Moorside Community Primary School
Head Teacher – S Lawler-Smith

MOORSIDE COMMUNITY PRIMARY SCHOOL

HEALTH AND SAFETY POLICY, SCHOOL SECURITY AND PROCEDURES

Health & Safety, School Security and Procedures

Moorside Community Primary School

Head Teacher: S. Lawler-Smith

Named personnel with designated responsibility

Designated SLT for	Deputy designated SLT	Nominated Governor	Chair of Governors
S. Lawler-Smith	S Cooper	S. Corlett	S. Corlett

Head Teacher	Sign and Date	
Chair of Governing Board	Sign and Date	

Next Review Date	October 2024
Committee Responsible	Governing Board
Document locations	Shared Drive

Change History

Version	Date	Change Description	Stored
1	Jan 2015	New Building and Inclusion of Facilities Management Responsibilities	
2	Aug 2020	Personnel Update	
3	Aug 2021	Date changes	
4	Sept 2022	Personnel Update	Shared Drive
5	Dec 2022	Process of writing, overseeing and quality assuring Risk Assessments	
6	Oct 2023	Update location of the De-fib	

This policy should always be read in conjunction with the School's Safeguarding and Child Protection Policy and the most recent version of Keeping Children Safe in Education

Introduction

It is a requirement of the Health and Safety at Work Act 1974, that all employers employing more than five people must prepare a written health and safety policy. The policy should contain:

1. A statement of the philosophy relating to health and safety at work signed by the most senior person within the organisation: Chair of the Governing Board;
2. Details of the organisational structure: Who is responsible for what, and how they fit in with each other;
3. Details of the arrangements in place for putting that policy into practice e.g. First aid arrangements.

The law also requires the employer to ensure the health and safety policy is brought to the attention of all employees.

A health and safety policy also demonstrates the employer's commitment to health and safety issues and how those issues can be managed.

The policy must be reviewed on a regular basis, usually annually, to ensure that it is effective and adequate. Health and safety requirements may change due to changes in legislation or the introduction of new technology for example, and therefore the policy must be altered to accommodate the changes enabling them to be incorporated into the management system.

This model policy has been prepared by the Health and Safety Team incorporating previous model policy data produced by the Occupational Health and Safety Unit. Contributions were also received from Mather Street Infants School, Oldham and Crompton House C.E School, Oldham. The model closely follows the guidance leaflet entitled 'Stating Your Business – Guidance on preparing a health and safety policy document for small firms', issued by the Health and Safety Executive (Leaflet ref: INDG324) and DfES guidance.

Health and Safety Policy Statement
Health and Safety at Work Act 1974

This is the Health and Safety Policy Statement of

**Moorside Primary School**

Our statement of general policy is:

- To provide adequate control of the health and safety risks arising from our work activities;
- To consult with our employees on matters affecting their health and safety;
- To ensure that the Facilities Management company provides and maintains plant, machinery and equipment which is safe, has been manufactured to a British, European or international standard, is regularly inspected, tested and maintained as appropriate; and that offers protection from danger by being suitably guarded (where appropriate). This would include such items as heating and hot water plant, kitchen equipment and appliances e.g. Meat-slicer, powered cleaning equipment and portable electrical appliances;
- To ensure safe handling, use, storage and transport of articles and substances;
- To provide adequate information, instruction and training to enable staff and pupils to carry out their work activities in a healthy and safe manner, and to enable then to contribute positively to their own health and safety and that of others;
- To ensure all employees are competent to do their tasks;
- To prevent accidents and cases of work-related ill health;
- To make arrangements within the school for the reporting of all accidents/incidents to the lea;
- To make positive arrangements for fire evacuation, first-aid, supporting pupils with medical needs and other emergency situations;
- To provide in partnership with the Facilities Management Company a safe and healthy school building with safe access and egress, paying particular attention to the structure of the buildings, the electrical installation, draining, glazing, maintenance of floors / corridors / playgrounds / steps / doorways / fire escape routes and security arrangements which would minimise the risk of acts of violence;
- To provide and maintain in partnership with the Facilities Management Company a safe and healthy working environment with effective management of illumination, temperature, ventilation, dust, smoke, fumes, noise, cleanliness and food hygiene and adequate protection against occupational disease and infestation;
- To provide and maintain adequate welfare arrangements such as eating, washing and toilet facilities and accommodation for clothing and personal belongings;
- To provide and maintain an effective road safety provision which includes road crossing patrol staff and regular liaison with parents to minimise the risks to pupils arriving at and leaving school particularly in primary schools;
- To include aspects of child/personal safety within the curriculum which includes safety at home, on the road, around water areas and railway lines, fire / matches / fireworks, no talking to strangers, bullying, smoking and drug abuse and healthy eating; this also includes the banning of toffee lollies on sticks being given to pupils for birthday sweets.
- To ensure so far as is reasonably practicable, the health and safety of visitors to the school (see section 10 for example of identifiable visitors) and any other persons who may be affected by the acts or omissions of members of staff or pupils whilst taking part in school activities; and
- To review and revise this policy as necessary at regular intervals.

Illustration of Employee Responsibilities (County Controlled and Voluntary Controlled Schools)
- Overall and ultimate responsibility for health and safety in schools is that of the employer i.e. the Strategic Director of Children's Services.
- Day-to-day responsibility for ensuring this policy is put into practice is delegated to School Governing Boards and Head Teachers.

THE EMPLOYER
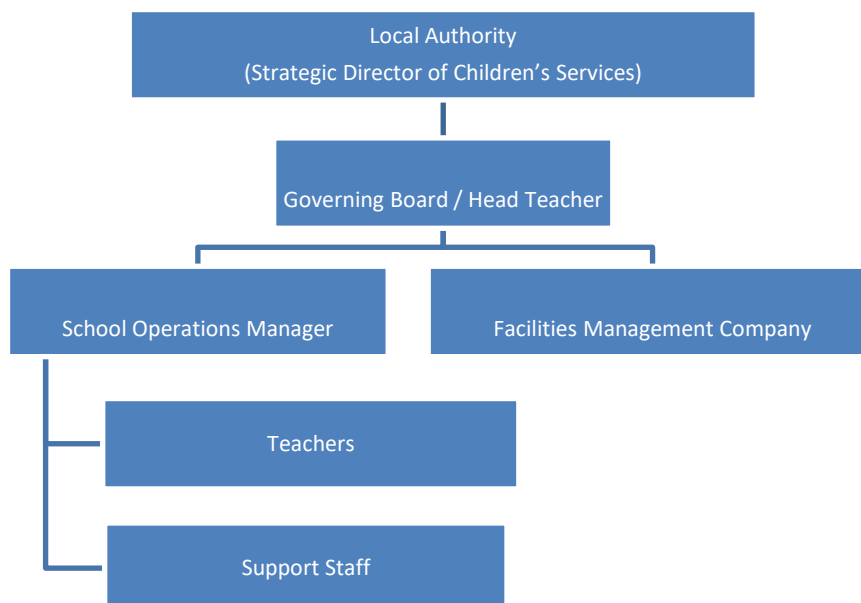
To ensure health and safety standards are maintained / improved, the following people have responsibility in the following areas:

