

REAch2 Academy Trust:
REAch Teach Primary Partnership – Trainee Code of Conduct

Trainees on the REAch Teach School-Centred Initial Teacher Training (SCITT) programme are entitled to a high-quality training experience in line with statutory programme requirements and guidelines. In return REAch Teach requires trainees to uphold and embody the professional standards expected of a teacher, including high standards of personal and professional conduct, honesty, and integrity (as outlined in the Teachers' Standards, 2021) and a commitment to keeping children safe.

REAch Teach strives to foster a supportive environment focusing on trainees' overall wellbeing. For their part, trainees are encouraged to proactively engage in practices that enhance their personal wellbeing, such as seeking support (from their mentor, lead Mentor or REAch Teach team) when needed, maintaining work-life balance, and making healthy lifestyle choices. Confidentiality and sensitivity will always be paramount in discussions related to wellbeing and mental health. Trainees facing challenges in balancing training demands are encouraged to communicate with their mentors openly to discuss appropriate support or workload adjustments.

This Code of Conduct is intended to provide clarity for trainees by sharing further information and guidance to build on the expectations outlined in the Trainee Contract,

Expectations of conduct

REAch Teach trainees agree to:

Professional Conduct

- report immediately any concerns or incidents in line with the procedures outlined in the current DfE 'Keeping Children Safe in Education' requirements.
- provide authentic documentation for qualifications and legal work or study status in the UK
- promptly inform the REAch Teach SCITT Team of any personal issues affecting programme participation or any changes in circumstances that could affect their suitability to practise. This includes, but is not limited to, pending court appearances, police cautions, warnings, convictions, orders, safeguarding or other relevant determinations
- uphold public trust in the profession, maintaining high standards of ethics and behaviour both within and outside of school
- adhere to professional (and statutory where relevant) guidelines with regards to dress, conduct, relationships, e-safety, and health and safety
- adhere to professional and statutory guidelines with regards to Safeguarding, refraining from behaviours that could be considered a low-level concern
- adhere to all REAch Teach Primary Partnership policies (published at www.reachteach.org)
- uphold the good reputation of the REAch Teach Primary Partnership, colleagues, and children through exemplary conduct and proactive learning behaviours
- utilise school and SCITT facilities and resources, including computer equipment, exclusively for educational and work-related activities
- maintain strict confidentiality regarding sensitive information (in line with UK GDPR and data protection), only disclosing it as authorised
- respect for the ethos, culture, policies, and practices of school placement settings, acting in accordance with relevant statutory frameworks, and upholding fundamental British values
- demonstrate a commitment to continuous professional growth, including consistent attendance and active participation
- acknowledge that the REAch Teach training programme may undergo necessary changes in-year due to legislative, logistical or regulatory updates

Use of Artificial Intelligence (AI): REAch Teach fully recognises that, when used responsibly and ethically, AI can be a useful tool to reduce *teacher* workload. It can be used to gather initial ideas, create resources and complete administrative tasks. However, the content produced by AI can also be inaccurate, inappropriate, biased, out of date, unreliable, and low quality. *Skilled and experienced teachers* are able to use their professional judgement to check that anything generated by AI is accurate and appropriate. The REAch Teach ITT curriculum provides trainee teachers with the knowledge, understanding and skills that are the essential underpinning for these professional judgements by the end of the programme and **AI is not a substitute for the development of these skills and knowledge**. Trainees are required to meet REAch Teach's expectations for professional conduct and academic integrity in their use of AI tools. Acceptable AI use for trainees would include:

- initial idea gathering as part of the planning process
- resource creation or adaptation once the planning process is complete
- professional development

However, trainees must always adhere to the following:

- Trainees **must not** use AI to generate content that they submit as their own original work in PGCE assignments, reflections on practice, or assessments unless explicitly permitted by programme staff.
- AI **must not** be used to fabricate evidence of or simulate a trainee's teaching experience, interactions, or data.
- When using AI to support their own learning or workload, trainees **must always** critically evaluate AI generated material to ensure that it is accurate, reliable, and of high quality, and that it aligns with the values and principles of the REAch Teach ITT curriculum and meets safeguarding expectations before acting on it.
- Any use of AI in professional or academic contexts **must be** transparent and declared where appropriate.

Any actual or suspected misuse of AI will constitute a breach of the Code of Conduct and will be addressed accordingly through the appropriate disciplinary processes.

