Lone Worker Policy

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1. Policy Statement

Fleet Education Services (FES) is committed to promoting the health, safety and well-being of our educators in their capacity as lone workers. We have set out a range of measures to ensure that educators know how to protect themselves and the learners they are working with. This includes a procedure for reporting any concerns, accidents, risks or restrictive intervention including reasonable force during the course of placements.

2. Purpose

The purpose of the Lone Worker Policy is to provide guidance to educators so that they can protect themselves when representing FES.

All educators must adhere to FES' Safeguarding and Child Protection Policy, Online Safety Policy and Behaviour Policy, which set out how to keep children safe and how to respond to child protection concerns. Educators must also follow guidance to keep themselves safe and protect themselves from allegations when carrying out their role at a learner's home, a school, a community setting or online.

3. Scope

This policy applies to:

- All learners referred to FES for tuition or mentoring.
- All educators delivering provision on behalf of FES.
- All FES staff involved in placement management, safeguarding and quality assurance processes.
- Local Authorities, schools, parents/carers, academies and partner organisations commissioning services from FES.

4. Definition

'Educators' refers to all tutors, mentors or any individual delivering provision on behalf of FES.

Lone workers are those who work by themselves without close or direct supervision. This is particularly important, but not limited to, situations where there will be limited guidance and support within the setting.

FES has responsibility for the health, safety and welfare of all educators and it is our duty to assess the risks to lone workers and take steps to avoid or control the identified risks where necessary.

5. Roles and Responsibilities

5.1 Fleet Education Services

FES provides insurance cover to educators working with our clients and learners under the terms of our Professional Indemnity, Employer's Liability and Public Liability Insurance policies. Any claims arising in connection with these policies are made against FES, meaning that educators do not have to provide their own cover or administer any claims arising.

a) Professional Indemnity Insurance
Our Professional Indemnity Policy cover provides protection for educators in relation to the quality of their work. For example, should a FES client be dissatisfied with the exam results achieved by a learner you have tutored, and consider this to be a direct result of the quality of tuition, educators are protected under the terms of our Professional Indemnity Policy.

b) Employer's Liability Insurance
Under the terms of our Employer's Liability Insurance, educators are covered in the event of personal accident or personal injury occurring at the tuition address. This cover applies at the care setting or private family home of learners where you are tutoring or mentoring on behalf of FES.

c) Public Liability Insurance
Should an educator cause accidental damage to a client's property whilst on the premises for the purpose of providing tuition or mentoring, cover is provided through our Public Liability Insurance.

5.2 Educators

Educators must adhere to the FES Safeguarding and Child Protection Policy, Online Safety Policy and Behaviour Policy procedures.

Educators must follow the guidance contained within this policy to ensure their own personal safety and protection.

Educators must report any safeguarding concerns, health and safety concerns, accidents, risks,

near misses, serious incidents or physical interventions through MyConcern/MyCommunity as soon as possible. Where there is an immediate risk of harm or emergency, educators must call 999 first and then report the incident through MyConcern/MyCommunity.

https://form.thesafeguardingcompany.com/aee7f402-6072-477f-a94e-cd636d5eaf14

6. Guidance for Educators

Educator safety is of paramount importance. Always remember:

- Do not take risks.
- In an emergency, call 999.
- Report safeguarding concerns, health and safety concerns, accidents, risks, near misses and incidents through MyConcern/MyCommunity. Contact the Safeguarding team inbox sisafeguarding@supportingeducation.com for support and guidance where needed.

6.1 Personal Safety Guidance

Educators should adhere to the following guidance to ensure their personal safety:

- Assess the location you are visiting and decide if it is safe to visit on your own.
- Tuition Management learner risk assessments should be completed before or at the first session wherever reasonably practicable and reviewed when learner needs, circumstances or risks change.
- Inform another adult of the start and end time of your session and contact them when the session is complete.
- If driving to a venue, ensure all valuables are locked away in the boot of the car.
- Ensure you are aware of the route.
- Always park in a well-lit area.
- Carry a personal attack alarm if preferred.
- Have your keys ready in your hand prior to arriving at the car.
- If you feel uncomfortable at a venue at any point, make an excuse and leave immediately and then inform FES. For example, say that you are unwell.
- If you identify any risks at a venue, leave if necessary and inform FES immediately.
- Avoid using lifts or dark passageways and take note of exits available.
- Dogs should be locked in another room or outside.
- Try to ensure you shut the front door so that you know it is not locked.
- Position yourself between the parent/carer/learner and the door.
- Do not get involved in any family disputes or arguments.
- Carry a mobile phone and pre-dial FES' number to raise the alarm if necessary.
- Do not change the agreed venue for tuition without prior discussion and agreement with the Tuition Consultant.

