

8. PREMISES HEALTH AND SAFETY AND SECURITY

Health, Safety and Welfare Manuals contain guidance for schools on Health and Safety matters and should be referred to in the first instance. See both:

- [BFC Corporate Health & Safety Manual](#)
- [Schools Health & Safety Manual](#)

Health and Safety Management Systems

The major components of a successful health and safety management system consist of:

- policy statement
- organisation for health and safety
- planning and implementing for health and safety
- measuring performance
- audit & review



The Management of Health and Safety at Work Regulations outline the need for employers to manage health and safety by ensuring that the arrangements they have in place are planned, organised, controlled, monitored and reviewed appropriately. See:

- [Management Regulations](#)

Risk Assessment

Risk assessment does not necessarily require a lot of technical knowledge about systems and processes. It does require a realistic and reasonable view to be taken about what harm may be caused and the likelihood that this will happen. Risk assessments should be prepared in consultation with the actual person undertaking the specific task.

Any work related activity that may place any person at risk of injury or ill health should be assessed. Specific legislation outlines assessments that need to be made for particular types of activity – such as Fire, Asbestos, hazardous substances etc. A general risk assessment will identify where such other assessments are required. Assessments should be reviewed on a regular basis and at least every year or whenever there is a significant change to the activity or people affected by it. To following the basic 5 steps to risk assessment see:

- [5 Steps to Risk Assessment](#)

Electrical Appliances

Headteachers/Senior Management Team must ensure that the use and testing of electrical appliances is correctly managed. Frequency of testing will vary dependant upon the type and use of equipment. If further information is required contact the Council's Electrical Engineer.

Emergency Evacuation and Planning

A system to ensure that all occupants of the premises can be evacuated in an emergency must be agreed and recorded. Different systems may be required depending upon the cause of the evacuation – e.g. fire and bomb evacuations. Children or staff with a disability or a temporary mobility issue must have a Personal Emergency Evacuation Plan (PEEP). See:

- [Emergency Procedures](#)

Headteachers/Senior Management Team should also plan for other emergencies. There may be loss due to fire, events occurring during an off-site journey, loss of electricity, gas leaks, a major road traffic accident outside the premises. Arrangements should also be in place to enable normal operation to continue alongside the management of an emergency.

- [Schools Emergency Plan](#)

Gas Electric and Water services

Headteachers/Senior Management Team together with Site Controllers should ensure that gas, electricity and water services are maintained in a safe condition. Gas services and appliances should be regularly inspected and tested by a Gas Safe registered engineer. Mains electricity should be inspected and tested at least once every five years; water services must be maintained in a condition that does not give rise to risk. If further information is required contact Construction and Maintenance.

Glazing

All schools have been subject of Safety Glazing Audits commissioned by the Council and maintained schools have been subject to a programme of window filming works.

Assessments should be undertaken to ensure that any glass that is likely to cause injury if it is broken is either replaced or made safe with the appropriate safety glass. It is essential that any glazing repairs are carried out in accordance with the Councils Glazing Safety Policy which is as follows:



- [Glazing Policy](#)

Emergency Heating

As the need for emergency heating will arise from time to time, it is important that the heating used for this purpose is both safe and appropriate for use. It will be necessary to complete a risk assessment as the correct resolution for emergency heating will be different for each site dependant on the location, the size and the age of the children.

Before using any portable heaters including LPG or electric ensure a detailed risk assessment is carried out due to the risks associated with proximity of heaters to children and young people. It is strongly recommended that advice be sought from Construction and Maintenance.

Lifting Equipment

Any staff undertaking lifting objects or people must attend an appropriate manual handling training course. Any equipment used for lifting objects or people must be maintained in a good condition. The frequency for inspection and testing will be in accordance with legal requirements outlined in the Lifting Operations and Lifting Equipment Regulations (LOLER). See:

- [Lifting Equipment](#)

Health and Safety Monitoring

Headteachers/Senior Management Team need to monitor the provision of health and safety within the workplace, by undertaking regular inspections of the premises, investigation and analysis of accidents and audit of systems and procedures.

Permits to Work

Where a school is undertaking construction work involving working at height, confined spaces, high voltage electricity or hot works advice should be sought from the LA/Diocesan Authority about the use of Permits to Work (PtW). Higher risk activities may require closer controls, which can be applied using a Permit to Work system. PtW identify the safe conditions and requirements that must be present before any work can be started. PtW if used should be administered by the competent contractor and not the school.

Use of Ladders

Ladders should only be used for low-risk, short-duration work, or where there are site conditions that cannot be changed. The Work at Height Regulations requires duty holders to ensure anyone involved in work at height are competent and trained. For more detailed information see:



- [Safe Use of Ladders](#)

Training Records

Records should be maintained of all staff training. A 'training needs analysis' should be carried out for each member of staff and each staff group. Risk assessments should be used to help identify training needs.

