

DNCT/2

**DISCIPLINARY PROCEDURES FOR TEACHERS AND
ASSOCIATED PROFESSIONALS**

March 2016

CONTENTS

	Page
Introduction and Principles	
Investigatory Stage	
The Disciplinary Hearing	
Disciplinary Sanctions	
Appeals	
Time Limits	
Appendix 1 - Extract from ACAS Code of Practice	
Appendix 2 - Purpose and Format of Disciplinary Hearings	
Appendix 3 –	
(a) Framework on Teacher Competence	
(b) Standards for Registration	
Appendix 4 - Guidelines on Dealing with Complaints and Allegations made against Teachers	
Appendix 5 - Child Protection guidelines for dealing with complaints and allegations against Teachers	
Appendix 6 - GTCS Code of Practice on Professionalism and Conduct	
Appendix 7 - Dundee City Council's Complaints Procedure	

DISCIPLINARY PROCEDURES FOR TEACHERS AND ASSOCIATED PROFESSIONALS

1. Introduction

- 1.1 Where a teacher's performance or conduct is such as to give rise to serious concern, disciplinary action may be taken by the authority in accordance with the following agreed disciplinary procedures. Rules set standards of conduct and performance at work; procedures help ensure that the standards are adhered to and also provide a fair method of dealing with alleged failures to observe them. It is therefore important that the following guidance be strictly observed when dealing with disciplinary concerns.

2. Principles

- 2.1 All teachers should be made aware of the standards of conduct and performance expected of them. It is anticipated that problems involving minor misconduct and poor performance should be dealt with, at least in the early stages, through the use of informal advice, guidance and counselling. It is essential that problems of this nature are fully discussed and that support is provided with the objective of encouraging and helping teachers to improve. It is also essential that teachers are aware that support and counselling are available at all times, even where it has been necessary to take disciplinary action under the procedures.
- 2.2 Appendix 1 provides an indicative list of disciplinary matters from the ACAS Code of Practice that may constitute gross misconduct and, therefore, summary dismissal (without notice). Further information is also available at www.acas.org.uk
- 2.3 Teachers should also have due regard to the GTCS Code of Professionalism and Conduct (Appendix 6). Further information is also available at www.gtcs.org.uk
- 2.4 Where the concern relates to the performance of an individual's teaching the procedures should be consistent with the GTCS Framework on Teacher Competence (Appendix 3a). Where the concern relates to the performance of an administrative or managerial function of a promoted post the procedures must comply with similar principles and processes to those contained in the GTCS Framework on Teacher Competence (Appendix 3a). Reference may also be made to the GTCS Code of Practice on Professionalism and Conduct when dealing with such matters (Appendix 6).
- 2.5 If formal disciplinary process is considered necessary, the following principles will apply:
- (a) The initiation of disciplinary actions/sanctions should be accompanied by appropriate support mechanisms.
 - (b) No disciplinary action will be taken until the matter has been fully investigated. Any subsequent decision to convene a disciplinary hearing and thereafter impose a disciplinary sanction must not be taken by the person who conducted the initial investigation. Therefore, in almost all circumstances, investigations should not be undertaken by Head Teachers but delegated to Depute Head Teachers (where applicable) who at the conclusion of the investigation will submit a report including any recommendations to the Head Teacher. In schools without Depute Head Teachers, the Head Teacher will be expected to carry out any investigation, with conclusions and recommendations being submitted to an Education Manager. In some circumstances it may be appropriate to seek support from a Depute or Head Teacher from another establishment or an Education Officer. In addition any appeal will not be heard by the same person who issued the disciplinary sanction.

- (c) Apart from gross misconduct, no teacher shall be dismissed for the first breach of discipline.
 - (d) There shall be a right of appeal against all disciplinary sanctions.
 - (e) No disciplinary action will be initiated against a trade union representative until the matter has been discussed with a full-time official of the union concerned.
 - (f) A teacher shall have the right to be represented by a Trade Union representative or a work colleague at all stages of the disciplinary process, including investigatory meetings.
- 2.6 Where a teacher is persistently unable or unwilling to attend a disciplinary hearing without good cause the hearing will go ahead in the teacher's absence and a decision will be made on the evidence available. In these circumstances the teacher can request a trade union representative or work colleague to attend the hearing on their behalf and/or make a written submission to be considered by the chair.
- 2.7 Where a teacher raises a grievance during a disciplinary process, the disciplinary process may be temporarily suspended in order to deal with the grievance. Where the grievance and disciplinary cases are related it may be appropriate to deal with both issues within the same process.

3. The Investigatory Stage

- 3.1 Unless the matter has a child protection dimension (see Appendix 5), the teacher involved must be advised at an early stage that a complaint or concern has been lodged, of the nature of any complaint, of the process which will be followed and of the right to be represented.
- 3.2 In situations where either a complaint has been received or where a teacher's conduct or performance has given cause for concern, reference should be made to the departmental guidelines on dealing with complaints/allegations made against teachers (Appendix 4) and Dundee City Council's Complaints Procedure (Appendix 7). The departmental guidelines give guidance on the appointment of an Investigating Officer who should, if possible, interview all of the parties involved (including the teacher in question) and, if appropriate, prepare signed and dated statements from all parties. In regard to the teacher in question, the Investigating Officer will record the response/explanation provided at the investigatory meeting. This is applicable when an investigation is proceeding to a formal disciplinary hearing only, or if it will aid the process. The teacher will be provided with an opportunity to approve or amend that written record before signing it as accurate. In the event that the teacher does not agree the record, he/she should produce their own version for the Investigating Officer. The teacher must be advised that both versions of the document may be considered and referred to.
- 3.3 The Investigating Officer should then produce a report summarising the investigatory process, the information gathered, together with any findings/conclusions and recommendations. This report will be provided to the Head Teacher or appropriate senior manager to enable a decision to be made about whether the matter should be further progressed through the formal disciplinary process. This decision is not taken by the Investigating Officer and they must not have any function at a future disciplinary hearing other than presenting the facts of the investigation to that hearing.
- 3.4 The investigatory process should be conducted as speedily as possible, in most cases, no longer than 15 working days. Stage 1 of the Council's Complaints Procedure indicates that a complainant will be advised of any decision within 5 working days, and within 20 working days at Stage 2. If the investigation is expected to take longer than the target number of days, the complainant should be advised and a revised timescale agreed. NB: It should be noted that where the investigation is being undertaken in accordance

with the Child Protection guidelines (Appendix 5), the investigation timescale may be longer as other outside agencies are involved e.g. Police and Social Work.

- 3.5 All teachers should be entitled to be represented (as outlined in 2.5f above) at all hearings and meetings as part of the disciplinary process including investigatory meetings. In addition, in most cases, the teacher whose conduct or performance has given rise to the investigation will be interviewed and must be given a clear indication of the nature and purpose of the investigation and the procedures that will be followed at the interview well in advance of any meeting with the Investigating Officer.
- 3.6 Once the investigation is complete the teacher should be advised of the outcome of the investigation and this will be confirmed in writing. Where following an investigation no further action is to be taken in terms of the disciplinary procedures then all references to the investigation shall be retained in the teacher's personal file for 12 months. A record of any formal complaint, findings of the investigation and any form of redress for the complainant will be retained electronically in a separate file for 5 years, in accordance with the Council's Complaints Procedure. No reference will be made to any action taken against the teacher as a result of the complaint. However, where the matter investigated is a child protection issue and where the outcome has fallen short of requiring formal action but has been judged to be a cause for sufficient concern to warrant advice being provided to the teacher, then consideration will be given to retaining a note on the teacher's personal file recording the allegation and outcome.
- 3.7 This procedure also includes reference to "precautionary suspension", which must comply with the following principles:
- (a) The precautionary suspension must be on full pay and must not be associated with any assumption of guilt.
 - (b) Precautionary suspensions should only be used in the most serious cases of misconduct or poor performance or where the teacher's presence at the normal place of work could prejudice the investigation. Consideration could be given to a temporary transfer pending the conclusion of the investigation and any subsequent disciplinary process.
 - (c) All precautionary suspensions should be reviewed at agreed regular intervals (normally 10 working days).
- 3.8 For any allegation that indicates child protection concerns, the Child Protection guidelines (Appendix 5) will be used.

4. The Disciplinary Hearing

- 4.1 A decision to proceed with a disciplinary hearing should be based on the evidence secured during the investigatory stage but should not be taken by the person who conducted the investigation. The purpose and format of disciplinary hearings is set out in Appendix 2.
- 4.2 Once a decision has been taken to proceed to a disciplinary hearing, the teacher should be informed, in writing, about:
- details of the allegations,
 - the date for the hearing,
 - the procedures to be followed at the hearing,
 - any rights under the disciplinary procedure, and

be provided with copies of the evidence that will be used during the disciplinary hearing including the Investigating Officer's report, any written evidence and the names and statements of any witnesses that will be called. The teacher should also provide the

employer with any such evidence that will be led in his or her defence within a reasonable time before any hearing. Written evidence, including witness statements, submitted for use in the disciplinary hearing should only contain matters relevant to the allegations to be considered at the hearing.

- 4.3 The person who is to receive the Investigating Officer's report (and, if different, the person who is to chair any subsequent disciplinary hearing), must remain independent of the investigation and should not seek or be provided with information on the case other than that contained in the Investigating Officer's report and associated written evidence, as described above.
- 4.4 The teacher (and/or trade union representative or a work colleague) must be given every opportunity to present his/her case, to provide additional documents for the hearing, to call and question witnesses and to sum up his/her case.
- 4.5 The trade union representative or work colleague can address the hearing to put and sum up the teacher's case, respond on behalf of the teacher to any views expressed at the meeting and confer with the teacher during the hearing.
- 4.6 At the conclusion of the hearing, the chair (see 5.3 to 5.6 below) shall either announce his/her decision (to be confirmed in writing thereafter) or indicate that the decision will be communicated in writing within the agreed time limits (see 7.1 below).
- 4.7 If it is decided that no disciplinary action is to be taken, the teacher will be informed of this in writing. The investigation findings shall be retained in the teacher's personal file for 12 months. A record of any formal complaint, findings of the investigation and any form of redress for the complainant will be retained electronically in a separate file, for 5 years in accordance with the Council's Complaints Procedure. No reference will be made to any action taken against the teacher as a result of the complaint. However, where the matter investigated is a child protection issue and where the outcome has fallen short of requiring formal action but has been judged to be a cause for sufficient concern to warrant advice being provided to the teacher, then consideration will be given to retaining a note on the teacher's personal file recording the allegation and outcome.

5. Disciplinary Sanctions

- 5.1 All disciplinary sanctions shall be recorded in writing and shall remain in the teacher's personal file during the period of currency of the warning (see 7.2 below). In being advised of the disciplinary sanction which is being applied, the teacher should be advised also of the improvements which will be expected of them and the availability of appropriate support to allow them to achieve and maintain the improvement.
- 5.2 The following disciplinary sanctions shall be available:
 - (a) Formal Oral Warning - for minor breaches of discipline, misconduct or continued poor performance. The warning must include reference to the fact that any further breach may render the teacher open to further disciplinary action.
 - (b) Written Warning - for more serious breaches of discipline, misconduct or continued poor performance or a failure to improve conduct or performance following receipt of a formal oral warning. The teacher must be informed that a further breach may result in further disciplinary action being taken.
 - (c) Final Written Warning - for serious breaches of discipline, misconduct or continued poor performance or a failure to improve conduct or performance following receipt of a written warning. The teacher must be warned that any further breach may result in dismissal.

(d) Dismissal -

- (i) For serious repeated misconduct or poor performance during the currency of a final written warning or for gross misconduct for which no previous warning exists. The teacher must be informed in writing of the effective date of dismissal and whether the dismissal is summary or with notice.
- (ii) The following punitive sanctions are available in conjunction with a final written warning as an alternative to dismissal: demotion, transfer or suspension of an increment. Where a teacher does not agree to the application of the punitive sanction then the Council will have no alternative but to dismiss the teacher.

5.3 Head Teachers and Heads of Establishments will have overall responsibility for the management of teachers within their schools/establishments and will have the power to issue oral and written warnings.

5.4 Education Managers will have the power to issue oral, written and final written warnings.

5.5 Heads of Service will have the power to issue oral, written and final written warnings and in addition will have the power to dismiss a teacher in the circumstances set out in paragraph 5.7 below.

5.6 The Executive Director of Children and Families Service will have the power to issue all disciplinary sanctions available under these procedures, including dismissal.

5.7 The potential exercise of the power of dismissal will be governed by the following provisions:

- potential gross misconduct cases will be heard by the Executive Director of Children and Families Service, unless agreement can be reached that a Head of Service can substitute;

repeated misconduct cases, competence and capability cases will be heard by a Head of Service, unless it is agreed that a case is so complex, or so sensitive, or of such high profile that it should be heard by the Executive Director of Children and Families Service

5.8 In cases involving performance issues the GTCS Framework on Teacher Competence (Appendix 3a) should be followed at all times. Before taking action for dismissal, the Executive Director of Children and Families Service (or Head of Service as per paragraph 5.7) must ensure that the Code has been followed.

6. Appeals

- 6.1 Teachers will have the right of appeal against all disciplinary sanctions imposed by the authority. The table below outlines the appropriate level at which appeals should be heard:

Nature of Warning	Issued by	Appeal Heard By
Oral warning	Executive Director of Children and Families Service Head of Service Education Manager Head Teacher	Personnel Appeals Sub Committee Executive Director of Children and Families Service Head of Service/Director Education Manager/Head of Service/Director
Written warning	Executive Director of Children and Families Service Head of Service Education Manager Head Teacher	Personnel Appeals Sub Committee Director Head of Service/Director Education Manager/Head of Service/Director
Final Written Warning	Executive Director of Children and Families Service Head of Service Education Manager	Personnel Appeals Sub Committee Executive Director of Children and Families Service Head of Service/Director
Dismissal	Executive Director of Children and Families Service Head of Service	Personnel Appeals Sub Committee Personnel Appeals Sub Committee

- 6.2 The final right of appeal against dismissal (or any punitive sanction issued as an alternative to dismissal) will be heard by the Personnel Appeals Committee.

