JAMES ELLIMAN ACADEMY
Home Visit Policy and Procedure

Approval

Signed by Federation Principal	**Mrs Tajinder Johal**
Date of approval	**September 2026**
Reviewed	**September 2026**
Date of Next Review	**September 2027**
Reviewer	**Jas Chander & Rebecca Pinkney**

Version History

Version	Date	Status and Purpose	Changes overview
1	August 2026	Update	Re-worded for better flow and improved clarity. Added allergy advice in line with allergy policy. Added more clarity to definitions. Added information on EBSNA as a reason for home visits. Expanded benefits section. Improved clarity around the use of safe code words. Added linked policies list Added advice on home visits where an adult is sleeping in the room the meeting is taking place in.

Home Visit Policy and Procedure

ALL HOME VISITS CONDUCTED BY STAFF *MUST* BE AUTHORISED BY THE SCHOOL PRINCIPAL.

In addition, wherever possible parents/carers/guardians 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 child is at home when parents/carers/guardians are not responding to telephone calls/text messages or emergency safeguarding visits.

Home Visit Definition:

A home visit is a visit that requires members (at least 2) of staff to enter the home of a parent, carer or guardian in the case of an emergency visit or a procedural visit.

Below are some examples of emergency and procedural visits:

Non-attendance (emergency) – If the school cannot make contact with a parent/carer or guardian, and emergency contacts are not contactable, a home visit will be conducted to ascertain why the child is absent and to check on the welfare of the family.

Non-attendance (procedural) – The school can conduct a home visit if a child cannot attend

school due to Emotionally Based School Avoidance (EBSNA). This is a way of keeping in touch and trying to support the child in being able to attend school.

Transition (procedural) – The Early Years Foundation Stage will conduct home visits as part of their smooth transition for new pupils joining the school.

SEND (procedural) – The school can conduct a home visit if a pupil with SEND is not attending school regularly. This is a way of keeping in touch and supporting complex needs.

Aims

- At James Elliman Academy we recognise that parents, carers or guardians are children's first and most enduring educators and we value the contribution they make.

The aim of a home visit is:

- To establish a partnership between parents, carers or guardians and staff so that all parties share their knowledge about the child to enable the individual needs of the child to be met.
- To develop and strengthen relationships with parents, carers or guardians for the best interests of the child.
- In the case of non-attendance, a home visit is conducted to establish that families are safe and well.

Reasons for home visits:

Home visits are important in helping the school to make contact with new or hard to reach families. They are particularly useful as they enable the parents, carers or guardians to still have contact with the school, but in their own environment.

Home visits are to be used when:

- Children in the Early Years Foundation Stage (EYFS) are first admitted to the James Elliman Academy Nursery
- Children in Reception, who are admitted to James Elliman Academy and have either a) not had any schooling in an educational setting or b) been at a different educational setting prior to starting at James Elliman Academy
- Children are refusing to come into school
- When there are attendance issues/concerns
- When students are being educated at home
- When all other means of contact with a family has failed
- To meet with parents, carers or guardians 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 school *or* where it would be difficult for a parents, carers or guardians to attend school for a meeting and information needs to be shared in a face to face meeting in a timely manner.
- To try and establish that a child is safe if they are absent from school and attempts to contact parents, carers or guardians have not elicited a response and we have any welfare or safeguarding concerns for the child.
- To work with and support parents, carers or guardians in developing strategies to help their child attend school where attendance is a concern. This includes where children are showing signs of Emotionally Based School Avoidance (EBSNA).
- To collect from or drop a child off at home where there are concerns for a child's welfare if they travelled by other means.
- To drop off or collect work for a child when they are completing school work at home e.g. following a suspension or medical condition.

- To visit a child who has been off school for a period of time, for example due to a medical condition, so that they do not feel isolated from school.
- To investigate situations when there are suspicions that someone may be on holiday contrary to earlier indications (for example when a child 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).
- There has been a missing child report and school will conduct a 'proof of life' visit to ensure the child is at home, safe and well.

Benefits

Primary home school visits bridge the gap between classroom and home life. By meeting children in their own comfortable environments, school staff, families, and children unlock significant benefits across three main areas.

