

**HEALTH & SAFETY**

**SCHOOL SECURITY GUIDELINES**

**Version Control**

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| **Version** | **Date** | **Approved By** | **Amendment** |
| 1 | May 2013 |  | Document created in consultation with Safeguarding team (Tracey Holyhead), Crime Prevention Team (Mark Antrobus), Legal Services (Rob Barnett) & Schools Health and Safety group (13/5/13). |
| 2 | Mar 2015 | Health & Safety Team | Further updated with questions provided by Jill Farrell. |
| 3 | Mar 2016 | Health & Safety Team | Lockdown updated and Stay Safe included based on security advice. |
| 4 | May 2016 | Health & Safety Team | Removed reference to maximum opening of windows to 50mm aperture. |
| 5 | Nov 2016 | Health & Safety Team | Included Emergency Plan, Shelter Guidance & Grab Bag. |
| 6 | Nov 2017 | Health & Safety Team | Included Red and Amber Alerts in Lockdown. |
| 7 | Apr 2022 | Health & Safety Team | Re-worded and re-formatted throughout.  Removed reference to s.547 of the Education Act 1996 excluding Independent Schools.  Removed reference to s.550A of the Education Act 1996 (repealed by 2006 Act).  References throughout document to external guidance or websites are hyperlinked.  Section 8 fully hyperlinked.  Demonstrations included in Amber and Red lockdown guidance. |

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# INTRODUCTION

From a security perspective the most common incidents encountered by schools are general nuisance and disturbances, abusive behaviour and vandalism. Such incidents can occur within the school itself, on school grounds or in the immediate surrounding area. If suitable measures are not taken to prevent or limit such incidents they can quickly escalate, thus making the occurrence of serious incidents more likely.

The Health and Safety at Work etc. Act 1974 and associated regulations require employers to do all that is reasonably practicable to ensure:

* The health, safety and welfare at work of employees; and
* The health and safety of non-employees such as pupils, students, visitors.

In terms of the safety of individuals this means that employers should look at the significant risks and implement sensible measures including security arrangements.

# SCOPE

This guidance document has been designed to identify a suite of options involving school security and taking into account the physical aspects of safeguarding physical requirements (fencing etc.). It also highlights some of the legal provisions that schools are able enforce either themselves or though external bodies, e.g., Police, etc.

# ROLES & RESPONSIBILITIES

## Governing Body

The Governing Body is responsible for:

* Adopting a security policy and developing arrangements for monitoring and reviewing the effectiveness of such a policy;
* Providing resources, where required, to enhance security provisions.

## Head Teacher

The Head teacher is responsible for implementing any security policy once it has been agreed by the governing body and is further responsible for ensuring that:

* Any security issues are reported to the Governing Body and Local Authority;
* A periodic review of security arrangements is carried out through the completion of the security risk assessment. As a minimum this should be scheduled to take place biennially (every two years) or should an event occur which highlights a deficiency in the existing arrangements (**Appendix A**);
* In the event of the risk assessment identifying high or medium risks they seek further specialist advice, e.g., Risk Manager (RM), Crime Prevention Officer (CPO);
* They report crimes to the Police and seek advice where necessary;
* Procedures are in place for regular checks of security provisions; and
* Staff appreciate the importance of security and understand their responsibilities.

## Staff and Pupils

The involvement of staff and pupils is critical to the success of any policy you implement and both teaching and non-teaching staff need to be aware of methods to:

* Understand their own role in making the school secure and reporting any concerns;
* Protect pupils from hazards;
* Implement the school’s emergency plan

Pupils can also be encouraged to assist, in particular by participating in Youth Action Groups or School Councils. Parents can be informed of the measures that the policy implements to safeguard the welfare of pupils.

## Local Authority

Local Authority should support and monitor the implementation of School Security Policies and provide advice and support when required or requested.

# SECURITY

## Site Security

There is a fine balance between maintaining a welcoming teaching environment and maintaining a secure school. Schools should give particular consideration to the security of staff in isolated parts of school buildings or when they working alone out of school hours.

School security is ever changing and needs to be kept under constant review, with vulnerable areas identified and remedial actions implemented to address them.

The following information gives a suite of options which you may wish to adopt or adapt for enhancing security within your school**[[1]](#footnote-2)**;

