



Good Practice Guidance for our Tutors For personal and professional safety

We aim for all sessions to be carried out in a mutually respectful, safe, secure and positive learning environment. This is usually within the pupil's home or school, but may also be in an appropriate, agreed public place, such as a library. The vast majority of sessions are mutually enjoyable and challenging behaviour is rarely an issue.

Occasionally however, we work with pupils who (for a variety of reasons) may present with challenging behaviour.

If we take on a pupil with particular needs, or with known patterns of behaviour, we will obviously discuss this with you before you agree to work with him/her and are prepared with any established successful behaviour management strategies.

As self-employed professionals, we would expect common sense, professionalism and ensuring the safety of the pupil, yourself (and any other party) will come first when things don't go as planned. However, we believe that it is useful to have a shared (though obviously not exhaustive) set of guidelines.

The guidelines below have been written to support our tutors in ensuring that all parties remain safe and that the focus of the session is learning/mentoring rather than managing behaviour, especially when working with children outside of the home/school environment.

Overview

Research into learning indicates that children learn best when they:

- Are relaxed
- Feel safe
- Are engaged in activities which challenge but do not generate anxiety
- Receive regular feedback which is positive and detailed
- Believe they can be successful

We know that you, as experienced professionals, are aware that to achieve this, there is a need for planning, preparation, high quality teaching (that engages pupils in their own learning; fostering confidence and independence) together with clear and consistent expectations. We pride ourselves on the quality of our tutors and are proud to have you as ambassadors of our agency





As self - employed tutors, you will doubtless have your own set of procedures, but we offer these guidelines as suggested good practice, especially when away from the usual home/school venue.

Guidelines

A tutor's own behaviour should be appropriate at all times.

- The door to the room where tutoring is taking place should be left open. It is not appropriate to tutor in a bedroom.
- No 'becoming friends' with a pupil on social media.
- Dress appropriately and ensure that personal hygiene is taken into account.

Before the first session:

- If the session is to be held at home (the norm) do ensure that a parent/carer will remain on site for the duration of the lesson and that there is a suitable place for tuition to take place.
- If the pupil's "responsible adult" asks that the session takes place without them on site, (and you are happy with this) then you need to ensure that the Client has signed the HST document titled, 'Disclaimer - for Client signature on request to leave a minor with the tutor.
- If the session has been agreed via the agency to be held in a public place (eg library) without parent/carer, do confirm the time and place for the first session and any collection/drop off details. Ask that the parent/carer be within easy distance in case of "teething" problems
- Make sure that you have the parent/carer's name, address and contact details (perhaps add their phone number to your phone?)
- Make sure that you have read any information sent from parent/school or agency about the pupil and are aware of any medical conditions
- Find out what they hope to achieve from the sessions - a particular target? Understanding of a specific area? Confidence? Covering a missed topic?
- Find out any particular interests that might make sessions more engaging from the start

During the first session:

- Do spend some time finding out about what the pupil would find most useful - What do they enjoy? Where are they most confident? What do they find tricky?
- Be clear about what the pupil can call you, what they like to be called

Generally:

- Make sure that the agency is aware of any changes of timetable so that someone "outside" knows where you are.
- Do make yourself aware of any trip hazards!
- Do have a charged mobile phone (with parent/carer and agency numbers) with you
- Do make expectations clear - we're going to cover x and y today.





- Model appropriate behaviour – be polite & interested
- Praise the behaviour you want to see more of • If age appropriate, use a consistent reward system –eg. stickers, points towards some “golden time”
- Keep in regular contact with the parent/carer – a positive relationship can make a huge difference!
- Make sure that you give regular feedback to the pupil and also the parent/carer – on engagement/behaviour, as well as learning.
- Do encourage parent/carer to let you know if anything (good or bad) has happened prior to the session Ensure that resources are prepared (and a back- up plan)
- If you are using a laptop, do ensure full charge
- Make sure any practical resources are in full working order with no pieces missing
- It is not appropriate for you to be taking the pupil alone anywhere by car (Please let your Area Advisor know if this is suggested) It would raise both safeguarding and insurance issues.

If a problem arises:

- Stay calm and professional at all times, however difficult!
- Give a “cool off time” if need be
- If a particular subject is causing the unwanted behaviour, leave it, move on to something else. When emotions are calmer, you can talk about the perceived problem
- Try to give a choice
- If you think that the behaviour is preventing the possibility of learning (or you feel threatened or unsafe), stop the lesson. If you are at home or school, let the parent/carer/ appropriate member of staff know as soon as possible. If in a public place, ring the parent/carer, let them know the session is not working out and ask that they collect the pupil asap.
- If a pupil walks out of the lesson (from a public place) alert the parent/carer and the agency.
- Write down (+ time and date) what has happened/been said

If you have had problems with behaviour

- Do let the parent/carer know
- Do let your Area Advisor know
- If you need to talk to someone about your day/ a particular experience – please do not mention the pupil’s name
- If any ‘ incident’ arises which you feel should be reported, you must write a report as soon as possible after the incident, giving the circumstances, date and details of exactly what happened.

Safeguarding and Child Protection

As a professional tutor, HST advises that you make yourself familiar with the document “Keeping Children Safe in Education” (DfE). Also please read our own HST Safeguarding policy.





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Home-School Tutoring

Hertfordshire & Cambridgeshire Ltd



01707 907709

alternativeprovision@homeschooltutoringhertscambs.co.uk
admin@homeschooltutoringhertscambs.co.uk

If you witness something that causes concern, or a potential child protection issue, please inform your Area Advisor first. The Area Advisor may need to consult with Home-School Tutoring UK and then give advice based on your report of exactly what happened. Each County Council has a Social Care helpdesk that you can report your concerns to and submit your written report.

Please do feel free to discuss these guidelines, or any aspect of a pupil's behaviour in confidence with the office.

Sarah Jones
Home-School Tutoring

