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# **SECURITY POLICY & STATEMENT OF ARRANGEMENTS**

**OCTOBER 2009**

## Consultation History

<b>Governors/staff/parents/students</b>	<b>Date</b>
Executive (Leadership Group)	
Teaching and Non-Teaching Staff	
HR and H&S Committee	
Full Governing Body	
Next Review of Policy	December 2011

# **The Ridgeway School & Sixth Form College**

## **Security Policy and Statement of Arrangements**

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## Introduction

The term 'security' has an increasing resonance in our society. It is a concept we are reminded of every day in the media, who report avidly on the perceived failures of security, when individuals are injured or killed, or premises damaged or destroyed, because of the inability of 'security' to protect them. There is a popular perception that we live in violent times and that we may be visited by violence.

Measures included in this document can help to further reduce crime and the fear of crime.

A concern for security is, nevertheless, part of our daily lives and has become an important element in spending decisions related to improving and maintaining the fabric of education establishments.

Against this background is a requirement to provide an education service, which is inclusive and welcoming to all. There is a need to ensure, as far as possible, that the appearance of buildings, and the demeanour of staff, reflect the inclusive and welcoming ethos. Security provision has to be effective but not daunting or off-putting.

This security policy is, therefore, an important document, and should be read carefully and every effort made to ensure that it is consulted, understood and used in all service areas.

# FORWARD TO SECURITY POLICY AND STATEMENT OF ARRANGEMENTS DOCUMENT

This statement sets out the policy and arrangements for the management of security in Children Services.

The policy and statement is the primary source document, which sets out the Directorate's overall arrangements for fulfilling a duty of care and the requirements of good practice with regard to all aspects of security in establishments under Swindon Borough Council, Children Services including Community and Voluntary Controlled Schools. However it is strongly recommended that Foundation and Voluntary Aided Schools adopt this policy.

The document is to be applied generally and should be used as guidance to form the basis of detailed local provision, arrangements and procedures which will vary, depending upon local situations and requirements for people and premises.

Security for those working within and using the Education Service will be enhanced if:

- managers treat security issues as an integral, everyday part of management;
- it is seen as an important, practical, issue which is not 'delegated' for consideration by specialists alone;
- there is a planned approach to the realistic risk assessment, review and monitoring of security issues.

## **Section A - SECURITY POLICY**

### **A.1 Policy**

The Council accepts its legal responsibility as employer to provide effective security: secure methods of work and a secure working environment. The Council will co-operate with managers of education establishments to provide effective security and will respond positively to all security-related incidents.

It is recommended that the Governing Body, as employer for Foundation and Voluntary Aided Schools, may wish to adopt this policy for ease of compliance.

The Council's aim is to give guidance on arranging effective security through:

- providing advice on security measures and techniques;
- supporting the assessment and avoidance of risks to the security of staff who may be confronted by violent situations in the course of their work;
- providing advice on the layout and maintenance of workplaces which will ensure a high standard of security;
- providing information, guidance and training to enable staff to:
- identify and deal with hazardous situations;
- contribute positively to their own security and the security of the premises;
- giving staff every support when security-related incidents occur, including action against the perpetrators of crime and violence, and assisting staff in pursuing appropriate legal recourse;
- providing information about specialist individuals and agencies who can offer advice on security issues. See 'Contacts' section.

### **A.2 Legislative requirements**

The Management of the Health and Safety at Work Regulations, 1999, requires employers to identify and assess the risks to the health and safety of their employees, and for visitors to establishments, and to reduce these risks to an acceptable level.

Employers also have a duty under Section 2 of the Health and Safety at Work etc. Act, 1974, to ensure, so far as is reasonably practicable, the health, safety and welfare of their employees and visitors.

Personal and premises security is a significant element in the management of the wider aspects of health and safety.

### **A.3 Risk Potential**

The Council recognises that:

- staff, pupils and young people can suffer material loss and emotional distress caused by criminal acts and behaviour and the consequences of vandalism, and that all such acts should be reported to the police;
- the nature of the work undertaken by many of its staff can expose them to the potential risks of verbal and physical violence.

### **A.4 Reduction of Risk**

This Policy is intended to ensure for the education service that where there is a foreseeable risk to personal security, or the security of premises, that adequate precautionary measures are considered and, where appropriate, taken.

### **A.5 Support**

Headteachers and other managers are encouraged to provide every assistance to staff who seek help in pursuing appropriate action against perpetrators of violence or threatening behaviour. Children Services will assist in accessing Council resources in the pursuit of legal redress, where this is appropriate.

Guidance on action to be taken following violence or threatening behaviour towards staff is contained in Annex B 'Assaults on staff working in education establishments'.

# Section B - SECURITY FOR CHILDREN, YOUNG PEOPLE, STUDENTS, STAFF AND VISITORS USING EDUCATION ESTABLISHMENTS

## B.1 Introduction

The most important security provisions which can be made in education establishments are those associated directly with the security of people. These provisions will be described and considered in this section.

Provisions for the protection of property will be described and considered in Section C.

An illustration, 'Typical Security Provision on Education Premises', is included at the end of Section C.

The provisions associated with the security of people are to do with:

- the conventional limitation of access to premises;
- the specialist control of access to premises;
- the monitoring of access to the premises;
- guidance on personal security, i.e., for the individual, including a system for the provision of early warning about incidents and/or potential incidents at education establishments.

## B.2 Conventional limitation of access to premises

The conventional means of limiting access to premises is effected by **fencing, good quality doors, windows, locks** and **signs** and is intended to prevent and deter unauthorised visitors from coming on to the site.

The boundary of the property should be delineated by a well-maintained fence, of a uniform minimum height of 1.8M, with the minimum number of vehicular and pedestrian access points gated to the same height. It may be appropriate to strengthen the barrier, which the fence presents by growing a hedge inside and up to, and partially through, the fence, to a height of 1M. Anti-climb paint can be used on top of a wall, or at other locations, to deter intruders.

Fencing to a height of 1.8M does not require planning permission unless it is beside a public highway or in the environs of a listed building.

Access points should be reviewed regularly and if they become redundant they should be permanently closed off.

