



Good Apple

Independent School

Lone Workers

Date	Review Date	Coordinator	Nominated Committee member
20/03/2020	ongoing	Natalie Myers	Tammy Goddard

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Health and Safety at Work Act 1974
- Health and Safety (First Aid) Regulations 1981
- Personal Protective Equipment at Work Regulations 1992
- Workplace (Health, Safety and Welfare) Regulations 1992
- Manual Handling Operations Regulations 1992
- Confined Spaces Regulations 1997
- Lifting Operations and Lifting Equipment Regulations 1998
- Provision and Use of Work Equipment Regulations 1998
- Management of Health and Safety at Work Regulations 1999
- Control of Substances Hazardous to Health Regulations 2002
- Work at Height Regulations 2005
- **Equality Act 2010**
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)



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- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Working Alone: Health and Safety Guidance on the Risks of Lone Working (HSE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We have a duty of care for all school personnel under the Health and Safety and Work Act 1974 and the Management of Health and Safety at Work Regulations 1999 to make suitable risk assessments of work activities including the risks of school personnel working alone.

We have a duty to consult with all school personnel on all health and safety matters especially working alone. During consultation we ensure all relevant hazards have been identified, and appropriate and proportionate control measures have been put in place.

We believe lone working is any activity that requires an employee working on their own or without close or direct supervision. Lone working may occur during home tuition / home visits, in the evening, at the weekend or during the holiday and may be dangerous due to acts of aggression or violence by others, allegations of abuse from pupils or their families, hazards in the workplace or the lack of help should an accident or illness occur.

We recommend that school personnel should only work alone on the school premises if it is absolutely necessary. Under no circumstances will a member of staff work alone if they have a medical condition.

We have in place procedures to monitor lone workers by periodically visiting and observing school personnel working alone.

Annually we discuss whether we will allow lone working to take place. School personnel are immediately informed of our decision.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.



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We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To ensure school personnel should only work alone on the school premises if it is absolutely necessary.
- To have in place risk assessments and safety procedures for lone workers.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Committee

The Committee has:



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- appointed a member of staff to be responsible for Health and Safety and to undertake risk assessments on lone working;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link committee member to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the committee every term;
 - annually report to the committee on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- **work in conjunction with the Senior Leadership Team to ensure all school personnel, are aware of and comply with this policy;**
- make suitable risk assessments of work activities including the risks of school personnel working alone;
- set clear safe system procedures for all school personnel when working alone;
- encourage school personnel not to work alone but with a colleague(s);
- ensure school personnel with medical conditions do not work alone;



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- ensure monitoring systems are in place to observe lone workers and to ensure safe system procedures are effective;
- try not to work alone on the school premises;
- abide by the safe system procedures when working alone;
- not hold meetings with individuals while working alone in the school building;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by speaking with school personnel and monitoring the number of incidents that take place with lone workers;
- annually report to the Committee on the success and development of this policy.

Role of the Health and Safety Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated committee member;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the committee on the success and development of this policy

When carrying out risk assessments the coordinator will consider the following:

- the location of the workplace
- lines of communication
- the possibility of violence or aggression from others
- the risks of the work being done
- the health and fitness of the lone worker/s
- the need for training and instruction
- supervision of the lone worker/s
- dealing with unexpected illness, accidents or emergencies



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The following control measures must be considered:

- instruction, training and supervision
- communication
- security
- accident prevention
- first aid
- access to buildings
- personal assault
- medical fitness

Role of School Personnel

School personnel will:

- comply with all the afore mentioned aspects of this policy;
- carry out their duties in accordance with the Safety Policy;
- take reasonable care of themselves and others whilst at work;
- recognise the hazards and risks involved by working alone by:
 - attending training and information sessions;
 - following the safe working procedures such as first aid, communication procedures and emergency procedures;
 - complying with the safe working procedures;
 - reporting any concerns they have
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Safe System Procedures

All school personnel are asked to follow the safe system for lone workers:



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- To inform the school office when they will be working alone on site or when visiting a pupil's home;
- To inform someone close to them where they are and when they will be home.
- To inform someone if they are attending an emergency call out.
- To avoid situations that put themselves at risk.
- To avoid meeting anyone alone if there is a possibility of aggression or violence.
- To have the school phone, school mobile or personal mobile with them.
- To have a list of contact telephone numbers in case of an emergency.
- To ensure the main door is locked.
- To have a torch with them in a case of a power cut.
- To park in a well lit area close to the main door.
- To have a first aid kit at hand.
- To be trained in first aid.
- To be trained in fire fighting procedures.
- To ensure that the work they are doing does not involve working at height and lifting heavy goods.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the Staff Handbook;
- meetings with school personnel;

Training

All school personnel:

- have equal chances of training, career development and promotion;
- receive training related to this policy on induction which specifically covers:
 - Health and Safety
 - Risk Management and Risk Assessment
 - Safety Procedures
 - School Security



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- Personal Security
- Medical and First Aid
- Accidents and Emergencies
- Working at Height
- Fire Safety
- Intruders

- receive periodic training so that they are kept up to date with new information;
- receive equal opportunities training on induction.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Committee for further discussion and endorsement.

Linked Policies

- Health and Safety
- School Security
- Accidents and Emergencies
- Premises Manager
- Risk Assessment
- Medical and First Aid
- Workplace Environment
- Working at Height



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- Fire Safety
- Safeguarding and Child Protection
- Home Tuition and Home Visits
- Intruders
- Dealing with Allegations of Abuse

See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

Headteacher:	N Myers	Date:	23/03/2020