

# Kent Tuition Hub Guidance on Conduct and Behaviour

(Content taken from *Keeping Children Safe in Education September 2016 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 have 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**

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

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

All adults should be aware of their school or school/service guidance on rewards including arrangements for the declaration of gifts received and given. The giving of gifts or rewards to pupils should be part of an agreed policy 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 the school is made aware.

However, it is unacceptable to receive gifts on a regular basis or of any significant value.

## **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 a teacher and Tutor Trust, 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 member of staff*
- *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**

- Tutor Trust 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 school, college or other institution that has contracted the tuition
- Tuition will take place only in rooms provided by the school, care home or college
- A tutor, employee or volunteer from the Tutor Trust 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 or group of children/young people, a teacher or other representative from the school or college will normally be present in the room or an adjoining room during the tuition sessions. When a school or college representative is not in the room during a tuition session or does not have has sight of the session, 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 The Tutor Trust 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. 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 the Trust is providing tutoring to.

### **Use of Technology**

All tutors are reminded to exercise extreme caution when using technology in relation to your work for The Tutor Trust. As instructed in the training this relates to, but is not exclusive to, the following:

- You must always follow the school policies where you are carrying out tuition in relation to use of technology
- 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
- Never engage with students via Social Networking websites (if you wish to discuss something with regards to Social Networking and a student, please contact The Tutor Trust or your point of contact at the school. **Never** communicate directly with the student online.)
- Never take photographs within a school
- Never write anything disparaging about a child, school or colleague online
- If you have obtained permission to use your laptop for a lesson, be careful about which data students can access

The school in which you are working may hold resources such as iPads etc. that could be used in tuition. Please be extremely careful if you decide to use your personal possessions (e.g. laptops,

iPads) for lessons as these items are not covered by Tutor Trust insurance. If you are willing to use these items, we recommend that you check they are covered on your own household insurance.

## **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:

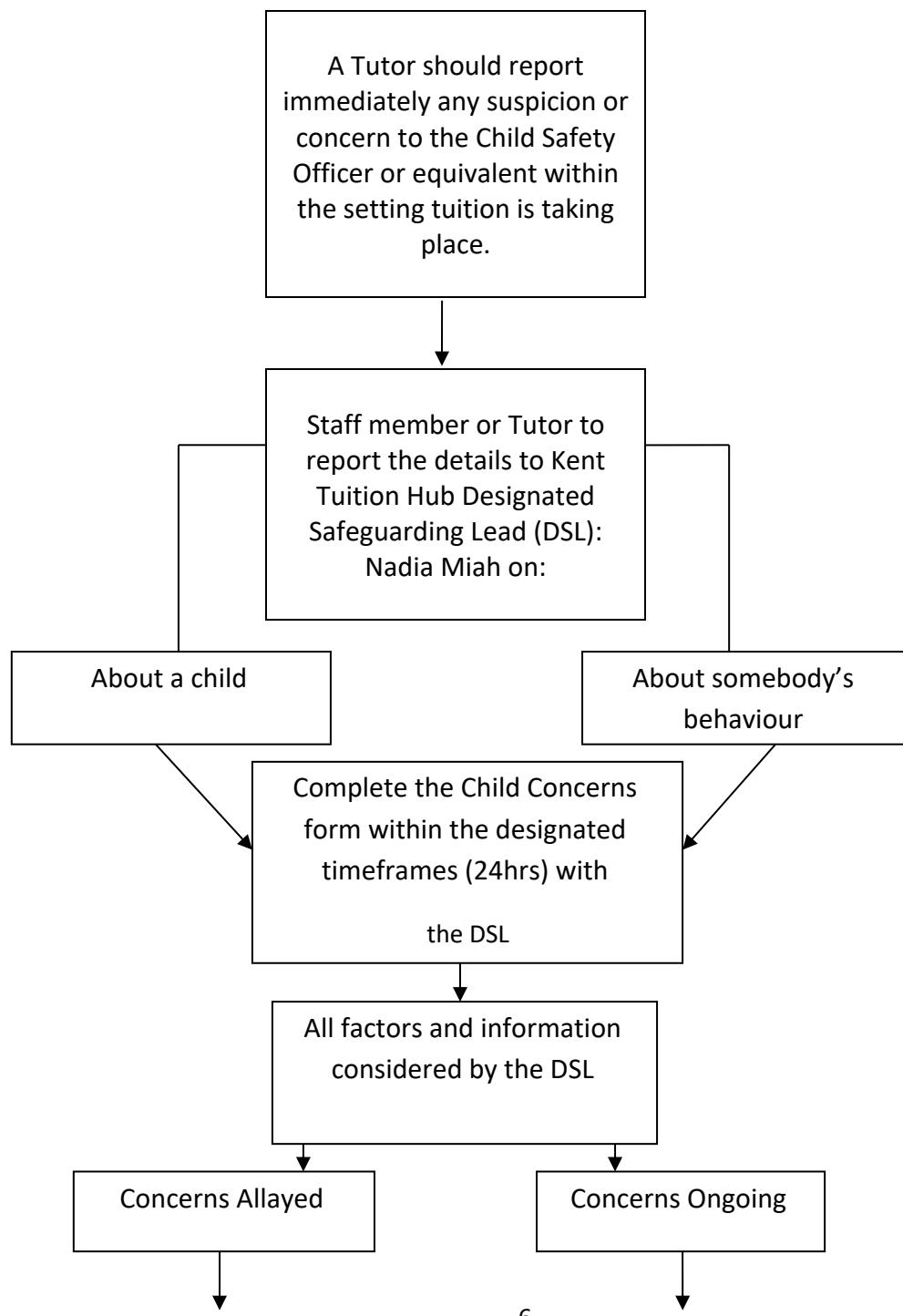
- Facebook
- Snapchat
- Instagram
- Twitter

## **Prevent Duty**

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

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 the Child Protection Officer and The Tutor Trust Designated Safeguarding Lead.

**The flowchart demonstrates the process by which child protection concerns will be addressed by Kent Tuition Hub:**



No further action but full  
recording kept

Contact child protection  
agency