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

https://schools.bracknell-forest.gov.uk/policies-guidance/health-safety/hs-manual-corporate/

- Schools Health & Safety Manual

https://schools.bracknell-forest.gov.uk/policies-guidance/health-safety/hs-manual-for-schools/

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 Services and Energy Manager.

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:

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

https://schools.bracknell-forest.gov.uk/policies-guidance/school-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.

Further guidance on Permit to Work systems can be found here –

http://www.hse.gov.uk/comah/sragtech/techmeaspermit.htm

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).

Perimeter Fencing

Secure perimeter fencing is highly recommended. It has proved to be one of the most successful methods of reducing malicious damage to schools.

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

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

Schools should monitor the condition of their perimeter fencing on a regular basis, patch repairing where necessary and considering longer term replacement as part of asset management planning.

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

Gates

Lockable perimeter gates (with anti lift hinges) should match fencing heights, avoid any features which assist climbing.

Gates should always be locked when the school is not in use and unoccupied. Closing gates (both pedestrian and vehicle) during the school day can also provide a deterrent to casual access.

Separate gates will be required through the outer and inner perimeter fences for vehicles (including maintenance, refuse and emergency vehicles) as well as for pedestrians.

Site Layout

Having clear boundaries and signage removes the potential excuse for visitors 'wandering' and will aid staff in challenging those on site. Trespass onto the school grounds by the local community for activities such as dog walking should be discouraged at all times through the use of signage and appropriate fencing.

Prominent signage should be displayed at all access points, car park etc. directing visitors to the main entrance / other services on site and internally to the reception point (if required).

Clearly defined route(s) to be in place between site entrance(s) and main reception, with direct access to children by visitors avoided, this may require additional fencing internally to assist in 'directing' visitors to the main entrance and restrict uncontrolled access to other areas of the site. (e.g. playgrounds). The height and style of internal fencing will vary according to location and aesthetic of the school, generally 1.2M high would be recommended as a minimum height.

The number of entrance points on to the school site during the day should be reduced to the minimum practicable and preferably restricted to one for vehicles and one for pedestrians with a clearly demarcated pedestrian walkway.

Multiple pedestrian routes should be available only at arrival and departure times (beginning and end of school day, nursery pick up etc.) and secured between these times. This could be done manually by caretaking staff or via timed electronic locking devices.

Ideally the access route to have natural / informal surveillance, the monitoring of entrances via CCTV may be appropriate in some cases.

Multi-site schools, shared infants and juniors, the presence of community buildings on site etc. can be particularly challenging in managing security and lead to increased potential for unauthorised access. Site users should work together to ensure a co-ordinated approach is in place.

For larger sites with multiple buildings consideration can also be given to fencing in strategic internal locations to create an inner cordon instead, either circling the buildings or linking them together.

Buildings on Site

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, but bear in mind that polycarbonate 'glass' is easily scratched and is not flame retardant.

Ensure skirting below demountables is intact and clear of combustible litter.

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

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

Guard against targeted theft. Where practicable, locate ICT suites on upper floors. Move vulnerable equipment into secure stores. Scientific balances are more sought after than ICT suites, lock away.

When considering building design, casual access to other parts of the premises should be prevented as far as practicable and the number of freely available access doors minimised.

External classroom doors can be made more secure through simple measures such as the removal of the external handle in order it may be opened from inside only, or access restricted to staff use e.g. through keypads, fob and proximity readers etc.

Where such doors are designed to be used as a fire exit they must remain immediately openable internally without the use of a key.

The Reception / Public Area should to have full view of anyone entering the school and be in close proximity to the main entrance.

Visitor access should be controlled by reception through an electronic entry system such as intercom / buzzer entry.

Where practicable visitors should enter into a secure / sterile lobby area with access beyond reception controlled by office staff.

Any key codes on security doors should be regularly changed, including when a member of staff leaves.

The Concept of Layered Defence

When considering physical school security, the principle of layered defence should be applied, utilising fences, gates and the external walls of buildings to create outer and inner security perimeters.

The outer perimeter is usually defined by the boundary fence around the whole site. An inner perimeter fence is normally employed to allow controlled public access from the site boundary to the front of school sites during certain times, and to prevent unauthorised access to the rear areas of the school.

The school buildings themselves make up part of the inner perimeter if suitable fences are erected between them. It needs to be considered however that a building is only as secure as its weakest point, and security to doors and windows needs to be considered. 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.

Inside buildings a further layer of defence is provided through intruder alarms and locks to individual doors and windows.

