



Educ8

Education Delivered with Utmost Care

Educ8 (Luton) Ltd

(Hereinafter referred to as "Educ8")

A bespoke 1:1 tuition service, where the education delivered is tailored to meet the exact requirements of the student involved.

LONE WORKER POLICY

Rationale

We are committed to protecting the health, safety and welfare of all staff and recognise that lone working is a health and safety risk. We acknowledge the importance of identifying, assessing and managing lone working arrangements.

Due to the nature of our service delivery, staff may be required to work alone. Both the individual staff member and we have a duty to assess and reduce risks arising from lone working. We will ensure that suitable and sufficient risk assessments are completed and that appropriate control measures are implemented.

This policy sets out the risks associated with lone working, staff responsibilities, and the procedures designed to minimise risk. It ensures lone working is planned, risk assessed, monitored and conducted safely, in line with health and safety and safeguarding expectations.

The principal aim is to ensure that all lone working carried out on behalf of the organisation is completed in a safe, controlled and co-ordinated manner, minimising risks to staff and students.

Definition

Within this policy, 'lone working' refers to situations where a tutor works alone or is physically isolated from colleagues without access to immediate assistance.

Aims

- To demonstrate commitment to supporting staff in establishing and maintaining safe working practices
- To recognise and reduce risks associated with lone working
- To ensure appropriate support and communication systems are in place
- To clearly define responsibilities for staff and management
- To prioritise the safety and welfare of staff and students
- To ensure appropriate training, guidance and risk awareness for staff



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Practice

Staff must not assume that a mobile phone and back-up arrangements are sufficient on their own. The priority is always risk reduction through planning and assessment.

Student homes and external venues will be risk assessed prior to tuition commencing. Clear expectations for safe working environments are shared with parents/carers in advance of sessions.

Risk assessments are completed for all settings including homes, schools, libraries, and any alternative provision sites used.

Tutors must familiarise themselves with the environment on arrival and follow all site-specific guidance.

Tutors must take reasonable precautions for their own safety at all times, as they would in any other workplace setting.

Timetables are maintained so that locations and times are known in advance. Tutors must notify a manager immediately if they deviate from agreed times or locations.

Tutors must ensure they have a charged mobile phone available at all times (silenced during sessions). A central point of contact is available during working hours.

If required session reports are not submitted, follow-up contact will be made with the tutor.

Assessment of Risk

Risk assessments must consider:

- The environment – location, access, security, safeguarding considerations
- The context – nature of the session and any known risks identified via referral information
- Individual risk factors – including behaviour, needs or vulnerabilities
- History – any previous incidents or concerns
- Any additional relevant safeguarding or contextual information

All available information must be considered and verified where appropriate. Where there is any uncertainty regarding safety, additional control measures will be implemented, which may include a second worker or alternative provision arrangements.



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Planning

The following must be considered during planning:

- Staff safety is considered alongside student safety
- Tutors are fully briefed on known risks prior to delivery
- Clear communication, check-in and escalation procedures are in place
- Managers are informed of tutor movements and any changes to timetable
- Tutors take reasonable travel safety precautions, including route planning, vehicle safety (if applicable), and safe parking
- Tutors take care when entering and exiting properties and ensure personal items are kept secure and discreet

Success Criteria

- Staff feel safe and supported in lone working environments
- Tuition environments are safe and suitable for delivery
- Staff are confident in lone working procedures and risk controls
- Incidents relating to lone working are minimised

References

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- Workplace (Health, Safety and Welfare) Regulations 1992
- NSPCC guidance on lone working and safeguarding practice
- Department for Education: Keeping Children Safe in Education (2024)

Appendices

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Review

N K Jones
September 2026

Review Date
September 2027



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Appendix 1:

Personal Safety – Summary

1. Personal Safety

There are a number of things that tutors can do to reduce risk and support their own safety in the workplace. We have a responsibility to ensure the health, safety, and welfare of staff, however staff also have a responsibility to take reasonable care for their own safety.

This guidance is not intended to increase anxiety, but to support awareness of potential risks and promote practical steps to reduce risk for both tutors and students in our care.

2. Be aware of the environment

Be familiar with the environment in which you are working. Where applicable, check arrangements such as alarm systems, entry/exit points, emergency procedures, and the location of first aid support.

Ensure that mobile phones and any required equipment are fully charged and in working order.

If a potentially unsafe or challenging situation arises, tutors should be aware of exit routes and where to seek assistance.

If a tutor feels unsafe or uncomfortable at any time, they should leave the location immediately and contact a manager.

3. Be aware of yourself

Tutors should be mindful of body language and the messages it may convey.

