



St. Patrick's R.C. Primary School



Personal Security Procedures		
Date	Review Date	Coordinator
September 2017	September 2018	M Ryan



SECURITY PROCEDURES

CAR PARK GATES

Mornings

Opened 7.45a
Locked m
8.30 am

Evenings

Opened
Locked 3.30pm
5.45pm

LANEHOUSE ROAD GATES

Mornings Opened
7.50

and
8.50
Locked 8.25an
d 9.10 am

Evenings

Opened
Locked 3.00 pm
3.30 pm

ROSEBERRY VIEW GATES

Mornings

Opened 8.30
Locked am
9.15 am

Lunchtime (Nursery Staff)

Opened 11.25
am
Locked 11.40 am
Opened 12.45
pm
Locked 1.00 pm

Evenings

Opened
Locked 3.00 pm
3.30 pm

- All doors to be kept closed at all times, unless adult is in the vicinity (PE etc) especially before and after school opening times.
- Any unknown adult must be challenged anywhere on the premises/playground/field and reported to a member of SLT immediately. This needs to be done, simply 'Can I help you ... ?
'Are you looking for someone ... ? 'You look a bit lost?'
- No unknown person must be left alone, unless approved by SLT member (workman etc)

- Accompany the visitor to wherever they say they are going and to another member of staff or escort off premises .
- It is up to each individual to ensure the safety of all people and resources belonging to the school.
- If in any doubt, bring to the Main Entrance and wait with the visitor until another member of staff is with you to decide on a course of action.

Breakfast Club

Hall Door opened with first child (approximately 7.50 am) and opened with each child/parent as they arrive. Children go out to classes at 8.40 am (approximately).

- KSI read/wait outside Family Room.
- Nursery children taken to Nursery by a staff member.

Visitors/Parents

Picking up their child (appointments etc). If Mrs Williams is alone in the Office the adult will be asked to wait, the office will be locked and the staff member in Class 10 informed that she/he is there, whilst Mrs Williams goes for the child. (Or she may ask another adult/child).

Personal Belongings

Teaching and Support Staff have lockers in each classroom and in the corridor near to the Staff toilets. Office Staff should place personal belongings in the lockable filing cabinet, especially if the Office is unattended. It is the responsibility of each adult to ensure personal valuables are put away securely in the lockers provided. If a locker is not accessible the member of staff will need to inform the site supervisor immediately.

Governors cannot be held responsible for damage or theft to personal property.

September 2013

STAFF INVULNERABLE SITUATIONS

1. As far as possible staff should not be placed in

SECTION

6

Personal security

STAFF IN VULNERABLE SITUATIONS

ASSAULTS ON STAFF CARETAKERS

AND CLEANERS SCHOOL MEALS

STAFF

COLLECTION OF CHILDREN FROM SCHOOL

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vulnerable situations. Anyone working in an isolated area of a school building or their grounds may place themselves in a vulnerable situation if appropriate security precautions are not taken. Headteachers should consider placements very carefully and assess the attendant risks.

2 STAFF IN SCHOOL

- Schools need to consider very carefully the interaction of "open-door" policies with the need to manage and maintain adequate security.
- The security of all building users will be improved by the management of entry to the premises. This should not preclude access to legitimate visitors. By limiting entry to doors which are monitored the opportunity for unauthorised entry is restricted. When supported by the use of other visitor management schemes eg issuing visitor passes or the escorting of visitors (but not by unsupervised pupils), the degree of risk to staff and pupils is reduced. Staff based in detached or remote accommodation can be at risk and special consideration should be given to controlling and managing access to those areas. This could be achieved by the installation of locking mechanisms on entrance doors (subject to the maintenance of fire escape facilities) and by ensuring that fire exits remain secured when not in use. Where locks are to be fitted this may be best achieved by fitting devices on the inner (classroom) door rather than the outer (external) door. If push button locks are used they can be of a lighter quality on inner doors where vandalism can be expected to be less.
- Staff based in detached or remote accommodation should be aware of the risks both when the room is occupied by a class of pupils and when the teacher is alone. The type of risk is different but there continues to be a risk.
- The need of staff in isolated areas of the site eg while on supervisory or teaching duties, should be considered both in terms of personal protection and the possible need to summon assistance. This may require equipment eg telephone, intercom etc.
- Consideration should be given to the installation of "panic buttons" in circumstances where the degree of risk supports this. Alternatively staff could be issued with personal attack alarms which are both portable and suitable for the user. If personal alarms are issued it must be stressed that they should be carried and be available for use at all times. Keeping them in a handbag or a coat pocket means they cannot be activated instantly. It should also be noted that such personal alarms are intended to stun or repel others momentarily and the holder must use that short time to effect an escape to