## Grounds & Perimeter

* The boundary is the first line of defence and should be protected with secure fencing or railings which should be robust and sufficient in height and coverage to make access to and from the school difficult and time consuming for trespassers and ideally conforming to BS1722 and over 2.0m high.
* Boundaries should be clearly defined with the public aware of the extent of school grounds.
* Gates should be the same height as the fencing, fitted with anti-lift hinges, locking mechanisms that do not aid climbing and secured using an approved locking mechanism.
* Other gates, access to outbuildings, boiler rooms etc. can be provided with suitable additional security measures such as padlocks and chains.
* Ensure that gates, walls and fences are well maintained and secure.
* Main vehicle and pedestrian access points should ideally be overlooked by the school office / reception. Other secondary site access point should be kept locked unless required for deliveries or other specific needs. Car parking areas should be well lit and have good natural surveillance.
* Security lighting should be provided around the perimeter of school buildings with dusk to dawn lighting on all elevations where there is an entrance door. Such lighting can be controlled with either a timer switch or a passive infra-red (PIR) detector.
* CCTV if available should cover all access points around the building and be able to record in a sufficiently high resolution that images are clear and in order to aid identification should faces be visible. CCTV system will also have night vision capabilities.
* Anything that restricts inter-visibility by neighbours or passers-by to aid natural surveillance should be removed.
* Reduce number of recesses where trespassers can hide.
* Waste bins / skips should be secured with a locking lid and preferably caged.
* Grilles to external elevations for air ventilation ducting systems should be securely fixed to prevent unauthorised access.

## Roofs

* Access to the roof should be restricted by anti-climb paints or other suitable anti-scale barriers.
* Roof apertures such as skylights and vents from ducting systems should be secured and preferably fitted with internally fitted bars or grilles.
* Fragile surfaces should be clearly marked and protected from ready access.

## Doors & Windows

* Ideally the main entrance to the school should incorporate some degree of access control such as a remote electronic lock release device incorporating an intercom and visual verification.
* Where feasible access during school hours should be limited to one main entrance with other access points being kept locked to prevent them from being opened from the outside but able to be unlocked from the inside in the event of an emergency.
* All windows and doors should be checked and assessed to ensure that the locking mechanisms are in working order and fit for purpose. Locking devices and additional security measures fitted to windows and doors should not be easily defeated.
* Glazing to ground floor windows and doors should include one pane of attack resistant laminated glass. Ideally shutters should be fitted to windows and doors to further enhance security.
* As a minimum external entrance and exit doors should have a 5-lever mortice deadlock conforming to BS3621. However, it is always advisable to have more than one security measure fitted to every access point as the more time consuming it is to defeat the less likely it is that someone will be willing to attempt defeating it.
* Review siting of letterboxes to prevent access to internal door locks or arson considering a fire-proof wall mounted letterbox if appropriate.
* Ensure there are procedures in place to check external windows and doors are locked when school closed and to ensure windows are not left open when rooms are unattended.
* Any opening windows which are accessible to pupils and are large enough for children to fall out of should be restricted to 100 mm or less to prevent falls and should not protrude so as to create a risk to anyone walking past them. Window restrictors should only be able to be disengaged using a special tool or key and be suitably robust to withstand foreseeable forces applied by an individual determined to open the window further and to withstand damage (either deliberate or from general wear).
* All fire exit doors should be devoid of external furniture.

## Alarm & CCTV Systems

* A type ‘A’ monitored alarm is essential for school buildings, especially those that are remote from residential areas. Type ‘A’ alarms are monitored by a central monitoring station and have the facility for immediate response to any security breaches. In any case fire and intruder alarms should always be monitored out of hours.
* Comprehensive coverage of the school should be afforded by any fire detection and intruder alarm system.
* It is essential to have clear facial recognition in order to identify an offender and for subsequent evidential use.
* The main areas for coverage by CCTV are access and egress points, reception, IT suites, offices and locations with little natural surveillance and circulation areas and should be fitted both internally and externally.
* Lighting should support the operation of CCTV and should not be restricted by trees, shrubs or other landscaping features.
* Fittings should be vandal resistant and positioned out of reach.
* Consider the use of an independent CCTV testing company (they do not sell or install systems) to review your current system or for advice on planned CCTV systems.
* Provision of external and internal [in particular reception area] security CCTV cameras.
* Further information on alarm and CCTV systems can be found at the [National Security Inspectorate](https://www.nsi.org.uk/)’s website or the [Security Systems and Alarms Inspection Board](http://www.ssaib.org/)’s website and [Secured by Design](http://www.securedbydesign.com/).

## Access Control

**Signage**

* Appropriately worded signs should be displayed indicating opening times and directing visitors to the school office/reception.
* Appropriately worded warning signs regarding the presence of an alarm system, monitored CCTV, trespassing and the fact that all property of value on the school premises is property marked should be displayed.

**Visitors**

* Controlled entry for visitors (including suppliers and contractors) is essential and a system should be in place to ensure that all visitors are required to make their presence known before gaining access to any part of the school building. Once their presence is acknowledged and entry is permitted, they should be made to formally sign in and should be issued with a visitor’s pass, which will only be valid on the day of issue.
* Visitors to the school should not be allowed to wander about the school unaccompanied. Identification provided by local authorities, utilities or other organisations should not be accepted as an alternative to the school’s own system.
* All staff are to wear ID badges and anyone not wearing a badge should be challenged.
* Good access control is essential to the security of the school during the school day and procedures should be in place to ensure that no one is able to access the school buildings unacknowledged and that once in the building there are systems are in place to protect or help pupils and staff should support become necessary.
* All visitors, including school governors, should initially report to the school office / reception where the purpose of their visit can be established prior to them signing in and being issued with a visitor’s badge which should be valid only on the day of issue.

