

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 age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.”

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.
  - Pupils are all different and will have different learning needs. We encourage you to review our training [Bright Ideas: Different learning needs](#), which gives a wide range of tips for supporting pupils with focusing, processing information and managing their emotions.
  - Pupils' physical needs vary. If a pupil asks to take a break, stretch their legs or use the bathroom, tell them to ask the PC or teacher.
- Understand and behave in accordance with Action Tutoring's [commitment to anti-racism](#) and inclusion.
  - If a pupil makes a comment perpetuating an assumption or stereotype, it's good practice for tutors to calmly and briefly challenge the comment, then move on with the session. Our tutor training '[Bright Ideas: Managing conversations about prejudice, stereotypes and inequality](#)' gives guidance on this.
  - Our Loop resource '[Exploring Black History](#)' contains ideas to add to tutoring sessions which we encourage you to use.
- 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. For example, if a pupil says they don't enjoy reading for pleasure, it's crucial to respond in a sensitive and non-judgemental way. ([Research](#) shows many factors can play a part in pupils' reading enjoyment, including previous difficulties with reading, a lack of quiet space at home, and how much free time and reading confidence parents and carers have.) Some positive ways to respond would be:
  - Ask the pupil what they find interesting - what are their hobbies, favourite subjects and goals? Encourage them to get a book out of their school library about this topic. In later sessions, check in to ask how they're finding it.
  - Emphasise that there are lots of different ways to read: comics, graphic novels, song lyrics, articles and cookbooks all count as reading too.
  - If pupils enjoy reading a particular text in an English session, draw their attention to the 'About the author' box, which lists further titles by the same author. You could feed back to your PC about pupils' reading interests too - they may be able to pass these suggestions on to the school.
- 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](mailto:safeguarding@actiontutoring.org.uk).

#### Action Tutoring 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 find it helpful 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 or different learning needs. Our training module [Bright Ideas: Different learning needs](#) gives a wide range of tips for supporting pupils with focusing, processing information and managing their emotions. [Bright Ideas: Dyslexia](#) contains helpful strategies to try, 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. As stated in our safeguarding training, it is tutors' responsibility to report any concerns, but not to solve or investigate them yourself.
- Listen to any concerns that are brought to our attention, and take them seriously.

Last updated: October 2023