



Mr Bradley Harris: Professional conduct panel outcome

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

July 2026

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

Teacher: Mr Bradley Harris

Teacher ref number: 1877265

Teacher date of birth: 13 June 1996

TRA reference: 22563

Date of determination: 3 July 2026

Former employer: The King Alfred School – an Academy, Somerset

Introduction

A professional conduct panel ('the panel') of the Teaching Regulation Agency ('the TRA') convened from 30 June to 3 July 2026 by way of a virtual hearing, to consider the case of Mr Bradley Harris.

The panel members were Ms Rachel Kruger (teacher panellist – in the chair), Ms Debra Vaughan (lay panellist) and Dr Sian Rees-Evans (lay panellist).

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

The presenting officer for the TRA was Mr Lee Bridges of Kingsley Napley LLP solicitors.

Mr Harris was present and was represented by Mr Nicholas Kennan of Cornwall Street Chambers, instructed by Thompsons Solicitors.

The hearing took place in public and was recorded.

Allegations

The panel considered the allegations set out in the notice of hearing dated 19 March 2026.

It was alleged that Mr Harris was guilty of unacceptable professional conduct and/or conduct that may bring the profession into disrepute in that whilst working as a Science Teacher at The King Alfred School Academy ('the School'):

1. Between on or around 30 November 2022 and 26 April 2023, he:
 - a. Exchanged personal phone numbers with Student 1;
 - b. Exchanged text messages and/or messages on social media and/or phone calls with Student 1;
 - c. Purchased a bottle of water and/or a McDonald's meal for Student 1;
 - d. Asked one or more student(s) to leave his classroom, to allow him to be alone with Student 1;
 - e. Allowed and/or did not prevent Student 1 from sitting at his desk and/or on his chair during a lesson(s);
 - f. Allowed Student 1 to get into his car;
 - g. Kissed Student 1, on at least one occasion;
 - h. Met Student 1 outside of the School, on at least one occasion;
2. On or around 25 April 2023, despite being told not to contact any of the School's students by Colleague 1, he contacted Student 1 later that day and/or the next day.
3. He did not safeguard Student 1, in that he did not submit a self-referral regarding his conduct with Student 1 and/or report any concerns relating to Student 1 to the Designated Safeguarding Lead and/or appropriate person in a timely manner or at all.
4. His conduct at paragraph 1a) – h) was of a sexual nature and/or sexually motivated.

The panel noted Mr Harris' response to the allegations as set out in his written statement dated 5 June 2026. Mr Harris admitted the facts of allegations 1.d, 1.h, 2 and 3. He provided a partial admission to the facts of allegations 1.a, 1.b and 1.c, to the extent that he admitted he gave his personal phone number to a student, exchanged Instagram

messages with Student 1, and purchased a bottle of water and carrot sticks for Student 1. Mr Harris denied the facts of allegations 1.e, 1.f, 1.g and 4.

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 3 to 5

Section 2: Notice of hearing and response – pages 6 to 13

Section 3: TRA witness statements – pages 14 to 29

Section 4: TRA documents – pages 30 to 293

In addition, the panel agreed to accept the following:

- Teacher Witness Statement, Bradley Harris – pages 2 to 20
- Teaching Staff Appraisal Record 2022-2023 – pages 21 to 25
- Interim Probationary Review Report – November 2022 – pages 26 to 27
- Mid-Year Appraisal Review – 2022-2023 – pages 28 to 30
- Character References – pages 31 to 34
- Instagram “Follow Requests” – pages 35 to 39
- Medical records – pages 1 to 8

The panel members confirmed that they had read all of the documents within the bundle, in advance of the hearing and Mr Harris’ bundle of teacher documents and medical records that the panel decided to admit.

In the consideration of this case, the panel had regard to the Procedures.

Witnesses

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

- Witness A – [REDACTED]; and
- Student 3.

Mr Harris was also present at the hearing and gave oral evidence.

Decision and reasons

The panel announced its decision and reasons as follows:

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

On 1 September 2022, Mr Harris commenced employment as a science teacher and pastoral tutor at The King Alfred School – an Academy (“the School”), part of the Priory Learning Trust (‘the Trust’).

On 25 April 2023, two [REDACTED] pupils, Student 2 and Student 3, reported concerns to [REDACTED], Individual A, that Mr Harris was engaged in an inappropriate relationship with their friend, Student 1. It was alleged that Mr Harris exchanged frequent messages and phone calls with Student 1 and that they had kissed in his car in [REDACTED] in December 2022. The pupils also met with Witness A, [REDACTED], to disclose their concerns.

Mr Harris was suspended pending investigation on the same day. It was alleged that, against the School’s instructions, Mr Harris did not avoid contact with pupils during his suspension and had contacted Student 1 later that day and/or the next day.

Individual B was instructed [REDACTED] by Witness A on 25 April 2023.

On 14 July 2023, Mr Harris resigned from his role at the School.

A referral was made to the TRA on 29 September 2023.

Findings of fact

At the outset, the panel identified that there was hearsay evidence in the hearing bundle that had been admitted at a Case Management Hearing namely, a witness statement obtained from Student 2 as part of the TRA’s investigation and the interview transcripts with Student 1 and Student 4 taken as part of the School’s investigation. The panel noted that the evidence had been admitted but acknowledged that it would attribute appropriate weight to the evidence when making the findings of fact.

The findings of fact are as follows:

1. Between on or around 30 November 2022 and 26 April 2023, you:

a. Exchanged personal phone numbers with Student 1;

The panel noted that Mr Harris provided a partial admission to this allegation, insofar as he accepted that he gave his personal phone number to a student during a School trip, as set out in his written statement dated 5 June 2026. However, he denied that he asked for or received Student 1’s number.

The panel considered various interviews with pupils conducted as part of the School's investigation and noted that Student 1 had stated in her interview that Mr Harris had shared his personal phone number with her as *"he got concerned about me... so he said if I needed him so I could call or chat"*. The panel further noted that in Student 4's interview when asked if Student 4 was aware of any communications between them she stated, *"I heard something about him having her number"*.

The panel considered the written statement of Student 2. The panel noted that this statement was hearsay evidence and accordingly placed appropriate weight on it when considering this evidence. Student 2 stated that Student 1 had told her that she had Mr Harris' phone number *"but had changed his name to something else so that she could text him on her phone"*. She further stated that she recognised it was Mr Harris *"due to there being a photo of him on the profile"*.

The panel also considered the oral evidence and written statement of Student 3 who stated that she became aware that Student 1 and Mr Harris were texting and calling each other from Student 2. However, the panel noted that Student 3 was unable to confirm whether Student 1 had given Mr Harris her number.

The panel considered the written statement of Mr Harris, who stated that, due to his concerns about the safety and arrangements of a School trip, he provided his personal phone number to a student in a group, which he was not accompanying so that they could contact him if needed. Mr Harris further confirmed that he did not recall which student he had given his personal number to. The panel noted that Mr Harris admitted this was a lapse in professional judgment.

