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**School Security policy**

**Autumn 2025**

This guidance is designed to help Cale Green Primary School to prepare for and respond to terrorism and major incidents. It provides practical steps to ensure the safety of children, staff and visitors.

Key Areas:

1. Security Plans: Develop and maintain protective security and preparedness plans, tailored to Cale Green Primary School. This will include response options such lockdown, invacuation and evacuation.
2. Roles and Responsibilities: Sarah McHugh, headteacher is assigned as Security Lead and will oversee security measures and coordinate responses during incidents. All school staff will be trained and aware of their roles.
3. Inclusive Plans: Plans will be accessible and inclusive, for all children and staff with SEND.
4. Incident Response: Staff will be familiar with protocols such as RUN, HIDE, TELL; SCaN (See, Check, Notify) and HOT (Hidden, Obviously suspicious, Typical) to identify and respond to threats effectively.
5. Grab Kits: School have prepared grab kits with essential items such as communication tools, site plans and first aid kits to assist during any incidents.
6. Drills and Exercises: School will conduct regular drills and exercises to test and improve plans.
7. Communication: Plan how to communicate during incidents with staff, children, parents, police and the public using clear instructions and avoiding spreading misinformation.
8. Post-Incident Support: Provide emotional and psychological support to those affected by any incidents. Monitoring long-term recovery and offer access to counselling services.
9. Continuous Improvement: Review and refine plans after incidents or exercises to address vulnerabilities and improve security measures.

**Policy Statement**

The school’s security procedures will operate within the framework described in this policy. Where appropriate, staff and Governors will seek any necessary expert advice to determine the security risks and precautions required to deal with them.

The Governing Body will provide staff with resources, information and training to implement the security procedures.

The Governing Body will, where appropriate, be informed of breaches and failures of the policy to enable them to take any corrective action as is necessary to ensure the safety of children and staff.

**Governors**

* The Governors will ensure that that school has a security policy and that this has been implemented.
* Governors will monitor the performance of the school security measures. This will be achieved-
* by the health and safety governor monitoring performance on their special interest visits
* via the headteacher reports to governors
* by all governors observing its implements when they visit the school.
* Governors will review the school’s security policy annually.
* Governors will delegate the day to day implementation of the policy to the headteacher.

**Headteacher (Security and Incident Lead)**

Responsible for coordinating and overseeing the school’s protective security and preparedness. All staff should know who the Security Lead is. Security leads should focus on:

* developing, maintaining and updating policies and plans which promote a good security culture and deters someone intending to cause harm from targeting your setting
* conducting regular security assessments to identify potential risks and vulnerabilities within a setting, facility or environment
* determining how staff should respond effectively to different types of incidents
* ensuring that all staff members are aware of their roles and responsibilities in relation to protective security and preparedness, including ensuring that staff are appropriately trained on security protocols, including how to handle emergencies
* liaising with external agencies, such as police and emergency services, to ensure effective communication and collaboration, and engaging with the local community to build relationships and improve the overall security environment
* managing and delegating the response to an incident. The security lead will normally become the ‘incident lead’ however, settings should ensure one or two people are available to deputise during any absence.

The role of **Incident Lead** will become active during an incident and should be responsible for, or should delegate the following responsibilities:

* leading the initial response to the incident within the setting including determining the most appropriate course of action for example, whether to lockdown, invacuate or evacuate etc
* liaising with the police to incorporate their advice into an overall site response
* making fast, clear decisions under pressure, to get people to safety
* helping individuals to remain calm, which is especially important for younger learners
* responding appropriately to any safety concerns, for instance people reported missing
* communicating about the incident to parents and carers of those affected
* leading any responses to interest on social media and in the mainstream media, if required
* managing resources effectively, including consideration for the wellbeing of staff, learners and families affected
* for smaller or more casual settings, it can be practical to merge the roles of incident and security leads. Where possible, this role should be given to the person most likely to consistently be present, e.g. a permanent staff member, rather than a volunteer.

**All staff including non-teaching staff**

All members of staff have a role to play in your settings’ security culture and preparedness. Staff responsibilities may include:

* participating in training and awareness programmes related to protective security and preparedness measures
* being vigilant and reporting any suspicious activity to the security lead or appropriate authorities
* supporting the security lead in implementing and maintaining the protective security and preparedness plan
* being familiar with incident response plans, such as lockdown, invacuation and evacuation options, exit routes, methods of communicating in an incident, and compiling grab kits
* providing additional support to those who are particularly vulnerable for instance, staff or learners with SEND.