Consider tone of voice and language used at all times. Avoid language that could be perceived as sarcastic, confrontational, or dismissive.

Presentation and dress should be professional and appropriate for the setting and should not restrict movement or compromise safety.

In certain situations, consider whether items such as lanyards, scarves or accessories could present a safety risk.



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Tutors should also be aware of personal stressors or emotional triggers that may affect their responses.

Be mindful of personal belongings and what they may communicate in a professional setting (e.g. mobile phones, devices, personal items).

4. Be aware of others

Tutors should observe non-verbal communication and be alert to potential escalation indicators.

Maintain appropriate personal space and avoid behaviours that could be perceived as intrusive or confrontational.

Consider the context of the session and whether the student may already be distressed, anxious, or dysregulated.

Listen actively, demonstrate respect, and use a calm and professional approach at all times.

Any concerns about behaviour, risk, or safeguarding must be recorded and reported in line with safeguarding procedures immediately.



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Appendix 2:

Guidance for the Education Provision at the Student's Home

1. Working in Partnership with Parents/Carers

Tutors must ensure that a responsible adult is present in the home at all times during the education provision. This expectation is communicated to parents/carers prior to the start of tuition.

The responsible adult should be visible at the beginning and end of each session where possible.

Tutors should work in partnership with parents/carers as equal stakeholders, maintaining professional respect and avoiding assumptions, including assumptions about literacy, language, or cultural understanding.

Tutors must be aware of and respect social, cultural, and religious differences. This may include, for example, expectations regarding footwear or physical greetings.

A tutor must never be left alone in the home with a student under any circumstances.

If the responsible adult needs to leave the home, the student must also leave with them, and the session must not continue.

2. Safeguarding

If a student leaves the home unexpectedly during a session, the tutor must immediately attempt to establish the circumstances and report the incident to the parent/carer and management without delay.

All communication with students must remain strictly within professional boundaries. This includes no contact via personal messaging, social media, email, or informal digital platforms unless explicitly approved through organisational procedures.

Virtual communication may only take place where parental/carer consent has been given in advance.

Tutors must not share personal information with students and should not engage with personal disclosures beyond what is appropriate within their professional role.



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Tutors must be aware that inappropriate contact or relationship-building behaviours may be misinterpreted and could be considered a safeguarding concern.

3. Health and Safety

Where possible, tutors should ensure that they are working in a suitable communal or supervised space within the home environment.

Room doors may remain open where appropriate to support transparency and safeguarding.

Mobile phones must be kept available and fully charged but should remain on silent during sessions.

Tutors must be punctual and demonstrate professional conduct at all times, including waiting to be invited into the home and following household expectations where reasonable.

Tutors must not enter or use bedrooms under any circumstances and should remain in agreed communal learning spaces.

Tutors must maintain a professional standard of dress, appearance, and hygiene appropriate to a learning environment. Clothing should not be overly casual or inappropriate for a professional educational setting.

Tutors should use professional judgement in all situations. If a tutor feels unsafe or uncomfortable, they must leave the setting and report immediately to management.

Personal hygiene should be maintained to a professional standard, recognising that students may be sensitive to strong scents or odours, including tobacco or perfume.

4. Professional Boundaries

Physical contact with students must be avoided.

Tutors must not initiate or accept physical gestures such as hugs or other contact, even where these may be intended as reassurance.

Tutors should maintain appropriate professional distance and ensure all interactions remain professional and safeguarding compliant.

Tutors must be alert to the risk of inappropriate attachment or boundary testing behaviours and respond consistently in line with safeguarding procedures.



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Body language must remain neutral and professional at all times, avoiding gestures or expressions that could be misinterpreted.

Any concerns regarding boundaries, behaviour, or student interactions must be reported immediately to management.



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Appendix 3:

LONE WORKER RISK ASSESSMENT

Date:

Prepared By:

Hazards identified	Who might be harmed and how?	Existing controls	Further action required to control risk	Action by who?	Action by when?	Completion Date
Are there any safeguarding concerns, risks, or contextual information identified on the referral form?						
Are there any known triggers, behaviours, or vulnerabilities (e.g. SEMH, aggression, absconding risk)?						
Is an initial meeting with the parent/carer or commissioning body required prior to delivery?						



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Is the venue suitable and safe for tuition to take place?						
Is enhanced supervision required (e.g. second tutor, alternative arrangement, increased monitoring)?						
Has the parent/carer received our Expectations Letter and confirmed understanding of the requirements?						
If the tuition cannot take place in the home, has a separate venue risk assessment been completed and approved?						