Good quality doors, windows and locks are important in preventing unauthorised access in and out of working hours. Warped or badly fitting doors or windows are easier to break

through and are a clear sign of an easy option to a would-be intruder. The condition of doors, windows and locks should be reviewed regularly and a maintenance and replacement regime put in place.

A single individual should have responsibility for controlling keys in the premises using a key register and a secure key storage facility. Keys should be labelled and all holders should sign for the keys held. There should be a protocol to ensure that keys are returned when staff are re-deployed or take up employment elsewhere.

Directional signs should be used to indicate the location of entrances, vehicle parks and key buildings and facilities. It is particularly important that the Reception entrance is boldly signed, so that visitors arriving on foot or vehicle have no doubt as to where to go; with such signs in place would-be intruders cannot claim ignorance as a reason for being in an unauthorised place and a potential threat to children, young people and staff.

Information signs should be used to identify the premises. The standard signs with school, council and other logos, as agreed, should be used.

Prohibition signs, placed at appropriate positions, should be used to reinforce the policy that unauthorised admission is not permitted.

See 'Contacts' section for the source of further information about fencing, doors, windows, locks and signs.

### **B.3 The specialist control of access to premises**

The specialist control of access to premises is affected by **electronic entry systems, visitor control procedures** and measures such as **the treatment of, walls, drainpipes, etc., with proprietary anti-climb paint.**

Electronic entry systems are the main specialist means of controlling access to premises. Control is affected by preventing access through the main entrance, and possibly through other doors, by an electronically controlled lock. Doors can be operated as follows:

- locally by holders of swipe cards or proximity fobs, or by a key pad, or;
- remotely by a control circuit operated by a staff member sited in a suitable location, e.g., in the main office. Where there is no direct line of sight between the office and the entrance door there can be an audio or audio/visual link so that visitor identification can take place prior to entry.

It is particularly important where an **electronic entry system** has been fitted that all other doors giving access to premises are reviewed and managed, because a controlled entrance will prompt an unauthorised visitor to seek other means of access.

Users of premises need to be briefed not to allow casual access to unknown persons into the premises until they have been identified at the main controlled entrance.

The actual need for doors should be reviewed and those which are redundant permanently locked, closed off, or removed and bricked up, subject to the requirements of fire safety.

The remaining doors should have outside door handles removed and properly blanked off. Careful consultation should take place with the users of premises to ensure that safe and convenient access is available to the building. There may be a supplementary access control facility required at certain doors, where, having left the building, e.g., from a classroom, a return into the building via the main entrance is not possible or practical.

Where premises are licensed for public entertainment it is important that those using premises are informed about the process for over-riding the entry system so that exit in emergency is not prejudiced.

Where new electronic entry systems are being considered for installation, whether or not a PEL is held, approval for the entry system should be sought from the Council's Building Control organisation to ensure compliance with fire safety requirements. See 'Contacts' section.

**Visitor control procedures** should be used in premises with and without an electronic entry system. It is particularly important in the latter. Proprietary visitor control systems are available and are useful in larger establishments, or they can be 'home made'.

Visitors should be directed to the main entrance where they should sign in and be issued with a visitor identity badge, which should be worn throughout the visit and returned before leaving. Staff, pupils and young people need to be briefed to challenge visitors without badges.

**Proprietary anti-climb paint** should be used very carefully to protect vulnerable areas where intruders may be able to gain access to premises. Care should be taken to avoid the inadvertent fouling of passers-by, etc., and warning notices should be posted.

## **B.4 The monitoring of access to the premises using CCTV**

The monitoring of access to the premises can be effected by the use of **Closed Circuit Television (CCTV)**. The facility can be used in the obvious sense of monitoring and detecting activity and possibly recognising or even identifying intruders. CCTV can also have a deterrent affect on would-be intruders or vandals.

The provision of CCTV needs to be carefully considered and specialist advice taken in order to ensure that the requirement has been clearly stated by premise operators and subsequently understood by those quoting for the work. It is critical to success to spend some time on:

- defining the area which is being targeted or threatened by intruders or vandals;
- deciding how a camera or cameras can be used to produce a desired outcome;
- tailoring realistic requirements to the funds available.

It is important to recognise the limitations of CCTV:

- images produced have to be of a specific size and quality before they can be used by the police for formal identification purposes;
- general coverage of a car park might show a person acting suspiciously but be of little use when the recording is viewed if the image is so small that recognition or

- identification is not possible;
- intelligent intruders may well be able to assess the field of view of static cameras, or the facilities covered by a moving camera and confine their activities to areas beyond their reach.

It is possible for images from CCTV systems installed at education establishments to be monitored at a remote monitoring centre. This is particularly useful out of hours and over holiday periods. This is done by sending video signals over the establishment's high speed Internet ('Broadband') connection, from the site to the remote monitoring centre, where the signal is processed through special software and selectively viewed. This system enables the selective, active, live monitoring of pictures from education establishments and resultant benefits of immediate response from the police when intruders, etc., are detected. System operators at the remote monitoring centre can also address intruders via loudspeakers installed on the local site.

The provision of CCTV facilities at education establishments should therefore always consider the use of a remote monitoring facility.

Data Protection legislation requires that the presence of CCTV recording facilities is made known. Suitable proprietary signs should be purchased and fixed visibly at the limits of the area of coverage.

A local written procedure for the use of the CCTV system, and the use and safe-keeping of recorded material must be initiated and adhered to.

## **B.5 Guidance on personal security, i.e. for the individual**

Definition of violence against staff:

The Health and Safety Executive have defined violence against staff as:

'Any incident in which a person is abused, threatened or assaulted by a member of the public in circumstances relating to their work.'

This definition covers incidents, which occur outside the workplace, e.g., when out shopping, when the incident is attributable to an event which occurred at work.

## **B.6 Groups who may be affected by violence**

All groups of staff who may be affected by violence should be considered:

- pupils and young people;
- teaching staff;
- support staff;
- catering staff;
- visitors.

## **B.7 Identifying and assessing risks to personal security of staff**

When identifying areas of risk headteachers / service managers should address what actually happens in the workplace. Actual practices may differ from what is thought or assumed to be happening. This may allow a hazard to be present in the system and risk to occur without notice; these 'non-standard' practices must also be considered when areas of risk are being assessed.