The panel noted that Mr Harris also said that it was possible his personal phone number may have been shared when messaging Student 1 on Instagram. Mr Harris explained that he was unaware he was communicating with a student at the time and believed that the individual he was messaging was his [REDACTED], who frequently lost his phone and would subsequently contact him via social media to ask for his number.

The panel further noted Mr Harris' oral evidence where he confirmed he did not have Student 1's phone number.

Whilst the panel considered that there was sufficient evidence to conclude, on the balance of probabilities, that Mr Harris provided Student 1 with his personal telephone number, it did not find any evidence that Student 1 had provided Mr Harris with her personal telephone number. Accordingly, in the absence of evidence that Student 1 had shared her personal phone number, the panel was not satisfied that there had been an exchange of personal phone numbers.

Having considered the partially admitted facts and the evidence available to it, the panel found allegation 1.a not proved.

b. Exchanged text messages and/or messages on social media and/or phone calls with Student 1;

The panel noted that Mr Harris provided a partial admission to this allegation, insofar as he accepted that he exchanged Instagram messages and an Instagram phone call with Student 1, as set out in his written statement dated 5 June 2026.

The panel had sight of screenshots of TikTok messages that had been exchanged between Mr Harris and Student 1 on 26 April 2026. Having considered this evidence, the panel was satisfied that these messages clearly demonstrated that communications on social media had taken place between Mr Harris and Student 1 during the relevant period.

The panel also considered screenshots of messages between Student 1 and Student 3, in which Student 3 stated, *“that doesnr [sic] excuse the fact that he texts and calls you all the time”* and *“the fact that you text and call in general is bad... he shouldn’t be doing that”*. The panel noted that Student 1 responded stating *“that’s true I know that I cut communications with him because it is wrong”*.

The panel considered various interviews with pupils conducted as part of the School’s investigation and noted that Student 1 had stated in her interview that she and Mr Harris communicated via Instagram, Facebook and by text. The panel noted that Student 1 had stated that they would message *“every couple of days”*.

The panel considered a LADO reporting form submitted by Witness A on 25 April 2023, in which he stated that initial interviews with two students had revealed that Mr Harris had allegedly *“had multiple contact in and out of school via social media/phone calls/texts”* with Student 1.

The panel considered the oral evidence and written statement of Student 3, who stated that around February 2023, she saw Mr Harris’ profile photo and Instagram username in Student 1’s Instagram direct messages but that Student 1 swiped off her direct messages quickly. The panel noted that when put to Student 3 that she would have only had a fleeting glance at the direct messages, Student 3 explained that her class at the time had found Mr Harris on Instagram and she could instantly recognise his profile picture.

Student 3 also explained that just before the Easter holidays in 2023, she walked home with Student 1 and Student 1 told her that she was on the phone with her mother. However, Student 3 stated that she recognised the voice on the phone to be Mr Harris as [REDACTED] albeit Student 3 did note that the voice sounded slightly deeper. Student 3 explained that she knew it was not Student 1’s mother as [REDACTED].

The panel considered the oral evidence and written statement of Witness A, who stated that Student 2 had explained to him that Mr Harris and Student 1 would exchange frequent messages and phone calls.

The panel also considered the witness statement of Student 2 who stated that Student 1 told her that she had Mr Harris' phone number but had changed his name, so that she could text him on her phone. The panel noted that this was hearsay evidence and so placed limited weight on it, particularly given that it did not align with the other evidence that demonstrated that the messaging had taken place on a social media platform rather than by text message.

The panel considered the oral evidence and written statement of Mr Harris, who stated that he exchanged messages with Student 1 on Instagram without knowing her identity. Mr Harris stated that he did not believe he was communicating with a student at the time but believed it was [REDACTED] who regularly loses his phone and who would then make contact with him via social media. Mr Harris also stated that the type of communication that he received was similar to the communications he would receive from [REDACTED].

The panel also noted that Mr Harris had stated that he had spoken to Student 1 on the phone at least once and probably a couple of times after that. Mr Harris clarified that he meant that he had received calls over Instagram only. Mr Harris further stated that he had only realised he was communicating with Student 1 when she had called him on Instagram.

The panel noted that Mr Harris denied ever having texted Student 1. He explained that he does not communicate with others by text message, instead he uses WhatsApp or, on occasion, social media platforms.

The panel considered that, while there was limited evidence to demonstrate that Mr Harris had exchanged text messages with Student 1, it was nevertheless clear that communications had taken place between them via social media platforms. The panel was also satisfied that at least one telephone call had occurred between Mr Harris and Student 1.

Having considered the admitted facts and the supporting evidence, the panel found allegation 1.b proved.

c. Purchased a bottle of water and/or a McDonald's meal for Student 1;

The panel noted that Mr Harris provided a partial admission to this allegation, insofar as he accepted that he bought Student 1 a bag of carrot sticks and a bottle of water on a School trip, as set out in his written statement dated 5 June 2026. However, Mr Harris denied buying Student 1 a McDonald's meal.

The panel considered the School's investigation report, which included an interview with Student 8 who stated that on a School trip [REDACTED], Mr Harris bought Student 1 a "*can of water*", but that he did not buy anyone else anything. The panel further considered an email from Student 8 which stated that, when travelling back from the trip, the group stopped at a service station and ordered McDonald's food. The panel noted that Student 8 stated that Mr Harris bought something from McDonald's "*for the same [REDACTED] he bought the water for on the way*".

The panel considered the oral evidence and written statement of Mr Harris, who accepted that he purchased a bag of carrot sticks and a bottle of water for Student 1 as he noticed that she did not have a packed lunch or any money for food with her. The panel noted that Mr Harris stated his intention had only been to ensure that the student did not go hungry.

The panel did not consider that there was any evidence to suggest that Mr Harris purchased a McDonald's meal for Student 1 however, on the balance of probabilities, it was satisfied that a bottle of water had been purchased by Mr Harris for Student 1.

Having considered the admitted facts and the supporting evidence, the panel found allegation 1.c proved.

d. Asked one or more student(s) to leave your classroom, to allow you to be alone with Student 1;

The panel noted that Mr Harris admitted this allegation, as set out in his written statement dated 5 June 2026. Notwithstanding this, the panel made a determination based on the evidence available to it.

The panel considered various interviews with pupils conducted as part of the School's investigation and noted that Student 3 stated in her interview that she, Student 1 and Student 4 were in Mr Harris' classroom after school and Mr Harris had asked her and Student 4 to leave the room.

The panel considered the oral evidence and written statement of Student 3, which aligned with Student 3's interview taken as part of the School's investigation. Student 3 stated that Student 1 would normally go to see Mr Harris after school and that she and Student 4 had gone with Student 1. Mr Harris had then asked she and Student 4 to leave the classroom so that he could speak with Student 1. Student 3 confirmed that Mr Harris and Student 1 were alone in the classroom.

The panel considered the oral evidence and written statement of Mr Harris, who stated that he had asked Student 1 to remain at the end of a class so that he could address comments Student 1 had made during the lesson that made him uncomfortable. Mr Harris stated that Student 1 had made comments about Mr Harris "*walking her home*" in

the lesson, which made him feel uncomfortable as he felt this was not appropriate and mischaracterised their routine walks to the School gate for his duty. Mr Harris explained that he did not want to have the conversation in front of Student 1's friends as it was difficult to have a serious conversation with her "*let alone if her friends were there*" which is why he had asked to speak to her alone.