## IT Suite & IT Equipment

* If the school has an IT suite it should be located in the centre of the school to make it harder for an intruder to gain access if this is not possible careful siting of power trunking will ensure IT equipment is kept away from any windows.
* Any IT suite, including the roof, doors, walls and windows should be thoroughly secured. It should also be covered by a monitored alarm and CCTV.
* Consider fitting a security fogging device that links to the alarm that conforms to BS EN 50131-8:2019. This will activate should unauthorised entry be gained. The room would then fill with smoke making it difficult for an intruder to see.
* Computers should be fitted in to individual steel cases and projectors should be kept inside steel cages. All computers should be secured to the desk if they cannot be moved.
* Any tablets or laptops should be stored in a lockable cabinet that is bolted to the floor. This cabinet should be made of reinforced steel and designed to resist crowbars, cutting equipment and lock pickers.
* An inventory should be kept with photographs, serial numbers and identification marks. Details need to be readily available in the event of theft.
* Avoid advertising desirable IT equipment to thieves. Staff should refrain from mentioning IT assets on the school website and social networking sites. Also avoid disclosing significant IT purchases to the local media.
* Ensure any cable locks, security cages or cabinets used are recognised by the [Loss Prevention Certification Board](https://www.bregroup.com/products/lpcb/) or meet [Secured by Design](http://www.securedbydesign.com/) standards.

## Internal Procedures

* Staff, pupils and visitors to be advised that valuables should not be left unattended.
* Ensure there are defined procedures in place for cash handling such as emptying vending machines and tills and storing cash in a safe.
* Keys to be stored in a safe or a secure key cabinet.
* Nominate and record details of a keeper of keys, who can quickly respond should it be necessary.
* Consider marking of valuable / portable equipment.
* Document and safeguard receipt of found property on school premises whilst attempts made to establish lawful owner.
* Put in place a ‘Switch off’ policy for electrical equipment when not in use ensuring that this is communicated to all concerned.
* Weekly checks of building for any damage or graffiti to be reported for repair especially where this may weaken security measures so remedial action can be taken as soon as possible.
* Consider involvement in local Neighbourhood Watch Schemes or even engaging in informal arrangements with neighbours.
* Ensure measures are in place for suitable playground supervision.
* Develop Lockdown Procedures (**Appendix B**).
* If required seek advice from Crime Reduction Advisor (Cheshire Police).

## Procedures for Firearms or Weapons Attack - Lockdown

Lockdown is the act of quickly restricting access and egress to a site or building, either in its entirety or to a specific, localised area. This can be achieved through physical measures in response to a threat, whether it is an external or internal threat (**Appendix B**).

The aim of a lockdown is to prevent or frustrate attackers accessing any part of the site or building. Schools should consider going into lockdown as a response to a dynamic critical incident such as a firearms or weapons attack taking place either on site, in the building or in the surrounding area.

In the event of imminent danger, the ‘Stay Safe Principles’ (**Appendix B**) identifies simple actions to consider in order to keep people safe and gives advice on the information that armed officers may subsequently need.

## Other Emergency Procedures

If the incident involves a bomb, then refer to the School Bomb Alerts and Emergency Procedures Policy.

A Schools Emergency Plan should be developed identifying procedures and individual roles and responsibilities.

If there is a major emergency which can be caused by anything from flooding, transport accidents or chemical spills then schools need to plan for three simple steps, i.e. Go In, Stay In, Tune In (**Appendix C**).

Grab Bags (Contingency Kits) should contain essential equipment to be used during any incident that involves 'invacuation', lockdown or sheltering in-place (**Appendix D**).

# THE LAW

## General Principles of Law

The age of criminal responsibility in England and Wales is 10 years old. This means that children under 10 can’t be arrested or charged with a crime. There are other punishments that can be given to children under 10 who break the law.

Children between 10 and 17 can be arrested and taken to court if they commit a crime. Another option available to the police or CPS is to issue a Youth Conditional Caution (YCC) if the youth admits to a criminal offence. A YCC allows an authorised person (usually a police officer) or a relevant prosecutor (usually a member of the CPS) to decide to give a caution with one or more conditions attached

Most criminal offences are investigated by the police and prosecuted by the Crown Prosecution Service. The police have a wider power of arrest not available to private citizens (members of the public). Their powers are however limited and individual police offers are responsible for the way they exercise their powers. A power of arrest is not available in respect of every offence and a police officer is not bound to always exercise a power of arrest even where it is available.

It is sometimes also possible for a prosecution to be undertaken privately either by an individual, such as a teacher, or by some other body, such as a local education authority or teachers’ union.

## Definitions

‘School’ refers to schools maintained by a local education authority, including maintained nursery schools, voluntary-aided schools, academy schools, pupil referral units and grant-maintained schools.

