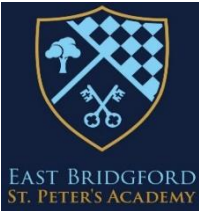


Lone Working Risk Assessment Record

Operations/Work Activities covered by this assessment:	LONE WORKING RISK ASSESSMENT: <i>Lone working in a school refers to situations where staff members are on school premises without immediate supervision or direct contact with colleagues or pupils. This can occur during or outside regular school hours, and typically applies to roles that require individuals to work independently—such as site maintenance, cleaning, administration, or event preparation.</i>					
Site Address/Location:	East Bridgford St Peter's CE Academy Kneeton Road East Bridgford. Notts NG13 8PG		Department/Service/Team:			
Assessment Date:	22/05/2025		Lead Assessor:	Richard Tomlinson – Head Teacher		
Authorised By: Review:	Governor DAN JONES Review Date 22/05/2026					
Who Might Be Affected	Employee <input checked="" type="checkbox"/>	Contractor <input checked="" type="checkbox"/>	Visitor <input checked="" type="checkbox"/>	Pupil <input checked="" type="checkbox"/>	Client <input checked="" type="checkbox"/>	Member of Public/Third Party <input type="checkbox"/>
Note: A person specific assessment must be carried out for young persons, pregnant employees, and nursing employees						

Hazards Considered	How might they be Harmed	Current Control/Mitigation Measures:	Risk
			High Medium Low
Inadequate arrangements for managing lone working procedures / policy.	<u>Physical injury, ill-health, stress, and impact on mental health from working alone without direct or close supervision.</u>	<p>Lone working to be avoided wherever possible.</p> <p>ALWAYS tell someone a timeframe if lone working / have regular check-ins</p> <p>Consideration to be given to:</p> <ul style="list-style-type: none"> • Complete the task during normal working hours. • Complete at an occupied location • Provide supervision / support • High risk activities which cannot be conducted whilst lone working e.g. work at height, confined spaces etc. <p>Formal procedures in place relating to lone working activities.</p> <p>Formally communicate lone working procedures to all staff and maintain a record to evidence the communication. Include lone working arrangements within the induction process for new members of staff.</p> <p>Review lone working arrangements / procedures / policy annually. A specific review must be undertaken following a near miss, accident, incident, or report of concerns.</p> <p>Debrief and feedback any lessons learned following any review processes to all staff.</p> <p>Guidance is available from the HSE and the Suzy Lamplugh Trust:</p> <ul style="list-style-type: none"> • indg73.pdf (hse.gov.uk) • Lone workers (hse.gov.uk) • Personal safety advice Suzy Lamplugh Trust 	Medium
	<u>Delayed Assistance: Lone workers may not have immediate access to help in case of an accident, medical emergency, or injury. If there are no clear procedures for seeking help, it can result in delayed or even failed response times.</u>		Site manager – often first at work before 6am & out of term time / can be last to leave. (Cleaner on site 6am; OOSC 7.30am – 6pm)
	<u>No Supervision: Without proper protocols, lone workers may not be observed for their safety or health, increasing the risk of accidents or health-related incidents going unnoticed.</u>		Office Manager – can be lone working out of term time
Inadequate communication arrangements leading to lack of support for lone worker and inability to follow emergency procedures.	Physical injury, ill-health, stress, and impact on mental health from inadequate support and communication arrangements. Inability to contact support or notify of an emergency. Potentially fatal consequences if involved in an emergency.	<p>Emergency contact information available and kept up to date.</p> <p>Assign a clear and responsible contact person for the lone worker to communicate with throughout the day. This person should be trained to handle potential emergencies.</p> <p>For site manager, site location updated on signing in sheet to give whereabouts eg roof, hedge cutting.</p> <p>Full checks are completed on the signing book to ensure that everyone has left the school before and not injured on site.</p> <p>For tasks with higher associated risks, check-ins should be more frequent in line with plan of works. Increase the frequency of checks if the worker is performing high-risk tasks or in a hazardous environment.</p>	Low

