



**Aletheia**  
Academies Trust

# **Evacuation, Invacuation & Lockdown Policy**

**March 2026**

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## 1. Introduction

- 1.1. This policy is designed to allow Trust schools to be better prepared and able to respond to major incidents or terrorism. It sets out practical steps to keep stakeholders safe in the event of an incident
- 1.2. Guiding principles contained within this policy are taken from the [Department for Education's 'Protective security and preparedness for education settings'](#) document, which in itself are drawn from principles from the National Counter-Terrorism Security Office.
- 1.3. Templates, examples and case studies are available to assist schools in developing best practice. ProtectUK can support schools in developing their specific plans or reviewing them, as a free and authoritative resource.
- 1.4. Schools should test their plans to make sure that they are suitable and effective. For any live testing such as practice drills, consideration must be given to individual trauma, particularly those students who have previously been affected by incidents.
- 1.5. There are various engagement activities that should be considered for each school to determine how to appropriately communicate with students, including, but not limited to:
  - Discussing basic security messages and incident response plans as part of topics on personal safety or risk management in PSHE lessons
  - Encourage older students to look out for suspicious items using the HOT protocol
  - Encourage all students to tell their teacher if they see someone or something strange
6. Schools must consider how to best embed a security culture. For example, schools must consider be mindful of information chosen to share online or in other public-facing communications to prevent potential hostiles from gathering information. Where information must be published, it should be done so in a way that minimises use to a hostile, such as needing to sign up to an event to gain location/entry codes.
7. There are a number of techniques designed to aid responding to unusual or suspicious activities, including the below. Further details are available within the [DfE's guidance](#).

## 2. Roles and Responsibilities

- 2.1. It is good practice to have clear roles and responsibilities for protective security and preparedness.
- 2.2. Schools should appoint a competent person or persons to lead on security. Security Leads shall be responsible for coordinating and overseeing protective security and preparedness in their setting. All staff should know who the Security Lead is.

### 2.3. The Security Lead should focus on:

- Developing, maintaining and updating policies and procedures which promote a good security culture and deter someone from intending to cause harm from targeting their setting
- Conducting regular security assessments to identify potential risks and vulnerabilities within their setting
- Determining how staff should respond effectively to different types of incident
- Ensuring that all members of staff 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 building 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, each school should ensure that one or two people are available to deputise in the event of an absence.

2.4. Members of staff will act in accordance with the school's Evacuation, Invacuation & Lockdown Policy at all times.

2.5. It is the Headteacher/Head of School's responsibility to identify an appropriate Security Lead, who will ensure effective and rehearsed emergency procedures are in place at their respective schools. The Headteacher/Head of School retains overall authority for their school's security.

2.6. The Security Lead is responsible for ensuring that all members of staff are aware of this policy and can easily access a copy.

2.7. It is the responsibility of the Security Lead to ensure that all members of staff are trained in implementing all the emergency procedures as part of their induction process. Examples of how to respond to unusual or Suspicious Activities are included in Appendix Two.

2.8. The Security Lead is responsible for recording all evacuation procedures, including drills and practices, in the Evacuation Record Log (Fire Log Book).

2.9. Senior Leaders are responsible for ensuring procedures are understood by all members of staff within their department.

2.10. The Security Lead is responsible for raising the alarm of an emergency and will delegate this duty to the Deputy Headteacher to carry out when they are not present at the school.

2.11. The responsibility of informing the relevant external services, such as the police, in the event of an emergency is that of the Security Lead (who may, if necessary, delegate further.)

- 2.12. All members of staff are responsible for ensuring pupils, fellow members of staff and visitors remain as safe as possible whilst on the school premises.
- 2.13. It is the responsibility of all members of staff to ensure that registers are accurately taken and the names of missing pupils are immediately reported to the Headteacher/Head of School or Security Lead.
- 2.14. Members of staff will inform the Headteacher/Head of School or Security Lead of any pupils missing from the classroom immediately when the alarm is raised via an appropriate means of communication, such as two-way radios.
- 2.15. All members of staff are responsible for maintaining an orderly manner and encouraging pupils to stay calm during emergency procedures.
- 2.16. The Site Manager/Caretaker is responsible for ensuring that emergency exits are clearly signposted as part of their regular duties.
- 2.17. It is the responsibility of school office staff via the emergency grab kit to provide the emergency services with copies of the site plan. For details of the contents of the emergency grab kit, please refer to Appendix One of the Trust's Business Continuity Plan.
- 2.18. School office staff are responsible for ensuring that all contractors or external services working within the school are supplied with a copy of the evacuation procedure when their work initially commences.
- 2.19. The Security Lead staff will continuously monitor the situation and keep both the emergency services and fellow colleagues up-to-date.
- 2.20. During an incident, all staff should be prepared to call 999 unless they are certain that someone else has already called the emergency services.

