



WyreForestSchool

Communication Specialist

## Fobbed Door Policy

<b>Date of last review:</b>	2024	<b>Review period:</b>	2 Years
<b>Date of next review:</b>	2026	<b>Written by:</b>	Laura Morris
<b>Type of policy:</b>	Non-statutory	<b>Committee:</b>	Finance & Resources
<b>Signature:</b>			

## Policy Statement

At our school **We Foster Success** by providing a safe, happy environment in which all pupils can develop and achieve. We also recognise our responsibility and aim to ensure that all reasonable precautions are taken to safeguard children and staff.

Wyre Forest School is a broad-spectrum special needs school for children aged 3 to 19. Our vision is to truly ensure that we meet the individual needs of pupils at WFS and prepare them for adulthood. This is achieved through our WFS curriculum which enables staff to focus on building pupil independence, so our pupils are prepared for life beyond WFS. We work tirelessly to ensure pupils are given appropriate activities, experiences and opportunities to be as independent as they possibly can be. Fundamental to this pursuit of independence for our pupils is also a recognition of the balance between freedom and personal safety and the balance between the two is often difficult to get right. It is within this framework of independence versus risk, that we require our fobbed door policy. We recognise that some of our pupils require additional support to ensure they are kept safe within the school building. as a step towards developing independence whilst keeping in mind the target of all pupils being able to become as independent and as safe as possible.

### Definition

There are a number of words and phrases in this document that would benefit from clarity in their definition.

**Fobbed door** is a door which has an electronic device that can be opened using a fob, or automatically if there was a fire.

**Independence** is the ability to live your life without being helped by other people.

**Personal safety** is where a person is not in danger or at risk.

**Deprivation of Liberty** is defined as taking someone's freedom away.

**Risk Assessment** is the document and most importantly the process that outlines the reasons for requiring the door to be fobbed closed.

### Purpose

The purpose of this policy is to outline our practice when using fobbed doors at WFS to ensure pupils and staff are safeguarded and there is a clear rationale and plan to ensure pupil independence is celebrated and developed

**Important Legislation and documents to support this policy.**

#### Mental Capacity Act 2005

The purpose of the Mental Capacity Act 2005 is to promote and safeguard decision-making within a legal framework. It does this by:

- empowering people to make decisions for themselves wherever possible, and by protecting people who lack capacity by providing a flexible framework that places individuals at the heart of the decision-making process.
- by allowing people to plan for a time in the future when they might lack the capacity, for any number.

The Mental Capacity Act 2005 ensures deprivation of liberty only happens when a person lacks capacity, but that any decision made is made in the persons best interests.

#### The Human Rights Act 1998

The Human Rights Act 1998 sets out the fundamental rights and freedom belong to everyone in Britain and under its protection.

Positive Environments where Children Flourish 2021 - Ofsted

This document was released by Ofsted in October 2021 and provides guidance to support the implementation of a positive behaviour approach in schools. This policy has been produced with reference to this document.

## Aims

This policy aims to ensure that:

- We have effective systems in place to keep our pupils safe.
- We have a clear procedure in school to ensure pupils can leave classrooms when requested.
- Where a fobbed door is closed permission is sought from parents where the pupil does not have the capacity to make this decision.
- There are clear targets for classes and individuals to work towards a position where the fobs are no longer required.
- Staff continually monitor and review their practice and ensure they follow the guidance provided.

## Procedures

At Wyre Forest School we have a fobbed door system. There are occasions when pupils may be taught within a classroom where a fobbed door is closed and the reasons for this are:

- There is a significant risk of a vulnerable pupil absconding from a classroom and placing themselves and/or others in danger.
- There is significant risk of damage or disruption to the school environment or classrooms.
- Learning of a pupil is significantly hampered by the door being left open.

Critically Wyre Forest School will NEVER leave a pupil unattended in a room with a closed door.

Our fobbed door system is accessed through staff key fobs. These key fobs are worn around staff members neck, and each classroom door which is closed is accessed by swiping the key fob reader. When the fire alarm sounds the closed fobbed doors automatically open.

Some of our classrooms have external doors which lead onto our primary or secondary playground. Where a risk assessment is in place, and parental permission has been gained a key is used to close these doors to ensure the safety of the pupils is paramount. These keys are hooked onto the inside of classroom door, out of reach of pupils. Each of these classroom doors have a spare key. Staff ensure that one key always remains next to the playground classroom door. When using the playground a member of staff close the classroom door from the outside so pupils are unable to get inside without adult supervision, and the other key remains on the hook inside of the classroom door. It is essential that where classrooms are fobbed there are appropriate means of communication placed near to the door to enable pupils to communicate that they would like to leave the classroom. This will be dependent on the communication levels of the pupil and/ or group.