‘Staff’ generally refers to all those employed at the school and any others working there, such as volunteers. Where a specific group is meant, such as those who have been authorised by the Head teacher to be in charge of pupils, this is made clear.

‘Premises’ generally refers to the whole of a school’s grounds, including its buildings, and both on-site and detached (off-site) sports fields.

## Trespass

All schools and school grounds are private places and anyone entering without authority may be asked to leave. This might include parents, pupils, excluded pupils and ex-pupils. Anyone entering without permission is a trespasser. Trespass is a civil rather than a criminal matter. The Head teacher, in exercising day to day management of the school, determines who should have access to the premises.

Use of a right of way which passes through or is otherwise situated on school premises does not allow someone to roam freely round school grounds. If a person uses a right of way other than for its intended purpose, or if they do anything that is not reasonably part of their journey (such as disturbing people) they risk being regarded as a trespasser.

To assist schools, Local Authorities have powers to make a public path diversion order under section 257 of the Town and Country Planning Act 1990. Schools can also consider seeking an injunction against persistent trespassers, breach of an injunction is a contempt of court and can incur substantial penalties, including imprisonment. Courts however, rarely grant injunctions against young people. Other measures in relation to anti-social behaviour may well be available. Schools wishing to use these should seek legal advice as the procedures can be complex.

Schools are not obliged to tolerate the informal public use of playing fields (for football matches, walking or other recreational activities), but should consider that doing so in some instances may act as a deterrent to would-be trespassers and potential criminals.

Under the Occupiers Liability Act 1984 if the owner / occupier is aware of dangers on the site they may be under a duty to take reasonable precautions to prevent injury to those who may reasonably be expected to be in the vicinity including trespassers. These measures might include signage, either warning of the dangers or warning against authorised entry.

A school can seek compensation from a trespasser for any loss or damage attributable to the trespass (for example, some interruption of the school’s activities). Any deliberate or reckless damage to another’s property, whether or not committed in the course of trespass, might constitute the offence of criminal damage, which carries potentially severe penalties and should be reported to the police.

## Section 547 of the Education Act 1996

All schools have a common law power to bar troublesome adults from the school premises. A trespasser refusing to leave school premises, or entering after being required to leave, may also be committing an offence under section 547 of the Education Act 1996. Section 547 says that someone without authority to be on school premises who causes a nuisance or disturbance, commits an offence. Police officers and other authorised people (a member of staff in certain circumstances) can use reasonable force to remove someone reasonably suspected of committing an offence under section 547.

An example of a letter designed to warn trespassers of the possibility of action under section 547 prepared by Legal Services (**Appendix E**). Care should be taken when the trespasser is the parent of a child attending the school as they have different rights of access in law but can still be considered to be trespassing under certain conditions. Furthermore there is a process which should be followed which includes giving the parent the right to make representations in their defence.

## Offensive Weapons

It is an offence under the Offensive Weapons Act 1996 to carry, without reason or authority, a knife or offensive weapon in or around schools. This applied to all knives other than folding pen knives with a three inch or smaller blade. Exceptions to this include knives used for educational purposes, and knives carried for religious purposes, e.g., a Sikh’s kirpan.

Where there is a reasonable belief that a pupil might be carrying an offensive weapon, staff can, in exceptional circumstances, and before the police arrive, search a pupil who has agreed to co-operate. A confiscated weapon should be surrendered to the police as soon as possible.

Sections 550ZA to 550ZD of the Education Act 1995 gives members of staff of schools have powers to search pupils where there are reasonable grounds for suspecting that they have a prohibited item with them or in their possessions. Prohibited items include knives and blades, offensive weapons, alcohol, controlled drugs, stolen articles and any other article of a kind which can be specified in regulations.

Furthermore, The Schools (Specification and Disposal of Articles) Regulations 2012 extends prohibited items to include tobacco and cigarette papers, fireworks and pornographic images to the list of “prohibited items”.

Section 2 of the Education Act 2011 gives teachers the power to search pupils for items banned under the school rules (previously, they could only search for weapons, stolen goods, drugs and alcohol) whilst Section 5 repeals the requirement to give parents 24-hour notice when issuing detentions as laid out in Section 92 of the Education and Inspections Act 2006.

The search must take place either on the premises of the school or college or elsewhere provided the member of staff has lawful control or charge of the pupil or student. The member of staff can use such force as is reasonable in the circumstances but may not require the pupil or student to remove any clothing other than outer clothing. The member of staff must be of the same sex as the pupil or student, must carry out the search only in the presence of another member of staff and must ensure that that person is of the same sex as the pupil or student if that is reasonably practicable.

Further advice and Guidance can be found on:

[Behaviour and Discipline](http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies)

[Searching, Screening and Confiscation](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

## Physical Restraint of Pupils

Section 93 of the Education and Inspections Act 2006 gives school staff statutory powers to use reasonable force to control and restrain pupils in certain circumstances and as such it is advised that schools should not have a ‘no contact’ policy. However, it is advised that further guidance is sought with regard to exercising such powers.

