

School Security Concerns

Richard Lloyd and Charlene Ching

GHK

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EXECUTIVE SUMMARY

Introduction

GHK, in collaboration with IPSOS-RSL and with expert inputs from Tony Holden of the Holden McAllister Partnership and Dr Tim Pascoe of the Building Research Establishment, were commissioned by the Department for Education and Skills (DfES) to undertake a study on the implementation of the Capital Modernisation Fund for school security 2002-2003.

The study allowed security concerns, the processes by which they are identified and responses formulated, and LEA views on the effectiveness of different measures to be examined. The information collected is intended to contribute to the development of future policy and practice in the field of school security.

Key Findings

The study identified that the current key security concerns as described by LEAs were:

- LEAs reported their key security concern as the personal safety of staff, pupils and visitors to schools premises.
- “External” incidents, including intrusion to school premises, vandalism, arson and burglary, were ranked higher in all incidents compared with “internal” threats. Intrusion was seen as the greatest of these concerns.
- While schools were increasingly responsible for the implementation of security measures, they, and their LEAs, described a combination of experiences of specific incidents and conducting more formal risk assessments in order to identify their key security concerns.
- In addition to LEAs and schools, those who played a key role in school security included the police, fire service, providers (insurers, equipment providers and maintenance contractors), consultants and community representatives. The benefits of a multi-agency approach was emphasised.
- Previous evaluation and review activities also informed the planning process, in terms of identifying measures which were considered to be effective and priority responses.
- LEAs and schools use a variety of funding sources to support their security measures.
- LEAs noted a number of effective solutions to school security problems. The most commonly cited were fencing, CCTV and access control systems. Non-capital measures noted included training, school management, strategic approaches and partnership working.
- While additional concerns were similar to the main areas described, pupil behaviour issues and their impact on school security in its widest sense were raised alongside perimeter security and the role of both staff and pupils in ensuring the safety of all persons on the school site.

- A series of key success factors were identified for promoting the security of schools: the frequent focusing of attention on security issues; a structured approach to considering security issues and responses; following a “think thief” approach, where planners consider the premises and security from the criminal’s viewpoint; reviewing school security strategies at least annually; making use of experts; and getting school staff and governors to take responsibility for their school’s security – identification of need and implementation of solutions.

Aims and Objectives

The main research objectives were to provide:

- LEA perceptions of school security needs and the existence of school security policies and strategies. Key aspects of this enquiry included: identifying school security needs; the institutional framework within which these needs are addressed; and the influence of previous experience and lesson in proposing responses that are considered effective.

Methodology

The study included an assessment of the security concerns of schools, as perceived by their respective Local Education Authorities (LEAs), and featured a combination of quantitative and qualitative approaches:

- **A postal survey of all LEAs** – with all 150 LEAs receiving a questionnaire including questions on their views of the main security concerns they face; the ways in which security needs are identified and addressed; measures considered particularly effective; and outstanding security issues and potential measures to address them. A total of 93 responses were received, a response rate of 61%.
- **Qualitative LEA case studies** – to examine CMF implementation issues and probe security needs and responses in more detail, case studies took place in five LEA areas. The case studies included interviews with LEA staff and visits to between two and three schools per area, undertaken on an anonymous basis.

School Security Concerns

The **key security concerns**, as reported by the LEAs, can be seen below. The most common concerns related to, in ranked order:

- The personal safety of staff, pupils and visitors to school premises – the most frequently prioritised and most highly ranked concerns.
- Intrusion to school premises – both during and after school hours.
- Vandalism, arson and burglary from external sources.
- Vandalism, arson and burglary from internal sources.
- Car crime – ranked as a minor concern for most LEAs, although this may be due to damage to vehicles being included under vandalism.

A difference in the level of concern between ‘**internal**’ and ‘**external**’ incidents was apparent, with ‘external’ concerns being ranked highest. While these definitions are

simplistic and not mutually exclusive, they refer to security concerns originating from within and outside the school respectively. The emphasis on external concerns also explained the high priority given to intrusion – a necessary precursor to acts of theft, vandalism and arson.

The case studies with LEAs and schools allowed both collective and individual concerns to be examined in greater detail. While the ranking of concerns between the LEAs varied, the emphasis on the personal safety of staff, pupils and visitors remained. At the individual school level concerns varied considerably – as would be expected given the combined nature of LEA responses. Even so, a broad resonance emerged with the overall findings of the study – and a range of examples of specific incidents and concerns were reported.

A simple '**hierarchy of preventative measures**' was proposed, working 'top down' or 'bottom up' depending on whether the threat is internal or external, and linking different preventative measures to threats. However, the simplistic nature of the hierarchy masked the interconnected and often complex links between the different concerns, which also influence the formulation of appropriate responses.

Identifying Concerns and Planning Responses

LEAs were asked to describe the processes by which school security concerns were identified and responses planned in the context of shared responsibilities for security policy and strategy between LEAs and schools.

While schools were increasingly responsible for the implementation of security measures, they and their LEAs described a **combination of experience of specific incidents and the conduction of more formal risk assessments** in order to identify their key security concerns. In addition to school staff and Governors, **other actors** playing specific roles in the identification of need and formulation of responses included:

- **Police** – in particular Crime Prevention and School Liaison Officers
- **Fire Service**
- **Local Authority staff** – including Health and Safety, Risk Management, Property Services, Capital Programming, Architects and Planning representatives.
- **Service providers** – such as insurers, equipment providers and maintenance contractors.
- **Consultants** – for example in the areas of security, insurance and risk assessment.
- **Community representatives** – to a lesser extent, but where used providing valuable inputs.

In many cases working groups had been established, led by local authority staff but commonly including Police and Fire Service representation.

Previous **evaluation and review** activities also informed the security planning process, in terms of identifying measures which were considered to be effective, identifying

priority responses, and improving the planning process itself. The benefits of partnership/multi-agency approaches in identifying need and proposing responses was also emphasised, leading to closer work with recognised 'experts' and the establishment of working groups and security forums.

While the study focused on the use of CMF monies, it was apparent that LEAs and schools had used a variety of **funding sources** to support their security measures. One LEA described utilising funds from over a dozen sources to mobilise their security strategy, in addition to the commonly mentioned School Security Grant and Standards Fund monies. However, the dynamic nature of security concerns was such that on-going investment was considered essential – to maintain and update existing measures, expand existing provision, and establish a strategic, rolling programme approach.

Effective Approaches and Practice

LEAs provided details of the measures that, in their experience, were considered to have worked well in addressing security concerns. A series of common responses were received, with **fencing**, **CCTV** (with certain caveats) and **access control systems** being described as being particularly effective. Elsewhere measures to prevent unauthorised access to buildings outside of school hours were described, as well as approaches to promoting personal safety including communication systems, personal safety alarms and improved lighting.

The importance of other 'non-capital' security measures was also stressed, including:

- **Training** – including personal safety training (such as violence and aggression management, defusing violent situations and self defence) and training in risk management.
- **School management** – with proactive management contributing to reduced number of incidents and addressing issues before they escalate.
- **Strategic approaches** – in terms of applying combinations of measures to security concerns, as well as rolling-programme approaches that identify and work to address new concerns as they arise.
- **Partnership working** – the use of internal LEA and external experts was widely considered to be beneficial. Examples were also provided where groups of schools had worked in partnership to contribute towards costly measures, such as CCTV monitoring and the use of contract security services.

Continuing Concerns and Additional Measures

The dynamic nature of school security concerns was emphasised, where LEAs described their continuing security concerns and potential measures to address them. While the additional concerns were similar in priority to the main areas described previously, **pupil behaviour issues** and their impact on school security in its widest sense were raised alongside **perimeter security** and the **role of both staff and pupils** in ensuring the safety of all persons on the school site.

In many cases, additional measures required referred to LEAs' desires to bring measures at all their schools to the best standard. Accordingly, few 'new' measures were described, although the use of **security guard services** and approaches to

securing high value items were mentioned. The updating of alarm systems, and particularly **digital CCTV**, were 'technology driven' suggestions, although again the monitoring of CCTV on a 24 hour basis was seen as key to maximising effectiveness.

The demand for additional **training** emerged strongly, around the topic areas described previously but also including general awareness training and training for pupils. Given the increasing trend for security responsibilities to be devolved to schools, training in risk assessment was seen as particularly important.

Conclusions

The study identified the **main security concerns** of the LEAs and case study schools as the personal safety of staff, pupils; intrusion; and external vandalism, arson and burglary. It also stressed the complex links and interconnectedness between them and potential responses, although a simple 'hierarchy' of preventative measures was proposed.

The existing role and benefits of internal LEA and external experts was stressed in **identifying security needs and planning responses**, in particular the role of the Police and Fire Service. This process, and the implementation of measures resulting from it, continues to be devolved from LEAs to individual schools.

Finally, a series of '**key success factors**' were identified for promoting the security of schools in its widest sense, as follows:

- Focussing attentions on security issues – where subsequent rounds of security funding had served to continue to focus minds on school security.
- A structured approach to considering security issues and responses – with the 'hierarchy' of measures concept providing a structure for addressing security concerns.
- Follow a 'think thief' approach – where planners should consider the premises security from the criminal's viewpoint.
- Reviewing security strategies at least annually
- Making use of experts – including Police/CPO, Architectural Liaison Officers, Local Authority experts, external consultants, insurers and contractors.
- Getting school staff and Governors to take responsibility for school security – to be able to identify, implement and own.