Hazards Considered	How might they be Harmed	Current Control/Mitigation Measures:	Risk
			High Medium Low
		<p>Procedures for emergency communication plan in place both lone worker aware of who to contact in an emergency and staff aware of escalation procedure to follow.</p> <p>Cover is available to receive calls from staff outside of work hours and / or and during periods of absence.</p> <p>Staff required to have a means of contact e.g. mobile phone when lone working. Signal strength is considered and reminder to keep equipment charged. Staff aware of their responsibility to notify of any changes to contact information, including home address, telephone number and emergency contact.</p> <p>Contact details venue being visited obtained where necessary e.g. address and phone number.</p> <p>System in place to check in / out of a visit and to keep in touch with a contact. For example, expected time of departure / arrival.</p> <p>Implement a buddy system, where staff team up for communication and overseeing health and safety when engaged in home / off-site visits.</p> <p>Shared work / school calendars (or alternative) used to notify others of location and plans.</p> <p>First aid provisions are considered and implemented including:</p> <ul style="list-style-type: none"> • Carrying first aid equipment • First aid training, including how to use first aid on themselves • Access to adequate first aid facilities • Action to take if injured at work • Method of reporting accidents, incidents and near misses. <p>Any accidents, incidents or near misses are recorded and investigations completed where appropriate. Formally communicate any identified risks / issues / concerns to Senior Leadership Team.</p> <p>Counselling and support services made available to staff.</p>	Comments
Individual at increased risk of harm whilst lone working, including stress, mental health, wellbeing, and other	Physical injury, ill-health, stress, and impact on mental health from working alone without direct or close supervision. Individual with	<p>Determine if it is suitable for the individual to conduct lone working activities. Consider conducting an individual risk assessment to ensure that suitable and sufficient control measures are implemented for those at increased risk due to individual factors.</p> <p>Consider routine work and possible emergencies that may put additional physical and mental burdens on the lone worker.</p>	Low

Hazards Considered	How might they be Harmed	Current Control/Mitigation Measures:	Risk
			High Medium Low
			Comments
health / individual factors.	specific medical conditions may be at greater risk of harm.	<p>Consider individual factors, including (but not limited to):</p> <ul style="list-style-type: none"> • Medical conditions • New and expectant mothers • Age • Training and experience • Gender • Ethnicity <p>A specific new and expectant mothers risk assessment must be completed where necessary.</p> <p>When first language is not English, consider unfamiliar risks, difference in workplace culture and understanding of information, instruction, and training.</p> <p>Suitable and sufficient information, instruction and training provided to lone workers.</p> <p>All staff provided with information and instruction on lone working procedures and arrangements, including dealing with emergencies.</p> <p>Procedures implemented to enable direct contact with lone workers.</p> <p>Normal work practices including breaks and rest periods to be adhered to as far as reasonably practicable.</p>	
Work environment leading to increased risk of harm whilst lone working.	Physical injury, ill-health, stress, and impact on mental health due to hazards from the work environment.	<p>If working in a rural or isolated area, consider:</p> <ul style="list-style-type: none"> • Phone signal and how this will impact communication arrangements eg use Whatsapp which uses school wifi • Travel to and from the location • Emergency arrangements <p>Consider the affect from adverse weather conditions and how this may impact the lone worker:</p> <ul style="list-style-type: none"> • Travel disruption. • Appropriate clothing and footwear. • Welfare and comfort – including food, drink, breaks. • Fatigue. • Emergencies and response. <p>Out of hours working. Individuals / task may be affected by darkness and ability to contact others.</p>	Low

Hazards Considered	How might they be Harmed	Current Control/Mitigation Measures:	Risk
			High Medium Low
		<p>All work areas to be well-lit, with sufficient visibility and have emergency lighting in case of power failure, where appropriate.</p> <p>Inspect and maintain all working surfaces regularly to ensure they are stable and safe. If working at height, use guardrails, safety nets, and fall protection where necessary.</p> <p>Adequate provision of heating and cooling in work environments, including proper ventilation Regularly inspect and clear pathways/walkways of obstructions or debris. Ensuring floors are dry, non-slippery, and well-maintained. Use appropriate signage to alert staff and pupils of hazards.</p> <p>Conduct regular electrical safety inspections (PAT testing). Ensure that all electrical equipment is grounded and that workers are trained on safe handling practices.</p> <p>Conduct routine maintenance checks on all equipment, machinery, and safety tools. Ensure that equipment used by lone workers is properly maintained and fit for purpose reducing the likelihood of a malfunction. .</p> <p>All work areas are equipped with clear and accessible emergency exits on school property. Regularly check that exit routes are not blocked, and provide signage and emergency exit plans.</p> <p>Established system where lone workers check in at regular intervals with supervisors or colleagues, where appropriate.</p> <p>All lone workers are trained on potential risks in their environment, including how to identify hazards, how to use safety equipment, and emergency response procedures.</p> <p>All lone workers are monitored regularly. Supervisor should stay in contact throughout the day, especially in high-risk areas or when working with hazardous materials.</p> <p>Emergency Response Teams: Establish a team to respond to emergencies and ensure that all workers know how to contact emergency services quickly. Provide workers with emergency contact details for immediate assistance.</p>	Comments
Individual at increased risk of harm whilst working from home.	Physical injury, ill-health, stress, and impact on mental health from working alone without direct or close supervision.	<p>Maintain regular contact with those working from home. Encourage contact from home worker to others.</p> <p>Consider activities undertaken whilst working at home and implement additional control measures where necessary.</p> <p>Display Screen Equipment (DSE) assessments completed of workstation. Additional controls / equipment provided where necessary.</p>	<p>Medium</p> <p>Eg Office staff may work from home on occasion during their workday</p>