During an incident, staff should:

* be prepared to call 999 unless they are certain that someone else has already called the emergency services (members of staff should not assume that someone else has called 999)
* keep track of the children, who they are with and report any concerns about the safety of any learners to the Incident Lead and/or police
* escalate the incident to the Security Lead or to another senior member of staff, so that an Incident Lead can be delegated
* be responsible for their own safety, but also be aware of the duty of care they owe to all children within school
* be aware of the incident response plan for the setting and undergo relevant incident response training
* make dynamic decisions using their best judgement based on the information available to them
* staff should advise any other adults on site how to respond, particularly visitors who are not aware of the incident response plans
* if a lockdown is the safest option, all staff should help secure the building by locking doors if safe to do so, closing windows, and ensuring everyone moves away from sightlines e.g. windows and doors.
* Non-teaching staff may need to assist with securing the perimeter or directing others to safe locations.

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| **Security Issue** | **Name** | **Specific Duties** |
| Agreeing and reviewing the school security policy | Headteacher / Governors | * Agree policy * Review every 12 months |
| Day to day implementation and management of policy. | Headteacher / school business manager / caretaker | * Inform staff * Monitor performance * Review arrangements |
| Securing school entrance / exits as detailed in this policy | Caretaker | * Lock car park gate 8.30am * Lock pedestrian gates 8.55am * Open pedestrian gates 3pm * Open car park gate 3.30pm |
| Checking the condition and maintaining the safe operation of physical and electrical security devices (locks, gates, key pads, fences) | School Business Manager / Caretaker | Part of normal duties to check physical integrity of security devices. |
| Control of visitors | Office staff | Inventry signing in / out system used and all visitors issued with a stick-on visitor’s label. |
| Control of contractors | School Business Manager / caretaker |  |
| Security of money | Office staff |  |
| Security risk assessment | Headteacher / SLT | * Review annually * Inform governors of findings to use as part of the policy review |

**Children**

* will be encouraged to exercise personal responsibility for the security of themselves and others.
* will cooperate with the arrangements made for the security of the school. Breaches of the school security arrangements are a breach of the school’s Behaviour policy.

**Information and Communication**

All staff must be aware of the school’s security procedures, especially staff that have been given a specific role to play.

All staff inductions will include the school’s security policy and will be recoded on the employee’s training profiles. Records of which are kept on the school’s Risk Register.

These arrangements will be communicated to all third parties that use the premises and grounds. All will be expected to comply with the school’s security arrangements as a condition of shared use of the building.

Parents will be informed about the school security arrangements and what is expected of them, eg when visiting the school or at handover times.

**Controlled access and egress during the school day**

Controlled access is a combination of measures to ensure that unauthorised visitors do not present an unacceptable risk to pupils or staff.

The extent of physical controls, such as fences, has been decided by a robust risk assessment of the likelihood of visitors presenting a risk and the reasonableness of the controlled measures needed to reduce this risk. Cale Green Primary School has, through risk assessment, balanced the need to remain a welcoming environment to the community and safeguarding pupils and staff. The risk of pupils absconding and the potential for injury while doing so should be taken into account when designing, installing and maintaining physical controls.

Examples:

Are there any trees growing through or close to any fences which make the fences easy for a child to climb across?

Are there any posts or street furniture such as road signs or little bins located so close to any of the fences / gates which make them easy for a child to climb across?

Are there any risks associated with barbed wire, chain-link fences or broken glass on any on the boundary walls of fences which we could identify, and are they in sound condition, without breaches or defects?

Are there any gaps under fences that would enable a child to crawl or roll underneath them?

**Buildings**

School will take all reasonable efforts to restrict access to the building to prevent unauthorised access to children ensure the safety of staff.

The access control procedures for the building are detailed below:

* Breakfast Club – families will press an intercom and will gain access through one gate from 7.45am – 8.20am.
* This gate and one other gate will be opened at 8.30am to allow children and families onto the playground.
* These gates will then be closed at 8.55am.
* Children who arrive after 8.50am use the main entrance to gain access.
* External doors can then only be opened either from the inside or with a control fob.
* Staff are provided with access control fobs and ID cards.
* Gates to the playground are then opened at 3pm and closed at 3.30pm.
* Children leaving all after school clubs exit from the main entrance with the supervision of staff.