1 INTRODUCTION

GHK, in collaboration with IPSOS-RSL and with expert inputs from Tony Holden of the Holden McAllister Partnership and Dr Tim Pascoe of the Building Research Establishment, were commissioned by the Department for Education and Skills (DfES) to undertake a study into the implementation and progress of the Capital Modernisation Fund (CMF) 2002-03. The study included the review of school security needs as perceived by their respective Local Education Authorities (LEAs), and a sample of individual schools.

1.1 Aims and Objectives

The aim of the security needs element of the study was to survey LEA perceptions of school security needs and the existence of school security policies and strategies. Key topics included: identifying school security needs from the LEA perspective; the institutional framework within which these needs are addressed (for example security management processes, policies, strategies, responsibilities and accountabilities); and the influence of previous experience and lessons in proposing responses that were considered to be effective.

This report describes the findings of the study and the security needs identified. It also examines approaches to identifying and responding to these concerns, LEAs' views on effective security measures and approaches, and the contribution that CMF monies have made towards addressing these concerns.

1.2 Study Context and Methodology

The Department for Education and Skills were awarded a grant of £10 million from the Capital Modernisation Fund (CMF) to support capital investment in school security across all 150 LEAs in England. Research into the implementation of security measures funded by CMF also offered the opportunity to examine LEA perceptions of current school security needs, and the provision of measures to address them, to inform the development of future policy and practice.

The study methodology featured a combination of qualitative and quantitative techniques, and was undertaken between December 2002 and March 2003. Key features included:

- **A postal survey of all LEAs** – all 150 LEAs received a postal questionnaire which included a series of questions on security needs and concerns, including: what they considered their main security concerns to be; the existence of security policies and strategies, and responsibility for them, at school and LEA level; the process by which security needs are identified and addressed; measures that are considered to be particularly effective; and any outstanding issues and potential measures to address them. A total of 92 responses were received, a response rate of 61%, which were considered broadly representative in terms of LEA type (unitary, London, metropolitan and shire) and urban and rural catchments.
- **Qualitative LEA case studies** – to examine CMF implementation issues and probe security needs and responses in more detail, case studies took place in five LEA areas. The individual case study LEAs were proposed by the study

steering group, and sought to give a broad representation by size (in terms of the number of schools) and geographical region. The case study fieldwork included interviews with individuals responsible for implementation and wider security matters, and visits to between two and three schools per area. The key characteristics of each LEA are summarised in Table 1.1 below.

Table 1.1: Summary Characteristics of the Case Study LEAs			
Case Study	Schools in LEA*	Schools Visited in Case Studies	LEA type
1	110	3 – all secondary, one a facility for children with educational/ behavioural difficulties	Unitary
2	170	2 – both primary	Shire
3	210	2 – both primary	Metropolitan
4	90	2 – 1 primary and 1 secondary	London
5	460	2 – both secondary	Metropolitan

* Rounded up to nearest 10

One consideration for the interpretation of the findings of the study is that it was undertaken within the context of the CMF programme, and so respondents' thoughts may have focussed on capital approaches and measures as well as 'external' rather than 'internal' school security issues. This may have influenced some of the findings described in later chapters.

1.3 Structure of the Report

The report is structured as follows:

- Chapter 2 – describes the school security needs identified by the LEAs and case study schools during the study.
- Chapter 3 – provides an insight into approaches to identifying school security needs, and the planning of appropriate responses.
- Chapter 4 – describes a series of measures and approaches which, in the view of the LEAs and schools, were effective in promoting school security.
- Chapter 5 – describes the continued security concerns, and measures to address them, expressed by the LEAs and schools.
- Chapter 6 – sets out the main conclusions of the study.

Appendix I features a copy of the postal questionnaire distributed to the LEAs, and the checklists used in the case study interviews.

2 SCHOOL SECURITY CONCERNS

2.1 Introduction

The postal survey for the study included a series of questions on what were considered to be the most pressing current school security concerns. LEAs were asked to rank their concerns from major to minor against a series of options, with the opportunity to add extra concerns if relevant. While respondents tended to rank most concerns on the 'major' side of the notional mid-point value, it was clear that some were considered more major than others – notably issues of pupil and staff safety as described below.

The individual LEA case studies, and visits to schools, allowed security concerns to be discussed in greater detail and the links between incident type and preventative measure probed.

2.2 LEA Level – Postal Survey Responses

The postal survey asked each LEA to rank their school security concerns on a five point scale, where 5 represented a major concern and 1 a minor concern, against a set of options. They were also allowed to include additional concerns, again with a 5 to 1 ranking.

The following school security issues were included:

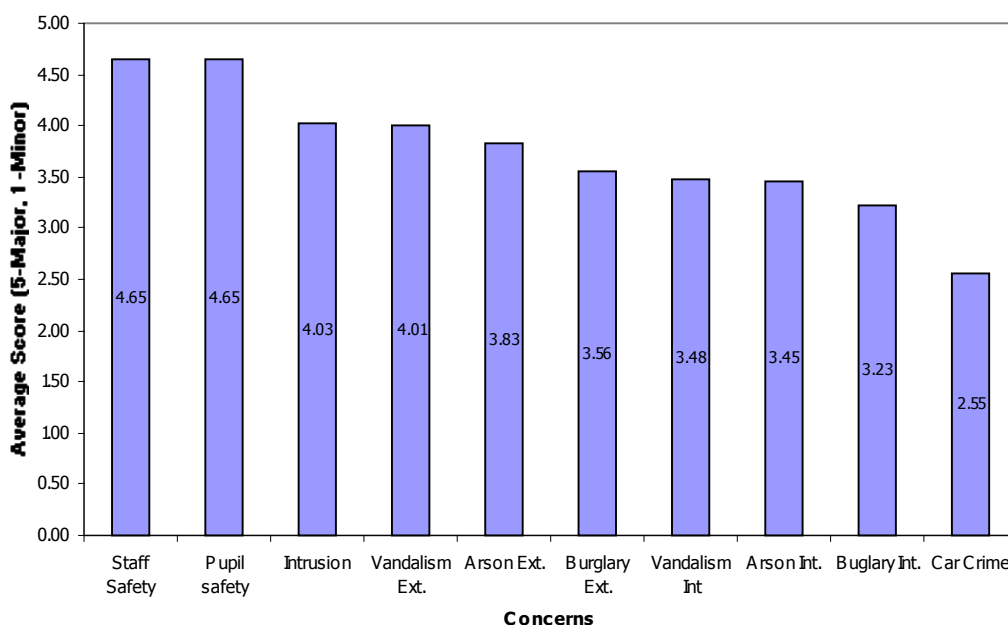
- Personal safety of staff and visitors to the school
- Personal safety of pupils
- Burglary/theft – on either internal or external basis
- Arson – on either an internal or external basis
- Vandalism and criminal damage – on either an internal or external basis
- Intrusion
- Car crime
- Other.

Figure 2.1 below charts the average rankings for each security concern from the 93 postal responses, and shows **the personal safety of staff, visitors and pupils to be the greatest concerns**. This finding is emphasised in terms of the numbers of LEAs ranking personal safety concerns as 5, i.e. major concerns. Only two LEAs ranked personal safety issues as minor concerns (i.e. 1 or 2), which was difficult to explain based on postal responses alone. However, both LEAs described an emphasis on access control in measures recently implemented, suggesting that attentions had focussed on preventing intrusion during the school day and so potentially reducing personal safety concerns. This and other approaches supporting staff, visitor and pupil safety are discussed in Chapter 4 in terms of effective approaches and practice.

Figure 2.1 illustrates a tendency for concerns to be grouped in terms of average rankings, with personal safety issues being followed by **intrusion and external**

vandalism, then external arson before a grouping of external burglary/theft, internal vandalism and internal arson followed by internal burglary/theft.

Figure 2.1: Ranking of Security Concerns



Conversely, **only car crime fell beyond the mid-point between major and minor concerns**, with an average ranking of 2.55, and just three LEAs ranking it as a major concern (ranked 5). However, the definition assumed by the LEAs regarding car crime may be an influencing factor in the ranking allocated to it. For example, in two of the three cases where car crime was ranked 5, reference was made to the driving or dumping and burning of stolen vehicles on school premises (one was a case study LEA and is described further below). Elsewhere, however, it is possible that damage to teachers' or visitors' vehicles while parked on school premises has been grouped under vandalism/criminal damage – arguably a more accurate and relevant definition.

There was **little difference between the average ranking of security concerns by LEA type**, namely Metropolitan, Unitary, London and the Shires. While the Metropolitan authorities tended to rank their security concerns most highly, the difference between highest and lowest average rankings was less than 1 for all concerns with the exception of car crime. Here the Metropolitan authorities rated car crime highest at 3.1, and the Shire counties lowest at 1.9.

One trend apparent from the average rankings is the **difference in the level of concern between 'external' and 'internal' security needs** – although these definitions are simplistic and not mutually exclusive. 'Internal' concerns relate to security issues originating within the school, namely acts of vandalism, arson and burglary/theft undertaken by school pupils, while on school premises and during school time, against the property of staff, visitors to the school, or other pupils. 'External' concerns, on the other hand, originate outside the school, will follow an act of intrusion (or at least uncontrolled access to school premises during the school day), and are less likely to be undertaken by pupils.