7. Time Limits

- 7.1 The following time limits have been agreed for the Children and Families Service disciplinary procedures for teachers. Any time limits set should not prejudice a teacher's rights in cases of dismissal to submit a claim to an Employment Tribunal.

Aspects of Disciplinary Procedure	Normal Time Limit (Working Days)
Precautionary suspension	10 days until each review
Notification of decision to proceed to disciplinary hearing	10 days notice (minimum) but could be shorter by agreement in individual cases
Notification of decision of disciplinary hearing	5 days (maximum)
Time limit to lodge appeal	10 days (maximum) from receipt of written notification of decision of disciplinary hearing
Date of notification of appeal hearing	No later than 20 days from receipt of notice of appeal
Notification of outcome of appeal hearing	5 days (maximum)
Investigation procedure	15 days

- 7.2 The following time limits must also be acknowledged in relation to the Council's Complaints Procedure:

Aspects of Procedure	Normal Time Limit (Working Days)
Stage 1	5 days
Stage 2	20 days

- 7.3 Other than the exception below all warnings will be expunged (i.e. removed from the teacher's personal file) at the expiry of the respective time limit. The only exception will be warnings issued for breach of the council's child protection policies. In those cases the warning will be disregarded for any future disciplinary purposes after the expiry of the respective time limit but will remain as a matter of record on a teacher's personal file. The investigation findings will be retained in the teacher's personal file for 12 months. In addition, a record of any formal complaint, findings of the investigation and any form of redress for the complainant will be retained electronically in a separate file for 5 years, in accordance with the Council's Complaints Procedure. No reference will be made to any action taken against the teacher as a result of the complaint.

- 7.4 The following time limits have been agreed for sanctions:

	Time Limit (Months)
Oral warning	6 months
Written warning	9 months
Final written warning	12 months

7.5 If an appeal is successful and the original disciplinary sanction withdrawn, any written reference to the disciplinary sanction shall be expunged from the teacher's personal file and the teacher notified accordingly. The investigation findings, however, will be retained on the teacher's personal file for 12 months. A record of any formal complaint, findings of the investigation and any form of redress for the complainant will be retained electronically in a separate file for 5 years, in accordance with the Council's Complaints Procedure. No reference will be made to any action taken against the teacher as a result of the complaint.

7.6 Referral to the General Teaching Council for Scotland

The Children and Families Service must notify the General Teaching Council for Scotland immediately when a teacher:

- i. is dismissed on grounds of misconduct or incompetence
- ii. resigns or abandons her/his position in circumstances where otherwise
 - (s)he would have been dismissed on the grounds of misconduct or incompetence or
 - his/her dismissal would have been considered on grounds of misconduct or incompetence or
- iii. resigns or abandons her/his position, after being informed by the Children and Families Service that a disciplinary hearing is to be held in respect of the teacher's alleged misconduct or incompetence.

In such cases the Children and Families Service will provide the GTCS with an account of the circumstances which led to the dismissal or which were present when the resignation or abandonment took place.

EXTRACT FROM ACAS CODE OF PRACTICE

Acts which constitute gross misconduct are those resulting in a serious breach of contractual terms and will be for organisations to decide in the light of their own particular circumstances. However, they might include the following:

- i. theft, fraud and deliberate falsification of records;
- ii. physical violence;
- iii. serious bullying or harassment;
- iv. deliberate damage to property;
- v. serious insubordination;
- vi. misuse of an organisation's property or name;
- vii. bringing the employer into serious disrepute;
- viii. serious incapability whilst on duty brought on by alcohol or illegal drugs;
- ix. serious negligence which causes or might cause unacceptable loss, damage or injury;
- x. serious infringement of health and safety rules;
- xi. serious breach of confidence (subject to the Public Interest (Disclosure) Act 1998)

This list is not intended to be exhaustive.

PURPOSE AND FORMAT OF DISCIPLINARY HEARINGS

Purpose

The purpose of the Hearing is to make available all relevant information relating to the allegations in order that the Chairperson is in a fully informed position to make his/her decision on the allegations. All parties concerned should endeavour therefore to have such information available to the Hearing. However, it may be necessary on occasion to adjourn to obtain documentation, call other witnesses etc.

Format

Note: the Disciplinary Panel will normally comprise the Chairperson as stipulated by the Disciplinary Procedures and a representative from the Human Resources Section in an advisory capacity.

The Hearing follows the sequence below:

- a) The Chairperson intimates the status of the Hearing, introduces the participants, outlines the procedure to be followed and confirms the allegations to be considered.
- b) The Management Representative (ie the Investigating Officer) presents the case supporting the allegations, calling any witnesses, one at a time, to make statements and/or answer questions regarding their knowledge of the allegations or associated circumstances.
- c) The employee and/or Trade Union representative or work colleague are given the opportunity to ask questions of each witness in turn.
- d) The members of the Disciplinary Panel have the opportunity to ask questions of each witness in turn.
- e) The employee and/or Trade Union representative or work colleague present the case in response to the allegations, calling any witnesses, one at a time, to make statements and/or answer any questions regarding their knowledge of the allegations or associated circumstances.
- f) The Management Representative is given the opportunity to ask questions of each witness in turn and of the employee.
- g) The members of the Disciplinary Panel have the opportunity to ask questions of each witness in turn and of the employee.
- h) The Chairperson seeks to satisfy himself/herself at this stage that there is no additional information the employee wishes to have considered (eg mitigating circumstances).
- i) The employee and/or Trade Union representative or work colleague is given the opportunity to sum up the case in response to the allegations.
- j) The Management Representative is given the opportunity to sum up the case supporting the allegations.
- k) The employee, Trade Union representative or work colleague, and Management Representative withdraw from the Hearing in order that the Disciplinary Panel may deliberate in private.

The employee and Trade Union representative or work colleague are recalled to be advised of the decision, informed that it will be confirmed in writing and advised of the right of appeal.

Framework on Teacher Competence

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Framework on Teacher Competence (FTC)

March 2012

Table of Contents

1 Framework on Teacher Competence (FTC)	<u>14</u>
1.1 Background	<u>14</u>
1.2 Procedures for Dealing with Under-Performance	<u>14</u>
1.3 Overview	<u>24</u>
❖ Stage 1: Preliminary	<u>34</u>
❖ Stage 2: Support	<u>34</u>
❖ Stage 3: Disciplinary	4
❖ Stage 4: Referral to the General Teaching Council for Scotland	<u>54</u>

Background

This Framework on Teacher Competence (FTC) replaces the Code of Practice on Teacher Competence issued by the General Teaching Council for Scotland (GTC Scotland) in September 2002 and comes into effect on 2 April 2012.

The FTC takes into account the legislative changes brought about by the Public Services Reform (General Teaching Council for Scotland) Order 2011, with particular reference to GTC Scotland's duty to ensure that those who are registered meet the standard of professional competence expected of a registered teacher and are fit to teach. Having attained the Standard for Full Registration (SFR) (http://www.gtcs.org.uk/web/FILES/FormUploads/standard-for-full-registration1664_226.pdf), a registered teacher must maintain that standard of professional competence throughout his/her career. Accordingly, the FTC should be read and used in conjunction with the current SFR which is the standard of professional competence expected by GTC Scotland of fully registered teachers. Both of these documents should be an integral part of the employer processes in the management of any teacher competence issue arising.

Purpose and Scope

In regard to the process for dealing with short-lived and long-running under-performance, the purpose of the FTC is to:

- ❖ set out and explain the practical steps involved;
- ❖ affirm the central role of the SFR in this process and as the baseline professional standard for teacher competence;
- ❖ encourage good and consistent practice amongst all employers;
- ❖ encourage parties to operate within procedural timescales which are efficient and reasonable, taking into account all the circumstances and complexities of the individual case, as well as the public interest;
- ❖ ensure fairness to the registered teacher and also ensure a quality educational experience for children, pupils and learners in our schools.

The FTC applies only to fully registered teachers as there are different and separate provisions to manage under-performance of provisionally registered teachers. It should be noted that where the alleged under-performance relates to administrative/managerial duties of a promoted teacher, similar procedures may be applied but always in the knowledge that GTC Scotland procedures and Fitness to Teach Panel outcomes can only relate to teaching competence and not to administrative/managerial competence.

Procedures for Dealing with Under-Performance

The procedures assume that the teacher has been performing at a competent level up to the point at which temporary under-performance enters Stage 1 of the FTC.

Short-lived under-performance is used to describe a problem which, with support and guidance, will be overcome by the teacher within a short period of time. In Stages 1 and 2 of the following procedures, it is envisaged that the teacher's problem is one of short-lived under-performance.

Long-running under-performance is the term used to describe the problem when Stage 3 of the procedures is implemented. By this Stage, although support and guidance and professional development opportunities have been offered to the teacher, this has not resulted in the teacher maintaining the level defined in the SFR.

GTC Scotland Professional Update Arrangements

Professional Update does not measure teacher competence: it will focus on continuous improvement rather than on determining whether or not a teacher is, or has remained, competent. In addition, it is hoped that the small number of cases which lead to a formal review of the competence of an individual teacher may be assisted by the improvements in professional review and development arising from the introduction of Professional Update.

Alleged competence issues will therefore continue to be handled by employers in line with this Framework on Teacher Competence, with cases referred to GTC Scotland, as required, under Stage 4 for consideration under GTC Scotland's Fitness to Teach procedures.

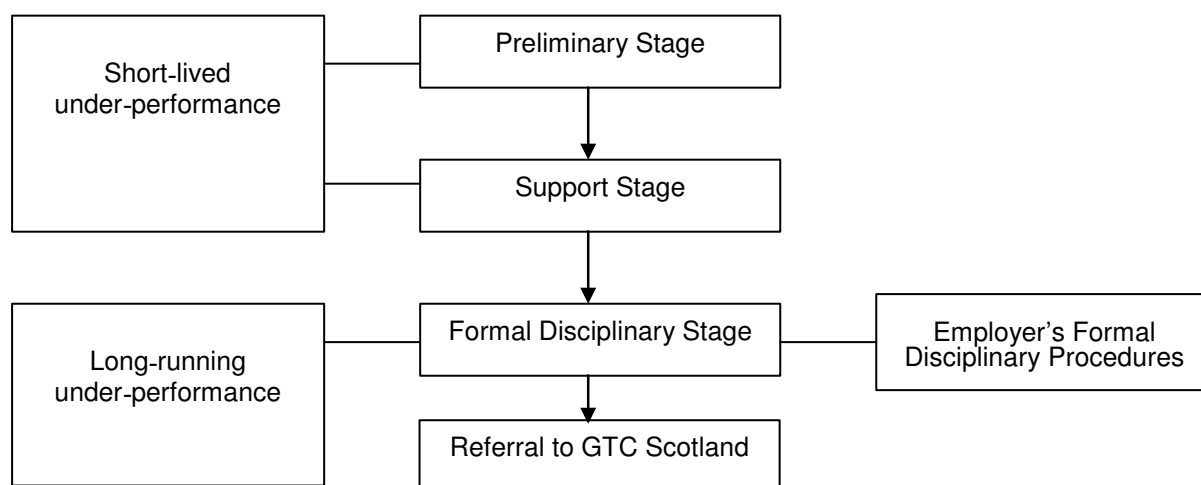
Overview

Employer procedures, operating in conjunction with the FTC procedures, must be in line with relevant provisions of the current ACAS (Advisory, Conciliation and Arbitration Service) Code of Practice on Disciplinary and Grievance Procedures.

Throughout all stages of the process GTC Scotland would expect to see evidence of:

- ❖ consistent and continuing reference to the SFR;
- ❖ a well structured and documented process which –
 - sets out and records the evidence gathered, support and development provided, and reasons for the decisions made at each Stage;
 - is fair and reasonable, with clear objectives linked to either the short-lived or long-running underperformance;
 - is aimed to improve and not punish the individual concerned, with an indication of reasonable support and professional development offered;
 - is tailored to the individual circumstances;
 - complies with the terms of the Equality Act 2010.

There are four stages in the procedures:



Stage 1: Preliminary

- (a) Although the Preliminary Stage does not form part of the employer's formal disciplinary procedures, the teacher should be made aware of the potential for matters to progress to formal procedures and that reliance may be placed upon evidence gathered at Stages 1 and 2.
- (b) It is assumed, at this Stage, that the problem is one of short-lived under-performance.
- (c) Teachers are encouraged to invite a colleague or a representative from their Professional Association to accompany them to any meetings.
- (d) Informal meetings should be held between the teacher and a senior or appropriate colleague to discuss identified areas of under-performance. During these informal discussions the teacher should be encouraged to participate fully in identifying the causes of the under-performance and suggesting possible remedies. Advice and guidance should be offered by the senior or appropriate colleague to support improvement.
- (e) At the conclusion of the first informal discussion a date should be agreed by the teacher and the senior or appropriate colleague concerned to review performance as soon as reasonably possible. Depending on the context of the situation a reasonable length of time should be given for the teacher to reach the required standard.
- (f) At the conclusion of the meeting to review performance, ie whether or not the required standard has been achieved, in the first instance an oral report should be given to the teacher indicating the outcome. Two outcomes are possible:

❖ **Outcome 1**

Where improvements have been made to the required standard, no further action will be taken. The teacher should be informed of this decision in writing.

❖ **Outcome 2**

Where improvements have not been achieved to the required standard, the teacher should be informed that the matter will be referred to the headteacher who will consider whether Stage 2 of the procedures should be implemented. The teacher will be informed of the headteacher's decision and the underpinning reasons in writing.

