important to clarify the expected standards to avoid any ambiguity.

This policy forms part of a trainee teacher/apprentice's contract of study with Kingsbridge and failure to comply with it, along with their associated placement school's policies, may result in disciplinary action being taken, including legal action where this is warranted.

Behaviour and Attitude

As a trainee/apprentice following an ITT programme at Kingsbridge SCITT, you are expected to demonstrate professionalism in relation to behaviour and attitude. To be recommended for the award of Qualified Teacher Status (QTS), you will need to successfully complete the SCITT's curriculum programme, engaging fully in centre-based learning and school-based practice. It is mandatory, that to be recommended for QTS, you demonstrate that you consistently meet high standards of personal and professional conduct and demonstrate the professional behaviours and attitudes as outlined in Part 2 of the Teacher Standards.

For all aspects of the programme, whether centre-based at Kingsbridge SCITT or on school-based on placement, you will uphold public trust in the profession by:

- Demonstrating high standards of ethics, honesty and integrity.
- Respecting your fellow trainees and colleagues at Kingsbridge SCITT showing tolerance and respect for the rights and beliefs of others.
- Treating pupils with dignity and building professional relationships that are rooted in mutual respect whilst observing professional boundaries appropriate to the role of a teacher.
- Understanding and being committed to safeguarding pupils' wellbeing and protecting the welfare of all children and young people.
- Showing due regard for the ethos and values of placement schools and following the policies, procedures and codes of practice and conduct within every placement, including promoting equality, valuing diversity and safeguarding.
- Take responsibility for your own learning, ensuring a professional and accountable approach to all aspects of the programme.
- Not undermining the fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs and ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Showing an active willingness to engage, listen to and act on constructive feedback and advice from mentors, colleagues in school and lead mentors as part of the wider Kingsbridge SCITT team.
- Maintaining high standards in your own attendance and punctuality, both at centre-based training and school-based placements.
- Actively reflect on your learning and teaching experiences in order to target set, action plan, improve and achieve highly.
- Being present; having a positive demeanour and being prepared to participate and actively engage in centre-based and school-based practice, including being prepared to practice as part of your professional teaching and learning experiences.
- Ensuring that the requirements of all elements of the programme are carried out in line with the guidance in the programme handbook.
- Maintain high levels of attendance and punctuality.
- Cooperate with school leaders and treat pupils, parents and colleagues with dignity and respect.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Professional Behaviour and Conduct

All trainee teachers and apprentices are required to:

- Maintain a 100% attendance record at Kingsbridge SCITT and whilst on school-based placement. You will follow the procedures for notifying absence which are clearly set out in the programme handbook and outlined by the course leader as part of your induction to the programme.
- Be punctual for both centre-based and school-based placements as required by Kingsbridge SCITT and placement schools. Ensure that you arrive at your placement by the time required each day, fully prepared for your role and responsibilities.
- Immediately notify the SCITT Leadership Team of any issues/concerns that you have with your placement and the supervision of that placement, using the appropriate channels of communication outlined in the programme handbook and during induction.
- Maintain an appropriate standard of dress and appearance, that is conducive to your role, the age of pupils' you are working with and the practical aspects of your role. Ensure that you adhere to the school's code of conduct for dress, particularly whilst on placement.
- Maintain a professional approach to all communications including social networking. It is important that you review the school's e-safety policy and social media policy to ensure that you adhere to these.
- Use the Kingsbridge SCITT email system and Google Classroom to communicate with Lead Mentors and other SCITT staff to maintain an appropriate approach to e-safety and to comply with the SCITT's and placement ICT policies.

Trainee Teachers and apprentices will not:

- Use foul or abusive language.
- Perpetrate discrimination, bullying, harassment, or intimidation, including physical, sexual and verbal abuse.
- Break boundaries of professional relationships through inappropriate behaviour involving an abuse of power
- Misuse or misrepresent their position, qualifications, or experience.
- Seek to bring the school into disrepute.
- Breach school confidentiality or GDPR regulations
- Use school resources for political purposes.

Breach of the Professional Code of Conduct

Kingsbridge SCITT takes its responsibility to gatekeep to profession very seriously: trainees and apprentice teachers are expected to consistently uphold the high standards of personal and professional conduct and demonstrate the professional behaviours and attitudes required to uphold public trust in the profession.