Having considered the admitted facts and the supporting evidence, the panel found, on the balance of probabilities, allegation 1.d proved.

e. Allowed and/or did not prevent Student 1 from sitting at your desk and/or on your chair during a lesson(s);

The panel noted that Mr Harris denied this allegation, as set out in his written statement dated 5 June 2026.

The panel considered various interviews with pupils conducted as part of the School's investigation and noted that Student 2 had stated in her interview that Student 1 would go up to Mr Harris' desk or chair whilst everyone else was working. The panel further noted that Student 6 had stated in her interview that Student 1 was "*physically close*" with Mr Harris and "*in his space, up to his desk, by his chair*".

The panel also considered the written statement of Student 2, who stated that Student 1 would go up to Mr Harris' desk whilst everyone else was working.

The panel considered the oral evidence and written statement of Student 3 who explained that Student 1 and Mr Harris were very close and she would walk over to him a lot during class and try to see him at other points during the day such as at lunchtime and after school. Student 3 further explained that Student 1 would stand next to Mr Harris' desk and chair a lot.

The panel noted that Student 3 confirmed during her oral evidence that she had a picture in her head of Student 1 sitting in Mr Harris' chair and did not believe that this had been discouraged. Student 3 did however explain that Mr Harris had a long wooden stick which he would use to joke and say, "*don't come closer than this.*".

The panel considered the oral evidence and written statement of Mr Harris, who stated that he always made it clear to students that they should not sit at his desk or use his chair, but that some students, including Student 1, sat at his desk and used his chair when he was looking away and helping other students. Mr Harris explained that he had a different chair to many other teachers, as it had wheels comparatively to the static chairs used by most teachers. Mr Harris explained that he asked quite a few times for students to step away and made clear that his desk area was his working space. Mr Harris noted that "*maybe I did not do a good enough job, but I did try to make it clear*".

Mr Harris also said that Student 3 was telling the truth about the wooden stick as that was likely the approach he would have taken. Mr Harris explained for context that the classroom was very cramped and there was not enough desk space for the number of students that were in the classroom.

The panel found Student 3 to be a highly credible witness. She was candid when she was unable to recall particular matters, which enhanced the reliability of her evidence, and the panel considered her evidence on this allegation to be compelling. Whilst the panel accepted that Mr Harris may not have expressly permitted Student 1 to sit in his chair, it considered Mr Harris' comments that he took an "*informal approach*" to classroom management. Accordingly, on the balance of probabilities, the panel was satisfied that Mr Harris did not prevent Student 1 from sitting at his desk and/or on his chair during lessons.

The panel found allegation 1.e proved.

f. Allowed Student 1 to get into your car;

The panel noted that Mr Harris denied this allegation, as set out in his written statement dated 5 June 2026.

The panel considered various interviews with pupils conducted as part of the School's investigation and noted that when asked whether she got into Mr Harris' car Student 1 stated "*no, I was joking about it though*". Student 2 stated in her interview that Student 1 and Student 4 had got into the back of Mr Harris' car in around February 2023 at [REDACTED].

The panel also noted that Student 4 stated in her interview that she and Student 1 had spoken to Mr Harris outside his car at [REDACTED], and that Student 1 had then got into the car. The notes of the meeting with Student 4 recorded that after the interview, at the end of the School day, Student 4 contacted the investigator to retract this statement and stated that "*Student 1 did not get in Mr Harris' car. She tried to get in the car but Mr Harris didn't let her.*" The panel observed that no steps were taken by the investigator to explore or clarify why Student 4 had subsequently altered her recollection of the events in question.

The panel considered the written statement of Student 2, who stated Student 4 had told her that Mr Harris had mentioned in a science lesson that he was going to [REDACTED] and Student 1 subsequently convinced Student 4 to go [REDACTED] on the same date. Student 4 told Student 2 that Student 1 had recognised Mr Harris' car and had got in the back with Student 4. The panel noted that this evidence involved multiple hearsay and the statement was taken from Student 2 around two years after the alleged incidents had taken place.

The panel also considered the oral evidence and written statement of Student 3. Student 3 explained that Mr Harris had asked the whole class where [REDACTED] was during a lesson that day. She explained that Student 4 had told her that Student 1 and Student 4 had visited [REDACTED] after school and Student 1 had recognised Mr Harris' car and had got inside the car. However, she confirmed that she was not present at [REDACTED] that evening and so would not be able to say herself whether Student 1 got in the car.

The panel considered the oral evidence and written statement of Mr Harris, who denied that he had allowed Student 1 to get into his car. Mr Harris stated that he had asked his students for recommendations for a good [REDACTED], and they had suggested [REDACTED]. He explained that when he arrived at [REDACTED], Student 1 and Student 4 had approached his car, and he had politely spoken to them both. Mr Harris stated that Student 1 had made a joke about getting into the car, and he had asked her not to touch his car albeit in a *"jokey way"*.

The panel also noted that Student 1 told Student 2 that she had *"run into"* Mr Harris in [REDACTED], *"went to his car, where they shared a kiss"*. Student 1 subsequently denied this during her interview as part of the School's investigation and stated that she merely met him outside a restaurant. The panel did not consider there was enough evidence to establish that Mr Harris had allowed Student 1 to get into his car at this point.

The panel considered that the only evidence suggesting Student 1 had entered Mr Harris' car was hearsay. It also noted inconsistencies in the students' accounts as to whether it was Student 1 alone, Student 1 and Student 4, or neither of them that had entered Mr Harris' car. In addition, Student 1 had stated at the time of the alleged incident at [REDACTED] that she had not entered Mr Harris' car. The panel therefore concluded that there was insufficient evidence to establish that Student 1 had entered Mr Harris' car and, accordingly, determined on the balance of probabilities that Mr Harris had not permitted Student 1 to do so.

The panel found allegation 1.f not proved.

g. Kissed Student 1, on at least one occasion;

The panel noted that Mr Harris denied this allegation, as set out in his written statement dated 5 June 2026.

The panel considered various interviews with pupils conducted as part of the School's investigation and noted that Student 2 and Student 3 reported that Student 1 told them that Student 1 and Mr Harris had been in his car together and kissed [REDACTED] in December 2022. The panel also noted that Student 6 had been told by Student 2 that Mr Harris and Student 1 had *"ran into each other [REDACTED] and got in the car and made out"*.

The panel noted that, following the interviews with Student 2 and Student 3 on 25 April 2023, later that night Student 1 emailed Witness A stating *"I've been reported about something that I think you've heard of. One of my friends told me about it and there's a really huge thing I've lied about and I'm really sorry. I exaggerated to her about something which I thought would be a harmless lie because I thought it made me seem cooler and I feel guilty for saying it. I didn't realise the consequences of it..."*. The panel considered Student 1's interview taken the next day and noted that although Student 1 stated that she had bumped into Mr Harris [REDACTED], she had lied about the kiss *"to seem interesting"*.