## **B.8 Risk activities**

The nature of the work being undertaken by a member of staff can often be an indicator of the potential for violence. Activities which may lead to a particular vulnerability would include:

- receiving or dealing with visitors, either face to face or on the telephone;
- interviewing pupils and young people;
- interviewing the public and parents;
- visiting the homes of pupils and young people;
- those who come into contact with pupils / young people in the course of their work, e.g. catering staff.

All work circumstances should be considered including:

- the initial reception of visitors;
- in hours and out of hours working;
- persons working in isolation or at separate parts of the site;
- the location of the workplace;
- peripatetic workers.

It is important that staff present outside of normal working hours are not forgotten. e.g. Adult Education staff, cleaners, premises managers and staff working alone after school, attending parents' evenings or working in the holidays.

## **B.9 Existing preventative measures**

Existing preventative measures should be taken into account:

- are they relevant now?
- are they working satisfactorily?
- are they regularly reviewed and updated via a risk assessment?
- does monitoring action need to be taken to ensure they are maintained?

## **B.10 Training**

### **B.10.1 Induction Training**

It is important that all staff are given an adequate security briefing as part of the induction into their areas of work. Staff should be informed about the arrangements in place for dealing with aggressive or violent behaviour and receive instruction in techniques for dealing with such incidents.

### **B.10.2 Specific Training**

Training for staff in assertiveness skills, dealing with the public, dealing with violence, recognising and defusing potentially violent situations, blocking and breakaway techniques are an essential part of preventing violence to staff.

Heads of establishments should ensure that any staff at risk receive the necessary training, which should be aimed at helping staff defuse or avoid potentially hazardous situations.

Training for staff should include references to the part that various types of discrimination, e.g., racial discrimination, can play in the management of violent or potentially violent situations.

### **B.10.3 Review and update of training**

Establishments should keep written records of all training undertaken by staff. Staff training should be regularly reviewed and updated.

## **B.11 Local procedures for the implementation of personal security arrangements**

A local procedure should be devised to allow the level of risk in any situation to be assessed, e.g., security arrangements should be written. Heads and managers will be responsible for the implementation of this procedure. Working practices in all educational establishments should be reviewed to identify the potential for the risk of violence and the changes that will need to be made to eliminate or reduce the reasonably predictable risks.

## **B.12 Identified risks**

Where there is an identified risk each manager will be required to:

- identify the risk of violence occurring;
- introduce preventative measures;
- provide information, guidance and training for employees;
- ensure all incidents are investigated, classified and recorded;
- monitor and review the effect of preventative measures.

## **B.13 Staff Roles and Responsibilities**

Staff have a duty to take reasonable care of their own health and safety, and the health and safety of others while at work. They must assist their employer in the introduction and maintenance of safe working practices.

Staff should be part of the risk assessment process and their views sought on safeguards considered necessary for their protection.

Staff who may be particularly at risk should be identified. These may include newly appointed staff, or young and inexperienced workers.

## **B.14 Physical Assaults on Staff**

See Annex A for a checklist of 'does and don'ts' to assist in the avoidance of physical confrontation.

See Annex B 'Assaults on Staff Working in Education Establishments' for guidance on action to be taken following threatening behaviour or violence towards staff.

## **B.15 Violent Incident reporting**

Staff must be encouraged to report all types of threatening or violent behaviour and be confident that action will be taken. Staff should be given every support during what may be a traumatic experience and no one should stay silent out of fear of reprisal or ridicule, or a misplaced sense of guilt or personal failure.

Threatening behaviour and violent incidents should not go unreported from a feeling that reports will detract from the establishment's reputation. Where appropriate the Police should be informed.

## **B.16 Measures to prevent violence**

When implementing measures to prevent violence, a planned systematic approach is essential together with adequate information, instruction and training.

There will also be instances and situations where the risk of violence is very specific to a certain work activity or establishment. It is not possible to identify and address all of these in this document.

Heads of establishments, because of their detailed knowledge, are responsible for developing and implementing local preventative measures.

The Security and Risk Management Officer can, however, be consulted for advice from specialist resources regarding preventative measures to be used in specific work situations.

The following checklist of preventative measures, where appropriate, should be considered:

- consideration should be given to the standard of fencing and other external security features and the inclusion of CCTV monitoring systems, entry systems and keypads,

- panic buttons, and to furniture layout and the provision of high counters, lockable screens with Perspex or laminated glass to make reception facilities more secure;
- reviewing and changing work practices to reduce unacceptable risks;
- define communication channels to be used in the event of a security incident and make staff aware of local procedures;
- make mobile phones available for home and education visits;
- provide written protocol for staff who have to work with a member of the public, parent, pupil or student who is known to be potentially violent, or has expressed anger, dissatisfaction or frustration in their dealings with 'authority';
- training needs to be identified and reviewed regularly;
- staff should consider arranging ex-directory home telephone numbers;
- consider use of identity badges with school details and photograph of holder;
- consider issuing personal alarm devices to all staff;
- avoid as far as possible any one-to-one contacts with adults or children in rooms/areas which cannot be seen from outside. Ensure that, subject to privacy requirements, proceedings can be monitored by others;

## **B.17 Physical Environment**

The physical environment where staff have contact with the public is very important. The location and layout of reception, waiting and interview areas and offices must be carefully considered.

The surroundings of any reception or waiting area can affect the mood of people waiting to be seen.

'Group dynamics' can have a significant impact on behaviour. A waiting room full of dissatisfied people can create a situation in which the individuals reinforce each others' negative experiences and a volatile person may feel vindicated in behaving aggressively.

Special attention should be given to ensure that these areas are friendly and welcoming to help reduce the incidents of aggression from dissatisfied clients.

Ensure that posters, leaflets and notices are up to date and in good condition.

Careful thought should be given to the location, configuration and equipment for interview rooms. When classrooms or other rooms are used for interviewing, e.g., on parents' evenings, the usual layout may not be secure. The configuration should be changed so that members of staff cannot be trapped in the room. Staff should have an unobstructed exit and if only one exit is available the interviewer should be seated nearer the exit than the interviewee.