Stage 1: Minor Breach of Conduct

Should a minor breach of Code of Conduct occur, for example, a trainee not presenting themselves in a professional manner through their standard of dress and/or a concern re punctuality, this will be addressed initially by the mentor (during placement) and the Lead Mentor (SCITT team).

An 'early alert' will be put into place to highlight concerns and put into place clear targets and strategies to address issues. Provided that the trainee/apprentice meets the targets and complies with the code of conduct there will be no further consequences or actions taken.

Failure to meet targets identified during the 'early alert' is likely to constitute a serious breach of the code of conduct and the procedure outlined in stages 2 and 3 below.



Stage 2: Continued or Serious Breach of Conduct



Should a trainee fail to meet targets identified during the 'early alert' or commit a serious breach of the Code of Conduct, they will attend a formal meeting with the Lead Mentor and SCITT Leadership team to discuss the issue and, if deemed appropriate, will be issued with a written warning. The SCITT's COO will be involved at this stage to ensure full compliance with HR policies and regulations.

Stage 3: Grave/Extreme Breach of Conduct

Behaviour that is regarded as a grave or extreme breach of the Code of Conduct will result in a trainee's immediate removal from the placement school and serious disciplinary consequences. These consequences will invariably include an academic and professional review with the SCITT Leadership Team and a member of the Strategic Leadership Board.

Kingsbridge have a professional responsibility to safeguard and protect the welfare of all children and young people in all placement schools they work with as part of the partnership. We always prioritise the needs, safety, well-being and mental health of children and young people.

Safeguarding Pupils

In accordance with 'Keeping Children Safe in Education 2024' (KCSIE), trainee teachers and apprentices have a responsibility to safeguard pupils, protect and promote their welfare, and ensure that they provide a learning environment in which pupils feel safe, secure and respected.

To effectively safeguard pupils, all staff, including trainee teachers and apprentices, are required to follow the procedures outlined in the SCITT's Code of Conduct, Behaviour Policy and Child Protection and Safeguarding Policy, and ensure that they do not act in a way that may put pupils at risk of harm, or lead others to question their actions.

In accordance with their placement school's Behaviour Policy and Child Protection and Safeguarding Policy, trainee teachers and apprentices will be prepared to identify pupils who may be subject to, or at risk of, various types of abuse and neglect, including, but not limited to, the following:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Child-on-child abuse
- Child criminal exploitation (CCE)
- Child sexual exploitation (CSE)
- Domestic abuse
- FGM
- Serious violence

Copies of Working Together to Safeguard Children 2023 and Keeping Children Safe in Education 2024 are issued to trainee teachers and apprentices via Teams in the Summer Term prior to the course starting; these are then also revisited and referenced as part of the programme's induction. In addition, copies of SCITT policies relating to Child Protection and Safeguarding and this Code of Conduct as provided at induction. The programme induction will ensure that all trainee teachers and apprentices have a clear understanding of the SCITT's and placement school's policies and procedures with regards to safeguarding issues including the statutory and important role they play, as professionals, in preventing harm against pupils.

In accordance with the placement school's Child Protection and Safeguarding Policy, staff will also be aware of the factors that could increase a pupil's risk of being subject to safeguarding issues, including but not limited to:

- Pupils who need a social worker (Child in Need and Child Protection Plans).
- Children missing from education
- Elective Home Education (EHE)
- Pupils requiring mental health support.
- LAC, previously LAC and care leavers.
- Pupils with SEND or health issues
- Pupils who identify as or are perceived to be LGBTQ+

Should a trainee teacher or apprentice have any concerns about a pupil's welfare, they will act on them immediately. They will follow the necessary reporting and referral procedures outlined in their placement school's Child Protection and Safeguarding Policy and speak to the school's DSL. They will be aware of the procedures to follow if a pupil makes a disclosure to them that they are experiencing abuse, exploitation, or neglect and how to respond to the pupil appropriately.

In all cases, if a trainee teacher and/or apprentice feels unsure as to whether an incident or disclosure would be classed as a safeguarding concern, they will speak directly to the school's DSL for support and guidance. Trainee teachers and apprentices will not assume a colleague will act and understands that they must share information that might be critical in keeping children safe.