a safer place. Such alarms should only be used in the event of a serious incident ie after discussions and reasoning have failed, or where there is an immediate threat of physical assault.

- Particular care should be taken whenever staff have occasion to interview or meet with visitors, parents etc. In the interests of personal safety the following points should be considered:-

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- Each meeting should be assessed in advance to anticipate the likely level of risk and a plan formulated on how to handle any potential problem;
- The timing of an interview is important. Always ensure that there are other people around ie interviewing during schoolhours is always preferable to an after-hours meeting;
- Body language, style of language, position of furniture etc ;ue important factors in placating an aggressive person.The positioning of furniture ie removing obstacles (eg desks) between interviewer and interviewee signals the removalof "them and us" barriers. Equally careful use of appropriate language will build confidence that the interviewer has empathy with the interviewee's problem;
- Inthe light of the assessment of the risk the need for privacy should be balanced against the need for personal protection;
- If the meeting is to be held in a closed office, for example due to the need for confidentiality, the interviewer should position themselves between the interviewee and the door.This improves the opportunity for the interviewer to exit the room quickly and safely if this becomes necessary. It may also be worth considering having two interviewers present although this may antagonise in some cases. It may be useful to consider a signalling system (see below). The details should be considered according to the anticipated circumstances of each situation;
- If the interviewees represent a high (or potentially high) risk it may be better to meet in an open area - it is always safer for meetings to be in place which can be visually (but not necessarily audibly) monitored;
- If,for reasons of confidentiality,the interview is to be conducted by one member of staff then some form of signalling or checking should be agreed in advance. While every effort should be made to maintain (and be seen to maintain) confidentiality this should never compromise the safety of the interviewer.

Examples already successfully used by schools include:-

- Using a "DO NOT DISTURB" sign.If the interviewee wishes to be checked upon periodically the sign is hung upside down. Placing



the sign on the door at the start of the interview is a positive signal to the visitor that the meeting is considered important and warrants uninterrupted attention, while the (unseen) inversion of the sign attracts the attention of other staff;

- The periodic interruption. This could be enquiries by different members of staff if those in the meeting require drinks etc. Alternatively a telephone question with a prearranged answer signalling the interview state;
- Use of an open intercom to another office; Consideration should be given to the availability and vulnerability of staff (eg administrators) during school holidays. There should be adequate protection for staff who are alone or in isolated areas at these times. Solutions included the use of door locks, external bell push to summon attention, intercom systems, CCTV etc. The availability of a panic button/personal attack alarm cannot always be considered as adequate - there

may be no one there to help.



3. STAFF OUTSIDE SCHOOL

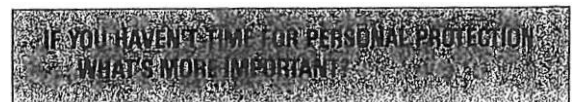
Staff may be vulnerable to both personal assault and loss of possessions while travelling to and from work. The following list suggests 10 measures which may help to reduce the risk:-

