



## King Edward VI School

# One-to-One Working Policy

**May 2023**

### **Our mission:**

*To inspire young people in a progressive and inclusive school, being ambitious for every learner; helping every student access the best possible post-16 future*

### **Our values:**

Aspiration

Creativity

Respect

<b>Version:</b>	2
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## **1. Introduction**

The aim of the policy is to ensure that students receive the help and support that they need to remain engaged with the normal offer provided by King Edward VI School. This could be in terms of educational provision, support and guidance and work with individuals contracted by the school to provide specialist provision.

## **2. Safeguarding**

This policy should be read in conjunction with our Safeguarding Policy which must be followed at all times.

## **3. Identifying students**

Students identified as needing support will be discussed at a regular Student Support meeting involving the school's Pastoral Support Manager, Study Support Manager, Family Liaison Worker, SENCo, Deputy Head Teacher (Inclusion) and Assistant Headteacher. Referrals to this team can be made via any member of staff but must come via Heads of Year, or members of the Student Support Services team. Referrals can be made regarding any extra support needed, such as tutor support, counselling, mentoring or other identified intervention.

Often these students will be some of our most vulnerable students. Where there is any concern or worry this should be reported to a member of the Leadership Team immediately who will advise the member of staff, if and how to proceed.

Staff working in these circumstances may need to undergo supervision with an appropriate person, this should be discussed with the school prior to work commencing and will depend on the role the member of staff is carrying out.

## **4. Purpose of one-to-one working**

Where it is deemed appropriate students will be provided with additional support to ensure that they are able to take a full and active part in the day to day life of the school.

Examples of the types of support may be:

- Home tutoring
- Access to the school's Study Support
- Bespoke curriculum and timetable
- Pastoral guidance and care
- Mentoring from experts from outside of, but engaged by, the school.
- Other support deemed appropriate for individuals or groups of students.

In most cases this high level intervention will be a discrete amount of time, leading to the reintegration of the student into the normal school offer.

It is the intention that all high level one to one support will be time limited and is a special arrangement to deal with students in extraordinary circumstances, where other external agencies are formally engaged with the student, e.g. CAMHS, intervention by school support will cease for the duration of this engagement.

## **5. Staff working with individual students (in school and out of school)**

Those staff who are working with students have specific responsibilities to ensure that the student gets the maximum benefit from these sessions.

### **5.1. Home tutoring**

The tutors will liaise with the school in order to ensure that an appropriate curriculum is delivered, particularly where a student is preparing for exams. Continuity of provision is helped by reference to the school schemes of work. Tutors will have access to appropriate books and equipment as available and will liaise regularly with the subject tutors to seek guidance as to the topics/disciplines being taught. It is important that students are able to reintegrate into their normal lessons at the end (where appropriate) of the tutor led sessions.

## **5.2. Mentoring / Well-being support**

The member of staff (or volunteer) has a duty to report all safeguarding concerns as per the school's safeguarding procedures following any disclosures or concerns of wellbeing arising within mentoring sessions. Records should be kept as appropriate, where such conversations take place.

## **6. Employees**

It is the school's responsibility to ensure that any adults, whether paid by the school, another agency or engaged as a volunteer, are appropriately qualified for the job with which they are taking on. There is no minimum requirement as to qualifications but the school (through the SLT) must be confident that the person is adequately trained for the role. The school will seek advice where it is unsure.

## **7. Lone working**

Where staff are alone with the student, sensible precautions must be taken to ensure that the member of staff or the student are not placed in situations which may put their safety at risk. It is important that the member of staff does not put themselves in situations where they are open to accusation of improper conduct, this should be discussed with a member of the school Leadership Team where there is any concern whatsoever. The school will ensure that the appropriate safeguarding procedures are put in place.

## **8. Working outside of the school**

Any members of staff who work outside of the school building with students must ensure that they are clear of the safeguarding policy in place to protect themselves and the students they are working with.

All staff who are employed by the school will undergo the normal checks for employment in a school, these will include as a minimum:

- References
- DBS
- Identity check
- List 99/ISA list
- Educational and full work history (through a school application form).

Where staff visit premises other than the school building for the purpose of working with a student a risk assessment should be carried out and provided to the school. No member of staff should visit a child off-site and be the only adult present. When staff visit the home of a student they must ensure that there is another responsible adult in the building at all times. The work should not take place in a closed room and there should always be a clear path to an exit for the student and member of staff.

A member of the Leadership Team should always be aware that the member of staff is working and the member of staff should contact the school when a session is finished. The member of staff should be able to contact a named contact at school throughout the duration of the session.

All staff working outside of the school environment with individual students must have received appropriate induction on working with lone students, which will include Safeguarding, H&S amongst other areas specific to each case.

### **8.1. Role of adult**

The adult involved must ensure that they are aware of the potential risk when working with individual students away from the school setting.

Staff working within these situations are expected to abide by the same guidance and procedure as staff within the school setting.

Staff should never:

- Discuss issues/matters which are inappropriate or make the student or member of staff feel uncomfortable.
- Make contact with students outside of these sessions, all contact should come through the school or guardians of the student.
- Allow themselves to have any physical contact with students, regardless of the context or specific circumstances in each case.
- Promise confidentiality to students and staff MUST report any issues which they suspect may be of a safeguarding nature (see Safeguarding Policy).
- Discuss their own personal issues or allow their feelings or experiences to influence their behaviour or responses towards students.