The panel had regard to correspondence in the bundle between Witness A and Somerset Council LADO, in which Witness A corrected the minutes of a LADO meeting by stating *"I can confirm that the students spoken to did NOT say they had seen her kiss him. They only said Student 1 had told them she had met with him and kissed him. There had been no witnesses to the alleged kiss."*

The panel considered screenshots of messages between Student 1 and Student 3, in which Student 1 stated that she had lied about kissing Mr Harris, stating *"I did bump into him and I did make my usual flirtatious joking but we didn't kiss"*. The panel noted that Student 3 did not believe Student 1 and asked her not to *"lie for his sake"*.

The panel considered the written statement of Student 2, who stated that on 31 December 2022, Student 1 told her that she had *"run into"* Mr Harris [REDACTED] two days' prior and that she and Mr Harris had gone to his car where they shared a kiss. Student 2 stated that she thought Student 1 was *"potentially exaggerating what had happened"*.

The panel considered the oral evidence and written statement of Witness A who confirmed that when he met with Student 1 on 26 April 2023 he asked her whether the encounter with Mr Harris had actually occurred and Student 1 told him that she had lied about meeting Mr Harris [REDACTED] and sharing a kiss to appear *"cool"* to her friends.

The panel considered the oral evidence and written statement of Student 3. She stated that around the beginning of February 2023, Student 2 had told her that Student 1 had run into Mr Harris [REDACTED] and that she had gone with him to the back of his car where they shared a kiss.

The panel noted that Student 3's account involved multiple hearsay and there were discrepancies with Student 2's account who had stated that, when Student 1 told her about the alleged incident, it had taken place two days prior to [REDACTED].

The panel considered the oral evidence and written statement of Mr Harris, who denied this allegation and stated that he did not engage in physical contact with Student 1 at any time.

Based on the evidence available to it, the panel concluded that there was insufficient evidence to make a finding, on the balance of probabilities, that Mr Harris had kissed Student 1 on one or more occasions. In reaching this conclusion, the panel took into account that a significant proportion of the evidence was hearsay, that Student 1 had subsequently retracted her original statement, and that she had provided a consistent account of that retraction to the investigator, her friends and [REDACTED]. The panel also noted a number of discrepancies within the evidence. Having considered all of the material before it, the panel was not satisfied that there was sufficient reliable evidence to support the allegation.

The panel found allegation 1.g not proved.

h. Met Student 1 outside of the School, on at least one occasion;

The panel noted that Mr Harris denied this allegation, as set out in his written statement dated 5 June 2026.

The panel considered various interviews with pupils conducted as part of the School's investigation and noted that Student 2 stated in her interview that Student 1 and Student 4 had seen and spoken with Mr Harris at [REDACTED] in around February 2023. The panel noted that Student 4 also stated in her interview that she and Student 1 had spoken to Mr Harris outside his car at [REDACTED] and he had then told them both not to tell anyone about seeing him as "*it's really sketchy*". The panel also considered the interview with Student 1 where she discussed seeing Mr Harris at [REDACTED].

The panel considered the written statement of Student 2, who stated Student 4 had told her that Mr Harris had mentioned in a science lesson that he was going to [REDACTED] and Student 1 subsequently convinced Student 4 to go to [REDACTED] on the same date.

The panel also considered the oral evidence and written statement of Student 3. Student 3 explained that Mr Harris had asked the whole class where [REDACTED] was during a lesson that day. She explained that Student 4 had told her that Student 1 and Student 4 had visited [REDACTED] after school and had seen Mr Harris there.

The panel noted the oral evidence and written statement of Mr Harris which provided that he had gone to [REDACTED] after work and, as he pulled into the car-park, Student 1 and Student 4 had unexpectedly approached his car.

The panel also noted that, on 25 April 2023, Student 2 and Student 3 reported that Student 1 and Mr Harris had seen one another [REDACTED] in December 2022.

The panel first considered Student 1's interview and noted that Student 1 stated that she had bumped into Mr Harris [REDACTED] and had a brief conversation with him.

The panel then considered the written statement of Student 2, who stated that on [REDACTED] December 2022, Student 1 told her that she had run into Mr Harris [REDACTED] two days before. The panel also considered the oral evidence and written statement of Student 3, who stated that, in February 2023, Student 2 had reported to her that on [REDACTED] December 2022 Student 1 had told Student 2 that she had run into Mr Harris [REDACTED].

The panel considered the oral evidence and written statement of Mr Harris who did not recall seeing Student 1 [REDACTED]. The panel however, noted a TikTok message from Mr Harris that stated *"and did you say about when you bumped into me [REDACTED] while I was on [REDACTED]?..."* Mr Harris also confirmed in oral evidence that there was someone who [REDACTED] at that time who lived [REDACTED]. The panel found this evidence persuasive when making its deliberations.

The panel also noted that there was evidence in the bundle that suggested that Student 1 and Mr Harris had met after school on 25 April 2023.

The panel considered the oral evidence and written statement of Student 3. Student 3 explained that she and Student 2 had been at Student 1's house after school on 25 April 2023. She stated that, after she had left to go to work, she received a telephone call from Student 2 informing her that she was in the alleyway behind the School with Student 1 and that Mr Harris had *"shown up"*.

The panel also considered the written statement of Student 2 who had explained that she and Student 3 had been at Student 1's house after school on 25 April 2023. Student 1 had asked Student 2 if she had told the School about her concerns regarding Mr Harris and Student 1. When Student 2 confirmed that she had, Student 1 had said that she needed to smash her phone or get rid of it and they subsequently left the house for a walk. Student 2 stated that they *"waited by the gate"* and at around 4pm Mr Harris appeared and told them that he was going to [REDACTED].

The panel also noted the interview with Student 2 and Student 3 conducted as part of the School's investigation where Student 2 explained that she and Student 1 had gone for a walk and that they were at the alleyway by the back of the School when Mr Harris appeared. Student 2 stated that Mr Harris said, *"this is a coincidence, I'm just going to [REDACTED]"*.

The panel also noted the interview with Student 5 conducted as part of the School's investigation who stated that *"yesterday afterschool I went to P6 so we went the back way, went across Bay saw Student 1 and Mr Harris"*.

The panel also considered the oral evidence and written statement of Mr Harris, who denied that he had arranged to meet Student 1 outside of the School. Mr Harris stated that on the afternoon of his suspension, he had got into his car to drive home but was

feeling shaky and so instead decided to walk to [REDACTED] near the School. He stated that he was unexpectedly approached by Student 1 and Student 2. Mr Harris confirmed that this was not planned, invited or encouraged and that he “*kept the interaction brief*”.

The panel was satisfied, on the balance of probabilities, that Mr Harris met Student 1 outside the School on at least one occasion, namely at [REDACTED] and at the alleyway by the back of the School on 25 April 2023.

