



Sir Christopher Hatton

An Academy with Specialist Mathematics & Computing Status

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# **SCHOOL SECURITY POLICY AND PROCEDURES**

## **SECURITY POLICY AND PROCEDURES**

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## **1. INTRODUCTION**

The Academy recognises its duty to provide an environment where pupils, staff and authorised visitors will feel safe and secure. This duty extends to the protection of valuable plant and resources, the loss of which could have serious financial implications and result in disruption to the effective learning of the pupils.

The aim of this policy is to create a safe and friendly environment but at the same time a safe and secure place for all SCHA users.

## **2. LINKS TO OTHER ACADEMY POLICIES**

This policy should be read in conjunction with the following Academy policies:

- Health and Safety Policy
- Safeguarding Policy and Procedures (see safeguarding handbook)
- Visitors Policy and Procedures
- Lone Working Policy

## **3. STAFF RESPONSIBILITIES**

The Business Manager is responsible for overall SCHA security and all concerns should be brought to his attention. The Business Manager is assisted throughout the day and evening by the Estates Supervisor and the estates team.

## **4. SECURITY PROCEDURES**

### **4.1 MORNING SECURITY PROCEDURES**

During term-time premises staff will unlock the deadlocks on external doors. This routine will commence at 0630hrs and SCHA should be unlocked by 0715hrs. The Academy's security access system will be set to 'complete shutdown' and access will only be possible to staff and approved visitors using their swipe-cards, or through reception.

The main doors to reception will be locked until 8.00am, at which point reception is manned. Visitors should not be allowed into SCHA unescorted before this time.

The pedestrian gates on the fields will be opened at 0815hrs and locked again at 0830hrs. They will be manned while they are open.

At 0845hrs, the main school gates will be closed and operated electronically using security ID cards or by the school receptionist.

Before the commencement of the school day at 8.30am, the Estates Supervisor (or a member of the estates team) will undertake a check that all external doors operated by the access control system are inaccessible without security cards.

Throughout the day the doors to all entrances (except reception) will be on shutdown. They will release during lesson changes to enable access for a

limited period between buildings. Students who miss the opportunity for whatever reason must report to reception to gain access.

Any security problems relating to the previous night need to be logged and reported to the Business Manager (or the Principal in his absence). Serious incidents will be reported to the Police.

#### **4.2 AFTERNOON SECURITY PROCEDURES**

At 1.00pm, the Estates Supervisor (supported by the Estates Team) will check every external entrance to SCHA to ensure that the security access system is functional and that all doors self close. This will be signed off in the security log book.

The Academy's security access system will remain on lockdown throughout the afternoon, open only for a short period at afternoon lesson change.

At 15.00hrs, Estates staff will unlock the main gate to allow access from site for all pupils. They will simultaneously unlock the Hemmingwell gate and the Cedar Way gate to allow access for pupils living in these areas. The gates will be closed again at 15.10hrs and will be manned during this time.

At 15.15hrs SCHA will be completely shutdown and access to buildings (except reception) will be available through use of swipe-cards only.

Reception doors will be locked down from 3.30pm. Access may be gained by use of a security ID badge or by using the call button to request entry from the receptionist. The receptionist has the right to confirm or deny entry as appropriate.

The correct locking of SCHA is very important. At the end of the day all doors, windows and gates need to be secured. It is also vital to ensure that the CCTV system is working and that the alarm is functioning correctly. It is important to remove the paper tray from the fax machine in reception to prevent activation of the intruder detection system.

All areas of SCHA should be dead-locked at the earliest opportunity after evening users have left. A warning bell will be sounded at 17.30hrs to remind staff that premises officers will be starting to lock the premises. Staff should aim to leave the premises within 15 minutes of the bell, by 17.45hrs.

#### **4.3 EVENING SECURITY PROCEDURES**

The security access system will be programmed to shutdown on all external exits, except those which are in use for the letting (e.g. Sports Hall). Intruder detection systems should be activated in all areas other than the zones where lettings are ongoing. No doors may be opened without the authorisation of the premises staff member on site.

Staff holding keys to external doors must not open external doors outside of the normal school day without first checking that all intruder detection systems have been deactivated.

