



BHES

Lone Working Policy

Note: in this policy reference to governing body or governors refers to the management committee and its members.

Where contextually appropriate for school read service.

Date adopted: [Click here to enter a date](#)

HISTORY OF POLICY CHANGES

Date	Page	Details of Change
March 2022	All	Removal of Meriton logo Reviewed – no changes to body of information Appendix added - Offsite Tuition Risk Assessment - Pre-tuition Risk Identification
November 2022	1, 6	1. Addition of section – initial visits 6. Addition of google form link

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1. Employee Guidelines

Visits to hazardous places or people

Home visits & 1:1 tuition are an essential part of supporting our students with their education and reintegration into education.

These visits should be a positive experience and the safety of all involved is paramount. This policy sets out BHES's procedure to ensure all home visits are safe and rewarding.

2. Initial visit to the home

- If the line manager does not do the initial visit they will share all relevant information that may be need to be considered prior to the allocated member of staff going out to the home.
- As part of the initial visit to the family home a risk assessment must be completed.
- The initial visit must be recorded on CPOMS.
- The line manger and other tutors/inclusion workers due to be going into the home must be made aware of the risk assessment before tuition is to begin.
- If there are any adjustments required to teach safely these must be added to CPOMS.
- If the student does not require a home tuition risk assessment, for example because they are taught at the Falkland road site, the person doing the initial contact must add this to CPOMS under – risk assessment – Home Tuition RA not required. If the circumstances change and the student needs to be taught at home at a later date a risk assessment must be completed.
- The remainder of this policy must be considered during the initial visit.

3. The Employee must:

- discuss any known or suspected risks or hazards with their line manager and agree what arrangements are safe and appropriate;
- take a fully charged mobile phone, switched on at all times;
- **add the appointment in their calendar which must be shared with SLT and admin team;**
- Check the google risk assessment for has been completed;
- **Not work outside the hours of 8am and 6pm;**
- consider if there is a known history of aggression to workers or reputation of violence by any key family member;
- look for signs that a person in the home is disinhibited-through alcohol, drugs, emotional/mental state and be prepared to terminate the visit;
- be aware of indications that all persons in the home are not observing proper boundaries of interaction e.g. barring your way to prevent you from leaving, touching you to compel your attention or accentuate their point;
- be aware of verbal warnings or cues from any person in the home that they are struggling with control issues, and do not persist with a difficult visit;
- be aware of non-verbal cues; especially contrast generally bad mood, angry behaviour, aggressive looks, especially staring, refusal to verbally engage, menacing silence;
- be aware of the possibility of a person in the home displaying unreal expectations of the employee, especially in terms of responsibility for their emotional well-being as sometimes characterised by accusations that you don't care or that you should care more;
- know what animals will be on the property prior to the visit and understand the associated risk;
- If the student needs to be taught in a different private property i.e. moves house, a new risk assessment must be complete on the first visit to the new property.
- If the student is taught at more than one private property a risk assessment must be completed for each property.

4. When parking and exiting a vehicle:

- Park in a well-lit area.
- Locate the client's house prior to exiting the vehicle if possible.
- Scan the area for potential safety risks prior to exiting the vehicle.
- Take only the items necessary to complete the visit.
- Keep keys in a place where they are easily accessible.

5. When approaching a home:

- Visually inspect the outside of the home and surrounding residences to become aware of people, animals, unfamiliar vehicles or signs of disturbance. If animals are present and unsecured, do not attempt to approach the home until someone in the home can secure the animal or assure you that it is not dangerous.
- Do not walk around the residence looking in windows if no one answers the door.

6. When entering a home:

- Seek entrance through a door that is in plain sight of the street, when possible.
- Complete a cursory visual inspection when the door is opened to assess any potential hazards which may be present.
- Do not enter the home if summoned into the residence by an unseen person but rather wait for the person to present himself or herself.
- If dogs are expected, ensure they are either locked away or you are comfortable with them being around. If you request the dogs are removed and they are not do not enter or leave immediately.
- Complete a cursory evaluation of the student's attitude, demeanour, and behaviour to assess for signs of aggression, violence, substance use, or unusual or suspicious behaviour.
- **Do not enter the residence if no adult is present.**

7. While in the home:

- Sit in an area near or with easy access to an exit.
- Remain alert and observant of the environment and the behaviours of those present.
- Leave immediately if there is a perceived safety risk.

8. The Employee must not:

- become complacent about working in high risk situations
- ignore threats, especially specific threats.
- ignore an instinct that something is not right e.g. an atmosphere of intimidation or hostility.
- feeling inhibited from working in partnership and openly expressing views for fear of a hostile reaction.
- tolerate a plurality of people present in support of the student since this may be designed to be, or degenerate to being, aggressively protective of the student, and especially if the identity, history or individual agendas of those present may be unknown to the worker.
- Act in an escorting capacity to protect someone from the potential aggression of a third party e.g. in helping a mother collect belongings from a property as part of her leaving a violent partner.

Experience tells us that employees often feel ashamed of or responsible for difficulties engagement or partnership working relationships and may fear being thought of as unskilled. Practitioners should not feel inhibited in sharing with their manager any feeling or incident which may illustrate risk, even if minor or for which the person quickly expressed regret.

Managers should respond sympathetically, exploring the incident and context without seeming to apportion blame, and with practical consideration regarding risk issues.

If there are relevant 'hazards', the employee should agree, with their team manager, the precautions which should be taken during the visit/meeting such as:

- inviting the young person to meet at a playgroup or children's centre.
- considering a home/school agreement to deal specifically with issues of threats and assault.
- calling the office going in, agreeing a time limit for the visit and phoning in again after coming out.
- doing a joint visit with a colleague.

- an arrangement for a colleague to call the visiting worker's mobile, during the visit, at an agreed time.
- call 999, if threatened or assaulted during a visit.

Anyone should summon immediate police assistance if they have any fear for a colleague's safety, who has not responded to a mobile call, returned to the office as agreed, or made contact by an agreed time.

(Adapted from Bristol Lone Working Policy Appendix Three Practical points)

A Risk Assessment must be completed and agreed at the initial visit with the parent/carer.

9. Linked policies:

This policy and procedures should be read in conjunction with other related school policies, including:

- Safeguarding Policy
- Healthy and Safety Policy

Appendix 1: Offsite Tuition Risk Assessment - Pre-tuition Risk Identification

<https://forms.gle/j9dZg1RVTqD65LsM6>