Furnishings and equipment in the interview area should be considered and items which could be used as weapons removed.

Wherever possible the interview should be conducted in the seated position. Staff should ideally remain seated even if the other person does not.

Where the interview is with someone known to be aggressive it is advisable to have another

person present or at the least to leave the door open and be within hearing distance of other staff.

Panic buttons, if fitted, should be located in an accessible position for the member of staff when seated.

If possible the alarms should be capable of being operated without the knowledge of the interviewee.

## **B.18 Working alone in education establishments**

Working alone in education establishments should be avoided.

In exceptional circumstances, however, if lone working is required, special arrangements and procedures should be put in place as follows:

- a written risk assessment to define any special precautions which may be necessary, e.g., the provision of a phone or radio facility near to the work location;
- prior notice to Premises Manager or other responsible person of intent to work outside normal hours. There should be a special system for the responsible person to record the presence of lone workers who are on the premises;
- when a lone worker is present Premises Manager or other responsible person should make a special check on the security of the building and parking areas, specifically locking unused parts of the premises;
- special arrangements, as necessary, for staff car parking and adequate external lighting for staff travelling home after normal hours;
- checking in and out by personal contact with the responsible person;
- checking in and out by phone if the responsible person is not present on the site;
- provision of personal alarms to staff.

## **B.19 Potential for violence associated with criminal activity**

Violence may occur as part of other criminal activity.

The most likely motives are:

- walk-in opportunistic theft to obtain money or personal / establishment property;
- attacks on staff carrying money for banking;
- incidents arising out of personal retribution between individuals or groups of pupils or young people;
- persons found trespassing;
- abduction of a child either by a parent or carer disputing custody, or by an unknown person for criminal purposes.

Concern about the possibility of abduction may rise following the reported presence in the

vicinity of an education establishment of a so-called 'Convicted Schedule 1 Sex Offender'. Reports or allegations in the media, or in the community, about the presence of such persons can be very worrying for children, parents and staff. Heads of establishments in responding to these reports or allegations may wish to consider the following:

- reminding children in assembly about personal safety;
- sending a note to parents as a response to the reported presence of offenders.

Great care has to be taken regarding the disclosure of information about these offenders. The letter to parents should avoid phrases such as 'convicted sex offender' but give specific advice about safety on the way to and from the establishment.

## **B.20 Fighting between pupils / young people**

Members of staff intervening in a fight need to be aware of restraint techniques and the use of reasonable force.

When there is a fight, the member of staff will have to make a judgement, balancing the legal duty of care to pupils / young people against the danger to her/himself in:

- intervening verbally to stop the fight;
- seeking to break up the fight unassisted, using reasonable physical force;
- seeking assistance to break up of the fight..

## **B.21 Checking Accessible Areas**

Areas accessible to the public should be checked at regular intervals and at the end of the day. The person carrying out the checks should ensure that items which could be used as weapons are not left in public areas.

Any alarms should be in working order and regularly tested. The result of tests and inspections should be recorded.

## **B.22 Visitors**

Visitors should sign in and out of the establishment and wear a badge identifying them as a visitor and as a visible sign that they have been acknowledged by Reception staff. Visitors should be personally signed in by administrative staff and not left to sign themselves in. Badges should be controlled.

Keypads and security doors may be introduced to prevent uncontrolled access by visitors to areas reserved for establishment users.

Members of the public who are waiting should be told by Reception staff how long they are likely to have to wait and be kept informed of any changes to the timetable. Reception staff should be able to alert another member of staff easily in the event of an emergency.

## **B.23 Visiting private households**

It is very important that all staff whose duties take them into private households should plan visits in advance. The measures listed below should also be adopted as necessary:

- staff should consider leaving details of the visits with a responsible person at their office base to enable a check to be made that the meeting has concluded safely;
- mobile phone to be available;
- staff to visit in pairs;
- make a mental note of 'escape routes';
- be aware of any dogs in the household (if necessary request that they be put in a separate room);
- always withdraw immediately a potentially dangerous situation occurs.

## **B.24 Responding to panic alarms or other emergency requests for assistance**

A written procedure should be in place for responding to panic alarms, etc., in offices, reception areas and interview rooms. The procedure should be practised. Procedures should detail:

- the staff training needed to ensure a competent response;
- who would take overall control of the situation;
- who is expected to respond;
- what they are expected to do;
- any special instructions.

Alarms, where fitted, should be regularly tested and monitoring procedures drawn up to ensure they work efficiently.

Written records of alarm tests, exercises and monitoring procedures should be kept.

## **B.25 Witness Records**

Witness records are vital to the investigation of incidents.

Ask all witnesses of any security-related incident to record immediately in writing what they saw/heard (short note form is acceptable). Where a pupil / young person is a witness ask him/her to agree it by verbal agreement with a witness, ideally a parent.

Pupils / young persons of fourteen years or over should be asked to sign their own statements.

Where a pupil / young person is too young to sign a witness record the adult who has witnessed their verbal agreement should be asked to sign to that effect.

## Section C - SECURITY OF PREMISES

### C.1 Introduction

This section relates to the security of premises as opposed to the direct protection of people.

The protection of property is of secondary importance to the direct protection of people. The protection of premises is, however, important because of the effects of security failure on people and for financial and insurance reasons.

The consequential effects, for staff, pupils, young people and parents, of loss of material or damage to the fabric of buildings, caused by intruders, should not be under-estimated.

The security of the building needs to be considered continuously as intruders can cause damage at any time, even during the working day. The main period, however, when the building is vulnerable to intruders is out of working hours.

Out of hours security can be facilitated in several ways, the principal means are listed and then expanded upon below:

- provision of a proprietary intruder alarm with off-site monitoring and an up to date key holder list;
- a good relationship with the local police force;
- the services, when available, of a Resident Caretaker;
- observant and co-operative neighbours;
- via the design of the site, to ensure, as far as possible, that intruders can be observed;
- proactive management and cleanliness of the site to ensure that material that can be used to force entry to, or damage the site, is not available to would-be intruders.