Further advice and Guidance can be found on:

[Behaviour and Discipline](http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies)

[Use of Reasonable Force Advice](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## Other Criminal Matters

Schools should discuss with police the procedures for reporting cases where violence is not involved (illegal drugs, theft, petty vandalism, minor criminal damage and burglary). These incidents will not usually require an emergency response.

Head teachers should be informed where school staff are aware of possible drug-dealing activities outside school premises. This is in the interest of safeguarding the health and safety of young people.

Unless the circumstances make it unavoidable, it is preferable for police officers to avoid making arrests on school premises. If it proves necessary to arrest a pupil on school premises, the police should where possible seek the co-operation of the school to enable the arrest to be made discreetly. For example, authorised school staff may be able to isolate the pupil from others before police make the arrest.

Further advice and Guidance can be found on:

[Behaviour and Discipline](http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies)

[Searching, Screening and Confiscation](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

# MAINTAINING RECORDS

Any complaints about actions taken by members of staff should be taken through the school’s complaints system.

As part of their security plan schools should consider using a system of recording and reporting incidents. This would include incidents, perhaps of a quite minor nature, which might become significant if they recurred and became persistent. Such a system may also help identify trends which can help define a preventative measures plan in order to prevent or reduce such incidents happening in the first place. Staff might be expected to record incidents such as:

* Minor trespass;
* Minor aggressive behaviour by persons other than pupils around the school site;
* Matters reported by pupils.

These should be raised at Staff and Governors meetings and recorded in the minutes of meeting.

# CONTACTS

Schools can seek advice and assistance from relevant contacts within the Local Authority.

These include;

|  |  |  |
| --- | --- | --- |
| **Risk Management** | Lynn Pennington-Ramsden | 0151 511 8563 |
| **Legal Services** | Manwar Hussain | 0151 511 6482 |
| **Critical Incident Management** | Martin West | 0151 511 7386 |

# REFERENCES

* [Health and Safety at Work etc. Act 1974](https://www.legislation.gov.uk/ukpga/1974/37/contents)
* [Education Act 1996](https://www.legislation.gov.uk/ukpga/1996/56/contents)
* [Occupiers Liability Act 1984](https://www.legislation.gov.uk/ukpga/1984/3/contents)
* [Town and Country Planning Act 19901](https://www.legislation.gov.uk/ukpga/1990/8/contents)
* [Offensive Weapons Act 1996](https://www.legislation.gov.uk/ukpga/1996/26/contents)
* [Apprenticeships, Skills, Children and Learning Act 2009](https://www.legislation.gov.uk/ukpga/2009/22/contents)
* [The Schools (Specification and Disposal of Articles) Regulations 2012](https://www.legislation.gov.uk/uksi/2012/951/contents/made)
* [Education Act 2011](https://www.legislation.gov.uk/ukpga/2011/21/contents)
* [Education and Inspections Act 2006](https://www.legislation.gov.uk/ukpga/2006/40/contents)

# PROGRAM EVALUATION

In order to ensure that this guideline document continues to be effective and applicable to the Council, the program will be reviewed as required by Risk and Emergency Planning and relevant stakeholders. Conditions which might warrant a review of the policy on a more frequent basis would include:

* Changes to legislation;
* Employee concern.

Following completion of any review, the program will be revised and/or updated in order to correct any deficiencies. Any changes to the program will be consulted through the relevant stakeholders.

# APPENDIX A – Risk Assessment

| **Question** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Low** | | | **High** | | |
| 0 | 1 | 2 | 3 | 4 | 5 |
| **1. INCIDENCE OF CRIME IN LAST 12-MONTHS** | | | | | |
| No cases of trespassers on school grounds | | | Trespasser commonly present of school grounds | | |
|
| **Score (0 - 5):** | | | | |  |
| No cases of vandalism reported | | | Frequent and costly vandalism of school buildings | | |
|
| **Score (0 - 5):** | | | | |  |
| No cases of theft or burglary | | | Frequent theft or burglary | | |
|
| **Score (0 - 5):** | | | | |  |
| No arson attacks in the locality | | | Schools in locality have suffered from arson attacks | | |
|
| **Score (0 - 5):** | | | | |  |
| No attacks on pupils or staff reported | | | Attacks inside schools or vicinity | | |
|
| **Score (0 - 5):** | | | | |  |
| No alcohol, drugs or solvent abuse problems | | | School or locality problem with alcohol, drugs or solvent abuse | | |
|
| **Score (0 - 5):** | | | | |  |
| **INCIDENCE OF CRIME IN LAST 12-MONTHS TOTAL (0 - 30):** | | | | |  |