- there is safety in numbers- if you feel at risk don't arrive or leave alone- for example wait in your (locked) car or in the building until someone else can accompany you to your destination;
- if you feel that circumstances warrant special precautions ensure that you are accompanied and tell someone else before you leave the premises - if necessary arrange to contact, or be contacted, by telephone by another person to check you have arrived at your destination;
- vary your journey times - the timing of assaults could be pre-meditated; always lock your vehicle when you are in it and do not tempt snatch thieves by placing valuables (eg handbags) on passenger seats;
- always lock your vehicle when you leave it- even for short periods eg when loading or unloading materials and moving to/ from a building;
- always remove valuables from sight - lock them in the boot of your vehicle or put them in a secure area in the school/office building;
- always attempt to park in well-lit, busy places. If you are expecting to leave premises late or you will be the last person to leave take the time to move your vehicle closer to the exit door at an earlier time when others are around;
- always report anyone or anything you feel to be suspicious - this report could be to the headteacher, office manager, section head, security co-ordinator or the police depending upon the seriousness of the situation; don't keep all your personal effects in one place - eg if a coat or bag is snatched/stolen its loss might result in both loss of money/credit cards and jeopardise the security of your house or vehicle if keys can be traced; your personal security is a matter for you personally - external systems (patrols, police, CCTV etc) must always be considered to be a supplement not a substitute.

4. REMOVING REFUSE ETC

Care should always be taken whenever materials eg refuse are moved on or removed from the site. Suitable protective clothing including gloves should always be used when handling anything which MAY contain any contaminated material. The precautions required should be assessed as part of the security and/or health and safety risk assessment and appropriate precautions included in security (and safety at work) plans.

With the increase in incidents of drug abuse on school sites, care should be taken against the risk of skin punctures by discarded hypodermic needles/sharps. The main risks are the possibility of

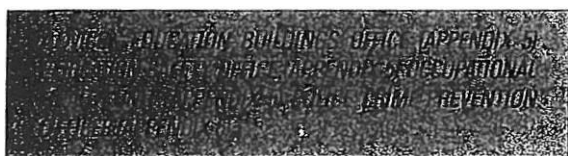


infection from Hepatitis and Human Immunodeficiency Virus (HIV). Needles (sharps) have been found in toilets, waste bins, sewers and gullies. When these are discovered extreme care should be taken with their removal/disposal. For individual items these can be carefully wrapped and placed within (for example) a used drinks can for temporary safety pending specialist disposal. Specialist disposal should then be organised with the Occupational Health Unit. Frequent or serious situations should be discussed immediately with the Occupational Health Unit and/or the police.

- Consideration should be given to how pupils are trained to deal with needles (sharps) they might find. It is important that they do not attempt to remove such items themselves but immediately report the matter to a member of staff.

In case of skin puncture from a needle (sharp) the following emergency action should be taken:-

- Encourage the puncture to bleed;
- Wash the wound well under cold water without soap and cover with a dry dressing;
- Seek medical advice urgently from the nearest hospital Accident & Emergency department (where safe to do so take the needle/sharp to hospital to assist with identifying what substance may have been present);
- Record the incident and action taken in the accident record book;
- Inform the Occupational Health Nurse within 48 hours



ASSAULTS ON STAFF

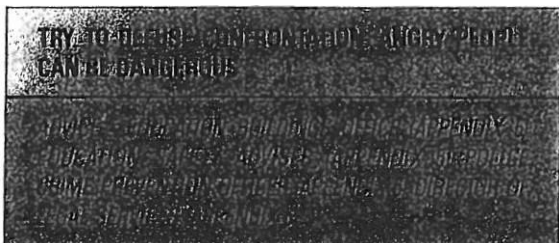
1. The Council and its employees are expected to take every possible step to ensure a safe working environment and staff must not be placed in a situation of known, or anticipated, risk.
2. The following is an extract from the Bradford Education document "Health and Safety at Work-Violence at Work" (September 1993). (a) The Education Service Advisory Committee (ESAC) working definition of violence is:- "any incident in which an employee is abused, threatened or assaulted by a student, pupil or member of the public in circumstances arising out of his or her employment". This deliberately wide definition has been adapted from earlier publications produced by the Health and Safety Executive to include violence by

pupils or students. It should be read as including all school staff and governors.