### C.2 Intruder alarms and key holder lists

#### C.2.1 Intruder Alarms

The purpose of the **intruder alarm** is to give an automatic warning of the presence of intruders via a range of sensors, which monitor the premises when the alarm is set. The sensors take the form of movement detectors using infrared or electro-mechanical technology.

Passive Infra-Red (PIR) detectors are usually mounted in the ceiling corners of rooms and 'looks at the room' and monitors the amount of infra-red energy present. Any rapid change in the infrared energy, such as that caused by a moving person, will trigger an imbalance and activate the alarm at the alarm receiving centre.

Care should be taken when rooms are decorated that the 'screen' of the PIR is not covered

with paint or other opaque material, thus 'blinding' it.

Electro-mechanical sensors are fitted to doors and windows and when set and moved beyond certain parameters send a similar alarm to the alarm receiving centre.

Staff at the alarm receiving centre then call the local police who attend (subject to police response levels for the premises). A key holder is also called and requested to attend in order to open the property and check contents, etc., with the police.

Key holders who receive such a call are advised to make a check call back to the police using a listed police number in order to authenticate the call and to confirm that there will be a police attendance.

### **C.2.1.1 False Alarms**

Managers are recommended to have a written protocol in place to cover circumstances when the police will not be in attendance. A keyholder who is called should not be expected to attend alone. False alarms must be investigated immediately on site and urgent action taken to rectify the cause so that keyholders do not have to attend without a police presence.

False alarms may be caused in several ways:

- user error, i.e., alarmed doors or windows not secured properly or staff enter the premises unaware that the alarm is set;
- 'technical' problems with the installation. These can range from obsolescent or worn sensors to the false activation of sensors by display materials or spiders.

The staff involved in the 'user error' must be briefed to ensure they understand the workings and limitations of the alarm system. Early contact with the alarm system provider will be necessary where the false alarms are caused by technical problems.

### **C.2.1.2 Tampering with alarm systems**

Where the wiring for the installation is vulnerable to **tampering** it is recommended that special precautions are taken to protect the premises.

Intruder alarm systems can be designed to produce an alarm condition if they have been tampered with, or even if the alarm has not been set. Equipment such as the British Telecom 'Redcare', and other similar systems, are able to send an alarm signal to the alarm receiving centre even when the telephone line for the alarm has been cut. The 'Redcare', or similar option, will cost more to install and providers will charge a higher annual maintenance fee.

## **C.2.2 Keyholder lists**

**Keyholder lists** are maintained by Swindon Borough Council. The purpose of the list is to enable the police to contact a key holder out of hours when the intruder alarm has been set off or when they, or others need to gain access to the building for any other emergency.

The keyholders should live within a twenty minute drive from the establishment. The keyholders should be competent to attend the establishment, possibly after there has been a break-in or vandalism at the site. The keyholder must be able to open the premises, be familiar with the alarm system, deal with the police and the alarm company, and check and secure the premises.

## **C.3 Relationships with the local police**

The 'community relations' role in police forces has been strengthened in recent years and local and headquarters police personnel should be receptive to approaches from the education sector.

**Relationships with the local police** have to be worked at, because of the turnover of police personnel, but can bring considerable benefits to an establishment.

Good local contacts will mean that the local team are likely to know relevant members of staff and will be familiar with the premises. Local officers who are known will be able to assist with arrangements for attendance and the deployment of other police resources when an incident occurs.

When incidents such as vandalism occur at education establishments it may be particularly important for the police to attend so that staff and pupils see a police response. It may be necessary when reporting incidents such as vandalism to insist on a police attendance so that damage can be assessed. The police incident reference number should be recorded so that the insurance claim and any future incidents can be cross-referenced.

Local police representatives could also be receptive to taking part in appropriate curriculum-based activities at the establishment and may also respond to an invitation to attend a governor's meeting, or even become a governor.

The local Crime Prevention Officer (CPO) is an important and unbiased source of advice and information about security-related matters.

## C.4 Resident Premises Managers / Caretakers

The services of a **Resident Premises Manager / Caretaker**, if available, are a particularly valuable resource for the security of an education establishment. His or her presence on the site is likely to be known and can have a deterrent affect.

The Caretaker's locking up and evening and weekend routine should be varied so that would-be intruders cannot be sure whether there will be a presence at a particular time.

Caretaking staff should be careful not to become involved in situations where their personal safety is put at risk. Staff should be confident in arrangements for calling the emergency services and also receive training in personal security.

## C.5 Observant and co-operative neighbours

Promoting good relations with **neighbours**, possibly in conjunction with the local police, can help in reducing the incidence of crime and vandalism on the site.

This can be done by writing to neighbours, enclosing a site plan to indicate the premises owned, with any rights of way or footpaths indicated, and requesting them to make contact with the police if they see anything on the site which arouses their suspicions.

Examples of situations where this relationship has worked should be discreetly reported back to the neighbours.

## C.6 Site Design

It is important to 'design out' features of buildings or sites which make criminal acts or vandalism easier to carry out.

Where a building or site is already established this may not be possible without significant change, and attendant cost.

Trees and shrubs on the site can be used as an effective screen and barrier and can be used to supplement and improve the appearance of fencing.

Trees and shrubs need to be carefully managed as follows to ensure that they provide a window for surveillance and cannot be used as a screen to hide intruders:

- the lower branches of trees should be cut back to the trunk below 1.8M;
- shrubs should be cut back to a height of 1M;

