

REAch Teach addendum to REAch2 Disciplinary Policy

Audience:	Trainees on REAch Teach Primary Partnership Initial Teacher Training courses REAch2 Staff
Ratified:	SCITT Oversight Board June 2024
Other related policies:	REAch2 Disciplinary Policy
Policy owner:	Gill Ellyard, Director of Education
Review:	Every 3 years

At REAch2, our actions and our intentions as school leaders are guided by our Touchstones.



The infographic features a blue background with seven touchstones arranged in a circular pattern. Each touchstone consists of a light blue circular icon, a bold title, and a descriptive sentence. The touchstones are: Leadership (rocket icon), Learning (books icon), Enjoyment (stars icon), Integrity (shield icon), Inclusion (hands icon), Inspiration (lightbulb icon), and Responsibility (hands holding a heart icon).

- Leadership**
Finding the leader in all of us.
- Learning**
Creating exceptional opportunities for learning.
- Enjoyment**
Loving what we do.
- Integrity**
Being courageously true to our purpose.
- Inclusion**
Realising the greatness in our difference.
- Inspiration**
Feeling the power of the possible.
- Responsibility**
Unwavering commitment to seeing things through.

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Policy Overview

REAch Teach is committed to being fair and reasonable and it takes this commitment seriously. It recognises that instances may arise in which schools are dissatisfied with the conduct of a trainee and that in such cases there is a need for a formal procedure through which the issues can be identified without delay and appropriate action taken in a consistent and non-discriminatory manner. The process outlined in the REAch2 Disciplinary policy will be followed including timescales but will be adapted to make appropriate to the context of the SCITT, including use of REAch Teach SCITT staff and links to other REAch Teach policies as appropriate.

Policy In Detail

The day-to-day supervision of trainee is part of the normal management process and is outside the formal procedure for dealing with conduct issues. There is likely to be less recourse to the formal process if concerns about conduct are brought to their attention at the earliest possible stage by their mentor or Lead Mentor and the trainee responds positively to the advice. REAch Teach has structures in place to enable that feedback to take place and to allow a trainee opportunities to learn and develop as part of their training.

The objective of the formal procedure is to provide a framework to deal with trainees whose standard of conduct falls short of that required by REAch Teach training programme after any informal action has taken place. It is also designed to encourage a trainee whose standard of conduct is not satisfactorily improving to address these concerns with urgency.

Where a trainee's failure to perform satisfactorily relates to their capability, rather than conduct, this will be dealt with through the REAch Teach Support Process as detailed in the REAch Teach Trainee Progress and Assessment policy.

This addendum requires that:

- Trainees and staff raise matters promptly and consistently
- The trainee is made aware of any issues as they arise promptly and consistently by their mentor or SLT
- Trainees are given an opportunity to rectify undesirable and alleged behaviour (where the behaviour is low-level)
- Necessary investigation is carried out
- Trainees are kept informed and have the opportunity to put their case before decisions are made
- Trainees are able to be accompanied at all formal meetings
- REAch Teach obtains clear and documented evidence from placement providers

Suspension

Suspension may take place where:

- There is a risk to others (in school or otherwise);
- There is a risk to the trainee;

- The allegations are so serious that dismissal from the course would be a possible outcome
- Allowing the trainee to remain in school or attend lectures could hinder the investigatory process.

Where appropriate, suspension will only be applied after alternative measures have been carefully considered.

A suspension decision can only be taken by the National ITT Lead or deputising colleague.

The trainee's Regional ITT Lead will be a contact point for a suspended trainee for training issues. Their role will not be to discuss or support the disciplinary process.

Investigations

Investigations will take place in line with the REACh2 Disciplinary policy process.

If the outcome indicates that the investigator believes that the student's fitness to practise may be impaired, the matter will be referred to a fitness to practise panel hearing (Phase 2, REACh Teach Fitness to Practice process). The investigator may present the case to the panel but will not be involved in the panel's decision making.

Where a trainee admits an allegation, or it is of a less serious nature, it may not be necessary to commission a lengthy investigation. Any hearing in these circumstances would be to consider the allegation, the trainee's admittance and any mitigation they wish to put forward.

If offered by REACh Teach, it will be open to a trainee to accept a proposed disciplinary sanction without being subject to the full normal procedure. This is called an 'agreed outcome'.

In certain circumstances, the National ITT Lead may conclude that formal disciplinary action is not necessary, but that professional advice should be given to the trainee to offer support, guidance and training. This will be in the form of a letter of expectation that will be placed on the trainees file indefinitely and may be considered in any future allegations.

Where a trainee is being investigated by the Police, the National ITT Lead (in collaboration with relevant REACh2 colleagues) will make a decision as to whether it is appropriate to run the REACh Teach disciplinary procedures alongside the Police investigation or whether they should follow an outcome for the Police. Any outcome of a police investigation does not preclude a subsequent investigation since there is a substantive difference between the civil and legal standards of proof.

Investigation and hearing

The timeline and process outlined in the REACh2 Disciplinary policy will be enacted for REACh Teach Disciplinary investigations and hearings.

Possible outcomes of a hearing

Where those hearing a formal disciplinary case conclude that there is sufficient evidence to support the allegation(s), they may apply an appropriate sanction, including

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termination of the trainee's place on the programme. Any decision of the hearing will satisfy the test of reasonableness in all the circumstances and any sanctions will be proportionate to the nature of the misconduct. The following mitigating circumstances will be considered:

- The trainee's disciplinary and general record.
- Any explanation or mitigation put forward by the trainee.
- Any other relevant factors.

Depending on the circumstances, disciplinary action could take the following forms:

- Written warning e.g. where there has been a failure to conform to agreed professional standards
- Final written warning e.g. where there is further misconduct, or the misconduct is considered to be sufficiently serious.
- Removal from the course with notice e.g. where conduct has failed to improve following previous warning(s).
- Summary removal from the course e.g. where an act of gross misconduct has been committed.

Warnings will set out the:

- Nature of the misconduct and expectations of future conduct
- Length of the warning
- Consequences of future misconduct.

Notification of outcome of disciplinary hearing

Trainees will be notified of the outcome of a hearing in line with the REAch2 Disciplinary policy.

Appeals

All appeals will be processed in line with REAch2 Disciplinary policy.