





## DINGLE COMMUNITY PRIMARY SCHOOL

### SECURITY & PERSONAL SAFETY POLICY AND GUIDANCE

The school aims to promote equality in all aspects of school life and with regard to all matters embraced by this policy will comply with the provisions of the **Equality Act 2010** and the **Special Educational Needs and Disability Act 2002**.

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Reviewed by:	Governing Body Safeguarding Committee
Signed:	 (Headteacher)
Signed:	 (Chair of Safeguarding Committee)
Date:	3 <sup>rd</sup> November 2022

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## **1. Introduction**

At Dingle Community Primary School we believe that no employer can afford to be complacent; anyone can be a victim of aggression and outright violence. Staff in a whole range of public and private sector organisations can and do face violence and aggression at work. Violence can and does occur in any community. Violence at work is not a gender problem.

All employers have a legal duty under Section 2 (1) of the Health and Safety at Work Act (1974) to ensure, so far as is reasonably practicable, the health, safety and welfare at work of their employees. This duty can extend to protecting employees from violence.

We aim to establish a culture within the school which recognises that controlling health and safety, including personal risks, is an extended part of everyone's daily life.

All staff are encompassed by this policy.

## **2. Objectives**

The effective management of Dingle Community Primary School is based upon the establishment of clear objectives and procedures which are shared and supported by the whole school community.

Staff, pupils, parents/carers and governors need to understand that the school security and personal safety of all school members is a shared responsibility of all.

The whole school community needs to understand that they all have a part to play for the policy to be effective.

The Leadership Team and the governors are aware that they have a crucial role to play in making the policy effective by:

- setting an example
- providing appropriate support
- creating a positive climate
- monitoring and reviewing policy and practice - this will fall under the remit of the Headteacher and the Governing Board Safeguarding Committee

Integrating school security and personal safety policy with other school health and safety policies is the remit of the Safeguarding Committee alongside all school staff.

## **3. School Security and Personal Safety in Context**

The great majority of schools are safe places but the problem of violence in the workplace cannot be underestimated. An atmosphere of threat undermines morale and prejudices good relationships with pupils, parents/carers and other staff. This would affect the quality of teaching and learning in any school. At Dingle Community Primary School the Local Authority, Governing Board and the Headteacher has a duty of care.

## **4. Risk Assessment**

Employers and employees have duties in respect of safe working practices and the systematic use of a risk assessment helps to achieve a coherent school security and personal safety policy supported by practicable procedures. See Appendix A: Guidance on Risk Assessment Information and Procedures.

An assessment of risk is nothing more complex than a careful check of what, in the workplace, can cause harm. It is not a once and for all procedure, rather a risk assessment needs to be monitored and evaluated at regular intervals to check the validity of assessment.

The assessment of risk in the workplace in relation to school security and personal safety at Dingle Community Primary School addresses the following key questions:

- (i) What are the hazards?
  - Are there times in the school day when staff and/or pupils are particularly vulnerable?
  - Why is this so?
  - How can these incidences be reduced/eliminated?
- (ii) Which incidents present a risk?
  - Who might be harmed and how?
- (iii) What preventative measures are available?
  - Are existing precautions adequate or could more be done?
  - What degree of risk exists from the current arrangements?
  - Early morning, during the school day, after school ends?
- (iv) What is the school's safety policy and procedure?
  - Do we put policy into practice?
- (v) How effective are the measures?
  - We should check the measures termly (Safeguarding Committee) and keep the issues under review (all staff).

A risk assessment must identify:

- the extent and nature of the risk
- the factors which contribute to the risk
- the causes
- the changes necessary to eliminate or control the risk

We believe that the best policies and practices to tackle violence at work require a co-operation between employers and employees, with time being allocated to assess and evaluate their effect.

## **5. Dingle Community Primary School Safety Procedures**

The following procedures should be followed.

### **(a) School Gates**

The Headteacher, School Business Manager and Site Manager have keys to the main school gates. During school hours, the SLT, Admin Team and Foundation Stage team also have access to gate keys.

The Headteacher and Site Manager have a field gate key. During school hours the Administrator also has access to a field gate key.