In each case, the **'external' issues were ranked as greater concerns than the 'internal'**, and as Figure 2.1 shows 'external' vandalism, arson and burglary were ranked as greater concerns than their 'internal' counterparts, both singly and as a group. In showing 'internal' incidents as less of a concern for the LEAs, the high ranking of intrusion is explained as a necessary precursor to acts of theft, vandalism and arson, and provides an insight into the often complex linkage between identified security need and the most appropriate preventative responses.

While the majority of respondents confined their concerns to the variables offered on the questionnaire, **13 LEAs proposed other concerns, eight of which were ranked as major**. In the most part these related to the expansion of existing security measures, for example:

- Extending perimeter security measures to reduce the risk of intrusion to school sites in all schools across the LEA.
- Ensuring all schools had adequate access control systems to reduce the risk intrusion into school buildings during the school day.

In addition to extending the coverage of measures to reduce different risks across more schools in the LEAs, the behaviour of pupils and its management was also mentioned as a concern by two LEAs. These and other ongoing concerns are examined in Chapter 5.

2.3 Security Concerns – LEA and School Case Studies

The case studies allowed the security concerns described in the postal survey responses to be examined in greater detail, as well as providing insights into the concerns of individual schools in the sample visited.

2.3.1 LEA Concerns

While the views of the LEAs visited did not always exactly tally with the rankings of security concern described in the postal responses, the focus on staff, visitor and pupil safety continued to be emphasised strongly.

The key concerns expressed by each case study LEA are summarised in Box 2.1 below. It is interesting to note that the comparative scale of concerns identified in the interviews does not always match those identified on the appropriate postal survey response, and in some cases varied between interviewee at the LEA level.

Box 2.1: Security Concerns in Case Study LEAs

The case study LEAs described their current key security concerns as follows:

LEA 1 – staff and pupil safety, in particular the verbal or violent abuse of school staff (by intruders onto school premises, such as parents and youths with former associations with the school), was stated as the key security concern for the LEA. 'External' vandalism, caused by outsiders or out of school hours, was also a concern. The LEA described raising staff and pupil awareness of people 'wandering around' on school premises and within school buildings, for whatever reasons, as an area they would be focusing on in the future. Although different schools faced slightly different issues across the area, they were considered to be facing a common series of issues with no great concentrations of concern.

LEA 2 - the focus of security needs within the LEA was described as shifting over recent years away from securing buildings to maintaining the security of school sites. The case study interviews identified unauthorised incursions onto school property, by members of the public and pupils from other schools, as the main current security concern. This was based on an increase in such incidents over the previous three years, although the main impact of these incursions was described as acts of minor vandalism (such as broken windows) rather than physical safety issues due to their occurrence after school hours.

LEA 3 - school security was a major concern for the LEA, who described the links between changes in the social culture of the city and changing security needs (including increased unemployment and poverty, inter-racial tensions, reduced out of hours activities for school children, and over-population and overcrowding). Key current concerns, each of which have escalated in frequency and gravity over recent years, include:

- Physical safety/violence – in terms of threats to staff and pupils while on school property, but also the impact of racist and domestic violence, which affect both academic success and the pressures put on teachers by pupils who confide in them rather than in the police.
- Intrusion – climbing onto school roofs was described as ‘a *pastime*’ for many teenage boys. The difficulties between finding a balance between an open-door policy and preventing unauthorised access were described as a continuing dilemma.
- Vandalism – considered to be fuelled by drug and alcohol abuse, and prostitution (which was known to be taking place on school property during the school day).
- Car crime – in terms of vandalism to staff and visitor cars parked on-site, as well as stolen vehicles being driven onto school property, see Box 2.2 below.

LEA 4 - staff and pupil safety (from strangers/intruders entering school premises), intrusion, external theft, vandalism (after school hours) and arson were all rated as serious/major concerns. Within the LEA a slight variation in security needs and their gravity was identified between schools, with more concerns in the south of the area than the north. Little change in the nature of concerns was reported over the last 3 years.

LEA 5 – the influence of recent high profile incidents on perceptions of security needs was evidenced by references to gun crime, in addition to staff and pupil safety, as the authority’s main security concern. Vandalism and external theft (particularly of ICT equipment) were also concerns. As a large authority, LEA 5 covered both inner city and suburban areas, with schools in the inner city suffering from incidents on a more frequent basis. For example, anecdotal comment showed that incident rates across the authority average two incidents per school per year, whereas one inner city school had a rolling average rate of 28.

As described above, while the majority of LEAs described car crime as a minor concern, **one case study ranked car crime as a major concern** on the basis of the incidents described in Box 2.2 below.

Box 2.2: Examples of Vehicle Crime as Major Concern – LEA 3

Car crime was described as a major concern for LEA 3, through the driving and dumping of motor vehicles on school premises. Two specific incidents were described, although the dumping of stolen vehicles on school premises was commonplace:

- In one school a stolen car was driven across a playing field during a PE lesson, injuring a number of pupils. Fortunately the injuries caused were slight, although this was more by good fortune than design.

- Another incident occurred after school hours, where a stolen car was repeatedly rammed into metal shutters protecting a new gym built on a second school site. Although the shutters prevented entry, the incident still caused considerable damage, disruption and incurred cost as the car had to be removed and the damaged shutters replaced.

As incidents of stolen cars being dumped and increasingly burnt out on school premises have increased, the LEA have considered appropriate responses, including building moats and installing bollards as a means of preventing further incidents.

2.3.2 School Concerns

The case studies also allowed security concerns at the individual school level to be examined, although clearly with a small sample of establishments compared to the total in each LEA. It was apparent from some of the case studies that security-incidents were not always reported to the LEA, with one area (LEA 3) describing how their schools tended to deal with incidents where no significant costs were incurred independently, although a system to log incidents in a standard format was being introduced as part of wider strategic developments in the area.

Nevertheless, **considerable resonance emerged around the key security concerns expressed at the both the LEA and school levels**, even if only communicated between the two on an anecdotal basis. Clearly the examination of concerns at school level would be expected to show some differences given the disaggregation from overall LEA level. Examples of current security concerns described by the schools in the case study areas are described in Box 2.3 below.

Box 2.3: Key Security Concerns at the School Level – Case Study LEAs

Examples of the key security concerns described by schools visited as part of the LEA case studies are provided below.

LEA 1 – the three schools visited in this LEA described different main security concerns:

- School 1 identified few security concerns, with their main concern being out of hours intrusion and subsequent acts of vandalism - describing breaches of perimeter security as common but entry to internal buildings as rare and less of an issue.
- School 2 was a school for children with educational and behavioural difficulties, set in an area of comparatively high crime. They described car crime as their main concern - the school backs onto open fields and woodland with incomplete perimeter fencing, allowing both the dumping of cars on school premises and young people to ride motorcycles onto school premises during the school day to impress younger siblings and peers.
- School 3 described staff security and physical access to the site (leading to car crime) as their main concerns. A large school set out in a star pattern with all pupils passing through a central atrium, its layout and over 20 points of entry causes a range of problems for intrusion prevention and visitor management. One key intrusion/access issue was the dumping and burning of stolen cars alongside the school kitchens, in close proximity to gas storage units.

LEA 2 – here the schools visited drew the links between actual and perceived security concerns and pupils' academic success, and described their key concerns as unauthorised incursion (both during and after school hours) and vandalism. An additional local complication for one school is the presence of a psychiatric hospital nearby, and patients have been known to wander unaccompanied around the area. The threat of potential incursion, and to pupil safety

(perceived and actual), was emphasised during the summer of 2002, when pupils found a patient unconscious under a school hedge.

LEA 3 – given the level of concern at the LEA level, the schools visited described security as a major issue in terms of the level and nature of incidents, and in one case describing an OFSTED report citing the lack of security at the school.

- One school described their prime concern being pupil security during play and lunchtime (through intrusion, though high people-throughputs for work experience etc was described as making adherence to their limited access control measures difficult), but that small-scale arson (such as dustbin lids damaging playground tarmac), and external burglaries were also a problem. Vandalism was a particular problem at weekends and during the summer holidays, when the school is not used, and mainly focused on breaking windows.
- The second school had recently benefited from considerable investment to improve an identified security deficiency, although considerable weaknesses and concerns were still recognised. The school's key concern is vandalism, carried out by a transient group of young people congregating on the site. While reduced significantly during recent building works (with security guards being employed following theft and damage to equipment after school hours), incidents of vandalism and window-breaking are increasing again following the completion of building works and the removal of active security cover. The young people using the site pose an additional risk for pupils and staff, as they are believed to be responsible for the used needles and associated drug paraphernalia increasingly found on school premises.

The case study fieldwork with individual schools also allowed discussions on their **responses to their identified security concerns**. While a range of responses and their effectiveness are described in Chapter 4, examples of responses to the concerns described above appear in Box 2.4.