### **3. Drill Protocols**

- 3.1. Drills should be undertaken to gauge the suitability of incident response plans.
- 3.2. Drills must consider how best to meet the needs of SEND learners, those with Personal Emergency Evacuation Plans (PEEPs).
- 3.3. Students with SEND should not be excluded and drills should be design with inclusivity and accessibility in mind. Participation in drills may be assessed following a risk assessment or on a case-by-case basis.
- 3.4. Security drills should feel equivalent to fire drills, so that students have a familiar frame of reference to build upon
- 3.5. Drills, exercises and safety videos should not mimic behaviours of someone intending to cause harm (shouting, running, waving weapons), respondents (shouting, crying, panicking) or police officers (shouting, aggression, pointing weapons).

3.6. The Headteacher/Head of School must determine whether to give students prior warning of drills and an opportunity for them to raise issues and worries with staff and whether to allow students to opt out (or allocate a specific member of staff to stay with them during a drill)

3.7. It may be beneficial to build up to drills in stages, such as:

- Stage 1: Programme of Awareness (raise awareness to inform and educate students about counter terrorism awareness)
- Stage 2: First drill (provide advanced warning of drill to staff and students)
- Stage 3: Second drill (provide less detailed warning, with exceptions for certain students)
- Stage 4: Third drill (surprise drill with no warning, with the exception of students who may have suffered post-traumatic stress).

## **4. Invacuation Procedure**

- 4.1. The aim of the invacuation procedure is to protect lives by keeping people inside away from perceived danger. This procedure will be used in the event of a major fire in the vicinity of the school, chemical spillage, air pollution etc.
- 4.2. The warning siren for Invacuation is a loud continuous beep.
- 4.3. The Headteacher/Head of School will ensure that the alarm is raised as soon as a significant concern has been raised.
- 4.4. Members of staff will keep in contact via mobile phones in order to inform each other of any problems experienced while carrying out the procedure, e.g. missing pupils.
- 4.5. Throughout the procedure, the Headteacher/Head of School (Deputy Headteacher in their absence), or another designated member of staff, will continuously keep other members of staff updated, where possible, using the most appropriate means of communication.
- 4.6. During an invacuation, pupils, members of staff and visitors outside the school buildings will move quickly and quietly through the nearest entrance to the building.
- 4.7. If staff are in buildings adjacent to where pupils or other members of staff are outside, they will signal to the class to come inside immediately.
- 4.8. When all stakeholders are inside, doors and windows are to be closed to reduce any fumes/toxic substances to enter the building. As an invacuation may escalate, doors should be locked in classrooms by staff prior to moving to safe areas, if necessary.
- 4.9. If deemed necessary by the type of incident, staff and pupils will be informed by the Headteacher/Head of School or designated staff member to move the children to the designated safe areas. This will be for both the invacuation and/or lockdown procedure, when the risk from an external source requires staff and pupils to be away from windows etc.