Trainee teachers and apprentices will recognise, acknowledge, and understand that even if there are no reports of child-on-child abuse in the school, this does not mean it is not happening. Trainee teachers and apprentices will understand the scale of harassment and

abuse and challenge inappropriate behaviours between peers that are abusive in nature and report any concerns regarding any form of abuse to the DSL without undue delay.

Any individual, including trainee teachers/apprentices, that has concerns about another staff member's (including volunteers and supply staff) actions or intent or believes these actions may lead to a pupil being put at risk of harm, will report this in line with the Allegations of Abuse Against Staff Policy or Whistleblowing Policy immediately so appropriate action can be taken.

If the concern is regarding the headteacher, this will be reported to the chair of the governing board.

If a trainee teacher or apprentice feels unable to raise an issue with the school, they will use other whistleblowing channels, including contacting the NSPCC's helpline on 0800 028 0285 (between the hours of 8:00am and 8:00pm Monday to Friday) or email address help@nspcc.org.uk. Staff can also access guidance at www.gov.uk/whistleblowing. If trainees/apprentices believe a pupil is in immediate danger, they will contact the LA children's social care and, as appropriate, the police immediately.

Trainee teachers and apprentices will reassure victims that they are being taken seriously and that they will be supported and kept safe by the school. They will never give the impression that pupils are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a pupil ever be made to feel ashamed for reporting an incident.

Trainee teachers and apprentices will know how to manage the requirement to maintain an appropriate level of confidentiality, involving those who need to be involved, but will never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

Trainee teachers and apprentices will be aware of the school's legal duty to make a referral to the DBS where they consider an individual has engaged in contact that has harmed, or is likely to harm, a child. Fear about sharing information must not be allowed to stand in the way of the need and professional duty to safeguard and promote the welfare of pupils.

Trainee teachers and apprentices will undergo safeguarding and child protection training, including e-safety, at induction. Trainees and apprentices will also complete online training to consolidate this learning and engage in professional dialogue with mentors in placement schools to confirm understanding. Trainee and apprentice teachers have a commitment to ensuring that this training is updated regularly, at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively. The SCITT ensure that their training is reviewed annually in line with annual updates to Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2023) – this ensures that trainee teachers and apprentices are well-prepared for their statutory duty to safeguard and promote the welfare of children and young people.

Trainee teachers and apprentices will recognise that, when teaching pupils about safeguarding and online safety, a one-size-fits-all approach may not be appropriate for every pupil, and a more personalised or contextualised approach may be needed for pupils who are vulnerable, victims of abuse and/or have SEND. Trainee teachers and apprentices will access, read and uphold their placement school's E-Safety policy.

Trainee teachers and apprentices will be aware of their local Early Help process and understand their role in it to ensure that children, young people and families are provided with support at the earliest opportunity to thrive and reach their full potential.

Trainee teachers and apprentices will be aware of the process for making referrals to children's social care service (CSCS) and for statutory assessments under the Children Act 1989, along with the role they may be expected to play in such assessments.

Dress Code

The way that trainee teachers present themselves, including their clothing, is an important part of their overall professional demeanour and is often the first indicator of others' perception of professionalism. Whilst we do not wish to be overly prescriptive, we nevertheless expect all trainee teachers to adhere to the following standards concerning their professional dress;

- Ensure they are in keeping with the professional image of the SCITT and their placement school.
- Dress appropriately for the practical demands of their job and the age of pupils whom they are working with.
- Endeavour to not wear anything which presents a risk to health and safety.
- Not wear anything which is likely to bring the school into disrepute (i.e. potentially offensive badges, logos or motifs)
- Not wear clothing that could have implications for the health and safety of themselves, or others in their care.
- Maintain high standards of personal hygiene and grooming.
- Ensure that clothing and personal appearance is clean and tidy and dress in a manner that is appropriate remembering they are a role model to pupils.

All clothing should be smart, business-like and appropriate. To maintain a sense of professional dress in keeping with the ethos and expectations of Kingsbridge SCITT, facial piercings/tongue studs are not suitable. It is also recommended that any tattoos are covered during the normal working day.

Conduct Outside of Programme and School

Trainee teachers and apprentices may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school.

Trainee teachers and apprentices will not engage in outside work which could seriously damage the reputation and standing of the school, the employee's own reputation, or the reputation of other members of the school community. Staff will also not engage in outside work at a level which may contravene The Working Time Regulations 1998 or affect an individual's work performance.