Stage 2: Support

- (a) Although the Support Stage does not form part of the employer's formal disciplinary procedures, the teacher should be made aware of the potential for matters to progress to formal procedures and that reliance may be placed upon evidence gathered at both Stages 1 and 2.
- (b) It is assumed, at this Stage, that the problem is still one of short-lived under-performance.
- (c) Teachers are encouraged to invite a colleague or a representative from their Professional Association to accompany them to any meetings.
- (d) The teacher should be informed by the headteacher of:
 - ❖ the specific aspects of the SFR which are to be addressed;
 - ❖ the proposed mechanisms which will be put in place to support the teacher;

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- ❖ appropriate professional development opportunities which can be accessed.
- (e) Discussions should be held between the teacher and headteacher to agree the way ahead as soon as is reasonably possible. During these discussions the teacher should be encouraged to address the issues openly in order to:
- ❖ clarify the areas of under-performance;
 - ❖ suggest forms of support which he/she would find helpful;
 - ❖ agree appropriate professional development opportunities.

Consideration should be given to all reasonable requests made by the teacher.

At the conclusion of these discussions the headteacher should give a broad indication of the support mechanisms and professional development opportunities which will be made available. Dates for an Interim Review meeting and a Final Review meeting will be confirmed as soon as is reasonably possible.

As soon as possible after the discussion the headteacher should confirm in writing:

- ❖ the improvements to be made;
- ❖ the support mechanisms and professional development package to be provided;
- ❖ confirmation of the review dates.

In order to assist the teacher reach the required standard, a written timeframe should be agreed. This should outline the key milestones, and must be reasonable and have due regard to the circumstances of the individual case.

- (f) At the conclusion of the Final Review meeting the teacher should be informed of the outcome.

Two outcomes are possible:

❖ **Outcome 1**

Where improvements have been achieved to the required standard, no further action will be taken. The proceedings will be deemed to be complete. The teacher should be informed of this discussion in writing.

❖ **Outcome 2**

Where improvements have not been achieved to the required standard, the teacher should be informed that formal disciplinary procedures will be implemented. This decision and the underpinning reasons should be communicated to the teacher in writing.

The teacher should be advised of his/her statutory and contractual rights to be accompanied at Stage 3.

Stage 3 : Disciplinary

- (a) The Disciplinary Stage comprises the employer's formal disciplinary procedures.
- (b) The problem is now considered to be one of long-running under-performance.
- (c) The teacher should be advised of his/her statutory and contractual rights to be accompanied.

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- (d) A comprehensive overview report should be produced by the headteacher evidencing:
- ❖ the particular sections of the SFR in which he/she is alleging that the teacher is underperforming;
 - ❖ how and why it is alleged that the teacher has fallen below the required standard of performance;
 - ❖ the support mechanisms and professional development opportunities offered to the teacher;
 - ❖ the process and documentation associated with Stages 1 and 2;
 - ❖ the performance milestones during the process.
- (e) The above information:
- ❖ may be considered at subsequent stages in the employer's formal disciplinary proceedings;
 - ❖ will be required by GTC Scotland should the case move to Stage 4.

Stage 4 : Referral to the General Teaching Council for Scotland

- (a) A case must be referred by the employer (or former employer) to GTC Scotland under the terms of Article 25 of the Public Services Reform (GTC Scotland) Order 2011 if:
- ❖ the teacher is dismissed; or
 - ❖ the teacher resigns or leaves his/her post in the context of a possible dismissal.
- Such referrals should be made to the Fitness to Teach Department at GTC Scotland.
- (b) The employer must explain to GTC Scotland the circumstances which caused them to dismiss the registered teacher or to conclude that they would have, or might have, dismissed the registered teacher.
- (c) Information relating to GTC Scotland's procedures for dealing with such cases can be found in the Fitness to Teach and Appeals Rules 2012.

GTC Scotland aims to promote equality and diversity in all its activities

GTC Scotland

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INVESTORS IN PEOPLE
Scotland

Direct weblinks

Main site:

www.gtcs.org.uk

Probation department:

www.gtcs.org.uk/probation

Probation site for teachers:

www.probationerteacherscotland.org.uk

Registration department:

www.gtcs.org.uk/registration

Chartered teachers:

www.gtcs.org.uk/charteredteacher

Professional recognition:

www.gtcs.org.uk/professionalrecognition

Professional conduct:

www.gtcs.org.uk/professionalconduct

Research:

www.gtcs.org.uk/research

Code: GTCS.....

DRIVING FORWARD PROFESSIONAL
STANDARDS FOR TEACHERS



**The Standards for Registration: mandatory
requirements for Registration with the
General Teaching Council for Scotland**

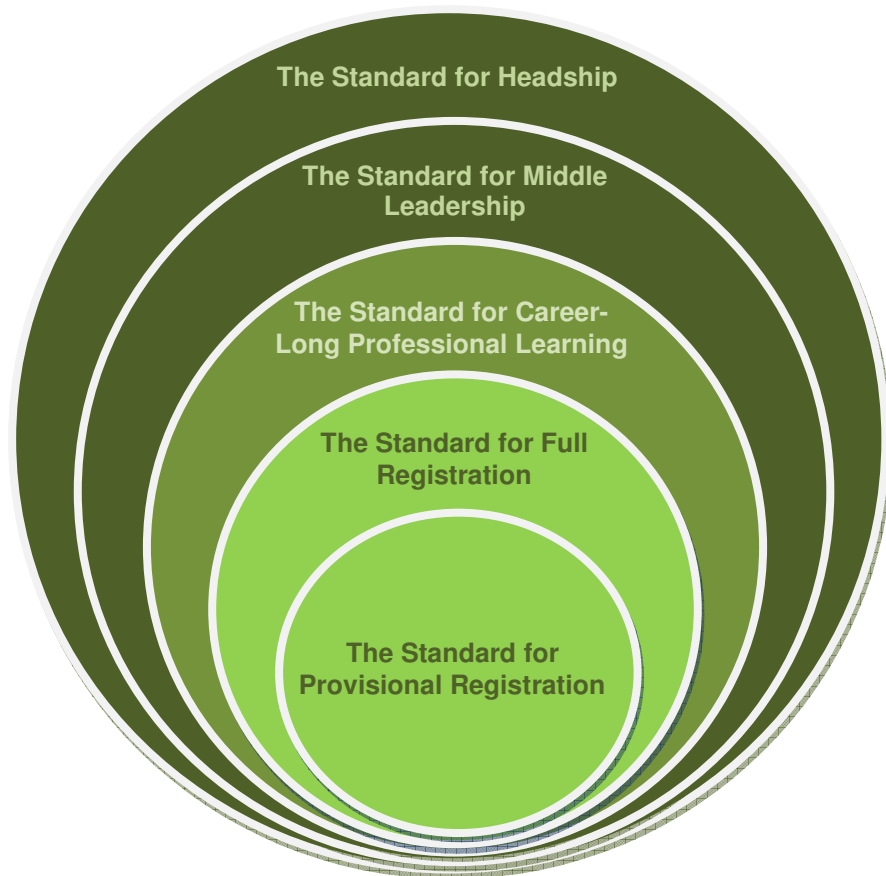
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Contents

Page

The Standards for Registration.....	1
Introduction.....	2
1 Professional Values and Personal Commitment	54
2 Professional Knowledge and Understanding	86
2.1 Curriculum.....	8 6
2.2 Education Systems and Professional Responsibilities.....	13 40
2.3 Pedagogical Theories and Practice	1 12
3 Professional Skills and Abilities	213
3.1 Teaching and Learning.....	2 13
3.2 Classroom Organisation and Management	2 17
3.3 Pupil Assessment.....	4 18
3.4 Professional Reflection and Communication	5 19

The Standards for Registration



Introduction

The Standard for Provisional Registration (SPR) and The Standard for Full Registration (SFR) are part of the suite of GTC Scotland's Professional Standards which also includes The Standard for Career-Long Professional Learning and The Standards for Leadership and Management. These standards are underpinned by the themes of values, sustainability and leadership. Professional values are at the core of the Standards for Registration. They are integral to, and demonstrated through, all our professional relationships and practices.

'Learning for Sustainability' is a whole-school commitment that helps the school and its wider community develop the knowledge, skills, attitudes, values and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world. Learning for sustainability has been embedded within the Standards for Registration to support teachers in actively embracing and promoting principles and practices of sustainability in all aspects of their work.

All teachers should have opportunities to be leaders. They lead learning for, and with, all learners with whom they engage. They also work with and support the development of colleagues and other partners. The Standards for Registration include a focus on leadership for learning.

The Standard for Provisional Registration specifies what is expected of a student teacher at the end of Initial Teacher Education who is seeking provisional registration with GTC Scotland. (It also acts as one of the set of subject benchmark statements for professional qualifications in Scotland developed by the Quality Assurance Agency for Higher Education.) Having gained the SPR, all provisionally registered teachers continue their professional learning journey by moving towards the attainment of the Standard for Full Registration. The SFR is the gateway to the profession and the benchmark of teacher competence for all teachers. It must therefore constitute standards of capability in relation to teaching (with such reasonable adjustments as may be required under Equalities Legislation) in which learners, parents, the profession itself and the wider community can have confidence.

The scope of this document is limited to defining the SPR and SFR and does not address in detail how judgements will or should be made. It is not intended that the Professional Actions should be used as a checklist. In broad terms, the person reviewing the work of the teacher needs to be reassured that the capabilities described by the professional standard are achieved. Where it is thought that further development is needed, the Professional Actions provide a focus for what needs to be done.

Having attained the SFR teachers will continue to develop their expertise and experience across all areas of their professional practice through appropriate and sustained career-long professional learning. The Standard for Career-Long Professional Learning has been developed to support teachers choosing to reflect on this standard as part of their professional learning. As they progress through their careers this Standard will help them to identify, plan and develop their own professional learning needs and to ensure continuing development of professional practice.

The requirements of The Standard for Full Registration are in addition to, and follow the successful achievement of, The Standard for Provisional Registration. The purposes of The Standard for Full Registration are:

- ❖ a clear and concise description of the professional qualities and capabilities probationer teachers are expected to attain;
- ❖ a professional standard against which reliable and consistent recommendations and decisions can be made on the fitness of new teachers for full registration with GTC Scotland;
- ❖ a clear and concise description of the professional qualities and capabilities fully registered teachers are expected to maintain and enhance throughout their careers;
- ❖ a baseline standard of professional competence which applies to teachers throughout their careers.



Elements of all of the standards are organised into inter-related categories with Professional Values and Personal Commitment at the heart.

These elements are inherently linked to each other in the development of teachers, and one aspect does not exist independently of the others. It is this inter-relationship among all of the categories which develops a teacher's understanding, practice and professionalism.

During this early phase, there should be clear evidence of the development and consolidation of knowledge, understanding, skills and abilities.

Professional Values and Personal Commitment

The Professional Values and Personal Commitment should be read in conjunction with the GTC Scotland Student Teacher Code and Code of Professionalism and Conduct (COPAC).

Professional values are at the core of the Professional Standards. The educational experiences of all our learners are shaped by the values and dispositions of all those who work to educate them. Values are complex and are the ideals by which we shape our practice as professionals. Starting with us as individuals, values extend to all those for whom we are responsible and to the world in which we live.

They drive an unswerving personal commitment to all learners' intellectual, social and ethical growth and well-being. They are integral to, and demonstrated through, all our professional relationships and practices and all that we do to meet our professional commitments and obligations as teachers registered with GTC Scotland.

Professionalism also implies the need to ask critical questions of educational policies and practices and to examine our attitudes and beliefs. Values, and the connections between values and practices, need to be regularly re-appraised over the course of teachers' careers as society and the needs of learners change and as understanding develops. This is central to the adaptability, responsiveness and relevance of the profession.

The Professional Values and Personal Commitment core to being a teacher are:

❖ **Social justice**

- Embracing locally and globally the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations.
- Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation.
- Valuing as well as respecting social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners.

- Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future.
- Respecting the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their well-being developed and supported.

❖ **Integrity**

- Demonstrating openness, honesty, courage and wisdom.
- Critically examining personal and professional attitudes and beliefs and challenging assumptions and professional practice.
- Critically examining the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice.

❖ **Trust and Respect**

- Acting and behaving in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community.
- Providing and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing.
- Demonstrating a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.

❖ **Professional Commitment**

- Engaging with all aspects of professional practice and working collegially with all members of our educational communities with enthusiasm, adaptability and constructive criticality.
- Committing to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice.

