



HIGH WELL SCHOOL  
Preparing for Positive Futures

# Invacuation and Lockdown Policy and Procedures

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### 1. Introduction

The safety of pupils, staff members and visitors on the premises of High Well School is paramount and the School takes its duty to protect the wellbeing and welfare of everyone very seriously.

The main priority is to prevent an emergency from occurring in school however, this is sometimes out of the hands of the school.

In an emergency, staff members of the Senior Leadership Team (SLT) – Headteacher, Assistant Headteachers, HR Manager and School Business Manager will endeavour to take all reasonable actions in order to ensure the safety of pupils, staff members and visitors to its schools/premises.

This policy has due regard to official guidance including, but not limited to:

- DfE (2014) 'Health and safety: advice on legal duties and powers'
- DfE (2015) 'Emergency planning and response'

This policy will be applied in conjunction with the following school policies and procedures:

- Emergency Planning / Business Continuity Plan
- Health and Safety
- Student and Staff Death
- Whistleblowing
- Behaviour principles in School

Invacuation is the process followed to bring everyone inside the building as quickly and safely as possible. This may then further lead into a lockdown procedure.

Lockdown is a situation where there is a need to secure staff/pupils inside school buildings that will include instructions to seek a secure place away from the threat. A lockdown can reduce the potential number of casualties in the case of weapons/violent attacks.

High Well School operates a secure system in school with locked doors and key fobs, along with security gates and a locked front door.

Locked doors and securing access points are intended to frustrate or delay anybody who may be a threat, in trying to access the building.

It is not possible to define every type of security threat that may arise. In this policy / procedure, High Well School will concentrate on the likely risks identified and the best possible solutions or procedures developed to protect the school, staff and pupils.

### Roles and Responsibilities

The Headteacher (Ms L Quinn), in conjunction with Governors and SLT, will:

- Lead and promote discussion with all school stakeholders on the subject of risks to the school premises and school community.
- Discuss and consider the key threats to their premises.
- Use the information above to develop an invacuation/lockdown plan and communicate and practice this plan.

## 2. Potential Threats to High Well School

Possible threats to the school include:

- Local individuals with a grudge/violent behaviour/extreme anti-social activities which may threaten the school, pupils or staff.
- Internal threats from pupils, staff or members of the school community.
- Dangerous dogs in the community.
- Environmental threats such as smoke, gas/fumes or major fire in the vicinity.
- Impacts from a nearby attack or major incident at a 'high risk' prestigious neighbouring premises (e.g. due to emergency services response / road closures).
- Threats by visitors or contractors.

## 3. Invacuation and Lockdown Procedures In School

All situations are different, and it will be necessary to review and react to a situation as well as to follow advice from the emergency services. There may be occasions when it is safer to remain inside the building or call people back into the building if the risk of harm is outside.

In some situations, bringing everyone inside will be sufficient. In others a full security lockdown may be required.

### Raising the alarm

- Staff will raise the alarm by using the communicators which transmit to all classrooms and reception / admin office using the message '**Attention Lockdown**'.
- The Headteacher or Assistant Heads will raise the alarm via telephone to the HR Manager / School Business Manager and Kitchen.
- The School Business Manager or Headteacher will inform the Premises Manager via phone.
- 999 will be called to contact emergency services.

**Please note that in the case of an explosives threat communicators and phones should not be used. The information should be cascaded in person.**

### Invacuation Procedures in School

During invacuation, High Well School will adopt a flexible and fluid approach with regards to highlighting the areas where pupils and staff can stay safely:

This may be **wherever it is safe** during the emergency ie: **ANY classroom / offices, gym or dining hall.**

### Lockdown procedures

Reception / Admin will ensure the main entrance door is closed.

Staff should ensure all office / classroom doors and hallways are closed (so therefore automatically locked).

All class teachers are responsible for the pupils in their class. Staff should ensure that they and their pupils:

- Go to a designated safe area (classroom, offices, gym or dining hall) and if possible close doors and windows en-route.
- Block access points if applicable (for example - move furniture to obstruct doorways).
- Sit on the floor, under tables or against a solid wall.
- Keep out of sight.
- Keep silent.
- Draw blinds.
- Turn off lights.

