Staffordshire University Academies Trust

Security (Bomb Threat / Lockdown) Policy

Last reviewed	**June 2026**
Reviewed by	**Estates and Compliance Manager**
Approved by	**Trust Board**
Date of approval	**June 2026**
Policy owner	**Operations Director**
Location	**MS Teams**

Statement of intent
The safety of pupils, staff members and visitors on the premises is paramount and SUAT takes its duty to protect the wellbeing and welfare of these people very seriously.

The main priority is to prevent an emergency from occurring in the setting; however, this is sometimes, unfortunately, out of the hands of the school. In an emergency, staff members at the school will endeavour to take all reasonable actions in order to ensure the safety of pupils and visitors.

The procedures outlined in this policy aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils, staff members and visitors.

This policy will be implemented alongside the school's Emergency Plan.

This policy sets out the Trust's governance principles and minimum requirements. Each academy will maintain confidential, site-specific emergency procedures covering local signals, communication systems, roles, routes, refuge or lockdown locations, access controls, contact details and other operational information.

Site-specific security information will be shared only with persons who reasonably require it for safety, preparedness, assurance or emergency-response purposes. Public versions of this policy will not disclose information that could compromise the security of an academy or the safety of its occupants.

1 Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Legislation

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Regulatory Reform (Fire Safety) Order 2005
- Equality Act 2010
- Education Act 1996, including section 547
- Education Act 2002, including applicable safeguarding duties
- Education Act 2002, section 175 (and equivalent safeguarding duties applicable to academy trusts)
- Local Government (Miscellaneous Provisions) Act 1982, where applicable
- Terrorism (Protection of Premises) Act 2025

Statutory guidance and national guidance

- Keeping Children Safe in Education 2026
- DfE *School and college security*
- DfE *Protective security and preparedness for education settings*
- DfE *Emergency planning and response for education, childcare, and children's social care settings*
- DfE *Health and safety: responsibilities and duties for schools*
- DfE fire safety guidance applicable to school buildings
- DfE guidance on controlling access to school premises
- Home Office statutory guidance issued under the Terrorism (Protection of Premises) Act 2025
- ProtectUK protective security guidance and resources
- National Protective Security Authority (NPSA) guidance
- Counter Terrorism Policing guidance, including RUN HIDE TELL
- Current police guidance relating to bomb threats and suspicious items

The Trust and its academies will have regard to the most current versions of relevant legislation, statutory guidance and national security guidance when reviewing and implementing this policy and associated academy-specific procedures.

This policy reflects the requirements of the most up-to-date version of statutory safeguarding and security guidance.

Linked Policies, Plans and Procedures

This policy should be read alongside the following Trust and academy policies, procedures and plans:

- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Emergency Plan
- Business Continuity Plan
- Prevent Risk Assessment and Prevent Procedures
- Critical Incident and Crisis Communication Arrangements
- First Aid Policy
- Supporting Pupils with Medical Conditions Policy
- SEND Policy and SEND Information Report
- Equality Policy and Accessibility Plan
- Educational Visits Policy
- Behaviour Policy
- Searching, Screening and Confiscation Arrangements
- Managing Abusive, Aggressive and Unacceptable Behaviour Procedures
- Visitor Management Procedures
- Lettings Procedures
- Lone Working Policy
- Data Protection Policy
- Information Security Policy
- Cyber Security Policy
- CCTV and Surveillance Policy
- Academy-specific Security, Evacuation, Invacuation, Lockdown and Bomb Threat Procedures

Where there is any inconsistency between this policy and academy-specific emergency procedures, the most appropriate action to maintain the safety of pupils, staff, visitors and others will take precedence, taking account of current circumstances and the advice of the emergency services.

2 Definitions

The term ‘evacuation’ refers to the orderly removal of everyone from the school building; this can be as a result of a fire or other incident within the building.

The term ‘invacuation’ refers to keeping everyone inside the school building to ensure their safety from an internal or external incident which has the potential to pose a threat to their safety and wellbeing, e.g. toxic fumes in the air.

The term ‘lockdown’ refers to the procedure of locking external doors and windows before taking immediate shelter in a secure location. This procedure is typically invoked as a response to a security threat.

3 Introduction

Staffordshire University Academies Trust and the Academies remain vigilant in the safeguarding of staff and pupils/students; caution is continuously exercised in noting the presence of strangers or of unusual parcels or packages on our premises. Safeguarding and Prevent training is provided for all staff members upon appointment and security and safeguarding risk management measures are regularly reviewed.

Threats to security must always be taken seriously. No risks should be taken or assumptions made until the matter has been properly investigated in co-operation with the police. The first responsibility of the academy Principal is the safety of pupils, staff and visitors and any actions taken should reflect this priority.

The Trust and academies recognise their duty, under the Health and Safety at Work etc. Act 1974, to identify, assess and keep under review health and safety related risks, and to eliminate or reduce risks. We are dedicated to ensuring the safety and wellbeing of all people within our communities through implementing effective security measures.

The aim of this policy is to inform staff, pupils, parents and visitors of the security arrangements and controls in place and encourage them to help ensure that these are implemented effectively, while maintaining an open and welcoming environment for all.

This policy and the associated procedures apply to all individuals entering SUAT premises. The policy will be communicated to building occupants appropriately, to ensure that they can recognise and understand the need to be more vigilant about their own safety and security.

This policy has four sections, including:

- Security management
- Bomb threat management
- Invacuation and lockdown management
- Further information, guidance and support

4 Security Management

SUAT recognises that effective security management is an essential part of safeguarding pupils, staff and visitors and maintaining safe, secure and welcoming academy environments. Security arrangements will be proportionate to the nature of each academy, its premises, activities and identified risks, and will balance the need for appropriate protective security with the need to maintain an open and inclusive educational environment.

Each academy will maintain appropriate security arrangements informed by suitable and sufficient risk assessment. These arrangements will include, where appropriate, access control, visitor and contractor management, perimeter and building security, emergency communication, evacuation, invacuation and lockdown procedures, management of suspicious behaviour or items, and liaison with the police and other emergency services.

Security arrangements will take account of safeguarding, Prevent, health and safety, SEND, equality, business continuity and emergency-planning requirements. Academies will ensure that staff understand their responsibilities, receive appropriate information, instruction and training, and know how to report and respond to security concerns.

Security measures and procedures will be reviewed regularly and following significant incidents, exercises, near misses, changes to the premises or activities, changes in the local or national threat picture, or relevant changes to legislation or guidance.

5 Roles and Responsibilities

The Trust Board is responsible for:

- retaining overarching responsibility for security, protective preparedness and compliance with applicable legal duties across the Trust;

- ensuring that appropriate Trust-wide policies, governance arrangements and assurance systems are in place;
- determining, with appropriate advice, the responsible person for qualifying premises under the Terrorism (Protection of Premises) Act 2025 and ensuring that applicable notification and compliance arrangements are completed when required;
- ensuring that, when the relevant provisions come into force, qualifying premises are notified to the Security Industry Authority (SIA) in accordance with the Act and associated regulations, and that required information is kept accurate and updated where circumstances change.
- receiving appropriate assurance regarding academy security risk assessments, emergency planning, staff training, exercises, significant incidents, identified weaknesses and completion of remedial action;
- ensuring significant security risks are escalated through the Trust's risk-management arrangements; and
- reviewing themes and Trust-wide learning arising from incidents, exercises, complaints, audits and external advice.
- ensuring that appropriate arrangements are established for cooperation and coordination with other responsible persons where premises are shared, occupied or operated by more than one organisation, so far as reasonably practicable and in accordance with the Terrorism (Protection of Premises) Act 2025.
- Where academy premises are hired, shared or occupied by another organisation, the academy will identify the respective security and emergency responsibilities of each party and ensure that appropriate information is exchanged before use. Arrangements will address emergency communication, evacuation, invacuation, lockdown, access control, incident reporting and liaison with emergency services, as applicable.

The Local Academy Council is responsible for:

The Local Academy Council provides local oversight and assurance within the responsibilities delegated to it by the Trust Board. It does not replace the Trust Board's overarching legal and governance responsibilities.

- Monitoring the performance of the academy's security measures including risk assessment.
- Delegating the day-to-day implementation of this policy to the Headteacher / Principal.
- Ensuring the school meets its responsibility to keep all pupils, staff and visitors safe.
- Familiarising itself with the school's protective security and preparedness plans.
- Monitoring the overall implementation of this policy.
- Ensuring that Academy security is accounted for when considering requests to hire the premises, in line with the lettings arrangements.
- Reviewing this policy, in conjunction with the headteacher and health and safety coordinator, to ensure its effectiveness.

The Headteacher/ Principal is responsible for:

- Establishing relationships with local security networks and working with the police, LA and others in the wider community to gather and share security-related intelligence.
- Ensuring that all staff members are aware of the procedures set out within this policy and are provided with the required training, ensuring effective and rehearsed emergency procedures are in place at the school.
- Appointing a competent member of staff to lead on school security and the procedures outlined in this policy.
- Informing parents, pupils, visitors, contractors and premises occupants of security procedures.
- Establishing a system for reporting, recording and managing breaches of this policy.
- Budgeting for security measures effectively.
- Ensuring that security is taken into account when considering any proposed changes to the Academy premises.
- Undertaking necessary security risk assessments in conjunction with the Premises Manager and SLT.

- Reporting any crimes to the police.
- Reporting security incidents to the police or emergency services where appropriate.
- Promoting the safety and wellbeing of pupils and staff.
- Where a security incident, threat, suspicious behaviour or information received by the academy gives rise to a safeguarding concern about a child, the matter will also be managed in accordance with the Trust's Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2026. Information will be shared with children's social care, the police and other relevant agencies where required or appropriate to safeguard a child.
- Managing and delegating responses to a security incident within the academy, including appointing a security lead who will also act as the incident lead when incidents occur and appointing deputy incident. leads to cover the absence of the first incident lead.
- Organising security preparedness and awareness training, including training on the RUN HIDE TELL principles.
- Ensuring that the academy prepares for, and complies with when in force, the requirements of the Terrorism (Protection of Premises) Act 2025 that apply to its premises, and that proportionate public-protection procedures are maintained and reviewed.
- Invoking the BCP if required.

The Premises Manager is responsible for:

- Coordinating and overseeing the academy's protective security measures and preparedness work.
- Developing, maintaining, and updating policies and procedures that promote an effective security culture.
- Determining how staff should respond to varying security incidents.
- Ensuring that all staff members are aware of their roles and responsibilities in relation to protective security and preparedness and receive appropriate training.
- Liaising with external agencies.
- Ensuring that security is taken into account when considering any proposed changes to the Academy premises.
- Undertaking necessary security risk assessments in conjunction with the Headteacher / Principal and SLT.
- Considering the type, frequency and probability of an incident or event, so that effective control measures can be established.
- Prioritising risks and, in line with the Academy's and locally agreed procedures, implementing control measures to mitigate priority risks.
- Reviewing CCTV systems to monitor activity, ensuring that CCTV is used in accordance with the academy's Surveillance and CCTV Policy.
- Ensuring all access control systems, e.g. intruder alarms, are in good working order and are activated once the academy has closed.
- Seeking professional advice on security issues where necessary.
- Communicating safety and security arrangements and procedures with lettings via the hazard exchange process for lettings.
- Managing and delegating the response to an incident.
- Working as the incident lead in response to incidents.