Box 2.4: Responses to Security Concerns – Case Study Schools

LEA 1 – each of the schools visited described measures introduced to address their security concerns, as follows:

- School 1 described that although out of hours vandalism remained a problem, incidents had declined considerably over recent years. This was felt to be due to the installation of a CCTV system, which was believed to have contributed significantly to reducing incidents of vandalism, and a reduction in the cost of repairing broken windows from £6-8,000 per year to the current £1-2,000.
- School 2 described how incidents of burglary have decreased over previous years following the introduction of security grills and a zoning approach, featuring secure areas for the storage of high value items such as IT. However, concerns were raised about the displacement effect of their measures, with the identification of a group of 'local offenders' who target different schools at different times and may have moved on to 'softer' targets.
- School 3 described car crime, and in particular the burning of stolen cars alongside their buildings, as one of their main security concerns. In response the school erected a series of moveable barriers, which allowed continued access to their community facilities while preventing cars reaching the school buildings.

In **LEA2** one school reported the presence of a nearby psychiatric hospital as an issue, which raised their concerns over unauthorised intrusion. Consequently anti-intrusion measures were prioritised, including the installation of a perimeter fence and the use of a private security company to patrol their grounds.

2.4 Summary

The postal survey and case study fieldwork identified and provided further detail on a range of security issues for schools, with **staff, visitor and pupil safety emerging as clear and common priority concerns**. Intrusion and external vandalism, arson and burglary/theft were also issues of considerable concern. Only car crime appeared, at the overall level, to be less of an issue across the LEAs. However, although this may be due to the interpretation of vehicle damage as vandalism, and the examples provided above illustrated how car crime can be a major issue and have considerable consequences in terms of disruption, damage and pupil safety.

In describing the key security concerns, it became apparent that a **significant degree of linkage and inter-connection** exists between them. For example, 'external' concerns, such as incidents of vandalism but in particular burglary and arson, are unlikely to occur without unauthorised intrusion onto school premises. Other risks, such as the personal safety of staff, pupils and visitors to the school, will be more likely to require unauthorised, or at least unsupervised, access to school buildings during the school day.

To counter these concerns, a simple '**hierarchy of preventative measures**' can be identified, which works in a 'top down' and 'bottom up' manner depending on the 'internal' or 'external' nature of the particular risk. While this simplistic view masks the more complex web of relationships in practice, one can see a hierarchy of measures as follows:

- Secure school perimeters – through perimeter fencing to reduce intrusion to school grounds.
- Controlling the layout and permeability of schools – through access control and visitor management measures, to reduce unauthorised access to school buildings, the risk of vandalism and theft, and threats to the physical safety of staff and pupils.
- Measures implemented within school buildings – through measures including physical 'barriers' (fencing, zoning approaches, window grills and other steps to prevent unauthorised access), and other potentially 'reactive' or 'off-putting' measures (such as alarm systems, CCTV and property marking) to prevent vandalism and theft. They can also include personal safety alarms and communication systems in remote classrooms to further reduce the risk to staff and pupil safety.

This interconnection between security concerns is a key factor in developing an understanding of how security needs are identified and prioritised, and how suitable responses are formulated. It is also clear that these responses must consider a wider range of factors, in addition to resources, including:

- Balancing the positions of schools as welcoming places of learning and encouraging open access, with the reduction of risk of all types.
- Considering the views of local residents and the wider community – such as aesthetic issues around physical measures and considering informal 'rights of way' across school premises, against the reduction of risk and distress to the residents of properties bordering the schools.

- The likelihood of displacement – while less of a concern for the individual school implementing a security measure, LEAs must consider whether preventative approaches simply move the ‘problem’ to another local school, or even away from schools into the commercial or residential property sectors.
- The exclusion or inclusion of community needs - e.g. use of facilities out of school hours leading to ownership, guardianship etc.

The following Chapter identifies the processes by which security needs are identified and prioritised, and appropriate responses proposed.

3 IDENTIFYING NEED AND PLANNING RESPONSES

3.1 Introduction

This Chapter summarises approaches to identifying security needs and planning appropriate responses, including the key actors and their respective responsibilities, the strategic context and examples of the processes followed at the LEA and school levels. It draws on the wider findings of the postal survey, as well as specific examples from the case studies that allow a clearer picture of the often complex relationships between policies, strategies and implementation to be described.

3.2 Responsibility for School Security – LEA Policy and Strategy

The long-term trend towards the devolution of responsibility for school security to individual schools is continuing, with a **two-tier policy approach** being most commonly identified, with LEAs and schools having their own policies and strategies/ implementation plans. However, the detail of the balance between different policy frames is often complicated, as the postal survey identified.

Of the LEAs responding to the specific question in the postal questionnaire, 62 described having a specific school security policy, while 26 did not. Where LEAs had school security policies, they were most commonly reviewed on an annual basis, with review periods varying from 'as and when' to every five years. Reviews did not always lead to policies being updated. While the majority of LEAs described amending policies in parallel with the review cycle, some had not been updated for over five years (for LEAs describing annual reviews) and as long ago as 1996 (where review took place on an 'as required' basis).

While 68 of the LEAs described having a school security strategy, somewhat paradoxically this is more than described the existence of a security policy, although semantics may play a role here. Further analysis showed that of the 86 LEAs responding to the questions:

- 51 described having both a school security policy and strategy
- 8 described having a policy only
- 13 described having a strategy only
- 14 described having neither.

While there were some cases of confusion on the part of the respondents in terms of the existence of LEA security policies and strategies (potentially due to respondents' being responsible for the implementation of CMF alone and disconnected with wider policy and strategic frameworks), links between the school security planning process and wider Asset Management, Health and Safety and Capital Programming strategies were apparent.

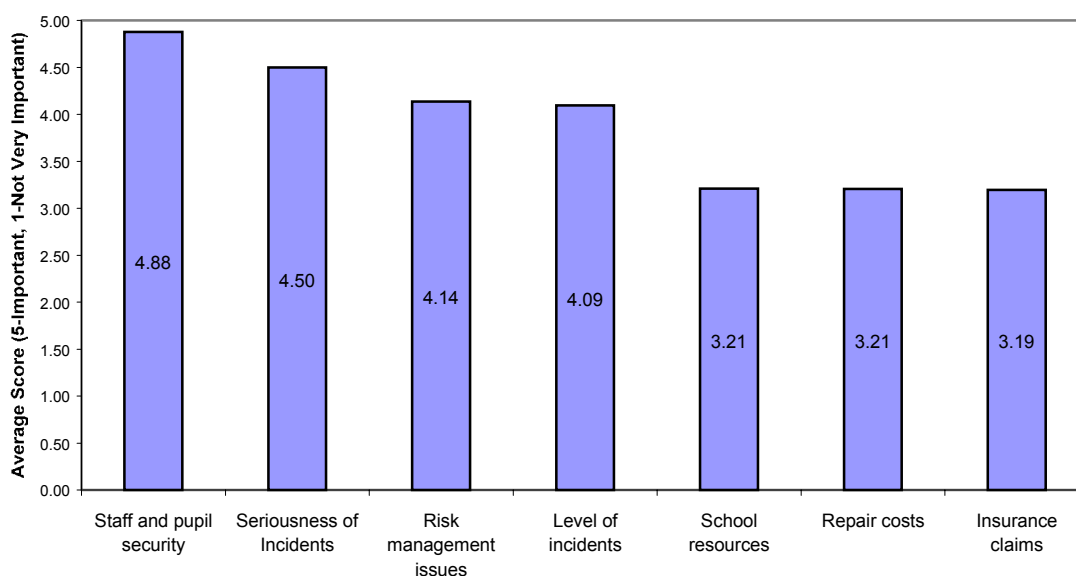
The importance of links with, and the influence of, **Asset Management Plans** (AMPs) in supporting school security measures was emphasised by a number of LEAs. In many cases school security issues, and strategies and priorities to address them,

feature in AMPs in many LEAs. This will be an increasingly important issue as AMPs become the main conduit for school security funding.

In common with the earlier findings on key security concerns, the **key drivers** of the individual LEA strategies were described as staff and pupil security, the seriousness and level of the incidents occurring, and risk management issues. Again a ranking was used, on a 1 to 5 scale, with 5 being the most important and 1 the least.

Figure 3.1 shows the average rankings for the different strategic drivers. Interestingly, none received average rankings below the notional mid-point of 3 – suggesting that each of the factors were considered important, but some more so than others. As with the ranking of security concerns, few differences emerged between the average ranking of drivers between Metropolitan, Unitary, London Boroughs and the Shire counties, and no rankings varied by more than one point.

Figure 3.1: Drivers of School Security Strategy



Only two LEAs described ‘other’ drivers of their school security strategies:

- One described new building/extension work, which was ranked 4.
- One specifically described the risk of arson as a key driver, with a ranking of 5.

3.3 Responsibilities at the School Level

The devolution of responsibility for security to schools was reflected in the fact that two thirds of the LEAs responding (58 out of 87) described the requirement for schools in their areas to have their own school security policies – irrespective of whether or not strategies existed at the LEA level.

While the LEAs were not always able to comment on the detail of their schools’ policies, over half described the schools as being responsible for the monitoring of policies (29 of the 52 responses). Almost one in four described monitoring as a shared responsibility between the schools and their LEAs.

3.4 Identifying Concerns and Developing Responses

In the majority of cases, the identification of school security concerns evolved in a combination of **experience of specific incidents and the undertaking of more formal risk assessments**.

