



<b>Policy Focus</b>	Home Tuition and Lone Working Policy
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<b>Designated Governor</b>	June Palmer
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## **Preface – Our Intentions & Values**

MTS is a place where self-development, awareness and well-being are at the core of what we do. Without these elements sitting at the forefront of our provision, long term academic achievement would not be an option for our young people as a result of their medical needs. The safety and wellness of our students is our greatest priority and nurture and removing barriers is central to our environment as a result.

We are a supportive stepping-stone for young people currently unable to attend mainstream or suitable alternative as a result of medical need, and our offer is one that facilitates them in successful future transitions and integration. Those transitions might be a return to mainstream, settling in at a suitable alternative, a move to Further Education, entry into the world of work, or a reestablishment of place in family or society.

### ***Beyond Learning***

- We recognise and value the potential in all of our students and only model ‘can-do’ attitudes.
- We strive to develop the whole learner, beyond just their academic achievement.
- Caring for and preparing our young people to lead and maintain healthy lifestyles and attitudes is at the forefront of what we do.



## Beyond Learning

- We go beyond learning, in order for all of our students to become confident with their place in the world of education; work; society; family; community and beyond - through a rigorous and bespoke learning and reintegration programme.
- We welcome our learners into MTS with a carefully designed and supportive curriculum that will enable their academic achievement now, whilst simultaneously facilitating our young people in developing the life skills they will need to become independent, well rounded, happy, healthy and successful individuals in the future.

At MTS we aim to create a collaborative working ethos which engenders the following core values:

**Mutual Respect** - We are **mindful** of the barriers to learning and respect that we all learn in different ways.

**Trust** - Our **arms** reach out so that we can facilitate reintegration.

**Support** - **Heart** and nurture are what drive us. Through those elements we make reintegration possible.

Beyond Learning

**M**

**Mutual Respect:**  
We are **mindful** of the barriers to learning and respect that we all learn in different ways .

**T**

**Trust:**  
Our **arms** reach out so that we can facilitate reintegration.

**S**

**Support:**  
**Heart** and nurture are what drive us. Through those elements we make reintegration possible.

# Our Core Values

MTS is here to put young people with agreed health issues in a position where they can access education



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## Introduction

Lone workers are those employees who work by themselves without close or direct supervision. The following situations are covered by this policy:

- Employees working alone.
- Site manager or last employee in the building or locking up.
- Employees working outside of normal working hours, i.e., weekends and holidays
- People attending out of hours' meetings or functions.
- Contractors.

There is no legal prohibition to working alone, however any hazards must be identified, **risk assessments carried out** and measures put into place to control any risks. **(See MTS' Risk Assessment Policy)**

All employees should consider whether it is really necessary for them to work alone and if arrangements can be made for others to work at the same time. As this is not always possible all staff are made aware of this policy and the procedures required for lone working.

## Purpose of Policy

This policy is designed to keep staff safe and alert staff to the risks presented by lone working, to identify the responsibilities each person has in this situation and to describe the procedures which will minimise such risks.

Any member of staff who works remotely, in the community or in the home with students must ensure that they are clear of the procedures in place to protect themselves and the students they are working with.

- All staff must be seen to be working in an open and transparent way.
- Staff must always act in the learner's best interests.

## Confidentiality

- Staff should be clear around what information about a student can be shared and in what circumstances it is appropriate to do so.
- Staff should always seek advice from a senior member of staff if they are in doubt.
- **There will be no email communication directly between staff and students only. All email correspondence sent must use the MTS email address, include the parent, carer or a responsible adult and CC the MTS Line Manager.**
- **All email correspondence with parent, carer or a responsible adult must also include the MTS Line Manager.**



## Propriety and Behaviour

Staff must follow MTS' Code of Conduct (contact [office@medicaltuitionservice.org.uk](mailto:office@medicaltuitionservice.org.uk) for a current copy).

- Staff will wear clothing that is appropriate to their role, which is not seen as offensive, revealing or provocative.
- Staff will be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in a vulnerable situation.
- Staff will not administer medication – the parent or carer should do this if necessary.
- Staff will only deliver face to face tuition if another adult is also in the home.
- **Personal mobile phones will not be used** whilst tutoring or in the presence of a student or their family members.