Incident leads must be designated by each academy and are responsible for:

- Leading the initial response to a security incident within the academy.
- Liaising with the police to incorporate their advice into an overall response.
- Making fast, clear, and safe decisions under pressure.
- Responding appropriately to any safety concerns.
- Leading the post-incident aftercare.
- Communicating with parents about incidents.
- Leading any responses to media interest.
- Managing resources effectively, including consideration for the wellbeing of staff, pupils and families.
- Following the BCP.

- Following the procedures within this policy.

All staff members are responsible for:

- Acting in accordance with this policy and associated procedures where required.
- Ensuring the safety and wellbeing of pupils during an incident.
- Being vigilant and reporting any suspicious activity to the security lead or appropriate authorities.
- Securing windows and doors when rooms are not in use.
- Ensuring that visitors sign in and out at the main office.
- Challenging any unidentified individuals and notifying the Headteacher / Principal / SLT of any unauthorised person.
- Securing valuable equipment after use.
- Ensuring the security of academy equipment and documentation when taken off the academy premises, such as laptops, and acting in accordance with the Information Security and Data Protection policies.
- Accessing the academy premises in accordance with the designated keyholding arrangements.
- Supporting the security lead in implementing and maintaining plans.
- Reporting any minor security concerns or suspicious activity to the Headteacher / Principal / Premises Manager.
- Reporting major security concerns directly to the police or emergency services, where appropriate.
- Carrying their academy ID with them at all times.
- Keeping their own property brought onto the academy site secure and ensuring that any personal items brought to site are permitted.
- Participating in training and awareness programmes related to protective security.
- Being familiar with incident response plans and supporting the academy in implementing and maintaining protective security.
- Providing additional support for staff and pupils with additional needs.

The Site Manager / Site Staff are responsible for:

- Ensuring the academy estate is well maintained, including the physical and electrical security systems.
- Providing the emergency services with copies of the school's site plan.
- Ensuring that all contractors or external services working within the school are supplied with a copy of the school's emergency procedures.
- Continuously monitoring any emergency situations and keeping both the emergency services and fellow colleagues up-to-date.
- Securing academy entrances and exits.
- Liaising with the named key holder, ensuring that the academy is effectively secured at the end of each day.
- Carrying out security checks on a daily basis and maintaining a record of these checks.
- Raising any security concerns with the Headteacher / Principal / SLT immediately.
- Communicating safety and security arrangements and procedures with lettings via the hazard exchange process for lettings.

Pupils and parents are responsible for:

- Reporting anyone without an ID badge to a staff member.
- Reporting any activity that they believe to be suspicious or concerning to a member of staff immediately – this can be done anonymously, if preferred.
- Familiarising themselves with the requirements of this policy, to ensure they know what to do in an emergency.
- Taking responsibility for their own security.

6 Security Culture

The headteacher and security lead will develop a plan to decide which emergency procedure would be implemented under different circumstances.

When developing procedures, pupils and their specific needs will be considered to inform the most appropriate way to convey safety messages in a positive, age-appropriate and reassuring manner.

When an incident occurs, the headteacher and incident lead will make a decision on which emergency procedure should be implemented. They will take account of all the circumstances and seek advice from the emergency services where necessary.

The school will implement one of the following procedures depending on the circumstances:

- Evacuation Procedure
- Invacuation Procedure
- Partial Lockdown Procedure
- Full Lockdown Procedure

All of these procedures are made available to staff and visitors **via the school office**.

Alarm Differentiation:

If a building contains an alarm system associated with hazards other than fire to signal other emergencies, the various hazard alarms need to be distinguishable from each other, particularly where the priority of threats may differ.

Procedures and policies will be regularly tested to identify where improvements can be made and to enable the school to assess what the wider residual effects of an incident are likely to be. The school will consider involving neighbouring schools, local police, the LA, and other outside agencies in helping evaluate the school's implementation of its procedures. Procedures will be tested in accordance with the Conducting practices section of this policy.

Each academy will maintain proportionate procedures for responding to external or internal threats, including lockdown and invacuation arrangements where these form an appropriate response to the identified risk. Arrangements will reflect DfE protective security and preparedness guidance, the academy's security risk assessment and, when applicable, the requirements of the Terrorism (Protection of Premises) Act 2025.

The key elements of the school's lockdown procedures are:

- Regular Drills
- Staff Training
- Security Plans
- Communication to pupils and parents
- Lockdown Procedure Templates
- Emergency Planning
- Legal Requirements

The Terrorism (Protection of Premises) Act 2025, commonly known as Martyn's Law, received Royal Assent on 3 April 2025. The substantive duties under the Act will apply when the relevant provisions are brought into force by regulations. The Trust will prepare for implementation in accordance with the Act, Home Office statutory guidance and relevant DfE guidance and will review its arrangements as commencement and any further statutory requirements are confirmed.

An academy will determine whether its premises fall within scope by considering the number of individuals it is reasonable to expect will be present at the same time and the applicable statutory criteria. Education premises at which fewer than 200 individuals are reasonably expected to be present will not ordinarily be qualifying premises under the Act. Primary, secondary, early years and further education premises within scope will be treated as standard-tier premises, including where 800 or more individuals may reasonably be expected to be present.

Each academy within scope will maintain, so far as reasonably practicable, public-protection procedures covering evacuation, invacuation, lockdown and communication. The Trust will implement notification, responsible-person and any other applicable requirements when the relevant provisions of the Act come into force.

In accordance with the Terrorism (Protection of Premises) Act 2025, public protection procedures will address, so far as reasonably practicable:

- evacuation – moving people safely away from the premises or affected area;
- invacuation – moving people to a safer location within the premises;
- lockdown – restricting access to, exit from or movement within the premises where necessary to protect people from harm; and
- communication – communicating effectively with individuals on the premises before, during and following an incident.

Academies outside the statutory scope will nevertheless maintain proportionate emergency and protective-security arrangements under this policy and existing health and safety, safeguarding and emergency-planning duties.

The school will ensure that emergency plans for terror-related threats are fully documented, clearly communicated to staff, and ready to be deployed without delay. The aim of this will be to ensure that all staff are prepared to respond effectively under pressure—for example, by knowing how to initiate a lockdown, trigger an evacuation, and access a reliable system to notify all staff and pupils immediately.

National Emergency Alerts system

[The government's Emergency Alerts system was launched in 2023. Schools should include processes for responding to these alerts in their emergency procedures.]

The school will ensure at least one school-owned mobile device is compatible with receiving alerts from the national Emergency Alerts system. This device will always be switched on and will be in possession of a member of staff at all times.

If an alert via the national Emergency Alerts system is received, the headteacher will be alerted as soon as possible. The headteacher and security lead will check the current alerts online to ensure the alert is genuine where necessary.

The relevant emergency procedure will be implemented depending on the nature of the danger.

Responding to unusual activity
The academy will follow the principles of the See, Check and Notify (SCaN) aims to maximise safety in its setting as much as possible by using their own available resources.

- See – the academy will be vigilant of suspicious activity.
- Check – an appropriate member of staff will approach a suspicious person using 'the power of hello' to deter them from potential criminal activity and to alert them that they've been noticed.
- Notify – if a person or vehicle is on site and the academy suspects them of criminal activity, an appropriate member of staff will call the police.

Responding to unattended or suspicious items
The academy will follow the HOT protocol (Hidden, Obviously suspicious, Typical) to help determine whether an item identified in the setting is suspicious and poses an immediate threat.

- Hidden – The academy will consider whether the item has been deliberately hidden from view.
- Obviously suspicious – The academy will consider whether the item contains wires, circuit boards, batteries, tape, liquids, or putty-like substances.
- Typical of what you could expect to find in this location – The academy will consider if the unattended item could simply be tools, cables, or other devices belonging to maintenance workers.

The 4 Cs protocol

If the suspicious item is considered a threat, the academy will take immediate action to move staff and pupils away from the item and contact the police. The academy will follow the 4 Cs protocol (Confirms, Clear, Control, Communicate) when responding to an item once it's been decided as suspicious. The 4 Cs consist of the following steps:

- Confirm whether the item has suspicious characteristics
- Clear the immediate area
- Control access to the unsafe area
- Communicate to your security lead why you consider the item to be suspicious

7 Physical Security

Academy security is ever changing and needs to be kept under constant review, with vulnerable areas identified and remedial actions implemented to address them.

The following physical security arrangements shall be implemented in each setting:

Culture

- All staff undertake the designated security training (as detailed within this document).
- All staff, children and building occupants are encouraged to report suspicious behaviour.
- staff should use the academy's agreed challenge or reporting procedure and must not place themselves at risk.
- Communication and co-ordination of security arrangements in shared buildings.
- Academies will follow the current DfE Searching, Screening and Confiscation guidance and the Trust's Behaviour, Safeguarding and Security procedures.
- Where there are reasonable grounds to suspect that a pupil may be carrying a prohibited item, authorised staff may exercise the powers available to schools in accordance with current legislation and DfE guidance.
- Any search, screening, confiscation or examination of electronic material will be undertaken lawfully, proportionately and with due regard to safeguarding, welfare, privacy and data protection considerations.
- The Trust recognises that the legal powers that apply to pupils do not automatically apply to staff, visitors, contractors or other adults. Concerns relating to adults, prohibited items, weapons or suspected criminal activity will be managed through the academy's safeguarding, disciplinary, security and incident-management procedures and, where appropriate, with police involvement. Where an item, device or material may constitute evidence of a crime, a safeguarding concern or an immediate threat to safety, staff will secure the situation, preserve evidence where appropriate and follow police or emergency-service advice.

Identification

- All staff and visitors wear identification whilst on site.
- Visitors wear an academy lanyard to demonstrate that they have been approved to enter the premises. The lanyard must be collected at the end of the visit.

Lone working

- Robust lone working arrangements and risk assessments, which take into account security.
- The Lone working policy is followed.

Premises Security

- Checks are undertaken on incoming post.
- Regular security walk arounds include looking for unsupervised packages and other security issues such as faulty locks.
- Querying suspect vehicles with the Police.