Professional Knowledge and Understanding

Curriculum

The Standard for Provisional Registration	The Standard for Full Registration
2.1.1 Have knowledge and understanding of the nature of the curriculum and its development	
Professional Actions Student teachers: <ul style="list-style-type: none"> ❖ develop an understanding of the principles of curriculum design and the contexts for learning; ❖ know about and understand the processes of change and development in the curriculum; ❖ develop an awareness of connections with other curricular areas, stages and sectors. 	Professional Actions Registered teachers: <ul style="list-style-type: none"> ❖ have secure and detailed understanding of the principles of curriculum design and can apply them in any setting where learning takes place; ❖ have secure working knowledge and detailed understanding of the processes of change and development in the curriculum; ❖ know how to identify and highlight connections with other curricular areas, stages or sectors, promoting learning beyond subject boundaries.
2.1.2 Have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum	

<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ acquire knowledge and understanding of theory and practical skills in curricular areas, referring to local and national guidance; ❖ understand how to match the level of curricular areas to the needs of all learners; 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ have detailed knowledge and understanding of the theory and practical skills required in curricular areas, referring to local and national guidance; ❖ know how to match and apply the level of the curricular areas to the needs of all learners;
<ul style="list-style-type: none"> ❖ understand the importance of using and designing materials for teaching and learning to stimulate, support and challenge all learners; ❖ know how to develop realistic and coherent interdisciplinary contexts for learning, particularly in relation to sustainability. 	<ul style="list-style-type: none"> ❖ know how to use, design and adapt materials for teaching and learning which stimulate, support and challenge all learners; ❖ know how to work collaboratively with colleagues to facilitate interdisciplinary learning; ❖ know how to work with the local and global community to develop realistic and coherent interdisciplinary contexts for learning, particularly in relation to sustainability.
<p>2.1.3 Have knowledge and understanding of planning coherent and progressive teaching programmes</p>	

<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ know how to plan for effective teaching and learning across different contexts and experiences; ❖ know and understand how to justify what is taught within curricular areas in relation to the curriculum and the relevance to the needs of all learners. 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ know how to plan systematically for effective teaching and learning across different contexts and experiences; ❖ have a secure working knowledge and detailed understanding to justify what is taught within the curricular areas, in relation to the curriculum and the relevance to the needs of all learners; ❖ understand their role as leaders of curriculum development.
<p>2.1.4 Have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning</p>	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ know how to promote and support the cognitive, emotional, social and physical wellbeing of all learners in their care, and show commitment to raising these learners' expectations of themselves; 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ know how to promote and support the cognitive, emotional, social and physical wellbeing of all learners, and demonstrate a commitment to raising all learners' expectations of themselves;

<ul style="list-style-type: none"> ❖ know how to apply knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and wellbeing; ❖ have knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies to enhance teaching and learning; ❖ know and understand the content of the curriculum in relation to literacy, numeracy and health and wellbeing as set out in national guidance; ❖ know and understand the methods and underlying theories for effective teaching of literacy, numeracy and health and wellbeing; and select the most appropriate methods to meet all learners' needs; ❖ have knowledge and understanding of current educational priorities such as learning for sustainability. 	<ul style="list-style-type: none"> ❖ have knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and wellbeing; ❖ have secure knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies competently to enhance teaching and learning; ❖ have appropriate and increasing knowledge and understanding of the content of the curriculum in relation to literacy, numeracy and health and wellbeing as set out in national guidance; ❖ have secure knowledge and understanding of the methods and underlying theories for effective teaching of literacy, numeracy and health and wellbeing; and effectively select the most appropriate methods to meet all learners' needs; ❖ have secure knowledge of current educational priorities such as learning for sustainability.
2.1.5 Have knowledge and understanding of the principles of assessment, recording and reporting	

<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ know and understand that the principles of assessment, recording and reporting are integral to the process of teaching and learning; ❖ know and understand how to use the principles of assessment, record assessments appropriately, use assessment information to review progress, inform teaching and learning, identify next steps and produce clear, informed and sensitive reports. 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ know and understand how to apply the principles of assessment, recording and reporting as an integral part of the teaching process; ❖ have extensive knowledge and a secure understanding of the principles of assessment, methods of recording assessment information, the use of assessment in reviewing progress, in improving teaching and learning, identifying next steps and the need to produce clear, informed and sensitive reports; ❖ have knowledge and understanding of the GIRFEC National Practice Model and how to apply this to support teaching and learning;
	<ul style="list-style-type: none"> ❖ have extensive knowledge and a secure understanding of the assessment requirements of the major awarding and accrediting bodies.

Education Systems and Professional Responsibilities

The Standard for Provisional Registration	The Standard for Full Registration
2.2.1 Have knowledge and understanding of the principal features of the education system, educational policy and practice	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ develop an understanding of the principal influences on Scottish education and develop awareness of international systems; ❖ develop an understanding of current, relevant legislation and guidance such as the Standards in Scotland's Schools etc Act (2000), Education (Additional Support for Learning) (Scotland) Act 2004, the Equality Act 2010 and GIRFEC; ❖ develop an understanding of the legal and professional aspects of a teacher's position of trust in relation to learners. 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ have an understanding of the principal influences on Scottish education and international systems and understand the contribution and impact of these systems on teaching and learning; ❖ have an understanding of current, relevant legislation and guidance such as the Standards in Scotland's Schools etc Act (2000), Education (Additional Support for Learning) (Scotland) Act 2004, the Equality Act 2010 and GIRFEC; ❖ have an understanding of the legal and professional aspects of a teacher's position of trust in relation to learners and how these affect his/her daily responsibilities.

2.2.2 Have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them

Professional Actions

Student teachers:

- ❖ develop an understanding of the sector and schools in which they are working, including: the role of education authorities, the organisation and management of schools and resources, improvement planning, professional review and development and how these connect to teachers' professional practice;
- ❖ have a working knowledge of the teacher's contractual, pastoral and legal responsibilities;
- ❖ have an awareness of and respect for a school's distinctive ethos;
- ❖ have an understanding of the roles and responsibilities of all staff within the learning community.

Professional Actions

Registered teachers:

- ❖ have secure working knowledge and detailed understanding of the sector and schools in which they are working, including: the role of education authorities, the organisation and management of schools and resources, improvement planning, professional review and development and how these connect to teachers' professional practice;
- ❖ have secure working knowledge and detailed understanding of their contractual, pastoral and legal responsibilities as teachers;
- ❖ understand the importance of making a commitment to the distinctive ethos in all areas of the learning community;
- ❖ have secure knowledge and detailed understanding of their own role and responsibilities as teachers in relation to all staff within the learning community, other partner agencies and parents' organisations.

Pedagogical Theories and Practice

The Standard for Provisional Registration	The Standard for Full Registration
2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ have knowledge and understanding of the stages of learners' cognitive, social and emotional development which they are able to use to take account of all learners' needs; ❖ have knowledge and understanding of learning theories and the importance of these in planning, teaching and learning; ❖ have knowledge and understanding of the ways in which natural, social, cultural, political and economic systems function and of how they are interconnected. 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ have secure knowledge and detailed understanding of the stages of learners' cognitive, social and emotional development which they are able to use to take an holistic account of all learners' needs; ❖ have secure knowledge and detailed understanding of learning theories and draw on these systematically in planning, teaching and learning; ❖ have knowledge and understanding of the ways in which natural, social, cultural, political and economic systems function and of how they are interconnected to professional practice.
2.3.2 Have knowledge and understanding of the importance of research and engagement in professional enquiry	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ know how to access and apply relevant findings from educational research; ❖ know how to engage appropriately in the systematic investigation of practice. 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ know how to access and apply relevant findings from educational research; ❖ know how to engage critically in enquiry, research and evaluation individually or collaboratively, and apply this in order to improve teaching and learning.

Professional Skills and Abilities

Teaching and Learning

The Standard for Provisional Registration	The Standard for Full Registration
3.1.1 Plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities	
Professional Actions Student teachers: ❖ plan appropriately for effective teaching and in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work.	Professional Actions Registered teachers: ❖ plan appropriately, in different contexts and over differing timescales, for effective teaching and learning in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work.
3.1.2 Communicate effectively and interact productively with learners, individually and collectively	

<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ model appropriate levels of literacy and numeracy in their own professional practice; ❖ use communication methods, including a variety of media, to promote and develop positive relationships and to motivate and sustain the interest of all learners; ❖ communicate appropriately with all learners, and promote competence and confidence in literacy; ❖ demonstrate effective questioning strategies; 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ model appropriate levels of literacy and numeracy in their own professional practice; ❖ use a range of communication methods, including a variety of media, to promote and develop positive relationships to motivate and sustain the interest and participation of all learners; ❖ communicate appropriately with all learners, and promote competence and confidence in literacy; ❖ demonstrate effective questioning strategies varied to meet the needs of all learners, in order to enhance teaching and learning;
<ul style="list-style-type: none"> ❖ communicate the purpose of the learning and give explanations at the appropriate level(s) for all learners; ❖ stimulate learner participation in debate and decision-making about issues which are open-ended, complex, controversial or emotional; ❖ reflect on the impact of their personal method of communication on learners and others in the classroom. 	<ul style="list-style-type: none"> ❖ communicate the purpose of the learning and give effective explanations at the appropriate level(s) for all learners; ❖ create opportunities to stimulate learner participation in debate and decision-making about issues which are open-ended, complex, controversial or emotional; ❖ reflect on the impact of their personal method of communication on learners and others in the learning community.
<p>3.1.3 Employ a range of teaching strategies and resources to meet the needs and abilities of learners</p>	

Professional Actions	Professional Actions
<p>Student teachers:</p> <ul style="list-style-type: none"> ❖ demonstrate that they can select creative and imaginative strategies for teaching and learning appropriate to learners as individuals, groups or classes; ❖ demonstrate that they can select and use a wide variety of resources and teaching approaches, including digital technologies and outdoor learning opportunities; ❖ demonstrate the ability to justify and evaluate professional practice, and take action to improve the impact on all learners. 	<p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ consistently select creative and imaginative strategies for teaching and learning appropriate to the interests and needs of all learners, as individuals, groups or classes; ❖ skilfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies and, where appropriate, actively seeking outdoor learning opportunities; ❖ justify consistently and evaluate competently professional practice, and take action to improve the impact on all learners; ❖ create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views.

3.1.4 Have high expectations of all learners	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ develop tasks and set pace of work to meet the needs of learners, providing effective support and challenge, seeking advice appropriately; ❖ demonstrate an awareness of barriers to learning, recognising when to seek further advice in relation to all learners' needs. 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ ensure learning tasks are varied, differentiated and devised to build confidence and promote progress of all learners, providing effective support and challenge; ❖ identify effectively barriers to learning and respond appropriately, seeking advice in relation to all learners' needs as required; ❖ show commitment to raising learners' expectations of themselves and others and their level of care for themselves, for others and for the natural world.
3.1.5 Work effectively in partnership in order to promote learning and wellbeing	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ ensure learners contribute to planning and enhancement of their own learning programmes; ❖ demonstrate an ability to work co-operatively in the classroom and the wider learning community with staff, parents and partner agencies to promote learning and wellbeing. 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ establish a culture where learners meaningfully participate in decisions related to their learning and their school; ❖ create and sustain appropriate working relationships with all staff, parents and partner agencies to support learning and wellbeing, taking a lead role when appropriate.

Classroom Organisation and Management

The Standard for Provisional Registration	The Standard for Full Registration
3.2.1 Create a safe, caring and purposeful learning environment	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ plan and provide a safe, well organised learning environment, including effective use of display; ❖ make appropriate use of available space to accommodate wholeclass lessons, group and individual work and promote independent learning; ❖ use outdoor learning opportunities, including direct experiences of nature and other learning within and beyond the school boundary; ❖ organise and manage classroom resources and digital technologies to support teaching and learning; ❖ know about and be able to apply health and safety regulations as appropriate to their role. 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ ensure their classroom or work area is safe, well-organised, wellmanaged and stimulating, with effective use of display regularly updated; ❖ plan and organise effectively available space to facilitate whole-class lessons, group and individual work and promote independent learning; ❖ use outdoor learning opportunities, including direct experiences of nature and other learning within and beyond the school boundary; ❖ enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning; ❖ know about and apply appropriately health and safety regulations as an integral part of professional practice.
3.2.2 Develop positive relationships and positive behaviour strategies	

Professional Actions	Professional Actions
<p>Student teachers:</p> <ul style="list-style-type: none"> ❖ demonstrate care and commitment to working with all learners; ❖ demonstrate knowledge and understanding of wellbeing indicators; 	<p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ demonstrate care and commitment to working with all learners; ❖ demonstrate a secure knowledge and understanding of the wellbeing indicators;
<ul style="list-style-type: none"> ❖ show awareness of educational research and local and national advice, and demonstrate the ability to use a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success; ❖ apply the school's positive behaviour policy, including strategies for understanding and preventing bullying; ❖ know how and when to seek the advice of colleagues in managing behaviour; ❖ demonstrate the ability to justify the approach taken in managing behaviour. 	<ul style="list-style-type: none"> ❖ show in-depth awareness of educational research and local and national advice, and use in a consistent way, a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success; ❖ implement consistently the school's positive behaviour policy including strategies for understanding and preventing bullying, and manage pupil behaviour in and around the school, in a fair, sensitive and informed manner; ❖ seek and use advice from colleagues and promoted staff, as appropriate, in managing behaviour; ❖ evaluate and justify their approaches to managing behaviour and, when necessary, be open to new approaches to adapt them; ❖ recognise when a learner's behaviour may signify distress requiring the need for further support, and take appropriate action.

Pupil Assessment

The Standard for Provisional Registration	The Standard for Full Registration
3.3.1 Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning	
Professional Actions Student teachers: <ul style="list-style-type: none"> ❖ use a range of approaches for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies; ❖ enable all learners to engage in self-evaluation and peer assessment to benefit learning; 	Professional Actions Registered teachers: <ul style="list-style-type: none"> ❖ systematically develop and use an extensive range of strategies, approaches and associated materials for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies; ❖ enable all learners to engage in self evaluation and peer assessment to benefit learning;
<ul style="list-style-type: none"> ❖ record assessment information to enhance teaching and learning; ❖ use the results of assessment to identify strengths and development needs which lead to further learning opportunities. 	<ul style="list-style-type: none"> ❖ record assessment information in a systematic and meaningful way in order to enhance teaching and learning and fulfil the requirements of the curriculum and awarding bodies; ❖ use the results of assessment to identify development needs at class, group and individual level and as a basis for dialogue with learners about their progress and targets; ❖ produce clear and informed reports for parents and other agencies which discuss learners' progress and matters related to personal, social and emotional development in a sensitive and constructive way.

Professional Reflection and Communication

The Standard for Provisional Registration	The Standard for Registration
3.4.1 Read and critically engage with professional literature, educational research and policy	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ read and analyse a range of appropriate educational and research literature; ❖ use what they have learned from reading and research to challenge and inform practice. 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ read, analyse and critically evaluate a range of appropriate educational and research literature; ❖ systematically engage with research and literature to challenge and inform professional practice.