Local Education Authority (Strategic Director of Children's Services) and Governing Board
- In Council Controlled and Voluntary Controlled schools the Local Education Authority (Strategic Director of Children's Services) is responsible for health and safety; in other schools the Governing Board is responsible for health and safety;
- Day-to-day responsibility for implementation is delegated to School Governing Boards and Head Teachers;

The Local Education Authority (Strategic Director of Children's Services) and the Governing Board shall:
- Ensure so far as is reasonably practicable the health, safety and welfare of teachers and other education employees;
- Shall ensure so far as is reasonably practicable the health and safety of pupils in-school and on off-site visits;
- Shall ensure so far as is reasonably practicable the health and safety of visitors to schools and volunteers involved in any school activity;
- Shall guide and monitor the Head Teacher to ensure that they keep health and safety as a high priority in the day-to-day management of the school;
- Shall appoint one of the governors to be the governor for health and safety;
- Shall consider the health and safety implications of policies and guidance issued by Salford children's services and the diocese;
- Shall draw up and issue its own policies and guidance on curricular and non-curricular topics where necessary paying particular attention to health and safety aspects;
- Shall discuss and resolve so far as is reasonably practicable health and safety issues at meetings of the Governing Board; and
- Shall carry out an annual appraisal of the safety performance of the school and include this in its annual report to parents.

Head Teacher
The Head Teacher is responsible for the day-to-day management of the school and shall so far as is reasonably practicable:
- Ensure that the Council's, the Local Education Authority's and the school's Health and Safety Policy are implemented and adhered to at all times;
- Ensure that all members of staff know, understand and accept their health and safety duties and responsibilities;
- Ensure that adequate resources are allocated to facilitate healthy and safe working and teaching practices;
- Ensure that the Governing Board is advised of health and safety implications when undertaking the management of the school budget;
- Ensure that all employees, pupils and visitors receive adequate information, instruction, training and supervision, both within school and on school trips as appropriate;
- Ensure that all machinery, appliances and equipment purchased by or used within school, conforms to a British, European or International Standard, is used in the manner that it was designed for and is periodically examined, tested and maintained as appropriate;

- Ensure the use of safe working practices and where necessary draw up and communicate written codes of practice for safe working and teaching;
- Ensure that only approved chemicals and substances are used at school and ensure that the appropriate safety information and risk assessment is available to the user;
- Ensure that suitable and appropriate protective clothing is provided for staff and pupils who require it, and ensure that it is worn when necessary;
- Ensure that adequate first aid treatment is available by the provision of a First-Aider or appointed person and ensure that first aid boxes are kept adequately stocked;
- Establish and maintain an effective management system for supporting pupils with medical needs;
- Ensure that accidents are recorded and where necessary investigated and reported to the Council's Health and Safety Officer as soon as possible and also reported to the Governing Board in the Head Teacher's Termly Report. In the event of a major injury the Chairman of the Governing Board shall be informed;
- Ensure if any contagious disease is contracted a record is kept and appropriate containment action is taken;
- Ensure that all acts of violence and bullying are recorded and that they are reported to the Governing Board as appropriate;
- Ensure that fire procedures are planned and are rehearsed at least once per term;
- Ensure that the Facilities Management Company checks fire equipment, and that fixtures and exits are checked periodically and maintained to ensure that they are in working order;
- Ensure that adequate welfare facilities are provided and maintained for staff and pupils;
- Ensure that periodic safety inspections of the school are carried out;
- Ensure that there is consultation with the staff Safety Representative on matters of health, safety and welfare;
- Ensure that contractors working in the school are properly appointed and managed by the Facilities Management Company and that they report to the FM Site Office before work commences in order to ascertain work details and agree safety procedures;
- Ensure that in his/her absence health and safety duties are delegated as appropriate;
- Ensure that there is an annual appraisal of the school's health and safety performance;
- Ensure that risk assessments are undertaken and reviewed as appropriate; and
- Review and up-date their policies as appropriate.

Teaching and Non-Teaching Staff
All Teaching and Non-Teaching Staff shall, where appropriate and so far as is reasonably practicable:-

- Ensure that the Council's Children's Services Directorate policies and those of the School are implemented at all times;
- Be responsible for the health and safety of the pupils they supervise;
- Ensure that equipment used at school is safe and presents no risk to health and ensure that any defects are reported immediately to the Head Teacher so that the equipment can either be repaired or disposed of;
- In the event of a fire, ensure that all pupils know the fire procedure and are evacuated safely;
- In the case of an injury, arrange for suitable first aid treatment, investigate the accident that caused the injury and record the details in the accident book;
- Ensure that all classroom-based activities are carried out in a safe and healthy manner;
- Ensure that playground activities are supervised as appropriate and ensure that any violent behaviour is stopped;
- Ensure that pupils are adequately supervised whilst on midday dinner;
- Ensure that, whilst pupils are playing for a sports team, provision has been made for dealing with injuries and other emergencies;
- Ensure that whilst transporting pupils be car, safety seatbelts are worn and the Council's guidelines are followed;
- Ensure that when undertaking school trips and holidays, sufficient research, planning, precautions and supervision are undertaken as laid down in the Council's guidelines and Code of Practice. Where specialist instructors are engaged to lead pupils, the role of supervision must be discussed and agreed with the instructor;
- Ensure that they do not bring into school any potentially dangerous article or hazardous substance without the expressed permission of the Head Teacher;
- Ensure that birthday sweets do not contain toffee lollies on a stick.
- Take appropriate action to make safe any dangerous condition caused by wet or icy weather;
- Ensure that any agreed security provisions are carried out;
- Co-operate with the Head Teacher on all aspects of health, safety and welfare; and
- Co-operate with the Head Teacher in undertaking risk assessments for all activities with significant risks, to identify hazards and control measures and to communicate this information to all people who need to know.
- The Facilities Management Company will carry out:
  - Weekly spot checks of the school building
  - Full workplace inspection monthly
  - Health and Safety Audits termly

- o Weekly housekeeping inspections
  - o Termly ladder checks
  - o Weekly monthly legionnellosis checks
  - o Carry out maintenance and minor repairs, keeping a log of repairs carried out
  - o Monitoring communal areas.
- The School will carry out:
  - Weekly checks of school building and grounds (School Operations Manager)
  - Any defects will be reported to the Facilities Management Company
  - Ensure via the KIT meetings that all necessary checks are taking place
  - Prepare a termly report to the Governing Board

Pupils
All pupils must:

- Co-operate with Teachers and school staff on health and safety matters;
- Not interfere with anything provided to safeguard their own health and safety;
- Take reasonable care of their own health and safety; and
- Report all health and safety concerns to a Teacher.

Union
In addition, union appointed safety representatives are entitled to investigate any accident / incident occurring, any potential hazard reported and to carry out safety inspections at a rate of one inspection per quarter.

