



*Elmley Dray
School*

Specific Risk Assessment and Lone Working Policy

This policy should be read in conjunction with the Lone Working Risk Assessment

Procedures and Practice Guidance

This policy promotes the best interests of the child or young person and the right to an education. Therefore, Elmley Dray School has been established to ensure that students are able to reconnect with education and to develop the skills of being a citizen of the future, as well as reintegrating with mainstream or specialist education, training, further and higher education or employment. This promotes the values of the UN Convention of the rights of Children identified in Articles 3 and 28.

Due to the nature of Elmley Dray School provision, much of the educational provision will be delivered in a person centred approach, where the voice of the student is vital. Therefore, if one to one education needs to take place during reintegration and transitional plans, it is important that staff, parents and carers as well as students understand how Elmley Dray School will reduce the risks which lone working presents for all.

This policy should be read in conjunction with the main Safeguarding Policies and the Health, Safety and Welfare Policy.

This policy is designed to alert all to the risks presented by lone working, to identify the responsibilities each person has in this situation, and to describe procedures which will minimise such risks. It is not intended to raise anxiety unnecessarily, but to give staff a framework for managing potentially risky situations.

This policy applies to all staff who come into contact with students and those who may be working alone, at any time, in any of the situations described in this policy. All lone workers agree to abide by this policy, the lone working risk assessment and all associated policies when signing off that they have read this policy online via MyConcern.

Student Specific Risk Assessment and Lone Working Assessment

All students at Elmley Dray School have an individual risk assessment which is completed by the Head of School (whom is also the DSL and SENDCo) when they start as a student with the school. After this they will be reviewed annually in September but would be reviewed as required should there be an incident or cause for concern raised with Elmley Dray School (Appendix 3).

Where incidents or safeguarding concerns occur between review periods, a member of the safeguarding team will update the risk assessment as necessary. The date of the review/update will be recorded on the risk assessment.

All changes to risk assessments will be communicated to all staff by email. The up-to-date risk assessment will be held on the electronic learner file.

Whilst changes to risk assessments and the contents of risk assessments are shared with staff, it is also the responsibility of the school staff to ensure that they are aware of the contents of risk assessments for the students with whom they work.

Context of lone working and risks to consider

Lone workers face a range of risks that could harm their health and safety, including:

- Violence in the workplace.
- Stress and mental health or wellbeing.
- A person's medical suitability to work alone.
- The workplace itself, for example, if it's in a rural or isolated area.
- High-risk work requires at least one other person.

Within this document, 'lone working' refers to situations where staff in the course of their duties work alone in the school, in the community or in the homes of learners. They will be physically isolated from colleagues, and without access to immediate assistance. It also adheres to working one to one with students.

Students could be taught one to one within

- the classroom one to one
- the home of the student one to one
- the community public resources (ie library)

Elmley Dray School is committed to the maintenance of safe working practices, recognising and reducing risk, a commitment to the provision of appropriately trained and professional staff who have a clear understanding of responsibilities the priority placed on the safety of the individual.

The security of the classrooms adheres to safeguarding, health, safety and welfare controls which are managed by the Head of School with Elmley Dray School Director(s).

All staff and students have ID cards whether learning within the classroom, or in the community or in the home. If working within the community staff working alone must ensure they are familiar with the exits and alarms. In the home, parents or carers must

be in attendance during the lone working period. All tutors attending the home or community public resources will have access to a telephone and first aid equipment.

Personal safety

Staff must not assume that having a mobile phone and a back-up plan is a sufficient safeguard in itself. The first priority is to plan for a reduction of risk. Staff should take all reasonable precautions to ensure their own safety, as they would in any other circumstances. (See Appendix 1).

Before working alone, an assessment of the risks involved should be made in conjunction with Elmley Dray School Head of School/DSL who will be aware of the planned lone working arrangements. If learners are going to be taught at home, then the Home Tutoring Contract (Appendix 4) is agreed and signed by parents/carers.

If leaving the school, staff need to have access to a mobile phone and also to ensure that the Head of School has full details of the plan for the day. This includes occasions when a staff member expects to go home following a visit rather than returning to their base. On returning to the school, the staff must sign in and ensure that they complete their reports for the day. This is a safeguarding stipulation for all staff working one to one with learners.

If a member of staff does not report as expected, the Head of School will immediately check on the situation, and inform Elmley Dray School Director(s) of the action being taken.

Elmley Dray School Director(s) will monitor the wellbeing of staff who work on a one to one basis through supervision in order to monitor the situation and to counter the effects of working in isolation.

Violence

Although lone working does not always mean a higher risk of violence, it does make workers more vulnerable. We will define violence as any incident in which a person is abused, threatened, or assaulted in circumstances relating to their work, including verbal threats.

To reduce the risk of violence, we will:

- Put measures in place to support any worker who has experienced violence.
- Encourage workers to identify and report incidents.
- If appropriate, provide training in personal safety or violence prevention.