Whilst the panel noted that there was no direct evidence that Mr Harris and Student 1 had arranged to meet [REDACTED], it concluded that, on the balance of probabilities, some encounter between them was likely to have taken place there, particularly in light of the TikTok messages sent by Mr Harris. The panel further noted that, although Student 1 had retracted her account that she kissed Mr Harris [REDACTED], in her interview taken as part of the School’s investigation she maintained that an encounter between them had nevertheless occurred. The panel did however note that this was hearsay evidence and accordingly placed appropriate weight on it.

The panel found allegation 1.h proved.

2. On or around 25 April 2023, despite being told not to contact any of the School’s students by Colleague 1, you contacted Student 1 later that day and/or the next day.

The panel noted that Mr Harris provided a partial admission to this allegation, insofar as he accepted that he responded to messages received on his personal TikTok account on 26 April 2023, as set out in his written statement dated 5 June 2026.

The panel had sight of the TikTok messages that were sent between Student 1 and Mr Harris on 26 April 2023. The panel noted that the messages started at 7:21am on 26 April 2023 and continued until 7:35am, when Student 1 leaves to walk to School. The messages then resume at 3:48pm when Student 1 messages Mr Harris and they continue until 5:57pm that evening.

The panel considered various interviews with pupils conducted as part of the School’s investigation and noted that Student 1 stated that she had spoken to Mr Harris outside the school gate on 25 April 2023. The panel noted that Student 1 also stated that she had exchanged “*a couple of messages*” with Mr Harris the day that Student 2 had reported her concerns.

The panel considered the oral evidence and written statement of Witness A, who stated that on 25 April 2023, after hearing the concerns raised by Student 2 and Student 3, he arranged to meet with Mr Harris. At that meeting, he informed Mr Harris that he was being suspended pending an investigation. Witness A explained that the School was aware that [REDACTED] lived behind the School and near to Student 1. Therefore, they

had advised him not to visit [REDACTED] whilst the investigation was ongoing to avoid potentially running into Student 1.

The panel also considered the written statement from Individual C, [REDACTED], who confirmed that it had been made clear to Mr Harris that the need for confidentiality was essential to protect both Mr Harris and Student 1. Individual C stated that she read a passage of text that was contained in the suspension letter that was sent to Mr Harris the next day. The panel noted this said "*I would ask that, at this stage, you do not contact any of TKASA's students, suppliers or your work colleagues...*" Individual C stated that at the point when Mr Harris was leaving the site she reminded him of the need for confidentiality.

The panel considered that, on the balance of probabilities, a discussion had taken place with Mr Harris regarding the need for confidentiality that included Witness A.

The panel considered the oral evidence and written statement of Student 3. She stated that, on 25 April 2023, having reported concerns about Student 1 earlier that day, she attended Student 1's house. Upon her arrival, Student 1 appeared to be "*frantically texting someone*". Student 3 explained that Student 2 arrived shortly afterwards. At that stage, Student 1 was not aware that Student 3 knew of the concerns that had been reported. However, Student 3 stated that Student 2 later told her that Student 1 had asked whether Student 2 had raised any concerns with the School. Student 3 said that she believed Student 1 had been communicating with Mr Harris that afternoon, as she could think of no other explanation for how Student 1 would have become aware that concerns had been reported.

The panel considered the written statement of Student 2, who stated that, when she arrived at Student 1's house, Student 1 appeared stressed and was constantly messaging. The panel however noted that, based on the evidence available to it, it is unable to ascertain whether those messages were with Mr Harris.

The panel considered the oral evidence and written statement of Mr Harris, who accepted that he had responded to Student 1's messages to his personal TikTok account on 26 April 2023. The panel noted that Mr Harris accepted that he acted impulsively as he was panicked, and he admitted that discussing the allegations with the student was inappropriate. Mr Harris however denied that any messages were exchanged with Student 1 on 25 April 2023.

The panel noted that there was limited evidence available to establish, on the balance of probabilities, whether Mr Harris contacted Student 1 on 25 April 2023 following the meeting with Witness A and Individual C. However, it was clear that Mr Harris made contact with Student 1 via TikTok on 26 April 2023.

Having considered the admitted facts and the supporting evidence, the panel found allegation 2 proved.

3. You did not safeguard Student 1, in that you did not submit a self-referral regarding your conduct with Student 1 and/or report any concerns relating to Student 1 to the Designated Safeguarding Lead and/or appropriate person in a timely manner or at all.

The panel noted that Mr Harris admitted this allegation, as set out in his written statement dated 5 June 2026. Mr Harris stated that he *“takes full responsibility for not escalating my concerns further and for not submitting a self-referral or reporting the situation in a timely manner once I became aware that I was in communication with a student”*.

The panel considered the School’s investigation report and noted that Mr Harris had sought professional advice on two occasions regarding Student 1 being *“clingy”* and had been advised to leave his classroom door open and to keep his distance from students.

The panel noted the interview with Individual D, [REDACTED], who confirmed that Mr Harris had initially spoken to him about one girl who kept talking to him at break and lunch and he thought this could perhaps be Student 1. Individual D confirmed the only other time he spoke to Mr Harris about this issue was when he said that he needs to be careful and professional at all times as he *“always had a group in his room”*. He explained that he told Mr Harris that means *“not in your room at break or lunch unless it’s a club and if they are, door open and clear what you are in there for.”*

The School’s investigation report also contained a table of policies with the dates on which these had been acknowledged by Mr Harris. The panel noted that the policies listed as read included Keeping Children Safe in Education (“KCSIE”), the Trust’s code of conduct, and IT acceptable use policy. The panel also noted that Mr Harris was recorded as attending safeguarding training on 1 September 2022.

The panel considered the written statement and oral evidence of Witness A who confirmed that Mr Harris would have been aware of the safeguarding expectations required of him through his induction session when his employment started and subsequent yearly safeguarding training sessions. Witness A explained that the School had a self-referral system where referrals would come directly to him. He further explained that, whilst a teacher may go to the safeguarding team for a bit of advice, if there was a real concern, it would always be prudent to self-refer. Witness A was also able to confirm that teachers at the School do use the self-referral system.

Witness A confirmed that he was not aware that Mr Harris reported any safeguarding concerns regarding his conduct with Student 1 whilst he was employed at the School.

The panel considered the oral evidence and written statement of Mr Harris, who in his written statement accepted this allegation and stated that he took full responsibility for not escalating his concerns further. Mr Harris stated that he had raised concerns with Individual D, [REDACTED] and other colleagues. The panel however noted that this was in relation to Student 1 and her friendship group regularly visiting him and being “*over familiar*”, rather than in relation to his specific conduct with Student 1.

The panel noted that Mr Harris said that he was very nervous to report any concerns because when he had made a referral in a previous job, he did not believe that the outcome was in the best interest of the student and so he was nervous to make a report.

The panel also had sight of character references and noted that Individual E and Individual F, [REDACTED], both noted Mr Harris’ attempts to seek support from the School and from them in respect of his concerns. The panel noted that it was not clear from the character references what concerns were raised.