## **5. THE ACADEMY SITE**

Residential houses and main roads surround the school site. Gates and barriers limit access at certain times of the day and at weekends. Signs direct visitors to reception where all visitors should sign in. All visitors will be given an identification badge and anyone who is found not to have a badge should be accompanied to reception. (see Visitors policy and procedures). If the person refuses, then the Business Manager or senior member of staff should be contacted via reception. It is also important for all visitors to sign out at reception and return their visitor passes before leaving the college.

Security badges are an essential part of the Academy's safeguarding procedures. The receptionist will be responsible for their allocation and for checking that all security badges are accounted for each day and reporting losses to the Business Manager and/or following this up with the visitors who have retained them. A charge will be made for a lost visitors badge.

## **6. DAYTIME SITE USAGE**

During the day the college not only functions as an educational establishment for pupils, it is also a place for adult education, meetings and conferences. This is why it is extremely important for staff and pupils to be vigilant and aware of anyone acting suspiciously (including any visitor not wearing a visitors badge) and report it to reception.

Pupils are not allowed off site at lunchtime without prior permission. Pupils are not allowed to gather around out-buildings i.e near the playgroup mobile, near or behind the blue storage containers or Gas/Electricity hut.

## **7. EVENING SITE USAGE**

During the evening the Academy is let out for youth activities, adult education and by sports and other community groups. A member of staff will be on duty during the evening and is responsible for security. In all cases any concerns regarding security during the evening should be reported to the member of staff on site in the first instance who will escalate the issue accordingly to the Police, Security Contractor and Senior Member of Staff.

Access will be restricted during the evenings and the security access system will be programmed to ensure that only those doors in use are unlocked.

Members of staff supporting lettings should follow the Academy's Lone Working Policy at all times, ensuring in particular that they have permanent telephone contact with senior members of staff and that friends or relatives know what time they are expected home.

## **8. WEEKEND SITE USAGE**

There is a busy weekend programme of activities and the Academy employs a weekend caretaker to cover this. The Academy will employ a weekend security guard for certain events when needed.

The Academy is open for sports groups at the weekend, with other events occurring on an ad hoc basis. The SCHA caretaker needs to work flexible hours to cover the weekend and for this reason it is important to seek permission from the Business Manager, or Estates Supervisor in his absence, if a member of staff wishes to come into school at the weekend to guarantee access.

Other staff may only attend the site at weekends with the prior permission of the Business Manager / Estates Supervisor. No member of staff may access buildings without first checking with the member of staff on duty that it is safe to do so and that all intruder detection systems are deactivated.

## **9. HOLIDAY SITE USAGE**

During school holiday periods all staff must inform the Business Manager or a caretaker if you would like to come into school. There are a number of reasons for this and they are:

- a) The Academy might be closed completely
- b) The area you want to go into might be being cleaned or refurbished.
- c) The area might have contractors working in it.
- d) Caretakers take holiday during these periods and the Academy may have different opening times. These will normally be advised to all staff at the end of each half term.

## **10. RECORDING OF INCIDENTS**

It is important to record all security incidents however trivial they may seem at the time (e.g. all incidents of trespassing or breach of any aspect of these procedures). The Academy security log book will reside in reception and will be updated with all security incidents by the Estates Supervisor.

## **11. PERSONAL SAFETY**

The Academy will follow the guidance given by the Health and Safety Executive on personal safety, working alone and violence at work. It is important to identify vulnerable groups and individuals and also risky situations through a process of risk assessment. This assessment should be undertaken by each head of department as appropriate.

It is the responsibility of the Governing body to introduce measures for combating violence and to give full support to staff or pupils who have been assaulted or abused.

All reported incidents must be investigated and reported to the police.

Assaults can be:

- Verbal
- Racial
- Physical
- Sexual

Those staff who are required as part of their job to work outside the Academy site must take extra care to risk assess activities off site with their line manager and agree a safe method of work. (e.g. Parent Liaison Officers)

## **12. DEALING WITH TROUBLE MAKERS**

The Academy has a zero tolerance approach to trouble makers attending site. In the first instance, trouble makers will be asked politely to leave the site. Where it is safe to do so, trouble makers will be escorted from the site by a premises officer or a senior member of staff. If a trouble maker does not respond to the polite request, then the Police should be called immediately for assistance.

