

Chilmark and Fonthill Bishop VA Primary School

Health, and Safety Policy

Written 2019

Updated 2022

Changes and updates

2020- this policy was used to write the Covid risk assessments for pandemic (Para 10) Emergency response cards were added to the Appndix for staff to use in a range of contingencies (additional to Covid-19 which is on the school website).

2021- Staff trained in assessing off-site provision/off site trips (eg RDA) and trained on duties of the school under KCSIE Sept 2021.

Checked 2022

We use these Christian core values as a basis for the way the school is run. We aim for the values to be evident throughout the school and to create a positive ethos where these personal qualities are displayed by pupils/ staff/parents/Governors and in all our interactions on a daily basis.

1 INTRODUCTION

1.1 The health, safety and welfare of all the people who work or Learn at our school are therefore of fundamental importance. We aim to provide a safe, secure and pleasant working environment for everyone. The governing body, along with the LA, takes responsibility for protecting the health, safety and welfare of all children and members of staff.

2 STATEMENT OF INTENT

2.1 The aim of the Governing Body is to provide a safe and healthy working and Learning environment for staff, pupils and visitors.

2.2 The Governing Body accepts that it has a responsibility to take all reasonably practicable steps to secure the health of pupils, staff and others using the school premises or participating in school-sponsored activities.

2.3 The Governing Body believes that the prevention of incidents, accidents, injury or loss is essential to the efficient operation of the school and is part of the good education of its pupils.

2.4 The Governing Body will take all reasonable steps to identify hazards and reduce the risks from them to a minimum. All staff and pupils must appreciate, however, that their own safety and that of others also depends on their individual conduct and vigilance while on the school premises or while taking part in school-sponsored activities.

2.5 The governors believe that all employees should have the benefit of a working environment that positively contributes to their own sense of well-being and security.

3 SAFETY AND THE SCHOOL CURRICULUM

3.1 Children are taught about health and safety in order to equip them with the skills, knowledge and understanding to enable them to live positive, successful and healthy lives. Teachers take every opportunity to educate children in this regard in the normal school curriculum.

3.2 The children are taught respect for their bodies, and how to look after themselves. These issues are discussed with the children in PSHE lessons and these points are re-emphasised in design technology, where children learn about healthy eating and hygiene. They are also shown how to move and play safely in PE lessons.

3.3 Health and safety issues also arise in care for the environment and awareness of the dangers of litter. Key-stage 2 children receive sex and drugs educations (see the Drugs Education Policy and the Sex Education policy).

3.4 The school promotes the spiritual growth and welfare of the children through the RE curriculum, through special events such as harvest festivals, and through the daily act of collective worship.

3.5 Each class has the opportunity to discuss problems or issues of concern with the teacher. Teachers use 'circle time' to help children discuss and overcome any fears and worries that they may have. Teachers handle these concerns with sensitivity.

4 THE DUTIES OF THE GOVERNING BODY

4.1 In the discharge of its duty the Governing Body will:

(i) take account of the Health and Safety policy and scheme within the budget and other policy considerations;

(ii) ensure that there is an effective and enforceable policy for the provision of health and safety throughout the school;

(iii) periodically assess the effectiveness of this policy and ensure that any necessary revisions are made;

(iv) establish an effective health and safety management structure within the school and monitor and evaluate the Headteacher's performance on health and safety matters;

(v) bring to the attention of the HT, any health and safety concern outside of their control or any health and safety responsibility that they are unable to meet.

4.2 So far as is reasonably practicable the Governing Body, through the Headteacher, will make arrangements for all staff, including temporary and voluntary staff and helpers and those on fixed-term contracts, to receive comprehensive information on:

(i) this policy;

(ii) all other relevant health and safety matters;

(iii) the instruction and training that is available to all employees so that they may carry out their duties in a safe manner without placing themselves or others at risk.