Stress and Other Health Factors

Lone working can cause work-related stress and affect people's mental health. To prevent or manage stress, we will:

- Put procedures in place that enable direct contact with the lone worker so their line manager can recognise signs of stress as early as possible.
- Provide support to workers who feel disconnected, isolated, or abandoned.
- Ensure that lone workers receive adequate support from colleagues and directors.

Working Alone with a Medical Condition

If we are unsure whether someone's health condition means they are safe to work alone, we will get medical advice. We will also think about both routine work and possible emergencies that may put additional physical and mental burdens on the lone worker.

Site Security Vulnerabilities

It is recognised that any lone worker who has responsibility for opening and locking the building (especially in the dark) faces additional vulnerabilities. Any such employee / volunteer will be provided with direct phone numbers of the Head of College and Director/s. In emergencies, 999 should be called. Employees will make best endeavours to organise activities and staffing to reduce the number of occasions in which a lone member of staff is locking up after dark.

First Aid and Emergencies

We will put emergency procedures in place and train lone workers in how to use them. We will also:

- Provide first aid equipment if necessary.
- Provide first aid training, including how to use first aid on themselves.
- Ensure access to adequate first aid facilities.
- Provide guidance on how and when lone workers should contact their employer, including details of any emergency contact numbers.

Assessment of risk

In drawing up and recording an assessment of risk the following issues should be considered, as appropriate to the circumstances:

- the environment and location,
- security,
- access the context and nature of the task, any special circumstances the individuals concerned
- indicators of potential or actual risk history
- any previous incidents in similar situations any other special circumstances

All available information should be taken into account and checked or updated as necessary. Where there is any reasonable doubt about the safety of a lone worker in a given situation, consideration should be given to sending a second worker or making other arrangements to complete the task. While resource implications cannot be ignored, safety must be the prime concern. For further guidance see Appendix 2

Planning

Staff will be fully briefed in relation to risk as well as the task itself. Plans for responding to individual learners who present a known risk should be regularly reviewed and discussed with the staff team. Staff also have a responsibility as professionals to ensure they have taken steps themselves to understand the content of the student specific risk assessments for the students they work with.

Communication

Checking-in and back-up arrangements must be in place.

The Head of School is responsible for agreeing and facilitating these arrangements, which should be tailored to the operating conditions affecting the team.

Reporting

Should an incident occur, the reporting and de-briefing should follow the incident procedure with the Head of School/DSL.

Practice Guidance : Personal Safety

'Reasonable precautions' might include:

- checking directions for the destination
- checking whether a person is known to present a risk and the agreed plan for working with them
- ensuring your car, if used, is road-worthy and has suitable insurance in place and break-down cover (if using your own car for work purposes, a copy of your insurance must have been shared with the Head of School)
- avoiding where possible poorly lit or deserted areas
- taking care when entering or leaving empty buildings, ensuring that items such as laptops or mobile phones are carried discreetly.

Monitoring and Review

The ongoing implementation of the Lone Working Policy will be monitored through the supervision process. Any member of staff with a concern regarding these issues should ensure that it is discussed with the Head of School/DSL.

The policy will be reviewed as part of the regular cycle of reviews, unless changing circumstances require an earlier review.



Hayley Furnell, Director,
on behalf of Elmley Dray School

Dated: September 2024

Next review: September 2025

Appendix 1 : Personal Safety

It is not wise to rely on alarm systems or breakaway techniques to get you out of trouble – there are a number of things you can do to avoid trouble in the first place. Elmley Dray School Director(s) and the Head of School has a responsibility as an employer to ensure the health, safety and welfare of staff, but employees also have a duty to take reasonable care themselves. This is not about raising anxiety levels, but about recognising potential dangers and taking positive steps to reduce risk, for yourself and for service users in your care.

Be aware of the environment

Know what measures are in place where you work: check out alarm systems and procedures, exits and entrances, and the location of the first aid supplies. Make sure that your car and mobile phone are in good working order, and that electrical and other mechanical equipment is safe to use. Check the instructions for use, and ensure that faults are reported /dealt with. If your work takes you into areas which are isolated, poorly lit at night or known for high crime rates, arrange to check in when the visit is over, or work with a partner. If a potentially violent situation occurs, be aware of what might be used as a weapon against you, and of possible escape routes. Try to maintain a comfortable level of heating and lighting in buildings you control.

Be aware of yourself

Think about your body language. What messages are you giving? Think about your tone of voice and choice of words. Avoid anything which could be seen as sarcastic or patronising. Think about what you are wearing. Is it suitable for the task? Does it hamper your movement? What signals does it send out? In a potentially risky situation, does a scarf or tie offer an opportunity to an assailant? Be aware of your own triggers – the things that make you angry or upset.