## **13. NUISANCE AND DISTURBANCE (547)**

Under section 547 of the Education act, it states The Nuisance and Disturbance file is kept in reception within the Security Log Book, to record problems with unwanted visitors to the site.

The file includes copies of:

Incident Records  
Warning Lists  
S.547 Exclusion letters  
People with a S.547 exclusion

## **14. WORKING ALONE**

Working alone is similar in some respects to personal safety.

The same rules apply but if you do work alone the need to follow them takes on a greater importance.

- Do not put yourself in a dangerous situation.
- Make sure someone knows where you are if possible.
- Make sure someone knows what time to expect you home.
- If you do feel vulnerable, inform the management team so that a risk assessment can be carried out.

For further guidance and information, please see the Academy's Lone Working Policy.

## **15. VIOLENCE AND AGRESSION**

Violence is a very rare occurrence but for that reason we should not become complacent.

All incidents of Violence and Agression must be reported to the Academy's Business Manager or Principal and recorded in the appropriate section of the Academy Security Log Book kept in reception.

Some guidance on personal safety strategies is available below:

## a) COPING WITH AGGRESSION

No matter how aware you are or how skilful you are at recognising and avoiding danger, or how well you implement calming or controlling techniques you could still find yourself faced with aggressive behaviour.

When faced with a person who is upset or angry you will need to measure where the point is that you feel at risk or unsafe and that you might be at risk of an attack.

The following will consider how to respond to violent behaviour not involving physical attack and then the response to physical violence itself.

## b) VIOLENCE NOT INVOLVING PHYSICAL ATTACK

If someone becomes abusive and threatening, consider whether or not you can cope with the situation. You should not feel that you need to cope with it alone, you can seek help from other people or leave the situation. First keep calm, relax, allow yourself time to think and decide the best course of action.

Ask yourself if you are the best person to be dealing with the situation or if someone else would be better placed to handle the situation. Colleagues may have particular skills or experience to bring that you do not have. The situation may be such that it needs specialist help such as security contractors or the police to eject a person. If so you should seek help quickly.

**If you feel you can cope with the situation there are a number of approaches. One that has been found to work is the Control Trilogy it has three stages of calming, reaching and controlling. Each of them is dealt with here in turn.**

## c) CALMING

The purpose of the calming stage is to take the heat out of the situation and to enable you to start to communicate with the person. The principle is to accept what is said, not evaluate it or respond to it at this stage. Calm yourself first, breathe steadily, relax the tension in your muscles.

Think about yourself, particularly your verbal and non-verbal communication.

<b>Voice</b>	Keep your voice steady and calm, maintain an even tone and pitch. Speak gently, slowly, clearly and carefully.
<b>Face</b>	Show that you are listening and attentive, use nods to signal you are following. Try to convey openness and empathy with the person.
<b>Eyes</b>	Make eye contact but avoid constant eye to eye contact.
<b>Position</b>	Try to avoid eyeball-to-eyeball positions or positions where you are higher up than the other person.
<b>Posture</b>	Avoid aggressive or defensive stances such as arms folded, hands on hips or waving fingers or arms. Try to look relaxed and open.
<b>Space</b>	Give the person plenty of space.

Now think about the person, do things to encourage them to contribute towards calming the situation such as:



- Talking** Keep them talking and explaining the problem, their perception of what has happened, why they feel aggrieved and so on. Keeping the person talking helps to use up energy and pent up frustration.
- Listening** Make sure you listen, the information you gather may be useful. Make sure they know you are listening to them.
- Hear them out** Let this calming phase go on as long as necessary so that the person feels the whole story has been told.
- Watch** Watch for any changes in behaviour, for example, lowering of voice to "normal" tone or postural changes. This can signal that they are becoming calmer and more approachable.
- Resist Arguing** Resist arguing, it is far more likely to result in conflict or confrontation than contribute to defusing the situation.
- Be Yourself** Do not hide behind authority, status or job title. Tell the person your name and ask them their name. Later it may be important to explain your authority or status to reassure the person that you are in a position to act on their behalf.

#### d) REACHING

When you believe that the person has calmed sufficiently, you can begin to reach out and build bridges to enable communication. You are likely to be talking more at this stage as you begin to develop a dialogue.

Continue to behave as before but develop the interactions with the Person, you will be able to do this more effectively if you have listened well, for example.

Explain back to them what you believe they have said, what the problem or what they require.

