



Lone Working Policy for St Marys Catholic Primary School

January 2026

Reviewed annually

Introduction

This Lone Working Policy sets out the principles, procedures, and expectations for ensuring the safety and wellbeing of all staff at St Marys Catholic Primary School when working alone on school premises. It is designed in accordance with the 2014 National Curriculum framework, statutory safeguarding and health and safety requirements, and the expectations of the national inspectorate. The policy is integral to the school's safeguarding culture and is embedded within wider health and safety and PSHE education, ensuring all staff understand the risks associated with lone working and the procedures to mitigate them.

Aims

- To safeguard all staff by minimising risks associated with lone working.
- To ensure all staff are aware of and comply with lone working procedures.
- To embed lone working awareness within the school's safeguarding and health and safety culture.
- To provide clear guidance on communication, risk assessment, and incident reporting.
- To ensure inclusive practice, making reasonable adjustments for staff with SEND or additional needs.
- To promote a proactive approach to identifying and mitigating lone working risks.

Statutory Requirements

- Compliance with the Health and Safety at Work Act 1974, ensuring the health, safety, and welfare of employees, including those working alone.
- Adherence to the Management of Health and Safety at Work Regulations 1999, requiring risk assessment and management of lone working activities.
- Fulfilment of safeguarding duties as outlined in Safeguarding Children and Safer Recruitment in Education (DfE), including robust procedures for lone working.
- Alignment with the Equality Act 2010, ensuring accessibility and inclusivity for all staff.

- Implementation of the SEND Code of Practice (2015), providing reasonable adjustments for staff with SEND.
- School-specific requirements:
 - Staff have keys; there is no alarm system.
 - Staff must inform the Headteacher or senior team if working after 6pm or at weekends- Email HT or phone message
 - Staff must be informed if they are the last in the building.
 - All staff are responsible for locking up classroom doors- Each fire exit must be locked, all windows closed, all gates secured, all lights and electrical blow heaters turned off. Each class teacher is responsible for their own classroom. HT is responsible for the shared areas.

Wrap around care- Rising Stars

Rising stars- unlocked by HT in the morning and re locked in the evening by MTP. MTP should be informed before the last teacher leaves- HT to be contacted if any issues arise. Where the provision is solely before/after school care or holiday provision for children who normally attend reception class or older during the school day, there must be sufficient staff as for a class of 30 children. It is for providers to determine how many staff are needed to ensure the safety and welfare of children, bearing in mind the types of activities and the age and needs of the children. Whilst we would not recommend anyone to work alone in a childcare setting (except for childminders), it is acknowledged that there may be short periods of time when lone working is acceptable. For example, at the beginning of an after-school club session when staff are collecting children from different schools and numbers are low and/or at the very end of the day when there may only be one or two children left at the club. Each member of staff required to work alone must have the training and/or skills for the role; first aid certificate, child protection training and competency, food hygiene training. Public liability insurance cover for lone working.

- All staff are insured to be on site at any-time.

Curriculum Coverage

Lone working policy is not a standalone subject but is addressed through:

- Safeguarding and PSHE education: Understanding personal safety, risk awareness, and responsible behaviour.
- Science and Design & Technology: Safe working practices, risk assessment, and emergency procedures.
- Staff induction and ongoing training: Awareness of school-specific lone working protocols and procedures.

- Whole-school assemblies and staff briefings: Reinforcing the importance of lone working procedures and personal safety.

Curriculum Implementation

- **Planning:** Lone working awareness is integrated into PSHE, science, and DT lessons, as well as staff induction and ongoing professional development.
- **Teaching Approaches:**
 - Use of real-life scenarios and case studies to explore risks and safe practices.
 - Role-play and discussion to develop decision-making and communication skills.
 - Regular staff briefings and updates on lone working procedures.
- **Resources:**
 - Clear written procedures accessible to all staff.
 - Risk assessment templates and incident reporting forms.
 - Visual reminders (e.g., posters) in staff areas regarding lone working protocols.
- **School-specific Implementation:**
 - Staff must inform the Headteacher or senior team when working after 6pm or at weekends.
 - Staff are notified if they are the last in the building and must follow locking-up procedures. *All staff are responsible for locking up classroom doors- Each fire exit must be locked, all windows closed, all gates secured, all lights and electrical blow heaters turned off. Each class teacher is responsible for their own classroom. HT is responsible for the shared areas. Rising stars- unlocked by HT in the morning and re locked in the evening by MTP. MTP should be informed before the last teacher leaves- HT to be contacted if any issues arise.*
 - All staff are responsible for securing classroom doors.

Assessment

- **Formative Assessment:**
 - Ongoing monitoring of staff understanding through training sessions, discussions, and scenario-based activities.
 - Regular checks of staff compliance with notification and locking-up procedures.
- **Summative Assessment:**

- Annual safeguarding and health and safety audits, including review of lone working practices.
- Review of incident and near-miss records to evaluate policy effectiveness.
- Staff surveys and feedback to assess awareness and confidence in lone working procedures.

Roles and Responsibilities

<i>Role</i>	<i>Responsibilities</i>
<i>Headteacher</i>	<i>Overall responsibility for policy implementation, staff training, and monitoring compliance.</i>
<i>Senior Leadership</i>	<i>Support Headteacher, maintain records, respond to lone working notifications, review incidents.</i>
<i>All Staff (class teachers)</i>	<i>Follow lone working procedures, inform senior staff when working alone, secure classrooms, report incidents.</i>
<i>SEND/Inclusion</i>	<i>Ensure reasonable</i>

Lead	adjustments for staff with SEND, provide accessible policy formats.
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Inclusion

- The policy is accessible to all staff, including those with disabilities or additional needs.
- Reasonable adjustments are made in accordance with the Equality Act 2010 and SEND Code of Practice (2015).
- Policy documents are available in accessible formats upon request.
- Individual risk assessments are conducted for staff requiring additional support.

Professional Development

- All staff receive induction training on lone working procedures- policy distributed to all staff at the beginning of each academic year.
- Regular refresher training is provided, including updates on best practice and changes to procedures.
- Training records are maintained and reviewed annually.
- Opportunities for staff to discuss concerns and share experiences regarding lone working are provided in staff meetings and supervision sessions.

Inspectorate Expectations

- The policy is fully embedded within the school's safeguarding and health and safety culture.
- Clear, robust procedures are in place for lone working, including risk assessments, staff training, and regular review.
- Staff are aware of and consistently follow lone working protocols, including notification and locking-up procedures.
- Records of incidents, near misses, and staff notifications are maintained and reviewed.
- The policy is accessible, inclusive, and regularly updated based on feedback and incident data.
- Evidence of policy implementation is available for inspection, including training records and safeguarding audits.

Monitoring and Review

- *The Headteacher and senior leadership team monitor compliance with lone working procedures through regular checks and audits.*
- *Incident and near-miss records are reviewed termly to identify trends and areas for improvement- Fault identification form in office, health and safety online portal recording are completed by LC.*
- *The policy is reviewed annually, or sooner if there are significant incidents or changes in legislation.*
- *Staff feedback is sought to inform policy updates and ensure ongoing relevance and effectiveness.*

Links to Other Policies

- *Safeguarding and Child Protection Policy*
- *Health and Safety Policy*
- *Staff Code of Conduct*
- *Equality, Diversity and Inclusion Policy*
- *SEND Policy*
- *PSHE Policy*
- *Behaviour Policy*