- Stay away from windows and doors.
- Put mobile phones on silent
- Dial 999 – Ask for appropriate Emergency Service(s) and follow instructions
- STAY IN- Remain in the designated safe/lockdown area until the all clear signal is given or instructed to evacuate by the Emergency Services.

It is important to:

- remain calm
- reassure the pupils
- remind them to follow your instructions

In a potential gunfire situation, stay in a location that would protect people from this threat; consider locations behind substantial brickwork or heavy reinforced walls.

### Communication during lockdown

Where possible during the lockdown, staff can use discreet lines of communication. Examples of discreet communication channels might be:

- Where staff have access to an internal e-mail system accessing their account through a variety of means e.g. laptop, smartphone or tablet.
- Group communication through “user groups” via text message.

### Communication Between Parents/Carers and the School

Arrangements for communicating with High Well School parents/carers in the event of a lockdown will be by text or the school website if possible. It may be useful to reinforce the message that if the school is in a lockdown situation, phone lines and entrances will be un-manned, external doors locked and nobody will be allowed in or out.

High Well will try and communicate any incident or development to parents/carers as soon as is practicable using the following pre-planned message:

- The school has an ongoing security situation.
- Their child’s welfare is important and that the school has followed lockdown procedures.
- Request that they not to contact the school. (Calling the school could tie up telephone lines and being unable to get through can cause further anxiety).

- Request that they do not come to the school as this will interfere with emergency services access to the site and may even put themselves and others in danger.
- How they may get information about when it is safe to collect their children, and where this will be from (e.g. parent text/police).
- What will happen if the lockdown continues beyond school hours.
- Should parents/carers present at the school during a lockdown, under no circumstances will members of staff leave the building to communicate directly with them.

### 4. Emergency Services

It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds.

The school site may or may not be cordoned off by Emergency Services depending on the severity of the incident that has triggered the lockdown.

Armed Police Officers may:

- Point guns;
- Treat staff firmly;
- Question staff;
- Be unable to distinguish staff from the threat.

The Headteacher, SLT and Governors will be aware that if the school is deemed to be a crime scene by the emergency services, access to the school building will not be allowed until the investigations have been completed.

This could be for a considerable amount of time and High Well School will then follow their emergency planning and provide teaching remotely or at alternative / offsite locations.

### 5. Vigilance around the premises

Vigilance is an important deterrent and this may deter anyone from trying unauthorised access. High Well School will ensure that:

- the school site is secure with restricted car park access (security gate, locked front door with intercom);

- good boundary fences are in place;
- a CCTV system that it is working and has sufficient coverage;
- information is managed effectively on websites and in communications so that it does not provide intelligence to those who wish to access or threaten the premises;
- suspicious behaviour/suspect vehicles are reported to SLT and premises Management;
- staff and visitors wear ID badges and staff challenge no identification badges;
- staff ensure no tailgating.

### Premises Management

Currently High Well School contracts Frealex to maintain their premises security, repairs and cleaning. Through Premises Management, High Well School will ensure that:

- regular security walks, checks on security alarms and other building security features (such as lighting which detects movement) takes place.
- vigilant and effective contractor management controls are in place which include standards on building materials/waste/equipment storage/management of access during weekend and out of hours working.
- exits, entrances, walkways and playgrounds are kept clean, tidy and well lit.

unoccupied offices, rooms, external buildings such as boiler houses and store cupboards are kept locked.

### Detecting Quickly and Challenging

Quickly identifying someone/something unusual (suspicious behaviour) and challenging can be a good way to disrupt any potential risks. If a person knows they have been detected this can often be a deterrent.

Someone could be seen as suspicious if they are:

- taking photographs outside (or inside) the premises.
- loitering or walking up and down in restricted or non-public areas or outside boundary/gates.
- paying significant interest to entrances, exits, CCTV cameras or security features.
- having repeated visits to the site.
- asking unusual questions.

