



Teaching
Regulation
Agency

Mr Stephen Scott- Robson: Professional conduct panel outcome

**Panel decision and reasons on behalf of the
Secretary of State for Education**

June 2025

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Professional conduct panel decision and recommendation, and decision on behalf of the Secretary of State

Teacher: Mr Stephen Scott-Robson

TRA reference: 22805

Date of determination: 26 June 2025

Former employer: East Barnet School, London (“School”)

Introduction

A professional conduct panel (“the panel”) of the Teaching Regulation Agency (“the TRA”) convened on 23 to 26 June 2025 by way of a virtual hearing, to consider the case of Mr Scott-Robson.

The panel members were Mr Richard Young (lay panellist – in the chair), Ms Geraldine Baird (lay panellist) and Mrs Diana Barry (teacher panellist).

The legal adviser to the panel was Mr Harry Taylor of Eversheds Sutherland (International) LLP Solicitors.

The presenting officer for the TRA was Mr Alexander Barnfield (Counsel) of Capsticks LLP (solicitors).

Mr Scott-Robson was not present and was not represented.

The hearing took place in public, save that portions of the hearing were heard in private and was recorded.

Allegations

The panel considered the allegation(s) set out in the notice of proceedings dated 7 February 2025.

It was alleged that Mr Scott-Robson was guilty of unacceptable professional conduct and/or conduct that may bring the profession into disrepute, in that:

1. You failed to maintain appropriate boundaries with Pupil A in that:
 - a. On or around 30 August 2023, you sent an email to Pupil A, including words to the effect of:
 - i. 'I was thinking of you again today'
 - ii. 'I have a warm feeling in your presence'
 - iii. 'I like being close to you and interacting with you'
 - iv. 'I felt the urge to pen a poem about you'
 - v. 'My intuition is we might be kindred spirits'
 - vi. 'Might we not be good for each other?'
 - vii. 'You have my admiration'
 - viii. 'I am sure you will treat this communication confidentially'
 - b. On one or more occasions prior to 12 September 2023, shared personal information with Pupil A, [REDACTED]:
 - i. [REDACTED]
2. Your conduct at any or all of 1(a) above was of a sexual nature and/or sexually motivated.
3. Your conduct at 1(a)(viii) above demonstrated lack of integrity.

In his response to the notice of referral, Mr Scott-Robson has admitted the facts of allegation 1 and has admitted allegation 3. Mr Scott-Robson denies allegation 2.

Mr Scott-Robson has admitted that his conduct was unacceptable professional conduct and conduct that may bring the profession into disrepute.

Summary of evidence

Documents

In advance of the hearing, the panel received a bundle of documents which included:

Section 1: Chronology and anonymised pupil list and list of key people – pages 3 to 5

Section 2: Notice of proceedings and response – pages 6 to 27

Section 3: Teaching Regulation Agency witness statements – pages 28 to 145

Section 4: Teacher documents – pages 146 to 183

The panel members confirmed that they had read all of the documents within the bundle, in advance of the hearing.

In the consideration of this case, the panel had regard to the document Teacher misconduct: Disciplinary procedures for the teaching profession 2020, (the “Procedures”).

Witnesses

The panel heard oral evidence from the following witness called by the presenting officer:

Witness A – [REDACTED]

Decision and reasons

The panel announced its decision and reasons as follows:

The panel carefully considered the case before it and reached a decision.

Mr Scott-Robson was employed as a teacher at the School from 2019. On 30 August 2023 Mr Scott-Robson sent an email to Pupil A expressing his feelings towards them. On 8 September 2023, Pupil A reported the email to the School, who investigated the matter. Mr Scott-Robson’s employment with the School ended on 18 October 2023.

Findings of fact

The findings of fact are as follows:

The panel found the following particulars of the allegations against you proved, for these reasons:

1. You failed to maintain appropriate boundaries with Pupil A in that:

- a. On or around 30 August 2023, you sent an email to Pupil A, including words to the effect of:**

- i. 'I was thinking of you again today'
- ii. 'I have a warm feeling in your presence'
- iii. 'I like being close to you and interacting with you'
- iv. 'I felt the urge to pen a poem about you'
- v. 'My intuition is we might be kindred spirits'
- vi. 'Might we not be good for each other?'
- vii. 'You have my admiration'
- viii. 'I am sure you will treat this communication confidentially'.