## **C.7 Management and cleanliness of the site**

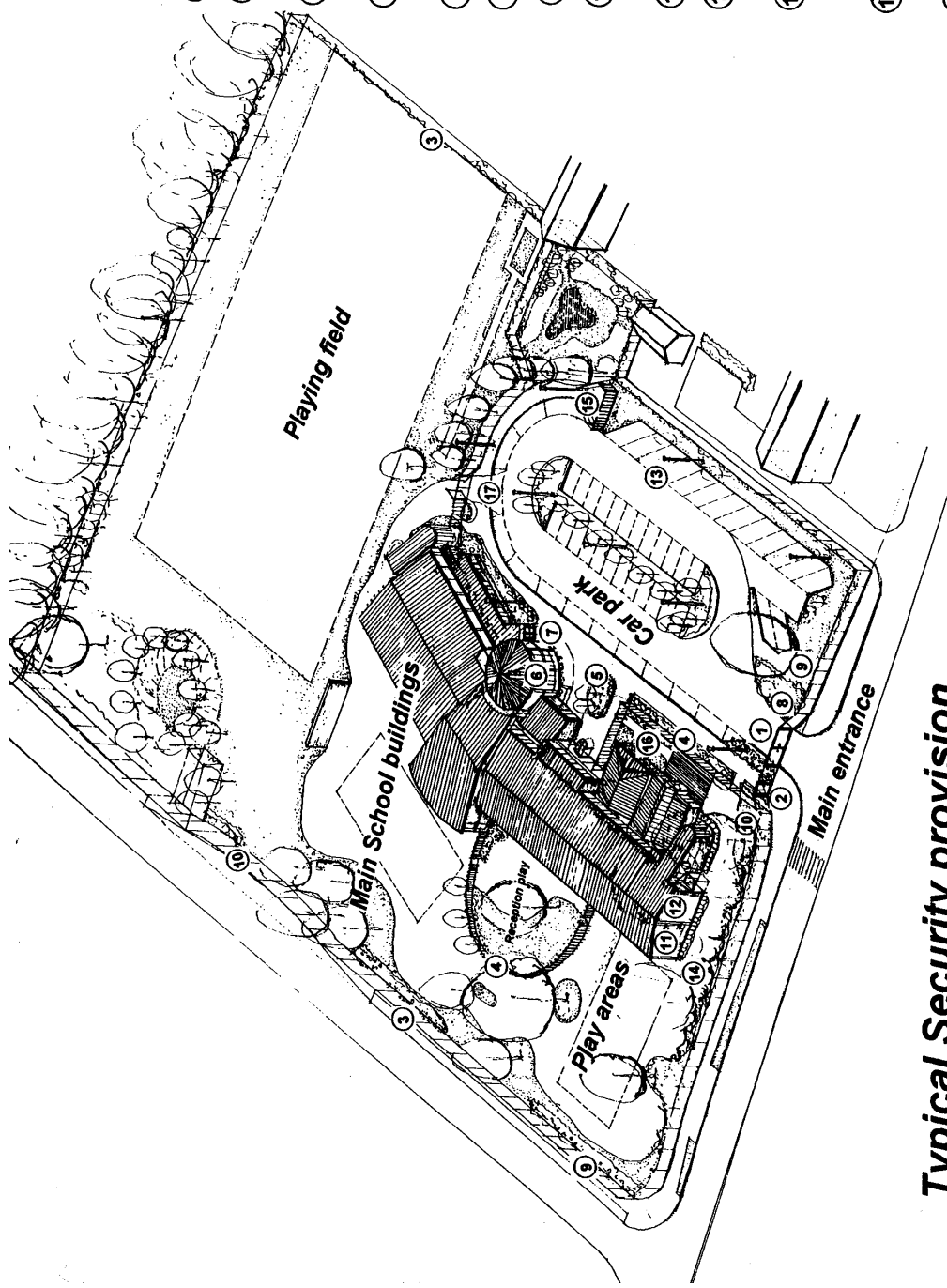
The site should be actively managed with security in mind. Staff should be prompted to be observant regarding potential risks to security and make premises staff aware of action required to eliminate risks.

Stored material and waste should be managed carefully to ensure it cannot be used to cause damage or to help gain entry or start fires.

Redundant material should be removed from the site.

Waste enclosures should be provided and be located at least 8 metres from any building. Enclosures should be of robust construction and lockable. Where bins are stored outside an enclosure they should be securely chained down, away from buildings, so that they cannot be moved and used to start a fire.

Rubbish and litter should not be allowed to accumulate on the site. Graffiti should be removed immediately.



- ① Vehicular entrance gates (1.8m high)
- ② Pedestrian entrance gates (1.8m high)
- ③ Perimeter fencing (1.8m high)
- ④ Internal 'through' fence (1.0m high)
- ⑤ Bold 'Reception' Sign with direction arrow
- ⑥ Wall mounted CCTV cameras angled to entrance with 'CCTV in operation' sign
- ⑦ Entry vestibule with access/ intercom pad
- ⑧ Corporate school identity sign
- ⑨ 'Private Property' sign
- ⑩ 'No dogs' sign
- ⑪ Anti-climb collar on drainpipes to prevent access to roof
- ⑫ Intruder alarm box on gable end
- ⑬ Security lighting to car park and pedestrian areas
- ⑭ Trees trimmed below 1.8, shrub height maintained at 1m to assist with surveillance of building
- ⑮ Secure rubbish enclosure 8m from nearest building
- ⑯ Blinds/ shutters on IT Room
- ⑰ Generally clean site

**Typical Security provision  
on Education premises**

## ANNEX A - THE 'DO'S AND DON'TS' OF CONFRONTATION

DO	Prepare carefully for the meeting: consider removing anything you may be wearing which could be potentially dangerous (e.g. ties, earrings/long scarves) and think about tying back long hair.
DO	Change the configuration of the room as necessary to ensure that you are near the means of escape should you need to leave or summon assistance.
DO	Try if possible to have someone with you or nearby (who can help and / or be a witness).
DO	Encourage the person to talk.
DO	Give the person time to vent their feelings.
DO	Give praise where possible.
DO	Check your reaction, remain calm. This has a knock-on affect.
DO	Listen to their point of view.
DO	Ask for clarification and check your understanding of what is being said (e.g. 'So have I got it right?' 'What you're saying is'). This shows that you are listening and wish to understand the other person's point of view.
DO	Assert your own views in a calm and reasoned way. Discuss the issue under concern and avoid personal and emotive comments.
DO	Find a way, if aggression continues, to cut off the interaction (e.g. arranging to discuss further at another time). Avoid the temptation to 'have the last word'.
DON'T	Stand too close to the other person.
DON'T	Stand face to face, but rather to one side and sideways on (to present a smaller target).
DON'T	Let it develop into a 'stare out' confrontation.
DON'T	Have an audience of bystanders.
DON'T	Express boredom, disgust or disbelief.
DON'T	Interrupt.
DON'T	React adversely to the other person's behaviour, e.g. shouting or ridicule.
DON'T	Say anything you believe to be untrue.
DON'T	Concede to demands.
DON'T	Be in too much of a hurry to bring the conversation to a close.

