

ConnectED Learning



Code of Conduct

Aims

This Code of Conduct outlines the standards of behaviour required from all staff, freelance tutors, and volunteers working with Connect-ED Learning. As we operate across schools, 1:1 tutoring environments, and broader Education Other Than At School (EOTAS) provisions, our team holds a significant position of trust. This code ensures that we maintain a safe, professional, and inclusive space that prioritises the well-being and academic growth of every student.

1. Core Principles

All Connect-ED Learning professionals are expected to uphold four foundational principles:

- **Child-Centred:** The safety, well-being, and dignity of the student are paramount in every decision and interaction.
- **Professional Integrity:** Maintaining strict boundaries, honesty, and transparency in all dealings with students, parents, and local authorities.
- **Inclusivity & Respect:** Actively celebrating neurodiversity and individual differences, ensuring zero tolerance for discrimination or bullying.
- **Compliance:** Adhering strictly to UK safeguarding laws, including the current **Keeping Children Safe in Education (KCSIE)** frameworks.

2. Professional Boundaries & Personal Interactions

Tutors and staff must maintain exemplary professional boundaries at all times. This is especially critical in 1:1 tutoring and remote/online learning environments.

- **Personal Relationships:** Do not establish personal relationships with students outside of your professional capacity.
- **Contact Details:** Do not share personal contact details (such as personal phone numbers, private emails, or social media handles) with students. All communication must go through approved Connect-ED Learning platforms.
- **Gifts:** Do not give personal gifts to students unless expressly approved by management as part of an agreed learning reward system.

3. Physical Contact (In-Person Tutoring & EOTAS)

- **General Rule:** Physical contact should be avoided unless it is necessary for a student's immediate safety, sensory regulation, or is a culturally/developmentally appropriate greeting (e.g., a high-five or handshake initiated by the student).
- **Sensory Regulation:** Where students require sensory or proprioceptive input and may require physical touch to support regulation, parents/carers must complete a '**Physical Touch**' Consent Form (see Appendix 1). Any intervention must align with professional recommendations and support the child's specific sensory profile.
- **Student-Led:** Any permitted physical contact must always be student-led, non-intrusive, and respectful of the child's comfort levels.

4. Communication Standards

Clear, transparent communication protects both the student and the tutor.

- **With Students:** Use language that is encouraging, respectful, and age-appropriate. Avoid sarcasm, overly familiar nicknames, or conversations of an explicitly personal or intimate nature.
- **With Parents/Carers:** Keep parents/carers regularly informed of learning progress, schedules, and any behavioral or engagement concerns.
- **Professionalism:** Respond to communications from the Connect-ED Learning management team, parents, and local authority partners promptly and professionally.

5. Safeguarding and Child Protection

Safeguarding is everyone's responsibility. Because our tutors work closely with students, you are often the first to notice signs of distress, neglect, or abuse.

- **Duty to Report:** You must immediately report any safeguarding concerns, disclosures, or suspicions of abuse to the Designated Safeguarding Lead (DSL) using our official reporting channels.
- **Do Not Investigate:** If a child makes a disclosure, listen without judgment, reassure them that they did the right thing, and write down exactly what they said using their own words. Do not promise secrets, and **do not** interview, prompt, or question the child further.
- **Low-Level Concerns:** If you feel you or a colleague have inadvertently breached this Code of Conduct in a minor way, or notice a behaviour that "doesn't feel right," you must self-report or share this with the DSL under our Low-Level Concerns framework.

6. Professional Competence and EOTAS Delivery

- **Preparation:** Arrive on time and fully prepared for every tutoring session with lesson plans tailored to the student's specific learning needs, particularly regarding neurodivergent profiles (e.g., ADHD, Autism, PDA).
- **Confidentiality:** Treat all student data—including medical histories, EHCPs (Education, Health and Care Plans), and academic records—with strict confidentiality. Do not share student information outside of authorised Connect-ED Learning or local authority staff.