Workplace Health, Safety and Welfare

These Regulations aim to ensure that workplaces meet the health, safety and welfare needs of all, including people with disabilities. Where necessary, parts of the school, including in particular doors, passageways, stairs, showers, washbasins, lavatories and workstations, should be made accessible for disabled people.

The majority of the regulations are concerned with health issues such as having suitable and sufficient lighting, waste removal, adequate ventilation etc. Also welfare issues such as the provision of suitable drinking water, suitable toilet facilities etc. For more detailed guidance see:

- [Short Guide on Welfare Regulations](#)

Schools are additionally subjected to the Education Schools Premises Regulations that go further than the regulations that affect other workplaces for certain issues. For more detailed guidance see:

- [Supplementary Guidance on School Premises Regulations](#)

School Security

Bracknell Forest Council recognises and accepts its responsibility for ensuring that the schools, which it maintains, are safe places for children to learn and for employees to work. The Council also has a duty to ensure that the public assets, which school buildings and their contents represent, are protected from arson, other criminal damage and theft.

The Council will work in partnership with others who share the responsibility for school security. In particular, it will work with school governing bodies and Headteachers in identifying needs, determining priorities and securing resources to make improvements to school security.

Security of Premises

All schools should ensure, as far as reasonably practical, the safety of pupils, staff, visitors and volunteers and the security of the premises.

Responsibility for locking up the premises and site security can vary. It is not always a requirement for a caretaker or head teacher to lock and unlock the school premises. This task can, in some areas, be delegated to other responsible adults (usually nominated by the head teacher and approved by Governors).

Security – Safeguarding and Ofsted

Some schools have been subject of criticism and poor judgements which have been compounded by issues with physical security on school sites. Effectiveness of leadership and management has sometimes been judged inadequate where Ofsted think that school leaders have not put appropriate measures in place to minimise identified potential risks to pupils' safety on the school site. This means that in addition to conventional risks like arson or burglary there is also a safeguarding risk associated with lack of adequate security which schools need to be aware of as this may affect school outcomes with Ofsted.

Security – Approach

Whilst it is acknowledged that no two schools are identical and that the design and layout of the sites and buildings will differ from school to school, many of the issues revolving around security are generic. In terms of an approach to considering security on schools sites the following should be considered:

- Direct response to specific prevailing identified risks e.g. intruders, vandalism etc.
- Effectiveness of measures both inside and outside of school hours
- During normal school hours and outside schools hours e.g. during lettings or at night
- A combination of physical and electronic measures may be required
- The need for surveillance if required, and the type e.g. passive, or electronic/CCTV
- A combination of both physical security and management of security measures. Being proactive rather than reactive e.g. prevention rather than detection
- Risk assessment process should be consistent and thorough and risks should be identified, assessed, avoided, transferred, mitigated or managed. This should be in writing.

- The need for a site survey to help identify security risks

Security – Layered Defence

The principle of layered defence should be applied and the outer layer is the site boundary which should be able to be secured with a boundary fence e.g. during the school day and outside school hours.

An inner perimeter fence is normally employed to allow controlled public access to the front of school sites during certain times to and prevents the public from accessing the rear areas of the school. Gated access will be required through the inner perimeter fence, which is often run between buildings to reduce the visual impact.

The next layer is usually the security to the buildings themselves and in terms of doors and windows the building is only as secure as its weakest point. For example it is not advisable to spend large sums of money on high security doors if an intruder can simply break a window to gain access.

Security Considerations

Access control is a useful way of managing movement of people and vehicles into and around school sites and can be provided by way of swipe card, key fob, key pads or proximity readers, but it is often much cheaper and simpler to manage this by way of ironmongery. An intelligently thought out locking system with a hierarchy of master and sub master keys can be equally effective in managing access control and most school site teams can manage this quite easily by swapping lock cylinders where required.



Where risk assessment identifies the need for formal electronic surveillance by CCTV, the specification and design of this should be linked to a clearly thought out user requirement based on specific performance parameters e.g. “must be capable of reading a vehicle number plate” otherwise what is installed may not deliver on the expected performance. CCTV is also covered under the Data Protection Act so professional advice should be taken when designing such installations. CCTV should also be recorded, and schools should consider the need for remote monitoring as required.

Recessed external areas can be a major security concern. If not addressed by other measures such as security cameras, consider bringing out the doors in line with the outside wall or the installation of shutters /grilles.

Low roofs may give access to other unprotected areas of the premises. They can be protected using physical barriers. Box off downpipes, remove low walls and consider anti-climb collars and spinners.

