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beatrice tate school

Policy status	Non- statutory
Adopted	14 th October 2024
Review date	October 2026

Safeguarding Statement

At Beatrice Tate School we respect and value all children and young people and are committed to providing a caring, friendly and safe environment for all our students so they can learn, in a relaxed and secure atmosphere. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Beatrice Tate School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our learners by protecting them from physical, sexual and emotional abuse, neglect and bullying.

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1. Version Control

Version	Date	Author	Description of change
September 2022	10.10.22	WH	Original
October 2024	14.10.24	WH	Reviewed – no changes

2. Definitions

A home visit is a visit that requires members of staff to enter the home of a parent or guardian, for any reason, including in the case of an emergency, home learning support, or a procedural visit.

3. Aims

At Beatrice Tate School we recognise that parents or guardians are young person's first and most enduring educators and we value the contribution they make.

The aim of a home visit is:

- To establish a partnership between parents or guardians and staff so that all parties share their knowledge about the young person to enable the individual needs of the young person to be met.
- To develop and strengthen relationships with parents or guardians for the best interests of the young person.

4. Purpose of home visits

Home visits are important in helping the school to make contact with students and their parents or guardians, especially those who may be new to the school or perhaps hard to reach. They are particularly useful as they enable families to still have contact with the school, but in their own environment.

Home visits are to be used when:

4.1. There are attendance issues or concerns, including when students are refusing to come into school.

School staff can support families in developing strategies to help their young person attend school where attendance is an issue. Home visits can also be used to try and establish that a young person is safe if they are absent from school and attempts to contact parents or guardians have not elicited a response and/or the school has any welfare or safeguarding concerns for the student. A home visit may be used to visit a young person who has been off school for a period of time, for example due to a medical issue, so that they do not feel isolated from school.

4.2. Students are being educated at home for a short or long term.

School staff may be supporting a student by dropping off or collecting resources for a young person when they are completing school work at home e.g. following a fixed term exclusion or medical issue. It may also be necessary for school staff to come into the home to work with the young person by providing stimulating and motivating learning opportunities, or to teach and support the parents or guardians to provide these opportunities.

4.3. To meet with parents or guardians to discuss a concern or issue regarding their young person

Occasionally, a home visit may need to happen, when it is in the best interest of the young person to have that discussion in their own home rather than at school or in a virtual meeting, or where it would be difficult for a parents or guardians to attend school for a meeting and information. This would happen only if information needs to be shared in a face to face meeting in a timely manner.

4.4. When all other means of contact with a family has failed

School staff will make attempts to contact a family by phone, email, and/or text but if no response is gained, then a home visit will be attempted. This is in line with procedures as advised by the school's Attendance and Welfare service.

Regardless of the purpose for the Home Visit, all Home Visits will be RISK ASSESSED and in the school diary, prior to the visit taking place.

5. Benefits of Home Visits

Home visits have many benefits. For parents or guardians and the young person, a home visit gives the opportunity to meet a key person in a setting that they are familiar and comfortable with.

Other opportunities are to:

- Establish a positive contact with a key member of staff who is supporting the young person.
- Meet family members that are important to the young person.
- Talk about the young person and their needs.

6. Procedures

The aim of the home visit policy procedure is to ensure good working practice and to provide guidelines in reducing risks to members of staff when undertaking home visits.

6.1. Before the Visit

- Staff need to be familiar with the school's policy and procedure for home visits, including the Risk Assessment process and procedures. (Appendix 1 – Risk Assessment Form)
- Be clear about the purpose of the visit and make sure that a home visit is really necessary. If possible and/or practical, arrange for parents or guardians to come into the school.
- Arrange for an appropriate person to accompany you; home visits should always be conducted in pairs to protect professional integrity and ensure staff safety. It is important to clarify each person's role before the visit.
- Discuss with the Safeguarding Lead whether there are any safeguarding concerns that may impact on the visit. Make sure you are well informed about the family and are aware of personal circumstances.
- Consider who you need to see, e.g. one or both parents or guardians, with or without the young person.
- Wherever possible make an appointment to establish a time convenient to the family and to ensure that everyone you want to see will be present. Either make a phone call or send a text message.

Parents or guardians MUST be informed of the home visit prior to arrival.

6.2. During the Visit

- Carry a mobile phone with you.


- Be aware and dynamically risk assess throughout your journey to the student's home, whether it be by walking, public transport or driving.
- Dress appropriately.
- Introduce yourself, and explain again the purpose of the visit.
- Do not enter the premises unless invited in by a responsible adult.
- Do not enter the premises if invited to do so by a young person that is on the premises unsupervised by a responsible adult.
- Ensure that there are no animals in the room where a meeting takes place.
- Only speak to an adult with parental responsibility (ie the parent or guardian) or another responsible adult whom a PARENT OR GUARDIAN has delegated to be there in their absence and they have given us permission to speak to about the student for whom we are making the home visit.
- Do not speak to siblings other than to ask if their PARENT OR GUARDIAN is available. Do not discuss the purpose of the visit with siblings or any other unknown young person or adult at the premises.
- Do not go upstairs in a property unless accompanied by a responsible adult and then ONLY if you deem it completely safe to do so and necessary.
- Do not enter a young person's bedroom.
- If you are concerned that a young person is in the home inappropriately alone/unsupervised contact the schools safeguarding team straight away to discuss your observations or to seek immediate advice from them if you are uncertain whether the young person is alone/unsupervised. If appropriate the Safeguarding Lead will make a referral to social care.
- If you feel that a young person is in immediate danger, contact emergency services on 999.
- Assure the PARENT OR GUARDIAN that you will treat anything they tell you sensitively and will only tell the head teacher or other appropriate staff. Explain that you may need to take notes during the meeting. Do not promise not to relay information to school. Remember that under the young person protection procedures you must report disclosures or suspicions to the Designated Safeguarding Lead.
- Be sensitive to the culture, religion etc of the home.
- Be professional; give professional advice and information rather than personal opinions.
- Be sympathetic, but remain neutral. Don't get personally involved. Be discreet but assertive about the direction of the conversation; do not gossip about the school or staff.
- Do not stay too long. Keep to the purpose of the visit.
- Do not carry valuables or large sums of money when making a home visit.
- Staff must leave the property and reach a place of safety if you have any concerns about personal safety and inform school immediately.