Benefits for Children

- **Reduced First-Day Anxiety:** Seeing a teacher in their own home makes school feel safer, easing transition anxiety for young children entering reception or nursery.
- **Improved Attendance:** Children with home visits can show lower absenteeism rates because families feel more accountable and supported by the school.
- **Higher Engagement & Academic Performance:** Knowing that school staff care about their personal life boosts a child's motivation to come to school and engage well.

Benefits for Families

- **Breaks Down Cultural & Historical Barriers:** Parents, carers and guardians who had negative experiences with school authority figures can feel intimidated; home visits reset this dynamic by establishing an equal partnership.
- **Comfortable Communication:** Families can express concerns, learning needs, or household challenges in a private space without the formal pressure of a parent-teacher meeting in school.
- **Shared Vision:** School staff and parents, carers and guardians discuss the family's aspirations for the child, giving them concrete ways to support learning at home.

Benefits for Schools

- **Pupil Context:** School staff gain insight into a child's routines, interests, home language, and living situation, allowing them to tailor instruction directly to the child's needs.
- **Proactive Safeguarding & Early Support:** Visiting the home provides a lens into a child's daily lived experience, helping school staff identify hidden barriers—such as housing issues, health concerns, or missing resources—to offer early interventions.
- **Wellbeing support:** When school staff understand a child's home background, they become more informed and can put in place tailored adaptations to support the child more effectively.

Procedures

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.

Before the Visit

- Be familiar with the school's policy and procedure for home visits.
- Establish a main point of contact at the school for texts/calls during and after the visit.
- Agree a code word (safe word) or phrase to alert colleagues that you need assistance or should leave.
- Be clear about the purpose of the visit. Make sure that a home visit is really necessary (If possible and/or practical, arrange for parents, carers and guardians to come into the school).
- Make a written record of the purpose of the visit and the staff members involved.
- Arrange for an appropriate person to accompany you, home visits should be conducted in pairs. Clarify each person's role.
- Make sure you are well informed about the subject of the visit. Collect any necessary documentation. Check on school's policy and practice.
- Consider who you need to see, e.g. one or both parents, carers, or guardians with or without the child.
- Make sure you are well informed about the family and are aware of personal circumstances and any safeguarding concerns.
- 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, email or send a letter.
- Inform the school of your intended location before departing for a home visit.
- Complete Pre-Home Visit Plan (APPENDIX A)

During the Visit

- Park in a well-lit area and in a position where you do not need to reverse on leaving.
- Text or call the main contact person at school to inform them that you have arrived.
- 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.
- 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.
- Use the agreed code word to colleagues/school (if safe to do so) if required.
- Only speak to an adult with parental responsibility or another responsible adult whom a parent, carer, or guardian has delegated to be there in their absence and they have given us permission to speak to you about the child for whom we are making the home visit.
- Do not speak to siblings other than to ask if their parent, carer, or guardian 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 go ahead with a home visit if you are asked to meet in a room where an adult is sleeping. Politely ask if there is an alternative space to meet and if not conduct a doorstep meeting. If this is not possible (EYFS home visit where children are to be seen in their home environment) then ask for the meeting to be rescheduled and for a space to be made free for that time.
- Do not enter a child's/young person's bedroom.
- If you are concerned that a child/young person is in the home alone, unsupervised or in danger, contact the schools Designated Safeguarding Lead or Deputies straight away. Report your observations and follow advice from the DSL or DDSL.
- 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. Ensure you inform the DSL or DDSL as soon as practically possible afterwards.

- Assure parents, carers, or guardians that you will treat anything they tell you sensitively and will only inform appropriate staff members as necessary. Explain that you may need to take notes during the visit.
- Remember that under the child protection procedures you must report disclosures or suspicions to the DSL/DDSL for child protection.
- Be sensitive to the culture or religion of the home e.g ask if removal of shoes is required.
- 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 school 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 the visit.
- Home visits for pupils entering EYFS will use the pre-visit form (APPENDIX A), and Nursery Home visit form (APPENDIX C- notes already conducted over the phone before the visit) and Reception Home visit form (APPENDIX D).

