



# Home Visits Policy

## The Lodestar Academy

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This policy will be reviewed annually.

The academy reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Headteacher (Steven Hulme)
Queries to:	Headteacher (Steven Hulme)

Date created:	September 2023
Date of last review:	n/a
Date of next review:	September 2024

## 1. What is this Policy About?

All work with pupils and parents should, wherever possible, be undertaken in the school or other recognised workplace. There are however occasions, in response to urgent or specific situations where it is necessary to make one-off or regular home visits. For example, a new pupil starting school, or a pupil who is being educated off site.

This policy outlines the applicable and appropriate use of home visits.

## 2. Who Does this Policy Apply to?

Staff, pupils, volunteers and parents.

## 3. Policy Requirements

### Accountability

The purpose of a home visit should always be agreed with the Headteacher. Before a home visit occurs, all documentation (including risk-assessments, home tutoring agreements and work-plans) must be signed-off by the Headteacher.

### Risk assessment

Before a home visit occurs, a risk assessment must be written (Appendix 1). This risk assessment should include an evaluation of any known factors regarding the pupil, parents/carers and others living in the household. Risk factors such as hostility, child protection concerns, complaints or grievances can make adults more vulnerable to an allegation. Specific consideration should be given to visits outside of 'office hours' or in remote or secluded locations. Following an assessment, appropriate risk management measures should be in place before visits are agreed.

A mobile phone with an emergency contact number should always be taken by staff members conducting a home visit as part of risk management measures.

### Staffing

**There should always be two members of staff undertaking a home visit**, unless there is an agreement for home tutoring in the presence of a parent/carer (see below).

### **Home Tutoring Agreement**

Where a programme of work is to be undertaken in the home, an appropriate workspace should be provided, and a written work plan and contract should be agreed with the pupil and the parent/carer. This should include clear objectives; content; timing and duration of sessions; ground-rules; child protection statements; and confidentiality statements. The plan should consider the preferences of pupil and parent/carer. There should also be an agreement that the parent/carer or other suitable adult will remain in the home throughout the session. The members of staff teaching the pupil must be clearly visible to the parent/carer/suitable adult. If the parent/carer/suitable adult is not at the home or must leave the home during the tutoring session; or is not adequately monitoring the teaching the tutor must end the session and leave.

A designated member of SLT is responsible for ensuring written agreements and risk assessments are in place for offsite education at home.

### **Changes to Arrangements**

Where the situation is such that changes in agreed work arrangements are required, an assessment should be undertaken to determine if the session can continue. The designated member of SLT should then be informed as soon as is practically possible. Emergency situations should be reported to the police or social care and to the Headteacher and parent/carer as appropriate.

A record of a home visit should be made, noting: time of arrival, departure, work undertaken and any concerns.

### **Record Keeping**

In addition to the monitoring of pupil progress in line with academy policy, all staff working with pupils off-site should report and discuss any concerns that arise to their line manager and where appropriate action is taken. A record should be kept of all concerns and interventions.

## **4. Related policies**

- Health & Safety Policy
- Child Protection & Safeguarding Policy
- Lone Working Policy



## 5. Appendices

### Risk Assessment (Home Visits)

<b>School</b>			
<b>Location</b>			
<b>Head Teacher</b>		<b>Assessment completed by</b>	
<b>Site Manager</b>		<b>School telephone number</b>	
<b>What does this risk assessment cover? (Specific activity, venue, office)</b>			
<b>Signature of assessor</b>			
<b>Date</b>		<b>Date for review</b>	

<b>HAZARDS</b>	<b>PEOPLE</b>	<b>SERIOUSNESS</b>	<b>PROBABILITY</b>	<b>CONTROLS</b>	<b>RISK LEVEL</b>	<b>FURTHER ACTION</b>	<b>RESIDUAL RISK LEVEL</b>
What could cause harm?	Who might be harmed?	How seriously could they be harmed?  (See table below)	How likely is harm likely to occur?  (See table below)	What are you doing already?	H/M/L	Does anything else need to be done? If so, by whom and when?	H/M/L

**PROBABILITY:**

Record your considered view of the likelihood that risk factors will occur using the following guide to identify your considered level of **probability**.

CODE	LEVEL	GENERAL DESCRIPTION
HL	HIGHLY LIKELY	Existing evidence leads staff to conclude that there is a high and concerning probability that the risk factor is likely to occur.
L	LIKELY	There is a possibility that the risk factor is more likely than not to occur.
U	UNLIKELY	Although the risk factor has happened before, the context has changed or can be changed to make it unlikely to happen again.

**SERIOUSNESS:**

Make a considered and balanced judgement about the **seriousness** of the risk factor as below.

CODE	LEVEL	GENERAL DESCRIPTION
VS	VERY SERIOUS	This includes physical injury requiring medical attention beyond basic first aid (including self-harm and harm caused by the use of drugs and/or alcohol); risk of sexual harm or exploitation; risk of criminal exploitation; extensive damage to property; significant distress caused to self or others
S	SERIOUS	This includes physical injury requiring basic first aid; minor damage to property; some distress caused to self or others
LS	LESS SERIOUS	This does not include physical injury or damage to property but might include some level of minor distress to self or others

**RISK:**

Use the outcomes of your previous judgments to assess the overall level of **risk**.

CODE	LEVEL	GENERAL DESCRIPTION
H	HIGH	There is a high likelihood that the risk factor will occur, and significant harm is likely to result.
M	MODERATE	There is a possibility that the risk factor is more likely to occur than not, and will cause some harm to the child or others.
L	LOW	There is little possibility that the risk factor will occur, and harm caused would be negligible.

## 6. Equality Impact Assessment

### 1. Summary

<b>This EIA is for:</b>	Home Visits
<b>EIA completed by:</b>	Headteacher
<b>Date of assessment:</b>	September 2023
<b>Assessment approved by:</b>	LGB

The academy is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, the academy has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

### **Objectives and intended outcomes**

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

## 2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
<b>Age</b> Does this policy impact on any particular age groups or people of a certain age?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
<b>Disability</b> Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
<b>Gender reassignment (transsexual, transgender, trans)</b> Does this policy impact on people who are transitioning from one gender to another (at any stage)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
<b>Marriage and civil partnership</b> Does this policy impact on people who are legally married or in a civil partnership?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
<b>Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.



Does this policy impact on people who are pregnant or in their maternity period following the birth of their child?				
<b>Race</b> Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
<b>Religion and belief</b> Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
<b>Sex</b> Does this policy impact on people because they are male or female?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
<b>Sexual orientation</b> Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

### 3. More information/notes