Arrangements

1.0   Health and Safety Risks Arising From our Work Activity

2.0   Consultation with employees

3.0   Safe Plant and Equipment

4.0   Safe Handling and Use of Substances

5.0   Information, Instruction and Supervision

6.0   Competency for Tasks and Training

7.0   Accident, First Aid and Work Related Ill Health

8.0   Monitoring

9.0   Emergency Procedures – Fire and Evacuation

10.0   Visitors to School Premises

11.0   Contractors and Safety

12.0   Educational Visits / Extra Curricular Activities

13.0   Movement of Vehicles

14.0   School Security

15.0   Occupational Health Services and Stress

16.0   External Groups/Activities

17.0   Safety in the Community

18.0   Violence, Behaviour, Bullying and Harassment

19.0   Health and Safety in the Curriculum

20.0   Health and Safety in the Classroom

21.0   Site Officers and Caretakers

22.0   Health and Safety in the Office

23.0   Medicine

1.0 Health and Safety Risks Arising From our Work Activity
- Risk assessments will be undertaken by:
  SCHOOL OPERATIONS MANAGER

- The findings of the risk assessments will be reported to:
  HEAD TEACHER and GOVERNING BOARD

- Action required to remove / control risks will be approved by:
  HEAD TEACHER and GOVERNORS

- **SCHOOL OPERATIONS MANAGER** will be responsible for ensuring the action required is implemented

- **HEAD TEACHER** will check that the implemented actions have removed / reduced the risks.
  Assessments will be reviewed every year or when the work activity changes, whichever is soonest.

2.0 Consultation with employees
- Employee representative(s) are:
  SCHOOL OPERATIONS MANAGER
- Consultation with employee is provided by:
  SCHOOL OPERATIONS MANAGER

3.0 Safe Plant and Equipment

- **FACILITIES MANAGEMENT COMPANY** will be responsible for identifying all equipment / plant needing maintenance.
- **HEAD TEACHER** will be responsible for ensuring effective maintenance procedures are drawn up.
- **SCHOOL OPERATIONS MANAGER** will be responsible for ensuring that all identified maintenance is carried out.
- Any problems found with plant / equipment should be reported to:
- **SCHOOL OPERATIONS MANAGER WHO WILL REPORT TO FACILITIES MANAGEMENT COMPANY**
- **HEAD TEACHER** will check that new plant and equipment meets health and safety standards before it is purchased.
- No unauthorised electrical equipment is to be used on school/library premises.
- A system of testing portable electrical appliances will be implemented by the Facilities Management Company
- Where appropriate, residual current devices should be used with all electrical equipment.

4.0 Safe Handling and Use of Substances
- Responsible for identifying all substances that require COSHH (Control of Substances Hazardous to Health) assessments will be undertaken by:
  FACILITIES MANAGEMENT COMPANY
  SCHOOL OPERATIONS MANAGER
- In PFI schools, the Facilities Management Company will be responsible for obtaining product health and safety data sheets and for undertaking COSHH assessments. Further advice and information can be obtained from the Health and Safety Team within Children's Services (see section 5.0).
- **SCHOOL OPERATIONS MANAGER** will be responsible for ensuring that all actions identified in the assessments are implemented.
- Use of chemicals for teaching as set out in the national curriculum, will be done so in accordance with guidance and hazard cards produced by CLEAPSS Schools Science Service.
- **SCHOOL OPERATIONS MANAGER** will be responsible for ensuring that all relevant employees are informed about the COSHH assessments.
- **SCHOOL OPERATIONS MANAGER** will check that new substances can be used safely before they are purchased by providing the Directorate's Health and Safety Team with details of the proposed product (see section 5 for contact details).
- Assessments will be reviewed every 2 years, or when the work activity changes or the constituents of the product change, whichever is the sooner.

5.0 Information, Instruction and Supervision
- The Health and Safety Law poster is displayed in:
  Staff Room (First Floor Room C034)
  Entrance (Reception Area Room A003)

Health and safety advice is available from

The Health and Safety Section,

Children's Services Directorate
Civic Campus
Chorley Road
Swinton
M27 5AW

Telephone Numbers:

Netsai Piki, Senior Health and Safety Officer: 0161 778 0338
Isaac Yusuf, Health and Safety Officer, 0161 920 1019

- Supervision of young workers / trainees will be arranged / undertaken / monitored by:
  DEPUTY HEAD TEACHER
- **SCHOOL OPERATIONS MANAGER** is responsible for ensuring that our employees working at locations under the control of other employers are given relevant health and safety information.

6.0 Competency for Tasks and Training
Induction training will be provided for all employees by: **SCHOOL OPERATIONS MANAGER / HEAD TEACHER / DEPUTY HEAD TEACHER**
Job specific training will be provided by: **HEAD TEACHER / DEPUTY HEAD TEACHER**

- Specific jobs requiring special training are: (NA)
- Training records are kept by: (NA)
- Training records are located at: (NA)
- Training will be identified, arranged and monitored by: **HEAD TEACHER**

7.0 Accident, First Aid and Work Related Ill Health
- The first aiders and/ appointed persons are
- **LISTED IN FIRST AID POLICY AND DISPLAYED AROUND SCHOOL**

The first aid box(es) is/are kept :
- **HYGIENE ROOM**
- **OFFICE**
- **ON EVERY FLOOR IN YEAR GROUP BREAK OUT AREAS**
- **IN EVERY CLASSROOM**
- **IN THE CONTAINER OUT ON THE KS2 PLAYGROUND**
- **ALSO EACH WELFARE ASSISTANT CARRIES A SMALL BAG OF FIRST AID**
- **THE DE-FIB MACHINE IS LOCATED IN THE REPOGRAPHICS ROOM.**
- Trained personnel and all information can be found in the First Aid Policy

All accidents and cases of work-related ill health are to be recorded in the accident book which is located at:
- **MINOR ACCIDENT BOOKS ARE KEPT IN EVERY CLASSROOM AND AT EVERY FIRST AID STATION.**
- **MAJOR ACCIDENTS ARE REPORTED ON THE SAP SYSTEM**
- All serious accidents/incidents will also be recorded using the Authority's intranet based accident report form or by entering the data directly into the SAP system or by contacting the call-centre on 0161 909 6550.
- The Salford Health and Safety Team are responsible for reporting accidents, diseases and dangerous occurrences to the Health and Safety Executive as required by the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995. These accidents/incidents/diseases must be reported to the HSE within 10 days.
- All serious accidents/incidents will be investigated in accordance with guidance set out within the LA's Health and Safety Policy, in order to prevent a recurrence of the accident/incident.

8.0 Monitoring

To check our working conditions, and ensure our safe working practices and policies are being followed we will:

- Carry out spot check visits at a frequency of: Weekly
- Conduct a full workplace inspection at a frequency of: Monthly
- Ensure Departmental Managers submit health and safety reports at a frequency of : Termly
- Conduct health and safety audits at a frequency of: Termly
- Monthly classroom inspections are carried out by the Teacher responsible for that classroom using the Monthly Housekeeping Inspection Sheet attached.
- The Facilities Management Company are responsible for carrying out housekeeping inspections in all communal areas e.g. corridors, hall, dining room etc. Any problems identified are reported to the Head Teacher immediately.
- The Facilities Management Company is responsible for carrying out Inspection of External Play Areas including Gates.
- **SCHOOL OPERATIONS MANAGER / DEPUTY HEAD TEACHER / HEAD TEACHER** is responsible for investigating accidents.
- **SCHOOL OPERATIONS MANAGER / HEAD TEACHER** is responsible for investigating work-related causes of sickness absences.
- **SCHOOL OPERATIONS MANAGER / HEAD TEACHER** is responsible for acting on investigation findings to prevent a recurrence.

9.0 Emergency Procedures – Fire and Evacuation

- The Facilities Management Company, Head Teachers of both the Primary School and High School are responsible for ensuring the fire risk assessment is undertaken and implemented.