| **Question** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Low** | | | **High** | | |
| 0 | 1 | 2 | 3 | 4 | 5 |
| **2. ENVIRONMENT & BUILDINGS** | | | | | |
| Locality has a low crime rate | | | Locality has a high crime rate as reported to Police | | |
|
| **Score (0 - 5):** | | | | |  |
| Grounds clearly visible | | | Unobserved grounds | | |
|
| **Score (0 - 5):** | | | | |  |
| Boundaries well defined with fences and gates preventing all but determined intruders | | | No fences or gates preventing unauthorised access | | |
|
| **Score (0 - 5):** | | | | |  |
| Clear entrances with signs directing visitors | | | No clear entrances or multiple entrances | | |
|
| **Score (0 - 5):** | | | | |  |
| Pass system in operation with badges issued to all visitors | | | No system of recording visitors | | |
|
| **Score (0 - 5):** | | | | |  |
| Car parks well-lit and overlooked | | | No safe place to park, car parks unlit and not overlooked or surrounded by trees | | |
|
| **Score (0 - 5):** | | | | |  |
| Buildings well-kept and in good repair with no graffiti and not vandalised | | | Buildings badly kept and in state of disrepair, graffiti covered and vandalised | | |
|
| **Score (0 - 5):** | | | | |  |
| No buildings detached from main block | | | Many detached buildings including temporary huts | | |
|
| **Score (0 - 5):** | | | | |  |
| No places for intruders to hide and break in unobserved | | | Numerous places for intruders to hide and break in unobserved | | |
|
| **Score (0 - 5):** | | | | |  |
| Doors secure against all but most determined intruders | | | Fire exit doors easily forced, inadequate locks | | |
|
| **Score (0 - 5):** | | | | |  |
| Windows and roof lights protected against burglars | | | Windows and roof lights provide easy access | | |
|
| **Score (0 - 5):** | | | | |  |
| Few computers, TV’s and other equipment | | | Many computers, TV’s and other equipment | | |
|
| **Score (0 - 5):** | | | | |  |
| Buildings have adequate fire compartmentalisation | | | Over-large fire compartments and lack of fire/smoke barriers and doors | | |
|
| **Score (0 - 5):** | | | | |  |
| Strong community and parental support benefits security, e.g., active PTA | | | Insignificant parental or community involvement or negative attitudes | | |
|
| **Score (0 - 5):** | | | | |  |
| No reported problems and/or security benefits due to out of hours use | | | Many security problems due to out of hours, special risks, e.g., bars, social clubs, etc. | | |
|
| **Score (0 - 5):** | | | | |  |
| **ENVIRONMENT & BUILDINGS TOTAL (0 - 75):** | | | | |  |

| **Question** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Low** | | | **High** | | |
| 0 | 1 | 2 | 3 | 4 | 5 |
| **3. SECURITY MEASURES** | | | | | |
| Effective system of reporting suspicious incidents, e.g., paging, texting | | | No scheme in operation | | |
|
| **Score (0 - 5):** | | | | |  |
| Successful involvement of staff in security issues | | | No involvement of staff in security | | |
|
| **Score (0 - 5):** | | | | |  |
| Waste and recycle bins locked away every night | | | Unlocked mobile bins left around school | | |
|
| **Score (0 - 5):** | | | | |  |
| There is an established routine to ensure that all external doors are locked when the building closes | | | There is no established routine to ensure that all external doors are locked when the building closes | | |
|
| **Score (0 - 5):** | | | | |  |
| The number of entrances is kept to a minimum | | | There are a number of entrances | | |
|
| **Score (0 - 5):** | | | | |  |
| Windows are closed and bolts are checked to make sure that they function properly | | | There is no routine to ensure that door bolts function properly and windows are closed | | |
|
| **Score (0 - 5):** | | | | |  |
| There is a secure entrance that is well organised with visitor badges, staff challenging strangers and a log of visitors arriving and leaving | | | There is no reception at the entrance and visitors can walk in unsupervised | | |
|
| **Score (0 - 5):** | | | | |  |
| Lighting of all entrances, footpaths and building facades | | | No lighting | | |
|
| **Score (0 - 5):** | | | | |  |
| Efficiency surveillance e.g., CCTV covering perimeter or security patrols | | | No surveillance system | | |
|
| **Score (0 - 5):** | | | | |  |
| Intruder alarms using infra-red detectors in all ground floor perimeter and other vulnerable rooms | | | No Intruder alarm system | | |
|
| **Score (0 - 5):** | | | | |  |
| Automatic fire detection system linked to fire service | | | No automatic fire detection system | | |
|
| **Score (0 - 5):** | | | | |  |
| All valuable property marked and kept in secure store and securely locked | | | Valuable property no locked away or marked | | |
|
| **Score (0 - 5):** | | | | |  |
| Secure cash handling methods in operation | | | No cash handling methods in operation | | |
|
| **Score (0 - 5):** | | | | |  |
| **SECURITY MEASURES TOTAL (0 - 65):** | | | | |  |