- **Reliability:** If you need to cancel or reschedule a session, provide as much notice as possible to minimise disruption to the student's EOTAS provision or tutoring routine.

7. Breaches of the Code of Conduct

Adherence to this Code of Conduct is a strict condition of employment or engagement with ConnectED Learning.

- **Minor Breaches:** Will be addressed constructively through internal guidance, retraining, or professional development support.
- **Serious or Persistent Breaches:** May result in formal disciplinary action, termination of employment, or the immediate termination of a freelance tutor's service agreement.
- **Safeguarding Risks:** Any breach that constitutes a safeguarding risk or harm to a child will be handled immediately under our *Managing Allegations Policy* and reported to the Local Authority Designated Officer (LADO) and the Disclosure and Barring Service (DBS) where legally required.

Declaration

By working with Connect-ED Learning, you acknowledge that you have read, understood, and agree to abide by this Code of Conduct, placing the safety and well-being of our students at the heart of your practice.

Print Name: _____

Signature: _____

Date: _____

Appendix 1: Physical Touch & Sensory Regulation Consent Form

Background & Purpose

At Connect-ED Learning, we are committed to providing a safe, inclusive, and supportive learning environment. We recognise that many neurodivergent students, particularly those with sensory processing differences, Autism, ADHD, or a Pathological Demand Avoidance (PDA) profile, may require specific proprioceptive or sensory input to support emotional regulation, focus, and well-being.

This form ensures that any physical contact intended for sensory regulation or deep pressure therapy is explicitly agreed upon by the parent/carer, aligned with professional recommendations (such as an Occupational Therapy Sensory Profile), and delivered safely by authorised Connect-ED Learning staff.

1. Pupil & Parent/Carer Details

Pupil Full Name: _____

Date of Birth: _____

Parent/Carer Name: _____

Contact Number: _____

Sensory Profile & Professional Guidance

1. Does the student have an active Education, Health and Care Plan (EHCP)?

☐ Yes / ☐ No

2. Does the student have a formal Sensory Profile or Sensory Diet provided by an Occupational Therapist (OT) or medical professional?

☐ Yes / ☐ No *(If yes, please provide a copy to ConnectED Learning)*

Permitted Types of Physical Contact / Regulation Support

Please check the boxes below to indicate which types of physical touch and sensory support are approved for your child. All contact must be student-led or clearly accepted by the student in the moment.

- ☐ Deep Pressure / Grounding Input: Firm, calming pressure applied to shoulders or arms to aid grounding and reduce anxiety.
- ☐ Guided Positioning: Gentle physical guidance at the elbow or shoulder to assist the student to a safe sensory space or away from an overwhelming environment.
- ☐ Sensory Tools Assistance: Assisting the student with putting on or adjusting weighted vests, lap pads, compression garments, or resistance bands.

- [] Co-Regulation Greetings/Celebrations: Student-initiated high-fives, fist bumps, or handshakes.
- [] Emergency Safety Intervention: Immediate physical intervention solely to prevent impending physical danger or injury to the student or others (in line with UK safe-holding guidelines).
- Other, please specify
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Specific Triggers and Preferences

To help our tutors support your child effectively, please outline any specific preferences:

- Identified signs that the student is becoming dysregulated:

- Areas of the body to strictly avoid touching (due to trauma, hypersensitivity, etc.):

- Verbal prompts the student prefers when touch is being offered (e.g., "Would you like a shoulder press?"):

Parent/Carer Declaration & Consent

By signing below, I acknowledge and agree that:

1. I consent to authorised Connect-ED Learning staff utilising the agreed physical touch strategies outlined above to support my child's sensory regulation and well-being.
2. I understand that all staff adhere to the Connect-ED Code of Conduct, ensuring physical contact remains non-intrusive, dignified, and primarily student-led.
3. I will notify Connect-ED Learning immediately in writing if my child's sensory needs, medical profile, or my consent regarding physical touch changes.

Parent/Carer Signature: _____

Print Name: _____

Date: _____