The panel considered that, although Mr Harris had discussions with [REDACTED], it is evident that Mr Harris did not make a self-referral as required. In particular, the panel noted that Mr Harris did not report any specific concerns relating to Student 1 to anyone in the DSL team in a timely manner. Instead, his comments appear to have related more generally to the group of students as a whole. The panel also noted that Mr Harris did not pursue, escalate, or raise further concerns following those initial discussions, when he became aware that Student 1 was the individual with whom he had been communicating with via Instagram.

Having considered the admitted facts and the supporting evidence, the panel found allegation 3 proved.

4. Your conduct at paragraph 1a) – h) was of a sexual nature and/or sexually motivated.

Having found allegations 1.b, 1.c, 1.d, 1.e, and 1.h proven, the panel considered whether the conduct relevant to these allegations was of a sexual nature and/or sexually motivated.

The panel noted that Mr Harris denied that his conduct was of a sexual nature or was sexually motivated, as set out in his written statement dated 5 June 2026.

The panel’s attention was drawn to section 78 *Sexual Offences Act 2003* and to the cases of *Sait v The General Medical Council [2018]*, *Basson v General Medical Council [2018]* and *The General Medical Council v Haris [2020] EWHC 2518*.

The panel considered the definition of what conduct is, or is not, to be regarded as 'sexual'. The panel was referred to the case of *Sait v The General Medical Council [2018]* which referred to section 78 of the Sexual Offences Act 2003: "*penetration, touching or any other activity is sexual if a reasonable person would consider that (a) whatever its circumstances or any person's purpose in relation to it, it is because of its nature sexual, or (b) because of its nature it may be sexual and because of its circumstances or the purpose of any person in relation to it (or both) it is sexual.*"

In referring to the Sexual Offences Act 2003, the panel was able to make a determination as to whether Mr Harris' conduct at allegations 1.b, 1.c, 1.d, 1.e, and 1.h was of a sexual nature.

The panel considered all of the evidence before it and concluded that the conduct found proven in the allegations would not be regarded by a reasonable person as sexual in nature. In particular, whilst the panel emphasised that engaging in private communications with a student via social media is wholly inappropriate, it was not satisfied that, based on the evidence it had before it, the content or nature of those communications could be considered sexual.

The panel concluded that Mr Harris' conduct at allegations 1.b, 1.c, 1.d, 1.e, and 1.h was not conduct of a sexual nature.

The panel considered whether the conduct at allegations 1.b, 1.c, 1.d, 1.e, and 1.h was sexually motivated. It noted that in *Basson* it was stated that, "*A sexual motive means that the conduct was done either in pursuit of sexual gratification or in pursuit of a sexual relationship*".

The panel was also mindful of the Court of Appeal's conclusion in *General Medical Council v Haris [2021] EWCA Civ 763*. The court found in that case that, "*In the absence of a plausible innocent explanation for what he did, the facts spoke for themselves.*"

The panel considered whether there was a "*plausible innocent explanation*" for Mr Harris' behaviour. The panel noted that Mr Harris stated that his actions were not driven by any sexual intent.

The panel first considered Mr Harris' conduct at allegation 1.b. The panel noted that Mr Harris had explained that he initially believed he was communicating with [REDACTED] on Instagram due to the nature of the messages being exchanged. The panel found this explanation plausible in respect of the initial communications. The panel further noted that, in his written statement, Mr Harris maintained that he ceased communications once he realised he was in fact corresponding with Student 1. Having considered the evidence available to it, the panel was not satisfied that there was sufficient evidence to establish, on the balance of probabilities, that any communications which may have taken place

after this date but before 26 April 2023 between Mr Harris and Student 1 were sexually motivated.

In relation to the messages exchanged on TikTok on 26 April 2023, the panel accepted that certain messages were concerning, including the statement, "*I care about you so much*". However, when those messages were considered in their wider context, the panel concluded that there were alternative and credible explanations for Mr Harris' conduct. In particular, it considered it plausible that Mr Harris was concerned about the allegations that had been raised against him and was seeking to protect his own position, obtain information from Student 1, or potentially influence Student 1's account, rather than acting for the purposes of sexual gratification or in pursuit of a sexual relationship.

In relation to allegation 1.c, the panel considered the School's investigation report, which included an interview with Student 8 and a subsequent follow-up email confirming that she thought Mr Harris had bought something for Student 1 because she had no money. This was consistent with Mr Harris' oral evidence and written statement that confirmed he had noticed that Student 1 did not have a packed lunch or any money for food. Whilst the panel considered that the situation could and should have been handled differently and recognised the potential for such conduct to be perceived as favouritism, it concluded that there was a plausible explanation for his actions. On the balance of probabilities, the panel was not satisfied that the purchase was made for the purpose of sexual gratification or in pursuit of a sexual relationship.

In relation to allegation 1.d, the panel noted Mr Harris' evidence that he wished to discuss concerns with Student 1 arising from inappropriate comments that she had made and that he did not want to do so in front of her peers as it could be difficult for her to take things seriously. However, the panel noted that the meeting took place behind a closed door despite guidance from his line manager that Mr Harris should leave his classroom door open. The panel considered that placing himself in that situation represented poor judgement and was contrary to expected safeguarding practice. Nonetheless, the panel accepted that there may be a plausible explanation in that Mr Harris wished to discuss his concerns with Student 1 and for her to take them seriously, rather than to pursue a sexual relationship or obtain sexual gratification.

In relation to allegation 1.e, the panel considered Student 3's evidence that, although she could not recall precisely, it was probable that other students had also sat in Mr Harris' chair or at his desk. The panel did not consider that Mr Harris' decision not to prevent Student 1 from sitting at his desk and/or in his chair demonstrated any favouritism towards Student 1. Instead, it considered that it was plausible this was simply Mr Harris' style of classroom management and did not consider, on the balance of probabilities, that this conduct was for the pursuit of sexual gratification or a sexual relationship.

Although the panel found allegation 1.h proven in that Mr Harris had met Student 1 outside of the School on at least one occasion, the panel considered it possible that these encounters were coincidental. The panel did not consider it had been presented with any evidence to suggest that the meetings had been pre-arranged and therefore, was not persuaded, on the balance of probabilities, that any encounters took place for the pursuit of sexual gratification or a sexual relationship.

The panel concluded that, on the balance of probabilities, Mr Harris' conduct as found proven at allegations 1.b, 1.c, 1.d, 1.e, and 1.h was not sexually motivated.

The panel found allegation 4 not proved.

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 Harris, in relation to the facts found proved, involved breaches of the Teachers' Standards.

The panel considered that, by reference to Part 2, Mr Harris 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; and
 - 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 Harris, in relation to the facts found proved, involved breaches of Keeping Children Safe In Education 2022 ('KCSIE'). In

particular, Part One, point 2: *“Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interest of the child”* and Part One, point 52: *“If staff have any concerns about a child’s welfare, they should act on them immediately”*.

The panel again considered the fact that the School’s investigation report also contained a table of policies with the dates on which these had been acknowledged by Mr Harris. The panel noted that the policies listed as read included KCSIE, the Trust’s code of conduct, and IT acceptable use policy. The panel also noted that Mr Harris was recorded as attending safeguarding training on 1 September 2022.