|  |  |
| --- | --- |
| **OVERALL SCORE** | |
| **INCIDENCE OF CRIME (0 - 30):** | **0** |
| **ENVIRONMENT & BUILDINGS (0 - 75):** | **0** |
| **SECURITY MEASURES (0 - 65):** | **0** |
| **Total RA Score (0 - 170):** | **0** |
| **Once the Total RA Score has been calculated the  premises should be rated as per the table below:** | |

|  |  |  |
| --- | --- | --- |
| **Overall Score** | **Risk Rating** | **Rating of Building(s) / Premises** |
| < 56 | **LOW** | No cost or low-cost measures to be considered. Attention to be given to maintenance and improvement of existing security measures. Attention to be given to individual points scored in red. |
| 57 – 113 | **MED** | Medium to high-cost measures to be considered. Seek advice from Local Authority, police and other agencies. Attention to be given to individual points scored in red. |
| 114 - 175 | **HIGH** | High-cost measures should be considered. Seek advice from Local Authority, police and other agencies. |

# 

# APPENDIX B – Lockdown Procedures

DEALING WITH A FIREARMS OR WEAPON ATTACK

**LOCKDOWN PROCEDURES**

Lockdown describes the ability to quickly restrict access and egress to a site or building (or part thereof) through physical measures in response to a threat to safety, either external or internal. The aims of ‘lockdown’ is to secure the safety of occupants and prevent or frustrate attackers accessing a site (or part of).

There are two distinct ‘lock-down’ procedures, **AMBER** and **RED** alerts. Schools should consider going into,

* **AMBER** – in response to an external threat to safety or security of occupants such as a suspicious vehicle, chemical release, ‘out of hand’ demonstrations etc., and there is a need to keep occupants indoors but not secure the building.
* **RED** - in response to a fast-moving incident such as a firearms or weapons attack, violent demonstrations either directly at the site or in the vicinity and there is a need to secure the building.

Advance planning is required of what needs to be done to lockdown a site and schools should develop the following procedures:

* Assessing the incident and deciding on the appropriate response;
* Notifying the Police and be guided by their advice;
* Raising the alarm, taking account of every scenario (e.g., playtime, etc) and without using the fire alarm (see below);
* For **RED** alert incidents, securing the access and egress points by locking/closing doors, foyers, shutters and other areas to prevent external unauthorised access into the school. Note: processes need to be flexible enough to cope with and compliment invacuation and evacuation, e.g., fire exit doors;
* Identifying refuge areas for staff and pupils to congregate that assist to assist with their personal safety and/or conceal where they are located;
* In larger schools, identifying how they can be sectored to allow specific areas to be locked down;
* Identifying staff roles and responsibilities to assist, e.g., moving pupils to safe areas, taking registration, checking rooms, communications, etc; and;
* Considering how to effectively communicate with parents and other stakeholders, e.g., the Local Authority, either during or after the incident

Various options for raising the alarm could include:

* Dedicated “Lockdown” alarm tone or intermittent tones
* Light systems
* Public Address (PA) system
* Existing internal messaging systems; text, email, staff phones etc.
* “Pop up” on employee’s computers / internal messaging systems
* Word of mouth

**STAY SAFE PRINCIPLES**

The ‘Stay Safe Principles’ need to be communicated to staff and are as follows:

**RUN**

* Escape if you can
* Consider the safest options
* Is there a safe route? RUN if not HIDE
* Can you get there without exposing yourself to greater danger?
* Insist others leave with you
* Leave belongings behind

**HIDE**

* If you can’t RUN, HIDE
* Find cover from gunfire
* If you can see the attacker, they may be able to see you
* Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal
* Find cover from gunfire e.g., substantial brickwork / heavy reinforced walls
* Be aware of your exits
* Try not to get trapped
* Be quiet, silence your phone
* Lock / barricade yourself in
* Move away from the door

**TELL**

* Call 999 - What do the police need to know?
* Location - Where are the suspects?
* Direction - Where did you last see the suspects?
* Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.
* Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
* Stop other people entering the building if it is safe to do so

**ARMED POLICE RESPONSE**

* Follow officers’ instructions
* Remain calm

# APPENDIX C – Go In, Stay In, Tune In (Sheltering In an Emergency)

**EMERGENCY ADVICE & SHELTER**

**Go In, Stay In, Tune In**

Major emergencies can be caused by anything from flooding and transport accidents to chemical spills and terrorism. In nearly every case you can help by following these three simple steps:

During an incident or when a siren is heard, find shelter and go Indoors immediately – follow the shelter advice given by the emergency services:

**GO IN** Find shelter.

**STAY IN** Until told what to do next.

**TUNE IN** To local radio and TV stations for further information.

Co-operate fully with any instructions given by the emergency services.

For your safety, access to the area will be restricted during a major incident.

If you have children in a nearby school DO NOT collect them. They will be looked after until it is safe to go outside.

Avoid using the telephone until the emergency is over, to ensure lines are free for the Emergency Services.

Please DO NOT call the site or Emergency Services.

Remain indoors until you hear the ‘All Clear Siren’ or until you receive instructions from Cheshire Police or local radio and TV. The ‘All Clear Siren’ will mean that it is safe for you to go outside.