- concealing their face, avoiding eye contact or in disguise or walking away when challenge (not just people on foot; vehicles are often used in reconnaissance - Be aware of vehicles parked out of place or left abandoned, or a vehicle making repeated visits).

High Well staff are encouraged to report suspicious behaviour. If possible at a safe distance, staff should approach the person and tactfully and politely challenge them about their actions by politely greeting them and offering assistance.

If a person is there for legitimate reasons, he or she will appreciate the attention shown to them. Someone with the intent of engaging in criminal activity does not want attention drawn to them.

If approaching a suspicious person makes a staff member uncomfortable, or if suspicions continue after making contact, the situation should be reported to the police.

Staff at High Well are encouraged to report suspicious behaviour and follow the principle – “if you see something – say something”.

## 6. Monitoring and Review after initiating Invacuation and Lockdown

Following an occurrence necessitating the invacuation and lockdown procedure, a review will be conducted by the headteacher in collaboration with the emergency services (where their involvement was required), SLT, Governors, Premises Manager and staff.

The headteacher and staff will carry out a review with all pupils. Those pupils reidentified as requiring additional support will be offered help; this could be from external providers.

The headteacher will keep parents/carers and other stakeholders informed and involved where appropriate.

Schools should inform the following stakeholders of this policy / procedure:

- parents and carers
- Staff - permanent and temporary staff
- staff from other companies who work on site such as catering, cleaning staff and contractors.  
Pupils – communicating messages in an age appropriate way.
- Governors
- Those involved in school lettings.

This policy will be reviewed on an annual basis.

## Appendix 1 - Lockdown Grab sheet for Administrators

Signals	
Signal for Lockdown	(Signal tbc) radio call with message "Attention – Lockdown" Visual alert?
Signal for All clear	"Attention all Staff, lockdown over, please resume normal activities'

Lockdown	
Rooms suitable for Lockdown (Full)	Gym
Partial	Classrooms
Entrance points (e.g. windows Doors) which should be secured	External doors Fire Doors Internal Doors (maglock & key) All windows Shutters Blinds
Communication arrangements	Telephones Text to parents Mobile phones (not social media) Radios (choose Channel)
Initial Response – Lockdown	Tick/Sign Name
Ensure all pupils are inside the school building. Class teachers responsible for their own class	
Lock/Secure entrance points (e.g. doors, shutters, windows) to prevent the intruder entering the building	
Dial 999. Dial once for each emergency service that you require	
Ensure people take action to increase protection from attack: Block access points (e.g. move furniture to obstruct doorways) Sit on the floor, under tables or against a wall Keep out of sight Draw curtains / blinds Turn off lights Stay away from windows and doors Staff to support children in keeping calm and quiet	
Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access	
If possible, check for missing / injured pupils, staff and visitors.	
Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services	

**Appendix 2 - Self Assessment Audit and Checklist**

**Critical/Emergency Incident Planning**  
**Self-Assessment Audit**  
**and**  
**Security Checklist**

<b>ESTABLISHMENT</b>	
<b>Name</b>	
<b>Address</b>	

<b>PERSON COMPLETING SELF ASSESSMENT AUDIT AND SECURITY CHECKLIST</b>	
<b>Name</b>	
<b>Designation</b>	
<b>Relationship to Establishment</b>	

