Creative Makers CIC

Lone Working Policy

Approved by: Rebecca Knee
Role: Director – Creative Makers CIC
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Policy Lead: Rebecca Knee

1 Policy statement

Creative Makers CIC recognises that lone working may form part of its day-to-day operation. This policy applies to Rebecca Knee, as Director and lead practitioner, and to staff and volunteers working across the current home-based studio, the separate Creative Makers studio, Witham Friary Quarry and outdoor provision, and Nunney Village Hall meeting-room provision.

Lone working must be assessed, planned and managed to minimise risk to learners, adults and visitors. It may be suitable for some tasks, but must not proceed where safe supervision, communication or emergency support cannot be maintained. The presence of other people nearby does not by itself remove lone-working risks.

This policy sets organisation-wide arrangements and must be read alongside the Health & Safety Policy, Master Risk Assessment, Safeguarding Policy, and Behaviour and Incident Procedures. Each provision must also have its own site and activity risk assessments, with individual learner assessments where needed. Detailed hazards and controls belong in those assessments.

2 Definition of lone working

Lone working means working without another colleague in the immediate workspace or without close or direct supervision. It can include teaching alone, preparation or administrative work outside sessions, opening or closing premises, setting up or packing away equipment, and checking outdoor areas before activities.

An adult may still be lone working when residents are elsewhere at Woodhayse and The Quarry other users occupy the village hall, or colleagues are in another part of a studio or outdoor site. Support must be agreed and realistically accessible; learners do not count as supporting adults.

3 Working arrangements at Creative Makers

Rebecca Knee is responsible for authorising and reviewing lone-working arrangements, ensuring suitable assessments and support are in place, and briefing staff. The same safeguards apply when she works alone: a separate, agreed contact must be available. Staff must follow the arrangements, report changes and stop work if controls fail.

Home based studio at Woodhayse

The home-based studio at Woodhayse, BA11 5DW includes a private residential dwelling and outdoor learning spaces. Rebecca Knee may be the primary adult in the classroom while additional adults are elsewhere on the property. Private residential areas must remain separate from learner areas and access must be controlled.

All adults living on or regularly present within the property have appropriate DBS checks in place, including adults residing in the associated private residence. These checks do not automatically qualify residents to supervise learners or provide first aid. Adults elsewhere on the property do not routinely work in the classroom; any supporting role must be agreed, appropriate and understood before it is relied on.

Where an on-site adult forms part of the support plan, staff must confirm that they are present, contactable and able to respond. If they leave or become unavailable, the lone worker must reassess the arrangements before continuing.

Witham Friary Quarry and outdoor provision

Before lone work at the quarry, including preliminary site checks, the assessment must identify permitted areas, landowner or site-manager arrangements, routes, boundaries, weather limits and emergency access. It must consider uneven or unstable ground, edges, water where present, other site users, and vehicles or machinery where relevant. Staff must remain within agreed areas and must not undertake unassessed hazardous inspection or rescue tasks alone.

Communication must be tested at the intended location; a mobile phone alone is insufficient where reception is unreliable. The contact must know the precise location, expected return and emergency access or meeting point. Learner sessions require sufficient adults to manage both the group and a foreseeable emergency. Where this cannot be achieved by one adult, additional competent support must be present or the session must not proceed.

Nunney Village Hall meeting room

The assessment must cover opening and closing, the booked room, shared corridors and toilets, arrivals and collection, access by other hall users, and local emergency procedures. Staff must confirm relevant arrangements with the hall manager. Other hirers, visitors or caretakers must not be treated as agreed support or learner supervisors simply because they are nearby. If the rest of the hall is empty, the contact and emergency plan must still be workable.

4 Communication and contact procedures

Before lone working begins, a named contact must agree to monitor the arrangement and respond if help is needed. The plan must record the worker, site and precise working area, task, start and expected finish times, contact numbers, agreed check-in times and action if contact is missed. Check-in frequency must reflect the risks, with closer contact where conditions or remoteness warrant it.

The worker must confirm arrival, report significant changes of location or plan, complete agreed check-ins and confirm safe completion or departure. The contact must be available throughout the agreed period. Any handover to another contact must be confirmed, so responsibility is never assumed or left unclear.

Communication may use a charged mobile phone, suitable radios or microphones, or contact with an agreed adult elsewhere on site. Devices must be within reach, tested and suitable for the location. They are used discreetly to maintain a calm learning environment, but necessary check-ins, requests for assistance and emergency communication must remain possible during teaching.

If a check-in is missed, the contact must promptly try the agreed communication methods and contact any designated on-site support. If safety cannot be established, they must follow the recorded escalation plan and contact emergency services where there is concern for immediate safety. A distress call or evidence of serious danger requires immediate action, without waiting for the next check-in. Contacts must not enter hazardous areas to search alone.

If communication fails, the worker must stop or relocate the activity safely and use the agreed alternative. Lone working must not continue where reliable communication and appropriate support cannot be restored.

5 Supervision of learners

Creative Makers operates with small groups, typically four to seven learners. This is a usual group size, not evidence that one adult is sufficient. Staffing must reflect learner needs, activities, site conditions and the ability to respond if the sole adult becomes ill or injured.