- Increased CCTV monitoring where available, checks to security alarms and other building security features on a regular basis.
- Intrusion detection systems, including fencing, security lighting, security glazing and intruder alarms, will be installed.
- Anti climb paint can be installed to fences and railing.
- The academy perimeter will be protected with a secure fence or railings of a sufficient height to deter intruders. Gates will be the same height as fencing where possible, fitted with anti-lift hinges, and contain a suitable locking mechanism. Secure fence or railings could be Weldmesh fencing to BS1722 or expanded metal or railings, over 2.0m high. Planting close to the base of a fence can also be a deterrent but should not exceed 1.0m in height. Tree canopies should fall no lower than 2.0m from the ground to provide clear lines of sight.
- Site staff will undertake daily visual checks of the academy fencing, security glazing, gates and locks on any doors and windows, ensuring that they are maintained to a high standard.
- All ground floor or other easily accessible windows above ground floor level will have suitable key operable locks fitted for additional security. Glazing to doors and ground floor windows will include one pane of attack resistant laminated glass.
- The academy will be able to lockdown parts, or all, of the academy, if necessary, in accordance with the invacuation and lockdown procedure.
- Vehicle access will be restricted via the use of building controls that enables part of the academy to be locked down, minimising direct access to academy buildings e.g. by using speed bumps, warning and directional signage, barriers and structural furniture.
- There will be directional signage so that individuals can find the main office with ease.
- There will be warning signs around the academy or clear communications to building occupants that state the expected behaviour of individuals, and that the police will be contacted following any inappropriate or threatening behaviour.
- Chemical and biological materials will be stored safely and securely, in line with industry standards.
- The Premises Manager will ensure the academy gates are closed in accordance with the academy's schedule.
- Where access to the academy is required, such as for a large delivery, permission will be sought from the Premises Manager prior to the event and a member of staff will oversee the access.
- Staff cars are safely secured in the academy car park (where available), which is locked during the academy day. The car park will be well lit with good natural surveillance. If there is movement in or out of the car park during the day, this will be secured again following access.
- An intercom system will be used where available in academy settings.
- Academy security alarms are tested on a monthly basis by site staff. The key holder ensures that the academy alarm is set on a nightly basis. Confidential information will be stored in locked facilities, which only authorised staff have access to.
- The main office will be secured whenever it is unattended, as it is the main entrance point to the academy.
- Main vehicle and pedestrian access points will be overlooked by the academy reception where possible.
- The main entrance door to the academy will be suitably signposted to visitors and contain an appropriate means of access control, e.g. a remote electronic lock release device with an intercom and visual verification.
- Secondary site access points will be kept locked from the outside unless required, e.g. to receive deliveries, but will be able to be unlocked from the inside in the event of an emergency.
- Classrooms and offices will be locked when they are not in use.
- Fire exit doors will be kept free of external door furniture.
- The academy's security lighting will be maintained and will be provided around the perimeter of academy buildings with dusk to dawn lighting on all elevations where there is an entrance door. Lighting will be designed to eliminate and minimise potential hiding points.
- Appropriate mechanisms will be in place to prevent unauthorised access to the roof and courtyard areas e.g. bins and storage containers shall not be located next to the building.
- The Premises Manager will be responsible for ensuring that the academy's security lighting motion detector is switched on every night but turned off each morning.
- Ensure any cable locks or security cages used are recognised by the Loss Prevention Certification Board or meet Secured by Design standards.

- Ensure servers are in a secure and lockable location, within a cabinet that is bolted to the building fabric.
- Keep computers and valuables away from windows.

Visitors

- Robust contract management controls including betting contractors working on site and exchanging security information and controls in written format.
- Visitors will be escorted to and from their destination within the academy by a member of staff where required. Only visitors who have been approved to be on site unaccompanied and have been vetted and confirmed as having the appropriate level of DBS clearance in accordance with their purpose for visiting site and areas of access.

Access to the Premises

- The school premises are private property; however, parents of enrolled pupils have an 'implied licence' to access the school premises at specified times.
- Arrangements for access to the premises are communicated to staff upon induction.
- Upon arrival at the school, visitors will be directed to the main office, where they must sign in, giving a reason for their visit, and wait for further direction from a member of the office staff.
- Visitors to the premises will keep their ID / visitor badge visible at all times.
- The office staff will be responsible for ensuring that contractors and visitors sign out when they leave and return their ID badge.
- Anyone who does not have an ID badge or is suspected to be an intruder will be challenged.
- Individuals who are hiring the school site will act in accordance with the hazard exchange form and their hire agreement.
- Integrated access control systems will be installed to control, monitor and deny access when necessary.
- The Premises Manager will ensure that all access control systems are in place and effective – where problems are identified, the site manager will rectify them immediately.

Maintaining good standards of building security has the potential to deter attacks. The Good Housekeeping Checklist from Protect UK should also be used: https://www.protectuk.police.uk/sites/default/files/2022-05/Good%20housekeeping%20checklist.pdf

8 Cyber Security

ICT Support will be responsible for ensuring that appropriate and effective online security systems are in place, including malware, internet gateways, firewalls and virus control software. Each academy must use a secure network that is password protected.

ICT users must be aware of the Information Security Policy and sign the acceptable use agreements. ICT users must be aware of the measures that are in place to effectively manage risks caused by internet use.

All staff members will be responsible for identifying risks posed to pupils and themselves, including those in relation to the use of the internet.

The Information Security and Acceptable Use policies will be followed.

9 Equipment and Belongings

- ICT suites will be located in a position that makes it harder for an intruder to gain access. The suite will be thoroughly secured.
- An inventory will be kept of high-value items and items considered to be most at risk. It is recommended that this includes photographic evidence, serial numbers and identification marks.

- All electronic equipment will be stored in a secure location at the end of each day. Tablets and laptops will be stored in a lockable cabinet.
- After using academy equipment, staff members will be responsible for ensuring that it is returned to the appropriate storage location and secured.
- Staff members will be responsible for any personal belongings, including teaching equipment, they bring on to the academy premises. Any equipment brought onto academy premises must be authorised by SLT.
- Pupils, parents, visitors, contractors and other building occupants will be responsible for their personal belongings and the academy will not be liable for any damage or loss which may occur.
- Pupils will be advised not to bring valuable items to academy unless absolutely necessary.
- Where a pupil requires a valuable item to be brought to academy, they can arrange with SLT in advance for a secure place to store the item.
- Any equipment that someone wishes to take off the academy site will be approved by the Headteacher / Principal in advance.
- Any equipment that is loaned out to staff or pupils will be inspected upon its return and before use again, e.g. laptop that could carry viruses, electrical equipment which could require testing.
- Outside play equipment, as well as sporting equipment, will be tidied away and secured at the end of use.
- The academy will provide an area for pupils to store bikes during academy hours. Pupils are responsible for providing their own lock and effectively securing their bikes. The academy is not responsible for any loss or damage that may occur.
- Lost property will be stored in the designated location, where it will be kept for a period defined by each academy, before disposal.

10 Academy Events

The Headteacher will ensure that the designated person carries out an extensive risk assessment for each event and that this is approved before the event begins. The risk assessment should include:

- The designated person will lock and secure the school after the event has finished.
- The maximum capacity of the site will not be exceeded.
- Fire and emergency exits and evacuation routes will be kept clear and free from obstructions.
- Those attending events know what to do in the event of an emergency.
- There is an emergency procedure in place.
- All rooms except those required will be locked.
- Unless needed for the event, equipment will be stored away.
- Equipment used for the event will be returned. A record of what was used will be maintained.
- Attendees are responsible for any items that they bring to site and must remove them at the end of the event.

11 Removing Individuals from the Premises

In the event of abuse or threats to staff, pupils, parents or visitors, the school holds the right to bar an individual from entering the premises. Where an individual has accessed the premises in a way that exceeds their ‘implied licence’, the school has the right to remove them from the premises; this includes any individual causing a nuisance or disturbance.

Unidentified individuals who refuse to report to the main office, become aggressive or are deemed to be a threat to the safety of the school community, will be escorted from the school premises and, where necessary, the police will be called.

Letters and documentation concerning barring an individual will be communicated in writing and signed by a member of the SLT. Following formal representations being made by the parties involved, the bar will either be confirmed or removed. All bars will be subject to review within a reasonable timeframe.

The school has the right to take civil action through the courts to stop persistent trespassers.

If a crime is committed on the school premises, the school has the right to remove the individual in question from the site and will report the incident to the police.

12 Personal Emergency Evacuation Plan (PEEP)

Where a member of staff, pupil or visitor has a disability which may result in them needing help in evacuating the premises, a PEEP will be put in place.

The purpose of a PEEP is to enable the school to implement effective arrangements to ensure that everyone can evacuate the building in an emergency, should one arise.

These plans will ensure that no one is discriminated against, or treated less favourably, in the event of an emergency.

A PEEP will identify the following:

- Any specific needs of the individual
- Responsibilities of staff members
- Specific evacuation routes, where applicable
- Refuge areas
- Any specific evacuation procedure requirements

Where possible, pupils with PEEPs in place will exit the premises using the same route as the rest of their class, unless otherwise stated within their plan.

For pupils with PEEPs in place, the school will also ensure that personal emergency response plans are made for all other security and safety related incidents.

PEEPs will be reviewed on an annual basis in order to ensure that the most up-to-date information is available. When there is a change in the individual's health, a change of procedure, or an alteration made to the premises, their PEEP will be reviewed and amended to reflect these changes. The individual, for whom the plan is for, will be consulted at each review, alongside any specified staff members.

13 Inclusive emergency planning and reasonable adjustments

The academy will ensure that evacuation, invacuation, lockdown, communication, training and exercise arrangements are accessible and responsive to the individual needs of pupils, staff and visitors.

Individual emergency arrangements will be developed where a person's disability, special educational need, medical condition, communication need, sensory need, mobility need or other identified vulnerability may affect their ability to understand, access or follow a generic emergency procedure safely. These arrangements may form part of a PEEP, Individual Healthcare Plan, SEND support plan, risk assessment or another suitable individual plan.

Planning will consider, as appropriate:

- Accessible and alternative methods of receiving alarms, warnings and instructions;
- communication aids, visual prompts, symbols, signing or simplified language;
- mobility, positioning, refuge and assisted-escape arrangements;
- access to essential medication, medical equipment and personal support;
- sensory sensitivities and the impact of noise, lighting, crowds or confined spaces;
- the person's ability to remain silent, still or separated from familiar support during lockdown;
- safe arrangements for pupils who are outside classrooms, using toilets, receiving intervention, off site or moving between areas when an incident begins;
- named staff responsibilities and suitable contingency arrangements where the usual supporting adult is unavailable; and
- recovery, reintegration and pastoral support following an incident or exercise.

Plans will be developed in consultation with the individual and, for pupils, their parents or carers, the SENDCO and relevant staff. Healthcare or specialist advice will be sought where appropriate. The pupil's views will be sought and recorded in an accessible and age-appropriate way.

Reasonable adjustments will be implemented in accordance with the Equality Act 2010. Adjustments must support safety without unnecessarily excluding a pupil from training, exercises, education or wider academy life.

Individual arrangements will be reviewed at least annually and whenever needs, staffing, the premises or emergency procedures change, or an incident or exercise identifies that an arrangement is ineffective.

14 Risks from Violent Crime

Staff will be made aware of the indicators which may signal that pupils are at risk from, or are involved with, serious violent crime. All staff will be made aware of the associated risks and will understand the measures the school has in place to manage these.

Where there are concerns about weapons being brought on to the school premises, the Headteacher / Principal, SLT and Premises Manager will consider additional security mechanisms, consulting the police where appropriate, to ensure the school community is kept safe. The Headteacher / Principal / SLT will liaise with the local police, community safety partners and other educational institutions in the area on how to address youth violence. Pupils will be taught about the impact of violent crime and how to protect themselves from becoming involved in criminal acts.