3.4.1 Key actors

In addition to school staff, Governors and pupils, the involvement of the **Police** in the planning of responses to identified security issues was widespread, described by 87 of the 93 LEAs and with Crime Prevention and School Liaison Officers being common links. The **Fire Service** were also consulted widely, with 62 LEAs describing using their expertise and experience, in 61 cases alongside that of the Police.

A range of other organisations also play a role in security planning, including:

- **Local Authority staff** – from across Departments depending on different LEA structures, but including: Health and Safety, Risk Management, Insurance, Property Services, Capital Programming, Building Maintenance, Architects and Planning team representatives. A number of working groups had also been formed, commonly including a range of Local Authority representatives, the Police and Fire Service, Headteachers and insurance or security specialists.
- **Service providers** – in a number of cases insurance companies and contractors had been consulted on security concerns, with insurance companies increasingly providing consultancy and advisory services on school security issues.
- **Consultants** – six LEAs described using consultancy services to help address security concerns, including: risk management, insurance, and security consultants.
- **Community representatives** – although infrequently mentioned, one LEA suggested that community involvement was particularly useful.

3.4.2 The Influence of Evaluation

Where LEAs had evaluated the effectiveness of school security measures, funded under the former DfEE School Security Grant, a number found their findings both illuminating and instructive. While the standard of evaluation varied considerably, data were sometimes provided which suggested positive change in incident numbers, although issues of attribution remain outstanding.

In a number of cases, the evaluations were reported as confirming that the **security measures** implemented were having an impact, and that some, such as fencing, access control, lighting and CCTV, appeared to be particularly effective. Here the 'proven' or promising approaches were promoted by the LEA, as well as informing strategy and becoming potential **strategic priorities**.

Other influences on **security strategies** included improvements to strategic planning approaches, following the recommendations of earlier evaluations. In one case, the LEA considered that a more informed strategy had resulted from getting schools to think more pro-actively about security, and supporting them in the development of security strategies and action plans. In another LEA a series of seminars were held for Headteachers, staff and Governors, and involved the Police, Fire Service and their

insurance company. The aim was to raise awareness but led to a series of developments, including: incident and insurance data being collected and analysed to assess the effectiveness of security spending, Risk Management Groups being established, and baselines set in terms of incident levels and responsive capability.

Elsewhere where the findings (and implementation experiences) stressed the benefit of close **partnership working**, a number of LEAs described introducing changes to the way they work jointly to address security concerns. Closer working with the Police (and the establishment of protocols for incident reporting), Insurers, Risk Managers and other professionals (as well as local Crime Reduction Partnerships) was commonly reported, sometimes leading to the formation of working groups or the establishment of timetabled meetings.

3.4.3 Funding School Security

The study provided insights into the range of potential funding sources to support school security measures, although this was in the context of the use of CMF monies. While one LEA described using over a dozen funding sources to support the provision of security measures in their schools, a series of potential sources were frequently mentioned in the postal survey. These included:

- Most commonly, schools' own funding sources – from mainstream budgets and funding raised by other means.
- The former School Security Grant, Standards Fund and the Schools Renewal Challenge Fund.
- Other central LEA funding – including devolved capital funds, resources to implement Asset Management Plans, funding from Risk Management groups, and local and parish council contributions.
- New Deal for Schools, Single Regeneration Budget and other competitive funding approaches.
- Private sector – including in one case the provision of a CCTV system to a school by a leading supermarket chain, and the involvement of a housing trust in supporting the introduction of CMF measures.

However, LEAs saw the process of identifying and responding to security concerns as a dynamic one, which required on-going investment to maintain as well as expand existing provision. To this end the requirement for additional funding was reported widely, as both an absolute and as a rolling-programme with annual allocations to support the development and continuation of more strategic approaches.

4 EFFECTIVE APPROACHES AND PRACTICE

This chapter provides a review of the security measures which, in the view of the LEAs and the case study schools, have been effective in promoting the security of their property, pupils and staff. It also examines, primarily from the case studies but also including responses from the postal survey, approaches to school security management which have also worked well locally.

4.1 Which Measures Work Well

Each LEA was asked to list the security measures that, in their experience, were considered to have worked particularly well and may represent examples of effective practice. A total of 81 of the 93 postal respondents offered comments, and unsurprisingly a series of common measures emerged which correspond to recognised and 'proven' approaches, as summarised in Table 4.1 below.

Table 4.1: LEA Views on Which Measures Work Well	
Measure	Comment
Fencing	<p>The most common response, with over half the respondents describing it as the most effective means of reducing intrusion and subsequent acts of vandalism, theft and arson. Effectiveness is conditional, however, on the quality of fencing (for example, weldmesh over links), its height (2.4m seems most common) and position. While it can be costly, a number of LEAs described inner-ring fencing as being effective if complete outer perimeter coverage is prohibitively costly.</p> <p>The benefits of fencing were widely cited and contextual, with one LEA describing a 75% reduction in crime and trespass resulting from the installation of perimeter fencing, and others significant savings in damage costs and disruption. Also examples of fencing making schools safer for pupils in school hours by reducing risk of injury from discarded bottles, syringes etc, as well as improving staff and pupil morale.</p> <p>In addition, the clear delineation of school property was also reported to have a positive effect, although not against the most purposive of intruders.</p>
CCTV	<p>Widely considered to be an effective security measure, although issues were described around monitoring and maintenance /update costs. Commonly used on main buildings and isolated sites, an emerging trend towards digital technology identified – for cameras (increased clarity, colour picture) and recording equipment.</p> <p>A range of benefits were described, from preventative effects (intrusion, theft, vandalism etc) to reduced intimidation and harassment of visitors and staff, and an increased sense of well being. A series of key success factors for CCTV were described, including:</p> <ul style="list-style-type: none"> ▪ Cameras must produce pictures of sufficient quality for individuals to be recognised – this can include provision of extra lighting. ▪ Monitoring links are essential for full benefit – either at school or centrally, with a number of examples of centralised approaches to monitoring covering multiple local schools being described. ▪ Need for non-teaching staff to operate and monitor the system. ▪ Must be well maintained. ▪ Works best in medium-risk areas – in high-risk areas not seen as a deterrent. <p>CCTV was often used in combination approaches – for example as a cost effective addition to access control systems via door security, and with improved lighting to reduce vandalism.</p>

<p>Access Control Systems</p>	<p>Access control systems, commonly comprising a combination of individual elements, were also frequently described as having been successful, most notably in terms of reduced unauthorised access during the school day, walk in theft, and improved (actual and perceived) pupil, staff and visitor safety and security (and reassurance for parents).</p> <p>Following previous DfES guidance, many LEAs described having single secure entrance lobbies combined with preventing access from all other entrances during school hours. Different elements used in combination include:</p> <ul style="list-style-type: none"> ▪ Visitor management approaches – including visitor logging/signing in, badging and routine approaches to directing visitors and ‘hosting’ once on school premises. ▪ Improved signage – to provide guidance to access points, aid pupil and visitor circulation, and set clearly defined boundaries. ▪ Door security/entry systems – included automated and self-closing doors, intercom systems, and monitoring through CCTV at entry points. ▪ Reception point at lobby – to restrict unchallenged access and direct visitors.
<p>Preventing Unauthorised Access to Buildings Outside School Hours</p>	<p>While access control systems were considered effective at preventing unauthorised intrusion to school buildings during school hours, more traditional measures were found to be effective at preventing intrusion out of hours:</p> <ul style="list-style-type: none"> ▪ Intruder alarm systems - monitored alarm systems were considered essential by many respondents, as an alert and to help ensure intruders are detected before they have the opportunity to vandalise or set fire to school buildings. ▪ Security shutters/grills - protecting buildings from intrusion and criminal damage, theft and arson. Roller shutters were considered effective, while window/door security shutters have proved a cost effective solution for particularly heavily vandalised parts of buildings. ▪ Anti-climbing devices – to reduce intrusion but also damage through vandalism. Can include anti-climb paint, roller spikes, and anti-climbing ‘cacti’. <p>In the case of entry to a school building, property marking systems, and in particular Smartwater security marking, was described as being a useful measure. A number of LEAs also suggested that the best security measure is school occupation, with activities using school buildings outside school hours being a useful deterrent. The use of the school as a community facility also helped engagement with neighbours, who could also play a role in the wider security of the school. However, both cases require schools to think strategically about the supervision of visitors out of school hours and the most practical approach to routing to ensure both their, and the school’s, safety and security.</p>
<p>Promoting Personal Safety</p>	<p>While measures to prevent unauthorised access to school premises, and controlled entry to buildings, contributed to promoting the safety of staff, pupils and visitors, a series of more specific personal measures were also considered effective. These included:</p> <ul style="list-style-type: none"> ▪ Communications systems – the extension of telephone systems, or provision of two-way radios, to remote buildings has worked well and provides links between detached facilities and the main school building. The use of radios during break time and on school visits is also considered beneficial. ▪ Safety alarm systems – the use of personal safety alarms for teachers was considered effective in reducing the fear of incidents, as well as providing ‘stranger danger’ alerts. One LEA described how the installation of a silent panic alarm in a facility for pupils with educational and behavioural difficulties reduced the level and number of incidents to staff and damage to property. ▪ Lighting – while improved lighting contributed to CCTV and other measures, it could in itself lead to improved staff safety by removing places for intruders to hide. In addition, good lighting also reduces safety concerns by providing well-lit walking areas for staff entering or leaving in darkness. <p>Given the scale of concern surrounding staff, pupil and visitor personal safety, it was surprising that personal safety training was rarely mentioned as a security measure throughout the study. The six LEAs reporting it as an effective measure, however, described a range of approaches, including:</p> <ul style="list-style-type: none"> ▪ Violence and aggression training – provided to all schools ▪ Personal safety training for staff needing to respond to CCTV incidents ▪ Training in defusing angry and violent situations, and handling verbal abuse ▪ Violence and self defence training provided by the Metropolitan Police

4.2 Management and Strategy

In addition to the different measures proposed as effective by the individual LEAs, wider issues of management and strategy were identified as key elements in effective approaches to school security.