## Culture of WFS

All staff at WFS are trained in our positive behaviour culture and adopt an empathetic and supportive approach when managing behaviour. All behaviours are viewed as communication and it is the responsibility of staff to work with pupils and not only manage BUT address the behaviour.

### Role of Staff

In any situation where a classroom requires the fobbed door closed the following process needs to be followed:

#### Leadership

- The leadership team need to ensure that any fobbed door risk assessments are signed and agreed by a member of the leadership team and challenged where it is not deemed necessary.
- Leadership team need to monitor the fobbed door strategy and review the impact of the fobbed doors on a termly basis as a minimum.

#### Teachers

- Teachers to identify pupils in their class who are at risk of harm if the door was to remain open. Where there is no risk identified the door will remain open.
- Teachers to create a risk assessment (Appendix A) outlining the significant hazards and highlighting the control measures so these risks are reduced.
- Within this risk assessment, teachers will describe the strategies used to ensure that if a pupil requests to leave the classroom, where it is deemed safe, they will be able to do so.
- Strategies and targets will also be developed with the express outcome of reducing the need for the fob door to be closed.
- Permission sought from parents/carers
- Each class will have a clear communication system that enables pupils to signify that they would like to leave the classroom.
- Staff will hold termly review meetings to discuss the pupils who pose a risk and identify whether these risks have reduced. This will involve teachers updating the classroom fobbed door risk assessment.

### Role of Parents

At Wyre Forest School permission for the classroom fobbed door to be closed is sought from parents/carers. Annually parents will receive a letter from Rebecca Garratt (Appendix B) requesting parental permission for the identified classrooms fobbed doors to remain closed.

Parents/carers will be able to discuss any potential risks or concerns with the class teacher. Where relevant these will then be added to the classroom fobbed door risk assessment.

