

Home Visit Procedure for ATT Academies



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Responsible Colleagues

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Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

Commitment to Education

Transparency and Integrity

Innovation and Improvement

Dedication to Inclusivity

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

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1. Home Visit Procedure

- 1.1 All home visits conducted by staff must be authorised by the Designated Safeguarding Lead (DSL), prior to taking place.
- 1.2 Wherever possible, parents/carers should be informed of the home visit prior to arrival; there will be exceptions to this, for example a visit to confirm that an absent pupil is at home when parents/carers are not responding to telephone calls/text messages, or emergency safeguarding visits.
- 1.3 Home visits will always be conducted by two members of staff

2. | Home Visit Definition

- 2.1 A home visit is a visit that requires members of staff to enter the home of a parent or carer, in the case of an emergency visit or a procedural visit.

3. | Reasons for Home Visits

- 3.1 Academy Transformation Trust utilises home visits as a tool to be used when:
 - Pupils are refusing to come into school
 - There are attendance issues/concerns
 - Pupils are being educated at home
 - All other means of contact with a family have failed
 - Parents/carers need to be met with to discuss an issue regarding their child where it is in the best interest of the child to have that discussion in their own home rather than at the academy or where it would be difficult for a parents or carers to attend the academy for a meeting and information needs to be shared in a face-to-face meeting in a timely manner
 - The safeguarding team needs to establish that a pupil is safe if they are absent from school and attempts to contact parents or carers have not elicited a response and we have any welfare or safeguarding concerns for the pupil
 - The academy needs to work with and support parents or carers in developing strategies to help their child attend school where attendance is an issue
 - Collecting or dropping off a pupil at home where there are concerns for a child's welfare if they travelled by other means
 - Dropping off or collecting work for a pupil when they are completing schoolwork at home e.g., following a fixed term suspension or medical issue

- Visiting a pupil 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
- Investigating situations when there are suspicions that someone may be on holiday contrary to earlier indications (for example when a pupil is not at school and reported as being ill during the same period for which a request for exceptional leave in term-time had been refused)

4. | Benefits

Home visits have many benefits. For parents or carers and children, 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 pupil
- Meet family members that are important to the pupil
- Talk about the pupil and their needs.

5. | Procedures

5.1 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.

5.2 **Before the visit:**

- Be familiar with the academy's policy and procedure for home visits
- Be clear about the purpose of the visit
- Make sure that a home visit is necessary (if possible and/or practical, arrange for the parents/carers to come into the academy)
- Read the *Home Visit Risk Assessment and adapt if the situation is deemed anything other than low risk* ([Appendix 1](#))
- Inform reception of your visit before you leave, leaving contact details and a list of the addresses you will visit
- Discuss with the Safeguarding Lead whether it is deemed appropriate for the visit to go ahead
- Arrange for an appropriate person to accompany you; home visits should be conducted in pairs.
- ATT advise against lone working when conducting home visits
- Before departing clarify each person's role in the home 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/carers, with or without the pupil.
- 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 letter.

5.3 **During the visit:**

- Park in a well-lit area and in a position where you do not need to reverse on leaving
- Dress appropriately
- Ensure that there are no animals in the room where a meeting takes place
- Introduce yourself, have identification available and explain again the purpose of the visit, carry your identification do not use a necklace lanyard
- Do not enter the premises unless invited in by a responsible adult
- Do not enter the premises if invited to do so by a child that is on the premises unsupervised by a responsible adult
- Only speak to an adult with parental responsibility (parents/ carers) or another responsible adult whom a parent/carer has delegated to be there in their absence, and they have given us permission to speak to about the pupil for whom we are making the home visit
- Do not speak to siblings other than to ask if their parent/carer 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 child's/young person's bedroom

- If you are concerned that a child/young person is in the home inappropriately alone/unsupervised contact the academy safeguarding team straight away to discuss your observations or to seek immediate advice from them if you are uncertain whether the child is alone/unsupervised. If appropriate the Safeguarding Lead will make a referral to social care
- If you feel that a child/young person is in immediate danger contact emergency services 999
- Assure parent/carer that you will treat anything they tell you sensitively and will only tell the Principal or other appropriate staff. Explain that you may need to take notes during the meeting. Do not promise that you won't relay information to school. Remember that under the child 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 academy or staff
- Do not stay too long; keep to the point
- Do not carry large sums of money when making a home visit
- Complete *Home Visit Form* to evidence visit.

5.4 After the visit:

- Report back to the academy and hand in the completed *Home Visit Form* to the Safeguarding office in line with academy policy
- If you are not returning directly to academy, telephone the academy after the visit to say you have left the home visit
- Any child protection concerns arising from home visits should be discussed with the Safeguarding team on arrival back to the academy and should be recorded on CPOMS
- At the academy, do not discuss individual home visits with staff who are not involved in working with those pupils.

6. | Home Visit Form

- 6.1 See a template for the Home Visit Form at [Appendix 2](#).
- 6.2 It is essential that staff write a short report on every visit they make and this is uploaded to CPOMS
- 6.3 If an incident occurs, the visitor should record all details as soon as possible after the incident to ensure precise and accurate recollection of the events.
- 6.4 If an accusation of abuse is made against the visit/visitor, advice should be sought from the Principal as soon as possible.

