



HEALTH AND SAFETY POLICY

SECURITY

AIM: To set out how security is managed at schools in the Sapientia Education Trust (SET).

ESSENTIAL MANAGEMENT POLICY FOR:

Heads of Schools. Governors, Caretakers/Estates Managers and Staff

Date issued: 1st September 2018 by C Lloyd, Health and Safety Officer

Reviewed 29 August 2019 by C Lloyd Health and Safety Officer

Next review: August 2020

This document is intended to provide some basic guidance to enable schools to determine the adequacy of their existing arrangements for the control of visitors on the school site.

INTRODUCTION

1. Good and proportionate security allows staff and pupils to feel safe and comfortable in their surroundings. A school's duty of care with respect to safeguarding and security is the same as that for other health and safety concerns in that the school must take **reasonable** steps to ensure pupils are safe whilst on school premises.
2. In a health and safety context 'reasonable steps' means taking into account costs, sacrifice, resources, aesthetic of the school etc. against any potential risk and recognising that there is a balance to be struck between community access, the inaccessible 'fortress school' and safeguarding.
3. School leaders and managers should be clear about their statutory responsibilities regarding health and safety and the steps they are taking to develop good practice. The SET is accountable for ensuring that the school has effective policies and procedures in place and effectively monitoring the school's compliance with these.

OFSTED

4. Previous advice from Ofsted highlighted that schools would not be found inadequate solely due to site issues such as public footpaths running through school playing fields, multiple entrances etc. What is important is that schools have identified, assessed and mitigated any such risks and effectively communicated identified control measures to staff.

5. There is very little direct reference from Ofsted as to their health and safety expectations, [Inspecting safeguarding in early years, education and skills](#) gives guidance for Ofsted inspectors to use when inspecting safeguarding under the common inspection framework.
6. That document highlights that safeguarding also relates to broader aspects of care and education, including health and safety and the physical environment. Inspectors should also consider evidence that statutory requirements for health and safety are fulfilled and that appropriate arrangements are made with regards to health and safety to protect staff and learners from harm.
7. Annex 5 of that document provides reference to Ofsted's inspection and Health and safety as follows. "Ofsted is not a health and safety authority and it is not responsible for auditing health and safety standards within the learning environment. However, inspectors have a duty to take prompt and proportionate action and to report any significant health and safety risks affecting learners that are identified during the course of an inspection.....inspectors are not health and safety experts and are not expected to have the detailed knowledge that appropriately qualified specialists in this field possess."

RISK ASSESSMENT

8. In order to demonstrate that you have taken all reasonable steps to control visitors, schools should ensure that a risk assessment is in place for the effective supervision of pupils in each area of the school and at certain times of the day when pupils are more vulnerable e.g. when outside at breaks and lunchtimes.
9. See the general school risk assessment and playtime risk assessment for school security and supervisory arrangements in place during lunch / break times.

SECURED BY DESIGN

10. 'Secured by Design – new Schools' which is published by the Association of Chief Police Officers (ACPO) and supported by the Home Office provides nationally recognised guidance on establishing and maintaining a safe and secure environment in schools.
11. A copy of this guide is free to download from the Secured by Design website. <http://www.securedbydesign.com/professionals/guides.aspx> and is primarily concerned with security from the perspective of property crime. However many of the physical controls it advocates would, where able to be implemented, also demonstrate you have taken reasonable control of visitors during the school day. The advice below is based upon that document.

PERIMETER FENCING

12. The boundary of the school should be clearly defined and consistent around the entire perimeter. Fencing and gates should be in good condition, at least 1.8 metres high and raked or stepped to maintain that height over varying ground levels without creating gaps underneath. Fencing >2 m high may require planning permission, particularly if adjacent to a highway.

13. For effective security then fencing such as weldmesh is recommended. (Chain link should not be used for new installations as it's easily distorted or removed and is an ineffectual barrier to intruders). Pointed top palisade fencing also wouldn't be recommended for areas below 2.1m high and adjacent to public thoroughfares due to potential safety implications.

(this fencing is known to have caused serious injury if climbed).

14. Schools should monitor the condition of their perimeter fencing on a regular basis, informing the SET Estates department of the need for any patch repairs.
The SET Estates department will log any longer term replacements as part of the Forward Maintenance Programme (FMR)

15. Unless particularly dense and well developed, hedging is generally not acceptable as a perimeter.

GATES

16. Lockable perimeter gates (with anti-lift hinges) should match fencing heights and avoid any features which assist climbing.
17. Gates that would facilitate direct access to the pupils should remain locked while the pupils are at the school. This is particularly important during playtime and lunch breaks at EYFS and Primary schools.
18. Gates should always be locked when the school is not in use and unoccupied. Closing gates (both pedestrian and vehicle) during the school day can also provide a deterrent to casual access.