After the visit

- Text/call the main contact at school to say you have left the building and are on the way back to school or on the way to the next visit.
- Report back to the school; if possible, give written feedback to the appropriate staff in line with school policy (APPENDIX B). Upload any forms and outcomes to CPOMs under the appropriate category for home visits e.g attendance - home visit, EYFS - home visit or Wellbeing and Mental health support - home visit
- If you are not returning directly to school, after all visits have been completed, call/text the main contact at school to say you have completed all home visits for the day.
- Any safeguarding or child protection concerns arising from home visits should be discussed with DSL/DDSL on arrival back to school. If you are not returning to school then you MUST report any safeguarding concerns to the DSL or DDSL via a telephone call. All concerns must be logged on CPOMs as soon as practically possible under SAFEGUARDING CONCERN FORM (DSL).
- At school Only share information on the home visit with necessary school staff.

Home Visit Form

- It is essential that staff write a short report on every visit they make (APPENDIX B).
- If an incident does occur the visitor should record all details as soon as possible after the incident, before precise recollection of events fall from their memory.
- If an accusation of abuse is made, against the visit/visitor, advice should be sought from the Principal as soon as possible.

Making Safe Home Visits:

Summary

Before

- Be clear about the purpose of the visit
- Arrange for an appropriate person to accompany you
- Agree on a safe code word with your colleague and the main point of contact at school
- Be well informed about the subject of the visit
- Always make sure that the school knows where you are going.
- Check for any safeguarding concerns or history
- Make a prior appointment to establish a time of visit

During

- Carry a mobile phone with you

- Keep in contact with the school
- Consider who you need to see
- Ensure the meeting space is appropriate (ie no adults sleeping or in nightwear)
- Carry identification
- Do not stay too long
- Introduce yourself
- Be professional
- Don't carry large sums of money

Action to take if you are threatened

- 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.
- Use the safe code word to your colleague to communicate whilst in the property to inform them you need help/feel uncomfortable/have a concern.
- If safe to do so, communicate the safe word to the main point of contact at the school so that they are aware and can coordinate support for you.
- Staff must leave the property and reach a safe space if you have any concerns about personal safety; inform school immediately.

After

- Report back to school and update records on CPOMS.
- If you are not returning directly to school, telephone the school after the visit to say you have left the residence
- Report any safeguarding concerns via telephone to the DSL/DDSL and log on CPOMs as soon as possible.

If you are concerned about your safety do not visit.
It is strongly recommended that no one makes an evening home visit.

Linked Policies

Please read this policy in conjunction with:

- Attendance Policy
- Missing Child Policy
- Safeguarding and Child Protection Policy
- Educational Visits Policy
- Children with health needs who cannot attend school Policy

APPENDIX A: Pre Visit Planning Sheet

<table>
<tr><td>Purpose of the visit:

Address of home visit:</td><td>Have you obtained and read any relevant documentation or safeguarding information which is relevant to this visit?
Are you aware of any personal circumstances for the family?

YES: What documentation?

NO:

Please check with a senior member of staff if there is documentation/safeguarding information that needs to be shared prior to visit.

REMINDER GDPR: Any documentation/ information with sensitive data MUST NOT leave the school site.</td></tr>
<tr><td>Staff attending the visit:
There MUST be at least two members of staff visiting.
1.
2.
3.</td><td>Designation:

1.
2.
3.</td></tr>
<tr><td colspan="2">Have staff members read the home visit policy YES/*NO
*If no, please read policy prior to visit.</td></tr>
<tr><td colspan="2">Who do you need to see?
▪ Both P/G/Cs?
▪ Children? In the presence of P/G/Cs or privately?</td></tr>
<tr><td>Have the family been informed of the visit in advance?
YES/NO
What was the method of communication?
▪ Telephone call
▪ Email
▪ Letter
▪ Recorded on CPOMs

Date of visit:
Time of visit:</td><td>Is this an unannounced visit?
YES/NO

If NO - Please explain why?</td></tr>
<tr><td colspan="2">I have read and completed the attached Home Visit Risk Assessment YES/NO</td></tr>
</table>

APPENDIX B: Visit Form

Family Name:	**Staff visiting:**
Date of visit:	**Time of visit:**
Visit notes:	
Actions/Next Steps:	