- The following people have been appointed as fire wardens / search officers:
    - Mrs K Fairhurst
    - Mr S Lawler-Smith
    - Ms D Howarth
    - Miss J Roberts
    - Mrs J Smith
    - Mrs C Boothman
    - Ms E Turner

- Escape routes and exits are checked by: **FACILITIES MANAGEMENT COMPANY AND SCHOOL OPERATIONS MANAGER**
- At a frequency of: **DAILY**
- Alarms are tested by: **SCOTSHIELD** At a frequency of: **HALF YEARLY AND ANNUAL SERVICE**
- A Weekly test takes place of fire alarms by **SITE STAFF**
- Emergency evacuation / fire drills will be carried out at a frequency of: **TERMLY**
- Records will be kept at: **RECEPTION AND SPIE OFFICE**

10.0 Visitors to School Premises

- Any person visiting the premises is requested to make an appointment prior to the visit.
- Identifiable visitors and other persons who may be affected include:-
- Invited guests and visitors to the school;
- Volunteers and students who may assist with teaching;
- Parents and customers to events such as jumble sales / Christmas fairs etc;
- Bus drivers or other persons encountered on an external trip or holiday;
- Contractors at the school via SPIE (other than their own work activity, which they themselves are responsible for);
- Council employees such as peripatetic teachers, advisers
- Deliverers of goods, meter readers etc;
- Trespassers unless injured by their own unsafe activities.
- On entering the premises, visitors must go to the reception / main office and enter their details on the inventory signing in system where a visitors badge with a photograph will be produced.
- On departure, visitors must sign-out the visitors system.
- All contractors should sign in at the Facilities Management Office

11.0 Contractors and Safety
- Contractors are selected by the Facilities Management Company

	Y	N
Cost		
Production of Competent Safety Policy		
Proof of Competence (e.g. production of qualification certificates)		
References		
Via Facilities Management Company Criteria	✓	
Any Other Criteria		

- All contractors are required to attend a pre-start meeting with the Facilities Management Company and any other relevant personnel e.g. Health and Safety Officer, in order for health and safety rules / information etc. to be communicated.
- All contractors are required to sign in and wear a visitor's badge.
- Contractors must not leave their equipment unattended.
- Activities carried out by a contractor must not present a hazard to others in the vicinity of the work.
- **THE FACILITIES MANAGEMENT COMPANY** is responsible for monitoring contractor's activities whilst on site.
- Under no circumstances will contractors be allowed to use equipment belonging to the school.

12.0 Educational Visits / Extra Curricular Activities (in schools)
- The Head Teacher is responsible for ensuring that the Education Trips and Visits Code of Practice is followed. This policy adopts the guidance set out in the Department for Education and Skills (DfES) document entitled 'Health and Safety of Pupils on Educational Visits'.
- The Educational Visits Co-ordinator for the school is:
- **Name: Mrs K Fairhurst**
- **Position: School Operations Manager**
- All educational visits must be authorised by the Head Teacher in advance.
- The Head Teacher or Departmental Manager will ensure that all appropriate information relating to the trip e.g. arrival/departure times, clothing requirements, contact numbers etc. is communicated to the parents of the children and that parental consent is obtained.
- Adult supervision will be at least:
- Nursery: 1:2
- Reception: 1:4
- Year 1 to 2: 1:6
- Year 3 to 4: 1:8
- Year 5 to 6: 1:10 / 1:15
- Advice relating to educational visits can be obtained from:-
- Mr Simon Willis, LA Trips and Visits Co-ordinator , Tel: 07970 679517
- Refer to the Educational Trips and Visits Code of Practice for detailed procedures and guidelines.
- Parental consent is to be sought and given in writing, where parental helpers are used. Parental and other non-employed helpers should undergo a police check if they are likely to be supervising children in the absence of a member of staff.
- The Head Teacher is responsible for ensuring that all vehicles used for the purpose of transporting children to and from specified destinations, are properly taxed, insured and have valid M.O.T. certificates.

13.0 Movement of Vehicles
- Staff and visitors should park their vehicles in the designated car park.
- Vehicular access will not be permitted when children are entering or leaving school.
- Electric gates are in operation on site
- A speed restriction of: **5MPH** is in place within the school grounds.

14.0 School Security
Refer also to arrangements for 'Visitors'.

- Security of the school is maintained by:

	Y	N
Perimeter Fencing	✓	
Duty Officers stationed within individual buildings		✓
External Doors being locked during school hours	✓	
CCTV	✓	
Signposting	✓	
Security Lighting	✓	

- Other security measures (please give details)
  - Signing in
  - Staff and Visitor Lanyards
  - Staff door fobs

15.0 Occupational Health Services and Stress
- Occupational health services are provided by the Occupational Health Unit who is based at 196 Station Rd, Salford. Tel: 0161 603 4081
- If a Manager feels it is necessary to refer a member of staff to the Occupational Health Unit, they should contact a Human Resources Officer based within the Human Resources Department at the Civic Centre in the first instance.
- In cases of stress, if the individual concerned does not feel they can approach their line manager, they may contact a BDMA counsellor by calling 0800 919765 or Salford City Council Employee Services 0161 603 4081. All calls and subsequent consultations will be treated in strictest confidence.

16.0 External Groups / Activities
- Particulars of the school's health and safety policy and other health and safety information (escape routes / fire exits, alarm call points etc) will be communicated to external group representatives by:
- **SCL (Salford Community Leisure who are in charge of after school bookings)**
- All extra curricula groups using school premises must abide by school health and safety rules.
- Groups that use school premises to hold functions, will be asked to produce evidence of having carried out the necessary risk assessments and of implementing appropriate control measures to reduce any risks identified.
- All events organised by the PTA or as a joint venture between the school and any other external group, should be notified to the Health and Safety Team to enable the necessary health and safety guidance to be issued.

17.0 Safety in the Community
- Safety in the community is addressed by: **HEAD TEACHER**
- Contact with **PCSOs** (Police Community Support Officers), e.g. police talks, fire-service seminars, topics in assembly
- Talks/seminars are conducted at a frequency of: Annually at least

18.0 Violence, Behaviour, Bullying and Harassment

- Efforts will be made to train all staff in how to handle violent and aggressive situations.
- If faced with a violent aggressor, avoid direct eye contact, do not raise your voice, do not take an aggressive stance, do not do or say anything to antagonise the situation.
- If staff are taking pupils out of the building to a point where a telephone would not be easily accessible e.g. onto playing fields, then a mobile phone or walkie-talkie should be taken to ensure assistance could be summoned quickly in an emergency.
- If staff are entering an area where there have been previous incidences of violence and/or aggressive behaviour from third parties, the possibility of providing additional staff i.e. 'doubling-up, should be considered.
- The school will address bad behaviour, bullying and harassment involving pupils by following:
- Behaviour Policy
- Anti-Bullying Policy
- The school will address good pupil behaviour by:
  - Operating the Traffic Light Behaviour System
- Praise both verbal and written
- Head Teacher's Award for good work/good behaviour

- The school will address bullying and harassment involving staff by:
- Being a 'STOP School
- Reporting incidents
- Investigating
- Meetings to discuss

19.0 Health and Safety in the Curriculum

- The curriculum will be delivered in a safe and healthy manner and every effort will be taken to identify risks associated with a curriculum subject/activity e.g. field trips, sports/P.E. activities, science etc., and the appropriate control measures will be implemented. Refer to section 1.0 'Health and Safety Risks Arising from Our Work Activity' and section 12.0 'Educational Visits/Extra Curricular Activities'. Also refer to Generic Risk Assessment document. Efforts will be taken to educate pupils about health and safety issues as and when the opportunity arises throughout the course of normal teaching. For example, the opportunity to educate pupils about occupational diseases may arise during a History lesson when learning about the role of chimney sweeps, or during a Science lesson when learning about the discovery and use of asbestos.

