Staff Code of Conduct Policy

Version	2.1
Date Policy Reviewed	September 2026
Policy Reviewed by	Head of Education Quality Assurance
Date of Next Review	September 2027

1. Policy Statement

For the purposes of this policy, "staff" refers to educators, tutors, mentors and any individual delivering provision on behalf of TP Tutors (TPT), including those providing tuition and mentoring services for schools, local authorities and alternative provision settings.

By working together, we aim to provide a safe, respectful and effective learning environment for all our learners. When a staff member is placed in a school setting, they must also be familiar with and adhere to that school or Local Authority's code of conduct.

Acting in line with this policy is essential for the protection of learners and staff, maintaining professional standards and integrity and upholding the trust placed in our staff. Staff are responsible for reading, understanding and complying with this code in full.

If staff are ever unsure about any aspect of this code, they should seek clarification from the Safeguarding team or Tuition Consultant at TPT.

This policy is regularly reviewed to ensure its continuing suitability.

2. Purpose

This policy aims to:

- Set out the standards of professional behaviour, conduct, health and safety and safeguarding responsibilities for all staff.
- Protect learners and staff.
- Maintain professional standards and integrity.
- Uphold the trust placed in staff by TPT, commissioners, learners and families.

3. Scope

This Code of Conduct applies to all educators, tutors, mentors and any individual delivering provision on behalf of TP Tutors (TPT), including those providing tuition

and mentoring services for schools, local authorities and alternative provision settings. It focuses on the following key areas:

- Safeguarding
- Health and Safety
- Drug, Alcohol and Substance Misuse
- Professional Standards
- Professional Conduct
- Quality Assurance
- Equality and Diversity
- Safer Recruitment.

4. Definitions

Term	Definition
Staff	Educators, tutors, mentors and any individual delivering provision on behalf of TP Tutors, including those providing tuition and mentoring services for schools, local authorities and alternative provision settings.
TPT	TP Tutors
DSL	Designated Safeguarding Lead
CPD	Continuing Professional Development
QA	Quality Assurance

5. Roles and Responsibilities

5.1 Staff

Staff are responsible for reading, understanding and complying with this code in full.

When working in a school setting, staff must also be familiar with and adhere to that school or Local Authority's Code of Conduct.

Staff are expected to complete relevant CPD as part of continuous improvement and maintain the standards set out in the QA Framework Policy - Tuition Standards and Expectations.

5.2 DSL

The DSL and deputies respond to all concerns raised and provide advice and support regarding safeguarding concerns and Code of Conduct requirements. Staff should seek clarification from the Safeguarding team if they are unsure about any aspect of this policy.

5.3 Tuition Consultants

Tuition Consultants provide support and guidance to staff and should be contacted regarding any concerns, changes to placements, hazards, risks or practical arrangements.

5.4 Quality Assurance Team

TPT' Quality Assurance (QA) team provides training and guidance to support continuous professional development for all staff.

The QA team carries out teaching observations and provides detailed feedback. Staff are expected to be receptive to constructive feedback and make every effort to improve and develop their practice.

If staff do not make the required improvements after support and guidance are provided, their services will no longer be used and they will be informed by the Head of QA.

6. Policy Requirements

6.1 Safeguarding

Staff must adhere to the guidance provided in the TPT Safeguarding and Child Protection Policy, Behaviour Policy, Online Safety Policy and Lone Worker Policy. Staff must also complete annual safeguarding training as part of their ongoing commitment to working for TPT.

Any safeguarding allegation made against a staff member will be taken seriously, reported to the LADO and investigated. If the allegation is substantiated, this may result in disciplinary action and a referral to the DBS.

Staff must not make any changes to the timetable or delivery method without authorisation. If sessions are online, staff must use the TPT online platform. Staff must not use any other platform without authorisation. Failure to follow these procedures is a safeguarding breach and the DSL will be informed.

Staff must report any safeguarding concerns or suspicions of abuse, however low-level they may seem, to the safeguarding team straightaway via MyConcern. Failure to do so may result in disciplinary action.

At all times, staff must:

- Maintain professional boundaries at all times.
- Respect others' right to safety.
- Inform TPT if they are under investigation by the Police or other authorities.
- Use prevention and de-escalation strategies first to defuse a situation.

