

# Serious Incident Procedure

## Overview

**Settings should make simple plans to improve protective security awareness and preparedness that can deter terrorists and other security threats. In order to develop and maintain these plans we will appoint a Security Lead who may become the Incident Lead. However, all staff play a vital role in responding to an incident.**

**See, Check and Scan (SCaN)** helps to identify suspicious activity and deter and detect someone attending to do harm. This may also mitigate against a wider variety of threats such as anti-social behaviour, dangerous animals on site and other criminality. It will help to keep all learners safe as well as staff and visitors.

**See:** Be vigilant for suspicious activity

**Check:** The power of “hello” is about approaching a person (if it is safe to do so), who activity could be considered suspicious. It shows the individual that you have noticed them and are aware.

**Notify:** report suspicious activity if the person or vehicle is on site and you are suspicious then call 999 immediately. If they have left the scene or a significant amount of time has elapsed since the incident call the anti terrorist hotline on 0800 789321 or report it online (Action Counter Terrorism (ACT) website or call 101.

### **All staff including non-teaching staff**

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

- Participating in training and awareness programmes.
- Being vigilant and reporting any suspicious activity to the Security Lead or appropriate authorities.
- Supporting the Security Lead in implementing and maintaining protective security and preparedness plan.
- Being familiar with incident response plans such as lockdown, evacuation (safe place to stay inside) and evacuation options, exit routes, methods of communicating an incident and compiling grab kits.
- Providing additional support to those who are particularly vulnerable e.g. staff or learners with SEND.

## **Unattended or suspicious items:**

Help to prevent this by keeping clutter to a minimum and keeping the setting tidy which will help to identify something that may be suspicious. Having a good awareness of the characteristics that make an item suspicious. The HOT protocol (Hidden, obviously suspicious, Typical, would you expect to find this in that location?)

If you believe the item is suspicious and may represent a possible risk to life then contact partners (police) and continue with the 4 C's (confirm, clear, Control and Communicate)

## **Bomb Threat:**

This may be communicated in different ways:

- Phone call
- Recorded message
- Written
- Face to face
- Sent by email or social media
- Via and independent third party

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:**

If made in person or by phone try to keep them talking to gather details about the bomb e.g. when it may go off, their motives. Take in as much information as possible. Record the details immediately. Call the police on 999 as soon as possible and share all the details of the threat.

If you are receiving the call attract the attention of a colleague who should immediately call 999. Escalate the incident immediately to the Security Lead and relay any police advice to them.

Record and retain all evidence dial 1471 after the call to try to identify the caller's number. Do not delete, reply or forward emails, texts or voice messages. Complete and retain your incident log.

The police may be able to advise you on your response to the incident, however the incident lead should consider:

- Which exit/evacuation routes will be safe to use?
- Context: is there anything that has happened before that may now be linked to this bomb threat.
- Is someone able to check CCTV footage

## **Run, Hide Tell**

Every member of staff should have this training so they can respond dynamically to the situation.

## **How to prepare children:**

- Discuss the security measures and incident response as part of topics around PSED.
- Tell the teacher if they see anybody suspicious.
- Drills and practice the incident response e.g. lockdown (when children are not on premises)

## **Procedure:**

### **Access to the site**

It is important that every person working/volunteering at Play2Learn understands the importance of who they are letting onto the Cranford School Site. Trying to prevent unauthorised access onto the premises is the first part of preventing a serious incident. Therefore, when answering the access buzzer first check if you can identify the person as one of our parents or carers, or somebody authorised to pick up one of our children. If you do not recognise them and they are visiting the school or Children's Centre then ask them to ring the correct buzzer so they can let them in. DO NOT let anybody onto the premises that you do not recognise or know will be coming to Play2Learn e.g. a professional.

### **Entering the premises**

If somebody you do not recognise is at the front door then use the answer phone to speak to them in order to identify who they are and why they are at the entrance. If they have a valid reason to be there or you recognise them, then open the door and speak to them outside. Do not leave the door open and talk to them from inside. You may take them into the entrance hall if you feel secure enough to let them in and if it is necessary. Make sure that the entrance door into the main play area is shut at all times.

If you do not know who they are and they do not have a valid reason to be on the premises DO NOT let them in. Inform the Security Lead (manager or Deputy) of what has happened and they will make the decision as to whether to call the police, inform the school and children's centre.

### **LOCK DOWN PROCEDURE:**

If you think that this person is dangerous then follow the lock down procedure:

- The Incident Lead (Manager/Deputy) to call the police and inform them of the situation
- The Incident Lead (Manager/Deputy) to call the School and Children's Centre
- The most senior member of staff will inform all the team what is happening that any other adults on site are aware of the incident response
- Ensure the back door to the garden is locked all windows are closed.
- All the blinds to be closed and lights are off
- All staff to enter the main play area all doors are shut.
- To try and keep the children away from the windows and in the centre of the room
- To try and keep the children as calm and quiet as possible
- Take special notice of children with SEND or may be vulnerable.

We will wait in the main play areas as above until we have been informed by the police or another authority involved with the situation that it is safe for us to carry on as usual. Or what further steps we need to take.

An incident report will be carried out after the event everybody involved will have access to our emotional support phone number and the Manager/Director will be available at all times to discuss the matter.

**Helpful websites:**

Action Counter Terrorism (ACT) website to report suspicious activity online and in confidence

Handling media attention after a major incident.gov.uk

How to make a silent 999 call

Counter Terrorism Security Advisors (CTSAs)

Protective security and preparedness for education settings April 2024 (all the above links can be found in this document)

Procedure adopted on: \_\_\_\_\_

Date: \_\_\_\_\_

To be reviewed on: \_\_\_\_\_