- 4.10. The identified designated 'safe areas' throughout the school building will be classrooms and other non-communal areas such as Zen Den.
- 4.11. Each class is guided towards their designated 'safe area' by their classroom teacher, ensuring that all pupils, members of staff and visitors are accounted for.
- 4.12. When the invacuation procedure occurs during lunchtime, or a lesson change over, all members of staff will guide pupils towards the nearest designated 'safe area'.
- 4.13. Members of staff will instruct pupils to stay away from the windows and doors.
- 4.14. In the event of an air pollution issue, air vents will be closed, where possible, as an additional precaution, all fan switches in the main corridors should be switched off.
- 4.15. Where necessary, pupils will be informed to lie or sit on the floor.
- 4.16. Pupils and members of staff are to remain in their designated areas/positions until told this is no longer necessary by the emergency services, or the Headteacher/Head of School has given an announcement to declare the risk has passed.
- 4.17. When the invacuation procedure has finished, pupils will return to their timetabled classroom where a register will be taken.
- 4.18. Throughout the invacuation procedure, the school office will keep in contact with the emergency services, ensuring the procedure is being implemented correctly.
- 4.19. Following an occurrence necessitating the invacuation procedure, the following actions will be taken:
  - A follow up talk/debrief with members of staff and pupils will be delivered by the Headteacher/Head of School
  - Support will be sought where necessary, such as counselling, for pupils and staff
  - Parents/carers and other stakeholders will be informed of the incident via Arbor
  - The response to the crisis will be evaluated and procedures amended where necessary

## 5. Lockdown Procedure

- 5.1. This procedure will be implemented as a sensible and proportionate response to any external or internal incident, for example armed intrusion, which has the potential to pose a threat to the safety and wellbeing of pupils, members of staff and visitors.
- 5.2. In the event of a lockdown drill, age-appropriate explanations will be given to students in order to not induce undue panic or worry.
- 5.3.
- 5.4. The Headteacher/Head of School will ensure that all members of staff understand when and how this procedure will be implemented.
- 5.5. Depending on the circumstances, either a partial lockdown or full lockdown procedure will be implemented.
- 5.6. The Headteacher/Head of School will take all factors into consideration when deciding whether to partially or fully lockdown the school. Where possible, advice will be sought from the emergency services.
- 5.7. When all stakeholders are inside, doors and windows are to be securely locked, teachers will lock classroom doors and teaching assistants will ensure all toilet doors are locked throughout the school.
- 5.8. Main entrances into the school site will be locked, if necessary.
- 5.9. The partial lockdown procedure is a precautionary measure but puts the school in a state of readiness should the situation escalate. It will be used in the event of, but not limited to, the following:
  - A civil disturbance in the local community with the potential to pose a risk to the school
  - A disturbance by a parent/visitor to the school that refuses to leave or escalates the situation that requires staff to call police.
- 5.10. The full lockdown procedure will be used in the event of, but not limited to, the following:
  - An intruder on the school site
  - The close proximity of a dangerous animal, such as a dog, roaming loose
- 5.11. The signal given for members of staff to implement the lockdown procedure will be a large continuous beeping and an email alert sent to all staff laptops.
- 5.12. The internal phone system, two-way radios and/or mobile phones, will be used to make members of staff aware of the incident that has occurred and inform them of the type of lockdown procedure which is to be implemented.

- 5.13. Lines of communication between members of staff will be kept open using two-way radios and mobile phones; however, unnecessary calls to the school office will not be made as this could delay important communication.
- 5.14. As soon as the alarm has been raised, the school office staff will ensure that the relevant emergency services are informed and kept up-to-date with the situation.
- 5.15. The Headteacher/Head of School will notify the Trust Director of Estates & Infrastructure and, where appropriate, the Chief Executive Officer, in accordance with the Trust's Business Continuity Plan.
- 5.16. In the event of the school implementing the lockdown procedure, pupils will be instructed to remain in their classroom or will be guided to the designated safe areas.
- 5.17. Members of staff will ensure that the toilets, canteen and playgrounds are cleared of all pupils, members of staff and visitors.
- 5.18. Pupils who are outside the school, or not in classrooms, will be led inside as quickly as possible, unless this will endanger them and others.
- 5.19. If members of staff and pupils remain outside during the implementation of a full lockdown, they will hide in the designated safe area, wherever is closest and providing cover, until the emergency services have arrived.
- 5.20. Classroom teachers are responsible for the pupils within their classroom.
- 5.21. When all stakeholders are inside, doors and windows are to be securely locked, including fire doors, external doors and internal doors. All blinds will be lowered and curtains drawn to reduce visual penetration of the school.
- 5.22. Classroom teachers will conduct a register or headcount. Staff will notify the school office immediately of any pupils not accounted for, via the internal phone system, two-way radios and/or mobile phones, and an immediate search will be instigated, where appropriate.
- 5.23. Once all stakeholders are inside, the senior leadership team (SLT) will conduct an on-going and dynamic risk assessment based on advice from the emergency services.
- 5.24. All pupils, members of staff and visitors will be made aware of their nearest exit point in case a hostile intruder manages to gain access.
- 5.25. Pupils may be asked to hide or disperse if this will improve their safety.
- 5.26. Pupils are instructed to take cover under their tables, where possible.
- 5.27. In the event of a partial lockdown, movement may be permitted within the building, dependent upon the circumstances, but this will be supervised by a staff member.