- (b) Most people accept that physical force against an individual is an example of violence, but violence can take many other forms, including:-
 - verbal abuse and threats (with or without a weapon);
 - rude gestures - innuendoes;
 - (d) People will have different perceptions about behaviour they find threatening or offensive, or which causes distress rather than simple annoyance eg repetitively annoying behaviour can cause stress. It is therefore important that any strategy to tackle personal safety takes account of those differing perceptions and is adaptable to individual needs and circumstances.
 - (e) In the event that an assault occurs, the Council are prevented by legal difficulties from taking action for assault on behalf of a member of staff, but advice can be sought on what other action is appropriate.
3. Procedures to be followed after an incident.
- (a) Immediate steps should be taken to ensure that the assault does not continue. This may involve removing the attacker from the premises and placing the assaulted person in a safe place. Where the victim suffers an assault the normal process is for the police to be called. If there is a threat of further assault or if the attacker refuses to leave the police should be summoned via the 999 emergency service.
 - (b) If a physical assault on a teacher or other staff is carried out by a pupil, the headteacher should remove the pupil from the class and /or school.
 - (c) Whenever any member of staff has been assaulted there is a responsibility for the headteacher to report the incident to the LEA . A Violence to Staff report form (appended to the "Violence at Work" policy) must be completed and forwarded to the Education Safety Section.
 - (d) Where a member of staff suffers injury they should
 - obtain, as soon as possible, a medical statement about their injuries. If the victim is in agreement the appropriate Trade Union(s) MUST be informed.
 - (e) Headteachers should always inform the police immediately in cases of any assault that causes an injury.

(f) The headteacher must obtain full written statements as soon as possible from members of the school staff and pupils or other people who witnessed the incident. It is essential that these contain as much information as possible about the incident as they could form the basis of any future court action. Details of time, place, what was said by whom, and who did what, should be recorded.

4. Further information about violence in schools and procedures to be followed can be found in the Conditions of Service for Teachers in Locally Managed Schools (pages 92-96) and the Violence at Work Policy and Procedure (September 1993).



- sexual or racial harassment.

(c) Where there is no physical injury, there can still be considerable emotional stress; threats may indicate a risk of actual injury. Malicious damage to an employee's property can also cause distress and fear of future physical attack.

before allowing them into the premises. This is particularly important where a visitor is requesting entry to a building which is sparsely occupied (eg when a kitchen is occupied by only one person). Identity must be established BEFORE entry and not after the visitor has gained admittance.

who has authority to collect that child but in the event of a problem or if additional advice is required this should be sought from the Education Child Care Officer or the appropriate Social Services Officer.

3. Where a person collecting a child is previously unknown to the school or there are doubts about allowing the child to go with him/ her the school staff should satisfy themselves as to the identity of that person and of their authority to take the child. 4. If there is a problem with a parent claiming the right to collect a child and this leads to

view who is on the other side. The fitting of a viewing panel, "spy-lens", or safety chain as a

secondary protection will reduce the immediate risk.

5. Door entry management is only one part of the security solution. Consideration should be given to how assistance can be summoned if necessary. This could be by strategically positioned panic buttons or personal attack alarms.

6. School meals staff require special consideration for their personal protection. This may include:-

- arrangements for safe arrival at and departure from the building outside normal school hours. School meals premises tend to be relatively isolated and can afford ample opportunity for people to conceal themselves. Staff should be made aware of the risk and whenever possible should not arrive or leave alone. Protection can be enhanced by varying arrival/departure times, external lighting on footpaths (possibly with timed switching or infrared activation), personal attack alarms etc;
- particular care while working alone in school

particularly in isolated buildings (see

Section 3) .This is particularly important in the

"twilight " period just before and after school working hours. External doors should always be locked (subject to fire escape routes being maintained). The introduction of this practice should be accompanied by the installation of a bell at the main external door to help visitors summon attention;

- all staff should be aware of the importance of requesting formal identification from visitors

(or may lead to) a disturbance which may result in assault or if there is a threat of assault ,schoolstaff should seek assistance from colleagues or contact the police using the 999 service.

