

# ROUTES

REACHING OUTCOMES USING TAILORED EDUCATION & SKILLS

## CODE OF CONDUCT POLICY 2025-26

<b>Approved by:</b>	Mr Daniel Luford (Director) Mr Nick Lyons (Director)	<b>Date:</b> 01/04/23
<b>Last reviewed on:</b>	31/08/2025	
<b>Next review due by:</b>	31/08/2026 (reviews may take place in response to safeguarding concerns)	

# Introduction

As an alternative provision, Routes Learning puts a strong emphasis on creating a culture which fosters strong working relationships between mentors/ tutors; the young people they are supporting as well as other professionals. A Staff Code of Conduct is designed to underpin the expectations of all staff associated with Routes Learning. Tutors and mentors are in a unique position of influence and must ensure they maintain and model the behaviours and values we want to promote and see in the young people they are supporting.

## Our code of conduct

### Routes Learning staff

Maintaining strong, professional working relationships is an essential part of any successful organisation. These can be characterised by fairness, openness and respect. This means valuing all contributions, acknowledging difference, and working together to build a climate of continuous improvement all centred around the best possible outcomes for the young people being supported. Where we recognise a lot of the support being provided is on a 1:1 basis, we actively encourage mentors/ tutors to utilise the wealth of knowledge held by staff members.

### Physical contact

Routes Learning recognises that the issue of physical contact can be complex and sometimes misunderstood. In specific cases, it may be necessary or appropriate dependent on the age or need of the young person being supported.

These circumstances include but are not only limited to:

- for comfort
- for reassurance
- for communication
- for therapeutic reasons (e.g. physiotherapy, intensive interaction)
- for functional reasons (e.g. personal care, moving and handling)

Adults should not initiate any physical contact unnecessarily, and there should be clear boundaries maintained at all times.

## Communication with other professionals

In order to provide the best possible support for the young people our mentors/ tutors are working with, we feel it's essential to be outward facing and communicate with other professionals/ stake holders. Where applicable, mentors/ tutors may be asked to attend review meetings or at the least, provide an update on the young person they may be working with. These lines of communication should always have a professional tone, be young person centred reflect their levels of engagement accurately.

## Communication with parents/ primary carers

Liasing and communicating effectively with parents/ primary carers is an essential part of the role of a mentor or tutor at Routes Learning. Communication, interactions and conduct should always be maintained throughout.

## Communication with young person

There may be some cases where a mentor or tutor communicates directly with the young person they are supporting. This must be agreed by the young person and parent/ carer and will purely be for the purpose collection/ drop arrangements/ changes. Again, this communication should be age appropriate and professional in tone.

## Confidentiality

In the course of their role, tutors/ mentors are often privy to sensitive and confidential information about the young person and their family. This information should never be discussed with anyone outside of the professionals who are working with this young person. The directors of Routes Learning will only share information about a young person with the tutor/ mentor working with them if it is relevant to the role they are carrying out.

## Use of Electronic Technologies and Personal Communication Devices

Tutors/ mentors must exercise caution when using communication technologies and be aware of the risks to themselves and others. Where we recognise tutors/ mentors may use their own laptops within a particular session, they must ensure that it is used in a professional capacity and supervised at all times. Mobile phones may be used to research or find out information to assist a session. No photos should be taken of the young people that are being supported unless this is agreed by parent/ primary carer with a clear rationale given (e.g. a photo for a driving license application).