



Mr William Garwood: Professional conduct panel hearing outcome

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

May 2026

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

Teacher:	Mr William Garwood
Teacher ref number:	9746113
Teacher date of birth:	26 September 1965
TRA reference:	23012
Date of determination:	15 May 2026
Former employer:	St Mary's Menton Catholic Voluntary Academy, West Yorkshire

Introduction

A professional conduct panel (“the panel”) of the Teaching Regulation Agency (“the TRA”) convened on 13 to 15 May 2026 by way of a virtual hearing, to consider the case of Mr William Garwood.

The panel members were Mr Stephen Chappell (lay panellist – in the chair), Dr Louise Wallace (lay panellist) and Ms Victoria Callaghan (teacher panellist).

The legal adviser to the panel was Ms Abigail Hubert of Birketts LLP solicitors.

The presenting officer for the TRA was Mr Alex Mullen of QEB Hollis Whiteman chambers, instructed by Kingsley Napley LLP solicitors.

Mr Garwood was not present and was not represented for the majority of the hearing. Mr Garwood was present for the reading of the decision on 14 May 2026.

The hearing took place in public and was recorded.

Allegations

The panel considered the allegations set out in the Notice of Hearing dated 27 January 2026.

It was alleged that Mr Garwood was guilty of unacceptable professional conduct and/or conduct that may bring the profession into disrepute in that whilst working as a Teacher at St Mary's Menston Catholic Voluntary Academy:

1. On or around 5 October 2023, he made comments, in the presence of pupils, in that he said:
 - a. "Ukrainians are Nazis" and/or "Ukrainians are evil", or words to that effect;
 - b. "Ukrainians are Satanist that are funded by the banks and billionaires", or words to that effect;
 - c. "Gay and transgender people are mentally ill", or words to that effect;
 - d. "billionaires are the cause of transgenders (sic) and they print it in the media and influence people", or words to that effect;
 - e. "911 was planned by the US Government", or words to that effect;
 - f. he made (a) comment(s) justifying the invasion of Ukraine.
2. His conduct at paragraph 1 above:
 - a. was inappropriate;
 - b. was discriminatory;
 - c. did not demonstrate respect and/or tolerance to those with different beliefs.

Mr Garwood provided no admission to allegations 1(a), 1(b), 1(c), 1(d), 1(e), 1(f), 2(a), 2(b) or 2(c).

Summary of evidence

Documents

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

Section 1: Chronology, list of key people and anonymised pupil list – pages 4 to 6

Section 2: Notice of hearing and response – pages 7 to 11

Section 3: TRA witness statements – pages 12 to 20

Section 4: TRA exhibits – pages 21 to 181

Section 5: Teacher documents – pages 182 to 701

The panel also received:

Skeleton argument and appendix A in respect of the application for special measures in respect of Pupil A totalling 54 pages

Proceeding in absence bundle totalling 108 pages

Bundle re Notice of Hearing totalling 18 pages

A one page Anonymised pupil list

In addition, the panel agreed to accept the following:

- Notice of Referral totalling which was added to the bundle as pages 702 to 713.

The panel members confirmed that they had read all of the documents within the bundle, in advance of the hearing and the additional document that the panel decided to admit.

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

Witnesses

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

- Witness A – [REDACTED]; and
- Pupil A

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 Garwood was engaged by a supply agency, Randstad Recruitment Agency ("Randstad"), and commenced his first placement on 17 April 2023.

On 29 September 2023, Mr Garwood undertook his first assignment at St Mary's Menton Catholic Voluntary Academy ('the School'). Mr Garwood subsequently worked at the School on 3 October 2023 and 5 October 2023.

On 5 October 2023, Mr Garwood allegedly made inappropriate comments to pupils during a history lesson, which was reported to the School and Randstad. Later that day, Pupil A provided an incident statement which outlined the alleged comments that were made during the history lesson.

On 18 October 2023, three further pupils produced incident statements which also outlined the alleged comments Mr Garwood made during the history lesson.

The matter was referred to the TRA on 16 April 2024.