Be aware of other people

Take note of their non-verbal signals. Be aware of their triggers. Don't crowd people – allow them space.

Make a realistic estimate of the time you will need to do something, and don't make promises which can't be kept, either on your own or someone else's behalf. Be aware of the context of your meeting – are they already angry or upset before you meet, and for what reason? Listen to them, and show them you are listening.

Appendix 2 : Assessment of Risk

Staff making an initial visit should have access to all available relevant information in order to make a reasoned judgement of any potential risk.

The following issues should be considered, as appropriate to the circumstances:

- the environment – location,
- security,
- access the context – nature of the task,
- special circumstances,
- likely outcomes from the individuals concerned – indicators of potential or actual risk history – any previous incidents in similar situations any other special circumstances

Assessment : The Environment

It is the responsibility of the Head of School and Elmley Dray School Director(s) to assess the risks presented by the building itself – access, lay-out, furnishings, lighting and temperature control – and to take appropriate action.

Alarm systems must be accessible, and tested regularly. All staff must be familiar with the alarms, and be given clear instructions on how to respond to them. If people are being accompanied on transport or in a public place, or visited at home, there must be an appropriate assessment of the risks this might present.

Assessment: Personal

In order to make a complete assessment, any history of challenging behaviour should be investigated. Any information regarding known triggers must be recorded. Staff must be aware of the effect they may have on the situation through their verbal and non-verbal communication, and take steps to avoid provocation. (See Appendix 1).

Assessment: Sharing Information

Information should be shared with due regard to issues of confidentiality and data protection.

Assessment: Planning

If visiting a person where a risk has been identified or visiting for the first time, two members of staff will make a joint visit in order to complete an accurate assessment of planning to reduce any potential risk.

Appendix 3 – Student specific risk assessment

Where relevant, use this risk assessment alongside students Zone of regulations document and positive behaviour support plan.

Form Tutor:	
Form Class:	
Date of Assessment:	
Date reviewed:	

Hazard/Behaviour	Opinion Known		Deliberate Accidental Involuntary			Seriousness Of Outcome A				Probability Of Hazard B				Severity Risk Score		
	O	K	D	A	I	1	2	3	4	1	2	3	4	A	X	B
Harm to Self																
Harm to Peers																
Harm to Staff																
Damage to property																
Harm from Disruption																
Criminal Offence																
Harm from Absconding																
Vulnerability																
Risk of Extremism and radicalisation																
Risk of being a target of grooming (County lines, CSE, Gangs)																
Other risk																

Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring psychological support/treatment, or critical property damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption
Probability	
4	The Risk of Harm is persistent and constant
3	The 'Risk of Harm' is more likely than not to occur again
2	The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a recurrence unlikely

1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
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First warning signs:	Response to warning signs:
Escalation behaviours:	Response to Escalation:
Aiming to avoid:	Techniques to be utilised:

Special notes from safeguarding	Allergies/ Intolerances

Student Specific Lone Working Assessment

	Degree of risk (Likelihood x Severity)	Control Measure
Activity 1: One to one working with a vulnerable young person		Be aware of any related history, keep good records of all meetings, close doors only if confidentiality is required, inform teachers in the area that you will be doing this - have access to a mobile phone.

<p>Risk 1: Being accused of safeguarding breach from a vulnerable young person Allegations of physical or verbal attack. Physically or verbally attacked</p>		<p>Follow safeguarding policies and try where possible to arrange meetings in public areas. Make sure that the report of the one to one learning session is uploaded to the Learner Outline before the end of the working day.</p> <p>Have a mobile phone with you.</p>
<p>Activity 2:</p>		
<p>Risk 2:</p>		
<p>Activity 3:</p>		
<p>Risk 3:</p>		
<p>Additional Information:</p>		

Likelihood	Severity	Risk Ranking
<p>1. Very Unlikely 2. Unlikely 3. likely 4. Very likely 5. certain</p>	<p>1. very minor injury such as a cut or graze, limited property loss/damage. 2. more serious injury with up to 3 days off (sprains, more serious cuts, bruising, injury needing medical attention); slight property loss/damage 3. more than 3 days off; significant property damage 4. injury, sickness affecting more than one person; major property damage/loss 5. single or multiple fatality; catastrophic property damage/loss</p>	<p>1-5 Low 6-15 Medium 16-25 High</p>



Home Tutoring Contract

Date: _____

Name of student:

Name(s) of legal parent or guardian:

Tutoring Location:

Home Address, if different:

Contact phone numbers, including home and mobile if available:

Email address:

Preferred method of communication:

Arranged tuition times discussed and agreed:

Please note that upon signing this tutoring contract you are agreeing for a parent/adult to be available at all times during the tuition. Also to keep all pets away from the tutor and learner during the time of education. That there will also be a clear space/area and table for the learner to work on during this time with no distractions from parents/carers, siblings or friends.