

All Hampstead Hill School Policies are always to be read and considered in conjunction with Equal Opportunities, Race Equality and Inclusion Policies. This Policy of Hampstead Hill School applies to all sections of the school including the Early Years Foundation Stage.

# Hampstead Hill School

## Risk Management Policy



### Introduction

Risk Management is concerned with anticipating potential risks to the service provided and either eliminating or minimising those risks.

The information provided in the Schools emergency response plan provides a guide for responding to an emergency which may affect the operation of their premises and their day to day business. This includes a number of forms to assist schools in identifying and recording the necessary information required to develop a School Business Continuity Plan.

### Security

The most common crimes against schools are malicious damage, arson, theft and burglary. Hence the importance of ensuring the security of premises with regard to both people and property can not be stressed enough. Good security allows both staff and young people to feel safe and confident in their surroundings. The section outlines some basic security considerations though is not intended to be exhaustive.

Whilst ultimately the responsibility for security rests with the Principal, security really is everyone's concern.

There are many benefits from appointing a member of staff with specific responsibility for security. This person would then make recommendations to Principal, SMT and the LEA concerning security issues. The Security Manager would help in determining the School Policy, monitoring its effectiveness and make recommendations to Principal on a regular basis (at least annually).

#### Physical security

- Good security starts at the perimeter of any site. Wherever possible, good quality fencing and gates of at least 1.8 metres height should be installed. This will assist in ensuring the site is protected outside of normal operating hours. Fencing and gates can be durable and aesthetic, with certain types of fencing, such as weld mesh, allowing an 'open' appearance whilst remaining as secure as most types of palisade.
- Where sites are very large and/or have multiple buildings, consideration should be given to fencing in strategic internal locations to create an inner cordon instead, either circling the buildings or linking them together.

- Gates should always be locked when the school is not in use.
- Security of the buildings should encompass areas of accessibility. These include access through poor quality windows, from flat roofs or insecure doors.
- Windows should be fitted with locks and opening restrictors (to 100mm).
- Doors should be strong with quality locks, either mechanical (keys) or electronic. Electronic entry systems should be fitted to the main entrance and, where practicable, other buildings should be fitted with numeric key pads or fobs.
- The school should have a policy on the administration of keys both during and outside working hours and an inventory of both permanently and temporarily issued keys be maintained.
- Electronic key codes on security doors/intruder alarm system should be regularly changed, including when a member of staff leaves
- CCTV should only be considered as a final solution and where finance permits. Where possible CCTV should be linked to a monitoring station for when the premises is not in use.
- Intruder alarm systems should be regularly tested and maintained. Ideally a verified system connected to a monitoring station should be used.
- Valuable property, such as laptops, interactive whiteboards and overhead projectors, should be security coded and never left unattended unless secured with appropriate security cables or equipment. All valuable property should be secured during periods that the building is not in use, e.g. laptops locked in a secure room and/or specific laptop security cupboard.
- Personal property should be locked in a secure cupboard or area.

### Personal Security

- Personal security should begin with all staff being aware of the procedures for allowing people onto or into the premises.
- Clear signage should be displayed directing visitors to the main entrance. Where feasible, fencing should also assist in 'directing' visitors to the main entrance and impede access to other areas of the site. Casual access to other parts of the premises should be prevented as far as practicable and the number of access doors to the school be reduced.
- All visitors, including contractors, should sign in and display visitor or other easily recognisable identification. Where possible, visitors and contractors should arrive by appointment only. Visitors/contractors should not be allowed to roam the premises unescorted unless they have been CRB checked.
- Staff should be instructed to politely challenge any person not displaying identification and direct them to the main reception. Young people should be encouraged to inform staff of any suspicious people they have seen.

- Staff should not challenge any intruder that is behaving aggressively, but should clear the area and call the police. Any intruder who does not leave when requested is trespassing on HCC property. Staff should also clear the area and inform the police if someone is witnessed closely watching children from outside the fence and behaving suspiciously.

Date adopted: September 2016

Updated September 2016

Name: Andrea Taylor

A handwritten signature in cursive script, appearing to read "A Taylor", is written in black ink on a light background.