- Use physical intervention only when necessary to prevent immediate harm and must always be the minimum reasonable response.
- Act transparently to avoid any reasonable question of intent.
- Avoid behaviour that could be misinterpreted.
- Be aware of and abide by the Sexual Offences Act 2003 (Section 16) which reflects a commitment to safeguarding young people from sexual exploitation by those in positions of authority. It recognises the inherent power dynamics in such relationships and seeks to provide legal protection for minors against potential abuse.
- Follow data protection policies for the secure handling of personal data.
- Keep information confidential unless disclosure is legally required.
- Seek advice from TPT' DSL about sharing information if required.
- Contact TPT immediately if they have any concerns.

Staff must not under any circumstances:

- Invite a learner into their living accommodation.
- Enter into extra private tuition or childcare arrangements with learners or parents/carers.
- Hurt, abuse or threaten to harm anyone.
- Use corporal punishment.
- Touch a child in a manner that could be considered indecent.
- Develop personal or sexual relationships with learners.
- Make sexual remarks or engage in inappropriate discussions about sexual matters with or in front of learners.
- Arrange to meet a learner outside of the timetabled sessions or at an alternative venue to the one agreed.
- Access confidential files without authorisation.
- Share confidential information without consent or lawful authority.

6.2 Health and Safety

Staff must ensure that Tuition Management Learner Risk Assessments are completed at the start of tuition and that dynamic risk assessments are carried out throughout the placement where learner needs, venue arrangements, circumstances or risks change. Staff must report any hazard or potential cause of harm immediately to their Tuition Consultant or a member of the Safeguarding team and take necessary precautions to ensure the safety of learners during each session.

Staff must not:

- Breach a venue's health and safety policies.
- Act in a way that could endanger themselves, learners, parents and carers, colleagues, visitors or property.

- Misuse health and safety equipment.
- Smoke or vape at the tuition venue.

6.3 Drug, Alcohol and Substance Misuse

- TPT prohibits alcohol consumption in the workplace and during contracted hours.
- The use of illegal drugs or prescription drugs not prescribed to the individual is prohibited.
- Possession, use or distribution of illicit substances will be treated as serious misconduct and may be reported to the police.

Staff must inform TPT if they are taking medication that may affect performance or safety.

Staff must not:

- Be under the influence of alcohol or drugs (except prescribed medication that does not impair performance) while working.
- Misuse substances while at work.
- Sell or provide drugs or alcohol to others.
- Possess controlled drugs unlawfully.
- Drive while under the influence of drugs, alcohol or impairing medication.

6.4 Professional Standards

All staff must adhere to the following standards:

Plan and deliver well-structured sessions that meet the individual needs of the learner

- Demonstrate that they can adapt their sessions to meet learner needs based on the assignment brief, assessments and other documentation.
- Conduct their sessions using a range of appropriate materials and resources whether online or face to face.

Set high expectations which inspire, motivate and challenge learners

- Identify their learners' aspirations and needs using effective means of enquiry and assessment.
- Agree objectives with their learner(s) and/or the parents/carers or teachers and keep ongoing records of the progress of each learner.
- Demonstrate the same positive attitudes, values and behaviour which are expected of learners.

Promote good progress and measure outcomes for learners

- Provide accurate and constructive feedback on learners' strengths, attainment and progress including action plans for areas of improvement.
- Report in a clear and timely manner at agreed intervals.

Create a safe and positive learning environment

- Arrive at the venue or log on to the online classroom on time and fully prepared for the session.
- Provide a learning environment where learners feel safe, secure, confident and valued.
- Work with learners to establish a productive and positive attitude to learning.
- Demonstrate an understanding of learners' specific needs in establishing the most suitable delivery methodology and environment.
- Act in accordance with their responsibilities under the most recent child protection provisions, current legislation, national policies and guidance on the safeguarding and promotion of the well-being of children and vulnerable adults.
- Adhere to the legal and organisational requirements relating to the storage, retrieval and interpretation of data, information and records.

Communicate effectively and demonstrate high standards of personal and professional conduct

- Reflect on the effectiveness of their own practice using feedback from learners, parents, clients and Education Advisers and have a plan for their own continuing professional development.
- Identify and manage conflicting demands and maintain own personal wellbeing.
- Adhere to relevant ethical principles, standards and codes of professional practice of TP Tutors.
- Communicate with colleagues at TP Tutors to share any issues, changes and practical arrangements whilst respecting confidentiality.

