



INFORMATICS TUTORING SCHEME

CODE OF PRACTICE, PRIVACY STATEMENT AND FURTHER SECURITY CONSIDERATIONS

This document describes the code of practice for interactions between the University of Edinburgh School of Informatics students ('tutors') and the school pupils they are tutoring ('pupils'). It also codifies the tutors' and pupils' interactions with the scheme organisers ('organisers') and scheme coordinators ('scheme coordinators').

TUTORS CODE OF PRACTICE

All tutors participating in the scheme are required to:

- Attend all training sessions or review the recordings, including:
 - STEM Ambassadors sessions
 - Tutoring: approaches and boundaries (training and support for tutors)
 - Theory of Change workshops
- Register as STEM Ambassadors and apply for a PVG check
- Attend sessions that they have committed to
- Give the scheme organisers and/or coordinators reasonable notice of absences
- Inform Informatics Tutoring scheme organisers (Fiona McNeill or Kasia Kokowska) when any concerns about the scheme, pupils or their own participation in the scheme arise

PUPILS CODE OF PRACTICE

All pupils participating in the scheme are required to:

- Attend sessions that they have committed to
- Give their class teachers or scheme coordinators reasonable notice of absences
- Inform Informatics Tutoring scheme organisers (Fiona McNeill or Kasia Kokowska) when any concerns about the scheme, tutors or their own participation in the scheme arise

CONFIDENTIALITY AND PRIVACY

1. The content of Informatics Tutoring Scheme activities is confidential to those within the group. Pupils must have confidence that their discussions and individual contributions to sessions or activities will not be repeated outside the group.

2. All tutoring sessions will involve at least two tutors and usually at least two pupils. There will not be any one-to-one sessions (except in breakout rooms; see below).
3. Within sessions, breakout rooms will occur and these could involve one-to-one interactions between a tutor and a pupil. Either can leave the breakout room at any point.
4. If either the tutor or the pupil feels uncomfortable they should leave the breakout room immediately and return to the main room. Leaving a breakout room does not imply anything inappropriate has taken place, only that a situation occurred that either the tutor or the pupil was not sure how to handle. If either party doesn't feel comfortable coming back into the breakout session at this point, the session should be terminated and both the class teacher and one of the scheme organisers should be notified about what occurred.
5. No one-to-one sessions will be carried out until tutors can confirm they have received their PVG. Until that point all sessions will be group sessions, with at least one person with PVG in attendance.
6. Discussion within tutoring sessions should remain focused on the subject matter and on issues around learning the material. Tutors may discuss issues relating to their experience of studying. Tutors should not discuss personal matters unrelated to their CS studies, and if the pupils start to do this, tutors should explain that this is not appropriate.
7. Pupils' personal data (name, email addresses) will only be kept on file for the duration of the project and deleted at the end of it.
8. Any notes kept by tutors' referring to the content of the sessions should be anonymised and used solely for the purpose of evaluating the project.
9. No session involving pupils will be recorded. All of the training sessions will be recorded and retained by the School of Informatics for future training purposes.

CONTACT BETWEEN TUTORS AND PUPILS

Contact with pupils will at all times be professional and appropriate to the role of tutor:

1. Tutors and pupils will treat each other with respect and courtesy at all times. If a tutor is troubled by the behavior of a pupil, they will report it to the local coordinator and, if necessary, remove themselves from the situation.
2. Tutors and pupils must not exchange contact details and should not interact outwith the sessions.
3. If a pupil raises a welfare concern about themselves or another, or requests an individual meeting outside the group, tutors will immediately advise the pupil that such discussions are not part of their role, and tell the programme managers that such a request was made. Tutor will not engage in in-depth discussion of the problem, both for their protection, and that of the pupil concerned.
4. If tutors witness inappropriate behavior during the sessions (i.e. arguments, rude language) they will not attempt to mediate any conversations between

students and should end the meeting and report it to the teacher (where pupils are signed up via their school) or parent (where they are signed up directly) and scheme organisers.

5. If a tutor ever has any concerns either during or after a session with pupils, they are asked to raise it as soon as possible with the scheme organisers, the class teacher or parent and one of the Tutoring Network Scheme organisers (Fiona McNeill or Kasia Kokowska) so that any necessary action can be taken.
6. If pupils have any concerns about anything that has happened in their session, they should report it to their class teacher (if they signed up via school), parent or directly to one of the scheme organisers. Class teachers or parents should ensure that this is reported to either a scheme coordinator or one of the scheme organisers.
7. Tutors will keep in frequent contact with class teachers via their scheme coordinators (or directly where appropriate). For pupils that are joining directly (not via their school), tutors should discuss their requirements directly with them.

CONTACT BETWEEN TUTORS AND THE INFORMATICS TUTORING SCHEME ORGANISERS

1. Tutors will be contacted on their University email address, unless they have provided the organisers with another personal email address.
2. At the conclusion of the projects scheme organisers will contact all tutors to ask if they would like their contact details to be retained if the project was to be continued in the next academic year, provided tutors don't graduate before. The organisers will still retain a secure record of former tutors' names and contact details. If the project doesn't continue, tutors' contact details will be deleted.
3. Tutors are encouraged to join the project Teams channel. At the conclusion of the project the organisers will ask all tutors' whether they would like to retain access to the channel in case the project was to be continued in the next academic year, provided tutors don't graduate before. If the project doesn't continue, tutors' contact details will be deleted and the channel discontinued.

SESSION CONTENT

Informatics Tutoring Scheme tutors are not formally-trained tutors or lecturers. Content will be responsive to the needs of pupils, and should not be directed by tutors. Content will be determined by assessing pupils' needs and input from their teachers where applicable.

PLATFORM SECURITY

All sessions will be carried out using MS Teams. The platform is fully integrated into University infrastructure and highly secure. It is also a platform of choice used by majority of Scottish schools.

RISK ASSESSMENT

Risk assessment has been carried out (...) and is available from:

UNIVERSITY POLICY

University Protection of Children and Protected Adults Policy:
https://www.ed.ac.uk/files/atoms/files/protection_of_children_and_protected_adults_policy.pdf

CHILD PROTECTION IN SCOTLAND

<https://www.gov.scot/policies/child-protection/>

I agree to abide by the terms of the above Code of Practice and Code of Confidentiality while volunteering as a Tutor for the Informatics Tutoring Scheme

Signed	
Name Printed	
Email Address	
School	
Date	
Key Contact signature	