Procedures:

- The Site Manager opens the school car park gate at 7.30 a.m.
- The school door is on digital lock that all school staff can access.
- Lower School (LS) and Upper School (US) site boundary gates are opened from 8.00 a.m. but the playground gates remain padlocked until 8.35 a.m. when they are opened by members of the Site Manager and locked at 8.50 a.m. as school commences.
- Children/parents/carers can enter the school main entrance from 8.00 a.m. to visit the school office (entry by communication with the office).
- DPFSU staff open gates for parents/carers to collect children from Dingle Ducks. It is locked by DPFSU staff when parents/carers and children have left.
- The US playground gate is opened and locked by kitchen staff for movement of waste to main bins at the end of the lunch period.
- LS and US playground gates are opened at 3.05 p.m. for parents/carers to collect children at the end of the school day. Gates are opened by various staff depending upon availability.
- All pedestrian gates are locked by the Site Manager at the end of the school day.
- The Site Manager locks the school car park gate when the school is vacated.

**(b) Entry and exit of school building**

- At the start of the day adults and children enter via the designated LS and US entrances.
- All adults and children arriving after start of school report to the school office. Children who are late will have registers updated by staff at the office.
- Children going home for lunch leave via the main entrance, returning no earlier than 12.50 p.m.
- Children leaving school during the school day will be signed out in the visitors' book (highlighted by use of a red pen). Should they return, the time of re-entry to school will be added.
- At the end of the day children leave school from their designated exits. Should adults not be on time children must go to the main entrance to wait collection.

**(c) Personal safety training**

- Personal safety training is ongoing within school.
- A series of strategies and techniques that all staff should be aware of in ensuring their own personal safety are included in the appendices to this policy.
- All new staff will be made aware of the policy by the Headteacher.
- All staff and pupils are made aware of the relationship of security to health and safety. The safety/security procedures of the school will be observed by all school staff.

**(d) Visitors to school**

- All visitors to school are required to complete a visitors' book kept in the school office, thereby signing in and out. Badges are made available, must be worn on site and returned to the office when signing out.
- All parent helpers are required to sign in and out.
- Should the school be evacuated all registers including the visitors' book will be taken to the check points at the designated areas.

**Contractors**

- All contractors should carry identification.
- Before being allowed entry, contractors should show their identification. Verbal acknowledgement is insufficient - badges/papers must be seen before admission.
- If the ID offered seems unreliable the contractor's line manager must be telephoned to confirm (e.g. Local Authority department/firm's headquarters).
- All contractors must sign the visitors' book (indicating how many workmen are on site).
- Visitors' badges must be issued, worn and returned to the office on signing out.

**Deliveries**

- Identification procedures are as for contractors.
- Signing in/out is unnecessary.
- Goods must be brought into the lobby and stacked safely to one side.
- Paperwork must be removed and kept in the office.

**(e) Securing the premises**

At the end of each school day the Site Manager is responsible for securing the premises. This includes:

- securing all windows
- locking all internal doors
- locking all external doors
- alarming the building
- locking all gates

In some circumstances (e.g. Site Manager absence), these responsibilities will lie with a keyholder (either Headteacher or Deputy Headteacher) as decided by the SLT.

**(f) Alarms maintenance and the reporting of faults**

- Fire and security alarms are serviced regularly, along with fire extinguishers. Log books are kept in the school office.
- Any faulty fire extinguishers should be reported promptly to the school Site Manager/Headteacher so

that repairs can be initiated.

**(g) Working in school**

**Procedure for summoning help with unwanted visitors/intruders:**

- Should any parent/carer/other adult arrive in school at any time and behave in an unacceptable manner towards any member of staff a message must be sent via messenger(s) to the office/Headteacher that support is needed. If there is a difficulty of communication the 'Blue Duck' system must be used (either by the messenger(s) bringing the class blue duck model or saying the words 'blue duck').

**Procedures for late or lone working:**

- All members of staff working alone after school hours should ensure that the Site Manager is aware of their presence up to the time of their departure.
- The Site Manager locks up the building no later than 6.00 p.m. but groups let the hall facilities after this time on certain days. Staff should inform the Site Manager and Headteacher if they wish to remain in school whilst the building is in use.

**Telephoning out:**

- To phone out of school press 9 before dialling. If contacting another Dudley School or educational building only dial the last four digits of the 81 - - - - number.

**(h) Parental interviews**

- When parental interviews are held after school the Headteacher (or delegated nominee) will remain on the premises and ensure that the safety of all staff is continually monitored.
- When conducting meetings/interviews in isolated offices/classrooms:
  - another member of staff/Headteacher must be made aware that a meeting is taking place;
  - another member of staff/Headteacher should be informed where the meeting is taking place and who with;
  - a time limit to the meeting should be given in advance;
  - the member of staff should not sit in a position that restricts their access to the main exit door;
  - should the meeting become at all threatening it should be terminated immediately.