On 13 March 2024, Mr Scott-Robson replied to the allegations, via his former legal representative, and admitted this allegation. The panel took this into account but also considered the allegation on its own volition based on the evidence available before it. A copy of the relevant email was annexed to Pupil A's witness statement and to Witness A's witness statement. The alleged comments set out above are all found within the email, sent to Pupil A on or around 30 August 2023. On balance, the panel considered that the evidence was relevant and that it would be fair to admit it. The panel also noted that hearsay evidence should be treated with caution and bore in mind that it must consider what weight to attach to the evidence when making its findings of facts. In this case, there were no competing factors as the parties did not contest the evidence. Pupil A's statement was not sole or decisive but it did provide useful background context for the panel.

The panel also had regard to Mr Scott-Robson's response to having allegedly sent an inappropriate email to Pupil A, as investigated by the School at the time. To assist with those proceedings, Mr Scott-Robson prepared a written statement and a written apology for Pupil A, in which he admits, and expresses regret for, sending the email. He also admitted having sent the email during the investigation meeting on 18 September 2023. As such, the panel found that the evidence supported the fact that Mr Scott-Robson did send the email to Pupil A.

The panel then considered whether the email demonstrated a failure to maintain appropriate boundaries by Mr Scott-Robson. At the time that Mr Scott-Robson emailed Pupil A, she was an [REDACTED] student in his class. The email was sent during the summer break, when Mr Scott-Robson was on holiday. In the statement Mr Scott-Robson prepared for the School's investigation, he explains that he understood the email was inappropriate and that he was '*wrong to act*' as he did. Mr Scott-Robson explains in his witness statement for this professional conduct panel hearing that he had incorrectly perceived there to be a friendship between himself and Pupil A. He concedes that he had constructed '*a fantasy version of reality and a version of Pupil A who could be*' his friend. Importantly, he admits that he knew sending the email was not permitted.

The panel was provided with a copy of the School's relevant policies, including:

1. Acceptable Use Policy, which states that staff are required to:
 - i) Observe good computer etiquette at all times and never undertake actions that may bring the school into disrepute; and
 - ii) Use the school network and computers only for educational purposes and those involving the operation of the school.
2. Communication policy/guidance, which states that staff should:
 - i) Communicate with students in a respectful manner;
 - ii) Communicate with students in a way that is focused on forming positive relationships with them [...] however, relationships with students need to retain a professional distance.
3. Disciplinary Policy, which sets out that inappropriate behaviour towards students may amount to a finding of misconduct.

It is clear to the panel that, based on the evidence available, including but not limited to the content of the email in question, Mr Scott-Robson's email to Pupil A was not in the context of a teacher/student relationship. The panel's view is that the email does not retain a professional distance, in breach of the School's policy. Based on the School's policies described above, Mr Scott-Robson would have reasonably been aware that his actions were in breach of the School's conduct expectations. It is evident that Mr Scott-Robson considered his email to be an attempt to begin a social relationship with Pupil A, whilst they were still his pupil. The email was sent outside of school term time and was not related to Pupil A's education. The panel finds that this took Mr Scott-Robson's actions outside of what one would normally expect to be normal boundaries in the teaching profession. Indeed, this is something Mr Scott-Robson expressly agrees with in his witness statement.

For the reasons above, the panel finds this allegation proven.

b. On one or more occasions prior to 12 September 2023, shared personal information with Pupil A, [REDACTED]:

i. [REDACTED]

The panel noted that Mr Scott-Robson has not provided any evidence in relation to this specific allegation, but he has nonetheless admitted the allegation. Pupil A confirms in their witness statement that Mr Scott-Robson *'had previously spoken to students about his personal life in class...[REDACTED]. I did not think this was particularly concerning at the time, and did not take much notice as it was mentioned during a lesson he was teaching.'*

For the reason outlined above, the panel considered it fair to admit Pupil A's witness

statement as hearsay evidence. The panel decided to attach reasonable weight to Pupil A's statement given that it was consistent with an earlier statement they had made in September 2023, as part of the School disciplinary investigation, and given that Mr Scott-Robson had admitted the allegation. The panel disregarded any findings of the disciplinary investigator since it was for the panel to turn its own independent mind to the allegations before it. The panel did consider comments made during that process by Mr Scott-Robson and Pupil A, as they provided a helpful insight into the allegations.

Additionally, the panel noted an exhibit to Witness A's statement, which was a statement provided by Pupil A in relation to the School disciplinary investigation. The statement reads: [REDACTED].