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. On or around 5 October 2023, you made comments, in the presence of pupils, in that you said:**
 - a. "Ukrainians are Nazis" and/or "Ukrainians are evil", or words to that effect;**

The panel first considered the oral evidence and written statement of Witness A. Witness A stated that on 5 October 2023, Mr Garwood was placed at the School by Randstad. On that same day an incident was reported by Individual C, [REDACTED], regarding inappropriate language and/or comments made by Mr Garwood during a year 11 history lesson and in front of year 11 pupils.

The panel considered the evidence available to it including Mr Garwood's written representations in the bundle dated 14 January 2025 but noted there was no express reference to this alleged incident.

The panel considered the oral evidence and written incident statement of Pupil A, dated 5 October 2023. Pupil A explained that he was sat in a history lesson when a fellow pupil asked Mr Garwood, "*are there any just wars.*" Pupil A stated that Mr Garwood replied "*yes*" and gave a brief explanation, before beginning to talk about Putin.

Pupil A reported that Mr Garwood said he was happy that Putin was killing "*satanic Nazis*" in Ukraine and further stated that the world was run by billionaires, who created what were described as "*evil Ukrainians.*"

The panel also considered three anonymised pupil incident statements that had been included in the bundle. Although the panel noted that this was hearsay evidence, the panel found it persuasive that all three of the incident statements stated that Mr Garwood had said “*Ukrainians are Nazis*” and therefore considered some weight could be given to this evidence.

The panel considered all of the available evidence and found, on the balance of probabilities, that Mr Garwood had made comments in the presence of pupils on 5 October 2023 that “*Ukrainians are Nazis*” and/or “*Ukrainians are evil*” or words to that effect.

The panel found allegation 1(a) proven.

b. “Ukrainians are Satanist that are funded by the banks and billionaires”, or words to that effect;

The panel considered the oral evidence and written statement of Pupil A. Pupil A described that Mr Garwood began talking about Putin and said he was happy that Putin was killing “*satanic Nazis*” in Ukraine, and that the “*world was run by billionaires*”, who created what he described as “*evil Ukrainians.*” [REDACTED].

The panel also considered the anonymised pupil incident statements and noted that there were comments in these statements including “*Ukrainians are nazis / satanists that are funded by the banks and billionaire*”, “*Ukrainians are satanists*”, “*banks are also owned and funded by the billionaires worshipping Satan*”, “*Ukrainians are nazis, are funded by the big banks and billionaires*”. The panel noted that the anonymised pupil incident statements were hearsay but determined that some weight could be applied to this evidence when considering this allegation. The panel further noted that the nature of what was recalled in the anonymised pupil incident statements aligned with what was recorded by Pupil A in his incident statement. The panel considered that this strengthened the reliability of the anonymised pupil incident statements.

The panel noted that Mr Garwood’s written representations did not address the substance of this allegation.

The panel considered all of the available evidence and found, on the balance of probabilities, that Mr Garwood had made a comment in the presence of pupils on 5 October 2023 that “*Ukrainians are Satanist that are funded by the banks and billionaires*” or words to that effect.

The panel found allegation 1(b) proven.

c. “Gay and transgender people are mentally ill”, or words to that effect;

The panel considered the witness statement and oral evidence of Pupil A. Pupil A stated that during the history lesson on 5 October 2023, Mr Garwood also made comments to the effect of *“gay and transgender people are mentally ill”*.

The panel noted that Pupil A raised this comment in his witness statement and oral evidence at the hearing, but that it had not been included in his incident statement which had been taken contemporaneously. The panel accepted Pupil A’s explanation for that omission namely, that he did not wish for the matter to result in serious escalation or to get Mr Garwood into trouble. The panel considered Pupil A’s explanation to be credible, particularly as the comment was on a different topic to the other allegations that were raised by Pupil A in his incident statement such that his concern about potential repercussions for Mr Garwood was understandable.

The panel further observed that Pupil A was clear when his recollection of matters was limited, but provided specific detail when he was able, which enhanced his overall credibility and rendered his evidence persuasive.