## **APPENDIX A**

### **Risk Assessment**

#### **Principles of risk assessment**

The Management of Health and Safety at Work Regulations 1992 require employers to carry out risk assessments for the work they undertake. Risk assessments should consider all aspects of the work.

(i) The risk assessment process

There is no precise process defined in the regulations or guidance for carrying out risk assessments. However the following steps form the basis of the process:

- identify the hazards in the workplace;
- decide who might be harmed and how;
- evaluate the risk in terms of severity;
- review control measures already in place;
- evaluate any residual risk;
- introduce additional control measures as necessary;
- record the assessment;
- train employees affected or required to maintain control measures;
- review the assessment at regular intervals, or when the nature of the hazard or control measures change.

(ii) Risk assessment - assign the level of risk

Categorise risks as high, medium and low:

- high might mean major injury
- medium might mean first aid required/minor injury
- low might mean lost time

(iii) Control measures - managing the risk

Such measures might include:

- changing the method of work so that exposure is eliminated
- using alternatives or less hazardous practices
- restricting the people at risk
- documenting changes or practices

After a period of time the following questions need to be considered:

- do the control measures work?
- are the measures applied by line management?
- are measures maintained?
- are staff trained and knowledgeable, can they apply measures?

(iv) Risk rating:

- High - unacceptable risk, immediate reaction required
- Medium - all risks not adequately controlled and further action required
- Low - risks adequately controlled, no immediate action necessary

#### **Legal notes**

- Section 31, 1997 Police Standing Orders for the West Midlands - vulnerable people in public sector employment (e.g. teachers) deserve to be treated properly, e.g. verbal and physical assault is to be regarded as criminal not civil providing the 'victim' presses charges.
- Local Government (Miscellaneous Provisions) Act 1982 - Section 40 of the Act makes it a criminal offence for any person to enter school premises without proper authority and cause a nuisance or disturbance.

- It is a criminal offence under s.547 Education Act 1996 to cause a nuisance or disturbance on school premises.
- Offensive Weapons Act 1996 - arrestable offence of carrying an offensive weapon or knife on school premises.
- Protection from Harassment Act 1997 - makes it a criminal offence to pursue a course of conduct amounting to harassment of a person or which causes a person to fear that violence will be used against him or her. Action and the threat of action under this Act can be used to protect teachers under threat from others at work.

## **Risk assessment and the curriculum**

### **Risk assessment**

Two points need emphasis:

- hazards exist i.e. a hazard is a potential for harm
- risks exist i.e. a risk is a likelihood that harm will occur.

When an assessment of risk is made it can be regarded as a level of risk i.e. of harm occurring.

<b>Risk</b>	<b>Potential Harm</b>
High level	High likelihood
Medium level	Medium likelihood
Low level	Low likelihood

There is a 3-step process for health and safety:

- identify the hazard (potential for harm)
- assess risk (likelihood that harm will occur)
- control risk (procedures to be used)

### **Example for teaching staff and pupils**

Activities that expose pupils to hazards can take place, but only after a risk assessment has shown what appropriate controls are necessary.

Examples - children need safety rules for:

- use of tools in design technology
- use of apparatus in P.E.
- moving around a swimming pool
- travelling to school/entering school grounds

### **Personal safety checklist**

Staff may, unwittingly, be taking risks at school, most of which could be avoided by minor changes to current practice and procedure. They should familiarise themselves with the following checks (and develop their own), so that they become second nature.

#### **(i) At school**

- Are staff ever alone at school (e.g. when working early or late)?
- Are there areas where staff feel uneasy (e.g. poorly lit entrances, corridors, car parks or classrooms away from the main block)?
- Are there main entrances to the site which are open at all times? If so, what checks are there on all movements in and out of the school?
- Are all visitors registered?
- If staff are meeting a parent/carer on their own, does someone else know where and when?
- Does the meeting place give staff freedom of movement to get away and permit a discreet means of calling help, if necessary?



- Do staff know what to do if someone becomes aggressive?
- Do staff report aggressive behaviour/incidents from pupils, parents/carers or colleagues?

**(ii) Off-site, between sites and on visits**

- Can staff contact the main site at all times (e.g. when on the playing fields)?
- On visits, do staff know exactly where they are going and how to get there?
- If staff travel plans change, do they tell the Headteacher/colleagues?
- If returning home from work after dark, have staff considered the possible risks (e.g. where they parked the car, the availability of public transport)?
- If staff are escorting pupils, are the procedures for their safety adequate? Do they meet legal requirements?
- Do staff carry a personal alarm?