Despite the limited information available, the panel is satisfied that Mr Scott-Robson did share personal information with his class, including Pupil A, [REDACTED], albeit the precise nature of that information is not clear. The panel notes that this allegation is specifically that Mr Scott-Robson shared information [REDACTED] with Pupil A, which, on balance, the panel finds that he did.

For the reasons set out above, the panel find this allegation proven.

3. Your conduct at 1(a)(viii) above demonstrated lack of integrity.

In his email to Pupil A on or around 30 August 2023, Mr Scott-Robson says to Pupil A: *'given your integrity I am sure you will treat this communication confidentially'*. Mr Scott-Robson accepts that this request lacked integrity and that he did not think how his action would be perceived. The panel agrees with Mr Scott-Robson's reflection on this allegation. The panel's view is that Mr Scott-Robson was aware that him sending the email was not appropriate and he had deliberately asked Pupil A to keep his contact confidential so as not to get him in trouble. The panel considers that this was completely inappropriate given that he held a position of authority over Pupil A, and the panel notes Pupil A's evidence that the request to maintain confidentiality made them feel uncomfortable. The panel is also concerned by Mr Scott-Robson's use of the word *'integrity'* in the email, which implies that should Pupil A not keep the matter confidential they would, themselves, be lacking in integrity. The panel considers that *'integrity'* connotes adherence to the ethical standards of one's own profession. It is linked to the manner in which the profession professes to serve the public. Having had regard to the circumstances of this case, the panel finds that Mr Scott-Robson's action in asking Pupil A to keep an inappropriately worded email confidential amounts to a lack of integrity because it deviates from the ethical standards expected of a person working within the teaching profession.

For the reasons set out above, the panel finds this allegation proven.

The panel found the following allegation against you not proven:

2. Your conduct at any of 1(a) above was of a sexual nature and/or sexually motivated.

As Mr Scott-Robson did not attend the hearing, the panel had limited evidence with which it could assess Mr Scott-Robson's motivation for sending the email to Pupil A. The panel was unable to ask Mr Scott-Robson questions directly and has based its assessment on the documentary evidence available. Witness A's oral evidence was helpful in terms of the factual context, but did not go to the issue of whether the email was sexual in nature and/or sexually motivated. The panel has also considered the presenting officer's submissions carefully, namely that the language used by Mr Scott-Robson in the email is, although not overtly sexual, indicative of language most commonly used by people in a romantic setting. That language is as is set out in allegation 1(a). The panel accepts the presenting officer's interpretation is one valid interpretation of the language Mr Scott-Robson has used.

[REDACTED]

Mr Scott-Robson has described in evidence how the words he used in his email accurately reflected his feelings of wanting to develop a friendship with Pupil A. He is clear in his witness statement that he did not mean to imply he intended for a romantic or intimate relationship to develop. The panel agrees that the email does not contain any express reference to sexual intent.

In the statement Mr Scott-Robson provided to the School in September 2023, he says that he *'was aware that any sexual relationship with a school student was illegal, and [he has] never considered [he] would cross that line'*. In the panel's view, Mr Scott-Robson has been consistent with explaining his rationale throughout.

On balance, the panel considered that the evidence was relevant and that it would be fair to admit it. The panel also noted that hearsay evidence should be treated with caution and bore in mind that it must consider what weight to attach to the evidence when making its findings of facts. In this case, there were no competing factors as the parties did not contest the evidence. Mr Scott-Robson's statement gave the panel a helpful insight into his motivation for sending the email. The panel considered this in conjunction with other accounts he had given during the School's disciplinary investigation. The panel disregarded any findings of the disciplinary investigator since it was for the panel to turn its own independent mind to the allegations before it. The panel did consider comments made during that process by Mr Scott-Robson, as they provided a helpful insight into the allegations.

When questioned by the School in the disciplinary process, Mr Scott-Robson said that Pupil A was a "physical attracted person". In his witness statement for this professional conduct panel hearing, Mr Scott-Robson reflects on this comment and explains that he had given an objective answer to the School's question at the time, without considering

how that answer might be interpreted. [REDACTED] The panel also considers it plausible that Mr Scott-Robson's motivation for sending the email to Pupil A was driven by a misplaced belief that Pupil A had wanted to create a friendship based on common interests. On balance, the panel find that this is the more likely explanation. [REDACTED].

For the avoidance of doubt, the panel is satisfied that the email Mr Scott-Robson sent to Pupil A is not of a sexual nature.