15 Reporting Security Concerns

The following actions will be taken in the case of security concerns, alongside any academy specific arrangements:

- Missing or stolen equipment will be reported immediately to the SLT.
- Unidentified individuals will be challenged immediately and reported to the main office.
- Concerns regarding the security of the school will be reported directly to the Premises Manager.
- Where a security concern involves, or may involve, a risk of harm to a pupil, suspected abuse, neglect or exploitation, serious violence, criminal exploitation, radicalisation, a weapon, a missing pupil, child-on-child abuse or the conduct of an adult working with children, the concern must also be reported without delay to the Designated Safeguarding Lead or deputy in accordance with the Child Protection and Safeguarding Policy.
- A security response must not replace or delay necessary safeguarding action. Where there is an immediate risk of harm, staff will contact the police or other emergency services and inform the Designated Safeguarding Lead as soon as practicable.
- The Security Lead and Designated Safeguarding Lead will work together where an incident engages both security and safeguarding responsibilities, while ensuring that information is shared only where necessary, proportionate and lawful.
- The Headteacher / Principal, SLT and Premises Manager will promptly risk assess and discuss security concerns to identify effective resolutions, e.g. installing additional fencing or more security controls.
- Complaints about the school's security measures will be dealt with in line with the Trust's Complaints Procedures Policy.
- Academies will implement procedures to enable pupils, parents and the local community to report any security concerns.

16 Security Training

All staff members and users of academy ICT systems will receive cyber-security training on an annual basis.

All staff members will receive appropriate information, instruction and training in the academy's emergency procedures. Contractors, volunteers, lettings users and other persons working regularly on the premises will be provided with security and emergency information proportionate to their role and the nature and duration of their presence on site. Fire drills will be termly and other emergency procedures should be practiced annually; procedures should be tested via a desktop exercise annually. All emergency procedures must be shared with staff at the beginning of the academic year.

Staff will be made aware of relevant security networks and be able to evaluate and assess the impact of any new initiatives on the school policy and its day-to-day operation, as well as how to protect themselves and pupils from harm, safeguard the school estate and be able to determine when it is appropriate to contact the police/emergency services.

Pupils will be taught about security-related issues, e.g. staying safe online, through the PSHE curriculum, in line with the PSHE Policy. Academies will tailor its communication surrounding security plans to meet the needs of the pupils in order to help them understand those plans in the most engaging, positive and reassuring ways possible. This may include:

- Encouraging older pupils to look out for suspicious items using the HOT protocol.
- Encouraging younger pupils to tell their teacher if they see someone or something strange.
- Undergo age-appropriate emergency and security drills which help to familiarise staff and pupils with the school's emergency plans.

Premises Managers and Senior Leaders are advised to complete the Action Counters Terrorism elearning modules on The Learning Hub.

ACT - Action Counters Terrorism learning is also available on the Protect UK website for any members of the academy community and members of the public to access - https://ct.protectuk.police.uk/

17 Procedures

Evacuation

Used in response to a situation where there is a danger in the building and it is safer to leave than remain in place e.g. fire. Evacuation plans are part of the fire risk-assessment process for a building which must be reviewed regularly to ensure that it is appropriate and effective. Plans should accommodate a response to a potential bomb threat.

The evacuation procedure will be implemented in the following circumstances:

- Fire in the school
- Dangerous structural damage to the school where it is safe to exit the premises
- Bomb threat within the school

Internal or inwards evacuation (lockdown)

There are many terms used to describe the process of securing a building due to a threat including inward evacuation and lockdown. Lockdown procedures should be seen as sensible and proportionate response to an incident which has the potential to pose a threat to the safety and security of building users. Lockdown procedures may be instigated in response to a number of situations but examples include:

- A reported incident or disturbance in the community
- An intruder on the site
- Firearm or weapon attack
- A warning being given regarding a local risk of air pollution
- A major fire in the vicinity
- A bomb threat near the school
- Chemical spillages near the school

- Toxic fumes near the school

Academies will test their lockdown/invacuation and bomb-threat arrangements at least annually through an appropriately planned exercise, which may include a desktop exercise where this provides an effective and proportionate means of testing the procedure. Exercises will be risk assessed, age appropriate and sensitive to the needs and wellbeing of pupils and staff.

Premises should have in place sensible and proportionate responses to situations which pose a threat to the safety and security of building users. Responses fall into 2 categories:

- Evacuation
- Internal or inwards evacuation (invacuation / lockdown)

Communicating during an incident

Communication methods will be planned in advance of incidents, including any code words or signals that may need to be used.

When managing an incident, the school will ensure that procedures are in place to coordinate with staff and those directly involved in the incident, parents, the police and other emergency responders. The school will also plan how it will communicate incidents to the local community and in response to interest from the public and media.

The incident lead will consider how best to communicate to staff and pupils, and will provide clear and concise instructions.

When alerting a threat across the school, the first alert will:

- Be quick to activate.
- Reach the people who need to know.
- Be easily activated by any staff member from various locations.
- Not provide any information on the locations of people on site.
- Not increase the risk of harm to the person who activates the alert.

The communications method used during an incident will:

- Be silent and invisible to someone intending to cause harm.
- Enable two-way communication, both with the incident lead and other staff members.
- Be portable and not dependent on Wi-Fi and wired connections.

When communicating with the police, call handlers will give the police and other emergency responders as much information as possible and cooperate with their instructions.

Communication with parents

The academy will communicate with parents and carers as soon as it is safe and operationally appropriate to do so, taking account of police and emergency-service advice. Communications will be accurate, proportionate and limited to information that will not compromise the response, reveal protected security arrangements or identify individuals inappropriately.

No member of staff, trustee, governor or contractor will provide information to the media or publish information about a live incident through personal or organisational social-media channels unless authorised under the Trust's incident-communication arrangements.

Arrangements and information regarding the school's invacuation, lockdown and evacuation procedures will be routinely shared with parents via a secure communication method, e.g. a letter home. The school will be mindful to not share information regarding the school's procedures in a way that would mean third parties unrelated to the school would be able to access them.

In the event of any of the procedures taking place due to a real emergency, parents will be informed of any developments as soon as is practicable via **the parent messaging system**.

Parents will be informed not to call or come to the school as this could interfere with the work of the emergency services and may result in putting themselves and others in danger. The school will contact parents when it is safe for them to collect their child.

Whilst talking to parents, the school will reassure them that they understand their concern for their child's welfare, and that the school is doing everything possible to ensure the safety and wellbeing of all pupils.

A selection of holding statements will be prepared in advance of an incident to be ready for issue dependent on the type of incident taking place.

Section Two: Bomb Threat Management

The vast majority of bomb threats are hoaxes designed to cause alarm and disruption. As well as the rare instances of valid bomb threats, terrorists may also make hoax bomb threat calls to intimidate the public, businesses and communities, to draw attention to their cause and to mislead police. An increasing number are sent electronically using email or social media applications. All such communications are a crime and must be reported to the police by dialing 999. It is important that Academies have plans that include how the information is recorded, acted upon and passed to police.

Further guidance regarding procedures for handling bomb threats can be found here: https://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats

1 Communication of a Threat

A bomb threat can be communicated in a number of different ways:

- In person over the telephone;
- A recorded message;
- Communicated in written form;
- Delivered face-to-face;
- Sent by email or social media (Facebook, Twitter, Instagram);
- Communicated via a third-party, i.e. a person or organisation unrelated to the intended victim and identified only to pass the message.

Any member of staff with a direct telephone line, mobile phone, computer or tablet etc., could conceivably receive a bomb threat. Staff should understand the actions required of them as the potential first response to a threatening message.

On receipt of a bomb threat warning or discovery of a suspect package, it must be assumed that the threat communicated or the suspicion aroused has real foundation and that there is no hoax involved. Police will assess the threat at the earliest opportunity. When specific intelligence is known to police, advice will be issued accordingly.

2 Immediate Steps for Receipt of Bomb Threat Communications

If you receive a telephone threat, you should:

- Stay calm and listen carefully.
- Have immediate access to a checklist on key information that should be recorded (see Bomb Threat Record Template in Appendix One).
- If practical, keep the caller talking and alert a colleague to dial 999.
- If displayed on your phone, note the number of the caller, otherwise, dial 1471 to obtain the number once the call has ended.
- If the threat is a recorded message write down as much detail as possible.
- If the threat is received via text message do not reply to, forward or delete the message, note the number of the sender and follow police advice.
- Know who to contact in your Academy upon receipt of the threat. They will need to make an assessment of the threat and decide actions to take.

If the threat is delivered face-to-face:

- Try to remember as many distinguishing characteristics of the threat-maker as possible.
- **On no account should anyone attempt to move or interfere with a suspect package,** if the threat is delivered in the form of a package.
- Treat the package as police evidence and prevent others from moving or touching the package.

If discovered in a written note, letter or as graffiti:

- Treat this as police evidence.

- Prevent other people touching the item.
- Graffiti may be difficult to guard. Back up photos should be taken as evidence, including photos of location for contextual purposes and clarification.

If the threat is received via email or social media application:

- Do not reply to, forward or delete the message.
- Note the sender's email address or username/user ID for social media applications.
- Preserve all web log files for your academy to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after).

Dial 999 and follow police advice. Seek advice from the designated emergency contact at your Academy as soon as possible.

Police will assess the threat at the earliest opportunity. When specific intelligence is known to police, advice will be issued accordingly.

3 Actions to Consider

Responsibility for the initial decision making remains with the Principal / Head Teacher (or designated senior manager in their absence) of the Academy being threatened. Do not delay your decision making process waiting for the arrival of police. Police will assess the credibility of the threat at the earliest opportunity.

All bomb threats must be reported to the police and their subsequent advice followed accordingly. It is essential that appropriate plans exist; they should be event and location specific.

Preparations must be made for the welfare of staff, pupils and visitors in terms of evacuation protocols; the Headteacher / Principal, or other nominated member of the management team in the absence of the Headteacher / Principal, must take account of all relevant information in deciding the best course of action. Advice should be sought from the police in the first instance and Staffordshire University Academies Trust central team must be notified.

4 Evacuation

Should the Principal / Head Teacher, or other nominated person in their absence, decide that evacuation is necessary. The evacuation method and route will be determined according to the known or suspected location and nature of the threat, available information, identified hazards and advice from the police or emergency services. Normal fire-evacuation routes and assembly points must not be used automatically where they may move people towards the suspected threat.

Activate the Alarm System.

Academies will identify more than one alternative evacuation location in different directions. The location used will be selected according to the circumstances and police advice. People will be moved as far from the suspected threat as is reasonably practicable and will not assemble close to vehicles, glazed areas, secondary hazards or any police cordon.

External evacuation

Leaving the Academy building will be appropriate when directed by police and/or it is reasonable to assume the threat is credible, and when evacuation will move people towards a safer location.

At least two assembly points should be identified in opposing directions, and at least 500 metres from the suspicious item, incident or location, this information should be detailed in the bomb threat evacuation procedure, Appendix Two. Where possible, the assembly point should not be a car park. The police will establish cordons depending upon the size of an identified suspect device. Always follow police directions and avoid assembly close to a police cordon.

Internal Evacuation ('Invacuation')

There are occasions when it is safer to remain inside. Staying in the Academy building and moving people away from external windows/walls is relevant when it is known that a bomb is not within or immediately adjacent to that building. If the suspect device is outside of the building, people may be exposed to greater danger if the evacuation route inadvertently takes them past the device. A safer alternative may be the use of internal protected spaces; details of Academy arrangements can be recorded in Appendix Two.