Signed:

## APPENDIX A

### Example of a School Security Policy

School Name: Address:

School No Tel No:

#### 1 Aims

The Principal aims to provide the school with an appropriate level of safety and security for its pupils, staff and other users of the school and in the event of a critical incident, the means to return to “business as usual” as quickly as possible.

The Principal has agreed that Sian Hoskins will be the Security Manager for the site.

This will be achieved by:

- Taking actions that will raise the level of awareness amongst all who use the school.
- Ensuring that all staff understand their duties under Health and Safety legislation.
- Putting into place appropriate security measures based upon an assessment of the risks and costs.
- Making the necessary additions or alternations to the school and/or policy/procedures, that can reasonably be afforded.
- Providing the appropriate training for the SMT and Staff.
- Ensuring that the school has produced its own Business Continuity Plan, has measures in place to ensure that it is updated regularly and to undertake an annual desktop exercise of the plan.

#### 2 Raising awareness

The Principal will include, as part of the Premises’ Committee terms of reference (alternatively using the school’s Emergency Response Team) the following:

- To provide a forum for the discussion of ideas, opinions and suggestions relating to the improvement of security.

- To organise regular inspections of the site and to receive reports on any areas of concern and how these should be addressed.
- To identify any areas of risk
- To identify appropriate measures and practices that would reduce risk
- To obtain suitable expert advice on security issues when appropriate **BEFORE** preparing recommendations.
- To make recommendations to the Principal for actions to reduce as required.
- To monitor and review security procedures and the school's School Improvement Plan and report annually to the Principal.

### **3. Security Measures**

On the recommendations of the Premises Committee (or Emergency Response Team), the Principal will issue instructions and instigate procedures to be followed at all times on the following matters:

- Routine and checklists for ensuring that the school is secure when not in use, including risk from arson.
- Maintaining the physical security of people and property.
- The issue and security of all keys and alarm codes.
- Security marking of all valuable equipment (Note some ICT equipment may be leased so need to check with leasing company) and secure storage arrangements within the school.
- The maintenance of equipment and stock inventories.
- Handling of cash
- Loneworking

### **4. Sites and Buildings**

The Principal will ensure that any perimeter fencing and gates are suitable and sufficient and kept in good repair.

The Principal will ensure that all doors and windows can be secured and kept in good repair.

The Principal will seek regular advice on the installation and appropriateness of electronic security devices and provide this form of security where appropriate,

subject to cost effectiveness and financial constraint.

The Principal will act upon the recommendations of the premises committee (or Risk Management Group) where appropriate and subject to financial constraint, in respect of adaptations to the sites and buildings designed to improve security.

**5. Roles and responsibilities (complying with the policy)**

Principal  
Andrea Taylor

Security manager  
Sian Hoskins

Site Manangement  
Theresa Doyle

Staff

Pupils

Other specified Users (e.g. Contractors, lease agreements etc.)

Date adopted:

Name:

Signed:

**RISK ANALYSIS QUESTIONNAIRE**

**PART ONE**

**MANGEMENT INFORMATION AND PRACTICE**

- |    | Yes  | No                       |     | Yes  | No                       |
|----|--|--------------------------|-----|--|--------------------------|
| Q1 | Are our existing systems capable of identifying the total costs of vandalism, arson, burglary and theft over the last 5 years?                         |                          | Q8  | Is there a central point in the establishment, known to teachers, caretakers, and others to which acts of theft and vandalism can be reported? |                          |
|    | <input type="checkbox"/>   | <input type="checkbox"/> |     | <input type="checkbox"/>   | <input type="checkbox"/> |
| Q2 | Do recording systems allow distinctions to be made between the cost of criminal damage and the cost of accidental or careless damage or wear and tear? |                          | Q9  | Is damage quickly made good to discourage further similar damage?  |                          |
|    | <input type="checkbox"/>   | <input type="checkbox"/> |     | <input type="checkbox"/>   | <input type="checkbox"/> |
| Q3 | Is there a specific budget each year, or a rolling programme, for crime and vandal prevention measures, separate from any general repair fund?         |                          | Q10 | Is criminal damage automatically reported to the Police?   |                          |
|    | <input type="checkbox"/>   | <input type="checkbox"/> |     | <input type="checkbox"/>   | <input type="checkbox"/> |
| Q4 | Has any money been allocated specifically for the prevention of crime and vandalism during the next 5 years?   |                          | Q11 | Are details recorded of the nature, time, place and cost of theft and vandalism or forced entry?   |                          |
|    | <input type="checkbox"/>   | <input type="checkbox"/> |     | <input type="checkbox"/>   | <input type="checkbox"/> |
| Q5 | Has there been any expenditure on crime or fire-prevention measures in the last 5 years by:-   |                          | Q12 | Have any areas been identified which are particularly vulnerable to vandalism or forced entry?   |                          |
|    | a) the school  |                          |     | <input type="checkbox"/>   | <input type="checkbox"/> |
|    | <input type="checkbox"/>   | <input type="checkbox"/> | Q13 | Is there a detailed investigation and recording procedure for fires, however, small?   |                          |
|    | b) the LEA?  |                          |     | <input type="checkbox"/>   | <input type="checkbox"/> |
|    | <input type="checkbox"/>   | <input type="checkbox"/> |     |  |                          |
| Q6 | Is there a security policy and are staff aware of it?  |                          |     |  |                          |
|    | <input type="checkbox"/>   | <input type="checkbox"/> |     |  |                          |
| Q7 | Are acts of vandalism recorded and reported immediately on discovery?  |                          |     |  |                          |
|    | <input type="checkbox"/>   | <input type="checkbox"/> |     |  |                          |

**LIAISON**

Q1 Are educational programmes and community projects run in the school to instil a sense of community pride and respect for property? **Yes No**

Q2 Has the school considered involving the community in safeguarding the school, through schemes such as "Schoolwatch" and "Good Neighbours?"

Q3 Is there a close liaison between youth groups and the school?

Q4 Are steps taken to involve parents through the Friends of the School Association?

Q5 Are there meetings to ensure close links between teachers, caretakers and maintenance staff?

Q6 Has guidance been sought on security and damage control from:-

a) the Police Crime Prevention Officer?

b) Police Schools liaison officer?

c) the Fire Officer?

d) the insurers?

e) the LEA?

f) a Security Consultant?

Q7 Has a security survey of the premises been undertaken and its recommendations implemented? **Yes No**

Q8 Are you in contact with other schools in the area to exchange information about security, fire and safety matters?

Q9 Are any relevant initiatives by your local authority known to you? (e.g. housing redevelopments, changes to leisure facilities, crime reduction measures).



## TRAINING

- |    |   | Yes                      | No                       |
|----|---|--------------------------|--------------------------|
| Q1 | Are staff trained to use fire-fighting equipment?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Q2 | Are staff warned to note suspicious activities?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Q3 | Are pupils warned to notify staff when strangers are seen on the premises?                    | <input type="checkbox"/> | <input type="checkbox"/> |
| Q4 | Are staff and pupils trained in security and fire awareness?                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| Q5 | Do you know of any council training schemes that may help you in terms of safety or security? | <input type="checkbox"/> | <input type="checkbox"/> |

- Q5 Do your staff know their role in an emergency?

## CONTINGENCY PLANNING

- |    |  |                          |                          |
|----|--|--------------------------|--------------------------|
| Q1 | Is there an established procedure for police and fire services to contact key holders and the Principal promptly in the event of damage occurring? | <input type="checkbox"/> | <input type="checkbox"/> |
| Q2 | Is there a contingency plan to minimise disruption of normal activities after a serious fire or other incident?                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| Q3 | Are duplicate records and back-up copies of computer files kept in a separate location?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Q4 | Could prime student records and teaching material be reconstructed if stolen or destroyed?   | <input type="checkbox"/> | <input type="checkbox"/> |

## PART TWO

### FIRE PRECAUTIONS

Q1 Has a fire risk assessment been completed for the site within the last 12 months? **Yes**  **No**

Q2 Is care taken that fire doors are not wedged or otherwise held open?

Q3 Is there an automatic fire detection system throughout the premises which activates the fire alarm?

Q4 Is the fire alarm system maintained and regularly inspected?

Q5 If fire breaks out, does the system Automatically call the fire service?

*(Even if it does, you should be aware of the need to dial 999 as an added precaution).*

Q6 Are there clearly marked fire hydrants in the immediate vicinity of the school?

