

ConnectED Learning



Lone Worker Policy

Connect-ED Learning prioritises the safety, security, and well-being of all staff, freelance tutors, associates, and volunteers. This policy outlines the mandatory safety protocols, expectations, and safeguarding procedures when working in private homes, remote online environments, or off-site community spaces.

This policy runs directly in line with the **Connect-ED Learning Health and Safety Policy**, our overarching **Safeguarding and Child Protection Policy**, and the **Connect-ED Learning Managing Allegations Policy** to ensure a cohesive, robust, and legally compliant approach to risk management and workplace safety.

The Designated Safeguarding Lead (DSL) for Connect-ED Learning is **Hannah Clark**.

Lone Worker Risk Assessments & Staffing Ratios

Recognising that lone workers operate without constant direct supervision, ConnectED Learning is committed to identifying potential risks and implementing strict safety precautions before any session begins.

- **Initial Assessment:** ConnectED Learning will conduct a preliminary risk assessment (see appendix) during the families initial consultation.
- **Mandatory Review:** Tutors must thoroughly review all provided risk information before commencing a new placement. Risk assessments must be dynamically updated whenever circumstances change or new concerns arise.
- **On-Site Risk Identification:** During their initial visit, tutors are required to assess the environment and immediately report any of the following hazards to the DSL:
 - An unsafe or unhygienic home environment.
 - Unsecured, aggressive, or dangerous pets.
 - The presence of inappropriate or unauthorized adults.
 - Off-limit, unsafe, or hazardous rooms.
 - Evidence of illegal substance use or alcohol misuse.

Guidelines for Working in Private Homes

- **Adult Presence:** Staff must only work when an authorised adult/parent/carer is present in the home. If a parent/guardian is unexpectedly absent upon arrival, the tutor must not enter the home and must report the situation immediately to the DSL.
- **Visibility:** Sessions must take place strictly in shared/communal areas of the home with internal doors left open to maintain visibility. Tutors must not conduct sessions in private bedrooms.
- **Home Safety Standards:** Sessions will be suspended if the home environment fails to meet basic safety requirements. The home must be:
 - Strictly smoke-free/vapour-free during sessions.
 - Free from unsecured animals that may pose a safety or distraction risk.
 - Clean, safe, and free from hazardous materials.

Check-In, Check-Out, and Emergency Procedures

To ensure active tracking and safety verification of staff in the field, the following protocols are mandatory:

Check-In / Check-Out Protocol

- Tutors must formally check in with the DSL, line manager, or a designated colleague at the exact start and end of every home session.
- If a tutor fails to check out within **15 minutes** of their scheduled finish time, the DSL/manager will immediately initiate contact.
- If the tutor remains unreachable, emergency escalation procedures will be activated instantly, which may include dispatching emergency services to the property.

Emergency Exit Procedures

If a tutor feels unsafe at any point before entering or during a session, they must take the following actions:

1. **Leave immediately** if it is safe to do so.
2. Move to a secure location (e.g., your locked vehicle or a public space) and call the DSL or duty contact.
3. In cases of immediate danger, dial **999** first, then notify the DSL.

Criteria for Immediate Exit: Tutors must immediately terminate and exit a session if they encounter aggressive, intoxicated, or unpredictable adults; severe unsanitary conditions; inappropriate or harassing behavior directed at the tutor; or if the child/young person (CYP) is suddenly left completely unsupervised.

Online and Off-Site Sessions

Online Sessions (Virtual Engagement)

- All virtual sessions must be hosted via official organisational platforms (e.g., Zoom or Teams).
- Recording any session is strictly prohibited without explicit, prior written consent from management and the parent/carer.
- In alignment with child-centred engagement, the young person may choose whether or not to turn on their video camera.
- If inappropriate or concerning behaviour occurs via video, audio, or the chat function, the tutor must end the call immediately and report the incident to the DSL.
- Tutors must adhere strictly to agreed-upon online contact hours; no communication should occur outside these times.

Off-Site Sessions (Community Spaces)

- Any session taking place outside the home or digital classroom must be pre-approved in writing by the parent/guardian and ConnectED management.
- Venues chosen (e.g., local libraries, community hubs) must be safe and public. If a supervising adult is unavailable in the home, public venues should be utilized as an alternative.
- All off-site travel and transport arrangements must be fully risk-assessed in advance.

6. Transport and Travel Safety

- **Transporting CYP:** Tutors must **never** transport a child or young person in their personal vehicle unless it is formally authorised by ConnectED Learning, fully insured for business use, and explicitly risk assessed.
- **Family Vehicles:** Tutors must never enter a vehicle owned or driven by a student's family member during working hours.
- **General Travel Safety:** Tutors should ensure their vehicle is parked in well-lit, safe areas and are encouraged to inform trusted friends, family, or managers of their specific location and expected return times.