Firstly, however, the importance of the **design of school premises**, in terms of designing-out hot spots in capital project works, was stressed as a means of reducing problems before they start. The avoidance of low climbable roofs and entries, removal of aids to entry, and blocking off alcoves and porches to reduce potential hiding/gathering places were all suggestions for designing security in from the outset. While these principles are widely recognised, they are still worth consideration as part of minor works to schools, rather than just in the case of large developments.

The benefits of **strategic approaches** were also well recognised, and commented on earlier in the report, although here a 'strategic' approach to the combination of measures on a single site was frequently stressed. More widely, however, it was considered that **school management** can have the greatest effect on security. Where good and proactive management are the norm fewer security incidents occur, and those that do are reacted to rapidly and appropriately to ensure they do not escalate. The encouragement of a culture of mutual respect, trust and responsibility for school property, other pupils and staff can also have positive security benefits.

The importance of **partnership** to addressing school security concerns, and the benefits of partnership approaches were emphasised in the postal survey and case studies. Chapter 3 described the high levels of involvement of the Police, Fire Service and other professionals in suggesting responses to security issues. Here the importance of collaborative activities was re-stressed, in terms of helping identify, and propose informed responses to, security issues. The establishment of school security fora, made up of a combination of LEA and external 'expert' staff, was also described as an effective vehicle for security planning and funding allocation. In addition, approaches where **schools worked in partnership** to contribute to expensive shared measures, such as 24 hour CCTV monitoring and security cover, were considered beneficial.

Finally, it is also important for schools to consider the **on-going costs** associated with the security measures they choose to implement. Once in place different measures will require different investments in maintaining their effective operation, including maintenance and repair contracts as well as the cost of updates for technology-based approaches. Even more simple measures, such as planting trees or shrubs on-site, will require pruning before they provide hiding places for intruders, or begin to obscure new lighting installed to improve visibility.

4.3 Gaps and emerging areas

While school and LEA experiences of the measures described above were positive, all were able to identify other areas of need which remained unaddressed, as well as areas of opportunity springing from new technology and promising approaches. While many of the examples of innovation were on analysis best described as 'innovative to the local area', a series of future issues and potential responses were identified, which are the focus of the next Chapter.

5 CONTINUING CONCERNS AND ADDITIONAL MEASURES

5.1 Introduction

In addition to identifying measures that were considered to work well in promoting school security, LEAs also identified areas of continued concern and potential measures which could be used to address them.

Most respondents described school security as an area of continuing concern that would require attention, and funding, on an on-going basis. While some areas described facing greater challenges than others, both in terms of the level and nature of incidents taking place and the coverage, quality and fitness for purpose of the existing measures to address them, most considered that significant investment would continue to be required before all schools in their areas could reach an acceptable common standard.

Within this context, a series of continuing concerns were described, with potential measures that could be used to address them.

5.2 Continuing Concerns

The security concerns described by the LEAs, unsurprisingly, mirrored those identified as current and allocated the highest priorities.

During school time, the personal safety of staff and pupils was a recurring issue, although pupil behaviour issues were referred to increasingly. Concerns regarding perimeter security, as well as access and visitor control, were also raised – and clearly had a role to play in ensuring the safety of all persons on the school site.

Out of school hours vandalism, theft and arson remained important issues – with the requirement for updated and ‘intelligent’ alarm systems being frequently raised. The influence of new and emerging technology was also apparent, with the use and effectiveness of CCTV-based monitoring approaches being suggested for both in- and out-of school hours security.

5.3 Additional Measures

While technology-based solutions continued to be promoted by many LEAs, the importance and effectiveness of **perimeter security measures** was stressed most commonly. This supports recent research into the behaviour of burglars, which showed that once perimeter defences are breached, increased confidence will lead potential burglars to attempt more difficult entry routes. For many LEAs, their future concerns would be allayed to a considerable extent through the extension of fit-for-purpose perimeter fencing to all the schools in their areas.

Similarly the **introduction/expansion/updating of CCTV** was a commonly referenced measure, with the points about the frequency of monitoring set out in the previous Chapter being stressed further. The improvement of image quality (allowing individuals to be clearly identified) and storage through digital technology was considered to enhance a potentially effective approach further, although costs remain an important factor in investment decisions – both capital and revenue. The more selective use of CCTV within a school was felt to be a potential solution, with portable

systems offering experience to schools new to CCTV as well as allowing equipment to be re-positioned on-site to address specific needs. Given the increased reference to pupil behaviour issues, CCTV was seen as a potential contributor to behaviour management approaches.

Broad **'building security'** measures were also seen as being important, including the wider roll-out of access control, visitor management and door and window lock/grill protection. Sprinkler systems were mentioned in terms of reducing fire damage (both arson and accidental), although the costs were recognised as being prohibitively high and more suited to inclusion at the building design stage.

The potential role of **security guard services** was also referred to in schools with particularly high levels of incidents, or where a pattern of increase is identified which can be 'nipped in the bud'. Increased levels of **Police** presence and the level of response were also requested by half a dozen LEAs, although it was acknowledged that trends not to report incidents of low level crime and vandalism may not be helpful.

Outside of the common areas described above, a series of other issues and approaches were described, including:

- **Design** – with the importance of 'designing out' security risks, in line with available literature and guidance in the subject.
- **Improved data sharing** – between the schools, LEA, Police and other partners, to ensure strategies and responses are best informed.
- **The recruitment of full-time or contracted security advisers** – where the breadth of responsibilities of existing LEA staff are stretched, and responsibilities for planning and project management redistributed.
- **Securing high value items** – most commonly referring to ICT equipment, including: the introduction of smoke-cloak devices; the use of particularly secure rooms, stores and 'zones'; DNA encrypted property marking fluid, etc. One LEA wondered if it would be possible to engage with the ICT industry to find mutually beneficial approaches to ICT security and theft.

5.4 Training

An increasingly important point, given the continued devolution of security responsibilities to schools and the potential linkage with pupil behaviour management approaches, is the provision of appropriate training to school staff.

A series of training areas could be identified:

- **Awareness raising** about the importance of security and potential headline risk areas – so that all staff reached a common baseline of 'security awareness'. This could take many forms, from encouraging staff to challenge individuals found on school property (considering issues of personal safety in so doing) to thinking safe and closing and locking access points.
- **Person and anger management training** – for example how best to deal with intruders; individuals becoming angry, abusive or threatening; and pupils who are victims of assault or theft. This could usefully be combined with personal safety training.

- **Pupil training** – although this is in place in some LEAs, training for pupils in school and wider security matters.
- **Risk assessments** – training in how to undertake them, supported by improved knowledge of the range, appropriateness and effectiveness of different potential solutions.

Given the importance of security, as well as behaviour management, there is a clear rationale for the inclusion of personal safety and anger/violence management skills in teacher training. In addition, the Police, and CPO/Community Beat Officers in particular, can play a central role in the provision of security training to schools – with additional benefits of enhancing collaborative working and shared understandings.

6 CONCLUSIONS

6.1 Introduction

This final Chapter provides the conclusions of the study, pulling together the key messages from the research set out in the document.

6.2 Conclusions

6.2.1 *School Security Concerns*

The LEAs and case study schools described their main security concerns as:

- The personal safety of staff, pupils and visitors.
- Intrusion to school sites and premises.
- External vandalism and criminal damage.
- External arson.
- External burglary.

A clear difference in the levels of concern expressed between 'internal' and 'external' concerns was identified - with external concerns originating outside the school and following initial unauthorised access/intrusion to school premises being rated as more of a problem than internal concerns.

The case study LEAs and schools reflected these concerns although, at the level of the individual schools, different rankings of concerns were identified.

One interesting finding was the linkage and apparent 'hierarchy' of concerns, which may be of relevance in conceptualising the relationship between concerns and potentially relevant responses. While links between perimeter fencing and the prevention of a range of incident types can be drawn, other measures, such as access control during school hours and personal safety alarms, were more focussed on specific incidents and concerns.

However, the 'hierarchy' model risks over-simplifying what are complex and interconnected issues that may require equally complicated and multi-faceted solutions. In addition, the study identified that other factors also play a key role in addressing security concerns – including the management of schools in general and school security systems specifically, and the recognition of the need to manage resources to ensure security measures can be adequately monitored and maintained. Finally, the importance of responding rapidly and appropriately to security incidents was stressed to ensure that incidents do not escalate and present further risk to people and property.

6.2.2 *Identifying Need and Planning Responses*

The role of LEA specialists (including insurance, planning, Health and Safety, capital programme and building maintenance experts), in combination with external agencies such as the Police, Fire Service, insurers/private contractors and security consultants, was stressed in identifying and addressing school security needs.

