

**Dealing with Intruders**

<b>Date</b>	<b>Review Date</b>	<b>Coordinator</b>	<b>Nominated Governor</b>
<b>March 2019</b>	<b>March 2020</b>	<b>PJMalcolm</b>	<b>CJones</b>

We believe this policy relates to the following legislation:

- Prevention of Crime Act 1953
- Occupiers Liability Act 1954
- Health and Safety at Work Act 1974
- Criminal Law Act 1977
- Control of Noise (Code of Practice on Noise from Audible Intruder Alarms) Order 1981
- Local Government (Miscellaneous Provisions) Act 1982
- Police and Criminal Evidence Act 1984
- Education Act 1996
- Offensive Weapons Act 1996
- Knives Act 1997
- Data Protection Act 1998
- Management of Health and Safety at Work Regulations 1999
- Countryside and Rights of Way Act 2000
- Education Act 2002
- Children Act 2004
- Equality Act 2010

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)

We have a duty under the Education Act 2002 and the Children Act 2004 to safeguard and promote the welfare of children and to safeguard and promote the welfare of school personnel and people who use the school under the Health and Safety at Work Act 1974.

We believe it is essential to have in place exceptional school security systems to protect pupils, school personnel, visitors and equipment. Parents need to feel confident that everything has been done to create a safe and secure working environment for their children. Our principal aim is to ensure the personal safety of the whole school community.

We are aware that all members of the school community are vulnerable to assault from intruders while in the school building or school grounds. We believe that a person or a group of people found on the school premises who have not followed correct visitor procedures can best be described as intruders. In such a situation school personnel are advised to assess whether the intruder is or is not a security risk before challenging the individual/s to establish their identity and the purpose of their 'visit'.

School personnel must be aware that intruders might be visitors with legitimate school business or they may be individuals who may pose a security risk. School personnel have a duty to assist in the personal safety of the whole school community by dealing with all

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suspicious persons who appear on the school premises or grounds in a calm non-confrontational manner.

We have a duty to make the general public aware that the school is not a public place to which they are entitled to have access. Any person who enters without permission is a trespasser and should be asked to leave. However, trespass is not a criminal offence but if a trespasser refuses to leave the school premises, or re-enters after being asked to leave or causes a disturbance could be committing a criminal offence under section 547 of the Education Act 1996.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Aims**

- To ensure the personal safety of the whole school community by having in place procedures to deal with intruders to the school building or school grounds.
- To work with other schools and the local authority to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- appointed a Site Manager to put into practice school security measures;
- delegated powers and responsibilities to the Headteacher to oversee all school security measures;
- appointed a Security Committee or Premises Committee composed of one governor, the Headteacher, Site Manager and School Business manager to look at all aspects of school security in order to make the school a safe place in which to work;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;

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- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Headteacher**

The Headteacher will:

- ensure that security measures are in place and are effective;
- ensure that all school personnel are aware of procedures and their responsibilities to ensure a safe learning environment;
- provide training on school security procedures and how to deal with intruders for all school personnel;
- ensure children are aware of school security procedures and what they need to do when an intruder is identified on the school premises;
- ensure parents/carers are aware of school security procedures;
- make effective use of relevant research and information to improve this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors.

### **Role of the Site Manager**

The Site Manager will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

### **Role of School Personnel**

School personnel must:

- comply with this policy;
- be aware of their responsibilities to ensure a safe learning environment;
- be aware of school security procedures such as how to protect pupils from harm, guard against assault, and safeguard property;
- attend training in all of the above;

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- make children aware of school security procedures especially what they need to do when an intruder is identified on the school premises;
- report any identified school intruders;
- report any identified breaches in school security;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

School personnel when dealing with an unidentified person on the school premises or in the school grounds must:

- be polite, calm and non-confrontational;
- ask the nature of their business;
- escort or direct the person to the school office if the nature of their business is legitimate school business;
- ensure the visitor signs the visitors book and is given to wear the appropriate visitor identification badge;
- establish how the visitor breached school security;
- ask the intruder to leave if the reason is not legitimate;
- act calmly and non-confrontational if the intruder appears to pose a threat by acting in an agitated, irrational manner and refuses to leave the school premises;
- seek support from other school personnel who should call the police if the intruder refuses to co-operate;
- remain calm and display non aggressive body language while remembering that the safety of the children is paramount;
- not use force to evict or restrain the intruder;
- try to direct the intruder away from areas occupied by children;
- back away from the intruder if the intruder displays a weapon;
- reassure the intruder that the weapon is not necessary and it should be put away;
- not try to disarm the intruder;
- ensure that enough information is acquired in order to give a detailed description of the intruder to the police that's if the intruder leaves prior to the police arriving

All school personnel who are not dealing with the intruder but have been notified of his/her presence must:

- remain with the children in their care reassuring them, if need be, that they are safe and secure and are not in any danger.

### **Role of Pupils**

Pupils will:

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- be aware of and comply with this policy;
- be made aware that any visitor not wearing the appropriate visitor's badge must be reported to a member of the school personnel;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

### **Role of the School Council**

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body.

### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Parents will be made aware of school security procedures in the school handbook, school newsletters and the school website.

Parents:

- may enter the school premises;
- must act like any other visitor to the school;
- must comply with school security arrangements;
- must not roam around the school;
- must not enter classrooms without permission;
- must not disturb the duties of any member of the school personnel;
- will be banned from the school premises if they cause a disturbance, are abusive or violent in any way.

### **Role of Visitors**

Visitors to school must:

- report to the school office where they will be asked to sign in giving the reason for their visit;

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- wear a badge before they enter the main part of the school;
- not have free access of the school premises;
- be aware that they will be challenged by school personnel and pupils if they do not wear the appropriate badge

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

### **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - All aspects of this policy
  - Safeguarding & Child Protection
  - Health & Safety
  - School Security
  - Dealing with Critical Incidents
  - Anti-violence, Aggressive and Anti-social Behaviour
  - Equal opportunities
  - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

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This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

#### **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

#### **Linked Policies**

▪ Safeguarding and Child Protection	▪ Health and Safety
▪ Dealing with Critical Incidents	▪ School Security
▪ Anti-violence, Aggressive and Anti-social Behaviour	▪

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**Approved by Governors: 25<sup>th</sup> June, 2019**  
**Updated: June 2019**  
**Review date: June 2020**

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**Initial Equality Impact Assessment**

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups																		Conclusion							
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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<b>Preliminary EIA completed by</b>	<b>Date</b>	<b>Preliminary EIA approved by</b>	<b>Date</b>

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**Policy Evaluation**

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
<b>A statement outlining the overall effectiveness of this policy</b>				

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**Policy Approval Form**

<b>Policy Title:</b>						<b>Date when written:</b>			
<b>Policy written by:</b>					<b>New Policy</b> (✓ or x)	<input type="checkbox"/>	<b>Revised Policy</b> (✓ or x)	<input type="checkbox"/>	
<b>Stakeholders consulted in policy production:</b> (✓ or x)	<b>Governors</b>	<b>Senior Leadership Team</b>	<b>Teaching Personnel</b>	<b>Support Personnel</b>	<b>Administrative Personnel</b>	<b>Parents</b>	<b>Pupils</b>	<b>Local Community</b>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Date when approved by Governors:</b>			<b>Date when presented to stakeholders:</b>			<b>Date when implemented:</b>			
<b>Published on:</b> (✓ or x)	<b>School Website</b>			<b>School Prospectus</b>			<b>Staff Handbook</b>		
	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		