## **APPENDIX B**

### **Definitions of violence**

The Cambridge Advanced Learners Dictionary definition of violence is:

‘actions or words which are intended to hurt people’

The Health and Safety Executives working definition of violence (1988) is:

‘any incident in which an employee is abused, threatened or assaulted by a member of the public in circumstances arising out of the course of his or her employment’

The Association of Directors of Social Services definition of violence (1987) is:

‘behaviour which produces damaging or hurtful effects, physically or emotionally, on people’

The Education Service Advisory Committee (ESAC) definition of violence (1995) is:

‘any incident in which an employee is abused, threatened or assaulted by a student, pupil or member of the public in circumstances arising out of his or her employment’

## **APPENDIX C**

### **Examples of violence**

#### **Physical Violence**

assault causing death  
assault causing serious physical injury  
minor injuries  
kicking  
biting  
punching  
use of weapons  
use of missiles  
spitting  
scratching  
sexual assault  
deliberate self-harm

#### **Non-Physical Violence**

verbal abuse  
racial or sexual abuse  
threats - with or without weapons  
physical posturing  
threatening gestures  
abusive phone calls  
threatening use of dogs  
harassment in all forms  
swearing  
shouting  
name-calling  
bullying  
insults  
innuendo  
deliberate silence

## **APPENDIX D**

### **Effects of violence on staff**

Any form of violence, whether or not it results in some sort of physical injury, can have serious effects on the workforce, including:

- high levels of anxiety
- stress related illness
- absenteeism and the need to cover for staff
- low morale
- high levels of staff turnover
- low productivity
- little job satisfaction
- low employee involvement
- industrial action or poor industrial relations
- difficulty in recruiting and retaining staff

## **APPENDIX E**

### **Guidelines for dealing with aggressive behaviour**

#### **(a) Attitude**

Aggressive, violent behaviour can be caused, worsened or prevented and calmed down by how a person reacts in, or responds to, a situation or individual. It is important to be aware of how a person and their attitude might appear to be a potential aggressor.

The following are points for staff to consider and their importance cannot be over stressed:

- Do not try and shout someone down and avoid giving orders. Try and adopt a calm, concerned tone of voice and speak clearly.
- Think positively - affirm to yourself to stay calm.
- Avoid adopting a tense, aggressive body posture, as this may increase the level of aggression in the other person.
- Do not stand too close to someone who is potentially violent and avoid face to face confrontation.
- Talk calmly, clearly, reassuringly.
- Try and answer questions and explain things clearly.
- Do not confront aggression with aggression - it usually makes matters worse.
- Be aware that a disturbed, aggressive person may be frightened, confused and may not clearly understand their situation or what is happening.
- Choose your moment to speak calmly and rationally. Acknowledge the other person's anger.
- Listen to complaints and grievances, then try and answer them.
- Be aware of your own tolerance level, prejudices, bias and stereotyping and don't let them show.
- Never make assumptions about the person or the situation. Use your instincts - if you feel at risk back away.

#### **(b) Verbal communication**

It is important to be aware of both what you say and the way you say it. The main aims of the points below are being positive, being clear, assertive and sounding confident.

With regard to the things you say:

- Acknowledge the existence of problems.
- Show genuine concern and understanding.
- Show empathy and allow an individual to 'let off steam' and express feelings.
- Give reassurance and support.
- Avoid criticism and making value judgements.
- Stay calm, show clarity regarding their problems and the situation. Aim to solve the problem together.
- Avoid provocative phrases such as "Now don't be silly", "Get a grip of yourself".

With regard to giving information:

- Give important messages first.
- Check an individual knows what is, or what has been, happening in the first place.
- Avoid jargon.
- Put information in some order, repeat and stress important points.
- Try and be consistent, avoid confusing or conflicting messages.

### **(c) Non-verbal communication**

Messages, feelings and emotions can be conveyed by means of non-verbal behaviour. This occurs whether a person is talking or listening.

#### Body language

- Body language gives the strongest message of all.
- Do not fidget or appear nervous.
- Posture and position are important.
- A violent or aggressive person needs a wider body-buffer zone and it is important to keep your distance. Leaning towards them or standing face to face can be very threatening.
- Be aware of the physical setting you are in, e.g. move to the side of a room to talk quietly rather than stand in the centre, ask them to sit down with you to talk, make sure you are both at about the same height.
- Do not touch an angry person - this can increase the level of aggression.