20.0 Health and Safety in the Classroom

- The curriculum will be delivered in a safe and healthy manner and every effort will be taken to identify risks associated with classroom activities see section 1.0 'Health and Safety Risks Arising from Our Work Activity', and the appropriate control measures will be implemented. Also refer to Generic Risk Assessment document.
- A monitoring system will be set up to ensure that any hazards in the classroom are identified and that regular inspections of the area are carried out. An individual will be made responsible for each classroom. See section 8.0 'Monitoring'.
- Pupils will be encouraged to report any hazards to a Teacher e.g. a loose wire on a piece of electrical equipment, spilt liquid on the floor. NB Their ability to do this will obviously be dependent upon their age and their understanding of a hazard.

21.0 Facilities Management Site Staff

- The role of the Facilities Management Site Staff is to ensure the smooth running and security of the school premises, including maintaining it in a clean and hygienic condition. Not only has the Facilities Management Company to look after his/her own safety, but has a major role in the safety of all the school population. The basic duties are:
  a) Security of the premises and its contents. This will include locking and unlocking doors, fire escapes and gates, and emergency call-out as appropriate;
  b) Maintenance, repairs and emergency remedial action as necessary and arranging for any necessary repairs to be carried out. This includes:
     a. Lighting, heating and the cleanliness of the school.
     b. Replacing light bulbs/tubes
     c. Overseeing school cleaners
     d. Aspects of cleaning during school hours
     e. Grounds maintenance
     f. Being responsible for aspects of health and safety, and fire safety. For example, identifying hazards and taking remedial action; and undertaking routine checks on fire alarm systems, fire doors and sprinkler system

g. Lifting and moving equipment and supplies. This would include assisting Teachers with moving furniture and equipment, carrying stationery supplies and deliveries, moving milk crates, and where possible this should be done with the aid of handling devices.

22.0 Health and Safety in the Office

- Offices will be safe and healthy, hazards will be identified see section 1.0 'Health and Safety Risks Arising from Our Work Activity', and the appropriate control measures will be implemented. Also refer to the Generic Risk Assessment document.
- A monitoring system will be set up to ensure that any hazards in the office are identified and that regular inspections of the area are carried out. An individual will be made responsible for each office. See section 8.0 'Monitoring'.
- A VDU assessment will be undertaken for all office personnel annually.
- Office personnel will be encouraged to report any hazards e.g. a loose wire on a piece of electrical equipment, spilt liquid on the floor.

23.0 Medicines

- Children who require support for medical conditions have the same rights of admission as other children. Children who have a disability which requires medical support are protected from discrimination by equalities legislation. Children with medical needs must be supported in school and can only be required to leave school for medical reasons if this is to receive emergency treatment or if their presence represents a serious risk to the health or safety of other children or school employees, for example if they are infectious. In these circumstances a head Teacher/teacher in charge may send the pupil home after consultation with the pupil's parents. This would be an authorised absence, not exclusion. Detailed guidance is in DCSF Guidance 'Improving behaviour and attendance: guidance on exclusion from schools and PRU's, September 2008.
- Children may require support for acute, short term and long term medical conditions. Acute conditions are for example severe asthma attacks or allergic reactions. Short term conditions are for example finishing a course of antibiotics. Long term conditions are for example controlled epilepsy, diabetes or asthma requiring daily use of an inhaler.
- The Head Teacher will establish an effective management system which provides support to children with medical conditions.
- The Head Teacher will communicate with parents, pupils and health professionals where necessary, for example in making an agreement to administer medicines or making a health care plan.
- The Head Teacher will store medicines safely and where necessary provide training for personnel who administer or supervise administration of medicine.

MOORSIDE COMMUNITY PRIMARY SCHOOL
HEALTH AND SAFETY

SCHOOL SECURITY POLICY AND PROCEDURES

Introduction
It is important to develop an integrated security strategy that encompasses:

- Vision
- Values
- Benefits
- Aims
- Responsibility
- Accountability

We need to identify where we are now and where we want to be in the future, taking into consideration all aspects of the strategic direction of the school.

Of course, physical and electronic protection is only part of the defensive package. Management strategies and procedural matters are also important. The aim is to assess our own susceptibility to crime and to implement appropriate, cost-effective countermeasures.

Appreciating the risk
The school and its contents are at risk from:

- Criminal damage
- Burglary
- Theft
- Arson

In some circumstances, the lives and the safety of staff and students are in jeopardy from the action of criminals. A realistic appreciation of these facts and their potential consequences is a necessary prerequisite for the design of effective safeguards.

A successful criminal attack in the school will have at least one of several predictable results:

- Loss of equipment
- Loss of records
- Loss of community facilities
- Drain on resources
- Demoralisation of staff and pupils
- Disruption of school life
- Displacement of staff and students
- Total loss of school

Depending upon its severity, it could cause some or all of these effects. Whatever the precise outcome, any criminal attack upon the school will inevitably impair its efficient functioning, to a greater or lesser extent. It follows that every realistic step should be taken to prevent it. This demands good risk management.

Risk Management

In the school environment, as elsewhere, crime prevention is a shared responsibility. It cannot be regarded as the sole province of the Head Teacher or the School Operations Manager, any more than they can abdicate all responsibility to the Governing Board.

Implementing a risk management programme is the logical starting point, the object of which are to protect staff and students and save money by minimising, in a cost-effective way, the drain on school resources occasioned by crime.
In specific terms, risk management involves:

- Creating awareness
- Identifying risks

- Measuring potential losses
- Considering alternative strategies for risk reduction
- Implementing appropriate, cost effective solutions
- Monitoring and evaluating their impact.

Properly organised and carried through, it will lead to:

- Improved security
- A safer school environment
- Reduced waste
- Increased efficiency

All these things contribute significantly to the school's aim of providing a better education and the development of mature, responsible citizens.

Management structure

The first steps towards achieving these desirable ends is, to establish within the school a formal structure to monitor risk and devise and implement protective strategies.

Risk assessment

In order to identify the most appropriate, cost-effective security procedures and measures, it is first necessary to understand:

- The nature and extent of actual and likely risks facing the school, which calls for an accurate record of previous incidents and a continuing appraisal of the relationship between changing conditions and new risks.
- The potential cost of crime, including repair and replacement costs and the likelihood of recurrent risks.
- The scope of consequential losses, through for example, timetable disruption an inconvenience.

To this end, a risk analysis needs to be carried out and, once done, will be classified as confidential and distributed to SLT, and Governing Board only.

Process of writing, overseeing and quality assuring Risk Assessments

All Risk Assessments are Quality Assured and signed off by a third party.

