



Oakwood Community School Lone Working Policy

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1. Lone working policy

Lone working activities are a necessity for certain roles in school.

Oakwood Community School recognises its health and safety responsibilities towards employees who are involved in lone working processes and others who may be affected by these activities. Lone workers should not be put at more risk than other employees and specific control measures may be necessary in order to achieve this.

This document outlines a sensible risk-based approach towards lone working. Safe lone working can be achieved by ensuring that safe systems of work are made available through management processes and used by all employees.

All employees are expected to report all incidents which occur in relation to lone working to ensure that the organisation can prevent future events by risk assessing appropriately in each case.

2. Defining lone working

The Health and Safety Executive defines lone workers as 'those who work by themselves without close or direct supervision'. Lone workers may be found in a range of situations:

- People in fixed establishments where:
 - Only one person works at the premises.
 - People work separately from others, e.g. in isolated areas of a site.
 - People work outside normal hours, e.g. maintenance employees.
- Mobile, or peripatetic workers operating away from their fixed base:
 - On construction, maintenance, inspection activities or unfamiliar sites.
 - 'Service' workers, for example, Social Workers, Tutors, Mobile Library Drivers, Enforcement Officers.

3. Note on lone working risk assessment

There is no general legal prohibition on working alone. However, a risk assessment of lone working tasks must be carried out.

Lone working can be included as part of an overall risk assessment for an activity, or a specific lone working assessment must be carried out. A lone working risk assessment template and an example of a Lone Worker Risk Assessment is included with this guidance.

The individual lone worker is responsible for ensuring that a risk assessment has been carried out prior to commencing their task.

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4. Identify the hazard

Activities identified needs to be assessed to determine the level of risk they present. This involves looking at factors such as:

- The potential for violence and aggression
- The environment and other activities taking place in the same working area. Examples of these two areas include adverse weather, working on an unfamiliar construction site.

In addition, the risk assessment must take account of foreseeable emergencies which may arise, such as equipment failure, illness and accidents.

4.1 Potential for violence and aggression

It is recognised that the hazards presented by a particular lone working activity will vary, e.g. carrying out unwanted enforcement activities, cash handling, driving for school business.

The following table identifies four areas for consideration as they are applicable when assessing lone working risks. This table does not contain an exhaustive list and should be used as a starting point.

Parents, carers and the general public.	Individual characteristics can have the potential to contribute towards violence and aggression, e.g. previous history, or the fact that the person is unknown and there is no available information to use as part of the risk assessment process.
The employee who is lone working	Factors which may increase or decrease the chances of violence and aggression occurring, e.g. their competence (level of training, experience, cultural awareness etc), role (e.g. representing authority in enforcement work) and the things they might do (e.g. arriving late for a home visit)
Interaction	The interaction which takes place between school staff and parents, carers, and the general public, for example, enforcing rules, asking questions about family backgrounds, carrying valuable or personal items, home visits.
The work environment	Off School Sites For example; a home visit on another person's property, visiting rural areas that are without lighting, school trips etc. The table below provides further information about the work environment. On School Sites Lone working employees need to be able to raise the alarm in the event of an emergency.

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	Where there is the potential for violence and aggression involving a client, both employees and visitors need to be able to move to a place of safety if a difficult situation arises, for example, exit the meeting room that you are working in.
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4.2 Physical hazards

The working environment and activities may present hazards and should be considered as part of the lone working risk assessment, for example:

Work environment	<p>The level of risk varies from one working environment to another. Working environments can include offices, homes, work in the community and travelling in own car or public transport.</p> <p>There must be a safe way in and out of the workplace. This can be difficult to achieve when working on premises which are not under the control of the school, for example when making a first home visit.</p> <p>Other areas for consideration include when using third party owned electrical appliances (home visits), poor lighting.</p>
Activity being undertaken	The level of risk varies by activity. Examples of higher risk activity includes working off ladders to carry out maintenance work or using hazardous machinery. Lower risk lone working activity includes attending meetings at another school site belonging to Brooklands Farm and home working.
Communication with others and supervision.	Means of communication can vary depending on the work activity and location. A mobile phone should be used where possible. However, there may be areas where a mobile phone signal is not available. This also impacts on the ability to summon assistance in the event of an emergency.