The panel also considered the anonymised incident statements, which recorded that Mr Garwood had made comments that gay and transgender people are mentally ill, with one pupil stating that Mr Garwood described gay and transgender people as being both corrupt and mentally ill.

The panel noted that in Mr Garwood’s written representations he made reference to *“My Islamic stance on trans...”*. He also stated that *“I did not give an opinion on gays, but asserted that I am a Muslim and that the position is known.”* The panel considered it was clear Mr Garwood had well developed personal views on these matters and had engaged with these topics in his written representations.

The panel considered all of the documentary evidence available and concluded that, on the balance of probabilities, Mr Garwood had commented in the presence of pupils on 5 October 2023 that *“gay and transgender people are mentally ill”*, or words to that effect.

The panel found allegation 1(c) proven.

d. “billionaires are the cause of transgenders (sic) and they print it in the media and influence people”, or words to that effect;

The panel noted that Mr Garwood’s written representations did not address the substance of this allegation.

The panel considered the written incident statement of Pupil A. Pupil A stated that Mr Garwood said that *“billionaires are the cause of transgenders, and that they print it in the media and influence people”*.

The panel considered this evidence to be highly persuasive given that Pupil A's incident statement had been taken the same day that the alleged comment had been made by Mr Garwood and Pupil A had recalled the statement word for word. Therefore, the panel concluded that, on the balance of probabilities, Mr Garwood had made this comment or words to that effect.

The panel considered all of the available evidence and found, on the balance of probabilities, that Mr Garwood had made a comment in the presence of pupils on 5 October 2023 that "billionaires are the cause of transgenders (sic) and they print it in the media and influence people" or words to that effect.

The panel found allegation 1(d) proven.

e. "911 was planned by the US Government", or words to that effect;

The panel noted that Mr Garwood's written representations did not address the substance of this allegation.

The panel first noted that Pupil A had not provided any evidence in either his witness statement or oral evidence regarding a comment made about this subject matter.

The panel considered the anonymised pupils' incident statements which provided that Mr Garwood had made comments about 9/11 including how it was planned. The panel further noted that one of the anonymous incident statements stated that Mr Garwood had made comments about 9/11 saying that it was "*planned by the US Government.*"

The panel noted that this was hearsay evidence but considered that there was no other documentary evidence in the bundle, namely from Pupil A, to corroborate the anonymised pupils' accounts. Therefore, the panel considered that the evidence available was not sufficient to find, on the balance of probabilities, that Mr Garwood made this comment or words to that effect.

The panel therefore found allegation 1(e) not proven.

f. you made (a) comment(s) justifying the invasion of Ukraine.

The panel considered the written incident statement of Pupil A, dated 5 October 2023. Pupil A explained that he was sat in a history lesson when a fellow pupil asked Mr Garwood, "*are there any just wars.*" Pupil A stated that Mr Garwood replied "yes" and gave a brief explanation, before beginning to talk about Putin.

The panel also considered one of the anonymised incident statements which stated that one of the comments Mr Garwood was alleged to have made involved "*justifying Putin / his actions*". The panel further noted that a separate anonymised incident statement, also alleged that Mr Garwood made comments "*justifying Putin for his actions in the war in*

Ukraine". The panel noted that the anonymised pupil incident statements were hearsay but determined that some weight could be applied to this evidence when considering this allegation. The panel further noted that the nature of what was recalled in the anonymised pupil incident statements aligned with what was recorded by Pupil A in his incident statement. The panel considered that this strengthened the reliability of the anonymised pupil incident statements.

The panel determined that the discussion arose from a question about "*just wars*", which led into a conversation of this nature. The panel considered this context together with the anonymised incident statements, which were supported by the evidence of Pupil A, and the panel's earlier finding at allegation 1(a) that Mr Garwood had made a comment that "*Ukrainians are Nazis*" or words to that effect.

The panel was satisfied, on the balance of probabilities, that Mr Garwood had made a comment in the presence of pupils on 5 October 2023 that justified the invasion of Ukraine.

The panel found allegation 1(f) proven.