If the location of the device threatened is unknown, evacuation represents a credible and justifiable course of action.

Decision not to evacuate or inwardly evacuate

This will be reasonable and proportionate if, after an evaluation by the relevant manager(s), the threat is deemed implausible (e.g. a deliberate hoax). In such circumstances police may provide additional advice and guidance relating to other risk management options. It may be considered desirable to ask staff familiar with the premises to check their immediate surroundings to identify anything out of place.

5 Premises Searches and Suspect Packages

A suspect or suspicious package is a package or envelope found or received, normally by mail or courier or delivered in person, which arouses the suspicion of the receiver because of some indicator or indicators. It may or may not be preceded by letter or telephone threats or warnings. It may simply be poorly addressed, or it may be a hoax.

There are a wide range of dangerous items that can be sent by post such as explosive devices, chemicals or biological agents, or radioactive substances.

Where staff are handing mail, it is important to be aware of characteristics that are common to suspicious packages. Some indicators include, but are not limited to, the following:

- Unexpected item, especially if hand delivered.
- A padded envelope (Jiffy Bag) or other bulky package.
- Additional inner envelope or other contents that may be difficult to remove.
- Labelling or excessive sealing that encourages opening at a particular end or in a particular way.
- Oddly shaped or lopsided.
- Envelope flap stuck down completely (normally gummed envelope flaps leave slight gaps at edges).
- Marked ‘To be opened only by…’ ‘Personal’ or ‘Confidential’.
- Item addressed to the organisation or a title (rather than a specific individual).
- Unexpected or unusual origin (postmark and/or return address).
- No return address or a return address that cannot be verified.
- Poorly or inaccurately addressed address printed unevenly or unusually.
- Unfamiliar writing or unusual style.
- Unusual postmark or no postmark.
- More stamps than needed for size or weight of package.
- Greasy or oily stains emanating from the package.
- Odors emanating from the package.

If an Academy receives a threat and depending upon how credible it is, the SLT may decide to conduct a search for suspicious items.

Safety of staff is paramount. Staff must not undertake a search where doing so would place themselves or others at increased risk. Searches will only be undertaken where considered appropriate by the Incident Lead and in accordance with police advice.

Staff are not expected to approach, handle, open, move or inspect suspicious items. Any item giving rise to concern must be treated as potentially hazardous, the area cleared and the police contacted immediately.

Searches should be limited to identifying items which appear unusual, out of place or suspicious within an area with which the member of staff is familiar. Staff must not enter areas where they believe there may be an immediate threat to life or safety.

This should be conducted in the following way:

- Ensure plans are in place to carry out an effective search in response to a bomb threat.
- Identify who in your venue will coordinate and take responsibility for conducting searches.
- Initiate a search by messaging over a public address system (coded messages avoid unnecessary disruption and alarm), by text message, personal radio or by telephone cascade, or other method of communication suitable, as designated by the Principal / Head Teacher.
- Divide the venue into areas of a manageable size for a small number of searchers. Ideally staff should follow a search plan and search in pairs to ensure nothing is missed.
- Ensure those conducting searches are familiar with their areas of responsibility. Those who regularly work in an area are best placed to spot unusual or suspicious items.
- Focus on areas that are open to the public; enclosed areas (e.g. cloakrooms, stairs, corridors, lifts etc.) evacuation routes and assembly points, car parks, other external areas such as goods or loading bays.
- Develop appropriate techniques for staff to be able to routinely search public areas without alarming any visitors or children present.
- Under no circumstances should any suspicious item be touched or moved in any way. Immediately start evacuation and dial 999.
- Ensure all visitors know who to report a suspicious item to and have the confidence to report suspicious behaviour. All visitors should be identifiable by Academy branded badges or lanyards, in accordance with the Safeguarding Policy.

Actions to take if a suspect package is found:
- If in doubt call 999 and ask for the police.
- Clear the area immediately.
- Do not attempt to open the letter or package.
- Avoid unnecessary handling.
- Keep it separate so it is easily identifiable.

Avoid unnecessary handling:
- If you are holding the item, put it down on a cleared flat surface.
- Keep it separate so it is easily identifiable.
- Do not move it.

Move away immediately
- Clear immediate area and each adjacent room, including rooms above and below
- If there is any suggestion of chemical, biological or radiological materials, move those directly affected to a safe location close to the incident - keep these individuals separate from those not involved.
- Prevent others approaching or accessing the cleared areas.
- Do not use mobile phones or two-way radios in the cleared area or within fifteen meters of the suspect package.
- Communicate regularly with each party i.e. staff, pupils/students, visitors.

Notify police
- **If the item has been opened, or partially opened prior to being deemed suspicious, it is vital that this is communicated to the police.**
- Ensure informants and witnesses remain available to brief the police, and that the accuracy of their observations is preserved: encourage witnesses immediately to record their observations in writing, and discourage them from discussing the incident or their observations with others prior to the arrival of the police.

6 Grab Bags

Each academy will compile emergency grab bags for use during responses to a bomb threat incident. Grab bags contain a selection of items which can be useful in an emergency. These items can include the following:

- Communications equipment, either digital or physical, to help staff and parents communicate with each other during an incident.
- Useful documentation, such as contact details for emergency services, medication lists, bomb threat checklists, and lockdown, invacuation and evacuation templates.
- Pens and paper to help in the use of communications equipment and useful documentation.
- Public Access Trauma first aid kits (PAcT), which support the treatment of anyone suffering immediate life-threatening injuries.
- Bottles of water.
- Inhalers.
- Plasters and/or cotton wool for treatment injuries.

The academy will also consider the number of grab bags it will compile, varying items for pupils with specific needs, and the most strategic locations where they will be placed around the setting.

7 Media and Communication

Avoid revealing details about specific incidents to the media or through social media without prior consultation with police. Do not provide details of the threat, the decision making process relating to evacuation (internal or external) or why a decision not to evacuate was taken.

It is vital that regular drills are carried out to ensure all are familiar with bomb threat procedures, routes and rendezvous points. Disabled staff should have personal evacuation plans and be individually briefed on their evacuation procedures. Similarly all visitors should be briefed on evacuation procedures and quickly identified and assisted in the event of a threat.

Familiarising through testing and exercising will increase the likelihood of an effective response to an evacuation and aid the decision making process when not to evacuate/invacuate.

Lockdown and Inward Evacuation

Lockdown procedures are intended to frustrate or delay any attackers and reduce the potential number of casualties in the case of weapons attacks. It is very difficult to provide generic details of a lockdown plan as there a large number of variables that will influence the most appropriate response to the situation including the type of incident, design of a building, the types of occupants and the facilities:

- Ensure good building security is normal state
- Develop plan for lockdown appropriate for the building and its uses
- Communicate plan
- Practice as appropriate

1 Standard Building Security

- Encourage reporting of suspicious behaviour
- Encourage a challenge culture on tailgating
- Wear ID’s in buildings
- Review lone working arrangements
- Increase checks on incoming post
- Regular security walk arounds should include looking for unsupervised packages and security issues
- Querying suspect vehicles with the Police
- Increased CCTV monitoring where available, check security alarms and other building security features regularly
- Tighten contract management controls
- Ensure communication and co-ordination of security arrangements in shared buildings

Maintaining good standards of building security has the potential to deter attacks. The Good Housekeeping Checklist from Protect UK should also be used: https://www.protectuk.police.uk/sites/default/files/2022-05/Good%20housekeeping%20checklist.pdf

2 Lockdown Procedure

Depending on the nature of the building and its uses it may be appropriate to develop a two-stage process with partial and full lockdown elements. For many locations this will not be suitable or possible and one procedure with flexibility will be sufficient.

Partial lockdown
This might be instigated on large sites with larger numbers of occupants where there is an incident such as a civil disturbance in the local community or air pollution warning.

- Communicate the alert to building occupants by appropriate means
- All points of entry to the building are secured to prevent the threat entering the building
- Prevent individuals leaving building into the area of danger
- Movement may continue in the building depending on the threat – people may need to move away from windows
- Remain in contact with the Emergency Services who will advise best course of action in respect of the prevailing threat.

All situations are different and it will be necessary to review and react to a situation based on advice from the emergency services.

Full lockdown
May develop from partial lockdown situation or may be the result of a threat within the building such as a weapons attack or an intruder on the school site.

- Communicate the alert to building occupants
- Secure access to the building
- Anyone outside of the building should head away from the site as directed by emergency services
- Those inside the building move away from windows
- Lock internal doors, if possible, either by use of a security system or physically. Be aware of the potential impact on the ability to “run, hide” if using automatic systems in a weapons attack situation
- Close blinds/curtains
- Turn off room lights
- Silence personal devices
- Move towards the inner core of building/safe area, if possible
- Maintain contact with the Emergency Services/point of co-ordination

All situations are different and it will be necessary to review and react to a situation based on advice from the emergency services.

Where a lockdown is required, either a partial lockdown or full lockdown procedure will be implemented, depending on the circumstances. The headteacher will take all factors into consideration when deciding whether to partially or fully lockdown the school. Where possible, advice will be sought from the emergency services.

The above lists are not exhaustive and if a different incident occurs, the headteacher and security lead will make a decision on what procedure should be implemented taking into account the circumstances of the situation.

When a plan has been developed it is necessary to communicate the plan. It may be appropriate for all occupants of a building to be involved in practising the procedure.

3 Senior Staff Responsibilities

In the event of a terrorist threat, the designated senior members of staff should undertake the following:

- CONFIRM CONTACT with the police and stand by until relieved by them.
- Inform the Premises Manager, Staffordshire University Academies Trust and the Staffordshire County Council Health, Safety and Wellbeing Service (in normal working hours) or the On-Call Director, out of hours (this information is detailed in the SUAT Business Continuity Plan).
- Once the emergency services are on site, co-operate with them as requested.
- If evacuating building(s) contact the Fire Marshals to co-ordinate evacuation in same manner as for a bomb threat. Do not activate fire alarm system.

4 Media and Communication

Avoid revealing details about specific incidents to the media or through social media without prior consultation with police. Do not provide details of the threat, the decision making process relating to evacuation (internal or external) or why a decision not to evacuate was taken.

It is vital that regular drills are carried out to ensure all are familiar with bomb threat procedures, routes and rendezvous points. Disabled staff should have personal evacuation plans and be individually briefed on their evacuation procedures. Similarly all visitors should be briefed on evacuation procedures and quickly identified and assisted in the event of a threat.

Familiarising through testing and exercising will increase the likelihood of an effective response to an evacuation and aid the decision making process when not to evacuate/invacuate.

Security Lockdown – Government Guidance

This information is generic and is based on government advice. The Principal/Headteacher or delegated member of staff will be responsible for judging the level of response required.

Every school is different and you should seek advice from your local police service's designing out crime officer (DOCO) for clarification of any specific concerns relating to your premises. The requirement for a security lockdown may result from a reported incident in the local community that could pose a potential physical risk to pupils and staff.

You may have similar measures suitable for environmental issues, such as air pollution, fire or a chemical incident which you will have agreed with the appropriate agency.