3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise

Professional Actions

Student teachers:

- ❖ reflect and engage in self evaluation using the relevant professional standard;
- ❖ adopt an enquiring approach to their professional practice and engage in professional enquiry and professional dialogue;
- ❖ evaluate their classroom practice, taking account of feedback from others, in order to enhance teaching and learning;
- ❖ engage where possible in the processes of curriculum development, improvement planning and professional review and development;
- ❖ work collaboratively to share their professional learning and development with colleagues;
- ❖ maintain a record of their own professional learning and development, culminating in an Initial Professional Development Action Plan.

Professional Actions

Registered teachers:

- ❖ reflect and engage in self evaluation using the relevant professional standard;
- ❖ demonstrate an enquiring and critical approach to their professional practice and development and engage in systematic professional dialogue;
- ❖ evaluate, and adapt their classroom practice rigorously and systematically, taking account of feedback from others, to enhance teaching and learning;
- ❖ demonstrate constructive participation and engagement with curriculum development, improvement planning and professional review and development;
- ❖ work collaboratively to contribute to the professional learning and development of colleagues, including students, through offering support and constructive advice and through disseminating experience and expertise, seeking opportunities to lead learning;
- ❖ maintain an effective record and portfolio of their own professional learning and development and a professional development action plan, including analysis of impact on learners and on own professional practices.

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Probation site for teachers:
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Registration department:
www.gtcs.org.uk/registration

Professional Update:
www.gtcs.org.uk/professional-update

Professional recognition:
www.gtcs.org.uk/professional-recognition

Fitness to Teach:
www.gtcs.org.uk/fitness-to-teach

Research:
www.gtcs.org.uk/research

*GTC Scotland aims to promote equality and
diversity in all its activities*



Guidelines on dealing with complaints/allegations made against teachers

General Principles

These guidelines have been prepared on the premise that the vast majority of complaints/allegations made against teachers are capable of being resolved at school level, and aim to ensure that such matters are addressed in a consistent, fair and open manner. Therefore almost all complaints/allegations against teachers will be dealt with in the first instance by their Head Teacher. Where the complaint/allegation is of a more serious nature it will be referred to the relevant Head of Service for consideration. Please refer to the Council's Complaints Procedure (DNCT/2 Appendix 7) for more information on dealing with complaints.

This guidance addresses allegations relating to issues of incompetence, sub standard work performance, inappropriate professional conduct and child protection matters. It must be stressed that, from the moment an allegation appears to be relevant to the protection of children (e.g. an allegation is made of inappropriate, aggressive or violent, physical contact with a child or young person by a member of staff), it is the Child Protection Guidelines and Procedures (DNCT/2 Appendix 5) that must be followed. These guidelines provide specific guidance on what to do if child protection may be a factor in any allegation, and includes advice on arrangements for interviewing pupils which will routinely involve School Community Support Service. Where information is collected under the Child Protection Guidelines and Procedures this will be used to inform any further action to be considered by the Head Teacher or Education Manager i.e. a separate investigation in terms of the guidance given in this document will not be necessary. The advice given in the introduction to this document and the action following investigation will, however, be equally relevant to complaints and allegations dealt with under the Child Protection Guidelines and Procedures.

The guidance in this document is generally intended for complaints or allegations arising from pupils, parents or other members of the public. Where a complaint or allegation relating to a teacher arises from a work colleague, then it may be appropriate to use this guidance, the agreed disciplinary procedures (DNCT/2), or grievance procedures (DNCT/3) as appropriate. This guidance does not apply to issues related to sickness absence management, which is covered by the Managing Absence Procedure for Teachers and Associated Professionals.

A Head Teacher or Education Manager must ensure that any complaint/allegation made against a teacher is appropriately addressed and confidentiality maintained. This will involve being seen by any complainant and by any teacher who is subject of a complaint or allegation to have investigated the matter according to the procedures set out in these guidelines and ensure that any complainant receives an appropriate response. The Council's Complaints Procedure (DNCT/2 Appendix 7) provides more detailed guidance on this.

Where a complaint against a teacher is received, the complaint will be intimated to the teacher. This should take place whether the complaint is oral, written, whether it is received directly or indirectly, through a third party or indeed if it is anonymous. If the complaint is in writing, a copy of it will be given to the teacher concerned - the complainant's address will be deleted for confidentiality. In the case of a verbal complaint/allegation the teacher should be provided with a brief written note of the substance of the complaint/allegation.

The complaint will be passed to the teacher timeously, and thereafter addressed in a professional and sensitive manner. The teacher should be counselled to seek advice or support from their trade union or other nominated representative. Sufficient time must be allowed to enable the teacher to obtain such support before an investigation meeting is arranged, even when the teacher does not wish to do so. In the majority of cases, this should not be undertaken by the Head Teacher, unless the complaint is in relation to a Depute Head Teacher. However, in schools without Depute Head Teachers, the Head Teacher will be expected to carry out any investigation, with conclusions and recommendations being submitted to an appropriate senior manager. In some circumstances it may be appropriate to seek support from a Depute or Head Teacher from another establishment or an Education Officer.

Senior school staff should act at all times as supportively as possible towards any teacher who is the subject of a complaint or allegation. This includes explaining the process to be followed on receipt of an allegation, taking into account the provisions of the Child Protection Guidelines and Procedures. Further, senior staff should ensure that teachers affected are kept informed of each stage of the

investigation and the likely timescale to reach a conclusion. In the case of any unforeseen delays, the teacher should be advised of this and the consequent impact on any timescale.

Receipt of Complaint/Allegation

On receipt of a complaint/allegation, a Head Teacher or Education Manager should:

- a. Give appropriate form of acknowledgement to complainant. The Council's Complaints Procedure advises that this should be done within 3 working days.
- b. In **all** cases where there is a possibility of an allegation having relevance to child protection, refer to the linked Child Protection Guidelines to determine whether the allegation may constitute a child protection concern. If this is the case, it is those guidelines which should be followed from this point on.
- c. In the event that the complaint/allegation has the potential to be of a serious nature, the Head Teacher should seek advice from their Head of Service and/or Human Resources.
- d. Ensure that the teacher is advised at earliest possible time that complaint/allegation has been received. Note that a response is not required at this stage. Give the teacher a copy of any written complaint - the complainant's address must be deleted for confidentiality. In the case of a verbal complaint/allegation provide the teacher with a brief written note of the substance of the complaint/allegation. The teacher should be counselled to seek advice and support from a trade union representative or work colleague.
- e. Appoint a suitable Investigating Officer using the criteria outlined previously. Ensure that the teacher is clear about investigation arrangements and the procedure to be followed. Also ensure that the Investigating Officer is clear about the requirements of arranging an investigation meeting with the teacher e.g. at an appropriate time, giving sufficient notice so that the teacher can consult with a trade union representative or work colleague. The teacher should be counselled to seek such advice and support and advised of their right to be accompanied at that meeting.
- f. Discuss any requirement to suspend the teacher with Human Resources and senior management in the Children and Families Service. Assess whether the teacher needs some support during the period of the investigation and always refer to the Child Protection Guidelines when required.

Conduct of Investigation

- a. Unless the complaint/allegation is of a minor, straightforward nature and can be dealt with informally through appropriate advice, guidance and counselling, the Head Teacher should nominate an Investigating Officer.
- b. Nominate an Investigating Officer to investigate the complaint. This will normally be a Depute Head Teacher, however, in schools without Depute Head Teachers, the Head Teacher will be expected to carry out any investigation, with conclusions and recommendations being submitted to an Education Manager. In some circumstances it may be appropriate to seek support from a Depute or Head Teacher from another establishment or an Education Officer. If the complaint/allegation is against a Depute Head Teacher, the Head Teacher must investigate the complaint. In this connection it should be noted that while it may be competent for the Head Teacher to hold a disciplinary hearing arising out of the findings of the investigations for minor issues it would be open to the teacher concerned to seek that the hearing be held by another Head Teacher or by an Education Manager.
- c. The Investigating Officer's task is to ascertain the facts and to assemble the evidence to support them. Where the Investigating Officer's findings are that there has been a breach of discipline he/she will be required to formulate the allegation(s) for further consideration

at any disciplinary hearing. In the event of a disciplinary hearing taking place the Investigating Officer will be expected to present the case to the hearing calling witnesses where appropriate.

- d. The Investigating Officer should call the teacher to an investigatory meeting ensuring that the teacher is advised beforehand and is aware of the nature of the complaint/allegation and his/her right to be accompanied by a trade union representative or work colleague. The teacher must be given every opportunity to provide any information relevant to the complaint/allegation and to identify any witnesses he/she considers has an input into the investigation. If the complaint/allegation is of a serious nature, the Investigating Officer should be accompanied by a Human Resources Officer to ensure that correct procedures are adhered to.
- e. If the investigation proceeds to a formal disciplinary hearing, or if it will aid the process, the Investigating Officer should compile a record of the questions asked and the explanation given by the teacher. The teacher should have the opportunity to approve or amend the written record before signing it as an accurate record of his/her explanation.
- f. In the event that the teacher does not agree the record, he/she should produce their own version for the Investigating Officer. The teacher must be advised that both versions of the document may be considered and referred to.
- g. During the investigation, the Investigating Officer must question all other employees who he/she believes has knowledge of the complaint/allegation and, where appropriate, obtain written statements from them to that effect. If there are no witnesses to an alleged incident, the Investigating Officer should try to establish who saw the individuals prior to and after the alleged incident, in order to obtain statements from them as to the conduct at that point of the individuals concerned.
- h. It is anticipated that in the majority of cases it will be appropriate for the Investigating Officer to conduct pupil interviews. However, the Investigating Officer should (i) seek advice or support from the School Community Support Service when serious allegations are lodged or (ii) involve guidance staff where he/she considers that it would be appropriate. If the allegation is of a child protection nature, reference must be made to the Child Protection Guidelines and Procedures, after which the appropriate Head of Service should be contacted.
- i. The Investigating Officer should consider all the information obtained, including the teacher's explanation, if any, before assessing whether or not it constitutes a disciplinary matter under the disciplinary procedure. If the Investigating Officer believes that there is a case of alleged misconduct to answer, he/she should formulate the allegation with advice from Human Resources.
- j. The Investigating Officer should advise the Head Teacher or appropriate senior manager of his/her findings in a short written report, summarising the investigatory process, the information gathered and any conclusions.
- k. The Investigating Officer should advise the teacher that he/she will be reporting his/her findings to the Head Teacher, or appropriate senior manager.

Action following Investigation

- a. In light of the Investigating Officer's findings, the Head Teacher or appropriate senior manager will need to decide whether or not to accept the recommendation and whether further action is required with regard to the complaint/allegation.
- b. If there is to be no further action, the teacher should be advised that the matter is now closed. The complainant will be advised of the findings of the investigation and any form of redress, in accordance with the Council's Complaints Procedure. This is to ensure that the complainant can decide if they remain dissatisfied and whether or not to contact the

Scottish Public Services Ombudsman (SPSO). A copy of any response will be provided to the teacher. No reference will be made to any action taken against the teacher as a result of the complaint. All references to the investigation will be retained in the teacher's personal file for 12 months, and a record of any formal complaint, findings of the investigation and any form of redress for the complainant will be retained electronically in a separate file for 5 years, in accordance with the Council's Complaints Procedure. At an appropriate time, and with the consent of the member of staff, where the allegation was widely known it should be equally widely communicated that the complaint/allegation has not been substantiated and that there is to be no further action.

- c. If it is determined that there is substance to the complaint/allegation a decision must be made on how the matter should be taken forward:
 - i. Informally by giving appropriate professional support and guidance;
or
 - ii. Instituting the competency procedures as outlined in DNCT/2
or
 - iii. Instituting formal disciplinary procedures as outlined in DNCT/2.
- d. Where the recommendation being made by the Investigating Officer is of a nature such as may result in disciplinary action against the teacher, the teacher will be so informed, and advised to seek trade union assistance if they have not already done so.
- e. Where a formal disciplinary hearing is to take place and the Investigating Officer intends to use evidence from witnesses any written statements from these witnesses and any other document which is going to be relied upon by the Investigating Officer should also be available to the teacher concerned and to his/her representatives. Likewise, copies of witness statements and any other documentation which is going to be relied on by the teacher or trade union representative/work colleague must be shared with the Investigating Officer.
- f. Where formal disciplinary action is being taken reference should be made to the guidance issued on the conduct of disciplinary hearings carried out in accordance with DNCT/2 Appendix 2.
- g. Respond appropriately to the complainant with a copy to the teacher concerned. If a verbal response is given the teacher should be advised of its content in a short written note. The complainant will be advised of the findings of the investigation and any form of redress, in accordance with the Council's Complaints Procedure. This is to ensure that the complainant can decide if they remain dissatisfied and whether or not to contact the Scottish Public Services Ombudsman (SPSO). No reference will be made to any action taken against the teacher as a result of the complaint.
- h. Where it is reasonable to conclude that the allegation was made with malicious intent, and where this can be established on the part of the pupil, appropriate disciplinary action should be taken against the pupil. Such action may involve the following:-
 - the incident would be recorded fully and the record kept in the pupil's personal file;
 - the parents/guardians of the pupil should be informed;
 - consideration of whether the pupil should remain in the class or school.
- i. Where unfounded allegations have been made by parents or members of the public, the instigators must be informed of the extent and the result of the investigation. It must be recognised that there are circumstances where it is difficult for the school to pursue

matters further. However, in these circumstances it may be appropriate to seek advice from the Legal Division within the Corporate Services Department.