Trainee teachers and apprentices committing offences that involve violence, possession or use of illegal drugs, or sexual misconduct is unacceptable, and will result in disciplinary procedures in line with the school's Disciplinary Policy and Procedure.

Trainee teachers and apprentices will not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute.

Health and Safety

Trainee teachers and apprentices will:

- Be familiar with, and adhere to, their placement school's Health and Safety Policy and ensure that they take every action to keep themselves and everyone in the school environment safe and well.
- Comply with health and safety regulations, adhering to any rules, routines and procedures in place, and cooperate with school leaders and colleagues on matters relating to health and safety.
- Use the correct equipment and tools for the job and any protective clothing supplied.
- Inform the headteacher of any paid work which is undertaken elsewhere, for compliance with The Working Time Regulations 1998 (as amended).
- Adhere to their common law duty to act as a prudent parent would when in charge of pupils.

Maintaining professional Relationships with Pupils

Kingsbridge EIP SCITT and Acheivemnt Through collaboration Trust and its partner schools expect that trainee teachers and apprentices will:

- Always maintain professional boundaries and relationships with pupils, and will consider whether their actions are warranted, proportionate, safe and necessary.
- Act in an open and transparent way that would not lead to others questioning their actions.
- Ensure that they do not establish social contact with pupils for the purpose of securing a friendship, or to pursue or strengthen a relationship.
- Ensure that they do not develop personal or sexual relationships with pupils: this includes sexual remarks and discussing their own sexual relationships with, or in the presence of, pupils.
- Only contact pupils via the school's established mechanisms; personal phone numbers, email addresses or social media platforms will not be used to contact pupils.

Trainee teachers and apprentices are aware that they must not:

- Discuss personal information with pupils, such as their lifestyle or marital status, unless it is directly relevant to the topic being taught.
- Correspond in a personal nature through any medium with pupils, e.g. phone calls or text messages, unless it is within the staff member's role and via an approved communication method, e.g. school emails.
- Adopt an ongoing support role beyond the scope of their professional position.
- Use personal equipment for approved activities, such as a personal camera, unless approved in writing by the SLT, and will not photograph, audio record or film pupils without authorisation from the SLT and consent from the pupil's parent/carer.
- Save images, videos or audio recordings of pupils on personal devices, unless authorised by the SLT or parents/carers.
- Upload images, videos or audio recordings of pupils to any location without consent from parents/carers and the SLT.

- Discuss or share information regarding other pupils or members of staff; staff should be aware of their surroundings when speaking to others, as their conversations may be overheard and confidentiality breached.
- Ignore instances of sexual harassment and inappropriate behaviour amongst pupils.
- Invite or allow pupils to visit their home.
- Allow pupils to access staff members' personal devices.
- Attend pupils' homes or their social gatherings, unless approved by the SLT.
- Be alone with a pupil outside of teaching responsibilities, unless approved by the SLT.
- Enter changing rooms or toilets occupied by pupils, when supervision is not required or appropriate; use toilet facilities allocated to pupils, or undress in facilities intended for use by pupils.
- Not transport a pupil unless in line with the Driving at Work Policy.
- Carry out one-to-one tutoring, mentoring or coaching of pupils, unless approved by the headteacher or SLT.
- Give personal gifts or special favours, or disproportionately single specific pupils out for special duties or responsibilities.
- Offer overnight, weekend or holiday care as a respite to parents without the approval of the headteacher.

Under the Sexual Offences Act 2003, it is an offence for a person aged 18 or over to have a sexual relationship with a child under 18 where that person is in a position of trust in respect to that child, even if the relationship is consensual. This is a breach of professional trust and an abuse of power. Where inappropriate contact is made with pupils, this will be raised with the placement school's headteacher and handled in line with the school's Child Protection and Safeguarding Policy and Staff Code of Conduct. In the event of the school becoming aware of a close relationship between a member of staff and a former pupil which may raise concerns about their suitability to work with children, the headteacher will contact the LA designated officer (LADO) for advice and guidance.

Staff are strongly discouraged from forming personal relationships with former pupils, including on social media, as well as with the parents/carers of any pupils on social media. If a pupil is consistently attempting to befriend or contact a member of staff on social media, the member of staff will inform the headteacher as soon as possible.

Any inappropriate contact made with former pupils will be handled in line with the Child Protection and Safeguarding Policy and Staff Code of Conduct.