- Advise FES of any changes to times and days of sessions so that we know where you are.
- All incidents, including near misses, concerns, risks or physical interventions must be reported immediately to FES.

6.2 Personal Protection Guidance

Educators should adhere to the following guidance to ensure their personal protection:

- **Never** take a learner in your car or offer them a lift home, regardless of the situation. Neither educators nor Fleet Education Services are insured to do this.
- Do not accompany a learner anywhere outside the tuition venue unless accompanied by a parent/carer or other responsible adult. Please seek advice from a FES DSL if requested to do this.
- Do not engage in conversations relating to religion unless requested as part of the curriculum.
- Do not have any unnecessary physical contact with a learner.
- Ensure you and the learner are dressed appropriately for learning whether working in-person or online.
- Respect personal space and do not sit right next to a learner.

6.3 In-person Tuition at a Learner's Home

Educators should adhere to the following guidance when working with a learner in-person at their home:

- Do not enter the learner's residence unless you have clear sight of the parent/carer or other responsible adult.
- Leave the door to the tuition room open.
- Ensure parent/carer is within earshot so that you are not completely alone with the learner or give parent/carer the option of sitting in on the lesson.
- Make sure you and the learner are comfortable with the environment. If working at a table, ensure it is big enough so that you do not need to sit too close together. Sit opposite each other wherever possible.
- If using a computer during an in-person lesson (or sharing screens online), be mindful of what a learner might see on your computer and only open things that are needed for the session.
- Do not access a device belonging to the learner. If the learner is required to download material to supplement learning, seek permission from the parent/carer.
- Work in a room that is well-lit, has a window and ensure curtains are open so other people can see in.
- Maintain a professional relationship, for example by working at a desk and dressing appropriately for work.
- Do not allow parents/carers to leave their child with you while they go out. If the parent/carer leaves the residence during the session, regardless of the reason or length of time, tuition must cease immediately. The educator should explain that they will have

to leave the premises and wait outside until the parent/carer returns, and inform the Tuition Consultant immediately.
- Do not deliver tuition in a bedroom or any place where there is a bed.
- Avoid going into a learner's bedroom. Remain in a common area like a kitchen or living room.
- Be mindful of your surroundings and ensure that tuition does not take place in an isolated or secluded area.
- Always have your mobile phone to hand.
- If the learner becomes unwell or has an accident, first aid **must only** be administered by the parent/carer or responsible adult at the home.

6.4 In-person Tuition at a Community Setting

Educators should adhere to the following guidance when working with a learner in-person at a community setting:

- Have a video call with the parent/carer and learner to introduce yourself so the learner knows who you are and what you look like and vice versa.
- Be vigilant in terms of the public and the possibility of strangers loitering around the tuition area or outside the building.
- Never leave a learner at a community setting in order to conduct personal business.
- **Do not** escort the learner to the venue or walk them home. This is not your responsibility.
- Call the parent/carer immediately if the learner does not arrive for their scheduled session at a community setting. Also inform FES immediately, as this is a potential safeguarding concern.
- If the learner is unwell or has an accident, call the parent/carer immediately and ask them to come and collect the learner. Remain with the learner until the parent/carer arrives. **Do not** drive the learner home.
- Seek advice from a trained first aider at the setting if required. First aid must only be administered by a trained first aider.
- If there is an emergency, call 999 and remain with the learner.

6.5 Online Tuition

All educators must read and adhere to the FES Online Safety Policy & Procedures.

The breadth of issues classified within online safety is considerable and ever evolving but can be categorised into four areas, as outlined in KCSIE 2026. Educators must be vigilant regarding the learner's online behaviour in relation to:

Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).

Commerce: risks such as online gambling, inappropriate advertising, phishing and financial scams. If you feel your learners are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

If an educator becomes aware, or suspects, that a learner is at risk of one of the above, they must report the concern through MyConcern/MyCommunity as soon as possible. If there is an immediate risk of harm, call 999 first and then report the concern through MyConcern/MyCommunity.

