


CODE OF PRACTICE FOR CONDUCTORS



**Professional
Conductors'
Association**



Introduction

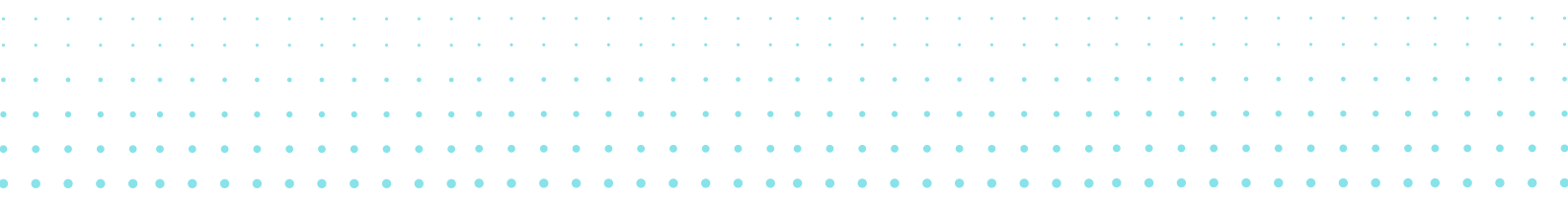


This document contains the agreed Code of Practice for conductors, describing the standards of professional conduct and practice within which conductors should work.

The Code of Practice sets out the professional responsibilities and expectations of conductors as they undertake their daily work. It provides a framework for conductors, employers, colleagues, learners and their families/carers, supporting safe, respectful and effective professional practice.

The Code of Practice has its foundation in the system of Conductive Education (CE), importantly:

- An understanding of CE as an applied system of teaching and learning.
- A belief that people have the capacity for development, adaptation and change throughout their lifespan.
- An understanding that learning and development take place through meaningful interaction between the conductor, learner and the learning environment.
- A commitment to an optimistic, forward-looking and strengths-based approach which recognises the potential of every learner.
- Respect for the autonomy, choice, dignity and rights of children, young people and adults, and their families/carers.





Professional responsibility

Conductors are accountable for the quality and integrity of their professional practice. They should maintain and develop their professional knowledge, skills, values and professional identity, recognising that professional practice is continually evolving.

Conductors should uphold the ethos of Conductive Education while remaining open to critical reflection, contemporary knowledge, research and responsible development of practice.

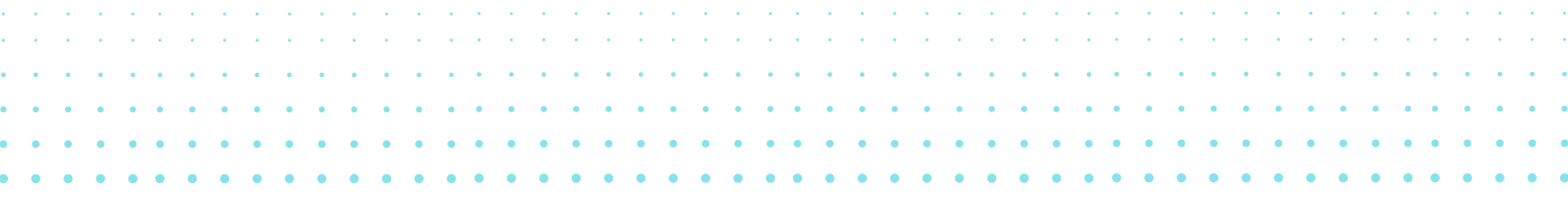
This Code of Practice should be understood alongside the Professional Standards for Conductors in the UK (2026) and relevant legislation, organisational policies and other professional requirements.





1. Respect the rights, dignity, autonomy and potential of learners

Conductors must:

- 1.1 Respect children, young people and adults as unique individuals and recognise their potential for learning, development and change.
 - 1.2 Promote choice, self-determination, autonomy, resilience and active participation in learning.
 - 1.3 Respect the rights, preferences and decisions of learners and involve them, where appropriate, and their families/carers in decisions about learning and provision.
 - 1.4 Create safe, trusting and supportive relationships which promote confidence, resilience, motivation, well-being and active engagement in learning.
 - 1.5 Recognise and respect the social, cultural, linguistic, medical, educational and other factors which may influence an individual's capacity to learn, participate and develop.
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2. Maintain professional standards and practise within the boundaries of competence

Conductors should:

- 2.1 Maintain their professional knowledge, skills and understanding through continuing professional development, critical reflection and engagement with current research, policy and professional debate.
- 2.2 Recognise the boundaries of their professional knowledge, skills and competence and seek appropriate advice, support or supervision when required.
- 2.3 Be able to articulate and explain the system of Conductive Education appropriately to learners, families/carers, colleagues, professionals and other relevant audiences.
- 2.4 Take responsibility for the quality of their professional practice and be prepared to explain and justify their professional decisions.
- 2.5 Work collaboratively with colleagues, families/carers and professionals, recognising and respecting different areas of knowledge, expertise and responsibility.
- 2.6 Maintain appropriate professional boundaries and ensure that relationships with learners, families/carers and colleagues remain professional, respectful and supportive.
- 2.7 Not behave, either in professional practice or outside work, in a manner that could call into question their suitability to practise as a conductor.