- 5.28. In the event of a full lockdown, once all pupils have been accounted for, the following actions will be carried out by members of staff in order to increase protection:
- Blocking off access points by moving furniture to obstruct doorways etc.
  - Drawing all curtains and blinds
  - Turning off all lights and electronic monitors expressing light
  - Instructing all pupils to either sit on the floor, under a table or against a wall
  - Ensuring all people are kept out of sight and away from windows or doors
- 5.29. All personnel will remain inside until an 'all clear' signal has been given, either via two-way radio, mobile phones or by the SLT, or unless told to evacuate by the emergency services.
- 5.30. If someone is taken hostage on the premises, the school will seek to evacuate the rest of the site.
- 5.31. Parents/carers will be notified as soon as it is practicable and after seeking advice from the Police, via the Arbor messaging service.
- 5.32. Pupils will not be released to parents/carers during a lockdown.
- 5.33. If it is necessary to evacuate the building, a continuous ring of the fire alarm will be sounded.
- 5.34. In order to ensure the effective implementation of the lockdown procedure, a lockdown drill will be undertaken at least once a year. SLT will evaluate the effectiveness of the drill and provide feedback to staff of any required changes. Staff will be invited to also provide feedback.

## **6. Evacuation Procedure**

- 6.1. Each individual Trust school will carry out evacuation drills at least once a term in order to ensure pupils and members of staff fully understand what is involved in the procedure and that it is implemented effectively.
- 6.2. In an emergency situation, such as a fire, the school's Fire Evacuation Plan procedure will be implemented with the priority of getting everyone out of the school safely and calling the emergency services.
- 6.3. The Headteacher/Head of School will notify the Trust Director of Estates & Infrastructure and, where appropriate, the Chief Executive Officer, in accordance with the Trust's Business Continuity Plan.
- 6.4. All members of staff will have a copy of the evacuation procedure and clear instructions regarding the fire evacuation procedure will be displayed in every classroom.
- 6.5. New members of staff are advised of evacuation procedures as part of their induction training.
- 6.6. The designated fire wardens/fire marshals for the school are caretakers and senior staff and members of staff as per the Fire Plan.
- 6.7. Each individual Trust school has undertaken the appropriate fire awareness and fire warden training that meets the fire authority's regulations.

- 6.8. The Headteacher/Head of School will ensure that all members of staff are aware of the designated evacuation points and the primary emergency routes are clearly indicated on plans available throughout the school and available to all staff.
- 6.9. The signal for the evacuation procedure to be implemented is the continuous sound of the fire alarm.
- 6.10. When the alarm is sounded, pupils and visitors will immediately stop what they are doing, stand still and wait for further instructions to be given by a staff member.
- 6.11. Members of staff will direct pupils to the nearest or safest exit.
- 6.12. It is members of staff responsibility to ensure that exits are never obstructed or blocked.
- 6.13. Fire marshals will ensure that there are no pupils left in the toilets, cloakrooms, corridors or school hall, etc.
- 6.14. Pupils will walk in an orderly and quiet manner to the designated evacuation point.
- 6.15. Members of staff will be aware of any pupils under their care who have a Personal Emergency Evacuation Plan (PEEP). The Headteacher/Head of School and relevant colleagues will be aware of any staff who have a PEEP. Further information on PEEPs is included within section 5.
- 6.16. When pupils are lined up in their year groups at their designated evacuation points, a register and headcount will be taken.
- 6.17. Any missing pupil, staff member or visitor will be reported to the designated fire warden, detailing their name, the date/time and where they were last seen, and any other relevant information about the person, e.g. any medical conditions.
- 6.18. Any missing individual will be immediately searched for if it is safe to do so.
- 6.19. Under no circumstances will any staff member, pupil or visitor re-enter the building during the evacuation procedure, unless the 'all clear' is given by the Headteacher/Head of School or emergency services.
- 6.20. The Headteacher/Deputy Headteacher or a site team member will call the emergency services as soon as a confirmed fire has been located and the alarm is raised and they have safely exited the building as per the Fire Evacuation plan.
- 6.21. If required, parents/carers will be contacted in order to collect their children. This will be done using the school's Arbor messaging service.
- 6.22. All evacuations will be recorded using the Fire Evacuation Record Log held in the Fire Alarm Log Book.