In the event of a risk from an intruder, or if a security warning is received, the school goes into a full lockdown mode, as follows:

Close the school and activate the school's security lockdown plan. This should include the following steps:

- *Ensure that all pupils are brought into school quickly using an agreed signal – they should be sent or escorted to their designated classrooms and accounted for using the register*
- *Fully secure the premises, locking all doors and windows – this should be a designated responsibility for named individuals who will be on the premises during school hours and practised regularly to ensure that all locks operate properly (you may need to take advice from the DOCO to ensure that all aspects are covered)*
- *Call 999 if you are not already in contact with the police*
- *Visitors should be asked to stay, not leave – they should be taken to a designated location of shelter by a nominated member of staff and asked to remain quiet, turn their phone to silent and stay out of sight*
- *Once all pupils are accounted for in their classrooms, classroom doors should be locked and pupils asked to sit quietly away from sight*

- *If you think or if you are told there is danger of explosion, ensure that all blinds and curtains are closed*
- *Turn off all lights*
- *Turn mobile phones to silent and ask everyone to remain quiet*
- *You should ensure that your school has an agreed method of communication in this situation, with an academy-approved, secure communication system that has a tested fallback.*

The school should remain in a state of lockdown until a senior member of staff or the emergency services confirm that it has been lifted.

Lockdown, invacuation and evacuation arrangements will be tested at planned intervals determined through risk assessment and at least annually. Testing may include desktop exercises, staff walk-throughs, communications tests or appropriately managed live exercises. The format and frequency will take account of the academy's context, identified threats, previous learning and the needs and wellbeing of pupils and staff.

For further resources on protective security, including e-learning and teaching resources, refer to the guidance on protective security and preparedness for education and visit ProtectUK.

Actions following incidents

The school's plans will be amended appropriately to consider the emotional and mental impact on pupils, parents and staff members following an incident. The school will also consider introducing a strategy that monitors pupils and staff who are primarily affected by the incident.

The school will conduct post-incident evaluations and hold a full debrief where feedback is obtained from all the key people involved. The school will use these post-incident actions to inform what measures need to be taken to support victims and learn from anything that could have been improved should such an incident occur again.
In time, the school will also hold debriefing sessions with neighbouring schools, settings, business, the local community and the police.

Following an occurrence necessitating the implementation of an emergency procedure, the following actions will be taken:

- A follow-up talk with staff members and pupils will be delivered by the headteacher
- Support will be sought where necessary, for example, from counselling services
- Parents and other stakeholders will be informed via letter
- The response to the crisis will be evaluated and procedures amended where necessary
- The school's Business Continuity Plan will be activated to help restore normality following an incident

Following an incident, the academy will consider whether any pupil requires additional safeguarding, pastoral, attendance, medical, mental health, SEND or welfare support.

Where an incident has had a significant impact on a pupil's wellbeing, sense of safety, participation, attendance or ability to engage in education, the academy will determine whether additional support, reasonable adjustments, risk assessments or individual arrangements are required.

The Designated Safeguarding Lead, SENDCO, pastoral leaders and other relevant staff will work collaboratively, where appropriate, to assess needs and coordinate support for affected pupils.
The academy will seek and consider the views of pupils and parents or carers when planning support and recovery arrangements.

Where appropriate, referrals or consultation may be sought from external agencies, healthcare professionals, educational psychologists, local authority services or other specialist services.

Following any significant incident or emergency exercise, the academy will review whether emergency procedures, Personal Emergency Evacuation Plans (PEEPs), individual risk assessments, healthcare plans or other support arrangements remain effective and appropriate.

Any lessons learned relating to safeguarding, inclusion, accessibility, SEND, disability, communication, participation or wellbeing will be incorporated into future planning, training and risk assessments.

A written record will be kept of all incidents and drills, including lessons learned and any improvements made to procedures.

Conducting practices

Practices of each emergency procedure will be conducted at least annually. Before a practise takes place, parents will be informed that this is happening.

During a practise, all pupils and staff will be expected to follow the relevant procedure. Any issues or concerns that arise from the practise will be considered by the headteacher and the security lead and changes will be made to procedures if necessary.

Emergency exercises will be planned and conducted in an inclusive, proportionate and psychologically informed manner. Before an exercise, the academy will identify pupils and adults who may require reasonable adjustments, alternative preparation, individual support or an alternative method of testing their arrangements.

Individual emergency plans, including PEEPs and any lockdown or invacuation arrangements, will be tested in a way that is safe and appropriate to the person's needs. Participation in an exercise will not be required where an individual risk assessment determines that it would create a disproportionate risk of harm; in such circumstances, the academy will use an appropriate alternative such as a supported walk-through or desktop exercise.

Feedback will be sought from pupils, including pupils with SEND, in an accessible manner and used to improve arrangements.

Monitoring and review

All of the procedures outlined in this policy will be tested at least annually.

This policy will be reviewed on an annual basis, or sooner if statutory guidance is released before the review date.

This policy will also be reviewed and evaluated following any incidents which require it to be activated.

The review will be conducted by the health and safety coordinator, in collaboration with the headteacher and the governing board.

Appendices

- Appendix One – Bomb Threat Record
- Appendix Two – Individual Academy Arrangements – Templates
- Appendix Three – Issues for consideration when developing lockdown plans
- Appendix Four - Stay Safe Advice
- Appendix Five - Terrorist Threats - reporting suspicions FAQs
- Appendix Six – NaCTSO Guidance Note 1a/2016: Advice to leaders of schools and other Educational Establishments for Reviewing Protective Security
- Appendix Seven - Current External Guidance and Resources
- Appendix Eight - Unattended Items Poster
- Appendix Nine – Self Assessment Emergency Checklist
- Appendix Ten – Post Incident Support Checklist
- Appendix Eleven – Debrief and Lessons Learned

Appendix One
Bomb Threat Record Template

Bomb Threat Record Template
Actions to be taken on receipt of a telephone bomb threat

1. Remain calm and talk to the caller.
2. Note the caller's number if displayed on your phone.
3. If the threat has been sent via email or social media see appropriate section below.
4. If you are able to, record the call.
5. Write down the exact wording of the threat.

Questions to ask? (When Where What How Who Why Time?)

1. Where exactly is the bomb right now?	
2. When is it going to explode?	
3. What does it look like?	
4. What does the bomb contain?	
5. How will it be detonated?	
6. Did you place the bomb? If not you, who did?	
7. What is your name?	
8. What is your address?	
9. What is your telephone number?	
10. Do you represent a group or are you acting alone?	
11. Why have you placed the bomb?	

12. Note time call started and ended:	

Inform Internal Emergency Contacts
Name and telephone number of person informed:

Dial 999 and inform the Police
Time police informed:

This part should be completed once Police/Internal Emergency Contacts have all been informed					
Date and time of call:					
Duration of call:					
The telephone number that received the call:					
About the caller:	Male	Female	Age?		
Threat Language:	Well-spoken	Irrational	Taped message	Foul	Incoherent
Caller's voice:	Calm	Crying	Clearing throat	Angry	Nasal
	Excited	Stutter	Disguised	Slow	Lisp
	Deep	Familiar	Laughter	Hoarse	Slurred
	Rapid	Accent What type of accent?		Other detail *(please specify)*	
If the voice sounded familiar, who did it sound like?					
Background sounds:	Street noises	House noises	Animal noises	Crockery	Vehicles
	Voice	Static	PA system	Booth	Music
	Clear background	Factory machinery	Office machinery	Other *(please specify)*	
Remarks / Additional Notes					
Signature:		Print Name:		Date:	

Action to be taken on receipt of a bomb threat via e mail or social media

1. DO NOT reply to, forward or delete the message
2. If sent via email note the address
3. If sent via social media what application has been used and what is the username/ID?
4. Dial 999 and follow police guidance
5. Preserve all web log files for your organisations to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after.

Appendix Two - Individual Academy Arrangements

Academy Arrangements; in conjunction with the Staffordshire University Academies Trust's Security Policy

Academy Name:	
Date of Completion:	
Approved:	

Telephone Threats		
This procedure has been communicated to relevant staff (please highlight red) - YES/NO		
Date of communication -		
Course of Action	**Report To**	**Document to Compile**
Stay calm and listen Access record form Keep caller talking Alert a colleague to dial 999 Note the number of the caller or dial 1471 once ended to obtain the number If the call is recorded, note the details Follow police advice	Detail staff	Bomb threat record form
Text Message Threats		
Course of Action	**Report To**	**Document to Compile**
Do not reply to, forward or delete the message Note the number of the sender Report to the police Follow police advice	Detail staff	Bomb threat record form
Face to Face Delivery		
Course of Action	**Report To**	**Document to Compile**
Remember as many distinguishing characteristics of the threat maker as possible No one is to move or interfere with the suspect package Communication to be made with relevant parties Report to the police Follow police advice	Detail staff	Report of information detailed in the course of action column
Written Note, Letter or Graffiti		
Course of Action	**Report To**	**Document to Compile**
Treat this as police evidence Prevent others touching the item Graffiti may be more difficult to guard – back up photos should be taken as evidence, including location photos for context and clarification Contact the police Follow police advice	Detail staff	Report of information detailed in the course of action column

Email or Social Media Threat		
Course of Action	**Report To**	**Document to Compile**

Do not reply to, forward or delete the message Note sender's email address or username/userID for social media applications Preserve web log files Contact the police Follow police advice	Detail staff	Report of information detailed in the course of action column
Suspect Packages		
Course of Action	**Report To**	**Document to Compile**
If in doubt call the police on 999 Clear the area immediately Do not attempt to open the letter or package Avoid unnecessary handling Keep it separate so it is easily identifiable Do not move it Clear the immediate area including adjacent rooms, above and below Prevent others accessing the cleared areas and the parcel Communicate regularly	Detail staff	Report of information detailed in the course of action column

Evacuation **Following contact with the police, it may be deemed necessary to evacuate the premises. In the case of an evacuation, the following procedure will be followed.**	
This procedure has been communicated to relevant staff (please highlight red) - YES/NO	
Date of communication -	
Incident lead:	
Deputy incident lead:	
Other useful contacts (please detail):	
Other useful contacts (please detail):	
Other useful contacts (please detail):	
In the event that an evacuation is required, we will notify staff and communicate the details of evacuation by: **Evacuation signal**	Detail method(s) of notification and further communication • Note that the alarm system should not be activated • Note that it would be useful for staff to take a cursory check of their room for any suspicious items • Note that if you are using other local academies as your evacuation point, you will need to check prior to evacuation that they have not received threats of a similar nature • Note that registers must be taken upon leaving the premises
We will evacuate to the following procedure:	Detail how you will evacuate the premise Consider: Where is the threat What is the guidance from police When is the threat set to go off Where has it been planted
Staff will fulfil the following roles in support of the evacuation:	Detail specific roles for staff, what they will do and how
Evacuation points must be at least 500m from the building. These two points of evacuation are:	Detail evacuation points (note that they must be in opposite directions) Name of venue Type of venue Contact name Contact phone number Opening hours
We will need the following equipment within our grab bag (please see above guidance):	This may also include PEEPs, individual risk assessments and care plans, medication for children and staff
We will reach evacuation point one via the following route:	Detail route A map may also be attached
We will reach evacuation point two via the following route:	Detail route A map may also be attached
Once at the evacuation point, we will communicate with police in the following manner:	Detail communication methods
Once at the evacuation point, we will communicate with parents in the following manner:	Detail communication methods
Once at the evacuation point, we will keep students calm by:	Detail communication methods
We will risk manage the evacuation, route to the evacuation points, arrival and stay at the evacuation point by:	Detail risk management methods, consider: • Evacuation procedure • Walking routes • Communication methods throughout the procedure

