



Notting Hill Preparatory School

4.14 Policy for Tutoring and Babysitting

(EYFS & KS1-KS3)

Reviewer responsible: **Deputy Head (Academic)**

Reviewed by: **NS**

Date of last review: **09.20**

Date of next review: **09.21**

POLICY FOR TUTORING & BABYSITTING

1.1 Tutoring generally – background and NHP approach

We take great pride in the quality of education offered here at NHP, the advent of setting and detailed SEN provision further enabling us to give the devoted attention the children deserve.

The subject and/or form teacher are the authority on a child's progress. If they feel that a child's difficulties demand additional help, they fill in a concern sheet, specifying the issues, setting targets and timeframes. This sheet is sent to the appropriate SEN co-ordinator who will work with their team to ameliorate that child's difficulties (**see Policy for Learning Support**). With communication being maintained in this way, the SEN specialist and the subject specialist forge a real partnership for the benefit of the child.

Benefits of tutoring

On occasions, the school may recommend that a child receive some targeted tutoring from an outside agency, and is happy to provide a list of recommended tutoring agencies. The school is happy to liaise with tutors under such circumstances, highlighting the areas of perceived weakness and suggesting remedies and maintaining dialogue through the process.

Pitfalls and problems

However, we ask that tutors not do homework for the children; the tutor is there to instruct and support. Particularly, we request tutors not to do exam papers with the children. This can upset a teacher's planning for a child. NHP prides itself on preparing children effectively for exams, knowing when they are ready for papers, and which levels they ought to sit.

The most harmful effect of tutoring we have observed is the 'blanket style' tutoring done over long periods, without specific objectives and frequently, in order to get a child into a school. This may have the short-term benefit of ensuring exam success. However, getting a child into a school with the aid of a suffocating tutoring schedule does not mean they will thrive in that next school.

Our experience also suggests that these children are the ones least likely to think and/or work independently. Evidence further suggests that those children whose schedules become choked by tutoring, are fatigued and jaded and often unable to perform to the best of their ability.

In summary: sympathetic, targeted ('smart') tutoring is the most effective in achieving all our aims, where reasons for the tutoring, its duration – *preferably short* - and achievable targets are clearly specified in advance, and then continuously reviewed by the teacher. This is what we call 'the coaching model'.

This is the view we also champion to parents anxious about whether they should have their children tutored, particularly as the latter approach 11+ or 13+ exams.

1.2 Tutoring and Safeguarding:

We strongly recommend that parents, in enlisting a tutor, exercise the same level of scrutiny which NHP would when engaging a member of staff to work at the school, as it is likely that the tutor will be working closely with the child, possibly in their own home and 1:1. Guidance for parents can be in Appendix 1 of this policy. Please also see Policy for Safeguarding and Child Protection.

1.3 NHP staff tutoring NHP pupils

The school does not allow NHP staff to tutor current NHP pupils. Any failure to comply will be regarded as a disciplinary breach.

These are the academic grounds for the decision:

- NHP provides an excellent education without the need for tutoring
- Our teachers work with children to help fill gaps and improve, both during lessons and at other times during the school day
- With the advent of setting applied widely through the school (especially in the core subjects) and the generous SEN provision maintained by the fee contributions of all parents, the school has increased its offering to enable all children to access the curriculum

Furthermore, the school has taken this decision (*not to allow NHP staff to tutor NHP children*) both in the interests of child and staff wellbeing, and of fairness and transparency.

NHP asks a lot of its staff. We have a parent body ambitious for their children to achieve, looking for a return on their sizeable investment. The school is tireless in its quest to deliver its distinctive education to the best of its ability, and to leave no stone unturned in helping the individual child. Staff have to be energetic and resolute to cope in this fast-paced environment.

Therefore, we must do what we can to enhance their wellbeing, by preserving our staff for the 'day job.'

The blanket ban also means the school can avoid difficult decisions about which of its staff to give tutoring to, which could raise accusations of bias. Parents are prevented from approaching 'favourite teachers' and in any case this may be counter-productive, as parents, reasonably, aren't always able to judge who might be the most effective tutor for their child.

There are clear learning benefits for targeted tutoring done sympathetically. When we have recommended such tutoring or are approached by parents to offer it, we will provide them with a list of recommended tutors where we can, including tutors with an SEN specialism where appropriate.

1.4 NHP staff tutoring non-NHP or former NHP pupils

NHP staff are not expressly prevented from tutoring non-NHP children or former NHP pupils. However, following the terms of our staff contract, no outside work should be undertaken which significantly impairs a member of staff's ability to do the job for which they are employed by NHP.

If a member of NHP staff tutors for an agency or by a private arrangement with a family, they should ensure safeguarding controls are in place, either a) those provided by the agency or b) when tutoring for a family, taking sensible precautions, such as not tutoring in your own home or tutoring behind a closed door.

2.1 Babysitting

Members of NHP staff are also forbidden from babysitting current NHP pupils. This is to ensure that relationships between NHP staff and NHP families remain on a purely professional footing. Any failure to comply will be regarded as a disciplinary breach.

Members of NHP staff are not forbidden from babysitting non-NHP children although they are advised to take care not to expose themselves to professional risk through such an arrangement.

Appendix 1:**NHP Safeguarding Guidance for Parents regarding Childcare, Tutoring and Coaching outside of School**

We are aware that many children have nannies, au pairs or babysitters or receive additional lessons outside of school for music, sport or academics. We would like to offer some safeguarding guidance for parents employing someone to look after or work with their children.

If you employ someone in one of these roles, we strongly recommend, along with the Local Authority for Safeguarding and Education, that you follow the key recommendations of verifying identity, checking references and ensuring that an enhanced DBS check has been obtained (a portable DBS check is now preferable for someone working in the role of a coach or tutor so that they are signed up for automatic updates for best practice).

Summary of Key Considerations:

- 1) Have you requested an enhanced DBS check (including a Children's Barred List check)?
- 2) Is the person from a reputable company and/or have you checked their qualifications?
- 3) Have you received and checked two references?

Tip – sometimes an internet search or social media is a good place to start.

- 4) In the case of a tutor, are you or a trusted person there to supervise the session?

Tip – this person doesn't need to always be in the same room but a door should be left open and a trusted adult should be nearby