2. Your conduct at paragraph 1 above:

a. was inappropriate

The panel considered the comments made by Mr Garwood to be clearly inappropriate and wholly unrelated to the subject matter of the lesson on the history of Nazi Germany. The panel noted that the remarks involved a significant and highly subjective value judgement, which had no relevance to the curriculum content being delivered. Even if there had been some contextual link, the terminology used would not have been acceptable. In particular, the panel highlighted that the statement amounted to an impermissible generalisation, effectively labelling Ukrainians as "*evil*" or "*Nazis*", which was inappropriate. Further, the panel expressed concern about the use of inappropriate labels directed at individuals or groups, particularly in a classroom setting.

The panel also considered the comments relating to homosexuality and transgender people to be especially problematic given their potential impact on school-aged children, noting that this subject matter is one of common public discussion and sensitivity.

The panel also considered that the comments were not only out of line with the educational purpose of the lesson but were also delivered without any attempt to provide balance or explore alternative perspectives. As such, the panel concluded that the conduct was clearly inappropriate and significantly outside the bounds of acceptable teaching practice.

The panel therefore found allegation 2(a) proven in respect of Mr Garwood's conduct found proven at allegations 1(a), 1(b), 1(c), 1(d) and 1(f).

b. was discriminatory;

In relation to allegations 1(a), (b), (c) and (d), which were found proven, the panel determined that Mr Garwood's conduct was discriminatory.

In reaching this conclusion, the panel had regard to the provisions of the Equality Act 2010, which prohibit discrimination, harassment and related conduct connected to protected characteristics, including race, sexual orientation and gender reassignment.

The panel considered not only whether the comments explicitly referenced these characteristics, but also whether, in context, they amounted to conduct which an ordinary person would consider discriminatory including whether it was inherently prejudicial towards individuals sharing those characteristics.

The panel found that the comments concerning the Ukrainian nationality fell within the protected characteristic of race, which included nationality. The panel considered that those comments were expressed in a manner that was derogatory and capable of causing offence and therefore amounted to discriminatory conduct.

Further, the panel found that the separate comments relating to homosexuality and transgender individuals engaged the protected characteristics of sexual orientation and gender reassignment respectively. The panel concluded that these comments were not merely inappropriate but were intrinsically linked to those protected characteristics and conveyed negative and prejudicial attitudes towards those groups of people. In the panel's view, the comments were such that a reasonable person would consider them to be discriminatory.

Taken together, the panel was satisfied that the conduct found proven in allegations 1(a), 1(b), 1(c) and 1(d) demonstrated Mr Garwood's discriminatory attitudes directed towards individuals and therefore fell within the scope of discriminatory behaviour.

In relation to allegation 1(f), which was also found proven, the panel concluded that the conduct, whilst inappropriate, was not discriminatory in nature. Accordingly, the panel did not find that this allegation involved discriminatory conduct.

The panel found allegation 2(b) proven insofar as it related to allegations 1(a), 1(b), 1(c) and 1(d).

c. did not demonstrate respect and/or tolerance to those with different beliefs.

The panel considered the oral evidence and written statement of Mr Garwood. Mr Garwood stated that his Islamic stance on transgender issues, which he believed also coincided with traditional British values, had been used to assert that he was a psychological threat to children's wellbeing, and that this was then used to emotionally

manipulate safeguarding professionals. He stated that he did not give an opinion on gay people but asserted that he is a Muslim and that this position is known, and that students misinterpreted this and formed a false “*caricature*” of him.

Mr Garwood also stated that he considered he was entitled to his religious belief in Islam and to the philosophical belief of anti-Nazism, which he asserted were protected under section 10 of the Equality Act 2010. Mr Garwood further asserted that the TRA’s investigation into him represented a political reaction to comments he said he had made during a lesson concerning Nazis within the Ukrainian military. He described those comments as reflecting a legitimate difference of opinion, which he maintained was reasonable to hold in a democratic society and protected under section 10 of the Equality Act 2010.

