

Marish Academy Trust

EYFS Home Visit Policy



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1. Purpose

At Marish and Willow, we value our home/school partnership. Home visiting is therefore a very important aspect of this partnership. It gives our parents and carers the opportunity to talk to school staff about their child and their hopes and expectations concerning their child's education, in the comfort of their own homes.

2. Aims of Home Visiting

- To establish relationships with the parents and carers that will benefit the child's education.
- To promote an understanding of the value of early years education.
- To enable parents and carers to view their role in the child's education as a partnership. Children learn by contrasting meaning from a wide variety of experience, including those within the context of the home and family. Education does not occur in isolation within the school context.
- To gather relevant information that will ease the child's transition from home to Nursery to Reception.

If a visit is considered high risk then a home visit should not take place. A more safe and secure area at the school should be used for the appointment.

3. General principles for home visits designed to promote Partnership with Parents and Carers

Marish Academy Trust staff are required to:

- Show respect for parents and carers as equal partners.
- Be sensitive to the culture/religion of the home.
- Be a good listener.
- Make appointments in advance and offer alternative dates/times if requested.
- Ensure that parents know when they will arrive, how long they will stay, what will happen, and what information they will bring.
- Ask parents to think about any information they need or queries they have in advance of the meeting.
- Accept the right of a family not to want a home visit.
- Confirm parents and carers actual name and title and keep on record. Do not presume that the parents have the same surname as the child.
- Confirm which parent has Parental Responsibility
- Confirm all contact details for parents and carers including email addresses.
- Do not assume that all parents and carers are literate. Be sensitive to this and assist where necessary.
- Consider diversity of social, cultural, racial, religious and sexual orientation.

4. Visiting Arrangements

When to visit:

- Time will be set aside to enable staff to make visits in July and September to the homes of those new children entering Nursery and Reception. All visits will be carried out within normal school operating hours.

Who will visit:

- The Class Teacher and the EYP will visit together. Bilingual support staff will be invited to a home visit of our EAL parents and carers where possible.

Length of visit:

- The visit will be restricted to 30 minutes. Parents and carers will be informed of this when appointments are made at the new parents introductory meeting.

Equipment needed:

- Visiting staff members will take an information pack with them. This will include transition materials as well as the home visit questionnaire.
- Staff should take a mobile phone for safety reasons.

- Staff should take an iPad to take a photo of the child (parent/carer consent required)
- Staff should take some books/small toys for the child to play with if needed.

During the visit:

- Staff introduce themselves to the parents and carers.
- Explain the reasons for the home visit.
- Enquire how their child feels about starting in Nursery or Reception.
- Briefly explain the school's expectations.
- Allow parents and carers the opportunity to discuss in private, matters relating to their child.
- Complete personal information and contact forms (online). Confirm the parents' and carers' email addresses in order for a Classroom Dojo account to be set up.
- Begin an initial Early Years Foundation Stage assessment, which will inform planning and ensure a curriculum that meets the needs of the child.
- Leave parents and carers relevant information.

Staff will visit in pairs and ensure that:

- The office/named person has the name, address and telephone no. of the home they are visiting.
- They will call the office/named person before entering a home and again when they leave the home.
- They have given a time that they are due back at school.
- They have left their mobile on, and left the number with the office/named person.
- They report back to the office/named person on return.
- They park their car in a well-lit area and in a position where you do not need to reverse on leaving.
- They introduce themselves showing their school ID.
- They do not go upstairs in a property.
- They do not enter a child's bedroom.
- They leave immediately if they feel anxious or worried during the visit and report back their concerns immediately as it is safe to do so.
- They report any Child Protection concerns to a DSL or a DHT immediately on return to school.
- If they feel a child is in immediate danger, they call 999.

5. Action to take if staff feel threatened:

- If you feel anxious upon arriving at a home visit location and feel your personal safety could be jeopardised, do not take the risk of proceeding any further. Telephone the home and tell them you will be unable to attend. Then return to school and relay your concerns to a DHT.
- When conducting a home visit your safety is of paramount importance. Your professional judgement should be used in deciding whether to continue with a visit. Use common sense, trust your instincts and if a situation feels dangerous or threatening, leave saying for example that you need to get something from your car.
- 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 school 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 school immediately.

6. Evaluating the Home Visits

Invite feedback from parents/carers relating to their experience of home visits. Any feedback, positive or negative, will be acted upon.

7. Risk Assessment

All staff are required to read the home visit risk assessment (appendix 1).

8. Appendix 1

Home Visit Risk Assessment

Hazard/Risk/Situation	Who is at risk?	Existing Controls	Risk Level Rating				Possible further action/recommendation
			L	S	Score	Risk	
No one is present	Staff	Staff not to stay if appropriate adult is not present. Post a school slip to say you have tried to visit.	2	1	2	Low	Ensure visits are prearranged Record visit in log Report to DHT Phone/letter to parent
Aggressive pet	Staff	Ask for the animal to be in an alternate room or outside during the visit.	3	2	6	Low	In the event of being bitten – tetanus/hepatitis injections - report to the police
Staff threatened by parents/carer/adult in the home, including physical assault	Staff	Avoid confrontation. Leave the home immediately. Call school and report to DHT. Seek medical advice if needed.	1	4	4	Low	Report to the police
Unacceptable behaviour to/by members of family witnessed, including safeguarding risks	Staff, parents/carers, children	Leave the home immediately Contact school/DSL/HT/DHT immediately	1	4	4	Low	Report to the appropriate services e.g. social care, police
Theft of items from staff	Staff	Do not take valuable items or large amounts of money to the visit Inform DHT	1	3	3	Low	Report to the police
Staff involved in an accident on route to/from the visit	Staff	Staff to phone school/contact on arrival and departure at each venue. Emergency contact details to be held at school – contact if necessary	3	4	12	Med	Seek medical advice if needed
Accidents in the home e.g. slips, trips or falls	Staff	Report to school/DHT Seek medical advice if needed	1	4	4	Low	Seek medical advice if needed
Vehicle position – keeping safe	Staff	Try not to park in a secluded area. Park so you do not have to reverse to drive away.	3	3	6	Low	Report to the school and/or police in case of an incident

Likelihood (L)	Severity (S)	Risk Calculation	Risk Rating
1. Very Low (rare/very unlikely) 2. Low (unlikely) 3. Medium (could occur/possible) 4. High (likely to occur/probable) 5. Very High (near certain to occur)	1. Insignificant (nuisance/discomfort) 2. Minor (no lost time) 3. Moderate (time loss) 4. Significant (serious/incapacity to work) 5. Major (Death)	Likelihood x Severity = Rating	1- 6 LOW RISK Monitor 8-12 MEDIUM RISK Monitor, review & reduce risk where possible 14-25 HIGH RISK Further Action Required