## Communication

- Staff must not give out their personal phone number, home address or personal email address to students.
- All communications with students and families will only be made through staff professional contact details.
- Staff will not use the internet or web-based communications to send personal messages to a student.
- Staff will not have any secret or confidential social contact with students or their parents or carers.
- Staff must be aware of and adhere to Health and Safety Regulations, Child Protection policy and the Code of Conduct at all times.

## Procedures

Lone workers must not knowingly put themselves at risk and should follow these procedures:

- Ensure that the Business Support Team is aware that you are working alone and that you keep in regular contact and have given an expected time of return. If away from premises, call the office to confirm that you have left the site or if necessary, call or text the Associate Principal or Business Manager.
- At Parkfield, ensure that external doors are kept closed and locked.
- Have a mobile phone that is fully charged and to hand or access to the phone in the office.
- If leaving the building at night after a function or meeting, try to leave with others.



## Beyond Learning

- Do not confront intruders or unauthorised users unless you are sure it is safe to do so.
- Notify the Principal, Business Manager, Facilities Manager or police (101) if there is any sign of intrusion or if you are concerned about unauthorised users.

In the case of employees with certain medical conditions it may be necessary to seek medical advice before allowing them to work alone.

All lone workers should be capable of responding to an emergency situation and be aware of emergency procedures e.g., fire.

## Staff Responsibilities

### The Principal

It is the responsibility of the **Principal** to:

- Ensure that all staff are aware of this policy and that procedures are adhered to through a system of monitoring lone working, i.e., through a signing-in system.
- Establish times when staff can work in school 'out of hours', i.e., in the holidays. This can be achieved by asking staff to only work in school in the holidays when the Facilities Manager is at work, or to arrange to come into school with another person.
- Ensure that all safety checks are maintained, i.e., testing of fire alarms and maintenance of emergency exits.

### All Staff

**All staff** should:

- Adhere to Child Protection, Health & Safety and Risk Assessment policies and procedures at all times.
- Exercise appropriate levels of personal safety awareness.
- Communicate concerns and report accidents, incidents or 'near-misses' via CPOMS, Assure Evotix or the DSL Team.
- Ensure you use any equipment or procedures put in place for your safety.
- Report any failures in systems or equipment provided for your safety through Assure Evotix.
- Familiarise yourself with the above procedures for lone working and supporting risk assessments.
- Advise managers of any circumstances that may affect their ability to work safely (e.g., relevant medical issues).
- Ensure that you support any lone worker monitoring systems where directed to do so, i.e. signing in and out of building.
- Ensure family members or partners have work emergency contact details where necessary.
- Keep a mobile phone with them that is fully charged and with signal.
- Ensure they do not get locked into the building or car park – be aware of closure and lock up times.
- Store the contact number for Facilities Management (TDA) in their phone.



## Home Working

If staff are directed to work at home or working from home has been negotiated with the Principal, it is their responsibility to ensure that they operate to the same standards and procedures applicable on MTS premises. MTS has the same responsibility for the safety and health of employees who work from home as for any other employees. Employees working from home must continue to adhere to Child Protection, Health & Safety, Conduct and Risk Assessment policies and procedures at all times. This means providing supervision, education and training, as well as implementing enough control measures to protect the homeworker.

## Home Visits & One to One Tutoring

- Staff must record times of all home visits with the office at MTS.
- Staff will conduct all initial home visit in pairs, whilst rapport and trust are being established. During this visit they will carry out a risk assessment of the home and establish there is an appropriate space where tutoring can take place.
- Once the safety of staff has been established, they may conduct home visits by themselves, where the student is unable to leave the house. If the situation changes then the risk must be reassessed. Refer to flow chart in [Appendix 7](#)
- Staff must ensure that any cause for concern is discussed with senior management and that safeguarding procedures are followed through CPOMS.
- Staff must never enter a house alone to tutor a child without the presence of a parent or carer.
- Staff must ensure that when lone working they have their work mobile switched on, on silent.
- Staff must work in open areas of the home where the doors are left open.
- Parents or carers must remain as a visible presence at home and be available for the duration of the tuition.
- Always keep discussions on a professional level.
- If at any point during tuition a staff member feels uncomfortable about any behaviour from the student or parent or carer, they must end the session and leave the setting. The circumstances must be reported to a senior member of staff and on CPOMS as soon as possible.
- Staff must log any details about the property that should be passed to future staff visiting. (e.g., uneven steps, smoker present, dog present)