- Where applicable, the class teacher is to write the initial Risk Assessments
- Completed Risk Assessments to be submitted to the respective DHT two weeks prior to the event/activity
- The draft copy is sent to the respective DHT and Phase Leader and they have a two-day turnover whereby the RA is quality assured and checked. This is then sent back to the author to amend and then sent back to the DHT for partial sign off
- DHT submits Risk Assessments to the SOM for complete sign off
- Each Risk Assessments needs the signature of both DHT and the SOM prior to the event
- Once signed off, the author **must** ensure that all staff involved know and understand the Risk Assessments, its contents and is fully able to practically deliver the Risk Assessments (**At all times, when there is a new/additional member of staff then the author must ensure that staff read and understand the RA)**
- The HT to oversee and to QA this process through M + E

Risk Assessments are a working document and will need to be updated consistently and reviewed regularly. If any changes are made, then the same process will need to be followed. They need to be ratified and signed off by respective DHT and SOM.

Storage

All Risk Assessments are stored centrally in a shared file. Only the SOM has editing rights and should you need a copy for amendment/creation then please request by email.

Security Strategy
Whatever the course chosen, it is vital that the actual problem and its ultimate impact is first analysed. Only by understanding what it is that they hope to prevent can members of the Governing Board select the most suitable strategy.

Five principle avenues are open to consideration:

1. **Consultation**: identifying and talking to experts who can give specialist advice, i.e. Police crime prevention officers, the fire brigade and the Facilities Management Company (SPIE).
2. **Procedural Improvement:** Introducing checks and procedures to reduce criminal opportunity and improve safety.
3. **Physical and electronic protection:** Implementing measures such as the installation of locks, security glazing, intruder and fire alarms, security lighting and close circuit television (CCTV).
4. **Curriculum design and student involvement:** Creating an awareness of the consequences of crime and pupils' responsibilities by incorporating the subject into lessons.
5. **Community involvement:** Promoting the belief that the school belongs to the community and encouraging active community support and commitment in securing its wellbeing. The local community, especially households that overlook the school, can be involved by the students producing a leaflet containing useful information and contact numbers.

Plainly, not all approaches will be appropriate, but selecting the right course is not difficult, it is necessary to bear in mind a short list of attributes that each strategy must possess if it is to succeed.

The chosen course, then, must be:

- Manageable
- Reasonable
- Realistic
- Cost-effective
- Commensurate with the risk
- Tailored to the school requirements and needs
- In harmony with the environment

Optimal impact
There are two final elements to ensuring that the chosen strategy makes the best possible use of the resources allocated to it. First, it is essential that it is implemented with the co-operation of all the people who use the school: staff, pupils and community groups alike. Without proper training no protective system can be used effectively, and without communication and agreement with its aims it will not be respected.

Secondly, no strategy can simply be assembled and then left to work by itself. It is vital to ensure that its operation is monitored and evaluated on a continuing basis. Unless this happens, changing conditions will inevitably render the system out of date or incomplete. Routine monitoring, on the other hand, will enable the School to compensate for any changes, or rectify any failures with the least possible delay.

Self-appraisal
Almost self-evidently, none of these organisational issues, however important, are sufficient by themselves as the basis for a workable security policy. A great deal more knowledge and preparation is needed.
The degree of actual preparedness will depend on
- Regularly training staff and pupils in fire, security and safety precautions. (Fire drills at least termly)
- Having a contingency plan to respond to the effects of a major incident at the school (see the Emergency Plan and Critical Incident Policy)

SECURITY

What is security?
The most common crimes directed against schools are criminal damage, theft, burglary and arson.
Security in schools may, therefore, be described as the adoption of measures to:
- Safeguard the school and its assets from these crimes
- Ensure the optimal use of available resources
- Bring peace of mind to those who legitimately use the school and its facilities

There is no single correct way of achieving these ends. Good security generally involves a combination of physical and procedural measures with intangible factors such as commitment, management style and ethos.

Elements of security

Security has its obvious and its subtle aspects. It can be imposed, by the use of physical measures, such as fences, locks and patrolling security guards. Or, by electronic measures such as intruder alarms, and CCTV. Alternatively, it can be established by agreement, through the creation of an environment in which the people who use the school and the members of the community to which it belongs develop a personal commitment to its wellbeing.

Both aspects have their attendant problems. To rely solely on imposed security may lead to an excessively rigid regime, in which the school becomes physically and conceptually isolated from the community. Equally, to rely purely on security by consent may be somewhat naïve, particularly when a large proportion of school crime is committed by pupils, the very people who ought to be most accessible and amenable to such teachings. It follows that, in most cases, the best security will involve a combination of these two approaches.

Security equipment and services

In its most basic form, security physically guards the school by placing some form of barrier at its perimeter and at strategic internal communications. Sometimes known as primary security, such physical protection is intended to deny, delay or regulate access to the premises as a whole, or particular places within them.

The aim of physical security measures, then, is to make unauthorised access less likely by rendering a potential intruder's task too difficult, time-consuming or noisy. Their efficacy is, therefore, largely dependent upon the intruder's skill and determination, which, in turn, is dependent upon the perceived benefits of crime. Broadly speaking, then, the more valuable, transportable and readily disposable the school's property, the more extensive its physical protection needs to be. In this context, physical security includes fences, locks and secure storage areas.

At a different level, security may be designed to deter attacks upon the school, not by making the task physically harder but by making it less likely to be accomplished undetected. This might involve the use of patrolling security guards to present the risk of personal intervention and apprehension, or the installation of electronic security systems to raise an alarm, identify the offenders or make their activities more readily observable. In this context, electronic security systems include intruder alarms, CCTV and security lighting.

The proper use of such measures, in combination, can be an extremely effective way of reducing the criminal threat to the school. They should always be used in combination because physical barriers are necessary to prevent those who are not deterred, and electronic systems are needed to detect those who are not prevented.

There is no doubt that the professional design, installation and maintenance of combined physical and electronic security systems can:

- Afford a highly cost effective protection for the school and its contents from damage and theft
- Ensure that the resources provided for educational purposes are maintained in a condition that ensures continuity of education.
- Protect the staff and pupils.

Management initiatives

Insofar as they affect security, management initiatives are far more complex and equivocal than either physical or electronic security measures. They are, paradoxically, less overt, generally less costly to implement, harder to control and, finally, they carry the risk of failure being seen as a reflection on the school's quality.

In their most basic form, management security initiatives involve encouraging people to support and respect the physical and electronic security precautions. Indeed it is scarcely possible to realise the full potential of such precautions without the co-operation and consent of the school's population, at least to the extent that they understand what security means and why it is necessary.

Management initiatives can only hope to succeed against a background of coherent, comprehensive and mutually compatible policies. Whilst establishing this framework is a management task, making it work demands the co-operation of everyone involved, pupils and staff alike, because everyone has an individual responsibility to respect its purpose. It follows that every individual's support will contribute to its success and every individual's enmity, or even indifference, will detract from it.

Achieving a widespread acceptance of this concept is a vital management function. A simple majority consensus is not enough because it is not the majority that constitutes the threat, nor even, in most cases a significant minority. It is no exaggeration to say

that the failure of any one person to support security can put the entire programme at risk. The failure of a handful to do so can prove disastrous.