## **7 Personal Emergency Evacuation Plan (PEEP)**

- 7.1. Where a member of staff, pupil or visitor has a disability which may result in them needing help in evacuating the premises, a PEEP will be put in place.
- 7.2. The purpose of a PEEP is to enable each individual Trust school to implement effective arrangements to ensure that everyone can evacuate the building in an emergency, should one arise.
- 7.3. These plans ensure that no one is discriminated against, or treated less favourably, in the event of an emergency.
- 7.4. A PEEP will identify the following:
  - Any specific needs of the individual
  - Responsibilities of members of staff
  - Specific evacuation routes, where applicable
  - Refuge areas
  - Any specific evacuation procedure requirements
- 7.5. Where possible, pupils with PEEPs in place will exit the premises using the same route as the rest of their class, unless otherwise stated within their plan.
- 7.6. A PEEP will be reviewed on an annual basis to ensure that the most up-to-date information is available.
- 7.7. When there is a change in the individual's health, a change of procedure, or an alteration made to the premises, a PEEP will be reviewed and amended to reflect these changes.
- 7.8. The individual, covered by the PEEP, will be consulted at each review, alongside any specified members of staff.
- 7.9. PEEPs will be set out in the format demonstrated in Appendix One.

## **8. Fires**

- 8.1. In the event of a fire, each individual Trust school will invoke the evacuation procedure.
- 8.2. Under no circumstances will entrances to the school and emergency exits be blocked or obstructed.
- 8.3. The school will immediately contact the emergency services in the event of a fire.
- 8.4. The Headteacher/Head of School will notify the Trust Director of Estates & Infrastructure and, where appropriate, the Chief Executive Officer, in accordance with the Trust's Business Continuity Plan.
- 8.5. Emergency lighting will be installed and appropriately used where necessary.
- 8.6. It is the responsibility of the site team to ensure that exits are clearly marked.

- 8.7. The Site Manager is responsible for ensuring every room is equipped with the relevant and necessary fire safety equipment.
- 8.8. The Headteacher/Head of School will delegate the role of designated fire wardens/fire marshals. These individuals will undergo extra training and will take a lead role in the evacuation of the building.
- 8.9. If an evacuation procedure, or similar, is implemented due to the risk of a fire, these events will be recorded in the designated Fire Log Book under the Evacuation Record Log (held in the school office).

## **9. Bomb Threats**

- 9.1. Bomb threats are 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.
- 9.2. 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.
- 9.3. Bomb threats may be communicated in different ways, such as phone calls, recorded messages, communicated in written form, delivered face to face, via email or via an independent third party. All bomb threats are a crime and should be reported to the police by calling 999, no matter how ridiculous or implausible the threat may seem.
- 9.4. If a threat is made by phone, staff that take the call are encouraged to keep the speaker talking to gather more information, such as when the bomb will go off, or their motives. Notice should be given to the exact language used and, where possible, notes taken. Consider the caller's accent, gender, background noises, etc.
- 9.5. In the event of each individual Trust school or a nearby area receiving a bomb threat, the Headteacher/Head of School will decide which procedure to use by taking into consideration which poses the least risk.
- 9.6. The school will immediately contact the emergency services after receiving a threat and will carefully follow their instructions.
- 9.7. The emergency services will still be contacted if the threat is believed to be a hoax.
- 9.8. The Headteacher/Head of School will notify the Trust Director of Estates & Infrastructure and, where appropriate, the Chief Executive Officer, in accordance with the Trust's Business Continuity Plan.