#### Use of hands and gestures

- Excessive use of gestures can agitate someone who may be getting angry.
- Always avoid pointing directly at them, prodding them or waving arms or fists at them.

#### Eye contact

- Looking away from somebody all the time can be as threatening as staring at them in a potentially violent situation.
- Try and avoid excessive eye contact, but make attempts to look at an individual when you are making an important point, listening to them or agreeing with what they may be saying.
- Be aware that in some cultures direct eye contact is seen to be offensive or lacking in respect.
- Do not keep looking down, it appears submissive.

#### Facial expressions

- Use slight nods of the head to show you are listening, smiling appropriately and generally presenting a concerned, empathetic face is important to show you are listening.

#### The sound of your voice

- Tone, loudness and pitch are important.
- Avoid a supercilious or disinterested tone.
- A general rule to follow is to try and keep your voice calm, quiet and reassuring wherever possible.
- Sound confident in what you say.

#### Dress

- People can make assumptions about the way you dress and vice versa. You will have to make your own choice to dress appropriately for the work you do

**(d) Techniques for handling aggressive situations**

Calming:

Empathy  
Listen  
Encourage talking  
Pace  
Avoid an audience

Gain Trust and Control

Reassure (say 'we')  
Assertive/confident  
Facts not personality  
Compromises/solutions  
Avoid jargon

Body Language

Break eye contact  
Non-threatening position  
Do not touch  
Personal space  
Stand aside or sit

It is a natural urge to stand up and retaliate. . . DO NOT

## **APPENDIX F**

### **Key points of confrontation**

1. What created the situation?
2. What did each party want to achieve?
3. What escalated the situation into confrontation?
4. Who was in control?
5. Why were they in control?
6. What was the outcome?
7. How could either/both parties have altered their approach to effect a more amicable and positive solution?



## **APPENDIX G**

### **Procedure for dealing with unacceptable behaviour by parents/carers or members of the public**

It is a criminal offence under s.547 Education Act 1996 to cause a nuisance or disturbance on school premises. Difficulties arise when the offenders are parents/carers who usually have a right to enter the school in connection with their child. Both the police and the Local Authority can prosecute offenders.

#### **Procedure**

- See also Section 5.G re the procedure for summoning help with unwanted visitors intruders.
- When a parent/carer or member of the public behaves in an unacceptable way towards a member of the school staff, the Headteacher or appropriate senior staff will seek to resolve the situation through discussion and mediation.
- If necessary, the school's complaints procedure should be followed.
- Where all procedures have been exhausted and aggression or intimidation continue, or where there is an extreme act of violence, a parent/carer/member of the public may be banned by the Headteacher from the school premises for a period of time, subject to review.
- In the case of a parent/carer, such action should only be considered as a last resort and after the parent/carer has been warned that such a ban may be made if particular behaviour is repeated.
- A record should be kept of any warning, which should be put in writing.
- Initially, any ban from school premises should be for a fixed period subject to a review.
- The parent/carer/member of the public should be told what will need to happen before the ban is lifted.
- Parents/carers should normally be allowed telephone contact with the school about their child's education, unless this facility is also abused.
- If a parent/carer/member of the public is verbally abusive and refuses to leave, or an assault takes place, or there is real apprehension of violence, the police should be called to defuse the situation.
- Prior to being banned the following steps will be taken:
  - The parent/carer/member of the public will be informed, in writing, that he/she is banned from the premises, subject to review, and what will happen if the ban is breached, e.g. that a court injunction application may follow.
  - Where an assault has led to a ban, a statement indicating that the matter has been reported to the Local Authority and the police will be included.
  - The Chair of Governors will be informed of the ban.
  - Where appropriate, arrangements for pupils being delivered to, and collected from the school gate will be clarified.
  - Before considering prosecution a warning letter should be sent to a person involved in causing a nuisance on school premises making it clear that it is an offence and that a successful prosecution can attract a heavy fine.

## **APPENDIX H**

### **Visiting other people's homes**

At Dingle Community Primary School home visits are not general policy apart from exceptional circumstances and with permission from the Headteacher.

At the person's home staff must remember they are the visitor, should say who they are, where they are from and show some identity if they have it.