A successful security programme has much to do with the pride which pupils have in the school. A leadership style, by all staff, that encourages and develops such pride has undoubted rewards. When the environment is right, pupils intent on winning favour in the eyes of their peers by acts of crime will find themselves isolated and constrained to express themselves in more acceptable ways.

Of course, the attainment of this ideal is far more complex than simply saying it should be so. What is clear, however, is that the process has to involve the entire staff in mutual action and support. It is both unrealistic and unfair to expect any individual member of staff to take any initiative or set an example unless they are confident of the automatic backing of their colleagues at all levels. In this respect, a failure or lack of confidence at any level is less likely to be an aberration than a reflection of failure at all levels.

Security really is everyone's concern. It can, and should, be initiated from the top, but it cannot be maintained solely by downward pressure. Nor can it exist only in the form of general policy or agreement. It must be supported by detailed procedures.

PHYSICAL SECURITY

Introduction

The physical security of any site has three distinct aspects:
- The perimeter
- The external protection of buildings within the perimeter
- The protection of specific vulnerable or sensitive areas within buildings.

In theory, it might be assumed that totally effective perimeter security would reduce the need for the other two stages, but in fact, they are interdependent. Whilst it might be theoretically possible to render the school's perimeter virtually impenetrable, it is not possible to do so in ways that are socially acceptable and affordable.

Perimeter security

Perimeter security then is intended to define a boundary, prevent casual intrusion and make deliberate intrusion difficult and conspicuous. Doing so generally involves the use of gates and fences.

The practice of locking the school gates when the site is not in use can demonstrate to the outside world that entry is both undesirable and unlawful. Although gates will not prevent access by determined and reasonably agile pedestrians, they can serve a useful purpose in inhibiting the unauthorised large-scale removal of property.

External and internal protection of buildings

The main areas dealing with the external protection of buildings within the perimeter and the protection of specific vulnerable or sensitive areas within buildings are contained in Specifications.

Alarms

The Facilities Management Company has a direct line connection to a central monitoring station. The alarm system is continuously monitored, and any change of state will be recorded and acted upon as appropriate.

Specifications

Specifications for the following electronic security measures are held by the Facilities Management Team in their office on Campus:
- External lighting
- Security and fire alarms
- Passive infra-red (PIR) movement detectors
- CCTV

SECURITY PROCEDURES

Introduction

Apart from the more well-known risks from acts of burglary and criminal damage, which generally, though not exclusively, take place outside normal working hours, the school is faced with a variety of security problems during working hours.

Most of them are amenable to procedural solutions, often costing little or nothing to implement.

Visitors

The school has many visitors.

They include:
- Parents of pupils
- Contractors
- People making deliveries

They also include, from time to time, individuals with dishonest motives, such as 'walk in' thieves. It is unlikely that all of these callers, even the legitimate ones, will be known by sight and it is important for the security of the school and the safety of its occupants that their actions are subject to some form of routine scrutiny.

As an initial measure, all visitors to the school should be directed by means prominent, unambiguous notices to reception where they will be required to 'sign in' in the visitors system giving the following details:
- Name
- Time in and out
- Which organisation they are from
- Who they are seeing

They will then be issued with a pass which includes their photograph which they should be instructed to wear at all times whilst on school premises.

Staff will wear a blue lanyard and identity pass and visitors the sticker with their photograph and details on with a red visitor's lanyard. This is a means of enabling both staff and pupils to differentiate between authorised callers and those who have not followed the required reporting procedure.

Members of staff should challenge anyone they encounter whom they do not recognise as a legitimate visitor. Such people should be required to produce evidence of their identity and account for their presence. If they are unable to do so satisfactorily they should be either escorted from the premises or accompanied to reception for the purpose of confirming their authority to remain. If this latter course is chosen, the reason for it should be clearly explained and the visitor given the option of simply leaving the school. All incidents of this nature should be reported to the School Operations Manager.

Under no circumstances should visitors be permitted to remove items of the school's property, or the property of staff or students, unless the person witnessing the event has personal knowledge of their identity and their authority to do so. Walk in thieves, sometimes under the guise of equipment repair personnel, can be extremely plausible in manner and appearance and staff need to be aware of the dangers.

Pupils who encounter anyone that they do not recognise as a legitimate visitor should report their concerns to a member of staff. They should under no circumstances challenge the person themselves.
Casual access to other parts of the premises should, as far as possible, within the limits of safety, be prevented by physical means. As a general rule, visitors should be escorted to and from their destination within the school, although this may not always be necessary or practical.

Procedure for ensuring all pupils are accounted for at all times
- Morning registration to establish number of children attending
- After morning break - head count
- Afternoon registration
- Any occasions when children leave and return to classroom – head count
- Offsite activities – continual head counts

Releasing a pupil from class to an unknown person
Children **will not** be released from class to an adult or child who is not known to the staff unless prior arrangements have been made with the parent.
A password code system is operated.

Procedure for late collection of a pupil
If a parent/carer is late collecting a pupil the following procedure is in place:
- The child will be brought to the late collection area at KS2 exit

- A member of the Inclusions team will keep the child until it becomes necessary to try and contact the parent/usual carer
- If this is not successful they will try work through the emergency contact list
- If contact has not been made, and no response has been received from either the parents/carers or any of the contacts, by 6.00 pm, the Head Teacher, Deputy or most senior member of staff will contact Social Services for further advice.(Duty Team: 0161 794 8888 or The Bridge: 0161 603 4500).

Procedure if a Child Goes Missing

In the event of a child going missing from our school grounds or during an outing whilst in our care, the following procedures is in place:

- A thorough search of the premises would be made
- The police would be contacted immediately
- The parent/carer would be contacted
- The Head Teacher or Deputy would make a note of the circumstances surrounding the disappearance of the child, in order to help the police as much as possible with their investigations.
- All actions would be recorded.
- The Chair of Governors would be informed.

Cash handling

Cash is obviously a very attractive target for criminals and its presence, even in moderate quantities, can pose a threat to the school and its occupants. Cash, regardless of quantity and which is not required immediately, should always be routinely locked in the safe and the three keys kept by the, School Operations Manager, Finance Assistant and Administrative Assistant. All keys should be taken off site during silent hours.

We now operate a cashless system in school using a direct payment system for parents to pay for school services and in so doing we have eliminated the risk of large amounts of cash on the premises. Any cash should be taken to the bank regularly. To minimise the risk of robbery, it should be banked, so far as is possible, at irregular times.

The moments of greatest risk in cash transportation are when leaving the school and arriving at the bank because neither can be varied. It is important, for this reason, to introduce as much unpredictability as possible in the timing of such journeys.

Protecting valuable equipment

The school contains much valuable, portable equipment of a kind attractive to thieves. It may be consumable property with a low individual value but a high cumulative worth, or property with a useful life of several years with a high individual value. The market for any or all of these items may change from time to time, which is why periodic assessment is necessary to review the current level of resources appropriate to the protection of each item or category of items.

When not in use, equipment should be stored in conditions that reflect accurately the level of risk attached to it. The greater the risk, the more secure the storage. A named member of staff should be responsible for making regular inspections to ensure that these criteria are observed.

Named members of staff should be given personal responsibility for the security of valuable equipment used in the course of their duties. A record should be kept, indicating precisely who is currently responsible for particular items. The procedures relating to asset and equipment management are contained in the financial manual and should be adhered to by all staff.