Further Points

In exceptional cases of inappropriate professional conduct where remaining at work would worsen the situation or would hamper proper investigation, the teacher concerned may be transferred to other duties or to another location or suspended on full pay for a limited period while the allegation is being investigated. These arrangements are neutral actions to promote a cooling off period or to facilitate the investigation and no judgement or censure is implied. This action will not, however, be taken without prior agreement of the Executive Director of Children and Families Service and Head of Human Resources. During the conduct of an investigation, when a teacher is absent as a result of suspension or for another reason, they should not be discouraged from maintaining contact with colleagues. However any contact with colleagues must not seek to prejudice the outcome of the investigation.

Investigations will be given a high priority and it is anticipated the vast majority of investigations will be completed within 15 working days. Stage 1 of the Council's Complaints Procedure Stage 1 indicates that a complainant will be advised of any decision within 5 working days, and within 20 working days at Stage 2. If the investigation is expected to take longer than the target number of days, the complainant should be advised and a revised timescale agreed.

Detailed guidance and training on the conduct of investigations is available from Human Resources.

Dundee City Council Children and Families Service

July 2013

Child Protection

Revision 2.2

Guidelines and Procedures

Dealing with information received about staff which causes concern

This document is an integral part of DNCT/2 and the
Children and Families Service Child Protection Guidelines and Procedures.

Reference should also be made to the Multi-Agency Guidelines produced by the
Children and Young Persons' Protection Committee.

PLEASE NOTE

This guidance is principally for use by Head Teachers and Principal Officers of
support services, and Heads of Service in Dundee City Council Children and
Families Service

It is included within the general guidance on child protection for information of all
staff, in general.

It is made available on the Council's website at the following address for public
and partner agency information:

http://www.dundeeccity.gov.uk/dundeecity/publications.php?department_id=16

1. Points to consider when such information is received

- a. When the Head of Establishment (Head Teacher, Principal Officer) learns of concerning information about a member of staff, he or she must immediately tell the relevant Head of Service/Education Manager and Human Resources.
- b. Information received about professional competence or conduct may also have a potential child protection dimension.
- c. All information received which causes concern must be formally recorded for audit purposes by School Community Support Service.
- d. All persons providing information which indicates concern will be given a prompt reply.
- e. Members of staff about whom concerning information is received must be informed and advised, as appropriate, during the process of responding to the information received. *[Paragraphs 3b, 3j to 3n, 4c, 5a and 5b below refer.]*
- f. The needs of the child or children involved must be considered by staff.
- g. Supporting and protecting the child is a priority where it is felt the information received gives rise to child protection concerns. Therefore, our usual actions when assessing information received about members of staff may have to be changed to ensure that the child remains protected.
- h. Where information received concerns professional competence or conduct without a child protection dimension, it will be considered in accordance with the appropriate section of DNCT/2 or the Council's agreed disciplinary procedures.
- i. Information which may have a child protection dimension will be referred without delay to the Multi-Agency Screening Hub (MASH) based alongside the joint police, health and social work Family Protection Unit. MASH can be contacted on (30)7966 or 07985874256. The establishment's designated Child Protection Officer must also be informed as they may have a key role in supporting and protecting the child or children involved.
- j. In respect of some information received, referral to the MASH and normal disciplinary processes will need to be considered.
- k. Information about staff which gives rise to concerns about child protection is likely to refer to verbal, physical or sexual abuse. It can be received from a number of sources and in a number of ways, including:
 - from a parent or child directly to the Head of Establishment or another member of staff
 - from a parent/carer or other person via the Children and Families Service
 - from a member of staff of the school
 - from a partner agency (e.g. Health, Housing or SWD)
 - from information received by the joint Tayside Police, Social Work Department and NHS Tayside Family Protection Unit
 - through the Council's Complaints Procedure

- from an anonymous source
 - from an overheard conversation
 - from something a child has written in a piece of work
- l. The following information provides more details about what happens next. The process described below and summarised in the appended flowchart (page 9) will be rigorously adhered to by all concerned.
 - m. If at any time, during the process of dealing with information received, a concern about departmental or establishment practice becomes apparent and the concern is of a general nature, the lead officer must immediately bring it to the attention of the Head of Service. The nature of the concern will be relayed to all establishments in order that it can be addressed promptly. If the concern is specific to practice within the establishment, it must be addressed promptly by the Head of Establishment.

2. Does the information received indicate concerns about child protection?

- a. When information received causes significant concern about a member of staff, the Head of Establishment will, without delay, discuss the concerns with the Head of Service about whether it indicates child protection concerns (e.g. is the information about a member of staff striking a child, placing the child at risk, either by commission or omission, emotional abuse of a child) or not.
- b. If the information received is about the Head of Establishment, the Head of Service and Human Resources will jointly consider whether it indicates child protection concerns.
- c. When considering the information received, it may be necessary or advisable to ask for child protection advice from School Community Support Service Team Leaders who all have experience of working within the MASH. It is important that this relates *solely* to the information received and does *not* mean that officers should investigate. Further advice on this can also be obtained from Human Resources.
- d. If it is felt that the information received does or could indicate child protection concerns, it must be referred to the MASH immediately.
- e. If it is determined that the information received is about professional competence or conduct, refer to section 4 below.

3. What happens when a referral is made to the MASH?

- a. The referral will be recorded by the receiving member of the MASH who will inform the establishment's designated Child Protection Officer who also records the referral. No-one else at this stage is informed about the information received.
- b. From this point, decisions about how to handle the information received and what steps to take are taken by the MASH. This includes whether or not to tell the member of staff about the information. Children and Families Service staff must not deviate from the advice given in any respect.

- c. The Head of Establishment will ask the MASH what to tell the member of staff involved.
 - (i) If advised not to do so, the Head of Establishment will ensure that the member of staff will be given no information, at this stage.
 - (ii) If advised to do so, the Head of Establishment will immediately inform the member of staff that information of concern has been received and that a referral has been made to the MASH for a decision on how best to proceed. The member of staff will be advised that s/he has the right to seek support and advice from a colleague or their trade union.
- d. Steps will be put in place to support and protect any children involved. The information will not be shared within the establishment. This is designed to protect the child and the member of staff involved.
- e. Staff must be careful not to do anything which could prejudice any future child protection investigation and/or prosecution. The child or children involved must not be interviewed unless the MASH advises that this action may be taken.
- f. Responsibility for making contact with and appropriately advising the parent/carer will lie with the MASH.
- g. The MASH will inform the Head of Establishment as soon as possible whether
 - (i) an Initial Referral Discussion is to be held or (ii) whether the matter does not indicate child protection concerns and is being referred back to the Children and Families Service to conduct an internal investigation into the information received.
- h. If the response from the MASH is that an Initial Referral Discussion is to be held, advice will again be sought as to what, when and by whom the member of staff involved should be told.
- i. The Head of Establishment will normally be invited to attend the Initial Referral Discussion unless he or she is the subject of the information received in which case an appropriate Service representative will attend. Human Resources may also be asked to attend.
- j. If a child protection investigation route is taken following the Initial Referral Discussion, this will be conducted by the Family Protection Unit and they will have the responsibility for advising the Children and Families Service on what the member of staff can be told.
- k. The Head of Establishment must follow the advice given and continue to act as supportively as possible towards any member of staff involved. If permitted to tell the member of staff involved that information has been received about them which causes concern and has a child protection dimension, this will include explaining how matters will progress following the Initial Referral Discussion. Any information shared must have the prior agreement of the MASH.
- l. If remaining at work could worsen the situation, hamper the Family Protection Unit investigation, or potentially place children at risk, the member of staff may be suspended on full pay. Suspension is a neutral action without prejudice to

facilitate the formal investigation, and no judgement or censure is implied. This action will not be taken without prior agreement of the Executive Director of Children and Families Service and Head of Human Resources.

- m. Any member of staff facing investigation will find this stressful. Therefore, it is important that they are not discouraged from maintaining contact with colleagues if they are absent from the workplace. However, they must be advised that such contact must not seek to influence the outcome of that investigation.
- n. All investigations by the Family Protection Unit will be completed as promptly as possible. However, the process can take some weeks to complete as the time taken to conclude is dependent on the complexity of the information received, the number of potential witness interviews to be carried out, and the ages and capacities of those being interviewed.
- o. Following the conclusion of the Family Protection Unit investigation and irrespective of the outcome of this, the Children and Families Service may decide subsequently that it is necessary to carry out its own internal investigation in accordance with the Council's agreed disciplinary procedures and DNCT/2 Disciplinary Procedures for Teachers and Associated Professionals.
- p. The Head of Establishment and Human Resources will make decisions regarding employment matters and will keep the Senior Management Team informed of progress. The Chief Social Work Officer is routinely informed of the progress of all disciplinary cases with a potential link to protecting children.

4. What happens if it is determined that the information received is about professional competence or conduct?

- a. If the information received does not indicate concerns about child protection, it may still indicate concerns about professional competence or conduct. If it is felt that the concerns are such that an investigation is necessary, the Head of Establishment, in consultation with Human Resources will ensure that an investigation is conducted in accordance with the Council's agreed disciplinary procedures and DNCT/2 Disciplinary Procedures for Teachers and Associated Professionals.
- b. If child protection concerns arise during the course of an investigation, reference must be made to sections 2 and 3 above immediately.
- c. Throughout this process, the member of staff will be informed and advised to seek trade union assistance if s/he has not already done so, in accordance with the Council's agreed disciplinary procedures and DNCT/2 Disciplinary Procedures for Teachers and Associated Professionals.
- d. The Head of Establishment and Human Resources will keep the Senior Management Team informed of progress. The Chief Social Work Officer is routinely informed of the progress of all disciplinary cases with a potential link to protecting children.

5. What happens if it is found that the incident did not happen?

- a. As there is no disciplinary case to answer, the Head of Establishment will deal with the matter internally. This will include taking some or all of the following actions.
- The member of staff concerned may now be advised of the relevant details of the information received and that it has been shown to be unsubstantiated. The complainant will be advised of the findings of the investigation and any form of redress, in accordance with the Council's Complaints Procedure. This is to ensure that the complainant can decide if they remain dissatisfied and whether or not to contact the Scottish Public Services Ombudsman (SPSO). No reference will be made to any action taken against the member of staff as a result of the complaint.
 - If appropriate, the Head of Establishment will inform the member of staff that further actions will be considered with respect to the complainant (ref paragraphs 5c and 5d below)
 - If the information which caused the original concern had been received by the establishment or the Service and if the identity of the person who provided the information is known, a reply will be made in writing. The complainant will be advised of the findings of the investigation and any form of redress, in accordance with the Council's Complaints Procedure. This is to ensure that the complainant can decide if they remain dissatisfied and whether or not to contact the Scottish Public Services Ombudsman (SPSO). No reference will be made to any action taken against the member of staff as a result of the complaint. This will be copied to the member of staff about whom the information was received for their information.
 - Arrangements will be made with all relevant professionals to discuss suitable actions for supporting the child or children involved and agreeing appropriate in-school strategies
 - Actions concerning the child or children will be discussed and agreed with the parent/carer, as appropriate
- b. Following a MASH referral or an internal investigation where there is no case to answer *and* where the information had become widely known within the establishment, it should be equally widely communicated that there is no case to answer. This should be done at an appropriate time, and only with the consent of the member of staff involved.
- c. In addition to the strategies outlined in para 5a above, in cases where it is reasonable to conclude that the information was provided with malicious intent by a child, the Head of Establishment, in consultation with Departmental senior management, will give consideration to carrying out the following:
- recording the incident fully and keeping the record in the child's personal file
 - informing the pupil's parents/carers, discussing and agreeing appropriate actions
 - considering whether the child remaining in their current class or school is in his/her or the member of staff's best interests.
 - raising awareness of the whole staff and involving other professional support with respect to issues of general importance that may have

come to light, such as the School Community Support Service, Dundee Educational Psychology Service and Social Work