3. Protect learners and promote safe professional practice

Conductors must:

3.1 Take full and appropriate responsibility for the care, welfare, health, safety and protection of children, young people and adults with whom they work, and recognise the important role of families/carers.

3.2 Maintain up-to-date knowledge of relevant safeguarding, health and safety, moving and handling and other legal and institutional requirements.

3.3 Use established processes and procedures to challenge and report dangerous, abusive, discriminatory or exploitative behaviour and practice.

3.4 Bring to the attention of their employer or the appropriate authority any resource, organisational or operational difficulties that may prevent the delivery of safe and effective practice.

3.5 Inform their employer or an appropriate authority where the practice of colleagues may be unsafe or adversely affecting the quality or safety of provision.

3.6 Comply with relevant organisational policies, procedures and legal requirements relating to health, safety, safeguarding and professional practice.

3.7 Support learners and families/carers to express concerns or make complaints, take complaints seriously and respond appropriately or refer them to the appropriate person.

3.8 Recognise and use responsibly the professional influence and power that comes from working with learners and their families/carers.

4. Be accountable for professional practice and its development

Conductors should:

4.1 Plan, prepare, lead, facilitate and critically evaluate conductive programmes appropriate to the needs, interests and potential of individual learners and groups.

4.2 Use observation, professional judgement and relevant theoretical and pedagogical knowledge to critically reflect on and adapt practice, promoting meaningful, active and self-activated learning.

4.3 Recognise the importance of individual learning within the group and use the group as a vehicle or tool to create meaningful learning opportunities for each learner.

4.4 Maintain appropriate professional records and ensure that information is accurate, relevant, secure and handled in accordance with legal and organisational requirements.

4.5 Take responsibility for their own professional learning and development and contribute to the continuing development of Conductive Education.

4.6 Remain professionally curious and engage with relevant research, evidence, policy, legislation and contemporary developments in disability, education, health, rehabilitation and Conductive Education.

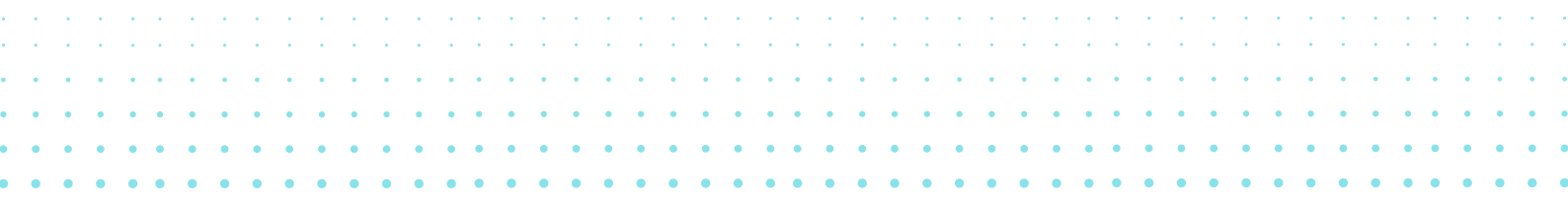
4.7 Contribute appropriately to the PCA, professional team and wider development of the setting in which they work.

4.8 Recognise when their own knowledge, skills or circumstances may affect their ability to practise safely and effectively and take appropriate action.



Conductors must not:

- 5.1 Form inappropriate personal or intimate relationships with learners or exploit the professional relationship in any way.
- 5.2 Discriminate unlawfully or unjustifiably against learners, families/carers or colleagues.
- 5.3 Condone or ignore unlawful, discriminatory, abusive, exploitative or unsafe behaviour.
- 5.4 Put themselves, learners, families/carers, colleagues or other people at unnecessary risk.
- 5.5 Misuse their professional position, knowledge, authority or influence.
- 5.6 Breach appropriate professional boundaries or confidentiality.
- 5.7 Behave in a manner that is incompatible with the responsibilities and professional standards expected of a conductor.





PCA exists to bring people working in Conductive Education (CE) together.

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