## PART ONE

### CRITICAL INCIDENT AND/OR EMERGENCY PROCEDURES IN PLACE

01	Does your establishment have a documented Critical Incident/Emergency Plan in place?	Yes/No
	<p>If so:-</p> <ul style="list-style-type: none"> <li>• Do they contain contacts for key stakeholders (for example - Local Authority, staff, governors, parents/carers, emergency services, media) or reference to where these can be found?</li> <li>• Does it identify an Emergency Management Team (for example - who takes control during an emergency)?</li> <li>• Does it identify a system to of logging (recording dates, times, actions, decisions and rationale)?</li> <li>• Are plans regularly reviewed (at least every 12 months) plus following activation and/or implementation?</li> <li>• Have these plans been tested/exercised in the last 12 months?</li> </ul>	Yes/No
02	Does your establishment have documented Business Continuity arrangements in place?	Yes/No
	<p>If so:-</p> <ul style="list-style-type: none"> <li>• Do these arrangements identify critical activities?</li> <li>• Do these arrangements identify contingency arrangements?</li> <li>• Are these arrangements reviewed (at least every 12 months) plus following activation and/or implementation?</li> <li>• Have these arrangements been tested/exercised in the last 12 months?</li> </ul>	Yes/No
03	Does your establishment have specific documented Evacuation arrangements in place?	Yes/No
	<p>If so:-</p> <ul style="list-style-type: none"> <li>• Do these arrangements include on-site evacuation point(s)?</li> <li>• Do these arrangements include off-site evacuation point(s)?</li> <li>• Do these arrangements include activation where the fire alarm cannot be sounded?</li> <li>• Are these arrangements regularly reviewed (at least every 12 months) plus following activation and/or implementations?</li> <li>• Are these arrangements regularly tested/exercised (at least 2/3 times per annum)?</li> </ul>	Yes/No
04	Does your establishment have specific documented Bomb Threat and Suspicious Package procedures in place?	Yes/No
	<p>If so:-</p> <ul style="list-style-type: none"> <li>• Are these arrangements regularly reviewed (at least every 12 months) plus following activation and/or implementations??</li> <li>• Have these arrangements been tested/exercised in the last 12 months?</li> </ul>	Yes/No

05	Does your establishment have specific documented Invacuation (aka Shelter-in-Situ) arrangements in place and do these incorporate lockdown?	Yes/No
	If so:- <ul style="list-style-type: none"> <li>• Do these arrangements include designated safety zones/lockdown rooms?</li> <li>• Do these arrangements include details of the signals for activation (invacuation and lockdown) and all clear?</li> <li>• Are these arrangements regularly reviewed (at least every 12 months) plus following activation and/or implementations?</li> <li>• Are these arrangements regularly tested/exercised (at least 2/3 times per annum)?</li> </ul>	Yes/No
06	Does your establishment have communication methods in place to support the above plans/arrangement?	Yes/No
	If so:- <ul style="list-style-type: none"> <li>• Are these arrangements regularly reviewed (at least every 12 months) plus following activation and/or implementations?</li> <li>• Have these arrangements been tested/exercised in the last 12 months?</li> </ul>	Yes/No
07	Does your establishment have a Grab Bag(s) to support the activation of the above plans/arrangements?	Yes/No
	If so:- <ul style="list-style-type: none"> <li>• Are the contents regularly checked? And appropriate items charged (e.g. mobile phones)?</li> <li>• Are the contents checked following use?</li> </ul>	Yes/No
08	Have all appropriate key stakeholders (for example – staff/pupils/students/service users/contractors) received training (or been provided with appropriate information) to support the activation of the above plans/arrangements, including their roles and responsibilities? and Does your establishment proactively ensure compliance by all appropriate key stakeholders with regards to all the above plans/arrangements?	Yes/No
	If so:- <ul style="list-style-type: none"> <li>• Do all new key stakeholders receive training/information?</li> <li>• Is this training/information regularly reviewed including following activation/implementations of any of the above plans/arrangements?</li> <li>• Is refresher training undertaken regularly (at least every 2 years)?</li> </ul>	Yes/No
09	Does your establishment have plans/arrangements for dealing with ‘Aggressive Behaviour’ and ‘Search, screening and confiscation’?	Yes/No
	If so:- <ul style="list-style-type: none"> <li>• Are all establishment users aware of prohibited items?</li> <li>• Are pupils/students aware of the arrangements to stop and search?</li> <li>• Are all staff trained?</li> </ul>	Yes/No

**ACTION**

If you have answered **NO** to any of the questions above you should develop and/or review your plans/arrangements. Where you require assistance with undertaking this you should contact your Local Authority Emergency Planning Team and/or Local Authority Health and Safety Team who will advise and support you through the provision of training, information, templates and practical support.

