

Catch22 Independent Schools Policy

Home Visits Policy

Include Suffolk

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This policy will be reviewed every 3 years.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Headteacher
Queries to:	Headteacher
Date created:	January 2021
Date of last review:	January 2022
Date of next review:	January 2025
Catch22 group, entity, hub:	Catch22 Education.
4Policies level (all staff or managers only)	Education staff

Catch 22 Independent Schools

Education Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young people positively with their purpose through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate people with high expectations in a place that is safe, high quality and appropriate.

Our schools and academies cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments - Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. - Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development Relationships beat structures - Treat pupils as individuals and help them to build bright futures in both their personal and professional lives	X

Things about you, built with you, are for you • Understand pupils' unique needs and help them overcome their barriers to learning • Engage pupils with a broad and rich curriculum so they can realise their ambitions • Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve.	
Unleash Greatness • Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. • Instil belief in pupils so they can progress and succeed in education, training and employment	X X
Let robots be robots and humans be human • Ensure pupils have a rounded understanding of themselves and the world around them. • Harness curiosity and nurture a love of learning. • Support and protect our pupils to be safe and feel safe online and offline.	X X
Incubate, accelerate, amplify Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.	

1. What is the 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 home visits 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 school/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. Definitions

N/A

5. Related policies

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



6. Appendices

Appendix 1: Example risk assessment form

Date:		Name of pupil:			Assessed by:		Review date:	
Activity details:					Risk Assessment approved by:			
Hazards <i>What could cause harm?</i>	People Who <i>might be harmed?</i>	Severity of harm <i>How badly could they be harmed?</i>	Likelihood of harm <i>occurring with present controls</i>	Risk level <i>Refer to the risk indicator key below</i>	Controls <i>What controls are currently in place?</i>	Further action <i>Does anything else need to be done? If so, by whom and by when?</i>		

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Home Visits
EIA completed by:	Executive Assistant
Date of assessment:	January 2021
Assessment approved by:	Education SLT

Catch22 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, Catch22 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
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	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.
Disability 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?	☐	☒	☐	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.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	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.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☒	☐	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.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.

following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	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.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	☒	☐	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.
Sex Does this policy impact on people because they are male or female?	☐	☒	☐	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.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	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