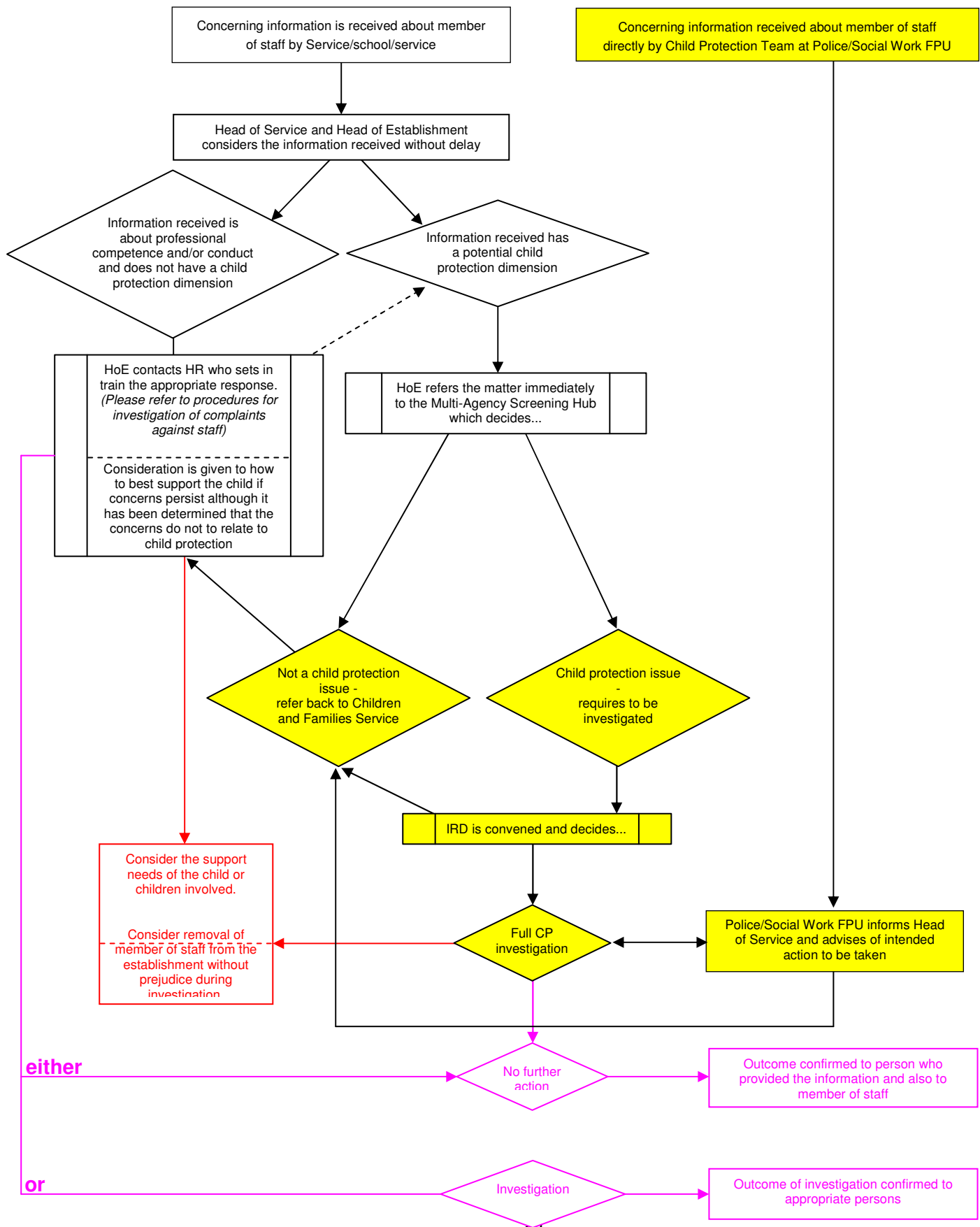
- d. Where it is found that parents or members of the public have provided information which is judged to be malicious or vexatious, they must be informed *in writing* that no substance has been found to the information they provided. They must also be informed of concerns as to their conduct in the matter.
- e. Consideration will also be given to measures to support the member of staff. However, it must be recognised that there are circumstances where it is difficult for the school or department to pursue matters further, and in these cases, it may be appropriate to seek advice from the Legal Division within the Corporate Services Department.

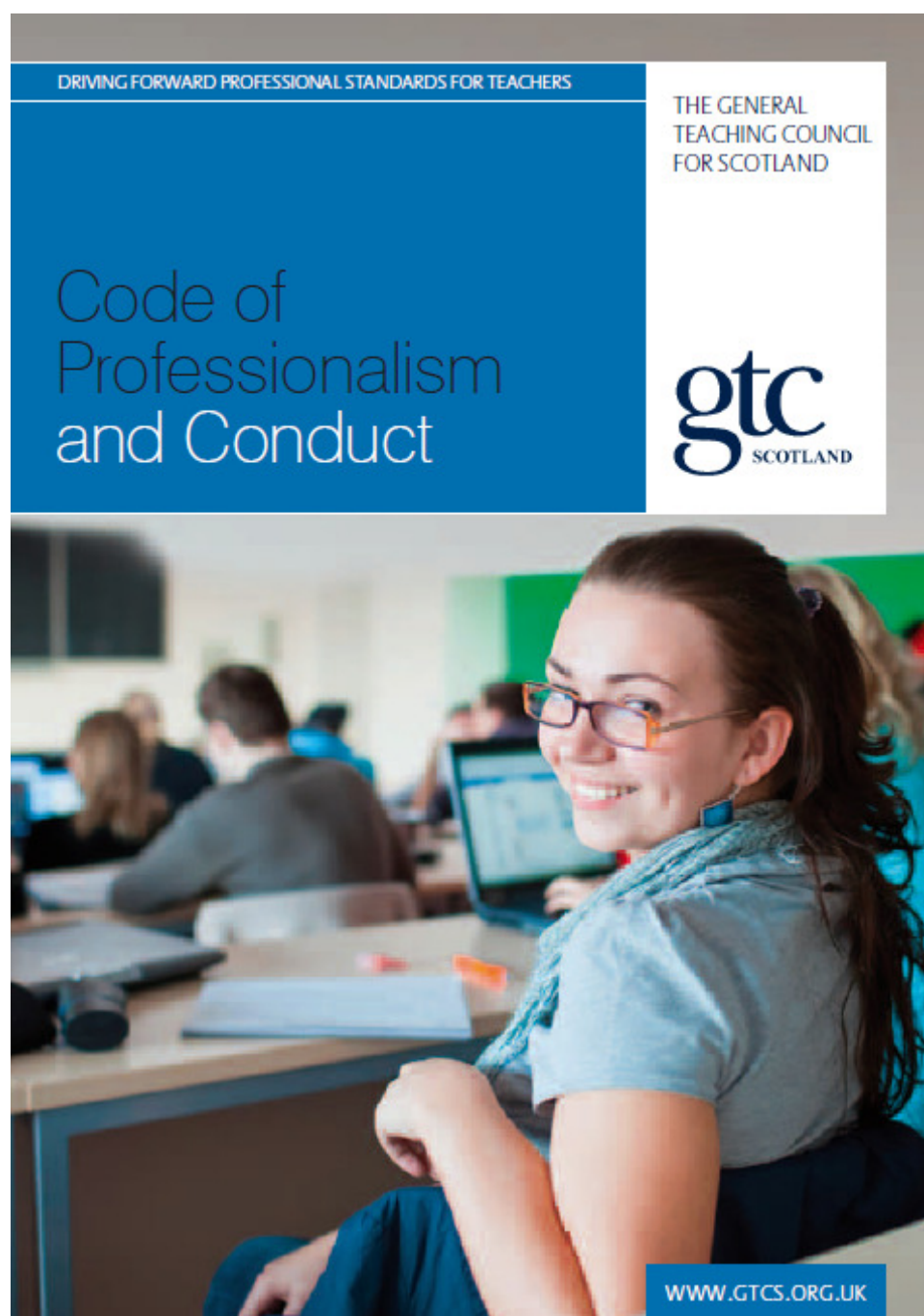
NOTE

Following the conclusion of any matter or investigation, all references to a case should be retained in an employee's personal file for 12 months. A record of any formal complaint, findings of the investigation and any form of redress for the complainant will be retained electronically in a separate file for 5 years, in accordance with the Council's Complaints Procedure. No reference will be made to any action taken against the teacher as a result of the complaint.

Any complaint which has a child protection dimension, and where the outcome falls short of requiring formal action but has been judged to be a cause for sufficient concern to warrant advice being provided to the teacher, consideration will be given to retaining a note on their personal file regarding the circumstances, and the information which caused concern.

Dealing with information received about staff which causes concern





THE GENERAL
TEACHING COUNCIL
FOR SCOTLAND



About this publication

The information contained in this brochure was correct at the time of publication. GTC Scotland cannot be held responsible for any issues arising from any errors or subsequent changes in requirements.

About GTCS

The General Teaching Council for Scotland is the world's first independent, self-regulating professional body for teaching. We aim to maintain and enhance teaching standards and promote the teaching profession in Scotland.

GTC Scotland aims to promote equality and diversity in all its activities.

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Context

GTC Scotland ("GTC Scotland") is the independent professional body which maintains and enhances teaching standards and promotes and regulates the teaching profession in Scotland. The Council has a duty to regulate teachers in the public interest and, in so doing, is accountable to the public and the profession for maintaining standards and ensuring that teachers are fit to teach¹.

The protection of children and young people and their educational wellbeing, along with the reputation of, and the public's trust in, the teaching profession, sits at the heart of GTC Scotland's fitness to teach regulation. Therefore regulatory measures, which may seem to be punitive in effect, should always be viewed within the context of what is considered necessary to protect.

¹ Further details of the GTC Scotland Fitness to Teach procedures and processes can be found at www.gtcs.org.uk

The Code – its purpose, scope and status

Purpose

This Code of Professionalism and Conduct sets out the key principles and values for registered teachers in Scotland. In accordance with the general principles of the UN Convention on the Rights of the Child and GTC Scotland's wider framework of standards, this Code and commentary states not only to the profession, but also to members of the public, the standard of conduct and competence expected of registered teachers. The Code of Professionalism and Conduct and commentary cannot address every

possible circumstance in which teachers might find themselves. However, it is intended that teachers are mindful of the Code in relation to the judgements which they will be called upon to make in situations which may occur both within and outwith the professional context. Although the behaviours described in this Code will be unthinkable to the vast majority of registered teachers and members of the public, GTC Scotland has a duty to identify them so that the boundaries of professional behaviour and conduct are clear and public trust in teachers is maintained.

Scope

This Code applies to fully registered and also, with the exception of Part 3, to provisionally registered teachers in whatever educational context the registered teacher may work. It also applies to all other currently registered teachers, whatever their sector of employment or employment status.

Throughout the Code, where the term "pupil" is used, it refers to learners in the wider sense and therefore includes those being educated in the pre-five, primary, secondary and further education sectors.

Status

Although this Code replaces the 2008 Code on 2 April 2012, Parts 1 – 4 of the 2008 Code will continue to apply to complaints which are related to periods prior to that date.

This is guidance and not a statutory code; therefore teachers must use their own judgement and common sense in applying the principles to the various situations in which they may find themselves. However, teachers must be aware that a serious breach or series of minor breaches of these principles could lead to action which may result in an adverse fitness to teach finding and imposition of any of the sanctions open to the Council.

Teachers should embrace the notion of personal regulation based on common sense and good professional judgement.

Therefore, the Code and its commentary is not intended to be an exhaustive list of unacceptable or unwise behaviours, but rather it is designed to provide guidance and raise awareness of issues and situations which can potentially arise.

Further information about GTC Scotland's regulatory role, sources of complaint and legislative responsibilities in connection with provisionally registered or fully registered teachers can be found at www.gtcs.org.uk



Part 1: Professionalism and maintaining trust in the profession

As a registered teacher:

- 1.1** you should have a knowledge of and maintain the key principles within the Professional Standards, Codes, Professional Advisory Statements and Guidance issued by GTC Scotland, as these may be reviewed and reissued from time to time;
- 1.2** you must maintain appropriate professional boundaries, avoid improper contact or relationships with pupils and respect your unique position of trust as a teacher;
- 1.3** you should avoid situations both within and outwith the professional context which could be in breach of the criminal law, or may call into question your fitness to teach;
- 1.4** you must uphold standards of personal and professional conduct, honesty and integrity so that the public have confidence in you as a teacher and teaching as a profession;
- 1.5** you should be professional, honest and act with integrity in your dealings and correspondence with GTC Scotland, other regulatory (or similar) bodies and employers (including prospective and past);
- 1.6** you should maintain an awareness that as a teacher you are a role model to pupils.

Commentary

Parents and carers in particular, and the public in general, place a very high degree

of trust in those who are educating pupils, and rely upon teachers to interpret what is right and what is wrong.

Teachers are often called upon to make difficult decisions regarding pupils and therefore, in exercising judgement, you should think very carefully of the implication and potential consequences of the options open to you.

As a teacher, you should also bear in mind how your decision and subsequent action may appear or be interpreted by others not fully aware of all of the circumstances.

Pupils

Teachers should establish professional boundaries, and recognise the negative impact that actual or perceived breaches of these would have upon pupils and the confidence of the public.

With regard to relationships with pupils, you should:

- in managing behaviour:
 - be aware of and adhere to behaviour management protocols and strategies and not harm or use physical violence against a child or pupil in or outwith the educational establishment context;
 - take into account reasonable norms and best practice when conducting interviews with pupils, in a disciplinary context, and have due regard to their age, stage and individual circumstances;
- appreciate fully that the onus is upon you as the teacher and not the pupil to distance yourself from any potentially inappropriate situation;
- avoid sexual contact with or remarks towards a pupil of school age, regardless of the apparent consent of the individual concerned;

- be mindful that professional boundaries can be perceived to extend beyond a pupil's educational establishment leaving date; therefore, in situations of this nature, you should exercise great care and professional judgement, taking into account all the factors involved;
- not attempt to establish an inappropriate relationship with any pupil by means which might include (but are not limited to):
 - communication of a personal nature;
 - engaging in an inappropriate way through the internet or by other means with pupils;
 - sending e-mails or text messages to pupils, of an inappropriate nature.

As a teacher you must:

- not discuss with pupils your own intimate and personal relationships and be mindful to maintain an appropriate balance between formality and informality when you are dealing with pupils;
- take care to avoid becoming personally involved in a pupil's personal affairs;
- be aware of the potential dangers of being alone with a pupil (in particular under 18 years of age) in a private or isolated situation, using common sense and professional judgement to avoid circumstances which are, or could be, perceived to be of an inappropriate nature. This is also the case in connection with social networking websites, outwith the setting of the educational establishment and in subject areas such as music, physical education and drama;
- be mindful that the internet and social networking can quickly blur

the professional boundary between teacher and pupil. Teachers need to be alert to the risk that actions which might, on the face of it, seem quite innocent, can be misunderstood and misconstrued by others;

- avoid inappropriate communication (including via social networking) with individuals under 18 or in relation to whom you may be in a position of trust or have a professional relationship;
- not by any means or in any circumstances, make, view or access illegal or inappropriate images of children or protected adults;
- be mindful of the negative impact of being under the influence of alcohol in the professional setting.

Educational Excursions

Excursions have an important part to play in the life of pupils, and can greatly enrich the educational experience of pupils taking part.

Physical safety is of prime importance. However, particularly in the residential setting, relationships tend to be less formal and the environment is very different from that in an educational establishment. You should not allow yourself to overstep the professional boundaries and remember that the professional standard of behaviour expected of you on an educational excursion outwith the structure of the normal working day is no different from that of the professional norm.