6.5 Professional Conduct

All staff must uphold professional conduct standards at all times to safeguard learners, protect professional reputations and maintain the trust of the clients and communities we serve.

Positive, warm relationships are essential for effective tuition. However, staff must maintain professional boundaries and avoid becoming overly friendly or personally involved with learners and their families. When relationships become too informal, it can become unclear where the tutor's professional role ends and a friendship begins. This can lead to:

- Difficulty maintaining authority and expectations.
- Learners becoming less responsive to challenge or feedback.
- Parents expecting support beyond the tutor's role.

Staff should not, for example, act as an advocate for a family in disputes or disagreements with schools, local authorities or other agencies. Becoming involved in

family disputes can blur professional boundaries and create conflicts of interest. Staff should signpost the family to the appropriate services where required and contact TPT for support and guidance if such a request is made.

Professional boundaries help ensure decisions are made in the learner's best interests rather than based on personal relationships.

Staff must:

- Remain professionally neutral.
- Refer to their Tuition Consultant regarding all matters arising during the placement, e.g. requests made by the parent/carer.
- Communicate respectfully and professionally with learners, parents/carers, clients and TPT.
- Keep their Tuition Consultant updated on any planned absences, e.g holidays or medical procedures.
- Be honest and act with integrity.
- Arrive on time to placements.
- Dress in a professional manner, ensuring clothing is clean, tidy and suitable for the role.
- Maintain high standards of personal hygiene at all times.
- Treat all stakeholders with respect and professionalism.
- Respect personal space.
- Adhere to ethical and professional standards in all interactions.
- Use technology responsibly with adherence to the Safeguarding and Child Protection and Online Safety Policy guidance.
- Follow all reasonable and lawful instructions.
- Conduct themselves in a manner that does not bring TPT or the client into disrepute.
- Treat all individuals with respect, avoiding abusive, bullying, harassing or discriminatory behaviour.
- Inform TPT if their professional registration is removed or if they are under investigation by a professional body.
- Comply with all relevant statutory provisions.

Staff must not:

- Develop overly friendly and personal relationships with families.
- Challenge school decisions on behalf of parent/carers.
- Complete paperwork on any matter relating to the child unless specifically authorised by TPT.
- Attend meetings with schools or external agencies unless specifically authorised by TPT.

- Contact clients directly to discuss the placement.
- Share unverified information or personal opinions about another professional's actions. Use their phone to make calls or send texts during a session unless in an emergency.
- Eat food during a session.
- Bring family members, dependants or visitors into a session without permission.
- Display, view or distribute inappropriate images or materials.
- Behave violently, threaten violence or use abusive language.
- Use social media in a way that damages the reputation of TPT, the client or themselves.
- Make false allegations.
- Use offensive or inflammatory language, gestures or humour.
- Use crude or aggressive language.
- Make sexually suggestive comments.
- Mock or belittle colleagues, learners, parents/carers or others.
- Gossip or spread rumours.
- Behave in an insubordinate, careless or disruptive manner.

6.6 Equality, Diversity and Inclusion

TPT is committed to ensuring that all learners will receive fair treatment and equal access to provision in accordance with:

- Equality Act 2010
- SEND Code of Practice (2015)

Staff must be committed to promoting equality, diversity and inclusion in all aspects of their work to ensure that all learners, regardless of their background, identity or learning needs, have the opportunity to succeed.

Staff must be committed to promoting a culture of respect, understanding and acceptance for all learners in order to create a supportive environment that helps all learners to thrive both academically and socially.

6.7 Safer Recruitment

Staff must comply with safer recruitment and selection procedures. False statements or withholding relevant information will result in the withdrawal of registration or termination of services.

7. Procedures

Staff must read the Safeguarding and Child Protection Policy, Online Safety Policy and Lone Worker Policy and confirm that they have read, understood and agree to abide by the guidance as part of onboarding.

Staff must report any safeguarding concerns or suspicions of abuse, however low-level they may seem, to the safeguarding team straightaway using the MyConcern report form.