Learners must be supervised throughout attendance, including arrival, collection, transitions, outdoor movement and toilet arrangements that respect privacy. Planning must consider whether one learner's distress, injury, medical needs or attempt to leave would prevent safe supervision of the others. Learners must never be expected to provide emergency cover for an adult.

The referring school or parent may provide additional support where behavioural, emotional regulation or medical needs require it. Responsibilities and availability must be confirmed in advance. Higher-risk equipment or environments may require additional competent adults, even for a small group or one learner.

One-to-one work must follow safeguarding procedures and professional boundaries. The location and purpose must be known, with suitable visibility and access to assistance. Any safeguarding concern or allegation must be reported through the Safeguarding Policy.

6 Risks associated with lone working

Assessments must consider delayed help following accident or illness; the worker's ability and health to undertake the task safely; learner medical, behavioural and regulation needs; violence or threatening behaviour; isolation, fatigue and wellbeing; and hazards from premises, tools and outdoor conditions. They must also consider poor communication, remote access and loss of supervision if the worker is incapacitated.

These risks are managed through the Master Risk Assessment and the relevant site, activity and individual assessments. The assessment must identify necessary controls, who will implement them and when lone working must stop. A new setting or change of activity requires review before use; an assessment for Woodhayse does not automatically cover the quarry, separate studio or hall.

7 Control measures

Before proceeding, Rebecca Knee or the responsible session lead must confirm that the assessed staffing, equipment, communication and emergency arrangements are in place. Staff must understand the limits of the work authorised and be competent to carry it out safely.

- Check the environment, equipment, walkways, access routes and outdoor conditions before work starts. Maintain controlled access while keeping emergency escape available.
- Confirm a named contact, check-in and completion arrangements, available support and a clear response to missed contact. Do not rely on the assumed presence of other adults.
- Keep suitable first aid equipment and emergency information accessible, including site address or access point and relevant learner needs. Required trained support must be available for the activity.
- Plan safe setup and pack-down. Do not undertake lifting, equipment use or maintenance alone where assistance is required by the assessment.
- Brief supporting adults, confirm supervision and handovers, and review arrangements immediately if staffing, weather, learner needs or other conditions change.

Workers should raise concerns about health, fatigue, stress or personal safety with Rebecca Knee so that work can be adjusted. They must be able to stop an unsafe task and request assistance without pressure to continue.

8 Situations where lone working is not appropriate

Lone working must not proceed where risks cannot be safely managed. This includes significant behavioural risk requiring another adult, higher-risk tools without adequate supervision, continuous one-to-one support needs that prevent supervision of others, or circumstances requiring immediate assistance that is unavailable.

It must also stop where communication or monitoring has failed, the worker cannot safely carry out the task, site conditions exceed agreed limits, or the worker could not protect learners while responding to a foreseeable emergency. A remote check-in does not replace an additional adult where immediate practical support is required.

Additional supervision must be arranged, or the work adapted, postponed, relocated or cancelled. Staff must not improvise hazardous rescue, enter prohibited quarry areas or continue an unassessed high-risk activity alone.

9 Emergency procedures

In an emergency, the worker must prioritise life and safety, stop the activity and move learners to a safe place where possible. They must raise the alarm, contact the agreed support adult and call 999 or 112 when emergency assistance is needed. Calling an on-site adult must not delay emergency services.

Staff must give the exact site, working area and access information, especially at the quarry, explain who needs help and follow emergency-service instructions. They must maintain supervision and account for learners, without entering danger or attempting a rescue beyond their competence. Where the worker cannot act, the named contact must follow the agreed missed-contact or emergency escalation procedure.

At the studio or village hall, staff must follow local evacuation procedures and use the agreed assembly point. At the quarry, they must use the assessed safe location and emergency access arrangements. A person meeting emergency services must be able to do so without leaving learners unsupervised.

First aid equipment must remain accessible. Parents or carers and referring settings must be informed as appropriate after immediate safety actions. Accidents, incidents, near misses, communication failures and missed check-ins must be recorded and reviewed before affected lone-working arrangements resume.

10 Training and awareness

All staff and volunteers must read and understand this policy. Induction must cover the relevant settings, task limits, learner supervision, safeguarding, communication devices, check-ins, first aid arrangements and emergency escalation. A worker unfamiliar with a setting or task must receive appropriate instruction and support before working alone.

Named contacts and supporting adults must understand their role and what to do if help is requested or a check-in is missed. Communication systems and emergency arrangements must be tested regularly. Staff must report hazards and concerns promptly and receive updates when procedures change.

11 Monitoring and review

Rebecca Knee monitors lone-working arrangements through daily safety checks, risk-assessment reviews, check-in records, staff feedback, incident and accident reporting, and review of working practices. Monitoring must confirm that support and response arrangements work in practice at each provision.

This policy will be reviewed annually or sooner following changes to premises, staffing, activities or learner needs; an incident or significant near miss; failed communication or support arrangements; or newly identified risks. Relevant assessments and staff briefings must be updated accordingly. The next scheduled review remains 01.01.2027.

Signed
Rebecca Knee R KNEE
01.01.2026