Importantly, the increasing devolution of responsibility for school security from LEAs to schools was identified, with responsibilities for policy and strategy often being held at two levels. While not easy to be precise, it appeared that the frequency of review of both needs and responses might take place less frequently than would be expected, with a recommendation that reviews should take place on an annual basis.

Funding issues were also described, in terms of the continued need for funding to support development and renewal, but also for a consistent programme which allowed more strategic approaches to be followed. While the CMF was welcomed as bringing resources to the security issue, its small scale and one-off nature was acknowledged as hindering its strategic significance.

6.2.3 Effective Approaches

A series of approaches considered to be effective by the LEAs and case study schools were described. Fencing and CCTV were the most frequently mentioned, along with proviso's to ensure their use is as effective as possible.

The 'hierarchy' of measures against concerns described earlier was reflected here, as well as elements of management, design, partnership/collaborative working and considering revenue as well as capital costs.

Continued concern, and potential solutions were also discussed. Here perimeter security and CCTV continued to be measures in demand, although the need for staff training was stressed by a few LEAs. Training covered a range of areas, from undertaking risk assessments (increasingly important given enhanced school responsibilities) to personal safety and anger management training.

Interestingly, only a small share of LEAs described links between security concerns and behaviour management issues for pupils. This is an area of obvious overlap, with developments in the behaviour management area needing to be considered alongside more 'traditional' security concerns.

6.3 Key Success Factors

A series of practical tips were described for consideration in the implementation of the security measures, although a wider set of success factors were identified. These included:

- Focussing attentions on security issues – where subsequent rounds of security funding had served to continue to focus minds on school security.
- A structured approach to considering security issues and responses – with the 'hierarchy' of measures concept providing a structure for addressing security concerns.
- Follow a 'think thief' approach – where planners should consider the premises security from the criminal's viewpoint.
- Reviewing security strategies at least annually
- Making use of experts – including Police/CPO, Architectural Liaison Officers, Local Authority experts, external consultants, insurers and contractors.

- Getting school staff and Governors to take responsibility for school security – to be able to identify, implement and own.

6.4 Additional Sources of Information

Finally, a range of documentary and web-based guidance is available for LEAs and schools on the topic of school security. The websites sites listed are considered the most relevant, and contain links to other sites:

www.dfes.gov.uk/schoolsecurity/

<http://www.crimereduction.gov.uk/>

<http://www.met.police.uk/crimeprevention/garden>

<http://www.arsonpreventionbureau.org.uk>

The Department for Education and Skills (DfES) has produced a video on security in schools, entitled “Can You See What They See?”, which is available via the DfES website above.

ANNEX I

POSTAL QUESTIONNAIRE AND CASE STUDY INTERVIEW CHECKLISTS

POSTAL QUESTIONNAIRE

1 CMF SCHOOL SECURITY PROJECTS

A Introduction

A1 Please confirm the LEA's CMF School Security allocation

£

A2 How has the CMF money been allocated by the LEA? For example has the LEA allocated according to previous risk assessment or asked schools to bid for funding? Please summarise in the box below.

--

A3 How many schools in the LEA area received grants/measures under CMF?

--

A4 Who is responsible for implementing the individual CMF measures in schools in the LEA area? Please tick as relevant:

- The LEA
- The schools

A5 Please complete the table below, to summarise the type of CMF-funded school security measures across the LEA, and the number of schools benefiting from each measure.

School Security Measure	No of schools
Alarm systems – e.g. intruder or fire alarms, personal alarms/panic buttons	
Car park security	
CCTV	
Communication equipment - e.g. telephones in classrooms/remote or mobile sites	
Entry/access control systems – e.g. electronic gates/access systems, improved security at school entrances, door locks and window security	

Table continued overleaf

School Security Measure	No of schools
Fencing – e.g. perimeter fencing	
Footpaths and visitor routing systems	
Improved signage	
Security lighting	
<u>Other-Please specify</u>	

A6 Does the LEA consider any of the measures funded under CMF to be particularly innovative? If yes, please, describe which measure and what is innovative about it below.

B Overall Aims and Objectives

B1 What are the LEA's objectives for the use of CMF funding – what are they trying to achieve? Please tick all that apply

Enhance staff and pupil security	<input type="checkbox"/>
Reduce incidents of arson	<input type="checkbox"/>
Reduce incidents of vandalism and criminal damage	<input type="checkbox"/>
Reduce incidents of intrusion onto school premises	<input type="checkbox"/>
Reduce the value of criminal incidents	<input type="checkbox"/>
Reduce incidents of theft from school premises	<input type="checkbox"/>

<u>Others-Please specify</u>

B2 Which targets have been set, if any, at the LEA level to support the CMF measures? Please summarise them in the table below.

Target/Indicator	Target	By when	Have baselines been set?
<i>E.g. Reduce incidents of vandalism</i>	<i>Reduce by 10%</i>	<i>December 03</i>	<i>Yes or No</i>

C LEA Monitoring Activities

C1 Does the LEA monitor CMF expenditure?

Yes No

C2 Does the LEA monitor the impact of CMF security measures in schools?

Yes No ***If no go to C5***

C3 What is measured, how, how often and by whom?

C4 Is monitoring taking place at the individual school level?

Yes No

C5 Does the LEA plan to evaluate the CMF measures implemented?

Yes No ***If no go to C7***

C6 Please, describe what is intended, including method to be followed.

C7 Will individual schools be responsible for evaluation?

Yes No

C8 Will any evaluation include an assessment of the savings resulting from CMF measures?

Yes No

D Progress to Date

D1 Does the LEA have a delivery plan, with timed milestones, for implementing the CMF funded security measures?

Yes No ***If no go to D3***

D2 Is the implementation of CMF funded measures currently on schedule? If not please summarise what is causing delay, and what steps are being taken to rectify?

D3 Will the LEA's CMF money be spent by August 2003?

Yes No

If no please summarise why not and what future delay is expected.

E Implementing the CMF

E1 In the LEA's experience, what were the key planning issues associated with the use of CMF money?

E2 Please state the main issues with the implementation of the CMF funding.

3 SCHOOL SECURITY NEEDS

We would be grateful if you would complete the questions below, to help identify the main school security needs at the national level and inform the development of national policy.

F Policy and Strategy

F1 Does the LEA have a school security policy?

Yes No *If no go to F5*

F2 What drives the LEA 's school security policy?

Risk management
Frequency of incidents

F3 When was the LEA's school security policy was last updated?

F4 How often is the LEA's school security policy reviewed?

F5 Does the LEA have a risk management policy?

Yes No

F6 Does the LEA have a school security strategy?

Yes No *If no go to F9*

F7 Please summarise the key elements of the LEA's school security strategy stating how often it is reviewed.

F8 What drives the LEA's school security strategy? Please complete the table below, ranking each option on a scale from 1 to 5.

	Ranking – please tick one box for each				
<i>Driver</i>	1- Very important	2	3	4	5 – Not very important
Staff and pupil security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insurance claims	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk management issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of incidents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nature/seriousness of incidents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repair/maintenance costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Other-Please specify</u>	1	2	3	4	5
	<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"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F9 Are individual schools required to have school security policies?

Yes No ***If no go to G1***

F10 Who monitors the school security policies?

School
LEA

F10 Who reviews the school security policies?

School
LEA

F11 How often are the school security policies reviewed?

--

G School Security Needs

G1 What does the LEA see as the key security concerns for the schools in its area? Please complete the table below, ranking each concern between 1 to 5.

<i>School security concern</i>	Ranking – please tick one for each				
	1 – major concern	2	3	4	5 – minor concern
Personal safety of staff and visitors to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal safety of pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Burglary/theft (internal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Burglary/theft (external)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arson (internal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arson (external)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vandalism and criminal damage (internal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vandalism and criminal damage (external)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intrusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Car crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Other-Please specify</u>	1 – major concern	2	3	4	5 – minor concern
	<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"/>	<input type="checkbox"/>

G2 Who is consulted in the planning of responses to school security issues?

Police Fire Officers

Others - Please specify

H Addressing School Security Needs

H1 Are individual schools required to undertake school security risk assessments?

Yes No ***If no go to H4***

H2 Who is responsible for undertaking the risk assessment?

LEA Schools

H3 Does the LEA provide training for school staff in risk assessments?

Yes No

H4 Has the LEA evaluated the effectiveness of measures funded under the former DfEE School Security grant (operating between 1997/8 and 2001/2)?

Yes No ***If yes go to H6***

H5 Please state any plans to evaluate the effectiveness of measures or the reasons for not evaluating them.

Go to H9

H6 What were the key findings of the evaluation? (describe below, or attach executive summary of report).

H7 How have these findings influenced LEA/school security strategies and the measures implemented?

H8 What extent were the school security measures funded under the CMF monies building on previous School Security grant funding?

H9 What specific school security measures has the LEA found to work particularly well in the past/represent examples of good practice? Please summarise any relevant approaches below, and why they were so successful.

H10 Are there any additional security measures, not currently being implemented, which you feel would improve your LEA's ability to address identified security needs?

Additional Security Measure	Identified Security Need

If this questionnaire has been completed by someone other than the named individual the questionnaire was sent please enter the name and job title and email address of the person completing.