**Grounds**

The following parts of the school have been secured by means of physical restrictions such as fencing and electronic access control.

* The playground is surrounded by a six-foot fence / wall around the whole perimeter.
* The front of the school is fenced and has an entry pedestrian gate and vehicular gate.

The following areas are accessible by the public but the risk is controlled with our school’s supervision arrangements and how the school deals with visitors.

School playground – access to the playground via external gates (locked) is always in control of staff. Staff are expected to professionally challenge any person not wearing a school visitor badge. The playground is surrounded by a fence. Pupils access the playground at the start and end of the school day, for sports lessons and breaktimes under the supervision of staff.

**Early Years Outside Areas**

As children require access to the outside area at all times, school have ensured that a secure outside area has been provided that has a suitable perimeter fence. This has fixings that prevent an early year’s pupil opening the gate to exit this area without adult supervision.

**Control of Visitors**

The control of visitors is a fundamental part of our school’s security policy for the safeguarding of both people and property.

Our policy is that:

* all visitors report to the reception desk on arrival.
* all visitors are issued with a badge to be worn at all times. This includes parents, volunteers, contractors, LA staff and any other person that is not school staff.
* any person on site without a badge will be asked to accompany a member of staff to the reception desk or asked to leave the site.
* any refusal will be reported immediately to the headteacher. Any aggression will be reported to the police.
* visitors will not remove any items of school property without the express permission of school staff.
* for their own safety, any authorised visitors will be given appropriate information on the school’s health and safety procedures such as parking, fire safety and first aid.

**Supervision of pupils**

The school’s overall safeguarding strategy requires that at times the security of pupils is achieved by competent supervision by authorised school staff.

Times of the day when supervision is part of our safeguarding procedures –

* Start of the school day – a member of the SLT is always on duty on the playground as well as a Teaching Assistant from each phase.
* Parents are reminded that children should not be left unattended before 8.30am.
* At 8.40am, hall / EY doors are opened and children make their way into school.
* A member of staff will close the hall / EY doors at 8.50am.
* The caretaker will lock the playground gates at 8.55am.
* Access to Breakfast club is via the school playground in the hall from 7.45am – 8.20am where staff register and supervise the children on entry.
* Children are supervised on the playground at playtime and breaktime.
* End of the school day – exits are opened at 3pm. Staff supervise children on the playground at handover points. Exits are locked at 3.30pm.

**Supervision of contractors**

Contractors and maintenance personnel will not always have been DBS checked as they should not have unsupervised access to children. They will therefore be controlled as follows –

* all will be given school badges and be expected to wear them.
* they will only park where authorised to do so.
* will only carry out work agreed at the start of the contract and at the times agreed.
* will be supervised at all times by school staff. This does not mean watch continuously but in a way proportionate to their location and proximity to unsupervised children.

**Lone Workers**

Any staff who are lone working will alert another member of staff.

**Physical security measures**

The governing body has considered the need to use physical measures such as fencing and electronic access controls to ensure the safety of staff and pupils. The governors will review the provision of physical security measures on a regular basis in the form of a security risk assessment.

The risk assessment will take into account –

* the location and layout of the school
* any past incidents related to security
* the performance of other security measures already in place or that could be implemented.
* the cost of physical security improvements and the availability of funding.

Where justified by consideration of the risk, school will ensure that physical security measures are installed. Where physical controls are not justified, the governing body will ensure that other controls are implements by the school to ensure the safety of staff and pupils.

Where electronic controls are installed, for example alarm systems, they will be maintained as recommended by the manufacturer.

**Locking arrangements**

At different times of the day, the school security arrangements require the locking of various entrances and exits as detailed below.

Gates to the playground are locked at 8.55am, reopened at 3pm and then locked again at 3.30pm.

Side main pedestrian gate is open from 7.45am, locked at 9am, reopened at 3pm.

Vehicle gates are open from 6am, locked at 8.30am and then reopened at 3.30pm.