5 Who is at risk (and when)

The lone working assessment must consider who might be harmed because of our activities, for example: employees, visitors, parents, carers and contractors.

The following table provides details of some specific aspects for consideration when assessing the suitability of lone working for Oakwood Community School employees:

New and expectant mothers	Impaired ability to carry out physically strenuous work. Later stages of pregnancy may increase the risk of falls through reduced visibility and changes to mobility. Risk of early labour or miscarriage through physical assault. Please note: a specific risk assessment is
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	provided for New and Expectant Mothers.
Young people	Lack of experience and level of maturity. Inability to concentrate for long periods.
Disability	Impact on ability to make unassisted evacuation. Ability to identify that evacuation is required.
New employees, trainees including inexperienced volunteers	Lack of familiarity through level of experience or training needs.
Specific medical conditions	Some individuals may have medical conditions that make them unsuitable for working alone. These may include some health conditions, such as unstable epilepsy or diabetes. The consideration of medical conditions should include both routine activities and foreseeable emergencies, which may impose additional physical and mental burdens on the individual.

A lone worker may be seconded to other schools or vice versa, in both cases adequate lone worker arrangements must be put in place.

Lone working may be encountered during part of a working day as well as for lone working occupations, for example driving to different work bases to attend meetings.

All the above considerations are just a guide and are not exhaustive. Each risk assessment must consider the vulnerabilities of the person involved in the lone working task and identify controls to reduce to an acceptable level.

6 Controlling the risk

It is important to ensure that control measures are proportionate to the risk.

A key factor in controlling lone worker risk is to ensure that lone workers are competent in adapting to a foreseeable range of changing and developing situations with little or no contact with their supervisor. The extent of supervision must be proportionate to the risk and the competency of the lone worker. The line manager is responsible for ensuring that safe working arrangements are in place for all stages of the activity, from the task planning, to implementation and completion. These arrangements include ensuring that lone workers are competent in adapting to a foreseeable range of changing and developing situations with little or no contact with their supervisor.

6.1 Withdrawing from lone working activity

Head Teachers /line managers must ensure that the lone worker is supported if they decide that they need to terminate the work they are carrying out to protect their (or others') safety.

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6.2 Unsafe lone working

In circumstances with all control measures in place, if the assessment identifies that it isn't possible for the task to be carried out safely then lone working should not proceed.

If you are unsure about what controls are needed because the task is considered higher risk or requires more specialist knowledge, further guidance should be sought from your line manager.

6.3 Supervisory monitoring of lone working

The senior leader must ensure that lone worker monitoring takes place. Monitoring can include:

- Signing off and reviewing risk assessments for lone working
- Making regular contact with the lone worker using mobile phones or telephone to call or text (please refer to Emergency Arrangements in this document for the arrangements needed if a lone worker cannot be contacted). An overview of contact systems is detailed below.

6.3.1 In house contact systems

A contact system is used to maintain telephone contact at pre-determined intervals between a nominated contact and lone worker to confirm safety.

The lone worker must provide contact with Warren Drury before 8:30am each morning and after each 1:1 session to update on how the session has gone. The lone worker must also inform Warren Drury if there is a change of the usual location throughout the session i.e if you go for an unplanned walk.

In house contact systems rely on:

- All contact employees knowing the actions to be taken in the event of a lone worker either raising an alert or emergency.
- Employees having the time and concentration to be able to fulfil the requirement of the role
- Full participation of all employees who are involved in system use to ensure that it remains robust and has credibility.

6.3.2 Lone working Alert Response

In addition, line management of all employees who may be involved in receiving an alert must be able to deal with the response procedure effectively.

6.4 Mandatory control measures for potentially violent and aggressive situations

Where there is the potential for violence and aggression the following three risk categories and mandatory control measures are provided. Some employees may fall into more than one category of lone working, therefore all control measures against each individual category may apply.

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Additional information is provided for consideration, this information is a guide only and isn't a fully inclusive list of control measures.