## Staff

- Complete and carry a copy of the **Risk Assessment** for the session.
- Remain in the designated room of the home for the tuition session.
- Ensure there is plenty of light.
- Keep a clear focus on the work undertaken.
- Staff should have clear planning for the work to be undertaken by the student.
- Staff must log all interventions and progress of the student.
- Staff must **maintain a log** of all communications with the student, parent, carer and on roll school.
- Always communicate through CPOMS any times where the student becomes upset or distressed including with their own parent or carer.
- Gain parent or carer permission in writing, prior to any activity with the student, out in the community.
- Complete the **Reach Intervention Health & Safety Checklist** and have it signed by SLT prior to commencing any activity.

## Before departure for a home visit or one to one tutoring session:

- Only initiate contact with an individual with their full knowledge and permission.
- Make an appointment so that people will have advance notice of your visit.
- You must be clear about why you are going and the limit of your welfare checking/tutoring/attendance monitoring relationship.

## Guidelines for managing risk:

- Make the first contact by phone or email and ascertain and clarify as much information as possible during this contact.
- Find out if the person is likely to have other people in the house, and who they are.
- Wherever possible, try to avoid visiting a student of the opposite gender to your own. If you do not have the luxury of taking a second person with you each time but there are any doubts in your mind, then consider if two people should go for at least the first visit.
- Always carry an ID card and mobile phone.





## Beyond Learning

- Let the Business Support Team know where you are going and when to expect you back.
- Keep your mobile switched on and check it is fully charged and has signal.
- Contact the office at the end of the visit. This can be done by sending a standard mobile text message after the visit to confirm your departure from the home or activity.
- You can alternatively arrange to meet the person outside of their home, or on neutral territory, if this is practicable and a Risk Assessment is in place.
- Be punctual. Delay or early arrival (even by a few minutes) can be upsetting to the person you are visiting. If you are unavoidably delayed, please ring them and explain the reason for your delay and give an approximate time of arrival.

## During Home Visits - Communication

Effective communication can greatly reduce the risk of aggressive, uncomfortable or potentially violent situations developing.

- Be aware of tone of voice and body language, cultural issues and sensitivities.
- If necessary, ask the student, parent or carer to turn off the TV or radio as they can be a distraction.
- Ask the student, parent or carer how they would like to be addressed.
- Remind the student, parent or carer of the reason for your visit and your responsibilities to them.
- Whilst some visits cannot be planned in advance and will happen spontaneously it is important to take care and take basic precautions at all times:
  - Always try and park in a well-lit area and facing the way you need to leave.
  - Do not enter the property if you feel unsure or uncomfortable with the situation.
  - Always be prepared to leave immediately. Do not take off your coat or unpack any papers until you feel comfortable in the situation.
  - Ask for any dogs or other pets to be secured where appropriate (a dog could be used in conversation to defuse an aggressive person; it could also attack you if the owner were to become aggressive), unless they are a registered assistance or pat dog, this must be verified.
  - As you enter, ask the person to lead the way so you are behind them, not the other way round.
  - If possible, sit so you have a clear exit to the door and the student, parent or carer is not between you and it.
  - **Do not** enter any bedroom or go upstairs for any reason other than to use bathroom facilities.
  - If the person is confined to bed either regularly or temporarily then after an initial introductory home visit (in a pair), arrange remote sessions wherever possible.
  - Never enter a room without knocking.



