Tutor and Staff Code of Conduct

Evening Owls Tuition

Version 2.0 | Prepared 13 November 2026 | Owner Brenda Moore
Next scheduled review November 2027 or sooner following a change in guidance or practice

Prepared for owner review and adoption before publication and circulation.

This Code sets professional standards for everyone working on behalf of Evening Owls Tuition. It covers in-person and online work, communication with families and conduct outside sessions that may affect suitability to work with children. It must be read with the Safeguarding and Child Protection Policy; safeguarding concerns take priority over ordinary complaints or contractual disputes.

1 Respectful and inclusive teaching

Treat each learner with dignity and provide calm, encouraging support. Recognise individual strengths, communication needs, culture and learning differences. Adapt teaching appropriately, make reasonable adjustments and challenge bullying, harassment, discriminatory language and sexualised conduct. Never humiliate, threaten, ridicule, physically punish or use discriminatory treatment.

Set realistic goals, give honest constructive feedback and promote independence. Do not create unnecessary dependence on tuition or promise examination results. Report learning needs beyond your competence sensitively to the owner and family without diagnosing a condition or representing yourself as a clinician.

2 Professional boundaries

- Maintain an adult professional relationship with every pupil. Never pursue sexual, romantic, exploitative or otherwise inappropriate relationships with a child, including online or outside work.
- Do not seek secrecy, favouritism, excessive personal disclosure, special private contact or contact that could be experienced as grooming. Do not make sexual jokes, comments about a child’s body or intrusive personal remarks.
- Use agreed teaching locations and times. Do not invite pupils to private social activities, offer personal accommodation or arrange unauthorised meetings or transport.
- Declare any existing family, personal or other relationship that could create a conflict. Discuss boundary risks with the owner and record agreed safeguards; where the concern involves the owner, use the deputy or external reporting route.
- Do not give money, loans or personal gifts to pupils. Any planned organisational reward must be agreed and fair. Declare gifts from families to the owner; modest thank-you cards or tokens may be accepted if openly recorded as appropriate, but decline cash, costly or personal gifts and any gift creating obligation or secrecy.

3 One to one work physical contact and care

Make one-to-one teaching observable where practicable and avoid unnecessary isolation. Use professional seating and proximity, respect personal space and allow the child to express discomfort. Never use physical contact as punishment or to obtain compliance. Physical intervention must be limited to what is necessary and proportionate to prevent immediate harm, within competence and applicable law; report and record any such incident immediately.

Do not offer intimate or personal care unless an authorised individual plan, parental agreement, training and safeguards are in place. Follow agreed medical and emergency arrangements rather than improvising care beyond competence. Report accidents, injuries, distress and any contact that could be misunderstood to the DSL promptly.

Record attendance and follow agreed collection and independent travel arrangements. If a child is not collected, follow the safeguarding procedure, maintain appropriate supervision and contact the parent and DSL. Do not simply leave the child alone or take them home privately.

4 Communication social media and online learning

Use approved organisational channels and accounts for teaching and communication. Keep messages relevant, professional and appropriate to the learner's age; include the parent or carer where appropriate. Do not use disappearing messages, personal social media connections or private pupil messaging. Report accidental contact and any attempt to move communication into private channels.

Use approved platform access controls and professional surroundings. Check participants, protect meeting links and shared screens, and stop or restrict unsafe interactions. Do not record, photograph or publish pupil material without authorisation and the required permissions. Do not use child data, images or safeguarding information in unapproved AI systems or other external services.

Explain appropriate boundaries to pupils. Do not promise continuous availability or personal emotional support beyond the tutor role. A pupil seeking help about abuse must be listened to and referred through safeguarding procedures, not discouraged by communication rules.

5 Confidentiality and accurate records

Protect pupil, family and staff information. Use approved secure storage, strong passwords and appropriate device security. Do not discuss identifiable cases in public, post them online or share information for personal reasons. Report a lost device, mistaken email or other data incident immediately to the owner or deputy.

Safeguarding confidentiality is not secrecy. Share necessary information with the safeguarding lead or relevant agency, using the lawful basis and secure methods described in the Safeguarding Policy. Keep factual session records and separate safeguarding records. Never alter or conceal a record to hide an incident.

6 Integrity competence and conflicts

Represent qualifications, experience, availability and checks accurately. Work within subject competence, prepare appropriately and maintain professional learning. Do not complete assessed work for a pupil, impersonate them, plagiarise or facilitate cheating. Support genuine learning and follow the relevant assessment rules.

Disclose financial or personal interests in recommended resources or referrals. Follow the terms of your employment or tutoring agreement and do not misuse family contact details or organisational information for private business. Commercial disputes must never interfere with safeguarding referrals or access to appropriate help.

Do not work while impaired by alcohol, drugs or a health condition that prevents safe practice. Tell the owner promptly about relevant restrictions, investigations, charges, barring or changes affecting suitability, consistent with lawful disclosure requirements. Do not request or disclose protected criminal-record information that an organisation is not legally entitled to obtain.

7 Reporting concerns and allegations

Report any child welfare concern or adult boundary concern immediately, including apparently minor incidents and your own mistakes. Listen, record and report; do not conduct your own investigation, interview all involved or decide whether an allegation is true before seeking advice. Call 999 for immediate danger.

Contact Brenda Moore at bmoore@eveningowls.co.uk or 07753 263664. Contact Hayley Hume at misshume@eveningowls.co.uk if Brenda is unavailable or the concern relates to Brenda. Concerns about Hayley go to Brenda. Where both are involved or internal reporting is unsafe or ineffective, contact Cornwall LADO on 01872

326536 or lado@cornwall.gov.uk, children's social care on 0300 123 1116, or police as appropriate. Cornwall out-of-hours social work is 01208 251300.

Follow agency advice, preserve evidence and maintain appropriate confidentiality. Do not retaliate against a child, family or colleague raising a concern. Reporting to management does not remove your responsibility to act if a child remains at risk.

8 Training accountability and acknowledgement

Complete safeguarding induction before starting and updates at least annually. Read this Code and the Safeguarding Policy and comply with agreed safe working arrangements. Ask for clarification when unsure. The owner reviews conduct concerns, considers patterns and acts proportionately, including support, retraining, restriction of work or employment or contractual action. External referrals are made where required, whether or not internal action is completed.

This Code is reviewed annually and following relevant changes. It is an organisational standard; it does not replace statutory requirements or create qualifications or registrations that a tutor does not hold.

Staff acknowledgement

I have read and understood this Code and the Safeguarding and Child Protection Policy. I understand the reporting routes and agree to follow them. I will seek advice where uncertain and report concerns promptly.

Name _____
Role _____
Signature _____
Date _____

Guidance and related documents

Guidance checked on 13 November 2026. Use the official publication pages below for current editions. Evening Owls procedures should be read with the Safeguarding and Child Protection Policy, Tutor and Staff Code of Conduct and Safer Recruitment Policy.

Keeping children safe in education 2026
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Out of school settings safeguarding guidance for providers
https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice

Cornwall allegations against people who work with children
https://www.cornwall.gov.uk/LADO