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**Aylesbury**  
UTC

APPENDIX 5:  
ONE-TO-ONE  
WORKING, VISIBILITY,  
LONE WORKING AND  
OUT-OF-HOURS SITE  
USE ON A SMALL SITE

Version 1.0

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## 2. Purpose and Context

Aylesbury UTC operates on a relatively large physical building in comparison to a relatively small pupil cohort, which can result in periods of low staff and pupil density. These conditions arise most frequently before and after the UTC day, during timetable gaps, and during UTC holidays or weekends.

Following a review of safeguarding practice and site-related vulnerabilities, including learning arising from serious safeguarding concerns locally and nationally, the UTC has strengthened its arrangements in relation to:

- One-to-one working with pupils
- Lone working
- Visibility and use of physical environments
- Out-of-hours and out-of-term use of the UTC site

The purpose of this appendix is to set out additional safeguarding measures designed to:

- Reduce opportunities for abuse or harm
- Safeguard students from risk
- Safeguard staff from unfounded or malicious allegations
- Ensure safeguarding arrangements are transparent, proportionate and defensible

These measures recognise that one-to-one working is sometimes necessary and appropriate, but that additional controls are required where “safety in numbers” cannot consistently be relied upon.

## 3. Statutory and Guidance Basis

This appendix reflects the expectations set out in *Keeping Children Safe in Education (September 2025)*, which requires schools and colleges to:

- Take proportionate preventative action to reduce safeguarding risk
- Maintain professional boundaries and safe working practices
- Design safeguarding into systems, environments and routines
- Review and strengthen safeguarding arrangements following concerns or allegations, in order to reduce the likelihood of recurrence
- Protect both children and staff through clear policies, supervision and robust record-keeping

This appendix supports the UTC’s statutory duty under Section 175 of the Education Act 2002 and aligns with Parts 2 and 4 of KCSIE.



#### **4. Core Principle: Visibility Rather Than Secrecy**

Where traditional “safety in numbers” is not consistently achievable, safeguarding must be strengthened through visibility.

The UTC therefore adopts the principle that:

Privacy for legitimate safeguarding or pastoral work must be preserved, but secrecy must be actively avoided.

Visibility:

- Protects pupils
- Protects staff
- Supports the early identification of concerns
- Ensures professional practice can be evidenced and defended

This principle underpins all expectations set out in this appendix.

#### **5. Use of Rooms, Doors and Glass Panels**

##### **5.1 Frosted Glass and Visibility**

Fully frosted glass on corridor-facing doors and windows limits passive supervision and prevents confirmation that professional boundaries are being maintained.

While originally intended to support confidential conversations, full frosting can increase safeguarding risk by removing visibility and increasing vulnerability to allegations.

Accordingly:

- Fully frosted glass must not be used on corridor-facing doors or windows in pastoral or safeguarding spaces
- Where possible, doors and windows should include clear or partially frosted vision panels, allowing confirmation of presence and positioning without revealing sensitive information

This approach balances dignity, confidentiality and safeguarding.

##### **5.2 Doors and Room Use**

When working one-to-one with pupils:

- Doors should remain open wherever possible
- Doors must remain unlocked at all times
- Curtains and blinds should remain open unless there is a clear safeguarding reason to close them

Where full privacy is required (for example, during sensitive safeguarding or mental health disclosures), the rationale must be proportionate, time-limited and recorded.



## 6. One-to-One Working with Pupils

The UTC recognises that one-to-one working may be necessary for:

- Safeguarding and child protection
- Mental health and wellbeing support
- SEND provision
- Careers guidance
- Behaviour support and reintegration

One-to-one working is therefore permitted and supported, provided it is conducted in line with the expectations below.

### 6.1 Professional Conduct

Staff must ensure that:

- Interactions are purposeful, appropriate and professional
- Staff position themselves nearest the door where possible
- Pupils have a clear route of exit
- Secluded or isolated areas of the site are avoided

### 6.2 Recording and Accountability

All safeguarding or pastoral one-to-one work must be supported by clear recording on CPOMS, including:

- Who was involved
- The reason for the interaction
- What follow-up or actions were taken

This protects both pupils and staff and supports the record-keeping expectations set out in Section 14 of the Safeguarding Policy.