## Beyond Learning

- Sit on a chair and leave the door ajar.
- Find out if anyone else is in the property and what their relationship is to the student. If applicable, ask the student if they have given their permission for the third party to attend the session.
- You can request that no person at the property smokes whilst a member of the MTS staff is attending, however if they continue and you do not wish to be in a smoky environment, arrange for the tuition to take place at an alternative public venue.
- Never give or accept money or gifts of any kind from the student. If they wish to donate to the service, it should be done in an official way agreed by the Business Manager. Some vulnerable people will be very eager to please a visitor and may feel obliged to give a gift and some may have poor memory so that they may not remember that the 'gift' they are offering is actually a valuable piece.
- Record visits in a log: – date, times, people present, any concerns to pass on with regards to Health & Safety at the property or persons present etc. This is especially important if you think there may be safeguarding issues present but is also good practice generally.
- Explain clearly if and when you will return.

## Working to support schools

Whilst MTS staff are supporting students at their on roll school, they will follow the guidance as set out in the MOU, they will be provided with and understand the on roll schools' safeguarding and child protection policies and procedures:

- Safeguarding procedures
- Emergency protocol
- H&S expectations
- Data Protection & GDPR policy
- Lone Working or Home Visits Policy
- Risk Assessments
- Individual Safety Plans

The on roll school will provide MTS staff with appropriate health and safety, safeguarding, lone working training and induction, as well as pupil information and safety plans that will allow them to deliver the offer safely and effectively on their behalf.

## Transport in Private cars

Should an employee use their private car for transportation of a student, MTS has a legal duty of care, and may be liable in the event of a claim following an incident. It must be ensured that:



## Beyond Learning

- If the driver is not an employee, they are engaged as a volunteer (or paid contractor) through the MTS' normal procedures.
- The driver properly understands their duty of care and any agreed responsibilities for supervision.
- Parents are informed about the transport arrangements.
- Evidence is obtained that:
  - The vehicle is safe. This means that it holds a valid MOT certificate, where relevant, that the driver certifies it has been serviced in line with the manufacturer's schedule, and that the driver carries out any pre-use checks specified by the manufacturer.
  - The driver is suitable. This means that they hold a valid licence for the type of vehicle and meet any employer requirements.
  - There is a valid insurance policy covering the driver and the vehicle for the intended use. **This will require that the driver has 'business use' cover.** (Contact [office@medicalltutorservice.org.uk](mailto:office@medicalltutorservice.org.uk) for instructions on how to set this up.)

Evidence of these checks will be recorded and the driver will be asked to sign the form of understanding. [Appendix 1](#)

Consideration must be given to the potential distraction of the driver and the supervision of the passengers. So, a judgement should be made about the likely behaviour and individual needs of the passengers. If any of them may require close supervision, then another adult should travel in the vehicle so that the driver is not distracted or compromised.

Very careful consideration should be given before allowing a driver to be alone with a child or young person, as this could leave both of them vulnerable. Circumstances where this might be acceptable include the following, when there is no reasonable alternative:

- Where the transport arrangements have been planned based on a **risk assessment**, which shows that their benefits outweigh the risks.
- In an emergency or other unforeseen circumstances where the child or young person would otherwise be at greater risk.

## Parent Providing Transport

Sometimes parents are asked to help with transport to a venue. When this happens, MTS should be clear which of the following applies:

- Parents are being asked to volunteer as drivers, as part of the MTS' transport arrangements for the visit. If this is the case then the drivers should be engaged as volunteers and the considerations above should be applied.



### ***Beyond Learning***

- Parents are being asked to organise transport, which may involve some parents providing lifts for children other than their own. If this is the case then the MTS should make clear that it will not be involved in making these arrangements and will not have any responsibility for them.

Where parents are being asked to organise their own transport, the establishment should consider the need for:

- Information from parents about what arrangements have been made.
- Communication with parents, in case of delays or 'no shows'.
- Clear handover of supervision from and to parents or carers at the venue, depending upon the age of the children and other relevant factors.
- The provision by MTS of transport for any student whose parents are unable to make such arrangements.



Version control record from June 2022.