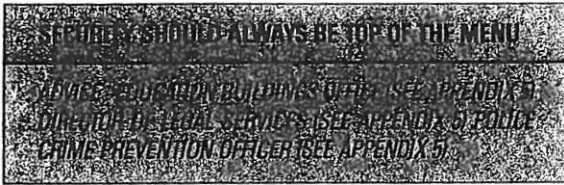
5. Although ,under the Children Act 1989, parents (with parental responsibilities) have equal rights and responsibilities,the parent with whom the child resides assumes de facto day-to-day responsibility for the child. During school hours a school acts in "loco parentis" ie in the place of the parents.The arrangements for the authority to collect a child must be clearly defined and agreed with every individual parent. It is essential that each party understands the procedure to be followed when the child is to be collected by someone other than the normal collector.

6. A school must bear in mind the possibility of a court order prohibiting or restricting access to a child. The following orders (under Section 8 of the Children Act 1989) may apply:-

- Prohibited Steps an order prohibiting someone with parental responsibility taking a particular course of action relating to a child without court permission. If a parent's access is restricted or prohibited this is likely to be contained in a Prohibited Steps Order;
- Specific Issues - a court order which directs how a particular matter relating to a child is decided;



- Care Order - a court order which compulsorily commits a



child to the care of the Local Authority following proof of

COLLECTION OF CHILDREN FROM SCHOOL

1. It is vitally important that school staff are alert to the

grounds. Parental responsibility is shared between the Local Authority and natural parents, although the parents' exercise of responsibility is limited;

- Residence Order - a court order setting arrangements where a child should live. Broadly

risks to the safety and security of pupils at the end of

replaces custody and custodianship. The person with a Residence Order also acquires parental responsibility.

If the school has any concerns they **MUST** seek

7. advice before releasing a child.



each school day. It is particularly important that schools are aware of the arrangements for the collection of pupils (particularly primary school children) at the end of the school day and that schools are aware of parents' wishes in this respect.

2. Each school should have a thorough system of checking the authority of an adult to collect a child and needs to have a fail-safe system or arrangement in place for a child who is to be met by someone who was not expected or if they are not collected or met. School staff do not have the authority to refuse to release a child to an adult



CARETAKERS AND CLEANERS

1. Staff working outside normal school hours including caretaking, cleaning, secretarial and school meals staff require special consideration for their personal protection. This could include:-

- arrangements for safe arrival at and departure from the building outside normal operating hours. School premises tend to be relatively isolated and afford ample opportunity for people to conceal themselves. Staff should be made aware of the risk and whenever possible should not arrive or leave alone. Protection can be enhanced by varying arrival/departure times, external lighting on footpaths (possibly with a time switch or infra-red activation), personal attack alarms etc;
- arrangements for working alone in school buildings and particularly in outside buildings (see Section 3). This is particularly important in the "twilight" period just before and after school working hours. External doors should always be locked (subject to fire escape routes being maintained). The introduction of this practice should be accompanied by the installation of a bell at the main external door to help visitors summon attention and some means of identifying visitors without the need to open the door;
- training about the importance of requesting formal identification from visitors before allowing them into the premises. This is particularly important where a visitor is requesting entry to a building which is sparsely occupied (eg to external classroom or isolated areas). Identity must be established BEFORE entry and not after the visitor has gained admittance;
- care should be taken whenever external doors are opened, particularly when there is no facility to view who is on the other side. The fitting of a viewing panel, "spy-lens", or safety chain as a secondary protection will reduce the immediate risk;

2. Protection out-of-hours

Consideration must be given to the safety of staff who are required to attend the premises outside normal operating hours eg to respond to an alarm activation. This could apply to caretakers, cleaners, site managers, Security Coordinators, building custodians, headteachers, governors etc. As that person may attend without police support, it is important that clear guidelines are compiled about the extent to which that person is expected to patrol, check or search the premises eg what means do they have at their disposal

to summon assistance and is it reasonable to expect a person to enter the premises alone?

Section 1 of this document gives guidelines on the circumstances in which the police should be called on the 999 emergency system. This includes where there is any burglary in progress, where there is any threat of physical assault or where immediate support is necessary. No member of staff should ever risk

personal assault. External assistance should always be sought before premises are entered when there is evidence of intruders.