Within individual rooms a final layer of defence can be provided by lockable cupboards or cabinets and safes where necessary.

Security vs Safeguarding

Where the requirements of physical security to keep unwanted people out, conflict with the safeguarding need to keep children from leaving the school buildings, or the fire safety needs for safe and sufficient fire exits, advice should be sought from the Councils Health & Safety Manager, contact andy.anderson@bracknell-forest.gov.uk

Access Control

Access control around school sites can be provided by way of proximity card readers or key pads, but it is often much cheaper and simpler to manage this by way of an ironmongery solution. 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 appropriate.

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

CCTV

CCTV is not a universal solution to security problems. Whilst it can act as a deterrent and assist with identification once a crime has been committed, unless it is monitored continuously and appropriately recorded, CCTV will be of limited value in relation to the personal security of students, staff and visitors. Surveillance cameras, provided they are strategically positioned and continually monitored during vulnerable periods, can be very effective deterrents to potential intruders. Most schools have some kind of CCTV which can be designed and installed to meet the following varying needs:

- Perimeter security, with views of the external areas including car parks, footpaths, playing fields, playgrounds and around the perimeters of individual buildings. Cameras can be mounted on buildings or columns.

- Internal surveillance of key areas such as reception counter/public area, main corridors, dining halls etc. Please note it is not generally acceptable to put CCTV cameras into toilets but they can be sited in corridors outside toilets to record who used the facility at what time.

- Some form of digital recording is necessary if the CCTV images are to be used to identify what happened and when. Where newly installed CCTV should have a recording capability,

- The location of cameras is a site-specific issue but it would be normal practice to ensure the main entrance to the premises and reception area are covered. Professional advice should be sought over issues such as:
    - monitoring and recording requirements;
    - activities / areas to be monitored and field of view;
    - the use of recorded images maintenance of equipment and the management of recording.

- There will need to be sufficient lighting particularly in external areas is CCTV is to be effective at night. There needs to be consideration of lighting when siting external CCTV cameras to ensure the existing external lights do not interfere with CCTV images and that there is sufficient additional external lighting to support the operation of the CCTV system.

- When specifying CCTV it is important to consider whether CCTV images may be required to be used as evidence e.g. in a police prosecution. There is a significant different in the specification, quality and cost of CCTV that will be fit for evidential purposes e.g. to capture a person's face or a vehicle number plate, and this should be discussed and agreed with CCTV providers when procuring new CCTV systems. Recorded images must be of evidential quality if intended for prosecution.

- CCTV cameras can be fixed or Pan Tilt & Zoom (PTZ) where they are motorised to cover a defined arc of vision. Fixed cameras can be used to provide an unbroken view e.g. around the perimeter of a building provided each camera can see the back of the next camera. Fewer PTZ cameras would be needed to cover a set perimeter however there could be gaps in coverage unless they were being moved either manually or automatically.

- Remote monitoring of CCTV systems is available by paying to have the on-site CCTV system linked to a 24hr remote monitoring station, but this can be expensive. An alternative way of making the system appear to be monitored out of hours is to fit PTZ cameras with movement sensors so that they automatically track in on movement on the site at night. The movement sensors can also be linked to external lighting to provide a further deterrent to night intruders.

- Signage stating the premises are protected by CCTV may also provide something of a deterrent.

- CCTV systems must be installed to BS EN 50132-7:2012 CCTV surveillance systems for use in security applications.

- CCTV systems may have to be registered with the Information Commissioner's Office (ICO) and be compliant with guidelines in respect to Data Protection and Human Rights legislation. Further information is available at ICO Education page **https://ico.org.uk/for-organisations/education/** There's a checklist in appendix 2 of the **ICO code of practice** which talks about basic considerations in terms of CCTV provision e.g. Images are only used for the purpose you have specified. Individuals have to be made aware they may be recorded and appropriate measures must be put in place to keep the recorded images secure.

Intruder Alarms and Remote Monitoring

Remotely monitored intruder alarms are an insurance requirement for all school sites and alarm panels need to have telephone links installed for remote monitoring by a call station. 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.

Secured by Design Schools

'Secured by Design – new Schools' which is published by the Association of Chief Police Officers (ACPO) and supported by the Home Office, provides nationally recognised guidance on establishing and maintaining a safe and secure environment in schools.

A copy of this guide is free to download from the Secured by Design website. https://www.securedbydesign.com/images/downloads/New_Schools_2014.pdf and is primarily concerned with security from the perspective of property crime. However many of the physical controls it advocates would, where able to be implemented, also demonstrate you have taken reasonable control of visitors during the school day.