Q7 Have the premises been checked by the fire service to ensure that there is adequate access for fire fighting vehicles?

Q8 Are hydrants periodically checked by the fire service for adequate water supply?

Q9 Are fire fighting hose reels, where fitted, regularly inspected and serviced?

Q10 Are fire extinguishers and blankets

provided in accordance with the fire requirements?

Q11 Are fire extinguishers and blankets regularly inspected and serviced to ensure that they are properly sited and full operable? **Yes**  **No**

Q12 Is there an established procedure for the safe and regular collection, storage and disposal of waste paper and other combustible refuse, which ensures that it is not available to potential fire raisers?

Q13 Are flammable materials and oily rags disposed of separately from other waste?

Q14 Are refuse bins secured in a locked compound or chained to a fixed point away from the building?

Q15 Are mobile or prefabricated accommodation skirted and kept free from materials which might be used to start a fire?

Q16 Is smoking strictly confined to specified safe areas?

Q17 Are external areas clear of accumulated rubbish?

Q18 Are boiler rooms and electrical rooms clear of all combustible storage?

- |     | Yes   | No |
|-----|---|----|
| Q19 | Are the main isolation points for electricity, gas and water known and clearly marked? <input type="checkbox"/> <input type="checkbox"/>  |    |
| Q20 | Are gas cooking appliances checked to ensure that they are turned off at the end of each day? <input type="checkbox"/> <input type="checkbox"/>   |    |
| Q21 | If turned off at the mains, are pilot lights re-lit when the supply is reinstated? <input type="checkbox"/> <input type="checkbox"/>  |    |
| Q22 | Is the electrical installation regularly checked by a competent electrician? <input type="checkbox"/> <input type="checkbox"/>  |    |
| Q23 | Are all plugs and electrical equipment wired and regularly maintained by a competent person? <input type="checkbox"/> <input type="checkbox"/>  |    |
| Q24 | Is all electrical equipment isolated by switching off or removing plugs or by turning off the mains supply when the building is closed for the night? <input type="checkbox"/> <input type="checkbox"/> |    |
| Q25 | Are gas cylinders stored in secure, well ventilated areas? <input type="checkbox"/> <input type="checkbox"/>  |    |

- |     | Yes  | No |
|-----|--|----|
| Q26 | Are letter boxes protected internally with metal receptacles? <input type="checkbox"/> <input type="checkbox"/>  |    |
| Q27 | Have any windows at ground floor level been accepted for escape purposes by the Fire Authority? If so, are they clearly indicated and easily opened for immediate use? <input type="checkbox"/> <input type="checkbox"/> |    |
| Q28 | Has the risk of fire spreading via wall coverings been minimised, so that corridors or other escape routes can safely be used? <input type="checkbox"/> <input type="checkbox"/>   |    |

*(Whenever gas supplies are required from compressed gas cylinders for use in classroom situations, it is preferable that they be housed in a purpose-built external store with supplies piped to the required locations. If this is not possible, it must be ensured at the end of each day that all cylinder valves are closed and the respective valve keys are placed in a secure store).*