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4 DETAIL OF INDIVIDUAL CMF MEASURES

To allow as full a picture of the use of CMF School Security monies to be reported as possible, we would be grateful if you would complete the attached table to describe the measures supported in different schools in your authority.

INSTRUCTIONS FOR COMPLETION

Please use the 'code' for each Measures variable from the table below to complete the proformas on the next pages.

School Security Measure	Code
Alarm systems – e.g. intruder or fire alarms, personal alarms/panic buttons	1
Car park security	2
CCTV	3
Communication equipment – e.g. telephones in classrooms/remote or mobile sites	4
Entry/access control systems – e.g. electronic gates/access systems, improved security at school entrances, door locks and window security	5
Fencing – e.g. perimeter fencing	6
Footpaths and visitor routing systems	7
Improved signage	8
Security lighting	9
<u>Other –please describe</u>	0

Thank you very much for completing this survey. Please return your questionnaire to Ipsos-RSL in the prepaid envelope provided.

School	Security Measure	Summary Description	CMF Cost (£)	Other Cost (£) (and from)	Total Cost (£)	
For example	6	<i>Replace perimeter fencing to prevent intrusion</i>	4,000	2,000 from school budget	6,000	
		Objectives	Target/indicator	Target	By (date)	Baselines set? Y/N
		<i>To prevent unauthorised entry or intrusion to school grounds and property.</i>	<i>Reduce incidents of vandalism</i>	<i>Reduce by 10%</i>	<i>March 03</i>	<i>Y</i>
School	Security Measure	Summary Description	CMF Cost (£)	Other Cost (£) (and from)	Total Cost (£)	
		Objectives	Target/indicator	Target	By (date)	Baselines set? Y/N

CMF SCHOOL SECURITY STUDY – CASE STUDY CHECKLIST - LEAs

A Overall School Security Policy and Strategy

1. Who is responsible for school security policies, strategies and implementation in the area – the LEA or the individual schools? Probe for the roles of officers, area officers, headteachers, school governors, councillors etc. Describe, including existence of LEA or individual school policies, strategies and implementation plans. Get copies and summarise main content.
(Probe/identify position for community, voluntary controlled, voluntary aided schools in the area)
2. How do school security policies/strategies fit within the wider risk management strategies?
3. Who is involved in developing and reviewing security policies/strategies (at LEA and school level)? Identify key actors and processes. How often are policies/strategies reviewed?
4. What are the key drivers of the LEA/schools' security policies/strategies? (E.g. insurance claims, maintenance costs and resources, raising standards, availability of funding.)

B Security Needs in the LEA

5. What are the key security concerns for the LEA? Provide support with descriptions of major incidents. How are these concerns identified – probe insurance driven, etc?

(Also probe to ensure security risks arising within the school are covered, e.g. aggressive parents and pupils. How are these types of risks being addressed, and what additional support, such as staff training, could be helpful?)

6. Are these security concerns universal for the LEA or are they specific to certain school(s) with the LEA? If these are for certain school(s), please describe the nature and reasons for the differing security concerns within the LEA, e.g. geography/type of location.
7. How have the security needs changed over the last 3 years? (type, gravity +/-)
8. Has the LEA attempted to estimate the costs that result from these security needs, in terms of money (insured vs. uninsured)?
9. Has the LEA attempted to assess the impact of these security needs in terms of:
 - School staff and teacher sense of safety and control
 - Parent sense of safety for their child in school
 - Pupil sense of safety
 - Pupil academic and social performance

C CMF Security Measures

10. How has the CMF school security funding been used by the LEA? Summarise the main measures implemented and overall vision for the use of the Fund, and how it relates to any LEA security policy/strategy.
11. Describe the process by which the LEA allocated CMF school security funding to individual schools. What worked well and what less so? Probe – were schools involved/consulted post-bid?
12. How were the individual CMF measures selected? What basis or selection process was used to determine which measures would be most appropriate? What evidence was required/presented to support individual measures? Which measure is considered most appropriate in which context and to deal with which problems?

13. Does the LEA consider any of the CMF measures implemented to be particularly innovative? If so describe, including rationale for, and origin of, the concept.
14. Does the LEA have a central implementation/action plan for the use of CMF? **If so collect.** Does the LEA require individual implementation plans for schools receiving funding?
15. How does/will the LEA monitor implementation and outcomes resulting from the CMF measures? To cover:
 - Does the LEA/individual schools have milestones for implementation and targets and baselines for outcomes/impacts?
 - How will outcomes/impacts be monitored?
 - How will LEA spend be monitored at the individual school level, and by the LEA as a whole?
 - Who is/will be responsible for monitoring – LEA, school, both?
16. Does the LEA plan to formally evaluate the use of the CMF? If so, describe proposed approach and timings.
17. Overall, is the LEA/are the schools on schedule with their implementation plans? If any slippage has been identified describe, will time be caught up, and what steps have been taken to negotiate?
18. Is the LEA/are the schools on schedule to spend the CMF allocation by Aug 2003? If not why not – probe for difficulties in capital programming?
19. Have any impacts/outcomes been identified resulting from CMF measures to date? If so, describe.
20. What are the key issues for the LEA in terms of the implementation and use of CMF? (E.g. capital funding, timescales and timetables, fit with previous/current approaches and plans, etc). How well did CMF complement your school security budget, in terms of amount and restrictions on use?

D Overall

21. To what extent does the LEA expect the CMF security measures to address the LEA's main security concerns?
22. Does the LEA feel that the identified security needs are well addressed by the security measures (CMF funded and previous) currently in place? Do any key gaps remain? What other approaches or individual measures could be implemented?
23. What changes would allow the LEA to more effectively address school security needs?
24. Is the LEA able to readily provide their total spend on school security in each of the last 3 years?
 - If Yes, please provide by mainstream, School Security Grant, CMF and other funding, and split by capital and revenue.
 - If No, what would they need to do to provide the figures?
25. What is the role of the LEA in training and support for schools and security measures?
26. What is the role of the LEA in sharing good practice across the establishments in its area? Describe how dissemination/exchange takes place, and if not in place are there any plans to develop?

CMF SCHOOL SECURITY STUDY – CASE STUDY CHECKLIST - SCHOOLS

CMF Measures

1. What security measures have been funded by CMF in the school? Describe each, including their specific objectives and costs (CMF and other funding). Are any measures considered to be particularly innovative? – if so describe.
2. How are they being/will be implemented, and who will be responsible for implementation?
3. Progress to date – what has been implemented to date, check progress against milestones in delivery plans (if available), and will all CMF monies be spent by August 2003?
4. Have targets been set for the measures, and baselines? If so, what are they?
5. How will implementation and outcomes be monitored, including:
 - Monitoring of expenditure
 - Monitoring of progress with implementation
 - Monitoring of outcomes/impacts
 - Who will be responsible for monitoring – the school, the LEA, both?
 - How will monitoring take place – esp for impacts/outcomes?
6. Does the school or LEA plan to formally evaluate the impact of the CMF measures on the school? If Yes describe methodology and timings.
7. Have any impacts/positive changes been identified resulting from the CMF measures to date? (*Probe for pupil and staff safety, pupil academic and social performance, financial savings, reduced disruption, etc*). If so, describe. If not, what is expected?
8. How were the individual measures being implemented decided on/what was the rationale for their selection? (*Part of existing school/LEA security or risk management strategy, a response to an identified need specific to the school, building on existing measures, etc*)
9. How closely does the school work with the LEA on security matters? (*Probe for level – strategic and/or operational, and frequency of contact*)
10. What have been the key issues for the school in planning and implementing their CMF-funded measures? (*E.g. any issues around slippage, supply and installation, training, capital funding, etc*)

School Security Concerns

11. Is security a particular issue for the school? Summarise main issues and scale.
12. What are the most pressing security concerns for your school? How are these identified? Probe for: in school grounds, at the perimeter and beyond perimeter; within premises or the premises themselves.
13. How have these changed over the last 3 years? Has the school's security policy been reviewed/updated over this time? If Yes, how were the changes in security concerns reflected in the policy documents?

Addressing School Security Issues

*(Referring to how school identifies and co-ordinates **all** security issues and responses, not just those funded via CMF)*

14. Does the school keep a record of security incidents? If so, how and how are incidents classified? Who records the incident and how/who uses the information generated in the school and LEA?
15. How does the school identify and implement responses to school security issues - how are suitable measures identified? *(Probe for existence of school-level security policy/strategy and risk assessment – collect if available).*
16. In the past, how well have available resources (e.g.. the former School Security Grant, school mainstream budgets, other funding sources) been able to address these needs? What has influenced the focus of security spend on an annual basis over the last 3 years?
17. What training in school security issues have school staff received over the past 3 years? *(Probe for subject, source, accreditation, how useful, and changes resulting).* Are there areas where additional training would be useful? – describe.
18. What has been particularly effective/innovative in addressing school security concerns? Are there any approaches which are effective but do not require funding (e.g. playground supervision negating the need for costly door controls).
19. Have any specific security issues been particularly challenging to address? – if so describe.
20. To what extent does the school expect the CMF measures to address the key security concerns described above? How will they build on previous/current measures?
21. To what extent has the school benefited from the exchange of good practice between schools or the LEA? Describe any dissemination/networking approaches to exchange good practice, on a formal or informal basis.
22. Where would the school turn to first for advice on school security issues? If not the LEA, then who?

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