The panel had sight of an extract from the Trust’s Code of Conduct. The panel noted that paragraph 3.4 stated, *“You should avoid unnecessary contact with students outside of school. You should not give students your home address, home telephone number, mobile telephone number or personal email address, not send personal communications (such as birthday cards or faith cards, text messages etc) to students or communicate with parents/carers or students via social media...”*

The panel also considered whether Mr Harris’ 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.

The panel noted that a number of the allegations took place outside the education setting. However, the panel considered that this conduct affected the way Mr Harris fulfilled his teaching role or may have led to pupils being exposed to, or influenced by, the behaviour in a harmful way, as these allegations involved communicating with pupils outside of school.

The panel considered all of the evidence and initially concluded that it did not consider Mr Harris’ conduct at allegations 1.c, 1.e, and 1.h amounted to misconduct of a serious nature which fell significantly short of the standards expected of the profession. In particular, the panel noted that Mr Harris had purchased a bottle of water for Student 1 where he believed that she did not have a packed lunch or any money, that Student 1 sitting on Mr Harris’ chair and/or desk (or his failure to prevent her from doing so) occurred in circumstances where it is probable that other students were also engaging in similar conduct and that the encounters between Mr Harris and Student 1 outside of School may have been coincidental. Although the panel considered that these situations could have been handled better by Mr Harris, this conduct was not sufficiently serious to amount to unacceptable professional conduct.

The panel went on to consider the remaining allegations that had been found proven namely, allegation 1.b, 1.d, 2 and 3.

The panel considered it particularly serious that, whilst suspended and after being instructed not to do so, Mr Harris had contact with Student 1. The panel considered that these communications had the potential to manipulate the situation, undermine the investigation and influence a potential witness.

The panel also noted that Mr Harris had failed to comply with fundamental safeguarding requirements that exist to protect students and members of staff. He had communicated with Student 1 on social media and had failed to report this contact. The panel found it pertinent that when asked whether Mr Harris had received any advice on personal social media accounts whilst at the School he had stated that he had not but went on to say, *"I guess it is obvious that you shouldn't be engaging in that sort of thing."*

The panel also had evidence before it that Mr Harris had been specifically directed not to be alone in a classroom with this group of students. Notwithstanding that clear instruction, he engineered a situation in which he was alone in the classroom with Student 1.

Taking all of these matters together, namely communicating with a student on social media, the failure to follow basic safeguarding procedures, the one-to-one interaction with a student and the deliberate decision to contact Student 1 whilst suspended after being instructed not to do so, the panel was satisfied that the conduct of Mr Harris as found proven at allegations 1.b, 1.d and 2 and 3 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 Harris was guilty of unacceptable professional conduct.

In relation to whether Mr Harris' 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 Harris' 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 Harris was guilty of unacceptable professional conduct, the panel found that none of these offences were relevant.

In relation to allegations 1.c, 1.e. and 1.h, the panel did not consider that Mr Harris's conduct amounted to behaviour likely to bring the profession into disrepute. In particular, the panel noted that Mr Harris had purchased a bottle of water for Student 1 where he believed that she did not have a packed lunch or any money, that Student 1 sitting on Mr Harris' chair and/or desk (or his failure to prevent her from doing so) occurred in circumstances where it is probable that other students were also engaging in similar conduct and that the encounters between Mr Harris and Student 1 outside the School may have been coincidental. The panel considered that viewed in their proper context, such matters would be unlikely to undermine the public's confidence in the profession.

The panel however considered that the findings of misconduct in relation to allegations 1.b, 1.d, 2 and 3 are serious, and the conduct displayed would be likely to have a negative impact on the public's perception of the teaching profession.

The panel considered that engaging in personal messaging on a social media platform, particularly after being explicitly told not to contact any of the School's students, was inconsistent with the expectations of a teacher.

The panel was also particularly concerned that the conduct involved a failure to uphold safeguarding responsibilities. It considered that if a teacher does not act in accordance with fundamental safeguarding principles, this is liable to undermine public confidence in both the individual teacher and the profession as a whole.

The panel therefore considered that Mr Harris' conduct could potentially damage the public's perception of the teaching profession.

For these reasons, the panel found that Mr Harris' actions as found proven at allegations 1.b, 1.d and 2 and 3 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 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 Harris, which involved communication with a pupil via social media and failure to correctly report safeguarding concerns, there was a strong public interest consideration in respect of the safeguarding and wellbeing of pupils.

In particular, the panel considered the potential consequences of a teacher, who ought to act as a role model, failing to report concerns upon realising that they were communicating with a student via social media. The panel also considered the seriousness of the teacher continuing to engage in communications with the student after their suspension, despite having been expressly instructed not to have any contact with students at the School.

Similarly, the panel considered that public confidence in the profession could be seriously weakened if conduct such as that found against Mr Harris was 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 Harris 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 Harris in the profession. The panel had sight of some evidence that Mr Harris had ability as an educator, including his appraisal record and probationary review report which had marked him as excellent in the areas of assessment. The panel also considered Mr Harris' representative's submissions regarding the difficulty of recruiting Science, Technology, Engineering and Mathematics ("STEM") teachers. However, the panel did not find the evidence before it overly persuasive and considered that the adverse public interest considerations above outweigh any interest in retaining Mr Harris in the profession, since his behaviour breached the standard of conduct expected of a teacher.

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's behaviour that seeks to exploit their position of trust should be viewed very seriously in terms of its potential influence on pupils and 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 Harris.

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;
- abuse of position or trust (particularly involving pupils); and
- failure in their duty of care towards a child, including exposing a child to risk or failing to promote the safety and welfare of the children (as set out in Part 1 of KCSIE).

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 Harris' actions were not deliberate. The panel considered that Mr Harris' actions were in fact deliberate. In reaching this conclusion, the panel found it pertinent that Mr Harris actively sought to obtain further information from Student 1 on 26 April 2026, even after she had suggested that they cease contact. The panel was satisfied that Mr Harris' actions were intentional, rather than inadvertent or accidental.

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

The panel did not consider that Mr Harris demonstrated exceptionally high standards in his personal and professional conduct or that he had contributed significantly to the education sector at this early stage in his career.

The panel considered a number of character references submitted on behalf of Mr Harris, which pertained to his professional conduct, his contribution to the profession, and his history and ability as a teacher. The panel particularly noted the following:

- *"He has always been a very kind, understanding and trustworthy person which is reflected in his willingness to help those around him and how he carries himself..."*

I believe part of his willingness to help and support is due to the lack of support he received after repeatedly expressing concerns to the school regarding the students involved in the allegations. I regularly saw him trying everything he could to maintain professional barriers and make sure he was never alone with the

students and requesting myself and others to pair up with him during duties around the school or help with extracurricular activities, and at the end of the day to make sure the students left and didn't follow him.

I have never seen him be unprofessional at work or conduct himself in a way that was of concern."