The panel first noted that Mr Garwood was not present at the hearing and his written submissions had included reference to being entitled to his beliefs. The panel was therefore mindful of the right of freedom of expression. However, the panel considered that it had a distinct and fact specific task, namely, to assess the conduct of Mr Garwood in his role as a teacher, as set out in the allegations. It was not the function of the panel to assess the veracity, reasonableness or otherwise of Mr Garwood’s beliefs or his right to express his beliefs.

The panel found that Mr Garwood’s comments did not demonstrate appropriate respect for, or tolerance of, individuals holding different beliefs. In particular, the panel was concerned by the use of absolute and sweeping statements about “Ukrainians” delivered in what Pupil A described in oral evidence as a prolonged lecture or monologue. This approach, which did not seek or reflect pupils’ views, was considered to lack balance and openness to alternative perspectives. The panel further noted that the failure to encourage discussion or present differing viewpoints reinforced a one-sided narrative, falling short of the expectation that teachers foster critical thinking and respect for diverse opinions.

The panel further found that the manner in which these views were expressed showed insufficient regard for the impact on others, including for a [REDACTED] pupil that was present in the classroom. By presenting personal views in a way that could have been perceived as propagandistic and dismissive of differing perspectives, Mr Garwood failed to maintain an inclusive or respectful learning environment. This conduct was therefore considered to fall below the standard expected in demonstrating respect and/or tolerance for differing beliefs.

On the basis of the considerations above, in relation to allegations 1(a), 1(b), 1(c), 1(d) and 1(f) that were found proven, the panel considered that Mr Garwood’s conduct did not demonstrate respect and/or tolerance to those with different beliefs.

The panel found allegation 2(c) 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 Garwood, in relation to the facts found proved, involved breaches of the Teachers’ Standards.

The panel considered that, by reference to Part 2, Mr Garwood 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
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- 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 noted that the witness evidence of Witness A which confirmed that Mr Garwood had read and confirmed he had read Keeping Children Safe in Education (‘KCSIE’) and had been provided with a copy of Randstad’s education and tuition services handbook which included information on PREVENT and other safeguarding information.

The panel considered that as a teacher Mr Garwood should have been acting as a role model to pupils at all times. In making comments of an inappropriate and/or discriminatory nature, and which failed to demonstrate respect and tolerance towards individuals holding different beliefs, he fell significantly short of the standards expected of him.

The panel also considered whether Mr Garwood’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 the offence of intolerance and/ or hatred on the grounds of race, religion, sexual orientation or any of the other protected characteristics is relevant.

For these reasons, the panel was satisfied that the conduct of Mr Garwood 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 Garwood was guilty of unacceptable professional conduct.

In relation to whether Mr Garwood'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.

The panel considered the age of the students to be a pertinent factor, noting that they were likely to be at an age where they could be particularly susceptible to influence from a teacher's comments.

In considering the issue of disrepute, the panel also considered whether Mr Garwood'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 Garwood was guilty of unacceptable professional conduct, the Panel found that intolerance and/or hatred on the grounds of race, religion, sexual orientation or any of the other protected characteristics was relevant.

The findings of misconduct are serious, and the conduct displayed would be likely to have a negative impact on the individual's status as a teacher potentially damaging the public perception of the teaching profession.

For these reasons, the panel found that Mr Garwood'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/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 protection of other members of the public; the maintenance of public confidence in the profession; and declaring and upholding proper standards of conduct.

In light of the panel's findings against Mr Garwood, which involved inappropriate and discriminatory comments to pupils during lessons and where such comments did not demonstrate respect and/or tolerance to those with different beliefs, there was a strong public interest consideration in respect of the safeguarding and wellbeing of pupils.

The panel carefully considered Mr Garwood's comments and the wider context in which they were made. The panel noted the particular vulnerability of pupils due to their age as they are at a formative stage of their personal development. The panel was concerned that Mr Garwood, as a trusted role model, had inappropriately expressed personal views and commentary on political and social matters in front of pupils in a manner that had the potential to influence their thinking.

