THE EAST STAFFORDSHIRE & TAMWORTH PRUs FEDERATION

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Counter Terrorism and Security information for schools
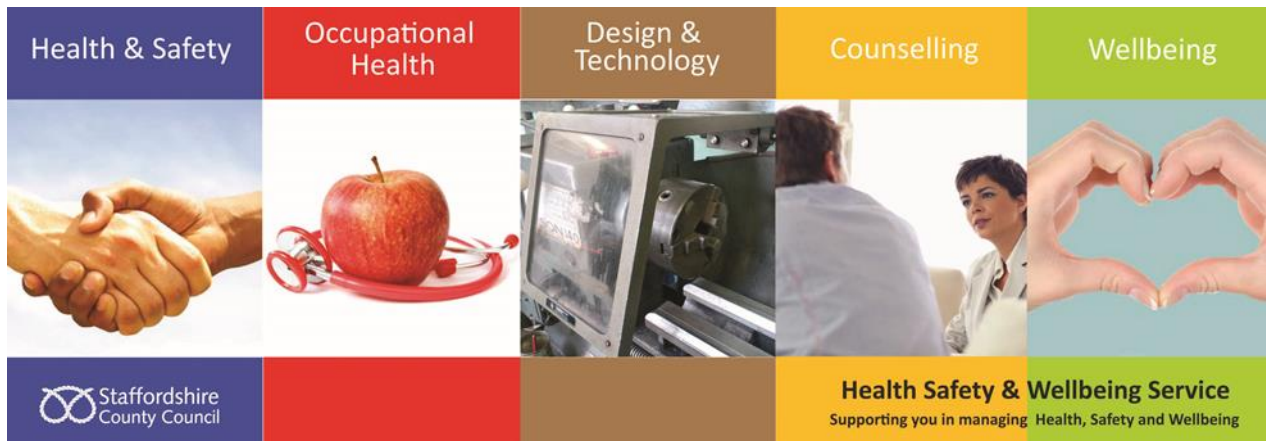
Notes based upon Autumn Term 2017 Headteacher Briefing
by Staffordshire Police CT Security Adviser Bob Butler.

Introduction

Premises managers must ensure that premises have in place sensible and proportionate responses to situations which pose a threat to the safety and security of staff and pupils. Threats to premises may come from a number of sources and although there has been an increase in international and domestic terrorism in recent years, there is also a need to consider more localised threats to the school and the community such as:

- Local individuals with a grudge/violent behaviours/extreme anti-social activities which may threaten the school, pupils or staff.
- Dangerous dogs.
- Environmental threats such as smoke, gas or fumes or major fire in the vicinity.
- Internal threats from pupils, staff or members of the school community.
- 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 association with high profile individuals, the location of your premises, your activities, its visitors, sponsors, contractors and staff.

Health & Safety | Occupational Health | Design & Technology | Counselling | Wellbeing

Staffordshire County Council

Health Safety & Wellbeing Service
Supporting you in managing Health, Safety and Wellbeing

Key messages

Premises managers and school leaders must:

- Lead and promote discussion with colleagues and all school stakeholders on the subject of security/risks to the school premises and school community.
- Discuss and consider the key threats to your premises and include these in your security plans.
- Survey the site regularly including physical protections such as perimeter fencing and gates/fencing.

- Using the information above develop a premises security plan, communicate and practice this plan. These plans should include:
    - The identification of likely risks, ways of raising the alarm, invacuation and lockdown procedures.
    - How plans will be communicated and to whom.
    - A procedure to deal with bomb threats and suspect packages (including those arriving in the post).
    - A commitment to practice and review these plans regularly.
- Encourage everyone in the school community to take responsibility for security, and, promote the "right to be suspicious" – a challenge culture and reporting any suspicious or unusual behaviour.
- Communicate with all staff, pupils, parents and other stakeholders about all the plans in place.

Taking responsibility

Part of this process will be to ensure that all staff and others (such as older pupils) can take responsibility and act in any situation if they feel there is a threat. Staff (and other stakeholders or pupils) should feel secure in making a decision to implement any part of the plans (e.g. an invacuation), or other actions in the absence of senior staff/school leaders.

RUN HIDE TELL

Run Hide Tell is the UK Governments response and advice to people caught up in a terrorist attack/threat. The four minute film, Stay Safe: Firearms and Weapons Attack sets out three key steps for keeping safe. The film is accompanied by an online information leaflet.

RUN
Run to a place of safety. This is a far better option than to surrender or negotiate. If there's nowhere to go, then…

HIDE
It's better to hide than to confront. Remember to turn your phone to silent and turn off vibrate. Barricade yourself in if you can. Then finally and only when it is safe to do so…

TELL
Tell the police by calling 999.

RUN HIDE TELL message public information film:

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

A campaign aimed at children and teenagers (11-16 year olds) is available which covers the Run Hide Tell advice, endorsed by some celebrities.
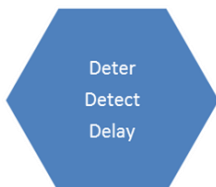
https://www.gov.uk/government/news/act-for-youth

Creating a Security Plan

A Security Plan has several elements:

The key areas of a security plan

1. The principles of Deter, Detect, Delay

DETER any type of threat or attack by highlighting and enhancing your security.

How you protect your premises, your access procedures, attitude and vigilance around the premises is an important deterrent. Strength in this area may deter anyone from trying unauthorised access.
Examples could include:

- Having a secure site, with restricted car park access, good boundary fences and clear signs advising people where they must go when they arrive at your site.
- (If in place) a CCTV system that it is working and has sufficient coverage.

- Managing information about the site and your procedures such as information you place on websites and in communications. Could information provide intelligence to those who wish to access or threaten the premises?
- Encouraging the reporting of suspicious behaviour/suspect vehicles.
- Staff and visitors wearing ID badges/challenge culture on tailgating/no identification badges.
- Checks on incoming post.
- Regular security walks to include looking for unsupervised packages.
- Checking security alarms and other building security features (such as lighting which detects movement).
- Vigilant and effective contractor management controls which include standards on building materials/waste/equipment storage/management of access to previously secured areas/weekend and out of hours working/alarm systems being silenced.

Additionally, good housekeeping on your site can help to deter risk, reduces the opportunity for placing suspicious items or bags and helps deal with false alarms and hoaxes. Examples could include:

- Keeping exits, entrances, walkways and playgrounds clean, tidy and well lit.
- Keeping fixtures, fittings and furniture in the above areas to a minimum – ensuring there is little opportunity to hide devices.
- Locking unoccupied offices, rooms, external buildings such as boiler houses and store cupboards.
- Maintaining clean and organised storage to make it easier to spot "unusual" items.
- Considering the size of litter bins, their openings and location. Minimise litter bins in critical, sensitive or vulnerable areas such as near glazing, support structures etc.
- Considering tamper-proof seals on maintenance hatches.
- Pruning vegetation and trees, especially near entrances, to help surveillance and prevent the concealment of any packages.
- Using of clear bags for waste disposal making it easier to check for suspicious items.

DETECT – quickly identifying someone/something unusual.

Being able to quickly detect and challenge can be a good way to disrupt any potential risks. If a person knows they have been detected this can often be a deterrent. For example:

- A CCTV camera directed at them.
- Do you have a culture of (safe) challenge if strangers try to access the site - someone asking "Are you OK there? Can I help you?"
- This can also disrupt Hostile Reconnaissance (see below).

Hostile reconnaissance

Hostile reconnaissance is the term given to the information gathering phase by those individuals or groups with malicious intent. Information about a site or event is gained by using online research, on-site visits and if and where necessary, insider knowledge.

Suspicious behaviour

Someone who is a threat cannot be identified from their appearance, age, ethnicity, gender or clothing, but you can identify suspicious behaviour.

What could be seen as suspicious?

- A person taking photographs outside (or inside) your premises (are they taking a selfie or a photograph of something else?).
- A person loitering or walking up and down in restricted or non-public areas or outside your boundary/gates.
- A person paying significant interest to entrances, exits, CCTV cameras or security features.
- Repeated visits to your site.
- Someone asking unusual questions.
- Someone concealing their face, avoiding eye contact or in disguise or walking away when challenged.

It is 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.

Challenging and reporting suspicious behaviour

You should approach a person that has been acting in a suspicious manner and challenge them about their actions. Do this at a safe distance if necessary.
"Challenge" means to tactfully and politely greet the individual and offer your assistance. If a person is there for legitimate reasons, he or she will appreciate the attention that you show them. Someone with the intent of engaging in criminal activity does not want attention drawn to them. If you feel uncomfortable challenging a suspicious person or if your suspicions continue after making contact, you should report the situation to the police.

Reporting suspicious behaviour or items

Ensure staff are aware of the security principles to follow and to report – "if you see something – say something".
To ensure that you can act quickly if a suspicious package is detected/suspected staff should be made aware of and use the HOT protocol (see Suspect Packages below).

DELAY – slowing down access to your premises.

Clearly defined boundaries
It is important that the public knows the extent of the school grounds. This does not always mean that the grounds are fenced, but some form of boundary or signage will assist. Landscaping/hedging should not act as a screen for potential intruders. It is helpful to have one main gate/entrance, preferably visible from the reception area. To increase security, separate footpath entrances for pupils could be opened only at peak arrival and departure times.

Rights of way/Shared grounds
Rights of way through school grounds may present a particular security risk. Schools which are concerned about this may be able to have the right of way re-routed. Schools who share grounds with other buildings (such as leisure centres) may not be able to secure the site so other security measures such as CCTV and building access will become more important.

Secured access points
If someone who poses a risk accesses the premises, then locked doors, secured gates and other physical barriers will act as a delay until the alarm can be raised. These delay elements should form part of your planned approach as emergency plans are put into action.

Written Security Procedure

2. Written Security Procedure

Your school should have a written Security Procedure. This should deal with any security situations you might consider to be a risk to your school, staff or pupils. These might be risks covered in the Introduction section above.
The Security Procedure should be recorded and communicated to all stakeholders (including parents and pupils) as appropriate. The plan should be regularly tested and reviewed.
This plan may be part of, or linked to, your Business Continuity Plan and your Fire Evacuation Plan.

Evacuation and Invacuation procedures

3. Evacuation/Invacuation/Lockdown procedures

Evacuation/Invacuation procedures should be seen as a sensible and proportionate planned response to any incidents which pose a threat to the safety and security of colleagues and service users. This might include the risk of terrorist attack but other risks should also be included.

It is not possible to provide generic templates for Evacuation/Invacuation plans due to the variety and types of security threat. Elements which may be important are not only the type of incident, but also the design and size of a building, the occupants, the activities being run and the facilities on site. All procedures should be recorded, communicated, practiced and reviewed.

3.1 Evacuation

All premises will already have an evacuation procedure in place (for example your Fire Evacuation Procedure) - this will already be recorded, communicated and practiced regularly. SLN information on Fire Safety is here:
https://education.staffordshire.gov.uk/School-Admin/HealthSafetyWellbeing/Health-and-Safety/Procedures/Premises/Fire-Safety-Policy/Fire-Safety-Management-Arrangements.aspx
The evacuation procedure may also be put into action if there is a bomb threat see section 4. below and SLN information on Bombs and suspected packages is here:
https://education.staffordshire.gov.uk/School-Admin/HealthSafetyWellbeing/Health-and-Safety/Procedures/Premises/Bombs-and-Suspect-Packages/Bombs-and-Suspect-Packages.aspx

3.2 Invacuation

There are occasions when it is safer to remain inside the building or call people back into the building if the risk of harm is outside.

An invacuation procedure will be different from the evacuation plan but the principles of creating a plan, recording, communicating and practicing a plan are similar.

In some situations, bringing everyone inside will be sufficient. In others a full security lock down may be required (see section on Lockdown below). For example, if there is an aggressive dog outside the school grounds/playgrounds the school would want to implement an invacuation procedure (to get all staff and pupils inside). This may be

sufficient in the circumstances. However should the dog then get into the school buildings a "lockdown" procedure (see below) may need to be instigated.

This may be a precautionary measure, but puts the school in a state of readiness (whilst retaining a degree of normality) should the situation escalate.

3.3 Raising the alarm

Premises managers must decide how to communicate the message that invacuation is required. This should be different from the usual fire alarm evacuation sound.

An "alarm" does not have to be an automatic signal using bells or an audio message throughout the premises. A number of different methods of raising the alarm could be considered:

- Radio/walkie-talkie communications.
- Interactive whiteboard messages.
- Pagers.
- Hand bell / air horn / klaxon.
- Use of coded word.

Raising the alarm should also consider how the emergency services will be contacted. All situations are different and it will be necessary to review and react to a situation as well as advice from the emergency services.

3.4 Where do people go in invacuation?

During the development of these plans premises managers and headteachers must review the site and highlight areas where people can stay safely during an invacuation or lockdown. This does not have to be classrooms or the school hall, it can be anywhere within the school building which does not pose a physical risk such as machinery/chemicals. **A plan may have to include more fluid instructions such as telling pupils and staff to go to ANY classroom or safe area.**

An emergency security situation may lead to staff and pupils being displaced across the site and people may react in unpredictable ways. It is important that a plan has flexibility in order to cope with these type of events. For example – creating a plan for invacuation which suggests returning to designated classrooms may not be possible; the plan will need to allow staff and pupils to think dynamically about where they can go to.

This is a principle of the Run, Hide Tell information.
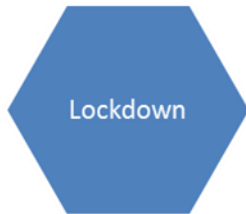
Lockdown

3.5 Lockdown Procedure

Lockdown procedures (locking doors / covering windows and securing access points) are intended to frustrate or delay anybody who may be a threat in trying to access the building. These are the next step procedures which you may wish to instigate once an invacuation has taken place. A lockdown can reduce the potential number of casualties in the case of weapons/violent attacks.
Like a fire evacuation these procedures should be written, communicated and tested. Depending on the nature of the building and its uses a plan might include partial and full lockdown elements.

- **Partial lockdown**

This might be used on large sites with larger numbers of occupants where there is an incident in one area of the site. This may mean that, occupants are aware and alerted to the security situation elsewhere, points of entry to the building are secured to prevent any threat entering the building and individuals are prevented from leaving. In these cases movement may continue in the building depending on the threat.

- **Full lockdown**

May develop from partial lockdown situation or may be the result of a threat inside or outside the building such as a weapons attack. In these situations occupants will alert emergency services, communicate with building occupants and secure access to the building.
Those inside the building will:

- Move away from windows.
- Lock internal doors if possible either by use of security system or manual locks.
- Close blinds/curtains.
- Remain quiet and out of sight.
- Turn off room lights.
- Turn off smartboards and computer monitors.
- Silence personal devices.
- Move towards inner core of building/safe areas if possible.

- 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.

Additionally, staff and pupils should be aware of the potential impact on their ability to "run, hide" if using automatic door locking systems in a lockdown situation.

When a plan has been developed it is necessary to practice and communicate the plan. All occupants of a building should be involved in practising the procedure which can be practiced at desk top level, in slow time and developing to real time practice.

3.6 Communication

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 and the school

Arrangements for communicating with parents in the event of a lockdown should be routinely shared by letter, text or the school website. 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 allowed in or out.

In the event of an actual lockdown, it is strongly advised that any incident or development is communicated to parents as soon as is practicable using pre-planned messages giving key information such as:

- The school has an ongoing security situation.
- Their child's welfare is important and that the school has followed lockdown procedures.
- Request not to contact the school. (*Calling the school could tie up telephone lines and being unable to get through can cause further anxiety*).
- Request not come to the school. (*They could interfere with emergency services access to the school 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 present at the school during a lockdown under no circumstances should members of staff leave the building to communicate directly with them.

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.

Search plan
to cover a
bomb threat

4. Search plan to cover a bomb threat / Suspicious packages

Any security plan will include how to deal with suspect packages and bomb threats. Premises managers and headteachers must include Bomb threat/Suspicious packages procedures in the security plan which details any responsibilities and actions required, including a search plan if a bomb threat is received. A search plan does not mean putting a person in danger; a search plan should be a dynamic assessment, moving people away as necessary and checking for any suspicious or unusual items. SLN information on Bombs and Suspect Packages is here: https://education.staffordshire.gov.uk/School-Admin/HealthSafetyWellbeing/Health-and-Safety/Procedures/Premises/Bombs-and-Suspect-Packages/Bombs-and-Suspect-Packages.aspx

Suspicious packages

It is important to remember that an abandoned package is not the same as a suspicious package. Good housekeeping and storage can ensure that suspect packages are identified quickly as building occupants can decide whether a package is out of place or unusual e.g. an abandoned bag or rucksack may be a usual site at school, but a briefcase may be out of place.

When a suspect package is seen - apply the HOT principles; is the package:

  1. Hidden – has an attempt been made to hide the item?
  2. Obvious – is the item obviously suspicious from appearance, smell or marking?
  3. Typical – is the item typical of what might be expected in the area?

If a package is suspicious then occupants should raise the alarm, including contacting the emergency services, and start to move people away from the package. This should be done in a controlled, planned manner.

UNATTENDED ITEMS:
LOST... or SUSPICIOUS?

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.

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?

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

Creating a cordon

Where a suspicious package is located and an evacuation is conducted a cordon should be put in place around the package to ensure those in the vicinity can be kept safe. Those who cannot move away far enough should position themselves behind solid objects such as walls/columns and keep away from glass and potential flying objects.

As a general rule cordon distances are as follows:

- Suspect package in rucksack = 100 metres
- Suspicious car = 200 metres
- Suspicious lorry = 400 metres
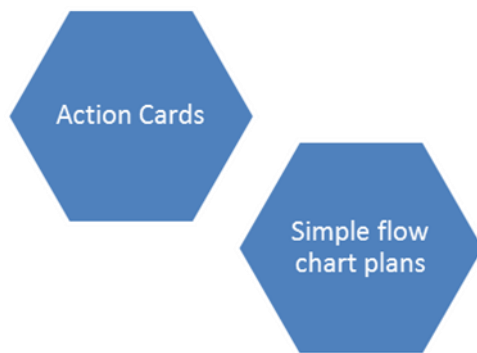
5. Simple flow chart plans and Action Cards

Your Security Plan should be summarised in short flow chart /action plans for ease of use and communication with all stakeholders.

These might include flow charts for evacuation, invacuation, calling emergency services, key contacts etc. These can easily be referred to in an emergency situation and all staff must be aware of their location. (See an example template below).

6. Developing Security Plans

Questions to ask	Things to consider
What risk situations have you identified as being a threat to the school?	Examples 1. Individuals with a grudge/violent behaviours/extreme anti-social activities which may threaten the school, pupils or staff. 2. Dangerous dogs. 3. Environmental threats such as smoke, gas or fumes or major fire in the vicinity. 4. Internal threats from pupils, staff or members of the school community. 5. Impacts from a nearby attack or major incident at a 'high risk' prestigious neighbouring premises (e.g. due to emergency services response / road closures)? 6. Threats by association with high profile individuals, the location of your premises, your activities, its visitors, sponsors, contractors and staff.
Who will potentially be affected?	Pupils/Staff/Members of the public
Who can take responsibility for invacuation/lockdown?	Consider if all members of the school community may need to raise the alarm. How will they do this? How will you discuss this with the school community?
Which points of access to the building would need securing?	Identify these on a plan. Who will secure/lock doors? How are points of entry secured? (automatic locking/ keys) Where are keys or codes kept if required? If a door cannot be locked can it be secured in another way? (Bolts/barricaded)
Alarms – how is the alarm raised for an invacuation/lockdown?	How will building occupants be alerted? How will emergency services be contacted? How will parents/carers be contacted?
Rooms used for invacuation/lockdown (such as classrooms/offices or other	Identify these on a plan. Where are the preferred locations to take refuge? How do we communicate the fluid nature of the plan?

areas which give the ability to be out of sight).	Areas to avoid. Are all window blinds working effectively in rooms identified for invacuation/lockdown? What method of securing doors can be used? Locks and Bolts/Barricades. What do staff and pupils do when in secure in these areas? (see example template below)
Communication Create simple flow chart/action cards for all staff and pupils(see example template below)	What means of communication is available? Mobile phones/radios? Will alternatives be needed? Create an action card of key numbers – emergency number, key contacts etc. How will you communicate after the event? What documents/record might you need to access after the event? Refer to your BCP – what to do if you do not return to your premises.
Review and practice	How will you communicate the plans to the school community? How will you conduct - Desk top exercises/Slow time exercises/Real time exercises?
Other information	

EXAMPLE Instruction for all staff and pupils

Insert name of school

Invacuation (including lockdown) procedure

In the event of *explain school's own recognised signal*, go inside or stay indoors in the room/classroom that you are in. If you are outside when this XXX sounds, make your way to the nearest classroom or safe place. *Specify how staff will be informed if it is a partial or full lockdown and how further information will be shared.*

Invacuation	Invacuation with <u>lockdown</u>
GO INSIDE Ensure all staff/pupils/students/service users/visitors are safely inside the school building. OR follow **RUN HIDE TELL** principles.	
Close entrance points (e.g. doors, windows) to prevent the animal/pollutant etc. entering the building. If possible close off ventilation and air conditioning systems (if pollutant related invacuation).	Lock and secure entrance points (for example - doors, windows) to prevent the intruder/violent person etc. entering the building.
Go to a designated safe area, if appropriate. (Depending on the situation it may be possible for the establishment to continue business as usual)	Go to a designated safe area **and if possible.** • Close doors and windows en-route. • Block access points (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 curtains/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 told to evacuate by the Emergency Services. If you are with children it is important to: • remain calm • reassure them • remind them to follow your instructions	

Frequently Asked Questions

1. What is an invacuation procedure?
   - Answer – this is a procedure you would develop and design for your own premises which outlines the actions you would take in a security/threat situation. Invacuation is the process you would follow to bring everyone inside the building as quickly and safely as possible. This may then further lead into a lockdown procedure (see below).

2. What is a lockdown procedure?
   - Answer – a lockdown is a situation which might arise when you have the need to secure your staff/pupils inside school buildings and instruct them to seek a secure place away from the threat.

3. Should we have a written security/invacuation/lock down procedure?
   - Answer - Yes – any policy should be written and communicated to all stakeholders as appropriate.

4. Do we need a plan for every possible threat situation?
   - Answer – it's not possible to define every type of security threat that may arise. Your plan as far as possible should concentrate on the likely risks you have identified and the best possible solutions or procedures you can develop to protect the school, staff and pupils. You should consider security threats such as violence, trespass and reacting to community based threats as well as terrorism.

5. Who should take responsibility to raise the alarm and instigate invacuation or lockdown?
   - Answer – any procedures should be created and communicated in such a way that anyone present should be able to act to raise the alarm as necessary and take any necessary action.

6. What is the most secure boundary for a site? Fences or hedging?
   - Answer – One is not considered to be preferable to the other - work with what you already have. If you have hedging this is more difficult for you to see through to what is happening outside your boundary. If you have fencing you may have a better/clearer line of sight to activities around your boundary.

7. Should we "test" our Invacuation and Lock down plans?
   - Answer – yes, very much like a Business Continuity Plan you can carry out desk-top tests involving staff, governors and pupils as you so wish. Further "slow time" tests could also take place around operating the procedures in a low key way followed by "real time" testing as appropriate for your school and premises.

8. Must we have blinds on all our windows and doors?
   - Answer – this is not mandatory but where blinds are fitted then they should be operational. Where vision panels in classroom doors exist (these are usually fire vision

panels) these should not be covered during any normal day BUT may have blinds fitted for use in a lock down scenario.

9. Our doors don't have locks/open outwards – shall we replace them?

- Answer – this is not necessary, Work with what you have and think about simple low cost options if needed. For example slide bolts can be fitted to secure doors or procedures can include barricading doors to prevent entry if necessary. Often an intruder will be deterred from entering a room if they are faced with a barrier.

10. Should we tell parents and carers about our plans?

- Answer – Yes you should share and communicate your plans with all your school community, the content of your communications may need to be tailored to the groups involved, but this would include:

   - Staff - permanent and temporary staff and also staff from other companies who work on your site such as catering and cleaning staff and contractors. Engage all staff on the site, any of whom may need to take responsibility in an emergency.

   - Pupils – communicating messages in an age appropriate way.

   - Governors, board members.

   - Parents and carers.

   - Those involved in school lettings.

Key websites and numbers

Terrorist Hotline 0800 789 321
UK Govt. Website - https://www.gov.uk/terrorism-national-emergency
MI5 Website - https://www.mi5.gov.uk/threat-levels

UK Government Guidance on Recognising the Terrorist Threat:
https://www.gov.uk/government/publications/recognising-the-terrorist-threat/recognising-the-terrorist-threat

RUN HIDE TELL message in a short public information film:
https://www.gov.uk/government/publications/stay-safe-film

A campaign aimed at children and teenagers (11-16 year olds) is available which covers the Run Hide Tell advice, endorsed by some celebrities. This campaign is supported by the NSPCC, NaCTSO and Home Office.
https://www.gov.uk/government/news/act-for-youth

National Police Chiefs Council
http://www.npcc.police.uk/NPCCBusinessAreas/WeaponAttacksStaySafe.aspx