## **10. Communication with Parents/Carers**

- 10.1. Planned evacuation or lockdown drills will be communicated to parents/carers ahead of the event taking place via the school's preferred communication method.
- 10.2. In the event of any of the procedures taking place due to a real emergency, parents/carers will be informed of any developments as soon as is practicable.
- 10.3. Parents/carers will be informed not to telephone or come to the school as this could interfere with the work of the emergency services and may result in putting themselves and others in danger.
- 10.4. Each individual Trust school will contact parents/carers, via Arbor, when it is safe for them to collect their child.
- 10.5. Whilst talking to parents/carers, it is important for the school to reassure them that they understand their concern for their child's welfare, and that the school is doing everything possible to ensure the safety and wellbeing of all pupils.

## **11. Monitoring and review**

- 11.1. This policy will be reviewed at a local level on an annual basis, or sooner, in the event that changes are deemed necessary following alterations to the school, its buildings, or following an evaluation of the policy's effectiveness.
- 11.2. Material changes to this policy will be made by the Trust and revised model documentation disseminated to all schools as required.
- 11.3. This policy will be reviewed at Trust level by the Board of Trustees every three years, or sooner if statutory guidance is released before the review date.

## 12. Appendix One: Personal Emergency Evacuation Plan Template

This form should be completed for anyone who requires assistance with [any](#) aspect of emergency evacuation. Once developed, the PEEP will describe the individual's intended means of escape in the event of emergency, including drills. The PEEP will specify what type of assistance is agreed and how it is to be maintained to ensure the individual's continued safety and should include assistance required from the point of raising the alarm to passing through the final exit of the building.

A completed form should be held:

- by the pupil if of secondary age
- in the child's personal records (or personnel file for staff members)
- by the Head of School, SENDCo (for pupils) and fire safety coordinator
- by the class teacher (or form teacher)

**Note:** This plan must be reviewed on an annual basis (at least) and when a significant change in circumstances (of the building or individual) is anticipated or identified. The PEEP should be coordinated by the Fire Safety Coordinator/SENDCo or designated member of the Senior Management Team.

Individual's name:			
Class or room name/number:			
Location of classroom/room (attach a copy of pupil timetable for secondary age pupils):			
Teacher/Line Manager's name:		Tel: ext no:	
Date completed:		Reviewed:	
Reviewed:		Reviewed:	

Name of person who completed this form:	
Date completed:	
Date of next review:	

**Points to consider:** In preparation for completing details in this form, consider the following, (discuss with the child/pupil if appropriate):

Question	Answer	Comments
Does the individual change classrooms/rooms during the course of the day, which takes them to more than one location within the building and other buildings?		
Do they have difficulties reading and identifying signs that mark the emergency exits and evacuation routes to emergency exits?		
Does the individual have any difficulties hearing the fire alarm?		
Are they likely to experience problems independently travelling to the nearest emergency exit?		
Does the individual find stairs difficult to use?		
Are they dependent on a wheelchair for mobility?		
If the individual uses a wheelchair would they have problems transferring from the wheelchair without assistance?		

#### **A: Alarm System.**

##### **1. The individual is able/unable to raise the alarm (delete as appropriate).**

If the individual is **unable** to raise the alarm independently, please detail alternative procedures agreed. If **able** give brief description of how.

##### **2. The individual will be informed of an emergency evacuation by:**

Existing alarm system:		Vibrating pager device:	
Visual alarm system:		Other: (please specify)	

**Give Details:**

**B: Exit route procedure (progress starting from when the alarm is raised and finishing on final exit).**

**C: Designated assistance (details of all persons designated to assist in the evacuation plan and the nature of assistance to be provided by each).**

**D: Method of assistance (e.g. transfer procedures, methods of guidance)**

**E: Equipment provided (details of all equipment needed to execute the plan and its location).**

**F: Training on use of equipment:**

Date	Comments

**G: Safe route(s) (description of all the safe routes that can be used).**

N.B. A copy of the building plan with routes clearly marked may be useful.

	Yes	No
--	-----	----

Have the route(s) been travelled by the individual and responsible person?		
Has a copy of the exit route on plan been attached?		
Has the equipment detailed above been tried and tested?		
Have all issues been completed to full satisfaction?		
Has a copy of this form been sent to the person responsible for the fire evacuation?		
Has the fire coordinator informed all relevant staff of these arrangements? i.e. Class teacher, support assistant.		