## PART TWO

### ESTABLISHMENT SECURITY

10	<p>Is your establishment appropriately secure (perimeter and grounds)?</p> <p>Consider:-</p> <ul style="list-style-type: none"> <li>• Perimeter fencing.</li> <li>• Pedestrian access.</li> <li>• Vehicle access.</li> <li>• Public rights of way across school grounds, how are these managed?</li> <li>• Supervision of pupils/students/service users/visitors within the grounds and off-site?</li> <li>• Is proactively monitored CCTV installed?</li> </ul>	Yes/No
11	<p>Is your establishment appropriately secure (access to buildings and internally)?</p> <p>Consider:-</p> <ul style="list-style-type: none"> <li>• Do all staff and visitors sign in and out?</li> <li>• Do all staff and visitors show identification?</li> <li>• Do all visitors receive a badge identifying them as a visitor?</li> <li>• Do all staff wear a badge identifying them as staff?</li> <li>• Do all establishment users (for example - pupils/students) wear identification?</li> <li>• Are people that are not wearing identification routinely challenged by staff?</li> <li>• Is there access between public and 'restricted' areas?</li> <li>• Use of key/fob/coded access etc – who uses, how are these monitored, is a register maintained?</li> <li>• Location of break glass fire alarm points – are any located in public areas?</li> <li>• Is an intruder alarm installed? Is it linked directly to a security company or the police?</li> </ul>	Yes/No
12	Is site security considered in your establishments risk assessments?	Yes/No

#### **ACTION**

If you have answered **NO** to any of the questions above you should develop and/or review your arrangements. Where you require assistance with undertaking this you should contact your Local Authority Emergency Planning Team, Local Authority Health and Safety Team, Police Community Support Officer, Police Crime Reduction Officer and/or a private security organisation.

## Appendix 3 - WYSSF Invacuation and Lockdown Guidance

### Introduction

An invacuation (with or without lockdown) may be deemed the most appropriate course of action if an incident occurs inside or outside your establishment's buildings/grounds and which renders an evacuation unsafe. Staff/pupils/students/service users/visitors would be expected to stay in a designated safe/lockdown area inside until advised otherwise by the Emergency Services. For remote/external areas it may be safer not to return to your establishment but consider staying in-situ or going to an alternative location.

Invacuation may be appropriate in many circumstances, for example:

- if air pollutants are present due to a nearby fire or chemical release.
- if a dangerous animal is in the grounds.

Invacuation with lockdown may be appropriate in many circumstances, for example:

- if an aggrieved and/or intoxicated person is trying to obtain access to your establishment.
- if an intruder is on site.

The additional step of lockdown aims to help prevent an intruder or violent individual from causing harm.

### Identification of Safe and Lockdown Areas

For invacuation, particularly lockdown, arrangements will depend heavily on the size and layout of your buildings. You will need to identify those rooms most suitable as safe and/or lockdown areas.

Safe areas simply need to be inside in order to provide shelter, in most cases staff/pupils/students/service users/visitors will be able to remain where they are, if inside, and anyone outside should be able to go to the nearest inside facility. In addition, if the reason for invacuation is due to an external pollutant, windows and doors should be shut and ventilation systems turned off. Normal operation of the establishment may be able to continue dependent on the nature of the incident.

Lockdown areas need to be pre-identified areas where staff/pupils/students/service users/visitors can move away from potential danger and be unseen from outside the building. To identify lockdown areas within your buildings:-

- Divide your site into manageable sections – for example by building or floor.
- Within each section identify a room(s) large enough to accommodate the likely number of people within the area. Ideally these rooms should:-
  - have a separate means of escape.
  - have no windows directly to the outside. If there are windows, the means to cover the windows – for example shutters, blinds.
  - have a lockable door.

If you are unable to identify a room(s) which meets all of the above criteria, a room(s) that meets as many criteria as possible, should be identified.

- Risk assess the use of the room as a lockdown room.
- Identify staff who will be responsible for each lockdown area and the supervising of staff/pupils/students/service users/visitors.
- Identify staff who will be responsible for the locking of external doors, windows in a section or lockdown area.