The panel is of the view that Mr Scott-Robson's email to Pupil A was wholly inappropriate and crossed the line of professional boundaries. The panel has carefully considered whether Mr Scott-Robson's email was motivated by the possibility of developing a future sexual relationship with Pupil A. The panel has attached reasonable weight to the explanations Mr Scott-Robson has provided at different points since September 2023, all of which appear to be consistent. On that basis, the panel's view is that, although misguided and inappropriate, Mr Scott-Robson's motivation was to develop a friendship with Pupil A. As such, the panel is not satisfied that, on the balance of probabilities, Mr Scott-Robson's actions were sexually motivated.

For the above reasons, the panel found that this allegation is not proven.

Findings as to unacceptable professional conduct and/or conduct that may bring the profession into disrepute

Having found a number of the allegations proved, the panel went on to consider whether the facts of those proved allegations amounted to unacceptable professional conduct and/or conduct that may bring the profession into disrepute.

In doing so, the panel had regard to the document Teacher misconduct: The prohibition of teachers, which is referred to as "the Advice".

The panel first considered whether the conduct of Mr Scott-Robson, in relation to the facts found proved, involved breaches of the Teachers' Standards.

The panel wish to make clear that in respect of allegation 1(b), although the panel found that Mr Scott-Robson had shared information with Pupil A [REDACTED], there was no evidence provided by the TRA to clarify what that information was specifically and what the context was to that disclosure being made. The panel therefore felt that it was unable to make a finding of unacceptable professional conduct and/or conduct that may bring the profession into disrepute in respect of this allegation. The panel then went on to consider the other allegations it had found proven, namely allegation 1(a) and allegation 3.

The panel considered that, by reference to Part 2, Mr Scott-Robson was in breach of the following standards:

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school; by
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provision.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The panel was satisfied that the conduct of Mr Scott-Robson, in relation to the facts found proved, involved breaches of Keeping Children Safe In Education 2022 ("KCSIE").

The panel considered that Mr Scott-Robson was in breach of the following provisions:

- Page 6, paragraph 7 – all staff have the responsibility to provide a safe environment in which children can learn.
- Page 6, paragraph 2 – safeguarding and promoting the welfare of children is everyone's responsibility [...] this means that they should consider at all times what is in the best interest of the child.
- Page 7, paragraph 13 – all staff should be aware of the systems within the school or college which support safeguarding [...] and this should include the child protection policy, behaviour policy, and staff behaviour policy.

The panel also considered whether Mr Scott Robson's conduct displayed behaviours associated with any of the offences listed on pages 12 and 13 of the Advice.

The Advice indicates that where behaviours associated with such an offence exist, a panel is likely to conclude that an individual's conduct would amount to unacceptable professional conduct.

The panel found that none of these offences were relevant.

For these reasons, the panel was satisfied that the conduct of Mr Scott-Robson amounted to misconduct of a serious nature which fell significantly short of the standards expected of the profession.

Accordingly, the panel was satisfied that Mr Scott-Robson was guilty of unacceptable professional conduct.

In relation to whether Mr Scott-Robson's actions amounted to conduct that may bring the profession into disrepute, the panel took into account the way the teaching profession is viewed by others. It considered the influence that teachers may have on pupils, parents and others in the community. The panel also took account of the uniquely influential role that teachers can hold in pupils' lives and the fact that pupils must be able to view teachers as role models in the way that they behave.

In considering the issue of disrepute, the panel also considered whether Mr Scott-Robson's conduct displayed behaviours associated with any of the offences in the list that begins on page 12 of the Advice.

As set out above in the panel's findings as to whether Mr Scott-Robson was guilty of unacceptable professional conduct, the panel found that none of these offences were relevant.

The panel considered that Mr Scott-Robson's conduct could potentially damage the public's perception of a teacher. The panel particularly noted Mr Scott-Robson's own acceptance of the severity of his actions. In his witness statement, Mr Scott-Robson accepts that if he had a teenage child in Pupil A's position, he would be *'appalled and angered and very concerned about [their] wellbeing'*. It is therefore reasonable to form the view that Mr Scott-Robson's actions, even by his own admission, could damage the public's perception of a teacher.

For these reasons, the panel found that Mr Scott-Robson's actions constituted conduct that may bring the profession into disrepute.