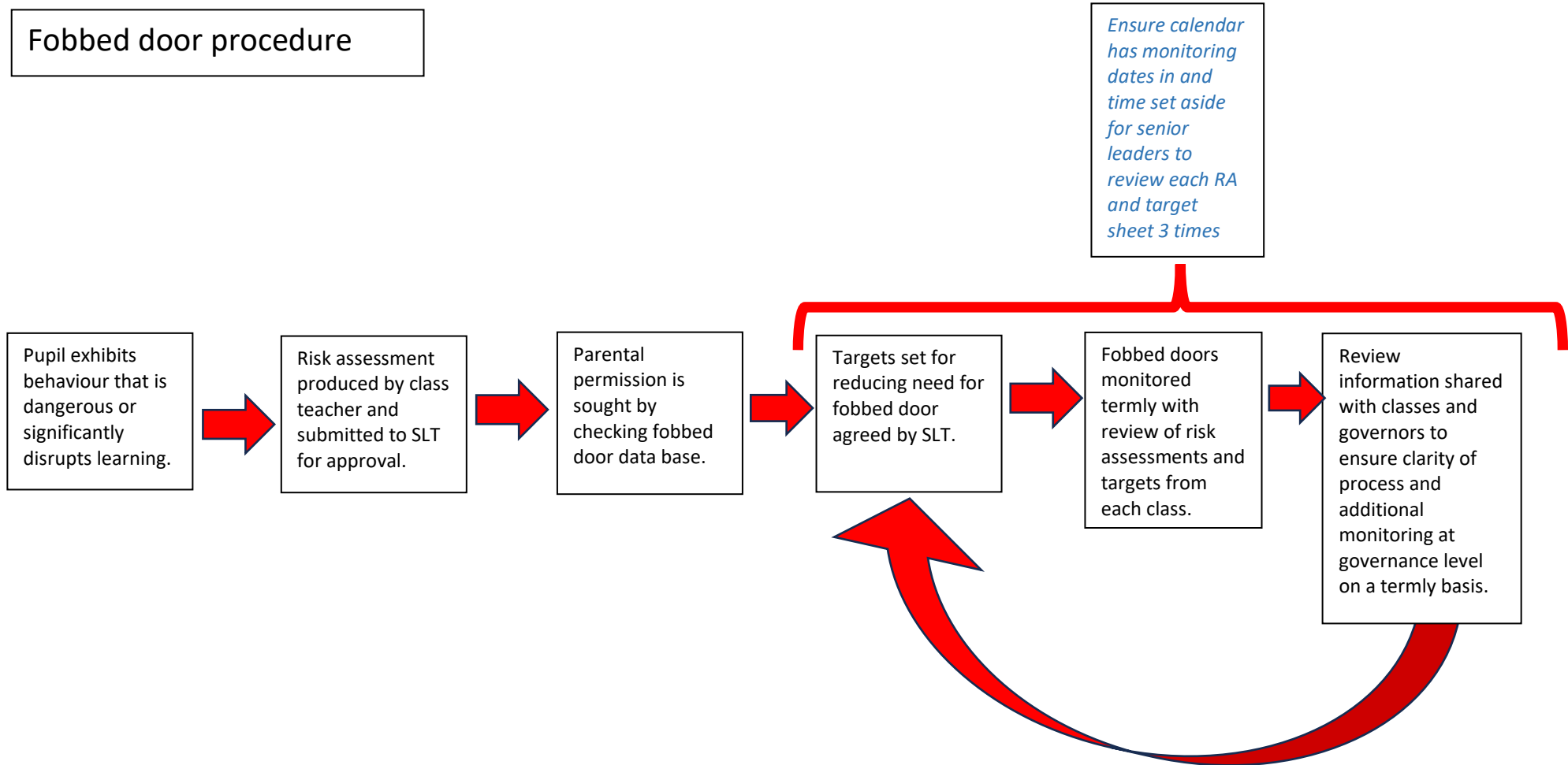
#### Monitoring of fobbed doors

In order for a class to have their fob enabled a strict procedure is followed that requires senior leadership team agreement and also monitoring every term.

The procedure is as follows;



## Fobbed door procedure



#### Policy monitoring

The monitoring of this policy and its application will be reviewed every two years by: Headteacher and Governors.

Last reviewed: September 2022 by Laura Morris and submitted to Governors for approval.

#### Links to other Policies

- Behaviour Policy
- Child protection and safeguarding
- Accessibility
- Health and safety
- Special Educational Needs

#### Appendices

Appendix A- Risk Assessment and review/target setting

Appendix B- Parental Consent

Appendix C – Monitoring document







## Wyre Forest School Fobbed Door Risk Assessment

### Specific Risk Benefit Assessment

*Specified nature of activity and environment/venue: Classroom Fobbed door to be closed.*

**Class:**

**Students:**

**Staff:**

The reasons INSET CLASS NAME class requires the classroom fobbed door to be closed is because:

1. Some of the children lack awareness of safety which means they are at risk when the classroom door is open.
2. The anxiety levels of the children often increase when the classroom door is open as some children become heightened and distressed.

The risk assessment for this request is as follows;

<b>1. Significant Hazards and Identification of Risks</b> <i>Please record in this column the key reasons for needing the door fobbed closed.</i>	<b>2. Those that might be harmed / significantly disrupted</b> <i>Please list who will be disrupted</i>	<b>3. Action to Control measures including strategies for progressing the situation:</b> <i>Specific control measures not included in the generic risk assessment overleaf</i>	<b>4. Residual Risk Rating</b> <i>must be acceptable otherwise reassess controls</i>
<p>Absconding</p> <p>1. Risk of being unsupervised may lead to injury of pupil who has absconded (injuries that could take place are outlined below)</p> <p>2. Increased crisis behaviour/ dysregulation of pupil who has absconded/ pupils around the school/ in another classroom</p>	<p>ALL</p>	<p>Absconding</p> <p>1. Ensure classroom door is fobbed closed so when pupil wants to leave classroom, they always have adult supervision.</p> <p>2. Pupils may become heightened by their physical environment which can lead to crisis behaviours in many of our pupils. Fobbing the classroom door will reduce these crisis behaviour which are triggered by this.</p> <p>1. 2. Pupils to be able to leave when requested (this is communicated through pupils preferred mode of communication, visuals always available for pupils to request to leave).</p>	<p><b>Acceptable</b></p>
<p>Injury by:</p> <p>Inside school environment</p> <p>1. Physical equipment- Standers- falling off, trapping fingers/limbs Wheelchairs- falling off, trapping fingers/limbs Walkers- falling off, trapping fingers/ limbs</p>	<p>PUPILS</p>	<p>Injury by:</p> <p>Inside school environment</p> <p>1. Ensure physical equipment is kept within the allocated spaces around the school. Keep classroom door fobbed closed so pupils cannot abscond without adult supervision.</p> <p>2. Adult supervision within the classroom, encouraged pupils off</p>	<p><b>Acceptable</b></p>