Frequent, regular checks should be conducted, with occasional random spot checks. Remember neat storage will facilitate the speedy identification of any irregularity. Equipment inspections should not merely be used to confirm the correctness of the inventory. They should also check that valuable property has been security marked in such a way as to readily identify its source should it be stolen and subsequently recovered.

Safeguarding personal property

Staff and pupils should be encouraged to take an active interest in the security of their personal property whilst on the school premises or engaged on school activities elsewhere.

The loss, theft or vandalism of personal property can create distrust and suspicion and lower morale. Regardless of the individual's responsibility, then, good management includes the creation of an environment in which the likelihood of interference with personal property is minimised.

Staff

Offices used by the staff should be kept locked during the day when they are unoccupied. Staff rooms and rest rooms where coats and other personal property are left should be capable of being secured against casual intrusion. Pass cards are required to enter

specific areas and the staff room. Access to the main body of the school from the reception area is by pass card. All outside doors during the school hours are locked, all gates on the campus are locked and entry is by pass card or by calling the reception desk. CCTV is available to identify the caller.

Pupils
Pupils should be discouraged from bringing valuables to school, unless they are necessary for a particular lesson or activity. Consideration should be given in such instances to providing secure storage before and after the relevant period, as appropriate. However, once staff take responsibility for students' valuables, it is the school that becomes liable.

Lost Property
Staff and pupils need to be assured that adequate arrangements exist to deal with reports of lost property and to re-unite found property with its owner. All found property should be stored in the lost property room. In the case of valuable property a brief description, insufficient to facilitate false claims, should be posted on notice boards. According to the circumstances and the value of the item, it may be necessary to consider informing the police.
If found property is claimed, care must be taken to ensure that the claimant has legitimate title to it. The claimant's particulars should be entered in the records and its return acknowledged in writing. The finder should be notified that this has happened.

Unclaimed property should be retained for three calendar months, after which it may be claimed by the finder or disposed of. Records should include full details of property disposed of in this way, to protect the school from any subsequent claim by its loser.

Key Control
Classification of keys
- Access keys afford access to a building from the outside. These are held by the Facilities Management Company Staff only.
- General keys give access to all areas within the school but not the external doors. These should be issued to members of staff whose duties demand comprehensive access throughout the school internally.
- Individual keys give access to a particular room only. These should be issued to the prime user of the room, whether it be a classroom or a high security store.

Issue of keys

- Keys should be issued to staff only on the basis of demonstrable work related necessity. An inventory of issued keys is held by the Facilities Management Company.
- Staff should be instructed not to make copies of keys without the authority of the Facilities Management Company.
- The handling of keys by pupils should be discouraged. Keys issued are signed for by staff and it should be clearly stated and understood at the time of issue that:
- The recipient is responsible for the safekeeping of the key
- The key is not to be passed to a third party without permission

Upon departure from the school, all keys are to be handed back to the Facilities Management Staff/School Operations Manager.

Lost keys
All members of staff are required to report the loss of any key immediately to the School Operations Manager.

An assessment must then be made of:

1. The circumstances of the loss and the likelihood of the key being used improperly
2. The need for the lock or locking mechanism, to be changed based on the circumstances of the loss and the key's level of security.

In most cases, it will be usual for locks to be changed whenever an external door or secure store key is lost or if there is reasonable cause to suspect that they key was stolen.

Identity Pass Cards
All members of staff and governors are issued with an identity card and a pass card which is coded to them personally by Facilities Management staff. This card provides access to the site and internal areas in the building. It can be deactivated at any time if necessary.

Lost Identify Pass Cards
All members of staff are required to report the loss of any pass card immediately to the School Operations Manager. The card will be deactivated by FM staff. Replacement costs will be payable by the individual staff member.

Audits
Regular checks should be conducted to confirm the whereabouts of every key. It is almost inevitable that this practice, and other aspects of effective key security, will be unpopular with staff, but the consequences of lax controls range from replacing locks to replacing stolen equipment. Like many aspects of security, key control is tedious but crucial.

Trespass
As we have seen, the main security threat to the school comes from acts of burglary, theft, vandalism and arson, all of which are statutory offences that should be reported to the police.

Trespass affects the vast majority of schools, if not all of them. Despite this, prosecutions are rare and successful prosecutions almost unheard of. Yet trespass remains one of the most intractable problems facing schools, particularly those occupying large, sprawling sites with undefined or insecure boundaries.

Unlike many other places, however, schools do enjoy some protection from statute law in this area: Section 40 of the Local Government (Miscellaneous Provisions) Act 2013-14 makes it an offence to trespass on school property as detailed below:

Nuisance and disturbance on educational premises.
Any person who, without lawful authority, is present on premises to which this section applies and causes or permits nuisance or disturbance to the annoyance of persons who lawfully use those premises (whether or not such persons are present at the time) shall be guilty of an offence and shall be liable on summary conviction to a fine. This section applies to premises, including playgrounds, playing fields and other premises for outdoor recreation.

Powers of arrest.
This is a matter best left to the police: a private citizen has certain lawful powers of arrest but they must be exercised with care as wrongful arrest can result in a claim for damages.

In a very small minority of cases, the behaviour of a few parents can cause disruption, resulting in abusive or aggressive behaviour towards staff. This will **not be tolerated**. All members of the school community have a right to expect that their school is a safe place.

If the parent's behaviour is unreasonable, permission for them to be on the school premises may be withdrawn and they will become a trespasser.

LA Role
If the incident is of a serious and/or violent nature, the Head Teacher and Local Authority may agree that correspondence should be sent directly from a Local Authority Officer.

Key Holders – Responsibility of Facilities Management Staff
To enable a police response when the security alarms are activated, the following conditions apply:
1. There must be at least two key holders available for call out.
2. They must have a telephone at their home address.
3. Both the alarm company and the local police must be informed immediately of details of key holders and of any changes whether of a temporary or permanent nature.

Alarm – systems faults
Responsibility of Facilities Management Company

Access Control
Unlocking the site:
Responsibility of Facilities Management Company:
The Site Staff will clear the alarms and unlock the buildings between 06.00 and 18.00 hours.
Staff wishing to access the school should conform to the above opening times. Any problems staff may have in accessing the school should be directed to the Head Teacher.

Closing doors and windows.

1. **All staff are required to secure windows and doors when rooms are not in use and upon their departure at the end of the day.**

Locking the site and setting the alarms.

- The Facilities Management Company is responsible for locking the site and setting the security alarms.
- The following procedures should be adhered to:
- Following departure of all staff, visitors, hirers etc from the site, all external doors and windows should be locked and/or secured.
- Normally the site should be secured between 18.00 and 06.00 hours following the departure of the After School Club (staff should vacate the building by 17.45 hours). However, there are many occasions when staff, hirers or contractors require access to part(s) of the site. In these instances, all doors and windows where access is not required, should be locked/secured, with the remaining doors/windows being secured following the departure of personnel.
- Once all doors/windows have been secured, the alarms should be set from the control panel in the FM Offices

Action in event of incidents

All security incidents should be reported to the School Operations Manager at the time of occurrence or, if during silent hours, on the following working day. The School Operations Manager will report all security incidents to the Facilities Management Company and the Head Teacher. All records will be maintained for insurance and other reporting purposes.

If the alarms are activated during silent hours this is the responsibility of the Facilities Management Company.