Version Number	Date of Change	Reviewed by	Brief reason for changes
1.3	February 2021	J Hunter	Policy Updated
1.4	July 2022	V banks	Version control added
1.5	Sept 2022	J Hunter	Adjusted to accommodate wider use of this policy at MTS
1.6	Feb 2023	V Banks	Formatting and change of school to MTS or service. Addition of home tuition and one-to-one tuition
1.7	27.02.23	J Hunter	Addition of greater specificity regarding home visits and work in the community. Expectation for Risk Assessing prior to any activity in the home or community. Replace numerous 'should' with 'must'.
1.8	1.3.23	V Banks	Addition of Appendices 1-4
1.9	10.3.23	V Banks	Addition of Appendix 5 Clarity on who will carry out the initial risk assessment. Further information on when you may go upstairs re bathroom Addition of allowance of registered assistance or pat dogs Addition of request for no smoking whilst MTS staff are present
20.	20.4.23	V Banks	Addition of appendix 6 & 7



*Beyond Learning*

			Added the need to log and Health & Safety issues that should be passed to other staff members.
2.1	6.10.23	V Banks	Addition of parent agreement to safety pack. Addition of Internal Reach Process – appendix 8 Amend designated governor
2.2	18.04.24	V Banks	Update Policy template Removal of 'Associate Principal' in procedures page 6 'Working to support schools' added on page 10



## Appendix 1

### MTS – Transport in Private Cars

Name: \_\_\_\_\_

Role: \_\_\_\_\_

Car details:

Make & Model: \_\_\_\_\_

Registration: \_\_\_\_\_

I confirm that the vehicle has a current, valid MOT certificate and tax and has been serviced in line with manufacturer's schedule **Yes / No**

I confirm that I am covered by valid insurance that covers the vehicle for the intended use. (This will require that you hold 'business use' cover) **Yes / No**

I confirm that I have read the Home Tuition and Lone Working Policy and am aware of the level of care that is expected and will follow the procedures therein. **Yes / No**

I confirm that I am using my vehicle at my own risk and will produce any evidence of documents mentioned on request **Yes / No**

I confirm that I have registered my car on MyView **Yes / No**

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix 2

### Parental permission letter

XX Month XXXX

Dear Parent or Carer

**Title of letter**

**Trip Destination:**

**Trip(s) date:**

I, \_\_\_\_\_, confirm that I am happy for my child, \_\_\_\_\_, to take part in the trip to **[insert destination]**.

I understand that it is my responsibility to make sure my child is dressed appropriately for the trip and has everything they need with them.

Please make sure that your child is aware that the MTS' Code of Conduct will be enforced during the day and only the highest standards of behaviour will be accepted.

Parents and carers should sign and date the below form and return it to **[ the trip leader / principal]**

Yours faithfully,

**Staff name**

.....  
**To be completed by parent or carer and returned by XX Month XXXX:**

I, \_\_\_\_\_, confirm that I am happy for my child, \_\_\_\_\_, to take part in the trip to **[insert destination]**.

**Contact information**

I can be contacted using the following details:

Work telephone: \_\_\_\_\_

Home telephone: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Alternatively, please contact \_\_\_\_\_. Their relationship with the pupil is \_\_\_\_\_

Work telephone: \_\_\_\_\_

Home telephone: \_\_\_\_\_

E-mail address: \_\_\_\_\_





The name and contact details of our family doctor are: \_\_\_\_\_

**Medical information**

Please provide information below of any medical conditions your child has, including any medication they take and/or will need to bring with them.

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I agree to my child receiving medication and medical treatment as required and instructed by medical authorities.