### **Identification of Invacuation and Lockdown Signals**

The signal for invacuation should be clearly distinguishable to that of an evacuation. Any confusion may result in staff/pupils/students/service users/visitors congregating at an assembly point, thus potentially making them more vulnerable in a dangerous situation.

If people are outside when the signal for an invacuation is sounded, staff should take immediate action and assist people to the nearest safe area inside the building.

It is worth considering how the message to lockdown will be given in addition to invacuation – for example computer flash message, alternative signal.

A mechanism and/or signal should also be identified to inform of ‘all clear’.

### **Communications**

During an invacuation (with or without lockdown) it may be difficult to obtain a clear overview of the situation. Consider how communication could be maintained between key stakeholders, for example two-way radio, mobile phone, computers (to send messages via instant messaging or email).

### **Accounting for staff/pupils/students/service users/visitors**

During an invacuation (with or without lockdown) it will be necessary to account for building users, consider the methods available to you and how these can be utilised.

### **Implementation**

Any arrangements you establish must be realistic; fit for purpose and tested. In an incident staff/pupils/students/service users/visitors may not have much time to seek an appropriate place to find refuge but pre planning can help remove panic and confusion.

**Arrangements should be communicated to all key stakeholders. This should be done in a sensitive manner, stressing that it is very unlikely that there will ever be a need to implement a real evacuation (with or without lockdown), but it is important to have arrangements in place to deal with such a situation.**

**Ideally a test/drill/practice should be undertaken annually and should be as realistic as possible, however stress or panic may be observed as an outcome (significant finding) and dealt with accordingly by training/mentoring. However the potential for such reactions is reduced by ensuring that staff/pupils/students/service users/visitors are aware of rationales and procedures beforehand.**

## INVACUATION (INCLUDING LOCKDOWN) – High Well School

INVACUATION			INVACUATION WITH LOCKDOWN		
Signal for Activation	Insert		Signal for Activation	Insert	
Signal for All Clear	Insert		Signal for All Clear	Insert	
Designated Safe Area(s)	Move From	To	Designated Lockdown Area(s)	Move From	To
	Insert	Insert		Insert	Insert
	Insert	Insert		Insert	Insert
	Insert	Insert		Insert	Insert
	Insert	Insert		Insert	Insert
	Insert	Insert		Insert	Insert
	Insert	Insert		Insert	Insert
	Insert	Insert		Insert	Insert
	Insert	Insert		Insert	Insert
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	Insert	Insert		Insert	Insert
	Insert	Insert		Insert	Insert
	Insert	Insert		Insert	Insert
	Insert	Insert		Insert	Insert

The following page can be copied and distributed to key stakeholders or displayed within the establishment as a reminder of actions to be taken in the event of an invacuation (with or without lockdown).

## INVACUATION (INCLUDING LOCKDOWN) – High Well School (WMDC)

**UPON HEARING THE SIGNAL, TAKE THE FOLLOWING ACTION:**

**GO IN - STAY IN - TUNE IN**

INVACUATION	INVACUATION WITH <u>LOCKDOWN</u>
<b>GO IN</b> Ensure all staff/pupils/students/service users/visitors are safely inside the school building.	
<p>Close entrance points (e.g. doors, windows) to prevent the animal/pollutant etc entering the building.</p> <p>If possible close off ventilation and air conditioning systems (if pollutant related invacuation).</p>	<p>Lock and secure entrance points (for example - doors, windows) to prevent the intruder/violent person etc entering the building.</p>
<p>Go to a designated safe area, if appropriate. (Depending on the situation it may be possible for the establishment to continue business as usual)</p>	<p>Go to a designated lockdown area.</p> <ul style="list-style-type: none"> <li>• Close doors and windows en-route.</li> <li>• Block access points (for example - move furniture to obstruct doorways).</li> <li>• Sit on the floor, under tables or against a solid wall.</li> <li>• Keep out of sight.</li> <li>• Keep silent.</li> <li>• Draw curtains/blinds.</li> <li>• Turn off lights.</li> <li>• Stay away from windows and doors.</li> <li>• Put mobile phones on silent.</li> </ul>
Dial 999 – Ask for appropriate Emergency Service(s)	
Ensure that staff/pupils/students/service users/visitors are aware of an exit point in case evacuation becomes necessary (for example - fire, instruction from emergency services)	
If possible, account for all staff/pupils/students/service users/visitors without putting yourself at risk, report those unaccounted for to the Emergency Services	
<p><b>STAY IN-</b> Remain in the designated safe/lockdown area until the all clear signal is given, or told to evacuate by the Emergency Services.</p> <p><b>TUNE IN-</b> If possible, and appropriate, obtain local news updates via radio/TV/computer and establish internal communication via laptops, PCs and mobiles.</p>	