Failure to report a safeguarding concern will be taken seriously and investigated. Each case will be considered on its own merits, but a staff member may be suspended or removed following an investigation.

If a staff member does not meet TPT' quality assurance standards, they are given the opportunity to improve through training, support and guidance. However, if there is no improvement over a minimum of 4 months, and there is sufficient evidence of poor performance, the staff member will be referred to the Head of Quality Assurance, which may result in them not being offered any further work.

Failure to report a health and safety issue will result in an investigation and follow up action or further training as required.

8. Training and Communication

TPT will ensure that staff receive regular training and updates on:

- Expectations and standards.
- Safeguarding and risk assessment procedures.
- Behaviour management and de-escalation training.
- Restrictive interventions / use of reasonable force procedures.
- CPD opportunities.

Regular updates and reminders are provided to staff through forums, training sessions and the termly In-tuition newsletter.

9. Monitoring and Compliance

Monitoring and compliance activities include:

- QA reviews and audits.
- Safeguarding reviews.
- Teaching observations.
- Feedback from learners, parents/carers and clients.
- Periodic policy review and evaluation.

Findings from monitoring activities will be used to improve services and strengthen compliance.

10. Non-Compliance

Failure to comply with this policy may result in:

- Investigation by relevant managers.
- Additional training, supervision or support for staff.
- Corrective actions to address identified concerns.
- In the event of a breach, the action taken will depend on the specific circumstances but serious misconduct may result in TPT ceasing to use a staff member's services and/or a referral to external authorities or professional bodies. Breaches will be addressed in line with TPT' procedure for managing concerns and allegations related to agency workers.
- Any safeguarding allegation made against a staff member will be taken seriously, reported to the LADO and investigated. If the allegation is substantiated, this may result in disciplinary action and a referral to the DBS.
- Safeguarding issues will be addressed on a case-by-case basis but could result in the immediate removal of the staff member.
- We do not tolerate harassment, bullying, sexual harassment or victimisation. Allegations will be addressed promptly and may result in the immediate removal of the staff member.
- If staff do not make the required improvements after support and guidance are provided, their services will no longer be used and they will be informed by the Head of QA.

TPT will seek to address non-compliance proportionately while maintaining learner safety, service quality and regulatory compliance.

11. Related Documents and Guidance

Associated Legislation and guidance:

- Equality Act 2010
- SEND Code of Practice (2015)
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children.

Related Policies:

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Lone Worker Policy
- Behaviour Policy

- Health and Safety Policy
- Safer Recruitment and Vetting Policy
- Data Protection Policy and Privacy Notice.

12. Equality, Diversity and Inclusion Commitment

TPT is committed to promoting equality, diversity and inclusion in all aspects of its work. This is a crucial element of our commitment as it ensures that all learners, regardless of their background, identity or learning needs, have the opportunity to succeed.

This commitment promotes a culture of respect, understanding and acceptance, so vital for SEND learners who may face additional challenges due to their differences or disabilities.

By incorporating equality, diversity and inclusion into our teaching and learning approach, we can create a supportive environment that helps our SEND learners to thrive both academically and socially.

TPT is committed to ensuring that all learners will receive fair treatment and equal access to provision in accordance with the legislation set out in section 11.

13. Safeguarding Commitment

TPT is committed to keeping learners safe in all aspects of its work and has effective safeguarding measures in place. We have a dedicated safeguarding team, all trained to DSL Level 3, who are the first point of contact for any concerns about a learner or staff member. All concerns will be shared with the commissioner within 24 hours of receipt.

All staff will follow the safeguarding processes and procedures according to the policies set out in section 11.

Staff are reminded to report **ALL** concerns, however low-level the concern might seem. We encourage all staff to exercise professional curiosity and to adopt an attitude of 'it could happen here' to reiterate that incidents of abuse or neglect can occur in any setting at any time.

14. Version Control

Version	Date	Author	Summary of Changes	Approved By	Next Review Date

2.0	September 2026	Head of Education Quality Assurance	Updated due to new policy format.	Managing Director	September 2027
2.1	October 2026	Head of Education Quality Assurance	Update to section 6.5 - Strengthened guidance on professional boundaries, neutrality and appropriate communication during placements.	Head of Compliance	September 2027