5 THE DUTIES OF THE HEADTEACHER

5.1 As well as the duties which all members of staff have (see Section 7), the Headteacher has the general and specific responsibilities on health, safety and welfare. These are:

(i) to manage the school's staff, site and activities so that the health, safety and welfare of all those involved is secured;

(ii) to comply with LA policy and duties under the Local Management of Schools Scheme;

(iii) to bring any health and safety concern outside of own control or any health and safety responsibility that is unable to be met, to the attention of the Governing Body;

And specifically –

(iv) to assess and record all significant risks to staff, pupils, visitors, contractors and hirers and to ensure that they are controlled as far as is reasonably practicable;

(v) to develop and distribute school-specific policies on local health and safety issues;

(vi) to monitor and secure compliance with the school's policy and the control measures identified through risk assessments;

(vii) to ensure staff are properly trained, instructed and supervised for any relevant health and safety role and that all staff engage properly with LA, Diocese and school health and safety procedures;

(viii) to inspect the school site and property for any unsafe condition and to make safe in a timescale commensurate to the level of danger;

(ix) to arrange routine maintenance and servicing of equipment through the LA mechanism or other competent means;

(x) to consider health and safety in the selection of contractors and the planning of contracted work, and to provide general supervision to contractors whilst on the school site;

(xi) to investigate all accidents, near misses and episodes of work-related ill-health;

(xii) to monitor and evaluate the health and safety performance of staff;

- (xiii) to have and practise emergency and contingency plans;
- (xiv) to provide the means for consultation with staff on health and safety matters;
- (xv) to supply an annual health and safety performance report of standard indicators to the HT

4.2 The Headteacher is required to take all necessary and appropriate action to ensure that proper health and safety standards are maintained at all times.

6 THE DUTIES OF SUPERVISORY STAFF

6.1 In addition to the general duties which all members of staff have (see Section 7), supervisory staff will be directly responsible to the Headteacher, or the member of staff nominated by the Headteacher, to have overall day-to-day responsibility for the implementation and operation of the school's health and safety policy within their relevant departments and areas of responsibility.

6.2 As part of their day-to-day responsibilities they will ensure that:

- (i) safe methods of working exist and are implemented throughout their area of responsibility;
- (ii) health and safety regulations, rules, procedures and codes of practice are being applied effectively;
- (iii) staff, pupils and others under their jurisdiction are instructed in safe working practices;
- (iv) new employees working within their area are given instruction in safe working practices;
- (v) risk assessments are conducted in their area of responsibility as required by the Headteacher or as necessary;
- (vi) regular safety inspections are made of their area of responsibility as required by the Headteacher or as necessary;
- (vii) positive, corrective action is taken where necessary to ensure the health and safety of all staff, pupils and others;
- (viii) all plant, machinery and equipment in the department in which they work is adequately guarded, in safe working order and restricted to authorised persons only;
- (ix) appropriate protective clothing and equipment, first aid and fire appliances are provided and readily available in the department in which they work;
- (x) hazardous and highly flammable substances in the department in which they work are correctly stored and labelled, and exposure is minimised;

(xi) they monitor the standard of health and safety throughout the department in which they work and encourage staff, pupils and others to achieve the highest possible standards of health and safety;

(xii) all health and safety information is communicated to the relevant persons;

(xiii) they report any health and safety concerns to the Headteacher.

7 THE DUTIES OF ALL MEMBERS OF STAFF

7.1 All staff are expected to familiarise themselves with the health and safety aspects of their work.

7.2 All staff have a responsibility to:

(i) take reasonable care of their own health and safety and that of any other persons who may be affected by their acts or omissions at work;

(ii) follow agreed working practices and safety procedures;

(iii) report any accident, near miss, incidents of violence, including verbal abuse or any hazard;

(iv) ensure health and safety equipment is not misused or interfered with.

8 HIRERS, CONTRACTORS AND OTHERS

8.1 The Headteacher will seek to ensure that hirers, contractors and others who use the school premises conduct themselves and carry out their operations in such a manner that all statutory and advisory safety requirements are met at all times. The Construction, Design and Management Regulations will be fully implemented.

8.2 When the premises are used for purposes not under the direction of the Headteacher, then the principal persons in charge of the activities for which the premises are in use will be expected to maintain the safe practices as indicated in paragraph 3.2 of this document.

8.3 When the school premises or facilities are being used out of normal school hours for a school-sponsored activity then, for the purposes of this policy, the organiser of that activity, even if an employee, will be treated as a hirer and will comply with the requirements of this section.