Appropriate Language

Trainee teachers and apprentices will be informed that pupils should not be treated as friends. Staff will not:

- Use inappropriate names or terms of endearment.
- Allow inappropriate conversations or enquiries of a sexual nature to occur.
- Comment on a pupil's appearance, including personal flattery or criticism.
- Treat pupils disrespectfully or discriminatorily, based upon their perceived or actual protected characteristics.
- Subject pupils to humiliation, profanity, or vilification.
- Allow or partake in suggestive humour, banter, jokes or innuendos of a sexual nature.

- Use obscene or inappropriate gestures and language.
- Partake in personal conversations, including on the phone, where this may be overheard by pupils.

Acceptable Use of Technology

Trainee teachers and apprentices are aware of the benefits and challenges associated with using technology in school. When using technology, staff will always adhere to the various procedures, freedoms and limitations outlined in the relevant school policies, which include but are not limited to:

- Online Safety Policy/-Safety Policy
- Staff ICT Use and Electronic Devices Policy

All trainee teachers and apprentices will maintain a professional level of conduct in their personal use of technology, and read, sign, and adhere to the school's Technology Acceptable Use Agreement.

Trainee teachers and apprentices will be aware of how the use of technology can impact safeguarding and wellbeing issues, e.g. online abuse. Trainee teachers and apprentices will be vigilant to ensure their own behaviour is respectful and that pupils are using technology appropriately while under their care.

Personal Devices

Personal devices are used in accordance with the provisions outlined in the policies above and within the Staff ICT and Electronic Devices Policy and the Device User Agreement. Any personal electronic device that is brought into school is the responsibility of the user.

Personal devices are not permitted to be used in the following locations:

- Classrooms
- Toilets
- Changing rooms

Staff are not permitted to use their personal devices during lesson time, other than in an emergency. Staff are not permitted to use their personal devices to take photos or videos of pupils.

Social Media

Trainee teachers and apprentices will be aware that their conduct on social media can have an impact both on their role and reputation within and of the school.

Trainee teachers and apprentices will remain mindful of their use of social media and their web-based presence including written content, videos or photographs, and views expressed

directly or indirectly which may bring themselves, the school, or the school community into disrepute.

Trainee teachers and apprentices are required to employ the highest security and privacy settings on any personal profiles they may have.

Trainee teachers and apprentices will not engage in inappropriate use of social networking sites including contacting pupils or their family members, accepting or inviting friend requests from pupils or their family members, or following pupils or their family members on social media.

Probity of Records

The deliberate falsification of documents, such as references, academic qualifications, or legal documents, is unacceptable. Where a staff member falsifies records or other documents, including those held electronically, this will be regarded as a serious disciplinary matter and potentially a criminal offence.

Data Protection and Confidentiality

All trainee teachers and apprentices will be aware of their responsibilities as laid out in the schools Data Protection Policy and in line with the core principles of the UK GDPR and the Data Protection Act 2018.

Trainee teachers and apprentices will not disclose sensitive information about the school, its employees, or the LA or trust (as appropriate) to other parties. The only exception to this being when the confidential information gives rise to concerns about the safety or welfare of a pupil.

Trainee teachers and apprentices have the right to request access to data that is held about them. Such requests will be made to the headteacher in writing in accordance with the SCITT's Data Protection Policy and Records Management Policy.

Trainee teachers and apprentices will ensure that:

- Confidential paper records are kept in a locked filing cabinet, drawer or safe, with restricted access, and will not be left unattended or in clear view anywhere with general access.
- A 'clear desk policy' is implemented to avoid unauthorised access to physical records containing sensitive or personal information.
- Memory sticks are not used to hold personal information unless they are password-protected and fully encrypted.
- Personal laptops or computers are not used for school purposes. All necessary members of staff are provided with their own secure login and password, and every computer regularly prompts users to change their password.
- When sending confidential information, staff will always check that the recipient is correct before sending.
- The DPO is involved in all data protection matters closely and in a timely manner.

If a trainee teacher or apprentice need to use their personal laptops for school purposes, particularly if they are working from home, they will bring their device into school before using it for work to ensure the appropriate software can be downloaded and information encrypted.

Before sharing data, all staff will ensure:

- They are allowed/have the permission to share it.
- That adequate security is in place to protect it.
- Who will receive the data has been outlined in a privacy notice.