Panel's recommendation to the Secretary of State

Given the panel's findings in respect of unacceptable professional conduct and conduct that may bring the profession into disrepute, it was necessary for the panel to go on to consider whether it would be appropriate to recommend the imposition of a prohibition order by the Secretary of State.

In considering whether to recommend to the Secretary of State that a prohibition order should be made, the panel had to consider whether it would be an appropriate and proportionate measure, and whether it would be in the public interest to do so. Prohibition orders should not be given in order to be punitive, or to show that blame has been apportioned, although they are likely to have punitive effect.

The panel had regard to the particular public interest considerations set out in the Advice and, having done so, found a number of them to be relevant in this case, namely: the safeguarding and wellbeing of pupils, the maintenance of public confidence in the

profession, and the declaring and upholding proper standards of conduct.

In the light of the panel's findings against Mr Scott-Robson, which involved finding that he had failed to maintain professional boundaries and had demonstrated a lack of integrity when he emailed Pupil A seeking to explore a personal friendship and asked them to keep that communication secret, there was a strong public interest consideration in that this behaviour would undoubtedly damage public confidence in the profession. It could have caused harm to Pupil A's welfare and in the panel's view it is necessary to consider the public's interest in ensuring that proper standards of conduct are upheld by those in the teaching profession.

There was a strong public interest consideration in respect of the safeguarding and wellbeing of pupils but the panel also had regard to the mitigation evidence available and possible risk of repetition, which is addressed below.

Similarly, the panel considered that public confidence in the profession could be seriously weakened if conduct such as that found against Mr Scott-Robson were not treated with the utmost seriousness when regulating the conduct of the profession.

The panel was of the view that a strong public interest consideration in declaring proper standards of conduct in the profession was also present as the conduct found against Mr Scott-Robson was outside that which could reasonably be tolerated.

In addition to the public interest considerations set out above, the panel went on to consider whether there was a public interest in retaining Mr Scott-Robson in the profession. However, the panel was not provided with any substantial evidence of Mr Scott-Robson as an educator, and it was therefore unable to make a finding as to whether or not there was a public interest in retaining him in the profession.

The panel considered carefully the seriousness of the behaviour, noting that the Advice states that the expectation of both the public and pupils, is that members of the teaching profession maintain an exemplary level of integrity and ethical standards at all times.

In view of the clear public interest considerations that were present, the panel considered carefully whether or not it would be proportionate to impose a prohibition order, taking into account the effect that this would have on Mr Scott-Robson.

The panel took further account of the Advice, which suggests that a prohibition order may be appropriate if certain behaviours of a teacher have been proved. In the list of such behaviours, those that were relevant in this case were:

- serious departure from the personal and professional conduct elements of the Teachers' Standards;
- misconduct seriously affecting the education and/or safeguarding and well-being of pupils, and particularly where there is a continuing risk;

- abuse of position or trust (particularly involving pupils);
- a lack of integrity.

Even though some of the behaviour found proved in this case indicated that a prohibition order would be appropriate, the panel went on to consider the mitigating factors.

Mitigating factors may indicate that a prohibition order would not be appropriate or proportionate.

There was evidence that Mr Scott-Robson's actions were deliberate, which Mr Scott-Robson has also accepted.

There was no evidence to suggest that Mr Scott-Robson was acting under extreme duress, e.g. a physical threat or significant intimidation.

The panel was not provided with any substantial evidence as to Mr Scott-Robson's history, and there was no evidence that he had demonstrated exceptionally high standards in both his personal and professional conduct and/or that he had contributed significantly to the education sector. The panel noted that Pupil A considered him to be an exceptional teacher and Mr Scott-Robson commented in his statement dated 22 April 2025 that he was responsible for teaching the top sets, which he says was indicative of his ability as a teacher. The panel did also note from the evidence that Mr Scott-Robson had previously been warned about his failure to recognise appropriate boundaries with students, albeit that appears to have been related to a one-off occasion, in entirely different circumstances.

As such, the panel was unable to make a finding as to whether the conduct found proven in this case was out of character for Mr Scott-Robson.

The panel had particular regard to Mr Scott-Robson's witness statement. He states that:

'I have reflected a great deal on what I did. I have felt remorse, deep shame and humiliation. I have spoken honestly to family and some friends about my stupidity and thoughtlessness and I have taken responsibility for the consequences... One of my first activities after my suspension was to think and write about why I did what I did. I recognised that my disinhibited mood, social isolation, short-sighted and naïve interpretation of another person's behaviour all contributed to my action. When I read Pupil A's statement, written on September 12, 2023, I felt very troubled and tried to empathise with [their] stated feelings and perspective. I felt a heavy burden on digesting [their] statement; I still carry that now and always will.