**CCTV**

CCTV systems are employed throughout the school to enhance security and ensure the safety of pupils, staff, and visitors. The primary objectives include deterring criminal behaviour, monitoring key areas, and providing evidence for investigations if incidents occur. We are committed to balancing security needs with privacy rights, ensuring that all staff, pupils and parents are informed about the use and scope of CCTV surveillance.

**Cash Handling**

School will avoid keeping cash on the premises wherever possible. A nominal amount will be kept in the event of their being an emergency. School avoid handling cash in visible areas, any money requiring banking should be done at irregular times, particularly where substantial sums are involved.

**Valuable equipment**

All items about the value of £500 that are deemed as desirable / portable will be recorded on the asset management register.

Items of valuable portable equipment with a value above £500 will not be left unattended in rooms where there is public access. In such locations the room will be locked when it is vacated. Wherever possible, valuable items will also not be left where visible from outside.

The security risk assessment will take into account the location and security arrangements for high value equipment, for example ICT equipment.

**Personal property**

Personal property will remain the responsibility of its owner. This includes both staff and pupil personal property. Both are discouraged from bringing to school any valuable personal property.

Lost property should be handed to the school offices where it will be kept for 6 months before disposal.

**Medicines**

There are occasions when pupils may be prescribed treatment where medicines are needed during school time. Parents will provide such medicines in prescribed and labelled containers. They will complete a medication form. These containers will be locked in the school’s medicine cabinets in the staff room.

Arrangements for the administration of medicines are detailed in the Managing Medical Needs policy.

**Evacuation Procedures**

**Fire Alarm**

The fire Alarm system consists of manual break glasses and bells (the fire alarm is activated by breaking the glass of the manual call point). The Fire Alarm system is tested on a weekly basis and is carried out by the site manager, if the site manager is absent the test will be carried out by School Office Manager. The Fire Alarm test takes place on Monday at 4.30pm.

**Assembly Point**

Nursery and Reception will assemble on the left-hand side of the main playground (closest to the fence). Key Stage 1 will then line up next to them and Key Stage 2 will assembly on the right-hand side of the main playground (closest to the car park). All staff and visitors will assemble in this area.

A member of the office staff will assemble at the main school gates in case children and parents arrive during the practice and in the event of a fire, to liaise with the fire service.

**Fire drills**

There will be a fire drill carried at least on a termly basis, and one will take place during September to take into account the new intake of new staff members and new pupils. One of the fire drills will take place at a lunch time.

It is important that the school is safely evacuated within two and half minutes.

Details of the fire drill will be recorded in the relevant section of the Fire Log book by the head teacher, and the Governing body should be informed of any significant findings following the drill. A debrief session should be held following the fire drill to allow staff members to raise any concerns as well as any comments from the senior management team. All issued raised will be recorded in the fire log book, and the fire emergency plan will be reviewed as necessary.

**Staff or students with additional needs**

Where people with additional needs use or work in the premises, a written Personal Emergency Evacuation Plan (PEEP) may be necessary to enable them to leave the building safely in an emergency. PEEPs and procedures will be undertaken and updated to take into account any persons who may require special requirements. Personal Emergency Evacuation Plans (PEEPs) are available to complete with any special requirements for persons. Evacuation procedures relating to individuals are detailed on the accompanying PEEP, and training will be given to any member of staff who may be required to assist in the plan’s implementation.

**Fire Evacuation Procedures**

* On discovering a fire or signs of a fire raise the fire alarm by your nearest manual call point.
* It is important that pupils are evacuated to safety, follow your given instructions:
* Go straight to the assembly point, and do not stop to collect any belongings (see section for assembly point)
* If it is possible to do so, please close doors and windows on your way out.
* A register will be taken at the assembly point.
* Wait safely and calmly until advised it is safe to re-enter the building by SLT or the Fire Service.