	• Staff/student ratios • First aid requirements • Students with SEN • Those with mobility difficulties • Stress/anxiety Consider whether lessons are taking place outside or whether it is break time, and the procedure for evacuating people on this basis
All clear signal:	What is the signal to resume normal occupancy

Invacuation / Lockdown **Following contact with the police, it may be deemed unsuitable to evacuate the premises and therefore an internal evacuation would be safer. In the case of an invacuation, the following procedure should be followed.**	
This procedure has been communicated to relevant staff (please highlight red) - YES/NO	
Date of communication -	
Incident lead:	
Deputy incident lead:	
Other useful contacts (please detail):	
Other useful contacts (please detail):	
Other useful contacts (please detail):	
In the event that an invacuation / lockdown is required, we will notify staff and communicate the details of this by: **Invacuation / lockdown signal**	Detail method(s) of notification and further communication • Note that the alarm system should not be activated • Registers should be taken to identify anyone who is not in their classroom • Consideration as to buddy system for non-teaching staff or teaching staff not on timetable to account for each other and communicate arrangements • Follow the Run Hide Tell principles if needed
We will invacuate to the following procedure:	Detail how you will invacuate, consider: • Existing security arrangements which prevent access to your building such as magnetic locks, roller shutters, lockable doors, barriers and automatic gates • Consider the movement of children and individuals around the premises who have additional needs • Consider access to essential medication e.g.inhalers • Deterrents or monitoring software available such as CCTV • Closing blinds • Locking classrooms and offices • In the absence of blinds or in the case of defective blinds, remaining low or in locations which are of low visual impact from an external perspective • Access to first aid • If the threatening device or matter is external and local to a certain area of the building, clearing this area • Student and staff access to social media • Turning off air handling systems if sheltering from an environmental hazard
We will lockdown, to the following procedure:	Detail how you will lockdown, consider:

	• Existing security arrangements which prevent access to your building such as magnetic locks, roller shutters, lockable doors, barriers and automatic gates • Consider the movement of children and individuals around the premises who have additional needs • The location of individuals – indoors or outdoors • The use of any barricades • Turning lights off • Staying away from doors and windows • Access to first aid • Consider access to essential medication e.g.inhalers • Deterrents or monitoring software available such as CCTV • Closing blinds • Locking classrooms and offices • In the absence of blinds or in the case of defective blinds, remaining low or in locations which are of low visual impact from an external perspective • If the threatening device or matter is external and local to a certain area of the building, clearing this area • Student and staff access to social media
The most suitable locations to invacuate / lockdown to:	A floor plan denoting the locations may also be attached
Staff will fulfil the following roles in support of the invacuation / lockdown:	Detail specific roles for staff, what they will do and how
Once the invacuation / lockdown has taken place, we will communicate with police in the following manner:	Detail communication methods
Once the invacuation / lockdown has taken place, we will communicate internally in the following manner:	Detail communication methods
Once the invacuation / lockdown has taken place, we will communicate with parents in the following manner:	Detail communication methods
Once at the invacuation / lockdown has taken place, we will keep students calm by:	Detail communication methods
We will risk manage the invacuation / lockdown by:	Detail risk management methods, consider: • Communication methods throughout the procedure • Staff/student ratios • First aid requirements • Students with SEN • Those with mobility difficulties • Stress/anxiety • Student and staff access to social media • Consider areas most at risk, such as areas which are more open, areas surrounded by glass, staff who work in open areas and may need to invacuate to certain areas of safety

	• Consider whether lessons are taking place outside or whether it is break time, and the procedure for invacuating people on this basis
Dynamic risk assessments may be required depending on the nature of the invacuation / lockdown and the threat. Considerations to be made as follows:	Detail risk management methods, consider: • Location of the threat • Nature of the threat • Staffing ratios • Available, safe rooms • Location of premise occupants – are there any activities taking place externally
All clear signal:	What is the signal to resume normal occupancy

Appendix Three - Issues for consideration when developing lockdown plans

Issue	Example
Who will manage lockdowns? Initiate, manage and conclude	➢ More than one person required. Consider what will happen is an individual is absent.
When will lockdowns be instigated? Define and list.	➢ Where situation requires isolation rather than evacuation
Roles and responsibilities?	➢ Who might be available? ➢ Where they are normally located? ➢ Communicate these
Who will contact police and how?	➢ Mobile phone or fixed phone? ➢ They will be point of liaison with the emergency service
How will the alarm be raised with those who have the responsibility to initiate lockdown?	➢ Phone lines will need to remain open to contact Emergency Services. What means of communication is available? Will alternatives be needed?
How will the alert be raised with the building occupants?	➢ What means of communication is available? Sounding the fire alarm is not recommended as this will cause evacuation. ➢ Public Address system, existing internal messaging system e.g. text, email, staff phones. “Pop up” on employees computers. Dedicated lockdown alarm tone. Word of mouth. ➢ Will alternatives be needed?
Where are all points of access to the building that would need securing?	➢ May need to identify on a plan. ➢ Are there any low windows that need considering
How will access points be secured? By whom?	➢ Who is available? ➢ What method of securing can be used? ➢ Where are keys kept? ➢ Are they always available?
What ability is there to secure internal doors?	➢ Consider the impact on “Run, Hide” options if automatic systems are used.
Where are the preferred locations to take refuge?	➢ Be aware of exits from an area and the ability to prevent access/lock ➢ Substantial walls, ➢ Ability to be out of sight.

Appendix Four - Stay Safe Advice

1. Introduction

Note – this guidance is based upon elements in the following UK Government Guidance on Recognising the Terrorist Threat:

https://www.gov.uk/government/publications/recognising-the-terrorist-threat/recognising-the-terrorist-threat which should be viewed by premises managers.

Terrorist attacks in the UK and abroad remind us all of the terrorist threat we face, which in the UK is considered as 'SEVERE', meaning an attack is highly likely.
Police and security agencies are working tirelessly to protect the public but it is also important that communities remain vigilant and aware of how to protect themselves if the need arises.
National Counter Terrorism policing is providing advice to the public on the steps they can take to keep themselves safe in the rare event of a firearms or weapons attack.

2. STAY SAFE: Terrorist firearms and weapons attacks

The 'STAY SAFE' principles 'RUN HIDE TELL' give some simple actions to consider at an incident and the information that emergency services may need in the event of a weapons or firearm attack:

All staff will be able to make informed choices when faced with a terrorist incident. Staff members will receive training on – and familiarise themselves with – the RUN HIDE TELL principles, and will use these principles in conjunction with their knowledge of the school site.

For pupils and staff members with SEND, the school will adjust the generic plan to consider the impact of disability and plan holding areas if necessary.

When following the HIDE principles, the incident lead will also activate the school's lockdown procedures.

The guidance from the UK Govt. is based upon the RUN HIDE TELL principle and this can be viewed by watching the following short public information film called 'Stay Safe: Firearms and Weapons Attack':
https://www.gov.uk/government/publications/stay-safe-film

2.1 'RUN'

•Escape if you can
•Consider the safest options
•Is there a safe route? RUN if not HIDE
•Can you get there without exposing yourself to greater danger?
•Insist others leave with you
•Leave belongings behind

2.2 'HIDE'

•If you cannot RUN, HIDE
•Find cover from gunfire
•If you can see the attacker, they may be able to see you
•Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal
•Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls
•Be aware of your exits
•Try not to get trapped
•Be quiet, silence your phone and turn off vibrate
•Lock / barricade yourself in
•Move away from the door

2.3 'TELL'

Call 999 - What do the police need to know? If you cannot speak or make a noise listen to the instructions given to you by the call taker:

•Location - Where are the suspects?
•Direction - Where did you last see the suspects?
•Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.
•Further information – Casualties/type of injury/building information/entrances/exits/hostages etc.

•Stop other people entering the building if it is safe to do so

3. Armed Police Response

If armed police respond, follow officers' instructions:

•Remain calm
•Can you move to a safer area?
•Avoid sudden movements that may be considered a threat
•Keep your hands in view

Be aware that in these types of situations, Police Officers may:
•Point guns at you
•Treat you firmly
•Question you
•Be unable to distinguish you from the attacker
•Officers will evacuate you when it is safe to do so

4. Summary
You must stay safe:

•What are your plans if there were an incident?
•What are the local plans? e.g. personal emergency evacuation plan

5. Further advice

CitizenAID https://www.gov.uk/government/news/citizenaid-advice-supports-run-hide-tell using a website, leaflets and a phone App CitizenAID provides simple, clear advice for immediate actions and first aid for a stabbing, bomb incident or mass shooting.
Building on Run, Hide Tell, this helps people understand what to do in the event of an attack.

Appendix Five - Terrorist Threats - reporting suspicions FAQs

What type of behaviour or activity could be considered suspicious?

Some examples of suspicious behaviour or activity include:

- Hiring large vehicles or similar for no obvious reasons
- Buying or storing a large amount of chemicals, fertilisers or gas cylinders for no obvious reasons
- Taking notes or photos of security arrangements, or inspecting CCTV cameras in an unusual way
- Looking at extremist material, including on the so-called Dark Web, or sharing and creating content that promotes or glorifies terrorism.
- Someone receiving deliveries for unusual items bought online.
- Embracing or actively promoting hateful ideas or an extremist ideology.
- Possessing firearms or other weapons or showing an interest in obtaining them
- Holding passports or other documents in different names, for no obvious reasons
- Anyone who goes away travelling for long periods of time but is vague about where
- Someone carrying out suspicious or unusual bank transactions

How sure do I have to be before passing on my suspicions?

An honest held belief that something is occurring or you have a belief someone is acting suspiciously.

If my information turns out to be incorrect will I have wasted police time?

You may feel it's probably nothing, but unless you trust your instincts and report, the police won't be able to judge whether the information you have is important or not. Remember, no piece of information is considered too small or insignificant. Specially trained officers and police staff would rather take lots of calls which are made in good faith, but have innocent explanations, than not getting any at all.

Government guidance for suspicious items

- If you see anything out of the ordinary - report it at gov.uk/ACT **and in an emergency call 999**. The Counter Terrorism Policing campaign "Action Counters Terrorism" (ACT) encourages the public to help the police tackle terrorism and save lives by reporting suspicious behaviour and activity.
- **1 - Report -** If you see or hear something unusual or suspicious trust your instincts and ACT by reporting it. Report terrorist or extremist content online – Action Counters Terrorism on the Direct Gov website. In an emergency call 999.
- **2 - Watch -** The National Counter Terrorism policing Stay Safe Film - GOV.UK 'Run Hide Tell'.
- **3 - Learn -** Complete the Action Counters Terrorism Elearning package online **NaCTSO - Counter Terrorism Awareness**

Appendix Six

NaCTSO Guidance Note 1a/2016

Advice to leaders of schools and other Educational Establishments for Reviewing Protective Security

Following a series of malicious hoax communications to schools across the UK it is important that you are alert, but not alarmed. This is an opportunity for you to review your security plans to confirm that the arrangements you should already have in place are still current and have been tested to ensure staff and students are prepared and confident.