Seek their confirmation of the facts or key points they have made.

Clarify what action, assistance and they require.

Empathise with their feelings but avoid any behaviour that could be interpreted as patronising.

Try to find out about the person, particularly previous contacts or experience at the school.

Encourage them to ask questions, clarify things or seek information. In replying keep it simple and avoid jargon.  
Consider taking notes if this gives a positive impression. Do not take notes to appear official.

#### e) CONTROLLING

Once you feel you have established a reasonable level of communication with

the person you can begin the controlling stage. This means to move forward in a controlled fashion towards a solution. The aim of the process is to find a solution that is satisfactory to both sides.

One at a time try to solve each aspect of the problem. Agree a list of things you need to work through together. Tackle the more simple aspects first, this demonstrates progress.

Establish reality, be honest about what you can and cannot do. Explain what is achievable, what is not and give reasons.

Acknowledge that the other person has their own point of view and that they will want to put over their side of the argument.

Admit to any failings on your side and do not try to cover things up.

Avoid jargon that may confuse or provoke the other person.

If the other person's needs cannot be met try to find alternatives that go some way to meeting their needs.

Sometimes it will not be possible to reach a solution there and then as you might need to gather more information. Set dates to meet when you feel you will have the information you need.

At the end review what you have achieved, what each of you has agreed to do, any further contact you need and any targets that need to be set.

If, when faced with aggression, you decide you can cope and start working through this process, remember you can stop at any time if you feel at risk or you can get help if you need it.

Make sure you report the incident and log it.

Finally, be aware this process does not always work and some people can be beyond control, particularly if they are drunk, ill or under the influence of drugs. In some situations it is essential to remove someone creating a problem immediately in which case calming the person is not an option.

f) **PHYSICAL ATTACK**

Physical violent attack is a rare occurrence but we should not become complacent. Should someone launch a physical attack on you the options are limited to:

Escaping the situation at the first sign of physical violence.

Responding to the threat using reasonable force to get free from the situation or to guarantee the health and safety of others.

Attempting to defuse or manage the situation or compromise by handing over what is wanted and removing the threat of violence.

g) **VIOLENCE AT WORK**

IF YOU ARE ATTACKED, YOU WILL NEED TO USE YOUR PERSONAL AND PROFESSIONAL JUDGEMENT CONCERNING THE MOST APPROPRIATE MEANS TO DEFEND YOURSELF.

A PERSON MAY USE SUCH FORCE AS IS REASONABLE IN THE CIRCUMSTANCES IN THE PREVENTION OF CRIME OR IN EFFECTING OR ASSISTING IN THE LAWFUL ARREST OF OFFENDERS OR SUSPECT OFFENDERS.

## **16. LEGAL REFERENCES**

### **Section 3 Criminal Law Act 1967.**

If you accomplish it, without putting others who may be in your charge at risk, leave the vicinity of the violent person.

### **Guidelines for avoiding violence.**

A person may use such force as is reasonable in the circumstances in the prevention of crime, or effecting or assisting in the lawful arrest of offenders or suspected offenders.

### **Section 3 Criminal Law Act 1967.**

Any person who without lawful authority is present on premises and causes a nuisance or disturbance to the annoyance of persons who lawfully use the premises shall be guilty of an offence.

### **Section 547 Act 1982 (Miscellaneous Provisions)**

If a police constable, or person whom a local education authority have authorised to exercise the power, has reasonable cause to suspect that a person is committing or has committed an offence under section 547, he may remove them from the premises.

### **Section 547 Act 1982 (Miscellaneous Provisions)**

A person who is physically capable of helping and having no lawful excuse for refusing to assist, must aid and assist a constable when called to do so. Where a person refuses he commits a common law indictable offence.

### **Common Law.**

Where an arrestable offence has been committed, any person may arrest without warrant anyone who is guilty of the offence or anyone whom he has reasonable grounds for suspecting to be guilty.

### **Police and Criminal Evidence Act 1984.**

A police officer may enter SCHA premises and search for articles with a blade or point and offensive weapons, if there are reasonable grounds for suspecting there to be such articles or weapons.

**Committee:** Premises Health & Safety Governors

**Presented by:** Mr Colin Hinds

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Signed: J. Morris  
(Chair of the Premises Health & Safety Committee)

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