## FIRE SAFETY

- |     | Yes   | No                       |     | Yes   | No                       |
|-----|---|--------------------------|-----|---|--------------------------|
| Q1  | Is there a clear evacuation procedure including approved arrangements for the disabled?   |                          |     |   |                          |
|     | <input type="checkbox"/>  | <input type="checkbox"/> |     |   |                          |
| Q2  | Are escape routes clearly defined and marked?   |                          |     |   |                          |
|     | <input type="checkbox"/>  | <input type="checkbox"/> | Q11 | Are flammable materials kept in purpose-built stores?   |                          |
|     |   |                          |     | <input type="checkbox"/>  | <input type="checkbox"/> |
| Q3  | Are there regular termly fire drills?   |                          | Q12 | Are personnel who use flammable liquids and dangerous substances aware of the hazards and the precautions to be taken in the event of an accident?  |                          |
|     | <input type="checkbox"/>  | <input type="checkbox"/> |     | <input type="checkbox"/>  | <input type="checkbox"/> |
| Q4  | Is the manual fire alarm, fire detection, emergency lighting and fire-fighting equipment tested regularly and are tests recorded? |                          | Q13 | Do you require a "Petroleum Licence" in view of the total quantity of petroleum mixtures/spirit stored?   |                          |
|     | <input type="checkbox"/>  | <input type="checkbox"/> |     | <input type="checkbox"/>  | <input type="checkbox"/> |
| Q5  | Do staff and pupils recognise the sound of the fire alarm?  |                          |     | <i>(Heads of appropriate departments should check stock for such petroleum products, ascertain the total quantity stored and confirm with the Petroleum Licensing Authority whether a licence is Required).</i> |                          |
|     | <input type="checkbox"/>  | <input type="checkbox"/> | Q14 | If any breakages/defects have occurred in connection with general fire precautions, are you aware that repairs must be carried out using the correct fire-rated materials?                                      |                          |
| Q6  | Can the sound of the fire alarm be easily distinguished from the class change bell?   |                          |     | <input type="checkbox"/>  | <input type="checkbox"/> |
|     | <input type="checkbox"/>  | <input type="checkbox"/> | Q15 | Are groups who use the school buildings outside normal hours briefed as to the maximum number of people allowed in the room/premises and the fire safety requirements of the relevant licensing conditions?     |                          |
| Q7  | Are all staff and pupils aware of fire precautions and what action to take in the event of fire?                                  |                          |     | <input type="checkbox"/>  | <input type="checkbox"/> |
|     | <input type="checkbox"/>  | <input type="checkbox"/> |     |   |                          |
| Q8  | Is the school's safety officer supported by fire marshals and deputies?   |                          |     |   |                          |
|     | <input type="checkbox"/>  | <input type="checkbox"/> |     |   |                          |
| Q9  | Is due care and consideration given to the safe storage of potentially dangerous materials and chemicals?                         |                          |     |   |                          |
|     | <input type="checkbox"/>  | <input type="checkbox"/> |     |   |                          |
| Q10 | Are steps taken to clearly identify everyday flammable materials such as polishes and reprographic fluids?                        |                          |     |   |                          |
|     | <input type="checkbox"/>  | <input type="checkbox"/> |     |   |                          |

## PART THREE

### PHYSICAL SECURITY OF BUILDINGS

		Yes	No			Yes	No
Q1	Are the premises kept in good repair?	<input type="checkbox"/>	<input type="checkbox"/>	Q9	Are tools and ladders locked securely away?	<input type="checkbox"/>	<input type="checkbox"/>
Q2	Is the boundary of the school clearly defined?	<input type="checkbox"/>	<input type="checkbox"/>	Q10	Has an intruder alarm system been installed, is this a verified system?	<input type="checkbox"/>	<input type="checkbox"/>
Q3	Is fencing in good condition and consistent around the entire perimeter?	<input type="checkbox"/>	<input type="checkbox"/>	Q11	Does the intruder alarm automatically notify a central monitoring station?	<input type="checkbox"/>	<input type="checkbox"/>
Q4	Are school gates in good repair and locked when school is not in use?	<input type="checkbox"/>	<input type="checkbox"/>	Q12	Are all areas of the main building included in the alarm coverage?	<input type="checkbox"/>	<input type="checkbox"/>
Q5	Has consideration been given to protecting or eliminating recessed doorways, concealed yards, shrubs, planted areas and similar features which can give cover to intruders?	<input type="checkbox"/>	<input type="checkbox"/>	Q13	Does the intruder alarm system activate lights?	<input type="checkbox"/>	<input type="checkbox"/>
Q6	Are the main school buildings free from examples of flimsy construction such as low level glazing or lightweight panelling?	<input type="checkbox"/>	<input type="checkbox"/>	Q14	Is the alarm system set and unset solely by designated persons who are trained for the task?	<input type="checkbox"/>	<input type="checkbox"/>
Q7	Are all entrance doors locked and windows and skylights secured when the premises are not in use?	<input type="checkbox"/>	<input type="checkbox"/>	Q15	Is the alarm system regularly maintained and inspected?	<input type="checkbox"/>	<input type="checkbox"/>
Q8	Have steps been taken to restrict easy access to the roof from points such as lower, adjacent structures, compounds, walls, down pipes?	<input type="checkbox"/>	<input type="checkbox"/>	Q16	Is the alarm installer a member of the British Security Industry Association (BSIA) or National Supervisory Council for Intruder Alarms (NSCIA)?	<input type="checkbox"/>	<input type="checkbox"/>
				Q17	Is a CCTV system fitted which is monitored offsite?	<input type="checkbox"/>	<input type="checkbox"/>