7. Personal Safety, Boundaries, and Data Security

- **Equipment:** Tutors must carry a fully charged mobile phone at all times during sessions and travel.
- **Personal Boundaries:** Professional boundaries must be strictly maintained. Tutors must not share personal contact details (social media, personal phone numbers, or private emails) and must secure their personal belongings during visits.
- **Data Protection:** Tutors must use the secure, organisation-approved Google Drive workspace to record progress logs and session notes.
- **Confidentiality:** Physical notes, digital devices, and student records must never be left visible or unattended in vehicles or public spaces. All session logs and concerns must be uploaded securely within **24 hours** of completion.

8. Physical Intervention Expectations

- Physical intervention or safe-holding must be strictly avoided unless it is absolutely necessary to prevent immediate, serious physical harm to the student, the tutor, or others.
- Tutors are strictly prohibited from restraining, lifting, or physically moving a child or young person except in a critical emergency.
- Any physical intervention, no matter how minor, must be verbally reported to the DSL and formally documented within the **same working day**.

9. Incident Reporting, Allegations, and Safeguarding

Incident and Near-Miss Reporting

All incidents or "near-misses" (defined as any event that did not cause harm but had the potential to do so, such as an unsecured aggressive dog or volatile adult behaviour) must be reported using the standard *Incident Reporting Form* and sent to the DSL within **24 hours**.

Reporting Safeguarding Concerns

If you observe a safeguarding sign, or a student makes a disclosure:

1. Immediately follow the ConnectED Learning Safeguarding Procedures as outlined in the Safeguarding and Child Protection Policy.
2. Contact the DSL (Hannah Clark) directly via phone or approved emergency channels.

Procedures for Allegations Against Staff

- Any allegation made by a child, young person, or parent against a staff member or associate must be reported immediately to the DSL.
- The DSL will immediately liaise with the **Local Authority Designated Officer (LADO)** in accordance with UK statutory frameworks.
- If an allegation directly involves the DSL or a member of the safeguarding leadership team, the concern must be reported directly to the LADO by the reporter.

Suspension Protocols: Any consideration regarding the temporary suspension of a staff member during an investigation will be reviewed in direct consultation with the LADO to ensure fairness, objectivity, and robust safeguarding compliance.

Written November 2025

Reviewed Annually

Next Review November 2026

Appendix 1

ConnectED Learning Risk Assessment Template



Student Name: _____

Risk Assessor Name & Role: _____

Date of Assessment: _____ Review Date: _____

Primary Parent/Carer Contact: _____

Safeguarding and Lone Working

Risk Factor Evaluation	Yes	No	N/A	Comments	Actions Required / Mitigations
Is there a designated adult (18+) confirmed to be present in the home for the entirety of all sessions?	[]	[]			If No: entry/session cannot proceed.
Is the designated learning space a shared/communal area (e.g., dining room, living room)?	[]	[]			If No: Note alternative and ensure line-of-sight/open door policy.
Are internal doors to the learning space capable of remaining open for clear visibility?	[]	[]			
Does the tutor have a reliable mobile phone signal inside the designated learning room?	[]	[]			If No: Establish emergency landline or alternative check-in link.
Are there any known family dynamics or external visitors to the home that pose a potential risk to staff?	[]	[]			



Physical Environment & Health and Safety

Hazard Check	<u>Low</u>	<u>Medium</u>	<u>High</u>	Comments	Actions Required / Mitigations
Environmental Hygiene: <i>Is the home clean, safe, and free from structural hazards, waste, or pest issues?</i>					
Smoking/Vaping: <i>Has the family agreed to maintain a strictly smoke-free/vapour-free environment during sessions?</i>					
Animals/Pets: <i>Are there pets in the home? Will they be securely separated/restrained away from the tuition room?</i>					
Slips, Trips & Falls: <i>Are walkways, stairs, and the immediate learning area free of trailing cables, clutter, or loose rugs?</i>					
Electrical & Fire Safety: <i>Are there visible electrical hazards (overloaded sockets, bare wires)? Is there a clear exit path in an emergency?</i>					
Substance/Alcohol Use: <i>Is there any evidence or immediate risk of active substance/alcohol misuse by adults in the household?</i>					



Neurodivergent & Sensory Considerations (Student Specific)

To ensure the environment matches the student's sensory/behavioural profile.

1. Are there sharp objects, medications, or hazardous materials within immediate reach of the student?

☐ Yes / ☐ No (If yes, family must secure them before sessions).

2. Are there any severe sensory triggers in the learning space (e.g., flickering fluorescent lights, loud continuous background noise)?

☐ Yes / ☐ No (If yes, outline adjustments below).

3. Notes on student space accommodations:

.....
.....
.....
.....
.....

Access and Parking

1. Is there safe, well-lit parking or public transport access close to the property? ☐ Yes / ☐ No

2. Are there any specific access codes, security gates, or property entry requirements?

Notes:

Risk Assessment Outcome & Sign-Off

☐ Approved: Home environment is deemed safe and suitable for lone-working tuition.

☐ Approved with Conditions: Specific mitigations must be implemented (see Action Plan below).

☐ Deferred/Declined: Environment is unsafe. A 2:1 staffing ratio or alternative off-site public venue (e.g., library) is required.

Required Action Plan (If applicable):

Assessor Signature: _____ Date: _____

DSL/Management Approval Signature: _____ Date: _____