Premises and Site Security Policy

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Contributors	Rob Arrowsmith		
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1. Supporting Documents

- Health and Safety Policy (EDU.POL.038)
- Critical Incidents Policy (EDU.POL.045)
- Fire Safety Policy, Procedures & Guidance
- Safeguarding Children in Education Policy (EDE.POL.002)
- Supervision of Pupils Policy (EDU.POL.043)
- Risk Assessment Policy
- Data Protection Policy
- Educational Visits Policy (EDU.POL.028)

Related policies are held within RADAR in the School's policy folder.

2. Introduction

At Tees Valley College, we keep our site safe and secure so that pupils, staff and visitors are protected and our pupils can learn in a calm and settled environment. A secure site is part of how we safeguard children. This policy sets out how we control access to our buildings and grounds, how we keep the premises safe, and how we prepare for and respond to a security threat.

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We are a special school, and we design our security to fit our pupils. Some of our pupils become distressed and may try to leave a room, a building or the site. Our arrangements keep them safe without making the school feel like a locked or institutional place. We aim for a site that is secure, welcoming and therapeutic at the same time.

3. Aim & Scope

This policy applies to all staff, governors, pupils, parents and carers, visitors and contractors at Tees Valley College, and to the whole of our site, including buildings, grounds and any premises we use off site. It aims to:

- Keep the site secure and control who can enter our buildings and grounds.
- Make sure the premises are safe, well maintained and fit for our pupils.
- Reduce the risk from intruders, violence and terrorism, and prepare a clear response.
- Balance strong security with a calm, welcoming and therapeutic environment.

It is read with our Health and Safety, Safeguarding, Supervision of Pupils and Critical Incidents policies (EDU.POL.045), which carry the detail of the related procedures.

4. Abbreviations and Definitions

Site security. The arrangements that control who can enter our buildings and grounds and that keep the premises safe.

Access control. How we manage entry to and exit from the site, for example through locked doors, gates and signing in.

Lockdown. Securing the building and keeping everyone inside and away from a threat. Invacuation means bringing people in from outside as part of a lockdown.

Public protection procedures. Under Martyn's Law, the procedures staff follow if there is reason to suspect a terrorist act, covering evacuation, moving people to safety, controlling who can enter or leave, and communication.

Standard duty premises. Under Martyn's Law, premises where it is reasonable to expect that 200 or more people may be present from time to time. Larger premises where 800 or more may be present are enhanced duty premises.

5. Policy Content

5.1 Principles and Approach

Our approach rests on the following principles.

Secure and therapeutic. We keep the site secure in a way that fits our pupils and keeps the school calm and welcoming.

Safeguarding first. Site security is part of safeguarding, and we treat it that way. We know who is here. We control access and we can account for everyone on site.

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We plan for the worst and practise. We assess the risks to our premises, including terrorism, and we rehearse our response.

Security is integrated. Our counterterrorism, fire, lockdown and safeguarding procedures work as one system, not separate ones.

Proportionate. We match our security to the real level of risk to our site, and we keep it under review.

5.2 Premises and Site Security in Practice

Controlling access to the site

At Tees Valley College, we control who can enter our buildings and grounds. External doors and gates are kept secure, entry is through a controlled point, and the boundary is maintained so that people cannot enter or leave unseen. We balance this with the needs of our pupils, so that the site is secure without feeling like a locked institution. The arrangements for our site are set out in the annex.

Visitors and contractors

Every visitor and contractor signs in, shows identification where appropriate, is given a badge, and is supervised in line with our Safeguarding Policy (EDE.POL.002). We check the identity and, where required, the vetting of contractors and visiting professionals before they have any contact with pupils. Contractors working on site follow our health and safety and safeguarding rules, and we manage their work so that it does not put pupils at risk.

Knowing who is on site

We keep an accurate record of everyone on site, including pupils, staff, visitors and contractors, so that we can account for everyone in an evacuation or lockdown. This works with our fire and emergency procedures and our Supervision of Pupils Policy (EDU.POL.043).

CCTV and surveillance

Where we use CCTV, we do so lawfully and proportionately to keep the site secure, and we manage the images in line with our Data Protection Policy. We make clear where CCTV is in use.

Keeping the premises safe and maintained

We keep our buildings and grounds safe, clean and properly maintained, in line with Part 5 of the Independent School Standards. We carry out regular premises checks, deal with hazards promptly, and keep records of inspections, servicing and repairs. The detail of premises health and safety is in our Health and Safety Policy (EDU.POL.038).