## KEYS AND LOCKING UP

		Yes	No
Q1	Is there a proper system to control the issue of keys?	<input type="checkbox"/>	<input type="checkbox"/>
Q2	Is there an established procedure for locking up?	<input type="checkbox"/>	<input type="checkbox"/>
Q3	Are rooms such as toilets checked to ensure that there is no-one concealed in the building when it is locked up?	<input type="checkbox"/>	<input type="checkbox"/>
Q4	Are persons who use the building outside normal hours briefed on securing the premises when they leave?	<input type="checkbox"/>	<input type="checkbox"/>
Q5	Is there a procedure for periodically checking security fittings such as locks, catches and bolts?	<input type="checkbox"/>	<input type="checkbox"/>
Q6	Is there a procedure for regularly changing codes on security doors / alarm systems?	<input type="checkbox"/>	<input type="checkbox"/>
Q7	Are keys kept in a secure key cabinet?	<input type="checkbox"/>	<input type="checkbox"/>
Q8	Is a record maintained of all keys and codes issued to staff?	<input type="checkbox"/>	<input type="checkbox"/>
Q9	Is a professional key holding service used?	<input type="checkbox"/>	<input type="checkbox"/>

## SECURITY DURING WORKING HOURS

		Yes	No
Q1	Are measures taken to prevent unauthorised entry to the premises during school hours?	<input type="checkbox"/>	<input type="checkbox"/>
Q2	Are buildings designed to prevent ready access except through normal entrances?	<input type="checkbox"/>	<input type="checkbox"/>
Q3	Are visitors encouraged to use the main door and is this clearly signposted?	<input type="checkbox"/>	<input type="checkbox"/>
Q4	Is it possible to monitor the arrival and departure of visitors?	<input type="checkbox"/>	<input type="checkbox"/>
Q5	Are visitors asked for identification?	<input type="checkbox"/>	<input type="checkbox"/>
Q6	Are visitors asked to sign in and out?	<input type="checkbox"/>	<input type="checkbox"/>
Q7	Are visitors escorted to their destinations?	<input type="checkbox"/>	<input type="checkbox"/>
Q8	Are members of the public prevented from entering unauthorised parts of the buildings during community or evening use?	<input type="checkbox"/>	<input type="checkbox"/>
Q9	Do staff challenge strangers whom they see in the building?	<input type="checkbox"/>	<input type="checkbox"/>
Q10	Do pupils know to contact staff if they see an intruder?		





**PART FOUR**

**SPECIAL RISKS – CONTRACTORS**

- |    |  | Yes                      | No                       |
|----|--|--------------------------|--------------------------|
| Q1 | Is a named person designated to ensure that statutory controls are properly applied and that the appropriate extra security, safety and fire precautions are taken when contractors are working on the premises? | <input type="checkbox"/> | <input type="checkbox"/> |
| Q2 | Are pre-contract meetings held between interested parties to identify on-site risks and procedures necessary during the work, including the raising of alarms?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Q3 | Is there a scheme to issue Instructions and hot work permits to ensure that the necessary safeguards are taken, with special reference to each of the following?   |                          |                          |
|    | a) Use of blowlamps, hot air guns, welding and cutting equipment, soldering irons and general heating processes.   | <input type="checkbox"/> | <input type="checkbox"/> |
|    | b) Bitumen heating.  | <input type="checkbox"/> | <input type="checkbox"/> |
|    | c) Use and storage of flammable liquids, adhesives and gas cylinders.  | <input type="checkbox"/> | <input type="checkbox"/> |
|    | d) Portable electrical equipment in hazardous areas.   | <input type="checkbox"/> | <input type="checkbox"/> |
|    | e) Storage of combustible building materials.  | <input type="checkbox"/> | <input type="checkbox"/> |
|    | f) Temporary wiring.   | <input type="checkbox"/> | <input type="checkbox"/> |