8.4 When the premises are hired to persons outside the employment of the LA, it will be a condition of all hirers, contractors and others using the school premises or facilities that

they are familiar with this policy, that they comply with all safety directives of the Governing Body and that they will not, without the prior consent of the Governing Body:

- (i) introduce equipment for use on the school premises;
- (ii) alter fixed installations;
- (iii) remove fire and safety notices or equipment;
- (iv) take any action that may create hazards for persons using the premises or the staff or pupils of the school.

8.5 All contractors who work on the school premises are required to ensure safe working practices by their own employees under the provision of the Health and Safety at Work Act 1974 and must pay due regard to the safety of all persons using the premises.

8.6 In instances where the contractor creates hazardous conditions and refuses to eliminate them or to take action to make them safe, the Headteacher will take such actions as are necessary to prevent persons in his or her care from risk or injury. This may include requiring the contractor to stop work or Leave the site.

8.7 The Governing Body will draw the attention of all users of the school premises (including hirers and contractors) to Section 8 of the Health and Safety at Work Act 1974, which states that no person shall intentionally or recklessly interfere with or misuse anything which is provided in the interests of health, safety or welfare.

9 STAFF CONSULTATIVE ARRANGEMENTS

9.1 The Governing Body, through the Headteacher, will make arrangements for full and proper consultation with employees on health and safety matters. The nominated safety representatives of each accredited trade union or staff association will be offered a role in these consultations.

10 EMERGENCY PLANS

10.1 The Headteacher will ensure that an emergency plan is prepared to cover all foreseeable major incidents which could put the occupants or users of the school at risk. This plan will indicate the actions to be taken in the event of a major incident so that everything possible is done to:

- (i) save life;
- (ii) prevent injury;
- (iii) minimise loss.

This sequence will determine the priorities of the emergency plan.

10.2 The plan will be agreed by the Governing Body and be regularly rehearsed by staff and pupils. The result of all such rehearsals will form part of the regular risk assessment survey and the outcome will be reported to the Governing Body.

11 CHILD PROTECTION

11.1 The Named Person with responsibility for child protection in the school is the Headteacher, who liaises with a Named Governor. Procedures for child protection drawn up by the LA and the Governing Body will be adhered to.

11.2 If any teacher suspects that a child in the class may be the victim of abuse, they should not try to investigate, but should immediately inform the person named in 11.1 about their concerns or report the concern themselves. Staff should follow the Child Protection Policy and procedures.

11.3 When investigating incidents or suspicions, the person responsible in the school for child protection works closely with Social Care. All such cases are to be handled with sensitivity; the interests of the child are of paramount importance.

11.4 All adults employed in school are to have their application vetted by the police, in order to check that there is no evidence of offences involving children or abuse.

11.5 All the adults in the school share responsibility for keeping the children safe. On occasion it may happen that concerns are reported, which – on investigation – prove to be unfounded. However, it is better to be safe than sorry, and the Governors trust that parents, while they will naturally be upset, will nevertheless accept that the school acted in the child's best interests.

12 SOURCES OF ADVICE AND TECHNICAL ASSISTANCE

12.1 Whenever required, the Governing Body, Headteacher and other staff are to seek advice from the LA, the Council's corporate occupational health and safety service or other competent persons to ensure that the most current and relevant information is used in carrying out this policy.

13 REVIEW

13.1 The Governing Body and Headteacher will review this policy statement annually and update, modify or replace it as it considers necessary to ensure the health, safety and welfare of staff and pupils.

14 SPECIFIC PROCEDURES AND FURTHER GUIDANCE

14.1 The Governing Body and the Headteacher will ensure that written procedures, preceded by risk assessments, are produced and maintained to provide detailed and current information about the specific health and safety arrangements in place to deal with particular

risks and situations. These procedures will give instructions as to how staff should carry out duties or activities and will clearly state who is responsible for doing what and in what circumstances (normal and abnormal). All staff will be informed about these procedures.