Consider what steps you could take to:-

a. reassure your staff, students and parents

b. review and implement proportionate protect and prepare security planning.

1. Bomb threats: Procedures for handling bomb threats. Most bomb threats are made over the phone and the overwhelming majority are hoaxes, made with the intent of causing alarm and disruption. Any hoax is a crime and, no matter how ridiculous or unconvincing, must be reported to the police.

Dial 999 and police will respond. You should always consider their advice before a decision is taken to close or evacuate.

If this prompts you to review your emergency planning, consider the following:

2. Search Planning: Do you have plans to search your site to deal effectively with either bomb threats or for secreted threat items; are your staff and students familiar with those plans and what to do if they find a suspicious item?

Good housekeeping reduces the opportunity for suspicious items to be placed and assists effective search.

3. Evacuation/Invacuation planning: It is vital that you are able to move your staff and students away from danger in a controlled way. Ensure you have a number of options available, well sign- posted and notified to people on your site. Keep routes clear.

Sometimes it may be safer to remain inside a building; identify the most suitable internal spaces that staff and students can move to.

Security guidance for educational establishments
https://www.gov.uk/government/publications/counter-terrorism-protective-security-advice-for-higher-and-further-education

4. STAY SAFE Guidance for firearms and weapons attacks: Do your staff follow the Stay Safe principles **RUN HIDE TELL?**

https://www.gov.uk/government/publications/recognising-the-terrorist-threat/recognising-the-terrorist-threat

Stay safe film
https://www.gov.uk/government/publications/stay-safe-film

Dynamic lockdown guidance
https://www.gov.uk/government/publications/developing-dynamic-lockdown-procedures

5. Staff Awareness and Security Culture: Have you briefed your staff on how they can recognise suspicious activity?

Employee vigilance

https://www.gov.uk/government/publications/counter-terrorism-protective-security- advice-for-higher-and-further-education

Are your staff aware of the procedures to follow should they suspect suspicious behaviour? (**Anti-Terrorist Hotline 0800 789 321.** If you require an immediate response call 999)

6. Preparedness: Are your first aid kits and emergency grab bags checked regularly, complete and accessible?

7. Physical Security: Have you checked CCTV systems? Are they all working correctly? Are the date/time stamps accurate?

8. Mail handling: a threat may still exist from items delivered to your establishment by hand or by post. Are your staff familiar with indicators for suspicious deliveries?

9. Further advice: is available at: https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings

Appendix Seven - Current External Guidance and Resources

The Trust and its academies will refer to the most current versions of national security, safeguarding and emergency planning guidance when developing, reviewing and exercising local procedures.
Core Guidance

- DfE School and College Security Guidance
- DfE Protective Security and Preparedness for Education Settings
- DfE Emergency Planning and Response Guidance
- Keeping Children Safe in Education (current edition)
- Home Office Guidance issued under the Terrorism (Protection of Premises) Act 2025
- Martyn's Law Guidance for Education Settings
- ProtectUK Guidance and Resources
- National Protective Security Authority (NPSA) Guidance
- Counter Terrorism Policing RUN HIDE TELL Guidance
- Current Police Guidance relating to Bomb Threats and Suspicious Items

Trust Expectations

Each academy will:

- review security, lockdown, invacuation and bomb threat arrangements at least annually;
- review arrangements following any incident, exercise, near miss or change in risk profile;
- maintain local emergency procedures appropriate to its circumstances;
- ensure that security procedures are aligned with safeguarding, health and safety, SEND, equality and business continuity arrangements; and
- ensure that staff receive appropriate information, instruction, training and exercising relevant to their role.
  Linked Trust Documents

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Business Continuity Plan
- Emergency Plan
- First Aid Policy
- SEND Policy
- Equality Policy
- Educational Visits Policy
- Behaviour Policy
- Data Protection Policy
- Information Security Policy
- CCTV Policy
- Managing Abusive Behaviour Procedures
- Academy-specific Emergency Procedures

Appendix Eight

UNATTENDED ITEMS:
LOST... or SUSPICIOUS?



H

Hidden?

- Has it been concealed or hidden from view?
- Bombs are unlikely to be left in locations such as this – where any unattended item will be noticed quickly.



O

Obviously suspicious?

- Does it have wires, circuit boards, batteries, tape or putty-like substances?
- Do you think the item poses an immediate threat to life?



T

Typical?

- Is the item typical of what you would expect to find in this location?
- Most lost property is found in locations where people congregate.

If after applying the HOT protocols you still believe the item to be suspicious, call 999.

NaCTSO
National Counter Terrorism Security Office

BRITISH TRANSPORT POLICE

Appendix Nine - Self-Assessment Emergency Incident Planning Checklist

The checklist below sets out critical information which should be included in your plans as a minimum. If you answer NO to any of the questions below, you should review your plans/arrangements and consider developing them. Any residual risks should be recorded and managed appropriately.

Critical/Emergency Incident Planning	Yes/No	Comment/Action
Site and building security checklist		
Are your buildings secure during operating hours?		
Can public access be restricted?		
Are your identification arrangements robust?		
Do you have a process for dealing with a security alert?		
Do you regularly review your security arrangements?		
Site plan		
Does your plan clearly mark all points of entry?		
Does your plan include locations of hazardous chemicals, gas / electric / water shut of valves?		
Does it clearly indicate safety equipment such as fire extinguishers, evacuation chairs etc?		
Does your plan clearly identify safe zones / lockable rooms?		
Does your plan indicate which areas are covered by CCTV?		
Is your plan regularly reviewed?		
Business Continuity plans		
Do these arrangements identify critical activities?		
Do these arrangements identify contingency arrangements?		
Are these arrangements reviewed (at least every 12 months) plus following activation and/or implementation?		
Have these arrangements been tested/exercised in the last 12 months?		
Do they include a Communications Plan?		
Do they include a Short-term loss or shortage of staff or skills plan?		
Do they include information about how a closure or partial closure of the premises / facilities would be managed?		
Do they include a how you would manage a technology failure?		
Do they include information about Suppliers and Contractors failure?		
Have these arrangements been tested?		
Are these arrangements regularly reviewed?		
Evacuation plans		
Are Incident Control Offices and deputies clearly identified?		
Do these arrangements include on-site evacuation point(s)?		
Do these arrangements include alternative off-site evacuation point(s)?		
Are these arrangements regularly reviewed (at least every 12 months) and following an incident?		
Are these arrangements regularly tested?		
Do your Bomb Alert plans include		
Do these arrangements include on-site evacuation point(s)?		
Do these arrangements include alternative off-site evacuation point(s)?		
Does your plan include Bomb Threat and Suspicious Package procedures?		
Are these arrangements regularly reviewed (at least every 12 months) plus following activation and/or implementations?		

Have these arrangements been tested?		
Shelter (Invacuation) Plan		
Do the arrangements include designated rooms?		
Do they include actions to mitigate the risk of harm/injury?		
Are these arrangements regularly reviewed (at least every 12 months) plus following activation and/or implementations?		
Have these arrangements been tested?		
Lockdown plan		
Do the arrangements include designated rooms?		
Do they include actions to mitigate the risk of harm/injury?		
Do they include information about equipment that could be used as a weapon?		
Are these arrangements regularly reviewed (at least every 12 months) plus following activation and/or implementations?		
Have these arrangements been tested?		
Post Incident Support Checklist		
Do your arrangements clearly identify sources of help?		
Do your arrangements include communication plans?		
Do your arrangements include how you would support students, parents/carers and staff?		

Summary	**Yes/No**	**Comment/Action**
Do you ensure that the following groups are aware of all of the above plans?		
Staff (inc Volunteers)		
Governors		
Students		
Contractors		
Visitors		
Do you ensure that the following groups are suitably trained to respond to incidents and emergencies?		
Staff (inc Volunteers)		
Governors		
Students		
Contractors		
Is this training/information regularly reviewed including following activation/implementations of any of the above plans/arrangements?		

Appendix Ten - Post Incident Support Checklist

Most important is the health and wellbeing of all those involved and or affected by the incident or events. Where necessary, schools should seek help from the Department and external organisations.

Post incident support - assistance for students, parents / carers and staff	**Completed Sign / time / date**
Identify students, parents/carers and staff who may be particularly affected by the incident	
Consider requesting support from educational professionals and or other organisation (such as the Local Authority, Academy Trust, Samaritans, Teacher Support Network, NSPCC etc.) that are suitably trained	
Offer students and staff the opportunity for psychological support and counselling	
Ensure staff and students know that support is available and arrange access to these services as necessary	
Ensure that staff and students have access to breakout areas where they can take timeout	
Consider how it is appropriate to debrief all staff and students, and by whom	
Provide opportunities for students to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage students from talking about their experiences. Consider creating a safe space for students to record messages, and/or utilising IT	
Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this	
Make arrangements to express sympathy to those who have been hurt. Consider encouraging students to send cards / messages to those affected	
Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention	
Cancel or rearrange any events which are inappropriate	
Be sensitive about the demands on staff and students (e.g. deadlines for coursework, imminent exams, duties and burdens) where appropriate consider deferring/cancelling activities	
Send a communication (letter/email) to debrief parents / carers with information about: the nature of the incident, action taken, arrangements for support, what further actions the school/college is taking (i.e. lessons learned), who they can contact to discuss further	
Provide parents / carers with appropriate updates and information	
Do not make public any sensitive / confidential information about individuals	
Consider organising an event for parents / carers to discuss any issues or concerns they might have	
If students or staff who were particularly affected by the incident leave school/college consider notifying the headteacher of the new school/college ensuring confidentiality and sensitivity	
Ensure that new staff and students are aware of the incident, and how it affected the school/college community	
Follow return to work / school/college procedures to make returning to school/college as easy as possible	
Ensure that the appropriate support is in place for as long as necessary	

Additional consideration should be given to:
Funeral arrangements and religious activities
Remembrance activities and memorials, including how it is appropriate to mark anniversaries etc
Support families and the local community if affected by the incident (e.g. community events, fund raising).
Any media activities
Any building works including and security or safety improvements

Appendix Eleven - Debrief and Lessons Learned

It is important to debrief and review the incident as soon as practicable so that an accurate and reliable account is recorded. This will enable lessons learnt to be identified and implemented to ensure that effective processes and procedures are in place should another event occur.
Test drills and practice evacuations etc should also be appraised in the same way to ensure that you are as ready and prepared as possible in the event of a real emergency.

During the debrief it is important to identify:	
What went well?	
What didn't go well?	
What could you do better?	

Debrief and Lessons Learned	**Completed Sign / Date**
Review the chain of events from start to finish, step by step	
Use the incident/emergency plans to identify any deviation from the planed response	
Collate specific feedback on each of the following:	
Policies and procedures	
Action plans	
Site information	
Communication	
Finance	
Health and Safety	
Support from 3rd Parties	
Media / public relations	
Wellbeing	
Staff resources and training	
Record all your findings in a lessons learnt log	
Take any appropriate action to update policies/procedures and plans	
Take any appropriate action to rectify or improve the facilities	
Identify and undertake any further training	