

## Total Maths Tutoring Guidance on Conduct and Behaviour

(Content taken from *Keeping Children Safe in Education, September 2020, DfE*)

### Power and Positions of Trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working in education settings are in positions of trust in relation to the young people in their care. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. It is vital for all those in positions of trust to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship.

A relationship between an adult and a child or young person is not a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Adults therefore have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.

Where a person aged 18 or over is in a specified position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

### Propriety and Behaviour

Everyone coming into contact with children has a responsibility to safeguard their welfare, the best interests of the child are paramount. It is therefore expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, pupils or students, public in general and all those with whom they work.

There may be times, for example, when an adult's behaviour or actions in their personal life come under scrutiny from local communities, the media or public authorities. This could be because their behaviour is considered to compromise their position in their workplace or indicate an unsuitability to work with pupils. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour.

Adults in contact with pupils should therefore understand and be aware that safe practice also involves using judgement and integrity about behaviours in places other than the work setting.

*This means that adults should not:*

- *behave in a manner which would lead any reasonable person to question their suitability to work with children*
- *make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such*

*This means that adults should:*

- *be aware that behaviour in their personal lives may impact upon their work with pupils*
- *follow any codes of conduct deemed appropriate by their school/service*

### **Dress and Appearance**

A person's dress and appearance are matters of personal choice and self-expression. However, adults should dress in ways which are appropriate to their role and this may need to be different to how they dress when not at work. Adults who work with pupils should ensure they are dressed appropriately for the tasks and the work they undertake.

Those who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations.

*This means that adults should wear clothing which:*

- *is appropriate to their role*
- *is not likely to be viewed as offensive, revealing, or sexually provocative*
- *does not distract, cause embarrassment or give rise to misunderstanding*
- *is absent of any political or otherwise contentious slogans*
- *is not considered to be discriminatory and is culturally sensitive*

### **The Use of Personal Living Space**

Total Maths Tutoring recommends that their tutors do not deliver face-to-face tutoring sessions from their own homes. Where possible, sessions should take place in a public area of the student's home or another, previously agreed, safe, neutral, public venue (such as a library or community centre).

No child or young person should be in or invited into, the home of an adult who works with them.

### **Gifts, Rewards and Favouritism**

The giving of gifts or rewards to pupils should be part of an agreed policy with the parents for supporting positive behaviour or recognising particular achievements. There are occasions when children, young people or parents wish to pass small tokens of appreciation to adults e.g. on special occasions or as a thank-you and this is acceptable as long as Total Math Tutoring is made aware. However, it is unacceptable to receive gifts on a regular basis or of any significant value. If tutors are offered gifts on a regular basis or a gift of significant value they should politely refuse the gift citing this guidance and inform Total Maths Tutoring.

## **Infatuations**

Occasionally, a child or young person may develop an infatuation with an adult who works with them. These adults should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is above reproach.

An adult, who becomes aware that a child or young person is developing an infatuation, should discuss this at the earliest opportunity with Total Maths Tutoring's Designated Safeguarding Lead, so appropriate action can be taken to avoid any hurt, distress or embarrassment.

*This means that adults should:*

- *report and record any incidents or indications (verbal, written or physical) that suggest a child or young person may have developed an infatuation with a tutor*
- *always acknowledge and maintain professional boundaries*

## **Sexual Contact**

All adults should clearly understand the need to maintain appropriate boundaries in their contacts with pupils. Intimate or sexual relationships between children/young people and the adults who work with them will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable and is regarded as Child Sexual Exploitation.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Adults should be aware that consistently conferring inappropriate special attention and favour upon a child might be construed as being part of a 'grooming' process and as such will give rise to concerns about their behaviour.

*This means that adults should not:*

- *have sexual relationships with pupils*
- *have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact*
- *make sexual remarks to, or about, a child/young person*
- *discuss their own sexual relationships with or in the presence of pupils take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought*

### **Further Guidance for Tutors**

- Total Maths Tutoring tutors, employees and volunteers should only have contact with the children and young people we are providing tuition to at the times and in the venues, that have been agreed with the parent; this can include online tuition
- A tutor, employee or volunteer from Total Maths Tutoring should not be alone in a closed room with a child or young person during a tuition session
- When a tutor is the only adult in a room conducting a tuition session with an individual the door of the room must be left open

- On no account should any tutor, employee, worker or volunteer have any physical contact with a child or young person unless it is to prevent accident or injury to themselves or anyone else
- All tutors, staff, workers and volunteers at Total Maths Tutoring have a strict duty never to subject any child to any form of harm or abuse or to act in a way that could lead to accusations of inappropriate behaviour or abuse. This means that it is unacceptable, for example, to treat a child/young person in any of the following ways:
  - to touch them, apart from handshakes or 'high fives' as congratulations or encouragement during a tuition session
  - to allow or engage in inappropriate touching of any kind
  - to allow or engage in sexually suggestive behaviour or make suggestive remarks
  - to give or show anything which could be construed as personal, containing sexual content or pornographic
  - to seek or agree to meet them anywhere outside of the tutoring sessions
  - to cause distress by shouting or calling them derogatory names
  - to slap

### **Contact outside of work**

Contact should not be made with any of the children or young people with whom we are working. Where contact needs to be made regarding a session, this should be done directly with the parent. Our tutors, employees and volunteers are required to maintain our reputation for integrity and responsibility and should not enter into any social or other arrangements with the children and young people they are providing tutoring to.

### **Use of Technology**

All tutors are reminded to exercise extreme caution when using technology in relation to your work for Total Maths Tutoring. This relates to, but is not exclusive to, the following:

- Always have your mobile phone on silent or turned off during tuition sessions
- Never give your e-mail address or phone number to a student (you should communicate with the parents regarding tuition sessions)
- Never engage with students via Social Networking websites
- Never take photographs of a student
- Never write anything disparaging about a child, school or colleague online
- If you are allowing students use of any of your personal devices in a session, be careful about which data students can access and do not leave them unsupervised

Please exercise caution when using your own devices when conducting tutoring sessions and be advised that Total Maths Tutoring will not accept any liability for any devices that are lost, damaged or stolen as they are not covered by Total Maths Tutoring's insurance. It is recommended that tutors take out their own, personal insurance in order to cover their devices.

It is becoming a common and necessary practice to conduct tuition remotely. We recommend that tutors conduct sessions via *Zoom*, however we accept that tutors may use other platforms at their own and the student's convenience. All arrangements about how a session will take place should be made in advance of the session and agreed with the parent.

Parents or another responsible adult should be present to supervise the session taking place.

Total Maths Tutoring keeps a record of all sessions that are planned to take place. It is important that tutors update their calendar with any changes to the planned session for example changes to the day or time of a planned session or if the session did not go ahead. Tutors should not engage with students via any online platform outside of the planned session times.

### **Social Media**

Under **no** circumstance should a tutor engage in any contact with School students on social media of any form. Whilst this list is not exhaustive, this includes:

- Facebook
- Snapchat
- Instagram
- Twitter

### **Prevent Duty**

The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other safeguarding risks, Tutors should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Any suspicions should be reported to Total Maths Tutoring's Designated Safeguarding Lead.