14.2 The written procedures required within the school are as follows:

- *Storage and administration of medicines*
- *Provision of first aid*
- *Fire and other emergency evacuations*
- *Organising outdoor education activities*
- *Unexpected loss of utilities*
- *Site security*
- *Reporting of accidents, incidents, hazards and near misses*
- *Use of dangerous tools, equipment, machinery*
- *Use of or exposure to any hazardous substances or materials*
- *Maintenance of dangerous plant and equipment and electrical systems*
- *Access to any height liable to cause injury*
- *Lone working*
- *Use of contractors*
- *Internet safety (PSHE & computer curriculum)*
- *Safer Recruitment*
- *Prevent*
- *Child Protection*
- *Out-of-hours use of school buildings and facilities*
- *Vehicular movements on site*
- *High risk activities associated with the curriculum or school sponsored events*

14.3 Further advice and guidance is available by referring to the Health and Safety Manual for Schools provided by the LA and held by the Headteacher. This school adopts all of the guidance within the Manual as applicable within the school and to all staff.

16 LOCAL RULES

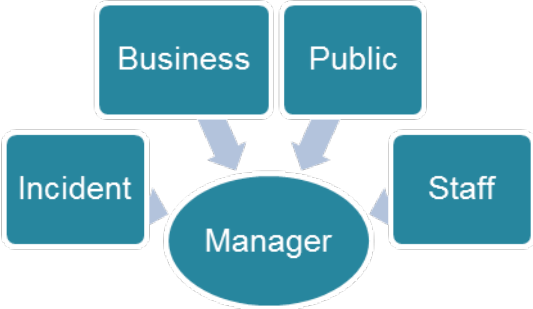
- *Staff may make personal use of school equipment only with the agreement of the headteacher;*
- *Staff should park in designated parking places in the school parking bay*
- *Staff may use private vehicles for work purposes, but should check that their own insurance covers this use;*

Emergency Action Cards

Plan Owner (Head Teacher)	
Name:	Adam Smith
Job Title:	Headteacher
Telephone Number:	01722 716348
Location Base/office location:	01722 716348
Signature:	<i>A Smith</i>

Contents

- Business continuity action card
- Internal Covid-19 action card
- Evacuation action card
- Invacuation (stay indoors) card
- Suspected explosive/incendiary devise cards
- Suspected contaminated mail card
- Suspicious behaviour card
- Telephone/email bomb threat card
- Bomb threat checklist
- Senior Member of Staff (Incident Coordinator) Bomb Threat and / or Suspect Bomb
- Indicators of suspicious mail
- Indicators of a suspect bomb

Head Teacher / Plan Activation Action Card	
Role	Responsibilities
<p>Head Teacher</p> <p>To coordinate the response to and recovery of your school to a business continuity incident</p>	<ul style="list-style-type: none"> • Maintain overview of situation • Identify the impacts of the disruption on the school • Coordinate the response
Activation Process	Information Required
	<ul style="list-style-type: none"> • Impacts on your service delivery (particularly Priority 1 (key) functions) • Confirm the staffing levels available • Confirm potential impacts, if possible.
	<p>Advice Available from</p> <ul style="list-style-type: none"> • School staff • Emergency services • Local authority • Gov departments (Public Health England, PHE)
Actions to Consider within the Role	
<ul style="list-style-type: none"> <input type="checkbox"/> Activation of the business continuity plan <input type="checkbox"/> Contacting all necessary members of staff <input type="checkbox"/> Inform the local authority of the situation <input type="checkbox"/> Start a log for the incident and record information on the options available, decisions on actions to take and justification of those decisions <input type="checkbox"/> Determine services to be provided / recovered in priority order <input type="checkbox"/> Consider whether the disruption will lead to media interest <input type="checkbox"/> Contact contractors / partner organisations and inform them that you are activating your business continuity procedures 	

<input type="checkbox"/> Identify the resources that you have available and call out additional staff if needed <input type="checkbox"/> Identify gaps in critical service provision (checking with partner organisations / supplier to ensure they are still able to deliver services) <input type="checkbox"/> Consider information that is required for students and parents	
Plans/Procedures to Consider	Standing Down
<ul style="list-style-type: none"> • School procedures • Evacuation plan 	<ul style="list-style-type: none"> • Notify staff that the business disruption is over • Give a full briefing when handing over • Carry out a full debrief when moving towards recovery (what went well, what didn't go well).