DO NOT PUT YOURSELF OR PUPILS IN DANGER

* No one should re-enter the building, except for nominated persons undertaking checks associated with the schools “Call Challenge” procedures.
* The individuals who have been trained in, and who will undertake “Call Challenge” are School Office Manager and Premise Manager.
* Include details of the procedures to be followed for call challenging, including consideration of the following:
* Before re-entering the building consider the following;
* Is it possible establish how and why the fire alarm was raised

• Break glass (manual call point)

• Heat or smoke detector

* Can the fire alarm control panel be checked? What information does it show, Manual Call Point, Smoke detector which zone within the school?
* Communication with evacuating staff, can they confirm signs of:

• Flames

• Smoke

• Heat

• Or has a staff member raised the alarm

• Check the fire panel

* If the building requires re-entering for further investigation

• A minimum of two trained and nominated staff

• Some form of communication (how will this communication be maintained e.g. walkie / talkie or mobile telephone

* Ensure that the person who raised the alarm – call point. Informs the designated lead- Where/Why the alarm was raised?
* School Office will be responsible for calling the fire service (or speaking with alarm receiving centre) in their absence this responsibility will fall to a member of Senior Leadership/ Safeguarding Team.
* Class based staff will be responsible for taking the school registers.
* Office based staff will collect the staff and visitor log and take it to the assembly point.
* The person liaising with the Fire Service will be the head teacher (in their absence the deputy head teachers). Information contained within the Fire Log Book and the Premise Managers Health and Safety File will be made available to the Fire Service.
* High visibility jackets will be worn by the head teacher / deputy head teachers to make themselves distinguishable to the Fire Service.
* The nearest fire hydrant is located in the street outside the main gates. The head teacher / deputy head teacher will point this out to the Fire Service.
* The head teacher / deputy head teachers will contact the Directorate within Stockport LA mobile telephone. The Directorate will ensure that appropriate persons will be notified and the Business Continuity Plan will be put into place by officers within the LEA.
* Any accidents or incidents that occur during the evacuation must be recorded on the Councils Incident Form. Health and Safety officers will inform the Health and Safety Executive as required, by the RIDDOR Regulations.

**Parents’ Consultations**

It will be the responsibility of the class teacher to direct parents they may have in the hall / classroom to the nearest fire exit and to the assembly point. The head teacher (in their absence deputy headteachers) will ensure that both sides of the building are clear of all personnel.

All staff will be briefed at the staff meeting prior to the parents evening with the necessary procedures.

**Christmas Plays / Special Events**

A separate fire risk assessment should be completed by the school senior management team for any special event. The findings of the risk assessment will be discussed with all members of staff and if necessary pupils prior to the event taking place.

Copies of the risk assessment will be kept in the school fire log book.

Ensure you understand the limits of the occupancy figures on school main hall.

**Out of school hour activities**

Cale Green Primary School regularly operates activities outside of the normal school hours, these include breakfast clubs and after school clubs, including sports, computing and Art clubs.

In these instances, the following evacuation procedures will be followed:

* On discovering a fire or signs of a fire raise the fire alarm by your nearest manual call point/ Hearing the Fire Alarm.
* It is important that pupils are evacuated to safety, follow your given instructions:
* Go straight to the assembly point, and do not stop to collect any belongings (see section for assembly points)
* If it is possible to do so please close doors and windows on your way out, if you feel confident to tackle the fire and have received suitable training then do so.
* A register will be taken at the assembly point.
* Wait safely and calmly until advised it is safe to re-enter the building by SLT or the Fire Service.

**Lockdown Practice**

All schools should consider the need for robust and tested school lockdown procedure. Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school. Procedures should aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils and staff. On very rare occasions it may be necessary to seal off the school so that it cannot be entered from the outside. This will ensure that pupils, staff and visitors are safe in situations where there is a hazard in the school grounds or outside the school in the near vicinity.

**What is a lockdown and when would we carry it out?**

A lockdown procedure is a standard health and safety procedure, similar to a fire drill. Our lockdown procedure would be used if there was ever a threat to the safety of pupils, staff and others in the school. A lockdown is initiated when it is deemed safer for everyone to remain in school rather than to evacuate. The aim is to keep people safe by confining them to a secure place of safety.

Situations when our lockdown procedure may be used include:

* a potentially dangerous person or animal on the school site
* a disturbance or dangerous situation in the local community that could affect the school
* a nearby chemical incident or other risk of air pollution
* serious weather conditions
* an incident related to terrorism

**Notification of Lockdown**

Staff will be notified that lockdown procedures are to take place immediately by a message on the phones that are in all classrooms and by a member of the Senior Leadership Team (SLT), Office staff, or a member of SLT or the Office staff telephoning the classroom to notify them.

**Procedures**

Follow the **CLOSE** procedure:

* **C**lose all windows and doors
* **L**ock up
* **O**ut of sight and minimise movement
* **S**tay silent and avoid drawing attention
* **E**ndure. Be aware you may be in lockdown for some time

The above signal will activate a process of children being ushered into the school building as quickly as possible if they are outside and the locking of the school’s outside doors where it is possible to remain safe.

At the given signal, the children remain in the room (or hall) they are in and the staff will ensure the windows and doors are closed / locked and blinds closed where possible and children are positioned away from possible sightlines from external windows / doors. Lights to be turned off. Mobile phones are put on silent mode.

Children, adults (e.g. volunteers, visitors.) or staff not in class for any reason will proceed to the nearest occupied classroom and remain with that class and class teacher e.g. children using toilets when lockdown procedure is engaged.

No adult or child to leave the room for any reason whilst in lockdown.

Staff on PPA to lockdown in the nearest lockable classroom.

Kitchen staff to close the shutter to kitchen and turn off lights. If practicable staff should notify the school reception by email that they have entered lockdown and identify those children not accounted for and of any extra children who are now in lockdown in their room with them.

NO ONE SHOULD MOVE ABOUT THE SCHOOL

Staff to support children in keeping calm and quiet. Staff to remain in lockdown positions until informed by key staff e.g. Senior Leadership Team, Office staff or Emergency services in person that there is an ‘all clear’. As soon as possible after the lockdown, teachers return to their classrooms and conduct a register and notify the reception immediately of any pupils not accounted for.

**Staff Roles**

Headteacher, Deputy Headteachers (or School Business Manager (SBM) in their absence) will be nominated as the lockdown manager to initiate, manage and conclude the lockdown. Head or SBM to call police and Stockport LA.

If a class is out of school e.g. at a swimming lesson or on a trip, office staff will call the class teacher and warn them that school is in lockdown. Advice will be given as to when it is safe to return to school.

Teachers will (as best they can) keep a calm atmosphere in the classroom, the children engaged in a quiet activity or read a story and keep alert to the emotional needs of the pupils. Do not allow anyone out of the classroom during a lockdown under any circumstances.

**Instructions for parents in the event of an actual lockdown (not a practice drill)**

* Parents and carers will be informed that the school is in lockdown via the school’s website and Tapestry (where possible)
* Parents will be told:
* ‘..the school is in a full lockdown situation. During this period the phones must not be used and entrances will be un-manned, external doors locked and nobody allowed in or out…’
* Parents and carers should not attempt to call or come to the school, as this may hinder the school’s effort to contact and work with the emergency services
* Parents and carers should not discuss the event on social media, as this may spread false information and create panic
* In the event of the lockdown continuing beyond school hours, the school website home page and Tapestry will be updated with the latest information (where possible).

Prior to our practice drill, staff will have spoken to the children about lockdown procedures and explained why they are important. Pupils will be reassured during and after the drill and it will be explained to them that a lockdown drill is similar to a fire drill. Parents and carers will be encouraged to discuss the process and reasons for lockdown procedures being required in an open manner with their children.

**Invacuation**

Invacuation is moving people inside a building to a place of relative safety.

Protected spaces are locations within the building(s) that have previously been identified as places of relative safety, where people can hide or shelter from threats. To protect from bomb attacks, protected spaces typically have substantial walls and offer low risk from flying glass from windows. It should be possible to lock or barricade the entrances/exits to the protected space. In planning protected spaces, you need to consider how many people could safely be accommodated within each identified protected space.

**How to respond to unusual and suspicious activity**

Cale Green Primary School has robust safeguarding procedures in place. Staff are aware of the need to approach someone behaving in an unusual manner. For example, taking photographs of learners in the playground, or unescorted visitors in the corridor.

**See, Check and Notify (SCaN)**

See, Check and Notify (SCaN) aims to help school maximise safety and security using their existing resources.

SEE – be vigilant for suspicious activity. Suspicious activity occurs when you recognise actions that may indicate pre-operational planning associated with dishonest activity resulting in terrorism or crime.

Suspicious activity occurs when you recognise actions that may include:

* someone trying to remain hidden or out of view
* someone covertly or overtly taking photographs of security measures, such as CCTV, access controls, entrances and exits, or staff
* a bag being left in a normally crowded area, or by an entrance/exit
* someone attempting to gain entry to restricted areas
* someone loitering in restricted or non-public areas
* someone asking unusual questions.

A vehicle could also seem suspicious if:

* it is positioned in an unusual way (mounting a curb close to the entrance/exit or the side of a building)
* it appears abandoned
* it contains passengers who are observing the setting and are not known to staff and do not appear to be dropping off or collecting anyone
* it contains items like petrol cans, flammable liquids or knives or weapons
* it is driving a number of times along the same route around the site
* it has window tints that restrict your ability to see inside the vehicle and its occupants.

Seeing a vehicle behaving suspiciously should prompt staff to consider if there has been any other suspicious activity around the site.

**CHECK** – use the ‘power of hello’

The ‘power of hello’ is about approaching a person (if safe to do so), whose activity could be considered suspicious; this can disrupt potential criminal activity. It shows the individual that you have noticed them and are aware (vigilant) of activity being conducted in and around your setting.

**NOTIFY** – reporting suspicious activity.

If a person or vehicle is on site and you are suspicious about their intentions or activity, then you may need an immediate police response (dial 999 for the police). It is beneficial for the person to be on site when the police are called. If the person has left the scene and the route they took is unknown, or a significant period of time has elapsed since the incident, you should:

* contact the Anti-Terrorist Hotline on 0800 789321 or
* report the incident online or
* call 101. You can also report suspicious activity online, in confidence to the Action Counter Terrorism (ACT) website.

**How to respond to an unattended or suspicious item**

One way that terrorists may operate is to place a bomb concealed inside any item including a package, bag, holdall or rucksack, then leave the area before the bomb detonates. It is important to note, that bombs can be hidden in places other than holdalls and rucksacks.

Unattended bags are common in education settings, but good housekeeping that keeps settings tidy and clutter to a minimum can help make suspicious items easier to identify. Having a good awareness of the characteristics that makes an item suspicious will mean that staff can take a proportionate approach when considering their local knowledge and the information available to them. The HOT protocol (Hidden, Obviously suspicious, Typical) helps to determine whether an item is suspicious.

**HOT (Hidden, Obviously suspicious, Typical)**

Use the HOT protocol to judge whether an item seems suspicious, after considering all the information available to you and local context to the situation in each case.

Suspicious items represent a potential risk to life. Where an individual has identified a suspicious item, they may need to take immediate action to move people away and contact the police.

Assistance should be provided to cordon off an area. This is crucial for the safety of all staff and learners and is particularly important for vulnerable learners such as early years, primary aged and learners with SEND.

**4 Cs (Confirm, Clear, Control and Communicate)**

The 4 Cs protocol (Confirm, Clear, Control, Communicate) sets out how people can best respond to unattended items, once they have been assessed as suspicious.

**Confirm –** whether or not the item has suspicious characteristics

* this is a critical part of the process and should be considered using all available information to hand before using the HOT protocol to judge whether an item seems suspicious
* if you believe the item is suspicious and presents a possible risk to life, then consider the item as suspicious with relevant partners and continue with the 4 Cs protocol (Confirm, Clear, Control and Communicate). These should all be considered concurrently.

**Clear** – the immediate area

* do not touch the item
* take charge and move people away from the item
* consider evacuation procedures to quickly alert people to clear the area and move to pre-arranged muster points based on the size and location of the item
* consider invacuation procedure if a suspicious item is found in a setting’s car park and staying away from windows to avoid possible injury from flying glass and debris in the case of a bomb threat.

**Control** – access to the unsafe area

* prevent others from approaching the unsafe area •
* keep eyewitnesses on hand so they can tell police what they saw and try to obtain the contact details of witnesses before they leave.

**Communicate**

* inform senior staff and any security officers, explain why you consider the item suspicious
* do not use radios or phones within 15 metres of the item, this is about the length of 3-4 cars
* call 999 to alert the police.

You may want to consider asking parents and carers to look out for suspicious activity, utilise the ‘power of hello’ and the HOT protocol to identify suspicious items, to make them part of your setting’s security culture.

**Bomb threats**

**What is a bomb threat?**

bomb threat is where an individual, places an article or communicates information with the intention of inducing a person to believe that something is likely to explode or ignite causing harm within an educational setting.

Bomb threats containing accurate and precise information, and received well in advance of an actual attack, are rare occurrences. Most bomb threats are hoaxes designed to cause fear and disruption. Terrorists and others may make hoax bomb threat calls to intimidate the public, to draw attention to their cause and to mislead police.

A bomb threat may be communicated in different ways:

* phone call
* recorded message, possibly using a text-to-speech synthesiser or a soundboard
* communicated in written form
* delivered face-to-face
* sent by email or social media
* via an independent third-party, i.e. a person or organisation unrelated to the intended victim and selected only to pass the message.

All bomb threat communications are a crime and should be reported to the police by dialling 999, no matter how ridiculous or implausible the threat may seem.

**How to immediately respond to a bomb threat?**

If the threat is made by phone, email or in person, try to keep the speaker talking to gather more details about the bomb, for example when they say it will go off, or their motives. Take in as much information as possible:

* can you remember or record the exact wording they use?
* what can you tell about the person making the bomb threat (e.g. accent, gender, background noises, visual appearance)?
* do you have information about their identity? For instance, what phone number, email address or user ID are they using?

If you can, follow your bomb threat checklist. It will help you remember what to do and observe, and to record details about the threat immediately. If you cannot use a bomb threat checklist, then you should still try to log as many details as you can about the threat. You should also:

* call the police on 999 as soon as possible, and share all details of the threat
* (if you are receiving a bomb threat call, try to attract the attention of a colleague who should immediately dial 999)
* escalate the incident to the Security Lead or another senior member of staff who can best lead your setting’s incident response and relay any police advice to them.

Record and retain all evidence and make this available to the police. Ways of doing this include:

* if you received a threat on a landline, you should dial 1471 after the call to try to identify the phone number they used
* do not delete, reply or forward any emails, text or voice messages, this will prevent others from disturbing the evidence
* complete and retain your bomb threat checklist or other incident log.

The police may be able to advise on your response to the incident, including how to manage risks and keep people safe. However, the Incident Lead should consider the following:

* which exit/evacuation routes will be safe to use?
* context: is there anything that has happened before now that may be linked to this bomb threat, such as a pattern of previous threats or recent reports of suspicious behaviour, or could it be a last day of term prank? What extra information does the context give you about the credibility of this threat?
* is someone able to check recent CCTV footage? Would this give you useful additional information?

**RUN HIDE TELL**

All staff, including regular contractors such as cleaning and catering staff, need to be able to make informed choices when faced with a terrorist incident. Understanding and remembering the RUN HIDE TELL principles, combined with good knowledge of your site, its capabilities and your emergency procedures will help people respond dynamically to each unique incident.

Knowledgeable staff should guide less knowledgeable people, such as learners, volunteers, visitors, any contractors, and any members of the public.

**RUN**

* if you can, locate the threat using sight and hearing
* if there is a safe route, run
* insist others go with you, but don’t let their hesitation slow you down
* don’t waste time filming videos or collecting belongings
* running to safety is your best option.

**HIDE**

* if you are unable to run, you should hide
* if possible, lock yourself in a room with solid walls, barricade yourself in and move away from the door
* find cover that can withstand threats such as a knife attack
* you may need to use any hiding place that puts you out of sight of the attacker
* be very quiet and still, silence your phone and turn it off vibrate. Avoid any noise or movement that will attract the attacker
* stay hidden until you are rescued by identifiable police emergency responders.

The principles of HIDE are the same as what you would need to do in a lockdown. HIDE is an individual response to a threat, whereas lockdown is an overall site response strategy, decided by the incident leader.

**TELL**

* call 999 only when you are completely safe to do so
* listen carefully to the operator and give as much information as you can
* if it is safe to do so, stop other people going towards the danger
* can you also alert other staff in the building to the threat?

**Risk Assessment**

A security risk assessment will be completed annually by the headteacher / SLT, including the School Business Manager. The findings will be used in the review of this security policy.

Sarah McHugh

Autumn 2025

To be reviewed Autumn 2026

References:

Protective Security and Preparedness for Education Settings DfE April 2025

<https://assets.publishing.service.gov.uk/media/67ed54d298b3bac1ec299be5/Protective_security_and_preparedness_for_education_settings_guidance.pdf?fbclid=IwY2xjawMGgfFleHRuA2FlbQIxMQABHgZ6JwSi1ulcmxwOQnS_NagCwxa2ntxeXhPeiZDVAkoHq4QJ1UPWy1AvWLzC_aem_d8hXU7VZ-J8sey3jt5ehsg>