## Appendix 4 - Bomb Threats and Suspicious Packages Guidance

### BOMB THREATS AND SUSPICIOUS PACKAGES GUIDANCE

#### **Relevant Legislation:**

Health and Safety at Work Act 1974.

Management of Health & Safety at Work Regulations 1999.

#### **Responsibilities (Managers):**

Managers must ensure the health, safety and welfare of all staff/pupils/students/service users/visitors under their control and anyone who may be affected by their work.

#### **Responsibilities (Employees):**

Employees must co-operate with managers to enable the above duty or requirement to be performed or complied with.

#### **Responsibilities (Building Users – pupils/students/service users/visitors):**

Building users must co-operate with buildings staff to enable the above duty or requirement to be performed or complied with.

#### **Introduction**

A bomb can be distinguished in many ways - but it is most unlikely that it will look like a bomb. It may be concealed in a van, lorry, car, briefcase, handbag, carrier bag, in a biscuit tin, thermos flask, letter or posted package. Incendiary devices may be as small as a cigarette packet.

Your establishment may not be a major target for terrorism, but the target for other organisations or of persons with a grievance. Bombs can be planted indiscriminately, or the premises may become involved in an attack in which it is not the primary target simply because of its location.

Terrorist attacks vary with the time of year and the political climate and reports in the media help to assess the current level of terrorist activity. In addition, advice may come directly from the Police.

Attacks by others could be at any time. It is vitally important to encourage staff/pupils/students/service users/visitors to be alert at all times to suspicious objects and persons, both inside, and outside buildings.

It is important that plans are in place giving detailed procedures to be implemented in the event of an actual or threatened bomb attack or indeed for any emergency which may entail an evacuation of the premises.

## Guidance

This document can be used to determine a procedure for dealing with a bomb threat and/or suspicious package.

- Each building must have a nominated Evacuation Warden in a position of authority to order evacuation of the building, without having to refer this to another person for a decision to be made.
- This procedure and any subsequent actions should not, as a general rule, be confused with the fire evacuation procedures for the building.
- A risk assessment must be undertaken to assess the nature of the threat to each building. This must take into account other nearby premises that may be high risk, history of any threats, whether the building would be 'attractive' to activists for any reason, how easy it would be to target etc.
- A procedure must be determined to comply with legislation aimed at dealing with serious and imminent danger and providing guidance to staff/pupils/students/service users/visitors on when they should stop their activities and move to a place of safety. Consideration must be given to preventative measures such as limited access to buildings, good housekeeping practices to ensure anything suspicious is noticed quickly and ensuring staff/pupils/students/service users/visitors are alert to the dangers of strangers in the building, unattended packages, etc.
- Staff/pupils/students/service users/visitors likely to receive a telephone bomb threat should be aware of the basic procedures to follow. They should know to keep calm, try to obtain as much information as possible from the caller, keep the line open after the call ends to enable a trace to be made and report the call to the Evacuation Warden as soon as possible. If possible, the person receiving the call should try to find out the location of the bomb, what time it is likely to go off and why it has been planted (the form attached can be used to record information).
- Any staff member/pupil/student/service user/visitor who believes they have found a suspicious package should not attempt to move it but evacuate the immediate area and inform the Evacuation Warden. This person should be available to be interviewed by the Police.
- If safe to do so and evacuation will not be delayed; staff members/pupils/students/service users/visitors should evacuate taking bags and belongings with them. This will assist should the building need to be search for suspicious packages, by reducing the number of legitimate bag/belongings.
- If safe to do so and evacuation will not be delayed; staff members/pupils/students/service users/visitors should look for suspicious packages during evacuation and report anything suspicious to the Evacuation Officer.
- Mobile phones, radios and other electronic devices must not be used and be turned off in the near vicinity (15 metres) of a suspicious package.
- On receipt of a warning, the Evacuation Warden will decide the course of action. This could be to do nothing, to ask individuals to search their part of the building then evacuate or, to evacuate immediately.
- The method of raising the alarm to evacuate for a bomb threat and/or suspicious package will vary depending on the size of the building and number of occupants. It is vital, however, that all staff/pupils/students/service users/visitors and others using the building are aware of what method will be used, what is expected of them regarding searching and where their place of safety is.