APPENDIX C

James Elliman Nursery

Child Information

Full Name: Preferred name (if different)	**Address:**	**Date of birth:**

Siblings:

Current contact numbers:
Home:
Mobile 1: Mother: -
Mobile 2: Father: -

Who will collect from Nursery? *(Must inform office and/or Nursery Staff if someone different will collect)*
Mum/Dad/ Aunt (names)

Password chosen: FOR COLLECTION

Languages understood/spoken: (when did they start speaking)
Age:

Is the child confident/fluent in-home language? **Language SPOKEN AT HOME:**
Does the child use sentences/phrases/single words?
Any delay in S & L. – yes/no
Have they attended SALT if identified

Toilet trained: Yes Night time? **Pull ups?** **Toileting:** Wipe themselves or need support Can dress independently: **Self-care:** some help needed/independent **Bottle/dummy?** Water – Cup/bottle Milk – Cup/bottle Dummy: Yes/No	**<u>Medical:</u>** **Asthma:** Yes/No – (any further information – on medication) **Eczema:** Yes/No (any creams used) **Allergies** (food, clothing, eggs, plasters and fish) : **Hearing:** any concerns **Last hearing test at 2 or 3 years? Yes/no** **Eyesight:** any concerns **Speaking:** any concerns/referrals made by parents?
Visited/registered with a dentist? Yes/No **Had any treatment?**	**Immunisations up to date?** Yes – All up to date/No **Ask for evidence of the Red book issues by health visitor:** check last dates

Regular Checks –	**Sleep pattern:** **Bed:** **Wake up:**
Has child attended a setting previously? If so, where? How did they get on? Took time to settle? Any issues highlighted from previous setting -	
What are the child's interests? **Dislike –**	
Additional Information: Parents might share about the child's behaviour	
Photo /Images - yes/no	**EYPP filled**
SAFEGUARDING CONCERNS: (staff observations)	
Child: - was the child dressed appropriately?	**Induction discussed**
Condition of the home environment?	
Medical concerns:	

APPENDIX D – Reception Home visit form

James Elliman Reception
Child Information

Full Name:	**Siblings in school?** Name/Year group?
Preferred/chosen name (if different) – Explain they will learn to write their legal names not preferred names	
Who will collect from Reception? *(Must inform office if someone different will collect)*	

Languages Development
Home language:
Is the child confident/fluent in-home language? Yes or No
Does the child use sentences/phrases/single words?

English –
Does the child use sentences/phrases/single words?

Do you have any concerns regarding their language development? Have they attended SALT if identified? Yes/No

Who made the referral? Yourself/health specialist/hospital/GP

Any paperwork to support targets/delay/concerns? Ask for a copy to be provided for our records

Medical: **Do they suffer from any of the following illnesses/conditions?** **Asthma:** **Do they have an inhaler?** **Can they provide one for school and need to complete a medical form?** **Eczema:** Any creams prescribed? **Allergies (food, clothing, plasters)** Yes/No (form will need to be complete - school will contact them) **Any concerns about their hearing?** Yes/No Check red book for date of last hearing test **Any concerns about their eye sight?** Yes/No Do they wear glasses? Why?	**Are they toilet trained?** Yes/No **Nappies** Yes/No **Pull ups?** Yes/No **Self-care:** Do they need support with clothing or going to the toilet? **Do they drink from a bottle?** Do they suck their thumb or have a dummy? **Do they need any support with self - care/toilet training? –** referral for the school nurses department?

Immunisations up to date? Yes/No Ask to see the red book and check that they have had their	**Has your child registered at a dentist?** Yes/No **How is their oral health? Regular brushing?** Explain toothbrushing in school– complete forms

3-year-old check and injections…	
	Sleep pattern: Do they sleep well? Any concerns?

Has child attended a setting previously? If so, where? Where? How did they get on? Took time to settle? Any issues highlighted from previous setting?

Yes/No

What are the child's interests? Things they like to play with or do

Behaviour – Any concerns? Self-engaged in play, hyper active, passive?