Staff should not make assumptions and should follow these guidelines:

- Only visit in pairs, with one being a member of Senior Leadership.
- Stand back from the door.
- Check who you are talking to.
- Make sure you are expected, or at least that it is understood why you are there.
- Do not march in, wait to be asked or ask if you can go in.
- Whenever possible, acknowledge it is the other person's home and territory, let them lead the way, take your coat, invite you to sit down, introduce other people.
- If you get an aggressive reception at the door or the householder appears to be drunk or otherwise in a bad way you should not enter the house and should leave immediately without conducting your business.
- Take only what is essential into the house, leave handbags, briefcases and so on elsewhere. Avoid also taking anything that you would not wish a householder to see or read.
- In the house take in your surroundings and if at all possible place yourself with a clear line to an exit.
- Try to avoid reacting to the house itself, for example, if it smells, if it is very untidy or dirty.
- At all times remain alert to changes in moods, movements and expressions.
- Do not spread your belongings about; if you need to leave quickly you will not have a chance to collect them.
- If you feel at risk, leave as quickly as possible. If you are prevented from leaving you may wish to control the situation, as a last resort you may have to fight back.

## **APPENDIX I**

### **Reporting incidents**

#### **General procedures**

- After an incident, appropriate support and debriefing should be given to individual(s) concerned.
- Police should be contacted when an injury is sustained.
- Full written statements should be obtained from those involved.
- The incident should be reported to the Local Authority
- The incident should be reported to the appropriate Trade Union Representative.
- The incident should be recorded in a log/incident book.
- If the member of staff is ill for 3 days + the incident should be reported to H.S.E. under Riddor 95 Regulations.
- The situation should be re-assessed and evaluated to determine if/how it can be prevented in future.
- Any new procedures identified should be applied and monitored.

## Incident report form

Violence to Employees - Incident Report Form  
(to be completed in all cases of violence to employees at work)

This form must be completed by the immediate Manager/Supervisor of the victim or the incident. When completed, it must be returned to the Administrator and a copy to HR.

1. Name of victim
2. Job title/occupation
3. Department: & Section
4. Date of incident Time of incident
5. Location of incident

## 6. DETAILS

Please tick as appropriate

Was there verbal abuse?

Was there threat of violence?

Was there any physical violence?

Was any injury sustained?

Was medical treatment required?

Was there police involvement?

Was there damage to personal property or clothing?

Was there damage to Council property or clothing?

[illegible]

7. Brief report of incident
8. Witnesses to incident
9. Person(s) committing violence or assault (if known)
10. Do you wish those involved to be referred for support? (Names)

SIGNATURE  
(Employee)

SIGNATURE  
(Manager/Supervisor)

Date \_\_\_\_\_

(Any additional comments to be added overleaf)

Date received by Health &amp; Safety Co-ordinator

Date received by HR

## **APPENDIX J**

### **Handling cash**

#### Precautions

The following general precautions are recommended and should be implemented wherever possible in conducting school business:

- empty till/drawer regularly
- if threatened give up money, protect yourself first
- control the number of people in/out of area

#### Storage and movement of cash

- do not move cash unless necessary
- use safe and appropriate security systems
- do not keep to set of times/patterns e.g. banking/paying out cash
- vary who goes to the bank
- consider how do you carry cash/valuables and what is appropriate - briefcase/bag/a money bag
- if the bag is attached to the individual the risk is increased to the employee
- carry a personal alarm and raise to attackers ear to give time to get away
- ensure as few people as possible know what you are doing/when
- if using a vehicle, check the area when parking, lock doors - check the area on return, get in and keep doors and windows locked

## **APPENDIX K**

### **Personal safety first when travelling**

Whether the vehicle is privately owned, hired or leased through a company the following guidelines apply:

- keep the car in good working order, check it regularly and have it properly serviced
- be a member of a breakdown/rescue organisation
- plan the route, write up a route and/or take a map
- let someone know the estimated time of arrival/departure
- carry a mobile telephone, phone card and/or money for a telephone
- keep valuables/handbags out of reach of open windows, don't leave anything on display when the car is unoccupied
- keep the car locked - prevent opportunist thieves
- be prepared for the unexpected; have suitable attire available for cover when walking to the telephone e.g. at night, on motorways
- women should not leave clothing or belongings which advertises the presence of a woman driver
- take particular care parking, reverse into gaps so that you can pull away if you are approached while parking
- when parking in daylight consider what the area will be like in the dark
- at night, park in a well lit place and one that is busy, if possible
- listen and look before getting out.
- check the surroundings of your car and inside before getting back in
- do not leave the car unlocked whilst paying for petrol
- if you think you are being followed try to alert other drivers - use the lights and horn; keep driving until you reach a busy area and be aware that a fire or ambulance station can be unmanned locally if there is a call out
- avoid taking people in your car unless they are friends or very well known to you