## 7. Lone Working with Pupils

### 7.1 Definition

Lone working includes situations where:

- A member of staff is the only adult present with a pupil or group of pupils
- This occurs before or after the UTC day
- During timetable gaps

- During holiday or weekend activity

## 7.2 Safeguards for Lone Working

Where lone working with pupils is unavoidable:

- Another adult must be aware that the interaction is taking place

This may be achieved through:

- Recording on CPOMS
- Informing the DSL, Deputy DSL or reception
- Email or electronic message to a colleague

This requirement is for awareness, not permission, and exists to safeguard staff as well as pupils. These safeguards do not permit planned lone working with pupils and must not be interpreted as authorisation for such activity. If the situation allows and is not a breach of confidentiality/Safeguarding; any meetings with students alone must be conducted in a visible area such as a breakout area, corridor, or classroom where a camera is installed.

## 8. Out-of-Hours and Out-of-Term Site Use

### 8.1 Governing Principle

Safeguarding risk increases significantly when the UTC site is operating outside the normal UTC day or term time, due to reduced oversight and supervision.

In response, the UTC has implemented strengthened controls on out-of-hours and out-of-term site use.

### 8.2 Access and Authorisation

- Pupils must not be brought onto the UTC site outside the normal UTC day or during UTC holidays without explicit senior authorisation
- Any authorised out-of-hours pupil attendance must:
  - Have a clear and legitimate purpose
  - Be logged and recorded
  - Include defined supervision and visibility arrangements

**Planned lone working with pupils during UTC holidays or weekends is not permitted under any circumstances.**

### 8.3 Recording and Accountability

All authorised out-of-hours or out-of-term pupil attendance must be:

- Recorded on CPOMS or agreed safeguarding systems

- With explicit authorisation from a senior leader or the DSL
- Subject to appropriate review

These arrangements safeguard pupils, protect staff, and ensure transparency.

## **9. Lone-Working Risk Assessments and Controls (Including Non-Teaching Staff)**

The UTC recognises that lone working is sometimes operationally necessary, including for IT, estates, facilities and operational staff, particularly during UTC holidays or periods where pupils are not normally present on site.

However, lone working may increase safeguarding risk where:

- The site is otherwise unoccupied
- Oversight and supervision are limited
- There is potential for unsupervised access by pupils, former pupils, or members of the public

In order to reduce these risks, the following arrangements apply.

### **9.1 Lone Working Where No Pupils Are Present**

Where lone working takes place and no pupils are present on site, this must be:

- Planned and authorised in advance
- Logged or known to an appropriate senior leader
- Covered by a lone-working risk assessment, appropriate to the role and activity

This may include controls such as:

- Sign-in and sign-out procedures
- Defined working hours
- Restrictions on site access points
- Regular check-ins or monitoring arrangements

Authorisation must be by a senior leader, and lone working patterns will be subject to periodic review.

### **9.2 Lone Working and Potential Pupil Access**

Where there is any possibility that a pupil could be present on site (including holidays, out-of-term activity, or informal access):



- a specific safeguarding-focused lone-working risk assessment must be completed to prevent unsupervised pupil access and unplanned lone working with pupils. The assessment must explicitly consider:
  - Prevention of unauthorised pupil access
  - Visibility and supervision arrangements
  - Site security and access controls
  - Recording and accountability mechanisms

This provision does not permit planned lone working with pupils and exists solely to ensure that risks of unplanned or unauthorised pupil access are identified and controlled.

### **9.3 Prohibition on Pupil Presence During Lone Working**

Pupils must not be brought onto the UTC site to meet with staff who are lone working unless:

- There is explicit senior authorisation
- The purpose is legitimate and safeguarding-related or educational
- Supervision and visibility arrangements are in place
- The attendance is logged and recorded

This applies to all staff roles, including non-teaching and operational staff.

## **10. Culture, Learning and Continuous Improvement**

Lone-working risk assessments will be conducted in line with the UTC Health & Safety Policy and form part of the school's wider risk-management arrangements.

The UTC is committed to a safeguarding culture that:

- Learns from incidents, concerns and allegations
- Identifies and addresses structural and environmental vulnerabilities
- Encourages staff confidence in raising concerns and seeking advice

These arrangements:

- Do not imply mistrust of staff
- Do not replace professional judgement
- Do not discourage pupils from accessing trusted adults

They exist to ensure safeguarding practice is robust, preventative and responsive, and that both pupils and staff are protected.



## **11. Monitoring and Review**

This appendix will be reviewed:

- Following safeguarding concerns or learning
- As part of the annual Safeguarding Policy review
- Through safeguarding audits and site risk assessments

Any changes will be approved by the governing body.