In order to protect themselves, educators should adhere to the following guidance when delivering online tuition or mentoring:

- **Online at home** - Ensure that you speak to a parent/carer or responsible adult at the start of the online lesson if the learner is under 18 or a vulnerable adult. This will let them know that their child now has unsupervised online access.
- **Online at school** - Do not start a lesson until an adult is visible in the classroom. This will support any disruption or illness that cannot be managed remotely.
- Only use the online tuition software and platform authorised by FES and clients.
- **Do not** use another platform without permission.
- Inform parent/carers of what sites the learner has been asked to access and what they will be asked to do online.
- If the learner is required to download material to supplement learning, seek permission from the parent/carer.
- Immediately report to FES Safeguarding any illegal, inappropriate or harmful material as soon as you are aware of it.
- Direct learners to use only age-appropriate online resources and tools.
- Recognise that learners with SEND face additional risks online and will require on-going support and guidance.
- Be aware of the role technology plays in terms of content relating to Child Sexual Exploitation and Child Criminal Exploitation and that child-on-child sexual violence and harassment can occur off and online.
- Do not take or publish images of the learner or family members. If images are required as part of the learning, permission must be sought from FES prior to asking the learner. Parent/carer or appropriate adult must be present when images are taken.
- Support and encourage learners to learn about and manage online risks.

- Customise the background of your own computer so that a learner does not see anything inappropriate during a lesson or ensure your background is neutral and remove any personal items such as photographs in order to maintain a professional relationship.
- Remove anything inappropriate, confidential or distracting.
- Do not have online lessons in your bedroom or where a bed can be seen in the background.
- Be mindful of what a learner might see on your computer and only open things that are needed for the session.
- Ensure that your camera and microphone are turned off if you step away from the computer during a lesson.

6.6 Youth-produced sexual imagery

This is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services such as Apple's AirDrop, which works offline.

If an incident comes to your attention, report it to Safeguarding immediately.

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal**.
- If you have already viewed the imagery by accident, report this to the DSL and seek support.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents/carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

6.7 Avoid Direct Communication with a Learner

Educators must ensure that **ALL** communication regarding sessions is via the parent/carer and FES and follow the guidance below:

- **Do NOT** message, respond to or communicate directly with the learner outside of lessons.
- If a learner contacts you directly, **do not respond**. Contact your Tuition Consultant at FES to inform them.
- **Do NOT** exchange personal contact details with learners.

6.8 Prevention of the Spread of Illness

Educators should adhere to the following guidance on preventing the spread of illness and contagious diseases:

- Good hand hygiene is advised in all cases. Educators should use antibacterial handwash before and after each session.
- Ask the parent/carer to let you know if anyone in the household is unwell before you attend.
- Inform the parent/carer if you are exhibiting symptoms and feel unwell. Do not attend the session in that case.

6.9 Professional Conduct and Behaviour

Educators should always behave appropriately and respectfully towards learners and parents/carers. This will help ensure everyone feels comfortable and protected. Ensure sessions and resources are reflective of, and embrace, equality, diversity and inclusion.

- Always remember to keep professional boundaries and maintain high standards of conduct.
- Dress appropriately and respectfully.
- Do not make personal remarks about a learner's appearance.
- Do not ask personal, intrusive questions about a learner's life, family or background.
- Do not offer your own personal opinion about sensitive subjects such as religion or politics.
- Do not get involved in arguments with the learner or their parents/carers.
- Set appropriate boundaries and do not be overly familiar with children and young people.
- Do not give a child gifts.
- Do not make inappropriate jokes or comments to or around children.
- Do not use bad language.
- Do not add, follow or interact with children or young people on social media.
- Set clear expectations about how you will behave and how you expect the learner to behave.

6.10 Reporting Accidents, Concerns and Incidents

Educators must report any accidents, health and safety concerns, safeguarding concerns, risks, near misses, serious incidents or physical interventions through MyConcern/MyCommunity as soon as possible after the incident. This ensures concerns are recorded centrally and reviewed by the appropriate safeguarding and operational teams.

https://form.thesafeguardingcompany.com/aee7f402-6072-477f-a94e-cd636d5eaf14

6.11 Emergencies

In case of emergencies, educators are advised to be prepared as follows:

- It is important that you have the contact details for the learner's parent/carer and that they have yours in case of emergency.
- You should also make sure that learners know what to do and who to contact in an emergency, where appropriate. There should always be a working phone accessible to both you and the learner.
- If working in a school or community setting, be aware of the exit and evacuation points in case of fire or other emergency.

6.12 Serious Incident Procedure

Remember to ensure your own safety at all times. Do not take risks.

- First find out exactly what has happened and estimate what is likely to happen if the incident develops.
- Remain neutral.
- Keep calm and signal that you are in control, even if you feel nervous.
- Seek support if you are within an organisation's building and follow their incident procedures.
- Be authoritative without being authoritarian.
- Call FES for support.
- Call 999 for police assistance if required.
- Report the incident through MyConcern/MyCommunity as soon as possible.