In particular, the panel noted Pupil A's oral evidence regarding the manner in which Mr Garwood's comments were made, namely that they were delivered as a monologue. The panel noted that rather than being presented in a balanced or pedagogical way that encouraged critical thinking and open debate, the comments were viewed as advancing Mr Garwood's own perspective without the inclusion of alternative viewpoints. The panel considered this approach to go beyond appropriate educational boundaries.

Similarly, the panel considered that the public confidence in the profession could be seriously weakened if conduct such as that found against Mr Garwood was not treated with the utmost seriousness when regulating the conduct of the profession. The panel noted the highly influential role that teachers have in pupils' lives and the trust that parents put in those teachers when sending their children to school. The panel considered that an ordinary member of the public would recognise the seriousness of the

conduct found proved, which fell significantly below the high standards expected of teachers.

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 Garwood 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 Garwood in the profession. The panel noted that there was limited evidence to attest to Mr Garwood's history or ability as a teacher. The panel considered in light of the seriousness of the conduct, including the way in which Mr Garwood's personal views were expressed to pupils, that the public interest considerations outweighed the public interest in retaining Mr Garwood 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. The panel noted that a teacher who uses the opportunity in a lesson to advance their personal views on political and social matters should be viewed very seriously in terms of its potential influence on pupils and could be seen as a possible threat to the public interest.

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 Garwood.

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; and
- actions or behaviours that promote extremist political or religious views or attitudes, or that undermine fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

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 no evidence that Mr Garwood's actions were not deliberate. The panel found the presenting officer's submissions persuasive in emphasising that this was not an isolated or momentary lapse of judgement by Mr Garwood but rather his conduct involved multiple and deliberate comments made over the course of a lesson. The panel also noted Pupil A's evidence where Mr Garwood's conduct was described as a monologue. The panel considered that this was not a single ill-judged remark, but a series of deliberate comments directed at pupils over a significant portion of a history lesson.

The panel considered that there was no evidence to suggest that Mr Garwood was acting under extreme duress, e.g. a physical threat or significant intimidation.

The panel noted, as above, no evidence was provided to demonstrate exceptionally high standards in Mr Garwood's personal and professional conduct or that he had contributed significantly to the education sector. The panel also did not accept that the incident was out of character.

The panel considered a petition submitted on behalf of Mr Garwood, signed by 20 individuals who had known him for over two years, which attested to his good character. The petition stated that *"He is our compassionate brother in Islam and we do not believe that he poses a threat to British society. He has over 25 years of working caringly, teaching children professionally. He is able to work co-operatively and kindly with people who have different beliefs to him."* However, the panel attached limited weight to this evidence. The panel considered that while it spoke to Mr Garwood's general character, it did not address the central concern to the panel, namely the appropriateness of expressing personal views on political and social matters in a classroom setting in the presence of pupils.

The panel considered whether there were any mitigating factors, including the level of insight or remorse demonstrated by Mr Garwood. The panel considered the written representations provided by Mr Garwood. Whilst the panel considered there were some limited indications of insight, the panel found that this did not extend to a meaningful appreciation of his professional responsibilities or the context in which his personal views on political and social matters had been expressed. In particular, the panel considered that Mr Garwood did not demonstrate insight into the inappropriateness of discussing what could be considered contentious and unrelated topics in a classroom setting, or into the seriousness of his conduct or its potential impact on pupils. Instead, his representations predominantly focused on criticisms of the School's and TRA's processes and assertions that the TRA's proceedings were politically motivated, rather than acknowledging his actions and the impact of them.

The panel considered that overall Mr Garwood showed only very limited insight and no real objective understanding of the effect of his behaviour on pupils. The panel also

considered that there was only limited remorse reflected in Mr Garwood's written representations which offered a meeting and an apology to the [REDACTED] student that was present in the history lesson at the time the comments were made.

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, it would not be a proportionate and appropriate response to recommend no prohibition order. Recommending that the publication of adverse findings would be sufficient would unacceptably compromise the public interest considerations present in this case, despite the severity of the consequences for Mr Garwood of prohibition.