DO NOT light matches or start engines and switch off gas appliances.

**Why?**

Where a community is being exposed to harm as a result of an emergency, they are more likely to be told to shelter until given further advice by the emergency services.

This is the preferred course of action for most serious incidents arising from the release of airborne substances where exposure presents an acute danger.

**Media**

Throughout an incident, the media is the best way for all concerned to keep informed and updated on advice and events but official channels/websites only will provide reliable information – see details below.



Go In

Go indoors, close doors and windows and shut down ventilation systems if it is safe to do so.

Unless there is an obvious risk to the property this will give you good short-term protection against the vast majority of hazards.

Stay In

Stay indoors until you know more about the situation and the appropriate action you need to take to protect yourself further.

The action you should take will be different depending on the nature of an incident so you could put yourself at more risk by not waiting for further instructions.

Tune In

Tune in to local radio and television to find out more about what is happening. If there is a major emergency, local radio and TV companies will interrupt programming to give the public safety advice and information about the incident. They will advise people of the current situation and what actions they should take.

**BBC Radio Merseyside** 95.8 FM / 1485 AM / DAB Digital / Freeview Channel 722

Or online at: [www.bbc.co.uk/radiomerseyside](http://www.bbc.co.uk/radiomerseyside)

**Radio City** 96.7 FM / DAB Digital

Or online at: [www.radiocity.co.uk](http://www.radiocity.co.uk)

**Useful websites for incident updates, information & advice:**

**Cheshire** **Police** <http://www.cheshire.police.uk/>

<https://www.facebook.com/cheshirepolice/>

<https://mobile.twitter.com/Cheshirepolice>

**Cheshire** **Fire** **&** **Rescue** <http://www.cheshirefire.gov.uk/news-events/incidents>

**Service**

https://mobile.twitter.com/Cheshirefire

**SP** **Energy** (**Power** **Cuts)** [http://www.spenergynetworks.co.uk/power\_cuts.asp](http://www.spenergynetworks.co.uk/pages/power_cuts.asp)

https://twitter.com/SPEnergyNetwork

**Halton** **Borough** **Council** <https://www.facebook.com/haltonbc/>

<https://twitter.com/HaltonBC>

# APPENDIX D – Contingency Kit (Grab Bag)

**GRAB BAG**

Examples of items to be placed in Grab Bags when schools are required to evacuate in emergencies;

* Plans of buildings with utilities cut off points clearly marked
* Asbestos register
* Contacts list
* Keys for building/s
* Mobile phones (if none are available normally)
* Mobile Phone Registers
* First Aid kit
* Notebook and pencils
* Medical details and medication
* School emergency plan

This list is not exhaustive and needs to be agreed by each school.

# APPENDIX E – Section 547 Warning Letter

[School headed notepaper]

Name:                                                                                               Date:

Address:

Dear

Nuisance on School Premises: ENTER DATES

I am writing to you regarding the latest occasion on which your presence on the school’s premises has given rise to grave concerns.

The latest incident took place at TIME on DATE when you were on the school’s premises.

On this occasion THEN DESCRIBE IN SOME DETAIL WHAT HAPPENED AND WHY IT GIVES CAUSE FOR CONCERN.

The incident was witnessed by NO NAMES BUT SAY WERE THEY STAFF CHILDREN PARENTS.

As you will know this is not the first time that your presence on school premises has given grave cause for concern and you will appreciate that we need to balance your needs to present on the premises as a parent with our duties to children, parents and staff who quite properly rely on the School to ensure that the school premises are a safe and suitable environment.

Previous occasions over the last XXX years include incident when you DESCRIBE IN OUTLINE AND IF YOU CAN GIVE DATES AND/OR YEARS

I draw your attention to Section 547 of the Education Act 1996 which states: *“People who… cause nuisance or disturbance to pupils, teachers or other lawful users of the premises are guilty of an offence and if they are convicted in the magistrate’s court can be fined up to [£500]. This applies to playing fields, playgrounds and other school premises for outdoor recreation of any LEA maintained school. A police officer who has reasonable cause to suspect that someone is committing an offence of this type may remove them from the premises.”*

I have already brought this latest incident to the attention of the Police and am also copying this letter to them, to the School’s Chair of Governors and to the Council Solicitor.

Any repeat of such behaviour will result in further Police involvement and if necessary, we will consider applying for an Order to ban you from entering the school premises.

I am sorry to have to write to you in these terms but it is important that you are aware that your behaviour is completely unacceptable and cannot be tolerated.

Yours sincerely

Cc: Police

Head Teacher Cc: Chair Governors

Cc: Council Solicitor

1. Please note that the measures listed is not an exhaustive list of required security measures and further specialist advice should be sought in developing security arrangements specific to your needs. Specialist advice should also be sought where there is doubt regarding whether existing arrangements conform to applicable standards. [↑](#footnote-ref-2)