SITE LAYOUT

19. Having clear boundaries and signage removes the potential excuse for visitors 'wandering' and will aid staff in challenging those on site. Trespass onto the school grounds by the local community for activities such as dog walking should be discouraged at all times through the use of signage and appropriate fencing.
20. Prominent signage should be displayed at all access points, car park etc. directing visitors to the main entrance / other services on site and internally to the reception point (if required).
21. Clearly defined route(s) to be in place between site entrance(s) and main reception, with direct access to children by visitors avoided, this may require additional fencing internally to assist in 'directing' visitors to the main entrance and restrict uncontrolled access to other areas of the site. (e.g. playgrounds). The height and style of internal fencing will vary according to location and aesthetic of the school, generally 1.2M high would be recommended as a minimum height.
22. The number of entrance points on to the school site during the day should be reduced to the minimum practicable and preferably restricted to one for vehicles and one for pedestrians with a clearly demarcated pedestrian walkway.

23. Multiple pedestrian routes should be available only at arrival and departure times (beginning and end of school day, nursery pick up etc.) and secured between these times. This could be done manually by caretaking staff or via timed electronic locking devices.
24. Ideally the access route to have natural / informal surveillance, the monitoring of entrances via CCTV may be appropriate in some cases.
25. Multi-site schools, shared infants and juniors, the presence of community buildings on site etc. can be particularly challenging in managing security and lead to increased potential for unauthorised access. Site users should work together to ensure a co-ordinated approach is in place.
26. For larger sites with multiple buildings consideration can also be given to fencing in strategic internal locations to create an inner cordon instead, either circling the buildings or linking them together.

CCTV

27. CCTV is not a universal solution to security problems. Whilst it can act as a deterrent and assist with identification once a crime has been committed, unless it is monitored continuously and appropriately recorded, CCTV will be of limited value in relation to the personal security of students, staff and visitors.
28. Where installed CCTV must have a recording capability, recorded images must be of evidential quality if intended for prosecution.
29. The location of cameras is a site-specific issue but it would be normal practice to ensure the main entrance to the premises and reception area are covered. Professional advice should be sought over issues such as:
 - monitoring and recording requirements;
 - activities / areas to be monitored and field of view;
 - whether quality of external lighting is sufficient to support the CCTV;
 - the use of recorded images maintenance of equipment and the management of recording.
30. CCTV systems must be installed to BS EN 50132-7:2012 *CCTV surveillance systems for use in security applications*.
31. If schools are considering installing or have existing CCTV systems installed on the premises, there are updated rules governing Data Protection and Human Rights relating to the use of any moving images or stills recorded for security purposes. Schools are requested to contact the SET Chief Operating Officer for further guidance in this area.

BUILDING DESIGN

32. Casual access to other parts of the premises should be prevented as far as practicable and the number of freely available access doors minimised.
33. External classroom doors can be made more secure through simple measures such as the removal of the external handle in order it may be opened from inside only, or access restricted to staff use e.g. through keypads, fob and proximity readers etc.
34. Where such doors are designed to be used as a fire exit they **must** remain immediately openable internally without the use of a key.

RECEPTION/MAIN ENTRANCE

35. Reception to have full view of anyone entering the school and be in close proximity to the main entrance.
36. Visitor access to be controlled by reception through an electronic entry system such as intercom / buzzer entry.
37. Where practicable visitors should enter into a secure / sterile lobby area with access beyond reception controlled by office staff.
38. Any key codes on security doors should be regularly changed, including when a member of staff leaves.

ELECTRONIC ACCESS DOORS

39. In all cases doors with electronic / electromagnetic locking devices fitted must fail in the open position and open automatically upon:-
 - Operation of the fire alarm system;
 - Loss of electrical power;
 - Operation of an adjacent override;
 - Loss of power / fault with the fire alarm system.

PROCEDURES FOR DEALING WITH VISITORS

40. All visitors, including contractors, should sign in and be asked to produce evidence of their identity – where appropriate.
41. School sites should institute an identity badge system to enable staff to differentiate between authorised callers and those who have not followed the required reporting procedure.
42. Staff should be instructed to politely challenge any person not displaying identification and direct them to the main reception. Pupils should be encouraged to inform staff of any suspicious people they have seen.

43. There is DfE Guidance on access to, and barring of individuals from, school premises.

<https://www.gov.uk/government/publications/school-security>

This is non-statutory advice from the Department for Education produced to help recipients understand their obligations in relation to section 547 of the Education Act 1996, which makes it a criminal offence for a person who is on school premises without lawful authority to cause or permit a nuisance or disturbance.

Further advice on is obtainable from:

- Your Constabulary local Safer Neighbourhood Team is available by entering your postcode or council ward and district in the following link.
- <https://www.norfolk.police.uk/your-area>
- <https://www.suffolk.police.uk/your-area>
- The SET Health and Safety team Tel: 01953 609000 Ext 3477

LOCKDOWN PROCEDURE

44. Schools across the SET should have their own individual school specific lockdown procedure. The following document provides schools with guidance on what is required.



Schools Lockdown
Guidance

Further guidance can be found here:

[Norfolk Schools Partial and Full Lockdown](#)

BOMB THREAT PREPARATION AND RESPONSE

45. The vast majority of bomb threats are made by phone and are hoaxes, although terrorists do make hoax calls with the intent of causing alarm and disruption and genuine calls with correct, and/or misleading, information.

46. Any hoax is a crime and, no matter how unconvincing, must be reported to the police.

For guidance on appropriate preparation and response to Bomb threats, schools are directed to the relevant Norfolk Schools web page located here:

<http://www.schools.norfolk.gov.uk/School-management/Emergencies/Bombthreatevacuations/NCC172135>