Trees and shrubs near to the school buildings should either be trimmed back or removed as they may provide access to roofs.

For windows that are regularly broken, grilles or polycarbonate glazing should be considered. Bear in mind that polycarbonate ‘glass’ is easily scratched and is not flame retardant. It can also become translucent over time.

Ensure skirting below modular buildings is intact and clear of combustible litter.

Rubbish containers are a major source of arson in schools. Enclose and secure waste bins in a secure lockable store at least 8 metres away from any building.

Instruct building contractors to place skips at least 8 metres away from buildings.

For further guidance and information on terrorism please refer to:

- [School Emergency Plan](#), paragraph 3.26
- [Offsite and Adventurous Activities Manual](#), paragraph 6.07

Intruder Alarms and Remote Monitoring

Intruder alarms are compulsory for all school sites and these should be subject of telephone links with remote monitoring. It is also recommended to include a line integrity monitoring service such as Redcare, which can alert if the telephone link is cut or accidentally damaged.

Security - Advice and Support

There is no model solution to problems with the security of school premises. Every school is different and its needs should be assessed accordingly. Type and condition of buildings, location and site layout are relevant but the human factor is paramount.

Advice and support is available from a range of sources including BFC Education Capital & Property, the BFC Health and Safety Advisors, local Police Crime Prevention Officers, Construction and Maintenance and Insurance Assessors.

There is also the following specific advice on security in schools:

- DfEE 1996 [Improving Security in Schools Guide](#)
- School security survey template derived from the above guidance
- Leicestershire Constabulary School Security Booklet Selecting the Measures

Security Risk and Fire Safety

Arson is the main cause of school fires, there is a considerable overlap between fire prevention and site security. The following checklist of security issues affecting fire safety will be useful in assessing the risks:

Issue	Example of low risk	Example of high risk
Trespass	No cases of trespassers in school grounds	Trespassers commonly present in school grounds
Vandalism	No cases of vandalism reported	Frequent and costly vandalism
Intruders	Good locks on windows and doors. Intruder alarm system linked to a central station	Poor locks and no intruder alarm system
Arson	No previous arson attacks in the school or locality	School itself or schools in locality have suffered from recent break-ins or arson attacks
Site security	Very difficult for intruders to approach school buildings unseen	Easy to reach school buildings, eg, perimeter has weak points or no fencing at all
Out of hours use of school facilities	No reported problems and/or security benefits from out of	Many security problems due to out of hours use, special risks (eg,

	hours use	bars, social clubs)
Community ethos and support for the school	Strong community and parental support benefits security, eg, active Parent-Teacher Associations	Insignificant parent or community involvement or negative attitudes
Condition and appearance of buildings	Buildings well kept and in good repair, with no graffiti. Undersides of temporary buildings closed off	Buildings badly kept and in state of disrepair, with graffiti and vandalism a problem. Undersides of temporary buildings open to rubbish accumulation and arsonists
Recesses and internal courtyards	Not part of the building design, or fenced off	Numerous places for intruders to hide and start fires unobserved
Roof	Roofs cannot be easily climbed onto due to design, application of anti-climb paint or other devices.	Easy access to roofs and upper windows, eg, building features providing natural ladders, low eaves, landscape features
Security lighting	Lighting of all entrances, footpaths and building facades	No lighting, or lighting in the wrong place
Surveillance	Effective surveillance eg, buildings overlooked from busy roads and housing, CCTV covering access, etc.	Remote buildings with no effective surveillance
Fire detection/sprinkler systems	Automatic detection system linked to central station. Sprinkler system installed.	No automatic fire detection or sprinkler system

Lone Working and Personal Safety

The approved code of practice accompanying the Management of Health and Safety at Work Regulations 1999 (MHSWR) identify lone workers as a category of vulnerable persons who might be harmed and who need to be subject to particular attention during the risk assessment process.

Headteachers have been delegated the responsibility to carry out the assessments. The lone workers cannot assess themselves. The Headteacher/Senior Management Team is also responsible for the health and safety of workers they may engage, such as contractors and self-employed people, who may also need to work alone. The Lone Worker Risk Assessment is to be used as and when necessary. For more detailed guidance see:

- [Lone Working](#)

Forestcare Lone Working Monitoring

The lone worker monitoring system provides the reassurance and security of staff working alone or at risk. It is easy and straightforward to access via a mobile phone (on any network). Forestcare monitor the risk and provide a rapid response in the event of an accident or other potential danger.



A mobile phone will be required to have any employees linked into the lone worker monitoring network. A lone worker monitoring account can be requested by contacting Forestcare on: 01344 786500. For more detailed guidance see:

- [Forestcare Lone Worker Scheme](#)

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