Where personal information, that could be considered private or confidential is taken off the premises, either in electronic or paper format, staff will take extra care to follow the same procedures for security, e.g. keeping devices under lock and key. The person taking the information from the school premises accepts full responsibility for the security of the data.

The SCITT, and placement school, holds the right to take the necessary disciplinary action against a trainee teacher or/and apprentice if they believe them to be in breach of the above security measures.

Tuition Fee

The recommendation for successful completion and award of QTS, and PGCE, will be withheld from any trainee who fails to honour all monetary debts or fails to return all equipment loaned to them by the SCITT or one of its partnership schools.

Trainee teachers and apprentices declare that they have received the programme handbook and are aware of all expectations relating to their conduct, professional behaviours and attitudes. They confirm that they are conversant with the arrangements relating to the course, contained within these documents, particularly in regard to discipline, assessment and appeals.

All trainees (tuition fee and apprenticeship) accept the codes of conduct, terms and conditions set out above.

Kingsbridge EIP SCITT Code of Conduct 2025-26 Statement

Trainee teachers and apprentices understand that successful completion of the Kingsbridge School-Centred Initial Teacher Training programme leads to admission to a professional body and the award of Qualified Teacher Status (QTS).

I understand that I am required, during my training, to adhere to the expectations of conduct endorsed by the teaching profession. I understand that breaches of these expectations may lead to disciplinary action including my exclusion from the programme and/or the inability of Kingsbridge SCITT to provide me with a supportive professional reference.

I understand that trainee teachers and apprentices must behave in a manner appropriate to their position as a teacher and understand that behaviour including, for example, dishonesty,

indecenty, harassment, bullying, violence, abuse of drugs or alcohol will lead to disciplinary action, which may include consideration of any criminal conviction, regardless as to whether the offence(s) are directly related to my studies. I further undertake to inform the SCITT Lead, without delay, should I be subject to a criminal conviction or caution after the submission of my application for *DBS Enhanced Disclosure*. I understand that a criminal conviction or caution may lead to my suspension or expulsion from some, or all, aspects of the course and that this may lead to the need for my studies to be extended. I recognise that during my studies I will be placed in a position of public trust and that, as such, I am subject to the requirements of the *Sexual Offences (Amendment) Act 2000*. I will not undertake any inappropriate online activities that could cause embarrassment to myself and the SCITT programme.

Trainee teachers and apprentices will always treat pupils, colleagues, staff and any other stakeholders within the SCITT Partnership with due respect and conduct themselves in a professional, honest, decent and courteous manner. I will use language appropriate to the situation and people involved. I will accept my responsibility to ensure that pupils are treated with mutual respect and free from abuse. In schools, I will always work in a place which is accessible to others and in which I can be observed working. I will not take or agree to meet, pupils outside school premises without another responsible adult present. I will not make unnecessary or inappropriate physical contact with pupils. I will uphold my statutory safeguarding responsibilities and demonstrate a commitment to safeguarding and promoting the welfare of all children and young people. As such, I will report any suspicion that a child is being abused to the school's named Designated Safeguarding Lead (DSL) - usually member of the school's Senior Management Team, in line with the school's safeguarding and child protection policy. In addition, I will ensure that I follow school policy on behaviour management, recognising that it is illegal to use physical means of punishment, at all times.

I will acquire an understanding of working with diversity, including gender, race and culture, in order to work with pupils, staff and parents appropriately. I will be mindful of the difficulties some groups may face and ensure personal prejudices and stereotypical views do not influence my judgements or actions. I will ensure that demonstrate tolerance and respect for the rights and beliefs of others show a commitment to upholding the fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

I understand that I will have access to confidential personal information and that I am required to comply with the Data Protection Act. I understand that I may not disclose this information to any third party, other than in accordance with the conventions regarding use of personal information for use in research for the purposes of completing assignments or in accordance with the law. Any personal information used in assignments or tasks will have all means of identifying the subject removed. I understand that I must not hold confidential information relating to pupils and the school on USB sticks, personal laptops or other portable devices.

As a trainee teacher/apprentice, I will ensure that I maintain, both on school-based placement and when attending centre-based training sessions, a standard of dress that will be perceived as professional by such persons as I may encounter in the pursuit of my studies.