Signed: \_\_\_\_\_

Please print name: \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix 3

### Proposed visit planning information

To be completed by the staff member proposing the educational visit, and submitted to the Principal and Business Manager

**Name of staff member proposing the visit:**

**Date of request:**

**Response required by (date):**

#### Proposed trip information

	TRIP INFORMATION	ADDITIONAL COMMENTS
Destination		
Trip date		
Travel distance		
Length of stay		
Purpose of visit / educational benefits		
Number and age of students		
Transportation options		
Cost breakdown, including multiple options where available		
Resources required, including: <ul style="list-style-type: none"><li>▪ Staffing</li><li>▪ Volunteers</li><li>▪ Physical supplies</li><li>▪ Transportation</li></ul>		
Accommodation options, where needed		



## Beyond Learning

	TRIP INFORMATION	ADDITIONAL COMMENTS
Insurance needed, where applicable		
Risk assessment plans and first aid provision		
Parental consent letter sent and replies received		
SOE3 forms in place		

### AGREED AND AUTHORISED AT LEAST 24 HOURS PRIOR TO DEPARTURE

Staff	Signed	Print Name	Date
Party Leader			
Deputy Part Leader			
SLT 1			
SLT 2			

**This form with attachments where applicable must be submitted to the Business Support Team before departure.**



## Appendix 4

### Home Tuition - Parental or Carer agreement

When a member of the MTS staff is to conduct home tuition with a student:

- Staff will conduct all initial home visits in pairs, whilst rapport and trust are being established. Building a positive relationship between staff and student is a priority, in order for young people to be able to engage in learning.
- During the first visit staff will carry out a risk assessment of the home and establish that there is an appropriate space where tutoring can take place.
- Staff must never enter a house alone to tutor a child without the presence of a parent or carer.
- Staff must ensure that when lone working they have their work mobile switched on, on silent.
- Staff must work in open areas of the home where the doors are left open.
- Parents or carers must remain as a visible presence at home and be available for the duration of the tuition.
- Always keep discussions on a professional level.
- If at any point during tuition a staff member feels uncomfortable about any behaviour from the student or parent or carer, they will end the session and leave the setting. The circumstances will be reported to a senior member of staff immediately.

I, \_\_\_\_\_ [parent or carer name], have read and understood the above and agree to abide to these guidelines.

Signed \_\_\_\_\_

Date \_\_\_\_\_



## Appendix 5

### Reach Safety Pack

Item		Date	Initials
1	Medical Panel referral for appropriate Reach Pathway		
2	Link staff agreed by Principal & Whole Service Lead		
3	Reach pathway and timetable agreed		
4	DSL team and link staff complete risk assessment		
5.	Parental or carer agreement form signed		
5	Safety pack submitted to VBa		
6	Staff commence Reach Pathway		



## Appendix 6

### Lone Worker Employee Details Form

The completed form shall be kept in a secure confidential storage. The line manager / nominated employee shall be aware of where it is stored and shall have access to it in the case of any relevant emergencies.

**(Bold text to be completed by the employee)**

Lone Worker Employee Details

**Name:**

**Job Title:**

**Mobile Telephone number:**

**Home Address:**

**Home Telephone Number:**

Vehicle Details (include 2<sup>nd</sup> vehicle if required):