# ANNEX B – PROCEDURES FOR DEALING WITH VIOLENCE AGAINST STAFF WORKING IN EDUCATION ESTABLISHMENTS

## 1. Introduction

Any violence, meeting the criteria above, directed against staff during the discharge of their responsibilities, should be reported to the police by the head of establishment.

The procedure for looking after staff involved in incidents and instituting legal action is given in Section 3 of this Annex, below.

Where a member of staff is subject to violence, as defined in Section 2 of this Annex, below, in the course of his/her work, and it is decided not to institute formal legal proceedings, a letter of warning, or, subsequently, a letter banning the person from the establishment should be considered. The member of staff involved should be included in this decision-making process. It is particularly important to arrange this progression of events, i.e., there should always be a recorded warning before a ban.

Information about the use of warning or banning letters is included at Section 4 of this Annex, below.

Where a banning order is being considered the implications of the Human Rights Act 1998, which came into force in October 2000, should be carefully assessed to ensure that the banned person does not have grounds to bring an action as a result of the banning process, e.g., with regard to discrimination, freedom of assembly, or the right to a 'fair trial'. Consideration should be given to allowing an opportunity for the person who is about to be banned to make representations.

**Failure to report any incident of violence, or failure to act on such a report, because it is thought to reflect adversely upon the establishment, cannot be considered as an effective means of dealing with violence against staff.**

## 2. Definition of Violence against Staff

The Health and Safety Executive have defined violence against staff as:

'Any incident in which a person is abused, threatened or assaulted by a member of the public in circumstances relating to their work.'

This definition covers incidents, which occur outside the workplace, e.g., when out shopping, when the incident is attributable to an event, which occurred at work.

'Violence' may include:

- severe verbal abuse or threat, either face to face or over the telephone, where this is judged likely to turn into actual violence
- serious or persistent harassment, including racial or sexual
- harassment;
- threat with a weapon
- assault

Note that the first three examples above do not involve physical contact.

### 3. Procedures for Dealing with Violence against Staff

When a member of staff has been subject to violence as defined in Section 2 above the matter should be reported to the head of establishment immediately and the following action taken:

- (a) The head of establishment, acting on behalf of the member of staff concerned, should inform the police and Swindon Borough Council of any incident of violence against staff.
- (b) Consideration should be given to child protection issues if the attacker is known to have contact with children.
- (c) In all cases the member of staff has the right to report the incident personally to the police. In any discussions, or as part of the investigation into any violence, the representative of the member of staff's professional association or union may attend.
- (c) The member of staff will normally be relieved of any teaching or work responsibility for the time being.
- (d) Where a member of staff suffers shock or injury, they should be given first aid and if necessary referred to a hospital casualty department. In any case of physical assault a doctor should be consulted as soon as practicable. A written medical statement concerning the injuries should be provided.
- (e) Factual written statements should be obtained immediately from any witnesses and the names and addresses and ages of the witnesses should also be obtained. The Police may assume this responsibility.
- (f) The member of staff who has been subjected to violence should also prepare a written statement as soon as possible, assisted, if required, by a representative of his or her professional association or trade union.

The member of staff's statement should include:

- full details of the incident;
- the name of the staff member involved and their school address (this documentation may be released to the defence side in any subsequent legal action and therefore home addresses should not be used);
- names and addresses of other parties involved;
- names of witnesses;
- details of the injuries suffered and / or damage caused;
- a reference to how they felt as a result of the violence;
- a doctor's statement of injuries;
- the cost of repair to damaged goods.

It is important that the statement is signed and endorsed with time and date of completion.

Ideally all written statements describing the event should be prepared on the day of the alleged assault.

- (g) If any implement or weapon has been used in an attack this should be retained by the head of establishment, provided that this can be done without difficulty or risk, and provided that the police do not require the implement or weapon.
- (h) In the event of any violence on a member of staff by a pupil or young person the head of establishment should immediately consider the exclusion of the pupil or young person concerned using, in the first instance, current powers of temporary exclusion.
- (i) Heads of establishments must bear in mind their obligation to ensure the safety of all staff, pupils and young people. In cases where it is necessary but impractical to remove the pupil or young person from the premises (where for example it proves impossible to contact a parent) the pupil or young person should be removed from contact with other pupils or young persons. The planned exclusion should take place from the start of the next session or day.
- (j) Where the violence is perpetrated by persons other than pupils or young persons associated with the establishment, the Council will support the establishment in arrangements to ensure that such persons are barred from the premises pending the outcome of investigations, and thereafter as appropriate.

#### **4. Warning and Banning Letters to Parents, Guardians or other Persons committing Violence against Education Staff**

##### **4.1 Introduction**

In circumstances of violence as defined in Section 2 of this Annex, where legal action is not appropriate, consideration should be given to warning of or implementing a ban from the establishment in writing.

The example letters, which follow, can be adapted for use by any education establishment.

Note that where such behaviour occurs it should still be reported to the police, even if no immediate legal action, other than a warning letter, is being considered.

The police records of reported incidents could become an important part of the documentation for any action against the same individuals involved in subsequent violence against staff.

##### **4.2 Process**

- a) Seek advice from Children Services.
- b) Determine whether to issue a warning letter or to implement an immediate ban from the premises on the basis of the severity of the incident and the desirability of maintaining working relationships.
- c) Consider who should be signatory to the letter (see 4.3 below).