Dated 21/9/2020	COVID ACTION CARD
Schools, under current DFE guidance, have children and staff working in class and year group 'bubbles'. This, along with strictly enforced hygiene rules such as regular hand washing, catch it and bin it processes, regular cleaning and disinfection of surfaces and social distancing where possible are the main forms of preventative practice. Limiting where possible mixing between bubbles is also a key part of work in schools.	<p>SUSPECTED Case: continuous cough and/or high temperature and/or a loss of, or change in, normal sense of taste or smell (anosmia)</p> <p>CONFIRMED Case: laboratory test positive case of COVID-19 with or without symptoms</p> <p>Contact</p> <ol style="list-style-type: none"> 1. Direct close contacts: Face to face contact with a case for any length of time, within 1m, including being coughed on, a face to face conversation, unprotected physical contact (skin to skin). This includes exposure within 1 metre for 1 minute or longer. 2. Proximity contacts: Extended close contact (within 2m or more for more than 15 mins) with a case 3. Travelled in a small vehicle with a case <p>Note: Household of CONTACTS do not need to isolate</p> <p>Infectious Period: The infectious period is from 48 hours prior to symptom onset to 10 days after, or 48hrs prior to test if asymptomatic</p> <p>Outbreak: Two or more confirmed cases among individuals who are direct close contacts, proximity contacts or in the same cohort or 'bubble'.</p> <p>Cluster: 2 or more confirmed cases among pupils or staff in the same setting within 14 days</p>
If Out of Hours	Actions

<p>If there is a confirmed case in your school continue to follow the same process as detailed under ‘Actions’ – i.e. notify PHE SW HPT</p> <ul style="list-style-type: none"> • PHE SW HPT Email: swhpt@phe.gov.uk • PHE SW HPT Number: 0300 303 8162 	SUSPECTED Case	CONFIRMED Case	2 ≥ CONFIRMED Cases
	Only contact SW HPT (by email) if person who is symptomatic refuses test and/or there is a cluster of possible cases and/or possible case has link to definite case.	Contact SW HPT to notify of confirmed case who will support risk assessment and follow up	Contact SW HPT to notify of confirmed case who will support risk assessment and follow up
	Isolate individual for 10 days (day of onset plus 10 days). Remainder of household need to isolate for 14 days.	Isolate individual for 10 days. (day of onset plus 10 days) Remainder of household need to isolate for 14 days.	Isolate cases for 10 days. (day of onset plus 10 days) Remainder of household needs to isolate for 14 days.
	Cases must stay at home and get tested.	Advise those in contact (as defined above) to isolate for 14 days. HPT will help identify contacts. Household members of those who isolate do not need to isolate unless develop symptoms. Symptomatic contacts to get tested.	Advise those in contact (within class/bubble) to isolate for 14 days. HPT will help identify contacts. Household members of those who isolate do not need to isolate unless develop symptoms. Symptomatic contacts to get tested and engage with test and trace.
	Clean/disinfect rooms suspected case was using – ensure appropriate PPE are used.	Clean/disinfect rooms suspected case was using – ensure appropriate PPE are used.	Clean/disinfect where possible with appropriate PPE. Refer to cleaning guidance on gov.uk SW HPT will provide tools to support outbreak communications and

		Await test results.	Continue until isolation periods end.	infection control advice
		<p>If positive, follow CONFIRMED case process.</p> <p>If negative, individual can return once well & contacts/ household can stop isolating.</p>	Case & contacts/household can stop isolating once isolation period is complete.	Call HPT if situation worsens, there are hospitalisations or complex cases, media interest or if you have any other concerns.

Contact Details

- PHE SW HPT Email: swhpt@phe.gov.uk
- PHE SW HPT Number: 0300 303 8162
- PHE SW Centre – for HPT OOHs: 0344257 8195
- NHS Testing service: NHS 111 Online portal or call 119. Or visit <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>
- Wiltshire Council Public Health – publichealth@wiltshire.gov.uk
- Regional leads:
 - Steve Wigley (North) steve.wigley@wiltshire.gov.uk
 - Lesley Lowe (East) lesley.lowe@wiltshire.gov.uk
 - Simon Watkins (West) simon.watkins@wiltshire.gov.uk
 - Helen Southwell (South) helen.southwell@wiltshire.gov.uk
- Louise Lewis - Head of Service louise.lewis@wiltshire.gov.uk
- Helean Hughes – Director Education and Skills helean.hughes@wiltshire.gov.uk
- For Outbreak Control Team (OCT) please include:
 - Individual school contact details – phone number. In the first instance contact the headteacher and/or Chair of Governors
 - Contact details for schools through internet search
- Contact details of Chair of Governors to be obtained from AJ Cripps Amanda.cripps@wiltshire.gov.uk or Sandra Singer Sandra.singer@wiltshire.gov.uk