<p>Benches- falling off</p> <p>2. Furniture- climbing/ falling off furniture around the school/ in another classroom</p> <p>3. BMA- Toilet- drowning, blocking/slipping, trapping fingers Sink- head injury, drowning, flooding Shower- choking hazards, flooding Changing beds- injury from falling, trapping fingers/limbs Water- slipping, drowning</p> <p>4. Hoists- risk of injury from falling, choking hazard if pupils place around neck, head/ face injury if swinging hoists</p> <p>5. Doors- trapped fingers</p> <p>6. Stairs- falling up/down the stairs</p>		<p>furniture if climbing. Ensure classroom door is fobbed closed so pupils cannot abscond.</p> <p>3. Keep classroom doors fobbed closed so pupils cannot abscond to the BMAs without adult supervision. Adults to never leave a pupil alone in the BMA area if they are not completely independent or if there is any doubt that they do not need supervision.</p> <p>4. Ensure classroom door is fobbed closed so pupils cannot abscond around school. Hoists to be put away and never left hanging down.</p> <p>5. Wait for main doors to close before walking away. Classroom door to be fobbed closed so pupils who require supervision are always with an adult.</p> <p>6. Classroom door to be fobbed closed so pupils who require supervision on the stairs are always with an adult. Pupils who require physical equipment NEVER to be pushed at the top of the stairs, there is always an alternative route ALWAYS take this.</p> <p>1. 2. 3. 4. 5. 6. Pupils to be able to leave when requested (this is communicated through pupils preferred mode of communication, visuals always available for pupils to request to leave).</p>	
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<p>Injury by: Outside school environment</p> <ol style="list-style-type: none"> <li>1. Playground equipment- Swings- falling off, head injury, causing injury to others when swinging Slide- falling off edge of slide, physical injury from falling (head, limbs) Bridge- tripping, slipping, physical injury Trim trail- tripping, slipping, physical injury</li> <li>2. Fences- splinter, falling when climbing, trapping limbs in fence</li> <li>3. Gates- trapping limbs, trapping fingers in latches</li> <li>4. Slipping- head injury, physical injury</li> <li>5. Hot surfaces- burns</li> <li>6. Grass banks- head injury, physical injury</li> <li>7. Travelling vehicles</li> </ol>	<p>PUPILS</p>	<p>Injury by: Outside school environment</p> <ol style="list-style-type: none"> <li>1. Ensure the playground classroom door is locked, and the key is placed high up next to the playground classroom door. When outside staff to always ensure the playground classroom door key is inside the door, a second key to be taken onto the playground by a member of staff if the classroom door needs locking on the outside.</li> <li>2. Adults to ensure the playground classroom door is locked, and the key is placed high up next to the playground classroom door, so pupils are always supervised by adults.</li> <li>3. Ensure the playground classroom door is locked, and the key is placed high up next to the playground classroom door. Adults to supervise pupils when outside.</li> <li>4. Ensure the playground classroom door is locked, and the key is placed high up next to the playground classroom door so pupils are always supervised outside. Daily playground checks carried out by allocated classes.</li> <li>5. Ensure the playground classroom door is locked, and the key is placed high up next to the playground classroom door so pupils are supervised at all times, and so allocated staff are</li> </ol>	
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		<p>manning the playground equipment to stop pupils using surfaces that are deemed too hot.</p> <p>6. Playground classroom door to be locked, and the key is placed high up next to the playground classroom door so pupils are always supervised when outside.</p> <p>7. Ensure the classroom door is fobbed closed so pupils cannot abscond without adult supervision to reduce the risk of them leaving the building. If they are able to get onto the bus car park there is a risk of moving vehicles and a possibility, they can abscond from the school.</p>	
<p>Medical:</p> <p><i>Specific to pupils in class</i></p>	PUPILS		Acceptable
<p>Behaviour:</p> <p>Specific for each pupil</p> <p><i>Write each child's name below who require the classroom door to be closed and discuss the risk specific to the pupil if the door was not closed.</i></p>	ALL		Acceptable

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RBA's To be Shared with all Staff

This plan was agreed by:

Member of SLT ..... Role .....  
Date.....

I confirm that I have read and understood this risk assessment:

NAME	SIGNED	DATE

Target setting and review information;...

<u>Term review</u>	<u>Review date</u>	<u>Agreed successes and actions</u>	<u>Notes</u>	<u>Signed by teacher and SLT</u>
<u>Autumn</u>				
<u>Spring</u>				
<u>Summer</u>				

## Appendix B- Parental Consent

Dear Parent / Carer

I am writing to inform you that within school some of our doors operate on a 'fob' system and staff wear the fobs around their necks. This system enables us to keep the pupils safe and reduce their anxieties and behaviours. Closing the doors will enable us to provide a safe and stimulating learning environment for our pupils.

In the event of a fire the doors will automatically open. Any pupil wishing to leave a room for any reason is allowed to but will be accompanied by an adult to keep them safe. No child is ever left in a room unaccompanied.

If you would like more information on our 'fob' system, then please contact your child's class teacher to discuss this further.

Thank you again for your continuing support.

Yours sincerely

Rebecca Garratt

Head Teacher

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I acknowledge Wyre Forest School operates a fob system and some of these fobs are closed.

Pupil: .....

Signed.....

Date .....

This form is valid from the date of signing until your child leaves school. You may withdraw your consent in writing at any time.



Appendix C- Monitoring Document

Name of class and door number	Is this currently fobbed? Y/ N	Autumn term review Date -	Spring term review Date -	Summer term review Date -	Notes