Where staff are expected to operate in unoccupied



regularly exposed to the risk of assault, for example, through being required to attend premises after an alarm activation, it may be appropriate to consider the purchase of a mobile telephone which can be used in emergencies.



SCHOOL MEALS STAFF

1. Special consideration should be given towards school meals staff because:-

- many meal preparation facilities may be in detached buildings or may be located at the end of a school building. In both cases the premises may operate for much of the time as a self contained unit with entry remote from the main school entrance;
- the number of people working in school



kitchens etc is usually small and their isolation may reduce the availability of other staff to offer assistance if necessary;

- due to the hot/ humid working conditions in kitchens it is common for staff to keep external doors open for ventilation in certain weather conditions. This may offer an open entry to the premises and may remove or reduce the personal security offered by the building;
- noise and workloads may divert staff from monitoring unauthorised entry. This could lead to personal attack, theft or vandalism;
- regular deliveries are made to kitchens and open access is often offered for these. Even authorised visitors may come and go unchallenged.

2. The use of a door entry system which limits unauthorised entry should be considered. This could be as simple as a fire exit panic bar or as sophisticated as a "swipe" card. Whatever system is employed the following points should be considered:-

- the usual reason for doors being left open is for ventilation. This problem will need to be addressed;
- escape routes must be maintained at all times when the building is occupied;
- any door entry system is only effective when used. It is a waste of time and money fitting elaborate locking mechanisms if these are not used;
- a door bell should be fitted to alert staff when entry is being requested.
- there should be a means of identifying visitors without the need to open an external door.

3. Limiting free entry to kitchens is not intended to exclude authorised entry but rather to manage admissions and prevent unauthorised visitors. It is important that staff recognise the system is for their personal safety.

4. Care should be taken whenever external doors are

opened, particularly when there is no facility to lock them. Every opportunity where external exits are opened (particularly outside normal school hours) needs to be considered as a security risk and steps taken to increase awareness of that risk;

- "The official"- someone who purports (either implicitly or explicitly) to have the authority to be there. Often the "official looking" person (eg business suit/w hite shirt etc and carrying a file/clipboard) is accepted as being official simply on face value. Equally the "machine repairer" can bluff their way into being handed machinery without question. Such people are often very accomplished and very believable confidence tricksters;

EVERY visitor to a school should be challenged and their identity verified. Issuing visitors with badges will help, as will controlling entry to the premises. As with all security matters no single initiative will solve the problem;

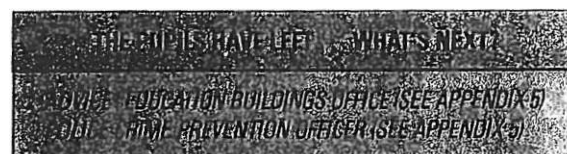
- "The insider" - a current or former employee or pupil. These are particularly difficult thieves to detect due to their knowledge of the premises and the security precautions and procedures. The question of crime prevention in this case requires special consideration by the security co-ordinator and should be discussed with the police crime prevention officer.

5. The Security Co-ordinator should examine existing arrangements for the unlocking and locking of doors and the way in which staff and pupils gain entry. If a clearly defined and planned system is not in place discussions should be held with relevant staff to formulate a secure and workable system.

6. Consideration should be given to the availability and vulnerability of staff (eg administrators) during school holidays. There should be adequate protection for staff who are alone or in isolated areas at these times. Solutions include the use of door locks, external bell push to summon attention, intercom systems, CCTV etc. The availability of a panic button/personal attack alarm cannot always

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be considered as adequate as assistance may not be forthcoming in an empty property.



CARETAKERS AND CLEANERS

1. Caretaking and cleaning staff should be considered when a security strategy is prepared. They have a special role in ensuring the safety of the premises and occupants and also have particular needs.