For detailed information see:

- [Wiltshire Local Outbreak Management Plan](#) (scroll about half way down)
- [Right Choice Covid-19 page](#) for useful information and resources including: Risk mitigation advice for schools updated 16th July; School staff risk assessment; risk assessment for schools; September opening guidance for schools; Checklist for Acute Respiratory Infection Management in Educational Settings. **Check this page on Right Choice regularly for updated information including the latest version of this Schools Internal Action Card**
- [Guidance for schools for opening including safer working practice and protective measures: https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19?utm_source=7e9a249c-fba1-47a8-874e-3eda4292ceec&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate#history](https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19?utm_source=7e9a249c-fba1-47a8-874e-3eda4292ceec&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate#history)
- <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Key Info required in readiness for Outbreak Control Team

Data	Source	Details
Line list of confirmed and suspected cases	Health Protection Team working with employer + SGSS	Essential: age, sex, ethnicity, address, nationality, migrant worker status, preferred language, role in workplace, onset date or a proxy e.g. date illness reported. Desirable: co-workers in household, unwell household members or known cases in household, work elsewhere, shared transport.
Workforce	Employer and LA	Location- rural/urban? Number of workers, aggregate demographics, range of roles, other employment, contractual arrangements and agencies; sickness absence aggregate data, multiple sites?
Workplace: working conditions	Employer and LA	Nature of work; shift patterns; accommodation provision; transport provision; available occupational health services; social distancing policy; PPE and other IPC measures; shared equipment; shared facilities
Workplace: environmental/structural	Employer and LA	Layout of working, rest and eating areas (floorplan); refrigeration; ventilation; noise (shouting); cleaning policy, staff working in multiple sites

Workplace: social	Employer, employee + LA	Perceived barriers to protecting workers and compliance with measures; languages spoken	
Location	LA	Indicators of social deprivation Community COVID-19 incidence	

Action Card - Evacuation

1. Call Emergency Services (police/fire/ambulance) if necessary. Will help to have the following information available if possible:
 - **Casualties** - Approximate numbers of dead, injured and uninjured
 - **Hazards** - Present and potential
 - **Access** - Best access routes for emergency vehicles, bottlenecks to avoid etc.
 - **Location** - The precise location of the incident
 - **Emergency** - Emergency services already on scene, and what others are required
 - **Type** - Type of Incident, including details of numbers of vehicles, buildings etc. involved
 - **Start a log**
2. Pick up emergency pack(s)/grab box(es)
3. If possible, call Council Emergency Management team via the Resilience Partnership Duty Officer on **mobile 07786 198 283**. If no response within 10 minutes try on **pager 07659 170 195**.
 - Do you need evacuation to an Emergency Centre (a building that can provide temporary safe shelter)?
 - How many pupils?
 - How many staff members?
 - Is transport required?
4. Collect registers if possible
5. Collect essential medicines (ensure these remain tightly controlled) if possible
6. At evacuation point take register
7. Each lead teacher to take their part of the school to the emergency centre as designated with the assistance of other teachers.
8. Register to be completed as necessary and upon arrival at the centre
9. Pupil parents/guardians to be contacted and informed of the location of the pupils
10. As guardians arrive to collect pupils, register to indicate when collected and by whom

Action Card – Invacuation

1. Ensure all pupils and staff are inside the building or part of a building
2. Close and lock all outside doors and windows
3. Contact the police on 999 if life is in danger or there is a risk of significant harm
4. Registers should be taken to ensure all present
5. If a dangerous person is at large try and stay away from the part of the building / site which they can access. Stay away from windows, consider barricading doors, hide behind as substantial cover as possible, stay quiet, and turn off mobile phones to avoid detection by them. Wait for the police to respond unless a clear opportunity to escape safely with your pupils presents itself.