The curriculum content of the programme designed by Kingsbridge EIP SCITT meets the requirements for the award of Qualified Teacher Status – the opportunity to study for and be awarded a PGCE is also available. I commit to pursuing my studies with due diligence; I will demonstrate a positive commitment to my own professional development. I will take responsibility for my own learning through attendance and active engagement in

centre-based training sessions. I will ensure that I am an active participant in school-based placement and fully engage with all 'plan and prepare' and 'enact and evaluate' activities during my teaching practice in line with the Kingsbridge curriculum, to effectively translate this curriculum into practice and develop my knowledge and skills as a teacher over time. I will ensure that I am suitably prepared for all learning experiences, both centre and school based.

I will notify the SCITT administrator and placement school, in accordance with the guidelines issued in the programme handbook if I am to be absent from any part of the course, due to sickness or other reasons, and I agree to make up the lost learning opportunities in order to meet the requirements of QTS. I will immediately inform the SCITT administrator if I am suffering from an infectious disease such as chicken pox, German measles (rubella), impetigo, measles, and scarlet fever and slapped cheek disease, (Parvovirus), swine flu or any other condition that might be deemed to affect my ability to take responsibility for the health and welfare of pupils and colleagues.

As a trainee teacher/apprentice, I will not disrupt the delivery of teaching or the learning experience of fellow trainees and will not jeopardise the health and safety of those involved both in the training sessions and in schools.

I understand that I must behave with professional and personal integrity and honesty: if I behave dishonestly during the assessment process (including plagiarism or other forms of cheating) or in relation to my attendance or the attendance of others, by falsifying signatures or other means, I will be subject to disciplinary action in line with SCITT policy.

Note: Trainee teachers/apprentices confirm that they have read and understood the SCITT Code of Conduct and agree to adhere to the expectations outlined within it as part of the Induction processes.

Appendix 1

Summary of Support		
Trainee X would benefit from some specific actions in order to start meeting key aspects of the training programme. There is some concern that Trainee X is not yet applying elements of training into practice in the classroom. The following actions have been decided in agreement with Trainee X, mentors and the Hub Lead. Review date: ADD DATE		
Focus Area	Actions	Interim Review
Standard 4: Plan and teach well-structured lessons To be consistent and proactive in planning and preparation for lessons to ensure all lessons are planned in advance and available for review to support pupil outcomes.	Preliminary Actions • Profession mentor to provide exemplars of lesson plans from previous KB trainees. • Meet with mentor and agree on a lesson planning format. • Meet with mentor whilst lesson planning is modelled and exemplar created. • Meet with professional mentor and create a 'Planning Timetable' – clearly showing when lesson plans should be submitted for individual lessons. • Meet with mentor (as class teacher) after lesson plan submitted to receive constructive feedback prior to lesson delivery. Actions going forward – For review 19/12/23 • Lesson planning should be completed in PPA / graduate time. Lesson plans should be submitted to class teachers approximately 48 hours in advanced of the lesson so the plan can be reviewed, and feedback / advice can be given. • Be proactive in seeking feedback on lesson plans from class teacher.	Trainee X has met with the mentor and professional mentor to discuss lesson planning formats and establish planning timetable to support organisation and workload. Trainee X has been utilising the timetable and template well. Spoke to Trainee X in the PM slot on 13/12 and he stated he had stuck to the TT and it was going well. Confirmed this with mentor in 15/12. Trainee X has now produced a planning TT for week A. Trainee X submits lesson plans 48 hours in advance for feedback, designing questions to ask his mentor if he is unsure. Trainee X acts on feedback and responds to suggestions from his mentor. Trainee X is recognising the individual needs of the classes and is now planning towards them. Trainee X recognises the value of lesson planning and is benefitting from it within lesson delivery.

	• Act on feedback provided by class teachers and amend lesson plans accordingly / as agreed. • Reflect on lesson plans post lesson to review WWW and EBI points and use these to inform planning going forward. • Refer to lesson plans when setting up for lessons and ensure that all resources required for the lesson are ready and in place prior to the start of the lesson.	The mentor has supported Trainee X in designing an effective lesson plan and considers resources in advance of lessons.
Next steps: To continue to use the planning timetable and template to support organisation, workload and pupil outcomes.		
Mentor:	Date:	
Trainee:	Date:	
Hub Lead:	Date:	