

Action Tutoring's volunteer agreement states:

“Treat others fairly and in accordance with Equal Opportunities policies. You should not exclude anyone on the grounds of race, colour, ethnic or national origin, religious belief, gender, marital status, sexual orientation, age or disability.”

We expect you to:

- Treat all pupils equally regardless of the protected characteristics mentioned above.
- Be aware that those around you, including pupils, may have hidden disabilities.
- Understand and behave in accordance with Action Tutoring's [commitment to anti-racism](#). We encourage you to use our resource '[Exploring Black History](#)' in your sessions.
- Avoid making assumptions about others based on their gender, ethnicity or national origin.
- For safeguarding reasons, avoid asking pupils questions about their family background.
- If you are talking with your pupils about their family heritage or where they grew up, consider whether the questions you ask could make them feel different, out of place, or as though they don't belong. For example, avoid asking "*Where are you from originally?*" or "*Where are you really from?*"
- Ask pupils how their name is pronounced if you're not sure, rather than guessing or using a shortened version.
- Recognise that pupils may come from a range of cultural backgrounds, and may speak English as an additional language.

- Be aware that pupils may also have differences in how they communicate, for example if they are autistic. Pupils may not always understand the meaning of slang terms or idioms. Always check that pupils understand what you've said, and be prepared to explain unfamiliar phrases.
- Avoid making negative comments about pupils' hobbies or interests.
- Avoid commenting on a pupil's physical appearance.
- Respect the preferred pronouns and gender identity of other tutors, staff and pupils.
 - If you're not sure how someone identifies, you can always say: "*My pronouns are: [she/her, they/them, he/him]. What pronouns do you use?*" or "*May I check that I am using the right pronouns for you?*"
 - If you aren't sure how to use someone's pronouns correctly and would like some examples, ask your Programme Coordinator for guidance.
- Report any comments or behaviours that are discriminatory, harassing, offensive or otherwise unwelcome to your Programme Coordinator. If you don't feel comfortable sharing this with the coordinator, please email our Designated Safeguarding Officer at safeguarding@actiontutoring.org.uk.

We will:

- Provide any reasonable adjustments you need to take part in tutoring.
- Use your preferred pronouns to refer to you. Pupils will be asked to call you by your first name, rather than 'Sir' or 'Miss'.
- Provide support with challenging biases or discriminatory views that may arise during sessions.
- Provide support with managing sensitive topics which may come up in sessions. You may wish to review our Bright Ideas training, '[Managing conversations about prejudice, stereotypes and inequality](#)'.
- Let you know if one or more of the pupils you are working with has a disability which may affect their learning, e.g. ADHD, dyslexia, dyscalculia or autism. However, please be aware that schools may choose not to share this information with Action Tutoring.

- Provide you with additional support when working with pupils with disabilities. You may wish to review our [Bright Ideas training about dyslexia](#) (which contains helpful strategies to use whether or not your pupils have dyslexia).
- Provide you with a safe way to express any concerns you may have, through your Programme Coordinator or the safeguarding team.
- Listen to any concerns that are brought to our attention, and take them seriously.

Last updated: July 2022