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## One to One Working Policy

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<b>Date of Publication</b>	<b>November 2020</b>
<b>Date of Next Review</b>	<b>November 2021</b>
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This policy should be interpreted in the context of other relevant College Policies and Procedures, particularly BCA Safeguarding Child Protection and Safeguarding Policy (November 2019), BCA Safeguarding Annual Audit December (December 2017) and the Single Equality Scheme (November 2019).

## **Purpose**

*Providing high quality education that gives our students the knowledge, skills and experience to be successful in their chosen career.*

## **BCA Equality and Diversity Ethos Statement**

This policy and procedure is subject to The Equality Act 2010. The College is fully committed to promoting, maintaining and supporting equality and diversity in all aspects of its work. The College aims to create an environment where all individuals have the opportunity to achieve their full potential, and gain a feeling of self-esteem and respect for and from all others. The College expresses its opposition to all forms of inequality and discrimination.

This policy has been created to provide guidance and advice to all in the college who will be engaging in one to one meetings in their varying forms. It is also designed to ensure best possible practice for effective communication in such situations.

## **Principles**

- The college will provide Safeguarding training for all staff annually
- BCA aim to put in place procedures which will keep staff, students, parents and visitors safe in one to one situations
- This policy cannot cover every potential one to one meeting and additional advice can be sought from the Safeguarding Team, Child Protection Officer and Designated Safeguarding Officer

## **Guidance and advice** – when arranging a one to one meeting in advance

- Prepare for the meeting
- Consider whether you need to be alone – think particularly about arranging to meet students and parents after college hours
- Ensure that you know what you will be talking about during the meeting or if the meeting has been requested by another party, do you know the reason they have asked for the meeting?
- Consider if there is information you need to obtain before the meeting
- Inform your Line Manager about critical meetings and invite an appropriate colleague if you see the potential for conflict
- Consider how you will notify the individual about the meeting

## **Environment**

- Choose the location carefully – the environment should be appropriate, in that it shows acknowledgment to the other person and it shows that you value the meeting.
- If you need a quiet word about work or conduct with a student – ask yourself is the classroom the best (i.e. safest) place to have the meeting.
- Ensure that any room or office is visible from the outside.
- The location also needs to be unlikely to be disturbed – this will signify to the person that you are meeting that you respect their presence and are able to listen to them

- In a classroom, ask any other students wanting to see you to return later.
- It is better to position students/parents closest to the door of the meeting room, so that they can leave at any opportunity they choose without feeling that they are being blocked.
- Plan a 'get out clause' or an exit strategy in the event that something happens which could put you/or the other person at a health and safety risk e.g. you can ask a colleague to call you to an 'urgent' meeting at a pre-determined time.

### **During the meeting**

In meetings which you expect to be about work or conduct in class, other issues may come out as explanations or excuses. The following is guidance for meetings anywhere in college, with students or adults.

Never say 'this will be between you and me' to an adult or student, making it clear that you will have to disclose information if you believe someone is at risk. The likelihood is that if the person you are meeting is telling you something delicate, they want you to know and possibly act on it.

Listen to the person you are meeting and allow them to speak. Active listening is very important, asking questions when appropriate however this should be to help the person clarify their thoughts and not to drive your own opinion forward.

If the person faces a dilemma or problem during the meeting, ask them how they think this can be resolved and what they would like to do. This encourages the person to think for themselves and find solutions to problems. It also empowers them to make their own decisions.

Acknowledgement of the person's abilities to make their own decision also will show that you respect and value their thoughts. This is likely to help a trusting relationship develop and encourage any interactions in the future to be positive.

### **Unexpected and unplanned one to one situations**

This policy aims to cover as many one to one meetings as possible however it is recognised that one to one meetings can occur at unexpected times.

There may also be a situation where a first aider supervises a student on a one to one situation whilst awaiting a parent or ambulance.

Due to the fluidity of the college and unexpected one to one situations that may arise, this policy has been designed to guide and advise, thus promoting safety for staff, students, parents and visitors.

### **Practical advice**

#### **In the classroom:**

- Avoid keeping one student back after class, if the classroom is in an isolated part of the campus; this increases safety to you both.

- Where several students might need to be kept behind after class but then reduces to one with a staged exit, consider moving the last student to a more public area.

#### In an office:

- Ensure that meetings take place in rooms which adequately sized the amount of people to use. This is to guarantee that all persons are comfortable during the meeting and that personal space is not violated. This is also to promote anti-oppressive practice.
- The environment for meetings should be chosen to show that the meeting is valued and configured in a way that promotes dignity.

#### Travelling in a car:

Except in the case of emergency or unforeseen circumstances; staff should not need to drive a student in a car alone or otherwise. If there is no alternative;

- Ensure the correct driver insurance is in place. · Use a BCA car wherever possible.
- Discuss with your Line Manager, to ensure that the journey is necessary and appropriate.
- For students under 18 years of age, discuss with parent/carer where possible that you will be travelling with the student, inform of reason for travel, destination and approximately how long the journey will take.
- Inform your Line Manager and another colleague that you will be off site with a student · Seat the student in the back seat of the car.

Where a student is distressed, take a colleague, who sits in the front of the vehicle with the driver.

#### **Referral if concerns about Child Protection are disclosed during a meeting**

During a one to one meeting an unexpected disclosure may take place, which gives rise to the physical or emotional safety of a person. If this occurs, confidentiality should not be promised. Explain to the person that they have done the right thing, that they will be supported and then explain what has to be done next i.e. report to DSL/ SDSL.

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