Accordingly you should ensure, for example, that you:

- have a full knowledge of, and comply with, the procedures and guidelines laid down for these activities by your

educational establishment and the requirements of health and safety;

- are always mindful of the need to maintain an appropriate balance between formality and informality and avoid situations which are or could be reasonably perceived to be of an inappropriate nature.

Honesty and Integrity

The good standing of the teaching profession is at the heart of the regulatory role of GTC Scotland. Therefore as a teacher you must:

- not engage in behaviour of a criminal nature, especially related to sex, dishonesty, firearms, misuse of drugs and violence against a person or property or serious public order offences, which would be of particular concern in regard to a teacher's professional status and fitness to teach;
- be honest and trustworthy, especially avoiding offences such as theft, dishonesty, extortion, fraud or misuse of drugs;
- have due regard to the trust in you as a teacher and therefore act with integrity and honesty in applying for registration and in all your dealings with GTC Scotland, in making declarations and undertakings in professional applications/submissions, in the writing of references for colleagues or pupils and in the conduct of tasks in connection with examinations and/or assessments;
- not knowingly hinder, or refuse to engage with GTC Scotland in the discharge of its regulatory functions;
- be mindful that you have a professional responsibility to ensure that your contact details held by GTC Scotland are correct and up-to-date.



Part 2: Professional Responsibilities towards Pupils

As a teacher:

- 2.1** you must treat sensitive, personal information about pupils with respect and confidentiality and not disclose it unless required to do so by your employer or by law;
- 2.2** you must be truthful, honest and fair in relation to information you provide about pupils;
- 2.3** you should aim to be a positive role model to pupils and motivate and inspire them to realise their full potential;
- 2.4** you must maintain an up-to-date knowledge and understanding of, implement, and comply with, child and protected adult procedures as they may currently apply in your workplace;

2.5 as a member of the children's workforce in Scotland, you should recognise your role as a professional in delivering better outcomes for children and young people;

2.6 you must raise any concerns which you may have about the behaviour of any colleague in connection with a child or protected adult, using the appropriate procedures in place;

2.7 you should be aware of the general principles of the UN Convention on the Rights of the Child, regarding equal treatment, the child's best interests, and giving appropriate weight to the views of the child.

Commentary

- You should display a sensitive and

positive attitude towards differences among pupils and identify and respond appropriately to those with difficulties in, or barriers to, learning. When necessary, you should seek advice in relation to their additional support needs.

- You should identify and respond appropriately to indicators of the wellbeing and welfare of pupils, including bullying and discrimination, ensuring that their initiative and independent learning are encouraged and nurtured.
- As a teacher, you should have high expectations of and provide realistic challenges for pupils, ensuring that learning tasks are varied in form, differentiated and devised to build confidence in and promote self-worth for all your pupils.
- Pupils of school age spend a large proportion of their lives within the educational setting, and therefore a teacher plays a pivotal role in child protection as they are well placed to see symptoms and signs.
- In keeping with "It's everyone's job to make sure I'm all right" and the collaborative approach of "Getting it Right for Every Child", teachers should keep up-to-date with their employer's child protection procedures and operate within them.
- The protection of children and protected adults is of the utmost importance. A teacher cannot ignore behaviour of any colleague which he or she may genuinely feel falls short of norms and standards in this regard and such concerns should be raised through the procedures available.



Part 3: Professional Competence

As a fully registered teacher:

- 3.1** you should maintain and develop your professional practice to ensure you continue to meet the requirements of the Standard for Full Registration which comprise:
- Professional knowledge and understanding;
 - Professional skills and abilities;
 - Professional values and personal commitment.
- 3.2** you should refresh and develop your knowledge and skills through Continuing Professional Development and maintenance of reflective good practice.

Commentary

The Standard for Full Registration serves three main purposes in that it provides:

- a clear and concise description of the professional qualities and capabilities teachers are expected to develop in the course of induction;
- a professional standard against which reliable and consistent decisions can be made on the fitness of new teachers for full

registration with GTC Scotland;

- a baseline professional standard which will and does apply to fully registered teachers throughout their careers.

The Standard for Full Registration defines the professional standard and the illustrations of professional practice which are organised into the three inter-related aspects of professional development.

Professional Knowledge and Understanding

The Standard for Full Registration applies to all fully registered teachers and as such you should have:

- A detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary school curriculum and also an understanding of curriculum development. This should include a broad, critical understanding of the principal features of the education system, policy and practice and a detailed knowledge of sector and professional responsibilities within these.

Professional Values and Personal Commitment

As a registered teacher you should:

- be able to show in your day-to-day practice a commitment to social justice and inclusion, take responsibility for your own professional learning and development and be an active partner in the communities in which you work.

Professional Skills and Abilities

As a registered teacher you should be able to:

- plan and implement teaching programmes that match varying pupils' needs, communicate effectively through different media in varying contexts and use varied teaching strategies and resources;
- organise and manage resources and pupil behaviour to achieve safe, orderly and purposeful activity;
- understand the principles of assessment, recording and reporting, and reflect on and act to improve your own professional practice.

Part 4: Professionalism towards Colleagues, Parents and Carers

As a teacher:

- 4.1 you should work in a collegiate and co-operative manner with colleagues and members of other relevant professions;
- 4.2 you must treat all colleagues and parents and carers fairly and with respect, without discrimination;
- 4.3 you should not make malicious or unfounded criticisms of, or accusations about, colleagues that may undermine them professionally or in the professional judgements they make;
- 4.4 you should promote good relationships between home and school/college and, as such, respect the role of parents and carers in the learning experience as appropriate;
- 4.5 you should exercise great care when expressing opinions in public about your employer and be mindful of Data Protection Act requirements concerning handling information about parents, carers and pupils.

Commentary Colleagues

- Everyone in the workplace should be able to work in an environment which is free from discrimination and harassment. A teacher should work in a collegiate way, treating all colleagues professionally.

As a teacher you should:

- avoid undermining a colleague by remarks which are or could be perceived as being malicious, unfounded or unprofessional. This is of particular importance when in contact with parents, carers and pupils;
- guard against inappropriate communication with, or behaviour towards, colleagues which is or could be perceived as being of an unprofessional, discriminatory or harassing nature.

Parents and Carers

- Success in the education of pupils is greatly enhanced by the active involvement of their parents or carers or key adults in their lives.
- As appropriate, parents and carers should be seen as vital partners in the learning experience and therefore as a teacher you should:
 - be professional in dealings with parents and carers and avoid making comments, being drawn into inappropriate discussions or divulging confidential information about other pupils, colleagues, or the educational establishment;
 - encourage the involvement of parents and carers as appropriate in the learning experience, welcoming them as active participants in the life of the educational establishment, and working in partnership with it.





Part 5: Equality and Diversity

In line with GTC Scotland's general duty under the Equality Act 2010, the Council promotes equality and diversity and respects and values difference. GTC Scotland wants to promote an inclusive profession that incorporates people from a range of diverse backgrounds. Through respecting the principle of equal treatment, this will benefit both the teaching profession and pupils alike.

As a teacher you should:

5.1 engage and work positively with pupils, colleagues, parents and carers in an open, inclusive and respectful way, in line with the law and with

a non-judgemental approach whatever their background, personal circumstances, cultural differences, values and beliefs;

5.2 help pupils to understand different views, perspectives, and experiences and develop positive relationships both within the educational establishment and in the local community;

5.3 recognise that you are a role model and therefore should be aware of the potentially serious impact which any demonstration by you of intolerance or prejudice could have upon your standing as a teacher and your fitness to teach.

THE GENERAL
TEACHING COUNCIL
FOR SCOTLAND



GTC Scotland

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E-mail: gts@gts.org.uk

GTC Scotland aims to promote equality
and diversity in all its activities.



INVESTORS IN PEOPLE
Scotland

Direct weblinks

Main site:
www.gts.org.uk

Fitness to teach department:
www.gts.org.uk/copac

Probation site for teachers:
www.probationerteacherscotland.org.uk

Registration department:
www.gts.org.uk/registration

Code: GTC.S12.03.12

Dundee City Council's Complaints Procedure (Summary)

<https://www.dundee.gov.uk/complaints/>

Dundee City Council is committed to providing high-quality customer services.

We value complaints and use information learned from them to help us improve our services.

If something goes wrong or you are dissatisfied with our services, please tell us. This page describes our complaints procedure and how to make a complaint. It also tells you about our service standards and what you can expect from us.

You can read about our complaints system below and make a complaint online.

[online complaints form](#)

Please note that if your complaint is about [Social Work](#) there is a separate procedure.

What is a complaint?

We regard a complaint as any expression of dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.

What can I complain about?

You can complain about things like:

- delays in responding to your enquiries and requests
- failure to provide a service
- our standard of service
- council policy
- treatment by or attitude of a member of staff
- our failure to follow proper procedure.

Your complaint may involve more than one council service or be about someone working on our behalf.

If your complaint is about Social Work services, there is a separate [complaints procedure and complaints form](#)

What can't I complain about?

There are some things we can't deal with through our complaints handling procedure.

These include:

- a routine first-time request for a service, for example a first-time request for a housing repair or action on anti-social behaviour
- requests for compensation from the council
- things that are covered by a right of appeal. Here are some examples:
- If you are dissatisfied with the level of priority you have been given when applying for a house, you have the right to appeal against the decision.

- If your planning application is refused, you will have a right to request an appeal to Scottish Ministers or a review by the planning authority's Local Review Body. Which one depends on the circumstances of the application and the timescale for appeal or review will normally be explained in the correspondence and the decision notice from the planning authority.
- If you believe your house is incorrectly valued for council tax, you can appeal to the Assessor.

If other procedures or rights of appeal can help resolve your concerns, we will give information and advice to help you.

Who can complain?

Anyone can make a complaint to us, including the representative of someone who is dissatisfied with our service. Please also read the section 'Getting help to make your complaint' below.

How do I complain?

You can complain in person at any of our offices, by phone, in writing, email or by using our online complaints form:

[online complaints form](#)

It is usually easier for us to resolve complaints if you make them quickly and directly to the service concerned. So please talk to a member of our staff at the service you are complaining about. They can try to resolve any problems on the spot.

If you are unsure who to complain to, contact our Customer Services team on 01382 434800

When complaining, tell us:

- your full name and address
- as much as you can about the complaint
- what has gone wrong
- how you want us to resolve the matter.

How long do I have to make a complaint?

Normally, you must make your complaint within six months of:

- the event you want to complain about, or
- finding out that you have a reason to complain, but no longer than 12 months after the event itself.

In exceptional circumstances, we may be able to accept a complaint after the time limit. If you feel that the time limit should not apply to your complaint, please tell us why.

What happens when I have complained?

We will always tell you who is dealing with your complaint.

Our complaints procedure has two stages:

Stage one: frontline resolution

We aim to resolve complaints quickly and close to where we provided the service.

This could mean an on-the-spot apology and explanation if something has clearly gone wrong, and immediate action to resolve the problem.

We will give you our decision at Stage 1 in five working days or less, unless there are exceptional circumstances.

If we can't resolve your complaint at this stage, we will explain why and tell you what you can do next. We might suggest that you take your complaint to Stage 2.

You may choose to do this immediately or sometime after you get our initial decision.

Stage two: investigation

Stage 2 deals with two types of complaint: those that have not have been resolved at Stage 1 and those that are complex and require detailed investigation.

When using Stage 2 we will:

- acknowledge receipt of your complaint within 3 working days
- discuss your complaint with you to understand why you remain dissatisfied and what outcome you are looking for
- give you a full response to the complaint as soon as possible and within 20 working days.

If our investigation will take longer than 20 working days, we will tell you. We will agree revised time limits with you and keep you updated on progress.

What if I'm still dissatisfied?

After we have fully investigated, if you are still dissatisfied with our decision or the way we dealt with your complaint, you can ask the Scottish Public Services Ombudsman (SPSO) to look at it.

The SPSO cannot normally look at:

- a complaint that has not completed our complaints procedure (so please make sure it has done so before contacting the SPSO)
- events that happened, or that you became aware of, more than a year ago
- a matter that has been, or is being, considered in court.

You can contact the SPSO:

- in person SPSO, 4 Melville Street, Edinburgh, EH3 7NS
- by post SPSO, Freepost EH641, Edinburgh, EH3 0BR
- Freephone 0800 377 7330
- Online contact www.spsso.org.uk/contact-us
- Website www.spsso.org.uk
- Mobile site: <http://m.spsso.org.uk>

Care complaints

If your complaint relates to a care service we provide, you can choose whether to complain to us or the Care Inspectorate. You can find out more about their complaints procedure, or make a complaint, by contacting them at:

<http://www.scswis.com/> (Online complaints form)

or

Telephone: 0845 600 9527

Fax: 01382 207 289

Email: enquiries@careinspectorate.com

Getting help to make your complaint

We understand that you may be unable, or reluctant, to make a complaint yourself. We accept complaints from the representative of a person who is dissatisfied with our service. We can take complaints from a friend, relative, or an advocate, if you have given them your consent to complain for you.

You can find out about advocates in your area by contacting the Scottish Independent Advocacy Alliance.

Telephone: 0131 260 5380

Fax: 0131 260 5381

Website: www.siaa.org.uk

We are committed to making our service easy to use for all members of the community. In line with our statutory equalities duties, we will always ensure that reasonable adjustments are made to help customers access and use our services. If you have trouble putting your complaint in writing, or want this information in another language or format, such as large font or Braille, please tell us in person or contact us on the telephone number or at the email address below.

Our contact details

You can contact our Customer Services Team in the following ways:

Telephone: 01382 434800

Email: customerservices@dundeecity.gov.uk

The full Dundee City Council Complaints Procedure can be accessed here:

<http://onedundee.dundeecity.gov.uk/sites/default/files/staff-resources/fullcomplaintprocedure.pdf>