The panel was of the view that prohibition was both proportionate and appropriate. The panel decided that the public interest considerations outweighed the interests of Mr Garwood. The panel noted that the harmful impact that Mr Garwood's behaviour may have had on pupils together with his lack of insight were significant factors in forming that opinion. Accordingly, the panel made a recommendation to the Secretary of State that a prohibition order should be imposed with immediate effect.

The panel went on to consider whether or not it would be appropriate for it to decide to recommend a review period of the order. The panel was mindful that the Advice states that a prohibition order applies for life, but there may be circumstances, in any given case, that may make it appropriate to allow a teacher to apply to have the prohibition order reviewed after a specified period of time that may not be less than 2 years.

The Advice indicates that there are certain types of case where, if relevant, the public interest will have greater relevance and weigh in favour of not offering a review period. None of the listed characteristics were engaged by the panel's findings.

The Advice also indicates that there are certain other types of cases where it is likely that the public interest will have greater relevance and weigh in favour of a longer period before a review is considered appropriate. One of these includes cases involving intolerance and/or hatred on the grounds of race, religion, sexual orientation or protected characteristics.

The panel noted that these lists are not intended to be exhaustive and that it must consider each case on its individual merits taking into account all the circumstances involved.

The panel took into account the seriousness of the conduct. In particular, the panel considered the inappropriate articulation of Mr Garwood's personal political and social views to individuals of that age group as highly concerning and potentially harmful

bearing in mind children's susceptibility to influence and the importance of maintaining classrooms as safe environments. In light of this, together with the absence of meaningful insight or remorse demonstrated by Mr Garwood, the panel considered that there was a significant risk of repetition of this type of behaviour.

Therefore, the panel decided that the findings indicated a situation in which a review period would not be appropriate and, as such, decided that it would be proportionate, in all the circumstances, for the prohibition order to be recommended without provisions for a review period.

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 both sanction and review period.

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 a number of the allegations proven and found that those proven facts amount to unacceptable professional conduct and/or conduct that may bring the profession into disrepute.

In this case, the panel has found some of the allegations not proven. I have therefore put those matters entirely from my mind.

The panel has made a recommendation to the Secretary of State that Mr William Garwood should be the subject of a prohibition order, with no provision for a review period.

In particular, the panel has found that Mr Garwood 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
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- 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 finds that the conduct of Mr Garwood fell significantly short of the standards expected of the profession.

The findings of misconduct are particularly serious as they include a teacher expressing views and opinions that were extreme, discriminatory and intolerant.

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 Garwood, 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. The panel offers this observation:

“In light of the panel’s findings against Mr Garwood, which involved inappropriate and discriminatory comments to pupils during lessons and where such comments did not demonstrate respect and/or tolerance to those with different beliefs, there was a strong public interest consideration in respect of the safeguarding and wellbeing of pupils.”

A prohibition order would therefore prevent such a risk from being present in the future.

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

“The panel considered that overall Mr Garwood showed only very limited insight and no real objective understanding of the effect of his behaviour on pupils. The panel also considered that there was only limited remorse reflected in Mr Garwood’s written representations which offered a meeting and an apology to the [REDACTED] student that was present in the history lesson at the time the comments were made.”

In my judgement, the lack of evidence that Mr Garwood has developed full insight into and remorse for his actions means that there is some risk of the repetition of this behaviour and this puts at risk the future wellbeing of pupils. I have therefore given this element considerable 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 comments:

“Similarly, the panel considered that the public confidence in the profession could be seriously weakened if conduct such as that found against Mr Garwood was not treated with the utmost seriousness when regulating the conduct of the profession. The panel noted the highly influential role that teachers have in pupils’ lives and the trust that parents put in those teachers when sending their children to school. The panel considered that an ordinary member of the public would recognise the seriousness of the conduct found proved, which fell significantly below the high standards expected of teachers.”

I am particularly mindful of the findings of a teacher expressing comments to pupils that demonstrated intolerance and were discriminatory on a number of grounds in this case and the very negative impact that such a finding has 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 Garwood himself. The panel comments as follows:

“The panel noted, as above, no evidence was provided to demonstrate exceptionally high standards in Mr Garwood’s personal and professional conduct or that he had contributed significantly to the education sector. The panel also did not accept that the incident was out of character.”