- d) Include in the letter specific details of the incident leading to the warning/ban and why the behaviour is unacceptable.
- e) Consider whether any of the following should be told about the incident and the action taken/planned in response:
  - pupils, parents, staff, governors, Children Services
  - the Council's Press Office (there may be media interest or you may wish actively to publicise the action taken);
  - the School's insurers (it is a condition of many policies that early notification is given of an incident which could lead to a claim).
- f) Mention in the letter who else has been informed, e.g. Police, Governing Body, Director of Children Services, etc.
- g) Advise the parent of the arrangements for access to the appropriate complaints procedure as the correct response to any concerns about the school.
- h) Ensure that a banning letter states that the parent should not enter, without invitation, any part of the premises, including playground/school grounds. Indicate that the only exception is in the case of a genuine emergency concerning the pupil / young person.
- i) Specify the duration of the ban and state that the situation will be reviewed at the end of that period.
- j) Wherever possible conclude the letter on a positive note, regretting the need to take such action and expressing the hope that it will prove possible to resolve any issues of concern quickly and amicably.

#### **4.3 Who should sign the letter?**

- a) In most cases the head of establishment, as the person with immediate responsibility for the safety and security of staff and others on site, will be the most appropriate signatory.
- b) The Chair of Governors / Chair of Management Committee, if immediately available, might be willing to be signatory or co-signatory with the head of establishment (but see 4c below).
- c) There may, however, subsequently be a parental complaint which is likely to be heard by the Governing Body, and the possibility of the Chair being compromised in hearing the complaint should be considered. It would usually be more appropriate for the head of establishment to be signatory and refer to the support of the Director of Children Services, in respect of a ban for unacceptable behaviour.
- d) Where bans imposed by the head of establishment and the Director of Children Services have been broken, or the incident has been particularly serious, the

Council's Solicitor will be asked to write, including, as appropriate, the threat of legal action.

- e) Where criminal or civil proceedings are being taken or are contemplated against the parent, it might be pertinent for the Council's Solicitor to write the banning letter.

Warning / Banning process: Summary of possible course of action

1 <sup>st</sup> offence	-warning letter from Headteacher with invitation to meet and discuss;
2 <sup>nd</sup> offence	-banning letter from Headteacher- one month duration with invitation to meet and discuss;
3 <sup>rd</sup> offence	-banning letter from Director of Children Services including reference to possible legal action;
4 <sup>th</sup> offence	-letter from Council's Solicitor threatening legal action;
5 <sup>th</sup> offence	-legal action taken.

Note: Where advice is sought or instructions given to the Council's Solicitor there will be a cost incurred covered by the agreement between the establishment and the Solicitor.

#### 4.4 Example of Warning Letter by Headteacher

Dear

**INCIDENT AT (LOCATION) ON (DATE) INVOLVING (NAME)**

*I have been informed by..... of the incident in her/his classroom when you were (verbally abusive and disruptive) and (caused considerable anxiety for the children / young people and staff who were present).*

*This type of behaviour is wholly unacceptable and will be reported to the next meeting of the governing body and recorded in their minutes. The incident has also been reported to (name other authorities).*

*Should there be any repetition I will give serious consideration to banning you from the establishment.*

*I enclose a copy of the establishment's complaints procedure and request that you use it to address your concerns to me.*

*I would very much appreciate having a meeting with you so that we can discuss and hopefully resolve your concerns. I will invite..... to join us in those discussions. I will be free at the end of school day (at date) but if that is not suitable for you, please contact me to arrange an appointment.*

*Thank you for your co-operation.*

*Yours sincerely*

## 4.5 Example of Banning Letter by Headteacher

Where criminal or civil proceedings are being taken or are contemplated against the parent, advice should be taken from the Council's Solicitor as to who will write the banning letter.

*Dear*

*INCIDENT AT (LOCATION) ON (DATE) INVOLVING (NAME)*

*On (date) you were extremely abusive to me when we (met outside your son's classroom).*

*You (swore at me several times in the presence of children and you struck Ms..... when you swung the door back to get into the classroom).*

*I have previously sent you a warning letter on (date,) after the incident on (date) when you came into school, explaining that it is not always possible to meet informally with your son's teacher at the beginning of the school day. I explained that a repeat of this type of incident could lead to a ban from the school premises.*

***Your bullying and intimidating behaviour yesterday was unacceptable and I therefore intend to ban you from the school premises for one month.***

*The ban will take effect immediately and continue until (date). This means that you may not enter the school buildings or any of the playgrounds or playing fields during this period, except in the case of a genuine emergency affecting your child, or for an arranged appointment with me.*

*The Chair of Governors and I would like to meet with you (on date four weeks hence) to discuss your concerns and the school's procedures and expectations so that we can work together in the future. Please contact me in writing or by telephone to confirm that you can attend.*

*Thank you very much for your co-operation.*

*Yours sincerely*

## 4.6 LEA Banning Letter

The Council may be requested to send a letter as a final stage prior to invoking legal action. The letter should be signed by the Director of Children Services.

*Dear*

### ***INCIDENT AT (LOCATION) ON (DATE) INVOLVING (NAME)***

*I understand from (name of head of establishment) that you have ignored her/his specific written ban from (name of premises) of (date) (which was imposed as a result of your unreasonable behaviour) by coming into the school (on date). I understand that this resulted in an incident where you were again abusive and threatening to (name of head of establishment).*

*I must make it absolutely clear to you that such intimidating behaviour is unacceptable and will not be tolerated. In the circumstances I must insist that you comply with the instruction not to enter the grounds or the establishment, until further written notice, other than in a genuine emergency concerning your child(ren).*

*Should you enter the grounds or establishment for any other reason, I have advised the head that staff should not enter into discussion with you other than to ask you to leave the site. Should you enter the site again without invitation and refuse to leave, I shall arrange, in conjunction with the head of establishment, to refer the matter to the Council's Solicitor*

*This ban on entering the site will last until (date). The head of establishment will be in touch with you to review the situation on (date). I very much hope that it will then prove possible to make a fresh start.*

*Thank you for your co-operation.*

*Yours sincerely*

## **ANNEX C**

### Useful Contacts

#### Design and Building Issues

Swindon Borough Architect 01793 463620

Police Architectural Liaison Officer 01793 507880

([securedbydesign.com](http://securedbydesign.com))

#### Swindon Borough Council Health, Safety and Wellbeing Team

Health and Safety and Wellbeing Advisor 01793 464887

#### Children Services, Swindon Borough Council

Planning and Development Team 01793 465739