- Arrangements must be pre-determined for disabled staff/pupils/students/service users and a copy of their Personal Evacuation Plan (PEP) should be held by an appropriate member of staff.
- When everyone has arrived at the place of safety, the Evacuation Warden will check to ensure everyone is accounted for and liaise with the emergency services.

**Above all, personal safety is paramount and must not be unduly jeopardised**

## BOMB THREATS BY TELEPHONE FORM

### THE CALL

- Switch on recording equipment (if available).
- Tell caller the name of the building and town you are answering from.
- Record the exact working of the threat (let the caller pass the message without interruption):

- Ask the following questions:
  - where is the bomb right now? \_\_\_\_\_.
  - when is it going to explode? \_\_\_\_\_.
  - what does it look like? \_\_\_\_\_.
  - what kind of bomb is it? \_\_\_\_\_.
  - what will cause it to explode? \_\_\_\_\_.
  - did you place the bomb? \_\_\_\_\_.
  - why? \_\_\_\_\_.
  - what is your name? \_\_\_\_\_.
  - what is your address? \_\_\_\_\_.
  - what is your telephone number? (check caller display)\_\_\_\_\_.
- Record time call completed. \_\_\_\_\_.
- DO NOT HANG UP THE CALL
- Inform security (or appropriate senior manager).
  - name of person informed. \_\_\_\_\_.
  - telephone number of person informed.\_\_\_\_\_.
- Contact the police on 999.
  - time informed. \_\_\_\_\_.
  - crime number. \_\_\_\_\_.
- Record the following information:
  - time and date of call. \_\_\_\_\_.

- length of call. \_\_\_\_\_.
- telephone number call received on. \_\_\_\_\_.

**ABOUT THE CALLER**

The following part can be completed once the call has ended.

- sex? Male/Female/Unsure \_\_\_\_\_.
- nationality? \_\_\_\_\_.
- age? \_\_\_\_\_.
- language? (tick)
  - Well spoken?
  - Irrational?
  - Taped message?
  - Offensive?
  - Incoherent?
  - Message read by threat-maker?
  - Did person sound to be forced to speak?
- caller's voice? (tick)
  - Calm?
  - Crying?
  - Clearing throat?
  - Angry?
  - Nasal?
  - Slurred?
  - Excited?
  - Stutter?
  - Disguised?
  - Slow?
  - Lisp?
  - Accent? If so what type \_\_\_\_\_.
  - Rapid?
  - Deep?
  - Hoarse?
  - Laughter?
  - Familiar? If so, why/who \_\_\_\_\_.
  - Multiple speakers? If so, how many \_\_\_\_\_.
- background sounds? (tick)
  - Street noises?

- House noises?
- Animal noises?
- Crockery?
- Motor?
- Clear?
- Voice?
- Static?
- PA System?
- Booth?
- Music?
- Factory machinery?
- Office machinery?
- Well spoken?
- Other? (specify)\_\_\_\_\_.

**PERSON RECEIVING CALL**

Name. \_\_\_\_\_.

Designation. \_\_\_\_\_.

Signature. \_\_\_\_\_ Date. \_\_\_\_\_.