**Registration no.:**

**Make:**

**Model:**

**Colour:**

**Tracker fitted?** Yes/ No if yes, what company?

**Next of kin:**

**Relationship:**

**Mobile Telephone no.:**

**Home Telephone no.:**

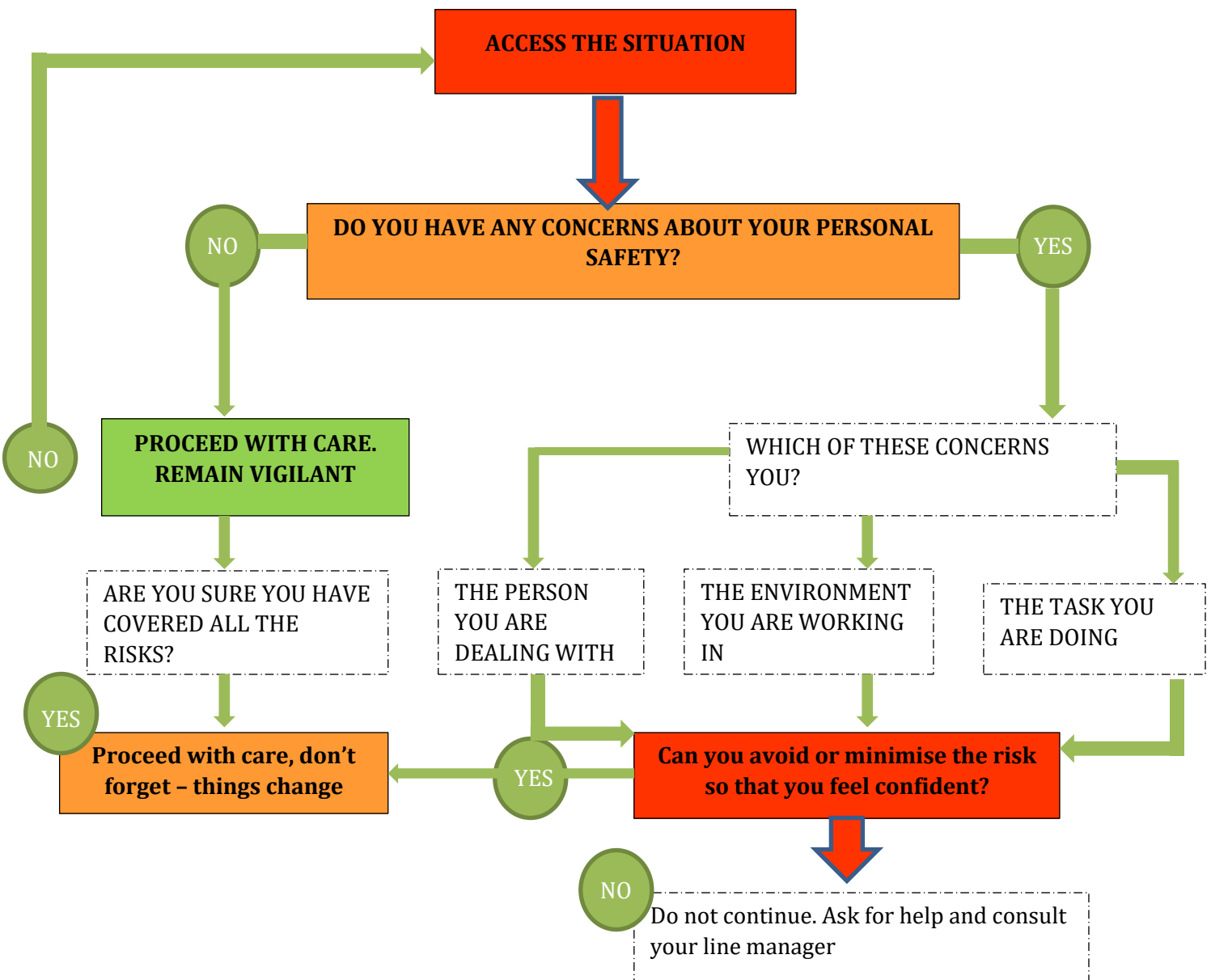
**Work Telephone no.:**

**Employee Signature:**




**Date:**

The employee, above, is responsible to ensure any changes made are updated with the Business Manager.

## Appendix 7



KE

-  Stop and think
-  Consider your options
-  Proceed with caution



## Appendix 8 Internal Reach Process

Stage	Action	Lead
1	Medical Panel recommends Reach pathway / <b>OR</b> / On roll school requests Reach directly	Principal
2	ELT agree link staff member	Whole Service Leads
3	Attendance Officer and Pastoral Support Manager gather required information	Reach Coordinator
4	Reach Coordinator equips MTS staff member with timetable, plan and resources	Reach Coordinator
5	MTS staff member conducts an online introductory meeting with student, family and on roll school	MTS staff member
5	MTS staff member completes Lone Working Health and Safety Pack	Business Manager
6	Health & Safety Pack and Risk Assessment submitted by MTS staff member and signed y SLT	Business Manager
7	Only where essential, initial home visit carried out by MTS staff member and Level 3 Safeguarding officer	Level 3 Safeguarding Officers
8	Intervention commences online, in the community or at the on roll school	MTS staff member
9	Intervention Log and Transition Review completed at weeks 6 and 12	MTS staff member
10	Intervention ends at week 12 with final Transition Review and Recommendations written by MTS staff member and approved by SENDCo	SENDCo & Reach Coordinator