Individual E, [REDACTED]

- *"I witnessed Bradley work in a professional and appropriate manner at all times I worked with him, I also witnessed that he asked for support from our head of dept and the school multiple times, as well as him self-reporting his concerns to the [REDACTED]. I witnessed him become more concerned and stressed as his requests for support were not followed through on or taken very seriously. Bradley and I used to run [REDACTED] together and he is one of the most friendly and professional teachers I know, I never had concerns over his appropriateness and/or saw him as a risk to children. I trusted his professional judgement and he was an honest member of the science department."*

Individual F, [REDACTED]

- *"From the start students spoke highly of Brad and enjoyed his lessons, often sharing their experiences of practical lessons they had during science... I am aware of the allegations against Brad and at no point during his teaching career has he acted in a concerning way. He was always a true professional..."*

Individual G, [REDACTED]

- *"He cared about pupils and was always on hand to support them if they needed. As a colleague he would check in on you and make sure you were OK. As a teacher, he was very popular with the pupils, they enjoyed his enthusiasm for his subject and respected his authority. Working with Brad made teaching more enjoyable and it was very much a sad day when he left [REDACTED], for staff and the pupils."*

- Individual H, [REDACTED]

The panel considered Mr Harris' written statement in which he expressed some remorse for his actions and some insight into how his conduct affected the welfare of pupils, particularly Student 1, the impact on colleagues and the School community, and the teaching profession as a whole. Mr Harris considered that he had shown insight into his conduct, recognising the importance of clear and consistent professional boundaries and the obligation to report safeguarding concerns promptly rather than attempting to manage them independently. The panel noted that Mr Harris had stated that he had reflected on

his actions, taken steps to improve his understanding of safeguarding, and made changes to his practices.

The panel also considered Mr Harris' written statement, in which he described experiencing significant personal difficulties at the relevant time, [REDACTED].

The panel noted that, in both his written statement and oral evidence, Mr Harris stated that these circumstances may have affected his "*usual level of professional judgement*" during the relevant period. However, Mr Harris accepted that this did not excuse his conduct and acknowledged that he remained responsible for meeting the standards expected of him.

The panel acknowledged that Mr Harris had demonstrated a degree of remorse and insight into his conduct. However, it did not consider that this reflected a full understanding of the gravity of his misconduct. The panel also noted that, although Mr Harris had reviewed the relevant statutory safeguarding guidance and had taken practical steps to strengthen his professional use of social media, he had not undertaken any formal external training. Given that the conduct in question occurred more than three years ago, the panel attached significant weight to this omission.

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 Harris 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 Harris. The findings that Mr Harris had social media communication with Student 1, particularly under circumstances where he was told not to communicate with any students at the School was a significant factor 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. None of the listed characteristics were engaged by the panel's findings.

The panel found it persuasive that Mr Harris had not undertaken any formal training since the incidents occurred and therefore concluded that a review period of two years was appropriate. This would provide Mr Harris with adequate time to undertake relevant training, which he stated in his written statement dated 5 June 2026 that he would welcome the opportunity to undertake, and to demonstrate a clear understanding of professional boundaries and safeguarding responsibilities.

The panel decided that the findings indicated a situation in which a review period would be appropriate and, as such, decided that it would be proportionate, in all the circumstances, for the prohibition order to be recommended with provisions for a two-year 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 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 made a recommendation to the Secretary of State that Mr Bradley Harris should be the subject of a prohibition order, with a review period of two years.

In particular, the panel has found that Mr Harris 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; and
 - 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 Harris 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 Harris fell significantly short of the standards expected of the profession.

The findings of misconduct are serious as they include a teacher failing to follow proper safeguarding practice.

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 Harris, 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 Harris, which involved communication with a pupil via social media and failure to correctly report safeguarding concerns, 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 acknowledged that Mr Harris had demonstrated a degree of remorse and insight into his conduct. However, it did not consider that this reflected a full understanding of the gravity of his misconduct. The panel also noted that, although Mr Harris had reviewed the relevant statutory safeguarding guidance and had taken practical steps to strengthen his professional use of social media, he had not undertaken any formal external training. Given that the conduct in question occurred more than three years ago, the panel attached significant weight to this omission."

In my judgement, the lack of evidence that Mr Harris has developed full insight 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:

"The panel was also particularly concerned that the conduct involved a failure to uphold safeguarding responsibilities. It considered that if a teacher does not act in accordance with fundamental safeguarding principles, this is liable to undermine public confidence in both the individual teacher and the profession as a whole.

The panel therefore considered that Mr Harris' conduct could potentially damage the public's perception of the teaching profession."

I am particularly mindful of the finding in this case of a teacher failing to follow proper safeguarding practice 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 Harris himself. The panel makes this observation:

“The panel did not consider that Mr Harris demonstrated exceptionally high standards in his personal and professional conduct or that he had contributed significantly to the education sector at this early stage in his career.”

However, the panel goes on to record having had the benefit of considering several pieces of character evidence attesting to Mr Harris’ commitment to education and his good character. It also notes evidence presented by Mr Harris of mitigating circumstances around these events.

A prohibition order would prevent Mr Harris 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 serious nature of the misconduct found, which included communication with a pupil via social media and failure to correctly report safeguarding concerns. I have also placed considerable weight on the lack of evidence of full insight and the consequent risk of repetition.

In addition, I have noted and given weight to the panel’s findings that Mr Harris’ behaviour was deliberate and that there was no evidence of extreme duress.

I have given less weight in my consideration of sanction therefore, to the contribution that Mr Harris 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 a two-year 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. None of the listed characteristics were engaged by the panel's findings."

I have considered the panel's concluding comments:

"The panel found it persuasive that Mr Harris had not undertaken any formal training since the incidents occurred and therefore concluded that a review period of two years was appropriate. This would provide Mr Harris with adequate time to undertake relevant training, which he stated in his written statement dated 5 June 2026 that he would welcome the opportunity to undertake, and to demonstrate a clear understanding of professional boundaries and safeguarding responsibilities.

The panel decided that the findings indicated a situation in which a review period would be appropriate and, as such, decided that it would be proportionate, in all the circumstances, for the prohibition order to be recommended with provisions for a two-year review period."

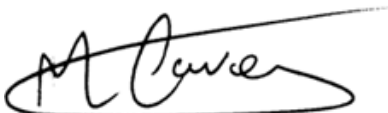
I have considered whether a two-year review period reflects the seriousness of the findings and is a proportionate period to achieve the aim of maintaining public confidence in the profession. In this case, factors mean that in my judgment allowing such a review period is sufficient to achieve the aim of maintaining public confidence in the profession given the seriousness of the panel's findings and the risk of repetition given that Mr Harris has yet to develop full insight into his actions.

I consider therefore that a two-year review period is required to satisfy the maintenance of public confidence in the profession. If Mr Harris wishes to return to teaching in the future, it will be incumbent on him to demonstrate that he has taken steps to develop full insight and that the risk of future repetition and harm to pupils is negligible.

This means that Mr Bradley Harris 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 9 July 2028, two 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 Harris remains prohibited from teaching indefinitely.

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

Mr Harris 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 dark ink, appearing to read 'M Curran', with a large, sweeping loop at the end.

Decision maker: Marc Cavey

Date: 7 July 2026

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