[...]

I have thought about how my action may have affected Pupil A and [their] parents, and in doing this I feel ashamed and very sad about what I did. I sincerely hope that Pupil A can put this incident behind [them] and that it does not affect [their] sense of purpose, mental

health, and academic achievements. Had I, hypothetically, a school-aged [child] and [they] received such an email, I would be appalled and angered and very concerned about [their] well-being.

[...]

With concern I acknowledge that Pupil A might be affected by my action for the rest of [their] life. It could cause a sense of mistrust, vulnerability and anxiety.'

Mr Scott-Robson has evidently taken the time to understand himself and, [REDACTED], has taken steps to scrutinise the possible cause of his behaviour. From the evidence he has provided, he appears to now have a better understanding, which is a positive step to reassuring that he will not repeat his behaviour. The panel also note that Mr Scott-Robson has attended [REDACTED] which continued until at least Autumn 2024. This evidence has reassured the panel that Mr Scott-Robson understands the importance of implementing measures in the future, in the working environment or otherwise, to ensure that a similar misunderstanding of appropriate boundaries does not occur.

In reaching the above conclusion, the panel has considered whether the insight and/or remorse that Mr Scott-Robson has shown is more than simply self serving narrative. On balance, the panel is satisfied that Mr Scott-Robson is remorseful and has taken appropriate steps to gain better insight into the consequences of his actions.

The panel first considered whether it would be proportionate to conclude this case with no recommendation of prohibition, considering whether the publication of the findings made by the panel would be sufficient.

The panel was of the view that, applying the standard of the ordinary intelligent citizen, the recommendation of no prohibition order would be both a proportionate and an appropriate response. Given that the nature and severity of the behaviour were at the less serious end of the possible spectrum and, having considered the mitigating factors that were present, the panel determined that a recommendation for a prohibition order would not be appropriate in this case. The panel considered that the publication of the adverse findings it had made was sufficient to send an appropriate message to the teacher as to the standards of behaviour that are not acceptable, and the publication would meet the public interest requirement of declaring proper standards of the profession.

Decision and reasons on behalf of the Secretary of State

I have given very careful consideration to this case and to the recommendation of the panel in respect of sanction.

In considering this case, I have also given very careful attention to the Advice that the Secretary of State has published concerning the prohibition of teachers.

In this case, the panel has found some of the allegations proven and found that some of those proven facts amount to unacceptable professional conduct and/or conduct that may bring the profession into disrepute.

In this case, the panel has also found some of the allegations not proven, and / or found that some allegations do not amount to unacceptable professional conduct or conduct likely to bring the profession into disrepute. I have therefore put those matters entirely from my mind.

The panel has recommended that the findings of unacceptable professional conduct and/or conduct likely to bring the profession into disrepute should be published and that such an action is proportionate and in the public interest.

In particular, the panel has found that Mr Stephen Scott-Robson is in breach of the following standards:

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school; by
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The panel was satisfied that the conduct of Mr Scott-Robson involved breaches of the responsibilities and duties set out in statutory guidance 'Keeping children safe in education'.

The panel finds that the conduct of Mr Scott-Robson fell significantly short of the standards expected of the profession.

The findings of misconduct are serious as they include a teacher breaching professional boundaries in their communication with a pupil and displaying behaviour which lacked integrity.

I have to determine whether the imposition of a prohibition order is proportionate and in the public interest. In assessing that for this case, I have considered the overall aim of a prohibition order which is to protect pupils and to maintain public confidence in the profession. I have considered the extent to which a prohibition order in this case would

achieve that aim taking into account the impact that it will have on the individual teacher. I have also asked myself, whether a less intrusive measure, such as the published finding of unacceptable professional conduct and conduct that may bring the profession into disrepute, would itself be sufficient to achieve the overall aim. I have to consider whether the consequences of such a publication are themselves sufficient. I have considered therefore whether or not prohibiting Mr Scott-Robson, and the impact that will have on the teacher, is proportionate and in the public interest.

In this case, I have considered the extent to which a prohibition order would protect children and safeguard pupils. While the panel observes that “There was a strong public interest consideration in respect of the safeguarding and wellbeing of pupils...” it also makes reference in its recommendation to the mitigating factors present in this case and limited risk of repetition.