Behaviour for Learning

- comply with all reasonable directives from the REAch Teach SCITT related to the programme.
- meet regularly with mentor to discuss progress, preparing fully for these meetings
- complete all tasks required as part of the REAch Teach ITT curriculum and assessment processes, adhering to deadlines, compiling evidence required towards the REAch Teach Assessment Framework and preparing documentation in good time
- proactively address any barriers to meeting deadlines or completing tasks as required
- attend and engage fully with all training sessions and placements punctually and consistently, reporting absences promptly in line with the Trainee Attendance and Engagement policy and proactively completing any catch-up work as needed. Trainees have training on the absence reporting process during induction, and it is the trainee's responsibility to ensure full understanding of the process to ensure that it is followed accurately and without delay.
- 'Full engagement' in online sessions is expected and for clarity is characterised by:
 - active participation in the training session (e.g., responding to facilitator questions, contributing actively to discussions and chat, working collaboratively with peers in breakout room activities, making notes to support learning, completing directed tasks etc.)
 - The use of fully-functioning technology to support active session engagement (e.g. functioning camera and microphone which is consistently available throughout the session as per the learning agreement and facilitator expectations).
 - joining from a suitable study setting (defined in the Trainee Attendance and Engagement policy) that is not distracting for others, enabling full participation

Where issues with technology affect the active engagement defined above, the trainee will be expected to take steps for this issue to be resolved as soon as possible to return to full and active engagement in sessions.

Behaviour in School

- abide by the school's safeguarding policies. Report all safeguarding concerns immediately, discussing them with the DSL for appropriate action
- maintain appropriate, professional teacher–pupil relationships
- adhere to REAch Teach attendance expectations outlined in the REAch Teach Attendance and Engagement Policy, including **minimum** expectations of arrival and departure times from school (8am – 4pm), aligning with school staff expectations to maximise contact time with expert colleagues and attendance at essential meetings that go beyond 4pm.
- respect the classroom space and materials of others. Always request permission before using resources and return borrowed resources promptly. Leave the school environment tidy
- avoid interrupting colleagues (e.g. teachers or Teaching Assistants) during lessons
- follow the school's timetable and scheduling agreements
- abide by the school's policy on mobile phone and smartwatch usage, and refrain from using mobile phones or smartwatches for calls or texts while in the classroom
- **Communicating with Parents/Carers:**
 - respect the school's communication policies regarding parents and carers
 - avoid discussing sensitive topics in public spaces (including the staff room)
 - only directly communicate with parents or carers when instructed to by your mentor
- **Engagement in the wider duties of a teacher:**
 - participate fully in staff meetings & professional development sessions
 - contribute to the wider life of the school through attending meetings or school trips as required
- **Professional role–modelling:**
 - use appropriate, standard spoken and written English around children
 - dress appropriately for the school environment, adjusting for specific activities, such as PE, respecting school guidelines on dress and appearance at all times. Where this is unclear, seek guidance from school colleagues, such as the mentor
 - express differing opinions with respect, seeking guidance as needed from mentor, Lead Mentor or Regional ITT Leads when addressing potential conflicts

Communications and Social Media

- maintain a clear boundary between personal and professional online profiles.
- maintain high privacy settings on personal social media. Regularly update passwords, avoid full names in accounts, limit post visibility, and manage privacy settings effectively.
- reflect critically before posting, ensuring content aligns with professional Teachers' Standards. Avoid engaging in online disputes; maintain decorum even in contentious discussions.
- review and remove any historic online materials that could compromise professionalism.
- never use social media to communicate with children or their family members.
- never post images of pupils or share information about children, staff, or the REAch Teach programme
- never send or post any defamatory, obscene, or illegal content – or any content that could reasonably be perceived to be in breach of Part 2 of the Teachers' Standards.
- respect the work/life balance of school colleagues in all communications, e.g., by restricting email to term time working hours.
- ensure all internet and email use respects privacy and complies with copyright law and intellectual property rights.
- be proactive in electronic communications with colleagues and SCITT staff, responding to emails within a reasonable timeframe (2 working days).

GDPR & Cyber Security

- treat all school-shared information as confidential and sensitive by default.
- anonymise all documents in professional portfolios to protect privacy, e.g., by using children's initials.
- uphold data security in schools by ensuring all data is securely stored.
- conduct private or sensitive conversations where they cannot be overheard.
- hold discussions involving confidential information in secure, private settings.
- dispose of sensitive documents properly through shredding or using confidential waste bins.
- log out of email accounts after using any computer.
- discuss school-related experiences in professional settings discreetly, ensuring no sensitive data is disclosed outside of an approved group.
- ensure that all passwords for the online learning platform are kept secure.

Other key documents:

- Keeping Children Safe in Education (DFE) 2026 – accessed at:
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

REAch Teach policies which underpin programme operations (all be found at www.reachteach.org/policies):

- REAch Teach Trainee Progress and Assessment policy
- REAch Teach Attendance and Engagement policy
- REAch Teach Disciplinary policy
- REAch Teach Fitness to Practise policy
- REAch Teach Tuition Fee policy
- REAch Teach Trainee Transfer, Extension, Deferral and Withdrawal policy
- REAch Teach Reasonable Adjustments addendum
- REAch Teach Privacy Policy

I, the undersigned, acknowledge that I have read, understood, and agree to abide by the SCITT Code of Conduct for trainees **and** the above key underpinning programme policies and statutory guidance. I understand that adherence to this Code and those policies is a fundamental part of my training and professional responsibilities.

Name (Printed): _____

Signature: _____

Date: _____