6.13 Managing Behaviour

Prevention and De-escalation Strategies first

Educators should always use prevention and de-escalation strategies first when managing behaviour and prioritise the following:

- Building positive relationships.
- Using effective engagement strategies.
- Recognising triggers and early signs of distress.
- Using calm verbal communication, distraction techniques and neutral body language, remaining regulated, providing reassurance, respecting a learner's space and taking a break or timeout as required.
- Seeking support where needed.

If a situation does escalate and the learner exhibits challenging or aggressive behaviour, do not be defensive or take it personally. What is being said may seem insulting and directed at you, but it is not about you.

Remember:

- Behaviour is only ever a way of communicating something more significant.
- Learners with SEMH struggle to engage with learning and often feel anxious, scared and misunderstood.
- 1 in 2 pupils who are permanently excluded have a diagnosis of SEMH.
- Remember that when your learner has least control, it is the time for you to exercise the most self-control.
- Trying to reason with an angry learner is not possible even though it might be your immediate response.
- When a learner is aggressive, they are responding with their own fight-or-flight instincts and not thinking about their actions.

It is important that educators follow de-escalation strategies to keep safe if a learner demonstrates aggressive or violent behaviour:

- Ensure you are modelling the behaviour you want your learner to display.
- Remain calm, self-assured and professionally detached in this situation and do not get caught up in a lengthy confrontation.
- Maintain a neutral facial expression.
- Acknowledge the learner's feelings and concerns.
- Maintain personal space and move away from the learner to allow them more space if needed but never leave a learner alone in a public place. Call the parent/carer to collect them if required.
- If the learner lashes out, calmly take a step back.
- Call a time out.
- Keep some distance away until they have calmed down.
- Control your breathing and take deeper, slower breaths.
- Lower your voice and keep your tone even.
- After any outburst or incident, always make time to debrief, repair and rebuild the relationship with the learner as resolving conflicts is one of the most important skills to model.
- Report the incident through MyConcern/MyCommunity as soon as possible.

For placements in a school or the learner's home setting, educators will have the support of school staff or the parent/carer if the learner displays aggressive or violent behaviour.

If you have any concerns, contact Safeguarding.

Restrictive interventions and use of reasonable force

Interventions might include:

- **Physical**: holding, guiding, blocking movement, separating pupils or restraining someone.
- **Non-physical**: restricting access to a location or using other measures that limit a learner's freedom of movement.

Educators must only use restrictive interventions and reasonable force as a last resort according to the following protocols.

Only intervene when necessary

A physical intervention may be justified where there is an immediate need to:

- Prevent injury to the child or another person.
- Prevent serious damage to property.
- Prevent a criminal offence.
- Stop behaviour that presents a significant risk to safety.

Any force used must be reasonable

'Reasonable' means:

- Necessary in the circumstances.
- Proportionate to the risk.
- The minimum force required.
- Used for the shortest possible time.

Before any physical intervention, ask yourself: Is there an immediate risk of harm?

- **No → Use de-escalation, support, communication and safeguarding procedures.**
- **Yes → Consider the minimum intervention needed to keep people safe.**
- **Risk passed? → Immediately end the intervention, record it and report it.**

Restrictive interventions and reasonable force that should **NEVER** be used:

- As a punishment.
- To enforce compliance with learning tasks where there is no safety risk.
- For staff convenience.
- In a way that restricts breathing or circulation.
- In a way that causes pain.
- In a way that uses excessive force.
- By applying pressure to the neck, throat, chest, nose, mouth or abdomen.
- Continuing restraint once the danger has passed.

Recording and reporting

If a restrictive intervention or use of force occurs, educators must:

- Record and report the incident through MyConcern/MyCommunity as soon as possible.

- Write factual reports – noting what happened, why the intervention was necessary, who was involved and any injuries.
- Inform parents/carers and FES promptly.

The FES Safeguarding team will review the incident with the educator and assess whether different preventative measures or de-escalation strategies could be implemented to prevent a further incident. Further training and guidance will be provided if applicable. Reports will be shared with commissioners where appropriate.

7. Safeguarding

Educators must be aware of their responsibilities under the most recent child protection provisions, current legislation, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

Educators must share any concern, however low-level it might seem, through MyConcern/MyCommunity as soon as possible. Where there is an immediate risk of harm or emergency, educators must call 999 first and then report the concern through MyConcern/MyCommunity.

Educators must demonstrate compliance with all current safeguarding legislation, including KCSIE, Prevent training and FES policies.

8. Version Control

Version	Date	Author	Summary of Changes	Approved By	Next Review Date
2.0	August 2026	Head of Education Quality Assurance	New policy format, inclusion of details on reasonable force and updated reporting routes to align with MyConcern/MyCommunity.	Managing Director	August 2027