I have also taken into account the panel’s comments on insight and remorse, which it sets out as follows:

“Mr Scott-Robson has evidently taken the time to understand himself and, [REDACTED], has taken steps to scrutinise the possible cause of his behaviour. From the evidence he has provided, he appears to now have a better understanding, which is a positive step to reassuring that he will not repeat his behaviour. The panel also note that Mr Scott-Robson has attended [REDACTED] which continued until at least Autumn 2024. This evidence has reassured the panel that Mr Scott-Robson understands the importance of implementing measures in the future, in the working environment or otherwise, to ensure that a similar misunderstanding of appropriate boundaries does not occur.

In reaching the above conclusion, the panel has considered whether the insight and/or remorse that Mr Scott-Robson has shown is more than simply self serving narrative.

On balance, the panel is satisfied that Mr Scott-Robson is remorseful and has taken appropriate steps to gain better insight into the consequences of his actions.”

In my judgement, the evidence of Mr Scott-Robson’s insight and remorse found by the panel means that the risk of repetition is limited. I have therefore given this element weight in reaching my decision.

I have gone on to consider the extent to which a prohibition order would maintain public confidence in the profession. The panel makes the following observation:

“In the light of the panel’s findings against Mr Scott-Robson, which involved finding that he had failed to maintain professional boundaries and had demonstrated a lack of integrity when he emailed Pupil A seeking to explore a personal friendship and asked them to keep that communication secret, there was a strong public interest consideration in that this behaviour would undoubtedly damage public confidence in the profession.”

I am particularly mindful of the finding of a teacher engaging in inappropriate communications with a pupil in this case and the impact that such a finding may have on the reputation of the profession.

I have had to consider that the public has a high expectation of professional standards of all teachers and that the public might regard a failure to impose a prohibition order as a failure to uphold those high standards. In weighing these considerations, I have had to consider the matter from the point of view of an “ordinary intelligent and well-informed citizen.”

I have considered whether the publication of a finding of unacceptable professional conduct and conduct likely to bring the profession into disrepute, in the absence of a prohibition order, can itself be regarded by such a person as being a proportionate response to the misconduct that has been found proven in this case.

I have also considered the impact of a prohibition order on Mr Scott-Robson himself. The panel makes the following observation:

“The panel was not provided with any substantial evidence as to Mr Scott-Robson’s history, and there was no evidence that he had demonstrated exceptionally high standards in both his personal and professional conduct and/or that he had contributed significantly to the education sector. The panel noted that Pupil A considered him to be an exceptional teacher and Mr Scott-Robson commented in his statement dated 22 April 2025 that he was responsible for teaching the top sets, which he says was indicative of his ability as a teacher.”

A prohibition order would prevent Mr Scott-Robson from teaching. A prohibition order would also clearly deprive the public of his contribution to the profession for the period that it is in force.

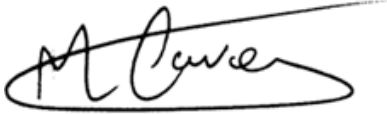
In this case, I have placed considerable weight on the panel’s comments concerning the degree of insight and remorse exhibited by Mr Scott-Robson. I have also noted its reflections on the mitigating factors in this case.

I have also given weight to the panel’s concluding remarks, and especially its comments on the relative seriousness of the misconduct found:

“The panel was of the view that, applying the standard of the ordinary intelligent citizen, the recommendation of no prohibition order would be both a proportionate and an appropriate response. Given that the nature and severity of the behaviour were at the less serious end of the possible spectrum and, having considered the mitigating factors that were present, the panel determined that a recommendation for a prohibition order would not be appropriate in this case. The panel considered that the publication of the adverse findings it had made was sufficient to send an appropriate message to the teacher as to the standards of behaviour that are not acceptable, and the publication would meet the public interest requirement of declaring proper

standards of the profession.”

For these reasons, I have concluded that a prohibition order is not proportionate or in the public interest. I consider that the publication of the findings made would be sufficient to send an appropriate message to the teacher as to the standards of behaviour that were not acceptable and that the publication would meet the public interest requirement of declaring proper standards of the profession.

A handwritten signature in black ink, appearing to read 'M. Cavey', enclosed within a large, loopy oval shape.

Decision maker: Marc Cavey

Date: 1 July 2025

This decision is taken by the decision maker named above on behalf of the Secretary of State.