7. | Home Visit Summary

- 7.1 **Before a visit**, a Home Visit Risk Assessment must be completed and approved where the situation presents anything other than a low risk. The purpose of the visit should be clear, and you should be well informed about the subject of the visit. Appropriate colleagues should be arranged to accompany you, where required. Always make sure that academy staff know where you are going and that your mobile telephone number and your safe word is recorded on the Community Lone Working Risk Assessment. Make an appointment in advance to establish the time of visit where appropriate.
- 7.2 **During a visit**, you should carry a mobile phone with you and avoid carrying large sums of money for your own safety. Carry identification, but do not wear it visibly (e.g., on a lanyard). Consider who you need to see and avoid speaking at length with other persons present. Introduce yourself, be professional and conduct the visit professionally; stay on topic, and do not stay any longer than you need to.
- 7.3 **If you feel threatened** during your visit:
- 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.
 - If staff attend as a pair wait outside the property until all staff involved have arrived. Consider whether sending out two members of staff may escalate the difficulties
 - If working as a pair agree a code word (safe word) or phrase to alert a colleague that you need assistance or should leave
 - The same code word should be used if you contact the academy to alert them that you are in danger and need support
 - Staff must leave the property and reach a place of safety if you have any concerns about personal safety and inform the academy immediately.
- 7.4 **After a visit**, report back to the academy if you are not returning directly; telephone to say you have left the residence safely.
- 7.5 **If you are concerned about your safety, do not complete the visit. It is strongly recommended that no one makes an evening home visit.**

Appendix 1- Home Visit Risk Assessment

This generic risk assessment should be kept in the “Home Visits Folder” in the academy.

Specific Risk Assessments should be created where risks are identified as being higher than usual (Where this has been done, as there is a higher risk, these tailored risk assessments should be uploaded to CPOMS).

If the risk for a visit is deemed high, the Principal must grant permission for the visit to go ahead and consideration should be made on whether a joint safeguarding partner visit, should be made. (e.g., A joint visit with police, social care etc)

Student Details	
Name of Academy	Click or tap here to enter text.
Name of pupil	Click or tap here to enter text.
Class	Click or tap here to enter text.
Address to be visited	Click or tap here to enter text.
Date of Visit	Click or tap here to enter text.
Is the pupil	<input type="checkbox"/> CP/CIN/ Early Help <input type="checkbox"/> CME <input type="checkbox"/> EHCP <input type="checkbox"/> Other Vulnerability
Reason for Visit	
Requested by Local Authority <input type="checkbox"/>	Concerns from Academy <input type="checkbox"/>
Have you exhausted all other means of contact	<input type="checkbox"/> Yes
Which staff members will be undertaking the Home Visit	1. Click or tap here to enter text. 2. Click or tap here to enter text.
Details of why a home visit is required: Click or tap here to enter text.	
Are there any known risks about this property or when visiting this family? ** Click or tap here to enter text.	
What steps have you taken to mitigate these risks (if applicable) Click or tap here to enter text.	

Hazards	Aggressive or violent parent/ pupil/ family member	Driving	Movement through public areas	Illness of injury/ accident	Attack by dog or other animal
Individuals at Risk	Member of staff may be harmed	Member of staff may be harmed	Member of staff may be harmed	Member of staff may be harmed	Member of staff may be harmed
Severity of Harm	Major injury may occur	Vehicle breakdown, accident intruder in vehicle when unattended, use of mobile phone	Attack Theft of property	Illness or injury	Major injury may occur
Likelihood	Remote Possibility	Remote Possibility	Remote Possibility	Remote Possibility	Remote Possibility
Risk Level	Low	Low	Low	Low	Low
Controls	<p>Refer to home visit policy</p> <p>Risk reduced by:</p> <ul style="list-style-type: none"> Informing DSL 2 person visit if aware of home circumstances Inform reception and sign out, so others are aware of your whereabouts Take a mobile phone for communication Arrange a code word that you can share with school contact if you are in danger 	<p>Maintain vehicle properly</p> <p>Belong to a breakdown organisation</p> <p>Carry torch, phone etc for emergency</p> <p>Advise team or partner where you are going</p> <p>Phone in if plan changes</p> <p>Do not leave valuables in car (e.g., laptop)</p> <p>Avoid risky areas</p>	<p>Back down from confrontation</p> <p>Call for help Use attack alarm</p> <p>Keep valuables secure and out of sight or disguised</p> <p>Surrender valuables if personal safety is at risk</p> <p>Use staff bus or public transport if available</p> <p>Post incident support</p>	<p>Alert Emergency services if appropriate</p> <p>Take mobile communications</p> <p>Alert team members if able to</p> <p>Ensure access to phone Take prescribed medication as directed or as needed</p> <p>Complete injury at work protocol on return</p>	<p>Avoid contact with animals</p> <p>Seek local advice before entering premises with animals</p> <p>Appropriate behaviour near animals –avoid alarming them, e.g. sudden movements</p>

**New assessment of likelihood and risk should be made if there are concerns for the address, family or pupil being visited. If there are any concerns, the DSL and Principal must be consulted.

Appendix 2- Home Visit Report

To be included on CPOMS, as a record of the visit (either as a form uploaded, or including the content below)

Date of Visit		Staff attending:	
		Was the DSL consulted regarding your visit?	Yes / No
		Was anyone home?	Yes / No
Time of Visit		Did you leave an academy home visit letter if they were not home?	Yes / No
		Was a risk assessment completed/ consulted?	Yes / No
Reason for visit?		Did you exhaust all other methods of communication first?	Yes / No
Details of the visit	<ul style="list-style-type: none"> • Who was home? • Did you enter the property? • Did anything unusual happen? • What time did you arrive and leave? • What condition was the property in? • Were there any concerns for the welfare of the pupil? • What was discussed? • What was agreed? • What future action will you take? • Does anyone else need to be informed about the visit and who will pass on this information 		