2. Caretakers Role

Caretakers should have a clearly defined role in the operation of the establishment, including:-

- clearly defined responsibilities towards security. This should include their involvement in the preparation, monitoring and management of a

security policy for the premises. The role of the caretaker should be acknowledged by all staff and Governors. The caretaker should be recognised as a significant factor in the effectiveness of any policy;

- the caretaker and the Governing Body should be clear about the level of delegated authority. This will include the delegated power to deal with site trespassers (within the agreed policy) and the

authority to Organise follow-up repairs etc (Within clear guidelines) and the situation when matters should be referred to another person via a clear management structure;

- regular meetings with the headteacher/ Security Co-ordinator/ Governing Body. It should be recognised that the exchange of information

with the caretaker is vital to ensure current aspects of

security are promptly and efficiently addressed;

- the responsibility for checking the security at the end of each day and the out-of-hours monitoring of the premises should be defined and not left to "someone-else". This may involve the use of a check sheet to be completed and signed

each day;

- a clear reporting procedure should be formulated. This includes a system for reporting out-of-hours incidents and a procedure for recording and reporting all security related matters to the Security Co-ordinator;
- the caretaker's responsibility for other security matters including the safe storage of chemicals and cleaning materials. Guidelines on this subject are to be found in the caretakers manual on COSHH regulations (issued by the Education Safety Section).

3. Cleaners role

Cleaning staff often live close to the school and their association with the school gives them a particular interest in monitoring trespassers and reporting incidents. They too need to recognise the importance of

reporting every incident to the caretaker/Security Coordinator.

LETTINGS

1. It is the Bradford LEA policy to encourage community use of its premises. This extends to the use of school premises outside normal operating hours. With the introduction of Local Management of Schools the power to control the lettings of schools is transferred (subject to specific directions given by the LEA) to the school Governing Body

under Section 42 of the Education (No 2) Act 1986. With that

delegation of premises management comes a need for each Governing Body to formulate its own policy on the admittance to and use of the site and buildings in its control.

2. Lettings can be beneficial in improving community relations, increasing school income and ensuring the premises are seen to be occupied for long periods. However to ensure that the premises and contents are protected and the events take place with appropriate supervision requires forethought.
3. The preparation of a lettings policy and its formal acceptance by the Governing Body is the recommended way of addressing the issue. The

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SECURITY INCIDENT LOG / DIARY OF EVENTS

ESTABLISHMENT _____

DATE	INCIDENT - TIME OCCURRED/ RECORDED	NOTED BY	DETAILS OF INCIDENT & ACTION TAKEN	999 CALLED	ACTION REQUIRED	SC NOTED

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NB To assist in the central monitoring of incidents and to assess the need for, and effectiveness of risk management within Bradford Council premises each establishment is asked to send a copy of these forms at the end of each term to:
The Insurance Section, Directorate of Finance, Britannia House. Bradford BD11HX.

APPENDIX2

INCIDENT COST LOG

ESTABLISHMENT _____

DATE OF INCIDENT	DESCRIPTION OF INCIDENT	REPAIR COSTS	CALL-OUT EXPENSES	REPLACING EQUIPMENT & GOODS	OTHER COSTS	VALUE OF WORK NOT DONE	TOTAL COST

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The Insurance Section , Directorate of Finance, Britannia House, Bradford BD11HX.

APPEN- DIX J

Appendix 5

AMBULANCE

Emergency 999

[Redacted]

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FIRE Emergency 999

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Local Station

POLICE

Emergency 99

Local Station

Crime Prevention Officer

Community Liaison Officer <1:

LOCAL AUTHORITY

Buildings Officer

Computer Support

Legal Officer

Insurance Officer

Safety Officer

Finance Officer

OTHER CONTACT NUMBERS

Appendix 5

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AMBULANCE

Emergency

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FIRE

Emergency

999

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Emergency 999

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POLICE

Emergency Local Station

999

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L

LocalStation

Crime Prevention Officer

Community Liaison Officer

C

LOCAL AUTHORITY

Buildings Officer

Computer Support

Legal Officer Insurance

Officer Safety Officer

Finance Officer

OTHER CONTACT NUMBERS

Headteacher:	M. Ryan	Date:	September 2017
Chair of Governing Body:	G. Wilson	Date:	September 2017