Risk Category	Control Measures
<p>Category 1 Employees working in offices or other secure locations outside of normal working hours or who routinely work in these locations on their own. Work of a low-risk office type.</p> <p>Examples would include: Teachers, office based employees, travelling to meetings.</p>	<p>Mandatory</p> <ul style="list-style-type: none"> • Employees must be briefed on the measures required to ensure their workplace is secure if they are lone working and emergency procedures. • All employees must record an itinerary of their movements that is accessible to their manager/colleagues. Details made available should include location, car make, model, registration number and mobile phone number. <p>For guidance and consideration</p> <p>Refer to low risk office lone working procedure</p>
<p>Category 2 Employees working in locations where security is inadequate or where shared premises would allow non-authorised access to their work area. Employees working in unfamiliar locations but not meeting members of the public.</p>	<p>Mandatory</p> <ul style="list-style-type: none"> • Where dealing with violence and aggression training is not provided, the line manager should give clear information to lone workers on what work can and cannot be done alone; when to withdraw or stop work; communication and check-in procedures; signs of escalating violence and aggression and emergency procedures. • Daily work tracking arrangements must be put in place in line with the level of risk involved • All employees must record an itinerary of their movements that is accessible to their manager/colleagues. Details made available should include location, car make, model, registration number and mobile phone number.

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	<p>For guidance and consideration</p> <ul style="list-style-type: none"> • Consideration should be given to ensuring that employees receive appropriate training in dealing with confrontational situations such as Team Teach positive behaviour management training.
<p>Category 3 Employees who visit unknown students or students who are known to present challenging or aggressive behaviour in their own homes to provide a service. Employees who routinely work alone in remote locations.</p> <p>Examples would include: Youth Offending team employees, Assessment and family support workers, Mobile Library employees, EDT out of hours team.</p>	<p>Mandatory</p> <ul style="list-style-type: none"> • Employees will receive Team Teach positive behaviour management training on dealing with confrontational situations. • Information to include what work can and cannot be done alone; when to withdraw or stop work; communication arrangements and emergency procedures. • A form of employees tracking system must be introduced and its use enforced. • Employees must be briefed on the procedures for lone working before they start such work for the first time. • Where a student presents a known risk of violence, then the visit should be re-arranged for a venue where appropriate levels of security or assistance are available. If there are reasons for the visit to take place at the client's home, then at least 2 people should attend. • Consider issuing a personal safety alarm. • Provide all other relevant assessment information

6.5 Personal safety - guidance on lone working control measures

A risk assessment to be in place for each lone working member of staff and each student they are working with.

6.6 Violence at work

Detailed guidance for Head Teachers/managers can be found on Schools' Website and should be used alongside this document as it applies to lone working activities.

7 Emergency arrangements

Lone workers should be capable of responding to foreseeable emergencies through the development of planned arrangements, for example, fire and first aid need (see policy on Schools' website). The requirements for emergency will depend on the nature of the work being carried out.

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Where it is possible a lone worker should withdraw from circumstances of escalating violence and aggression towards them.

Where a lone worker monitoring system is used it must include a means to raise the alarm in the event of (a) failure to contact a lone worker (b) an emergency request for assistance. When using the system as outlined above must ensure that there is no delay in raising the alarm with the police. If there is no response from a lone worker to confirm their safety the police should be contacted and informed of the last known whereabouts after no more than a 30 - 45 minute period of trying to make contact.

8 Risk assessment recording

Lone working issues may be considered as part of an overall risk assessment of a job role or activity. However, where lone working has not been considered as part of other risk assessments, a specific risk assessment must be carried out. It is important to note that the original risk assessment may change as the activity itself progresses and further information on the competency of lone workers has been provided in this guide.

9 Risk assessment review

Lone working risk assessments must be regularly reviewed in line with changes which have been identified, for example, a violent incident has occurred during the last visit and it is no longer safe to lone work in the future. All incidents and/or previously unforeseeable risks must be reported by the lone worker as soon as possible, reviewed by the senior staff and flagged on any systems which will warn other workers of the risk. If no changes have occurred within a twelve-month period then lone working risk assessments should be reviewed at that point.

Head Teachers/ senior managers must ensure that there are adequate reporting and feedback mechanisms are in place which allow for new information to be gathered about any changes which impact on the risk assessment. Changes to working practice must be assessed and communicated to all relevant employees.