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Counter-terrorism and Martyn's Law

We assess the risk of a terrorist act affecting our site and we put proportionate protective measures and procedures in place. The Terrorism (Protection of Premises) Act 2025, known as Martyn's Law, places duties on premises where 200 or more people may be present from time to time. At Tees Valley College, we assess whether our site meets this threshold, including at events, and we apply the duty where it does. Whether or not the threshold is met, we adopt sensible protective security and public protection procedures as good practice, and we keep our assessment under review as the law comes into force.

Public protection procedures

If there is reason to suspect a terrorist act on or near our site, staff follow our public protection procedures. These cover getting people out by evacuation, bringing people in and securing the building by invacuation and lockdown, controlling who can enter or leave, and communicating quickly with everyone on site and with the emergency services. They are the same procedures we use for other serious threats, and the step-by-step response sits in our Critical Incidents Policy (EDU.POL.045) and emergency plan. We plan them with our pupils in mind so that they prompt a safe response rather than panic.

Public-facing events

When we hold an event that the public can attend, for example a performance, fair or sports fixture, we assess the additional security risk, plan access and supervision, and consider whether the event itself falls within Martyn's Law. The arrangements for each event are recorded with the event planning.

Lone working and out-of-hours security

We have arrangements to keep staff safe when they work alone or out of hours, and to keep the site secure when it is closed, including alarms and secure locking up. These arrangements are set out in the annex.

Pupils who try to leave the site

Given the needs of our pupils, some may try to leave the building or site when they are distressed. Our access control reduces the chance of this, and where a pupil has a known risk we put an individual plan in place. Staff respond with relationship and de-escalation first. The full response to a pupil who is missing on site or who has left the site is in our Supervision of Pupils Policy (EDU.POL.043).

5.3 Recording, Monitoring and Reporting

Premises checks, servicing and security incidents are recorded, and any incident with a safeguarding dimension is recorded on CPOMS. Our premises and counter-terrorism risk assessments are documented and dated. Leadership reviews premises and security risks and incidents, reports to the proprietor and governors,

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and updates the risk assessments and this policy so that Tees Valley College learns from each incident and from any change in the law.

The school undertakes an annual security risk assessment which includes visitor management, access control, lone working, site vulnerability and counter-terrorism considerations.

5.4 Equality and Inclusion

At Tees Valley College, this policy is applied fairly and in line with the Equality Act 2010. We make sure our premises and security arrangements are accessible to disabled pupils, staff and visitors, and that they do not disadvantage any pupil. Our security is designed to keep pupils safe without restricting them more than is necessary. Any concern that this policy disadvantages a pupil should be raised with the headteacher.

6. Responsibilities

6.1 Pupils

Follow the rules about doors, gates and signing in and out, and tell a member of staff if they see a stranger on site or a door or gate left open.

6.2 Staff

Follow the access control and signing in arrangements, challenge or report anyone on site who should not be there and keep doors and gates secure; know the lockdown signal and the public protection procedures and act on them.

6.3 Leadership

Leadership at Tees Valley College makes sure the site is secure, the premises are safe and maintained, the premises and counter-terrorism risk assessments are in place and current, and staff are trained. Leadership leads the response to a security incident.

6.4 Governance

The proprietor and governors at Tees Valley College make sure the school has effective premises and site security arrangements and that this policy is followed, and they review premises risks and security incidents.

6.5 Parents and carers

Follow the site's arrangements for entering and leaving, wear a visitor badge when asked, and do not hold doors or gates open for people they do not know.

6.6 Named leads

The person responsible for premises and site security at Tees Valley College is Brian Lees, Site Manager. The Designated Safeguarding Lead is Marc Symington. Where

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Martyn's Law applies to our site, the senior individual responsible for it is Rhidian Nugent, Associate Headteacher.

7. Training Requirements

All staff are trained on access control, signing in and out, challenging strangers, and the lockdown and public protection procedures, as part of induction and regular updates. Staff receive counter-terrorism awareness training appropriate to their role, for example the nationally recognised Action Counters Terrorism training, and we rehearse our lockdown and public protection procedures so that staff and pupils can act quickly at Tees Valley College.

8. Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals. Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They will demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

9. Sources of Information / References

This policy reflects current statutory guidance and legislation, including:

- The Education (Independent School Standards) Regulations 2014, Part 5 on the premises and accommodation of pupils, read with the Independent School Standards guidance (April 2026).
- Health and Safety at Work etc. Act 1974.
- Management of Health and Safety at Work Regulations 1999.
- The Regulatory Reform (Fire Safety) Order 2005.
- Terrorism (Protection of Premises) Act 2025, known as Martyn's Law, whose duties are expected to come into force in 2027 after an implementation period, and which is regulated by the Security Industry Authority.
- Keeping Children Safe in Education (DfE, 2025, and the 2026 version from 1 September 2026), in particular site security and the checks on visitors and contractors.
- Prevent duty guidance (Home Office).
- Equality Act 2010, so that our premises and security arrangements are accessible to disabled pupils, staff and visitors.
- DfE guidance on emergency planning and response, and on school and college security.

10. Version Control

This document can also be found in Radar. This policy is reviewed annually, or sooner if legislation or statutory guidance changes, including as the duties under Martyn's Law come into force. The named owner for review at Tees Valley College is the headteacher.

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11. Appendices

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11.1 Appendix A: School-Specific Annex

At Tees Valley College, the following local arrangements apply:

- Site boundaries, gates and controlled entry points: Main ingress to site through electronic door that is camera/ intercom and keypad access controlled. Access to buildings controlled through manned reception.
- Visitor and contractor sign-in and badging: Sign in and register maintained in school reception. All visitors and contractors to enter premises through reception and signed in.
- CCTV locations and management: CCTV controlled and stored in leadership office. Access only available by Headteacher, Associate Headteacher and DSL.
- Lockdown signal and procedure:

INVACUATION (INCLUDING LOCKDOWN) – Tees Valley College

UPON HEARING THE SIGNAL, TAKE THE FOLLOWING ACTION: **GO IN - STAY IN - TUNE IN**

INVACUATION	**INVACUATION WITH <u>LOCKDOWN</u>**
GO IN Ensure all staff/pupils/students/service users/visitors are safely inside the school building.	
Close entrance points (e.g. doors, windows) to prevent the animal/pollutant etc entering the building. If possible close off ventilation and air conditioning systems (if pollutant related invacuation).	Lock and secure entrance points (for example - doors, windows) to prevent the intruder/violent person etc entering the building.
Go to a designated safe area, if appropriate. (Depending on the situation it may be possible for the establishment to continue business as usual)	Go to a designated lockdown area. • Close doors and windows en-route. • Block access points (for example - move furniture to obstruct doorways). • Sit on the floor, under tables or against a solid wall. • Keep out of sight. • Keep silent. • Draw curtains/blinds. • Turn off lights. • Stay away from windows and doors. • Put mobile phones on silent.
Dial 999 – Ask for appropriate Emergency Service(s)	
Ensure that staff/pupils/students/service users/visitors are aware of an exit point in case evacuation becomes necessary (for example - fire, instruction from emergency services)	
If possible, account for all staff/pupils/students/service users/visitors without putting yourself at risk, report those unaccounted for to the Emergency Services	
STAY IN- Remain in the designated safe/lockdown area until the all clear signal is given, or told to evacuate by the Emergency Services. **TUNE IN**- If possible, and appropriate, obtain local news updates via radio/TV/computer and establish internal communication via email and walkie talkie on channel 10	

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- Whether the site meets the Martyn's Law threshold, and the public protection procedures: Does not meet Martyn’s Law threshold.
- Premises lead and senior individual for site security: Lead: Brian Lees, senior leader: Rhidian Nugent.
- Out-of-hours security, alarms and locking up: Contact for access Initial: Brian Lees, Secondary: Rhidian Nugent
- Pupils with an individual plan for leaving the site: PEEPs in place for all students who require one.

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11.2 Appendix B: Site Security Quick-Reference

Use these steps if there is an intruder or a suspicious person on or near the site. Protect pupils first. Record the incident afterwards.

1. Stay calm and do not approach anyone who may be dangerous. Keep pupils with you and away from the person.

2. Alert the person leading the response and nearby staff. Say where the person is and what they are doing.

3. If there is a threat to people, start lockdown using the agreed signal and follow the public protection procedures. Move pupils away from doors, windows and sight lines.

4. Account for pupils, staff and visitors, and report anyone missing to the person leading the response.

5. Call 999 if there is any threat to safety. Follow the instructions of the police when they arrive.

6. Keep pupils calm, supervised and informed at a level they can manage, and follow individual plans for those who need support.

7. Wait for the all-clear from the person leading the response or the police before returning to normal.

8. Once it is safe, record the incident, inform the designated safeguarding lead, and review what happened to improve the arrangements.

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