- If you are threatened or prevented from leaving stay calm and try to control the situation. Try to appear confident, speak slowly and clearly and not be enticed into an argument. Try to diffuse situation by saying you will seek advice from a senior member of staff or colleague. Keep your distance, never touch or turn your back on someone who is angry.

6.3. After the visit

- Notify the school Reception immediately after the visit to communicate that you have completed the home visit.
- Any safeguarding concerns arising from home visits should be discussed with the Safeguarding team on arrival back to school.
- Complete a Home Visit Form to evidence the visit (Appendix II – Home Visit Form). It is essential that staff write a short report on every visit they make.
- If any incident does occur, all details should be recorded as soon as possible after the incident, before precise recollection of events fall from their memory.
- If an accusation of abuse is made against the staff member advice should be sought from the head teacher as soon as possible.

7. Appendix 1 – Home Visit Risk Assessment




Home Visits Risk Assessment and Risk Management Record

Student name:		Reason for Home Visit:			
Staff names:		Commencement date:			

(1) Risks <small>List the risks i.e. something with the potential to cause harm.</small>	(2) Who might be harmed and how? <small>List the groups of people or individuals who are at risk from the significant hazards and how they might be harmed.</small>	(3) What controls or measures already exist to reduce the risk? <small>List the existing controls already in place for this activity, group or location/site e.g. Staffing ratio, Behaviour Support Plan, Care Plan, site specific risk assessment etc. Note: BSPs, Care Plans, site specific RA must be attached to this Risk Assessment.</small>	(4) What action(s) can be taken to further reduce the risk? <small>List the risks which are not adequately controlled and the action you will take. Have regard for the level of risk, the cost of any action and the benefit you expect to gain, e.g. additional staffing, personal protective equipment, social story, additional equipment, alternate route to site, removal of site hazards, etc</small>	(5) Remaining Risk*		(6) Risk Score* & RAG rate
				Severity	Likelihood	
Transport and Access						
Moving and Assisting						
Site/Location						
COVID-19						
Equipment						
Individual Student(s)						

*Column (5) Quantify the level of risk: the severity of the hazard (1-4) and the likelihood of the hazard occurring (1-3)
*Column (6) Assess the final Risk Score = Severity x Likelihood and RAG rate the cell according to the RISK SCORE matrix below. Review control measures (3) or other actions (4) if necessary.



Home Visits Risk Assessment and Risk Management Record

RISK SCORE = SEVERITY x LIKELIHOOD		SEVERITY			
		4. Death or permanent disability	3. Serious injury/long-term illness	2. Will need medical attention/ possible 1-3 days off sick	1. Minor injury/harm eg bruise, graze or possible First Aid.
LIKELIHOOD	3. Highly likely to happen (Probable)	8-15 <small>Stop! Extremely high risk level. Do not attempt activity</small>	8-15 <small>Stop! Extremely high risk level. Do not attempt activity</small>	5-7 <small>Stop! High risk level. Take action straight away to control risks</small>	3-4 <small>Moderate risk level. Ensure measures in place to control risks</small>
	2. Could happen (Possible)	8-15 <small>Stop! Extremely high risk level. Do not attempt activity</small>	5-7 <small>Stop! High risk level. Take action straight away to control risks</small>	3-4 <small>Moderate risk level. Ensure measures in place to control risks</small>	1-2 <small>Low or minor risk level. No further action required</small>
	1. Not likely to happen at all (Unlikely)	3-4 <small>Moderate risk level. Ensure measures in place to control risks</small>	3-4 <small>Moderate risk level. Ensure measures in place to control risks</small>	1-2 <small>Low or minor risk level. No further action required</small>	1-2 <small>Low or minor risk level. No further action required</small>

ACTION PLAN

Action Required - Any additional issues/measures for teacher/class/team to be aware of?	Person responsible	Timescale/Completion date:

APPROVALS

Teacher (signature):	Date:
Assistant Headteacher (signature):	Date:
Head/Deputy (signature):	Date:

Appendix 2 – Home Visit Report Form



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41 Southern Grove, London E3 4PX Tel: 020 8983 3760
 Email: admin@beatricetate.towerhamlets.sch.uk Web: www.beatricetate.towerhamlets.sch.uk Headteacher: Wayne Hazzard

Home Visit Report

School Staff names and roles	Reason for Home Visit	Date/Time of visit
Student name	Ps/Cs/Gs Name(s)	Address Phone number

Comments/Notes from Visit
<ul style="list-style-type: none">
Further Action Required
<ul style="list-style-type: none">