Record the length of time of practice evacuation. \_\_\_\_\_ mins

**If no to any of the above please explain:**

**I/we (pupil/parent/staff member) am/are aware of the emergency evacuation procedures and believe them to be appropriate to the needs identified above (a parent is to sign on behalf of a minor):**

Individual's signature:		Date:	
Individual's name:			
Parent/Carer signature:		Date:	
Parent/Carer name:			
Headteacher/Head of School signature:		Date:	
Headteacher/Head of School Name:			
SENDCo Signature:		Date:	
SENDCo Name:			

<b>List of people who have received a copy of this completed document:</b>


Further help and advice: e.g. Health and Safety Unit, School's County Fire Safety Technical Adviser

Contact	Telephone / Email
School's Fire Coordinator / H&S Representative	Mrs Alice Martin <a href="mailto:headteacher@rosherville.kent.sch.uk">headteacher@rosherville.kent.sch.uk</a> 01474365266
Kent Health and Safety Unit	Tel: 03000 418456 <a href="mailto:healthandsafety@kent.gov.uk">healthandsafety@kent.gov.uk</a>
SENDCo	Mrs Tracy Macfarlane <a href="mailto:macfarlanet@rosherville.kent.sch.uk">macfarlanet@rosherville.kent.sch.uk</a>
Premises Officer	Mr Steve Luck <a href="mailto:lucks@rosherville.kent.sch.uk">lucks@rosherville.kent.sch.uk</a>

## **13. Appendix Two: Responding to Unusual or Suspicious Activity:**

### **A. See, Check and Notify (SCaN)**

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

- SEE - be vigilant for suspicious activity. Suspicious activity may include someone trying to remain hidden or out of view, someone attempting to gain entry to restricted areas, or a bag being left in a normally crowded area.
- CHECK -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 individuals that they have been noticed.
- NOTIFY - report suspicious activity if a person or vehicle is on site and you are suspicious of their intentions or activity, directly to the police via calling 999.

### **B. Run Hide Tell**

All staff including regular contractors need to be able to make informed choices when faced with a terrorist incident. Understanding and remembering the Run, Hide Tell principles will help people respond dynamically to each unique incident.

- RUN - If you can, locate a threat using sight and hearing; if there is a safe route to run; insist others go with you, but don't let their hesitation slow you down; running to safety is your best option
- HIDE - if you are unable to run; lock yourself in a room with solid walls; find cover that can withstand threats; be very quiet and still; stay hidden
- TELL - call 999 when you are completely safe to do so; listen carefully and give as much information as you can; if it is safe to do so stop others from going towards the danger

### **C. HOT**

The HOT protocol helps determine if an unattended item should be deemed suspicious, after considering all information available and the local context. The ACT for Education e-learning course details how this should be implemented in educational settings.

- HIDDEN - has the item been deliberately hidden, or has a deliberate attempt been made to conceal it from view?
- OBVIOUSLY SUSPICIOUS - are there wires, circuit boards, batteries, tape, liquids or putty-like substances visible? Has the item been found after seeing suspicious behaviour?
- TYPICAL OF WHAT YOU WOULD EXPECT TO FIND IN THIS LOCATION - consider whether unusual looking tools, devices or cables are likely to have been left innocently

by others or maintenance staff working in the area; does it look typical of what would be expected to be in that location?

## D. The 4Cs Protocol

The 4Cs protocol sets out how to 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 information to hand before using the HOT protocol to judge whether an item seems suspicious.

If the item is deemed suspicious and presents a possible risk to life, then confirm the item as suspicious with relevant partners and continue with the 4Cs protocol. 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 evacuation procedures if a suspicious item is found in a car park, staying away from windows to avoid possible injury from flying glass and debris in the case of bomb threat.
- **Control** access to the unsafe area. Prevent others from approaching the unsafe area. Keep eyewitnesses on hand so they can tell the police what they saw and try to obtain contact details of witnesses before the leave.
- **Communicate**. Inform the Headteacher and Security Lead, explaining why you consider the item suspicious. Do not use radios or phones within 15 meters of the item. Call 999 to alert the police.