Hazards Considered	How might they be Harmed	Current Control/Mitigation Measures:	Risk
			High Medium Low
		Ensure support / communication mechanisms are in place to support and identify stress and mental health concerns with employees.	Comments
Inadequate planning of travel and individual at higher risk during when travelling.	Physical injury, ill-health, stress, and impact on mental health whilst travelling. Potentially fatal consequences if involved in an emergency or road traffic collision.	<p>Ensure that travel arrangements are suitable and sufficient, safe routes are taken and estimated time of arrival and departure are known to supervisor especially when working off site or making home visits.</p> <p>Allow plenty of time for the journey and know the route. Ensure enough fuel for journey.</p> <p>Use only approved and authorised forms of public transport and pay particular attention to taxis – use only marked taxis, book for outbound and return journey before you leave if possible and ask for details of car and if possible, driver to ensure you are getting into right car.</p> <p>Ensure vehicle is in good working order and insurance includes business travel. Note vehicle details as part of emergency contact information e.g. registration number, make, model and colour.</p> <p>Carry emergency equipment that may be required e.g. torch, telephone numbers for emergencies, blanket, drinking water, phone charger, first aid kit etc.</p> <p>Lock vehicle doors when in transit, particularly when travelling at a slow speed, stopped at traffic lights and when travelling in built up areas.</p> <p>Park close to the visiting location, in a well-lit area and facing the direction of travel. Reverse into spaces wherever possible.</p> <p>Walking / out and about – keep to well-lit areas, busy streets, and try to face oncoming traffic. Consider the use of personal alarms.</p> <p>If carrying equipment use bags that do not advertise what they are carrying e.g. laptop bag. Consider carrying mobile phone and keys separately.</p> <p>Avoid wearing ID badge and identifiable uniforms when travelling.</p>	Low
Individual at increased risk of harm from violence and aggression whilst lone working.	Physical injury, ill-health, stress, and impact on mental health from violent, aggressive, or threatening behaviour. Potential for fatal consequences or severe injury.	<p>Avoid lone working where there are known risks of violence and aggression.</p> <p>Visitor policy (including wearing of visitor badges to identify people who should not be on site)</p> <p>Locked doors prevent unauthorised access.</p>	Low

Hazards Considered	How might they be Harmed	Current Control/Mitigation Measures:	Risk
			High Medium Low
		<p>Staff to be made aware of any previous history about pupils or third-party users – considering information from partner agencies if necessary.</p> <p>Consider completing the visit at a neutral location or within a secure environment.</p> <p>Consider Specific violence and aggression risk assessment completed.</p> <p>Suitable and sufficient information, instruction, and training for coping with risky behaviours (CRB training) and de-escalation techniques.</p> <p>Staff to remove themselves from any situation where they feel their personal safety is compromised.</p> <p>Implement a system of emergency words / phrases to use in emergency situations without highlighting concern to perpetrator(s) - School Emergency Plan in place</p> <p>Report any accidents, incidents or near misses. Where appropriate report incidents to police.</p> <p>Staff to remain alert and aware of:</p> <ul style="list-style-type: none"> • Positioning within room e.g. sit closest to the exit. • Aware of all entrances and exits • Positioning of items (including personal belongings) which could be used as a weapon. • Aware of body language and other cues which could indicate an escalating situation. • Aware of their own body language. • Utilising physical security measures e.g. panic alarms. • Try not to walk in front of third parties – follow instead. • Individuals under the influence of drugs or alcohol. <p>If there is a known problem with animals at an address / location request to remove or secure animals both before and / or on arrival. Individual must not put themselves at risk and abandon the visit if necessary.</p> <p>Vary the time of day, day of week etc. for visits to avoid becoming a target.</p> <p>Suitable and sufficient site security to prevent unauthorised access to site.</p> <p>Consider the use of security services if attending alarm call outs. Do not confront intruders.</p>	Comments

Hazards Considered	How might they be Harmed	Current Control/Mitigation Measures:	Risk
			High Medium Low
		<p>Avoid cash handling.</p> <p>Use the acronym P L A N as it provides a good basis for any visits:</p> <ul style="list-style-type: none"> • P – Plan to meet first time visitors in a public place or in a properly laid out meeting room, if possible, arrange meeting where possible during daylight hours / school day, will you be returning after dark, contact details (telephone numbers), car details / registration numbers etc. • L – Let a buddy or manager know where you'll be and phone after to let someone know you are safe. • A – Always make contingency plans for situations that you believe may be difficult. • N – Never assume it won't happen to you, look confident. 	Comments
Additional Notes			

Signature of Assessor:	Date:
Signature of Person Authorising:	Date:

