

## Protective security and preparedness self-assessment

### Quick self-assessment

This tool will allow you to determine your existing strengths and will assist you in identifying any gaps to help improve plans.

What do you have in place?	Yes/No	For more information
Do you have protective security and preparedness plans (or critical incident plans, or similar) in place?	Yes	We have an Emergency Plan that covers these
Do you have a member of staff responsible for security?	Yes	Mrs Derries supported by Mrs Anderson
Do you have plans in place that make your setting a less attractive target?	Yes	We have CCTV and signs saying that we have this around our site and high secure fencing etc
Do you have procedures for locking down rooms and evacuating people to protected spaces?	Yes	We have areas that we can move the children too that could then be locked using a key, the keys are kept on drying lines beside the doors but can be removed if needed.
Do you have a range of muster points for evacuations?	Yes	
Do you have a flexible method for alerting staff to an incident and giving specific instructions?	Yes	Support staff from the office would ensure that all other staff are informed quickly.
Do you have a plan to warn neighbouring premises about an incident?	Yes	Office staff would after informing school staff

What do you have in place?	Yes/No	For more information
		take one of the adjoining streets and inform neighbours.
Do you have emergency grab kits?	Yes	This is kept in the main school office
Do all of your staff know and understand what they may need to do in an incident?	Yes	We share these plans with staff at whole school meetings.
Do staff receive a protective security and preparedness induction and regular training?	Yes	This makes up part of the induction process and we update staff at meetings of any changes.
Have you ever tested your plans to ensure they work?	Yes	We walk through plans with staff
Have you considered how this would work with learners or staff with SEND?	Yes	All our pupils are SEND

## Bomb threat checklist

Keep this document in one or more places where it can be grabbed in seconds by any member of staff receiving a bomb threat.

Remember:

- remain calm and keep the person in conversation if possible
- can you record the threat?
- can you get a colleague to immediately dial 999?

Write down the exact wording of the threat.

## Additional questions to ask the caller

Question	Notes
Where exactly is the bomb?	
When is it going to explode?	
What does the bomb look like?	
What kind of bomb is it, if known?	
How will it be detonated?	
What is your name?	

Question	Notes
Are you part of a group, or acting alone?	

**Call 999 and inform the police. Making a bomb threat is a crime.**

Action and reporting information	Details
Inform a senior leader or security lead Mrs Penelope Derries	
Incident code to alert staff to a bomb threat	<b>We are a small school so staff would be directly and discretely informed to enable them to evacuate the children without upsetting them.</b>
Your name	

Details of threat	Notes
Date and time of threat	
Duration of threat	
The telephone number that received the call (if applicable)	

Details of the person who made the threat	Notes
Sex	<ul style="list-style-type: none"> <li>○ Male</li> <li>○ Female</li> </ul>
Age (guess)	
Nationality/Accent	

Details of the person who made the threat	Notes
Threat language	<ul style="list-style-type: none"> <li>○ Well spoken</li> <li>○ Irrational</li> <li>○ Taped</li> <li>○ Foul</li> <li>○ Incoherent</li> </ul>
Caller's voice Call 999 and inform the police. Making a bomb threat is a crime.	<ul style="list-style-type: none"> <li>○ Calm</li> <li>○ Crying</li> <li>○ Clearing throat</li> <li>○ Angry</li> <li>○ Nasal</li> <li>○ Slurred</li> <li>○ Excited</li> <li>○ Stutter</li> <li>○ Disguised</li> <li>○ Slow</li> <li>○ Lisp</li> <li>○ Rapid</li> <li>○ Deep</li> <li>○ Laughter</li> <li>○ Hoarse</li> </ul>
Is the caller's voice familiar (like who?)	
Any other details?	
Other sounds?	<ul style="list-style-type: none"> <li>○ Street noises</li> <li>○ House noises</li> <li>○ Animal noises</li> <li>○ Motor</li> <li>○ Clear</li> <li>○ Voice</li> <li>○ Static</li> <li>○ PA system</li> <li>○ Booth</li> <li>○ Music</li> <li>○ Factory</li> <li>○ Office</li> <li>○ Other, what?</li> </ul>

Details of the person who made the threat	Notes

## ETHANE

	Description	Question(s)	Comments
<b>E</b>	Exact location	What is the exact location or geographical area of incident?	
<b>T</b>	Type of incident	What kind of incident is it?	
<b>H</b>	Hazards	What hazards or potential hazards can be identified?	
<b>A</b>	Access	What are the best routes for access and egress?	
<b>N</b>	Number of casualties	How many casualties are there and what condition are they in?	
<b>E</b>	Emergency service	Which and how many emergency responder assets/personnel are required or are already on-scene?	



## Summary of lockdown, invacuation and evacuation options template

As part of your counter terrorism preparedness plans, this template can be used to summarise your arrangements for lockdown, invacuation and evacuation procedures.

You should consider whether staff may need this information to hand during an incident. If so, you could include your completed summary in grab kits.

### Signals and incident codes

<b>Signal/incident code for lockdown</b>	Staff will just inform other staff
<b>Signal/incident code for invacuation</b>	
<b>Signal/incident code for evacuation</b>	
<b>Signal for all clear</b>	

### Protected spaces inside

Protected spaces offer good protection from bomb attacks, low risks from flying glass, and ability to lock/barricade access routes.

<b>Location</b>	<b>Capacity – number of people who can safely invacuate there.</b>
Sensory room and soft play room	10 in each space
Oak classroom	20 in this space

### Names of exit routes

<b>Name of exit route</b>
Routes are as fire exit routes.


## Identified muster points

This can include other buildings away from your site that you have prior agreement to evacuate to.

Muster point name	Location	Direction from site	Distance from site (100m+, 200m+, 400m+)	Capacity – number of people who can safely evacuate there.
Prior Park First school	Prior Park	Right out of front door and then follow the road on the right to the school	0.3miles	All pupils and staff