Safeguarding: **Observations: Condition of the home?** Cleanliness/broken furniture Child have toys to play with? Are they dressed appropriately? Are they clean? **Write down concerns to discuss with DSL/DDSL**	**Social care involvement:** Ask politely ….If they wish to share any extra support they receive from Family support worker or social worker or any other agency eg SEN? SALT? **Do they have any paperwork or a person of contact?**

Additional Information: **Forms returned completed -** Yes/No

Next steps/Actions

- Add brief and relevant information onto CPoms and attach the form – indicator Early Years home visit
- Follow up any safeguarding concerns and speak with DDSL/DSL/CFSO/Attendance officer/Medical team
- Chase up missing forms – Intimate care, PP, dentist brushing permission

James Elliman Academy Home Visit Risk Assessment

Prior to all Home Visits, Principal, SLT and Reception to be informed, with names and numbers left of those attending, along with estimated time of return.
A minimum of 2 members of staff must attend the home visit.

Hazards	People	Severity of harm	Likelihood	Risk Level	Controls
No adult present – empty premises	N/A	N/A	N/A	Low	Post letter through letterbox Staff not to stay if appropriate adult is not present Record visit in log Report to Principal/SLT
No adult present – Children in building	Children	Significant	Low	Low	Children to be spoken to (if possible) to ascertain details of the situation Police to be contacted Social services to be contacted School to be informed Staff to remain with children until Police or Social Services arrive
Unacceptable behaviour to/by members of the family witnessed Adult sleeping in the room where the meeting takes place	Members of staff Family members Children	Moderate	Low	Low	Leave premises Report to the appropriate service e.g. police, social services etc. If an adult is sleeping where the meeting is taking place, ask if the adult can move, if not, conduct a doorstep visit (if possible) or reschedule the meeting for a time when the space is appropriate.
Illegal substances visible	Members of staff Family members Children	Low	Low	Low	Leave premises Report to the appropriate service e.g. police, social services etc.
Theft of items from staff	Members of staff	Low	Low	Low	Don't take valuable items or large amounts of money to the premises to be visited Report to police Inform school Principal

Aggressive or violent parent/student/family member	Members of staff	Significant	Low	low	Avoid confrontation Staff to leave if feel threatened Take mobile phone for communication, use code word Report to police Relevant training (if appropriate)
Staff 'tricked' into entering house and detained	Members of staff	Significant	Low	Low	Report to Police Contact school if possible, use code word Personal panic alarm Relevant training (if appropriate) School to contact staff at set times to confirm safety
Driving/parking	Members of staff	Low	Low	Low	Maintain vehicle properly Belong to a breakdown organisation Carry mobile phone for emergency Advise school of intended route. Phone school to advise if plan changes Lock car Do not leave valuables in car (e.g. laptop) Avoid leaving car in 'high risk' areas. Park in a safe and well lit area, away from property Always reverse into parking spaces to ensure quick getaway if needed.
Movement through public areas e.g.	Members of staff	Moderate	Low	Low	Always ensure there are at least 2 members of staff Be wary of strangers and their behaviour Avoid confrontation Phone police if required
Illness, allergies or injury/ accident	Staff members	Low	Low	low	Inform the school if you have any allergies that could put you at risk during a home visit e.g anaphylaxis or allergy to animals etc Alert Emergency services if appropriate Visit partner to alert school Ensure access to mobile phone Take prescribed medication as directed or as needed Complete injury at work documents on return

Dog or other animal	Staff members Parents/carers Children	Significant	Low	Low	Ask for animal to be in an alternate room or outside during visit Avoid contact with animals Seek local advice before entering premises with animals Appropriate behaviour near animals – avoid alarming them, e.g. sudden movements Report to police Complete relevant documents on return to school

Personal Safety Guidelines for Home visits

- Always have a mobile phone charged and available
- Do not give your address or home/mobile phone numbers to pupils and/or parents and do not contact them on your home or mobile phone as they can then access your personal numbers.
- Do not give your mobile phone to the young person to use for any reason
- Keep your personal items, purse/wallet, car keys, etc. safe and secure
- Arrange regular contact with school/service i.e. a minimum of on arrival and departure from each session
- Give an emergency contact name and number to your school/service
- Agree a code word with your school and visiting colleague to alert them if you are unsafe and require assistance
- Complete a Home Visit report for each visit
- Report any concerns to school/service as soon as possible