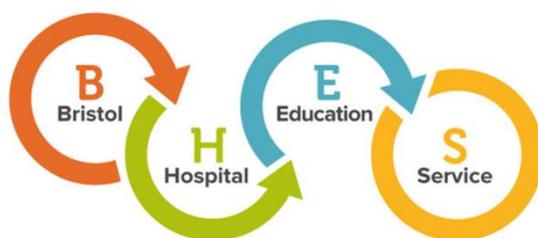


Bristol Hospital Education Service



Lone Working policy

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	June 2020	Gwen Bennion	June 2021

Ratification

Role	Name	Signature	Date
Head Teacher	Jim Bowyer	JBY	9/11/2020

Details of Policy Updates

Date	Details
Nov 2020.	Remote Teaching Provision section added.
	Details of approved online platform added.

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.

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
- Ensure that **all 1:1 working at Falkland Rd. , Students homes or in community settings is recorded in your electronic diary and that your diary is shared with Head, Deputies and Assistant Head.**
- Add the completed risk assessment into CPOMS.
- 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 is 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, especially if there is a 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 (especially in situations of longer term support)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 have an understanding of the associated risk.

- **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.

- **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.

- **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.**

- **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.

The employee must not:

- visit hazardous addresses before a line manager has undertaken an evaluation of risk.
- 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.

Remote teaching/provision.

When teaching remotely any points in this policy that are applicable to face to face teaching situations apply, additionally:

Remote teaching must be carried out using BHES approved online platforms (see appendix 1.)

All contact must be through BHES e mail addresses, work telephone numbers or dedicated work only telephone numbers that are registered with BHES administration team for supply staff.

You must have a current working telephone number for the students parent/carer that they will answer when you are teaching a student.

It is best practice for an adult is present in the students home while on line teaching is taking place as they will be able to ensure that students engage with learning.

If it is not possible to have an adult present in the students home, staff must seek and receive SLT written approval before any teaching in this situation takes place.

If an adult is not present staff must not use any video functions of online platforms, only text, e mail, voice calls or screen sharing should be used. **'No adult present'** must be recorded on cpoms for all sessions where this occurs.

If during the course of a remote session you feel uncomfortable with a students behaviour. Stop the session and immediately email all members of SLT with a brief explanation of what happened. Once you have done this copy the e mail onto CPOMS.

If during the course of a remote session a student puts themselves in a situation of immediate harm contact the parent who will be able to intervene immediately.

If the parent is not able to intervene immediately call 999.

Linked policies

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

- Safeguarding Policy
- Confidentiality Policy
- Healthy and Safety Policy
- Security Policy
- Fire Safety Policy

Appendix 1.

Approved online teaching platforms:

G suite (which includes: Google classrooms, Google Meet, Google hangouts).

Skype