Management of Security

In addition to physical security, schools should consider how security on site will be managed and this relates to the human element. The following management of security issues may need to be considered in creating a comprehensive response to the perceived threats:

- Creating a School Security Policy or Plan for your school.

- A security risk assessment to assess the likelihood and potential severity of perceived risks such as arson, burglary, vehicle crime, knife crime, vandalism etc. This will flag up the need for security measures including physical and management to address specific risks.

- Risks options for each identified risk may include:
    - Avoidance
    - Reduction e.g. mitigation
    - Transfer of risk e.g. by insurance
    - Acceptance

- All staff should be made aware of the physical and management of security measures that are in operation at the school.

- Individual staff should have security duties clearly spelt out in job descriptions/standing orders including the role of the site team which is usually key to site security at most schools during peak times of day.

- Schools should have a School Emergency Plan in place to deal with emergencies including intruders on site, emergency evacuation, use of knives, lock down etc. See separate guidance on the BFC School Management Website "School Emergency Plan".

- A school Business Continuity Plan should be created as part of the School Emergency Plan above to help the school to restore business as usual in the aftermath of a serious incident.

- Staff should be made aware of any safeguarding issues pertaining to individual pupils regarding security including where a custody battle for children may be taking place in a particular family.

- Security measures for out of hours operation should be made clear to staff and external organisations who may be renting or hiring school accommodation or facilities outside school hours.

- Annual review of site security by the governing body sites and buildings group is recommended including following up any reported security incidents.

- Regular liaison with the Police including where appropriate local Community Support and Police Officers. These officers should be regular visitors to the school and be known and recognised by both staff and pupils.

- Schools should consider requesting key staff including Headteachers, Deputies, Secretaries, Bursars, Service Heads, Duty Managers etc. to download the Thames Valley Alert (TVA) app to their mobile phones. TVA is a web hosted system provided by Thames Valley Police whereby individuals can register their phone numbers and receive voice messages and/or texts directly from the police in the event of a local emergency. In 2019 TVA replaced the sirens that used to sound as part of the Broadmoor Alert. The TVA website is at https://www.thamesvalleyalert.co.uk

Procedures for Dealing with Visitors

All visitors, including contractors, should sign in and be asked to produce evidence of their identity where appropriate.

School sites should institute an identity badge system to enable staff to differentiate between authorised callers and those who have not followed the required reporting procedure. Modern booking in systems require the visitor to pose for a photograph to help verify their identity in the event of an incident.

Staff should be instructed to politely challenge any person not displaying identification and direct them to the main reception. Pupils should be encouraged to inform staff of any suspicious people they have seen.

There is DfE Guidance on access to, and barring of individuals from, school premises. https://www.gov.uk/government/publications/school-security

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

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 hours use	Many security problems due to out of hours use, special risks (eg, 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.

Forestcare Lone Worker Monitoring Service

This 24 hour service provides reassurance and security to staff who are working alone, at risk or in potentially dangerous situations.

The service is accessed via a Pocket Pal device, which is issued by Forestcare upon request. The size of the key fob, the Pocket Pal has an easy to press activate a call

through to the 24-hour Forestcare control centre. An alert will then be raised, and appropriate action taken based on the nature of the call received. The pocket Pal also contains GPS technology, so the control centre can pinpoint the location of the device even if we are unable to speak to the individual.

For more information on the Pocket Pal or to request an application form to open an account please contact Forestcare:

Tel: 01344 786500

or

Forestcare.enquiries@bracknell-forest.gov.uk

Further Information

See also the following guidance:

DfE draft no statutory Guidance on School Security Nov-18
 DfE - School Security Non-statutory Guidance_Nov-18.docx

DfE Guidance Controlling Access to School premises Nov-18
https://www.gov.uk/government/publications/controlling-access-to-school-premises/controlling-access-to-school-premises

Improving Security in Schools Guide

Improving Security in Schools Guide;

https://schools.bracknell-forest.gov.uk/wp-content/uploads/guide-for-improving-security-in-schools.pdf

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 Admissions and Property, the Health and Safety Advisors, local Police Crime Prevention Officers, Construction and Maintenance and Insurance Assessors.

Health & Safety Manager
Tel 01344 352000
andy.anderson@bracknell-forest.gov.uk

Health & Safety Advisor
Tel 01344 352000
doug.brady@bracknell-forest.gov.uk

Health and Safety SLA

http://can-do.bracknell-forest.gov.uk/