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| g) Blockage of access.   | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Interruption of fire fighting water supplies, hydrants, sprinkler systems, fire alarms and detection systems. | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Breaches in existing fire barriers.   | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Open fires and bonfires.  | <input type="checkbox"/> | <input type="checkbox"/> |
| k) Safe and frequent disposal of refuse.   | <input type="checkbox"/> | <input type="checkbox"/> |
| l) Temporary space heating arrangements.   | <input type="checkbox"/> | <input type="checkbox"/> |
| m) After work inspection to detect smouldering and ensure that equipment is switched off.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| n) Breaches in security, both with regard to physical protection and intruder alarm systems.                     | <input type="checkbox"/> | <input type="checkbox"/> |

**PERSONAL SAFETY**

- |    |  |                          |                          |
|----|--|--------------------------|--------------------------|
| Q1 | Have adequate arrangements been made for the personal safety of staff and pupils who work in isolated areas? | <input type="checkbox"/> | <input type="checkbox"/> |
| Q2 | Have guidelines been developed for staff to deal with members of the public exhibiting aggressive behaviour? | <input type="checkbox"/> | <input type="checkbox"/> |
| Q3 | Do <u>the</u> staff have mobile telephones, personal alarms or buttons for the alarm system?                 | <input type="checkbox"/> | <input type="checkbox"/> |

## SECURITY OUTSIDE WORKING HOURS

Q1 Are special arrangements made for surveillance during vulnerable times such as evenings and school holidays? **Yes** **No**

Q2 Are the premises checked by:-  
a) council security patrols?    
b) Schoolwatch/Good Neighbour schemes?    
c) Police patrols?    
d) Security firms?

Q3 Are the premises well lit when not in use?

Q4 Is external security lighting provided?

Q5 Is there natural surveillance from surrounding buildings or passing members of the public?

Q6 Does any fencing allow ease of surveillance from outside the school?

Q7 Is the caretaker's house on site?

Q8 Is the caretaker readily accessible?

Q9 Can the caretaker quickly contact the LEA, security company, police

and fire services?

Q10 Is the timing of cleaning arrangements designed to facilitate supervision? **Yes** **No**

## THEFT

- |    |   | Yes                      | No                       |
|----|---|--------------------------|--------------------------|
| Q1 | Are there secure storerooms or containers for securing attractive items such as audio-visual equipment, computers, videos, keyboards and musical instruments? | <input type="checkbox"/> | <input type="checkbox"/> |
| Q2 | If secure workstations are not available, are valuable items always placed in secure storage when not in use?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Q3 | Are rooms containing other attractive equipment: offices, workshops, and storerooms, kept locked when not in use?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Q4 | Are staff and pupils advised of the need to safeguard personal property?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Q5 | Are secure workshop fittings provided for attractive portable equipment?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Q6 | Are cash holdings kept to a minimum?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Q7 | Is cash counted out of sight?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Q8 | Is money removed from the premises overnight?   | <input type="checkbox"/> | <input type="checkbox"/> |

- |    |  | Yes                      | No                       |
|----|--|--------------------------|--------------------------|
| Q9 | Is equipment marked so as to identify the owner and are signs displayed to this effect to deter thieves? | <input type="checkbox"/> | <input type="checkbox"/> |

## ATTRACTIVE TARGETS

- |    |  |                          |                          |
|----|--|--------------------------|--------------------------|
| Q1 | Have special arrangements been made to protect items of particular interest to thieves, such as food stocks, IT equipment, tools and solvents? | <input type="checkbox"/> | <input type="checkbox"/> |
| Q2 | Is there a regular inventory check?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Q3 | Are serial numbers recorded in Inventory?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Q4 | Is equipment marked so as to identify the owner and are signs displayed to this effect to deter thieves?                                       | <input type="checkbox"/> | <input type="checkbox"/> |

## VEHICLES

- |    |  |                          |                          |
|----|--|--------------------------|--------------------------|
| Q1 | Are vehicles garaged particularly during the hours of darkness, as a precaution against theft? | <input type="checkbox"/> | <input type="checkbox"/> |
| Q2 | If not garaged, are anti-theft devices fitted?   | <input type="checkbox"/> | <input type="checkbox"/> |