The panel records having had the benefit of considering character evidence attesting to Mr Garwood’s history as a teacher and ability to work with people from different backgrounds but ascribes it only limited weight.

A prohibition order would prevent Mr Garwood 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 very serious nature of the misconduct found. I have also placed considerable weight on the panel’s findings that Mr Garwood’s behaviour was deliberate and committed free of extreme duress, as well as

on their conclusions regarding his limited insight and remorse and the consequent risk of repetition.

I have given less weight in my consideration of sanction therefore, to the contribution that Mr Garwood has made to the profession. In my view, it is necessary to impose a prohibition order in order to maintain public confidence in the profession. A published decision, in light of the circumstances in this case, does not in my view satisfy the public interest requirement concerning public confidence in the profession.

For these reasons, I have concluded that a prohibition order is proportionate and in the public interest in order to achieve the intended aims of a prohibition order.

I have gone on to consider the matter of a review period. In this case, the panel has recommended that no provision should be made for a review period.

In doing so, it has referred to the Advice as follows:

“The Advice indicates that there are certain types of case where, if relevant, the public interest will have greater relevance and weigh in favour of not offering a review period. None of the listed characteristics were engaged by the panel’s findings.

The Advice also indicates that there are certain other types of cases where it is likely that the public interest will have greater relevance and weigh in favour of a longer period before a review is considered appropriate. One of these includes cases involving intolerance and/or hatred on the grounds of race, religion, sexual orientation or protected characteristics.

The panel noted that these lists are not intended to be exhaustive and that it must consider each case on its individual merits taking into account all the circumstances involved.”

I have considered the panel’s concluding comments:

“The panel took into account the seriousness of the conduct. In particular, the panel considered the inappropriate articulation of Mr Garwood’s personal political and social views to individuals of that age group as highly concerning and potentially harmful bearing in mind children’s susceptibility to influence and the importance of maintaining classrooms as safe environments. In light of this, together with the absence of meaningful insight or remorse demonstrated by Mr Garwood, the panel considered that there was a significant risk of repetition of this type of behaviour.

Therefore, the panel decided that the findings indicated a situation in which a review period would not be appropriate and, as such, decided that it would be proportionate, in all the circumstances, for the prohibition order to be recommended without provisions for a review period.”

I have considered whether not allowing a review period reflects the seriousness of the findings and is a proportionate period to achieve the aim of maintaining public confidence in the profession.

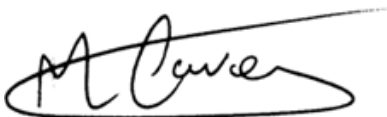
I agree with the panel that the misconduct found proven in this case is highly concerning, inappropriate and discriminatory. However, and having carefully consulted the Advice, I do not judge that it meets the very high bar that would justify not allowing a review period.

I consider therefore that a six-year review period is proportionate and necessary to satisfy the maintenance of public confidence in the profession. If Mr Garwood wishes to return to teaching in the future however, then it will be incumbent upon him to demonstrate that he has developed full insight into his behaviour and its impact on others and that the risk of a repetition and any future harm to pupils is negligible.

This means that Mr William Garwood is prohibited from teaching indefinitely and cannot teach in any school, sixth form college, relevant youth accommodation or children's home in England. He may apply for the prohibition order to be set aside, but not until 23 June 2032, six years from the date of this order at the earliest. This is not an automatic right to have the prohibition order removed. If he does apply, a panel will meet to consider whether the prohibition order should be set aside. Without a successful application, Mr Garwood remains prohibited from teaching indefinitely.

This order takes effect from the date on which it is served on the teacher.

Mr William Garwood has a right of appeal to the High Court within 28 days from the date he is given notice of this order.

A handwritten signature in black ink, appearing to read 'M. Cavey', written over a horizontal line.

Decision maker: Marc Cavey

Date: 20 May 2026

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