Suspected Explosive / Incendiary Device

If you discover a suspected explosive or incendiary device, please refer to the following:

- If anyone is touching the suspected device, **PUT DOWN IMMEDIATELY.**
 - Otherwise **DO NOT** touch it at all.
 - Inform the most senior member of staff available and the police on 999 if not already in attendance.
 - If possible, open all doors and windows and evacuate all staff, asking them to take all personal belongings.
 - If possible and practical, leave a marker near the device and show an improvised route to the most suitable entry point.

 - **DO NOT** lock doors.
 - **DO NOT** operate any lights.
 - **DO NOT** use mobile phones or radios within 15 metres.
 - **DO NOT** re-enter the area.
 - **DO NOT** place the device in water/sand.
 - **DO NOT** cover the device.

 - Should this be reported, it is the responsibility of school's most senior member of staff available on site to take charge as the incident coordinator.
 - If you suspect a hoax, remember that it is still a criminal offence and information should still be recorded as well as evidence preserved.
 - If a search is decided upon, staff members who are familiar with the area should conduct this, as they are most likely to identify something alien.

 - **Minimum cordon distances:**
 - Up to briefcase size: 100 metres
 - Up to small vehicle size: 200 metres
 - Large vehicle size: 400 metres

 - If a letter or very small package a more limited evacuation is appropriate consisting of the room containing it, adjacent rooms (two in each direction from the device room). The same being applied to rooms two floors above and below the device

 - It is important to remember that evacuation can become dangerous in the event that the location of the device is unknown. The assembly points will not normally be the same as the fire evacuation assembly points so the fire alarm **MUST NOT** be sounded.

 - Considerations for suitable pre identified routes should include the potential for secondary devices.
- When an incident occurs, the nominated assembly point should be checked for secondary devices as soon as possible.

 - It is also good practice to pre determine suitable protected spaces within your building as if the suspected device is next to the exit or in the street it is usually better to shelter inside the building away from windows and behind protective structural walls

Suspected Contaminated Mail

If you discover a suspicious item inside a building and you suspect chemical, biological or radiological material, please refer to the following:

- If the item is still intact, **DO NOT** shake, squeeze or open it. If you are already holding the item, place in a transparent, sealable plastic bag or container, or cover with anything to hand (e.g. clothing, paper, waste bin, etc). **DO NOT** remove this cover.
- **DO NOT** touch, tamper with or move the item.
- **Turn off** all air conditioning, fans, photocopiers, printers, computers and heaters.
- Close all windows and doors and evacuate the room. Leave the keys in the lock.
- If possible and practical, place a clear, visible warning on the door.
- If any content spills onto an item of clothing, remove that clothing immediately. **Do not** rub your eyes, touch your face or any other person. Wash your hands with soap and water as soon as possible.
- Go to an isolated room and avoid contact with any other person, if possible. Ensure to segregate yourself and others who have come into contact with the package.
- Reassure your colleagues, it is unlikely that they have become contaminated, but they will receive medical treatment if required.
- Ensure you have access to a phone. The emergency services are likely to want to contact you directly.
- If possible, have someone who has not been in contact with the suspect item to meet with the emergency services.
- Do not be alarmed if the emergency services arrive wearing protective clothing, this is common practice.
- Inform the police on **999** and the most senior member of staff available.

If a suspect item is outside a building:

- Move away from the item, against the wind, as far as possible. Allow the police to confirm whether the item is suspect or not.

Suspicious Behaviour

- Terrorist attacks are often carefully planned and can include reconnaissance visits and dry runs prior to the selected day.

- It is vital that all school staff remain alert to any unusual activity that may be taking place, especially if involving disgruntled former students.
- Report the activity immediately to the most senior member of staff available.
- Suspicious behaviour can manifest itself in a variety of ways:
 - Unusual questions about security measures, facilities and/or layout of rooms.
 - Close attention to entry/exits, stairwells, hallways and/or fire escapes.
 - Unusual movement of vehicles near buildings, structures and/or bridges.
- Suspicious behaviour is not always indicative of terrorist activity, but may be an indicator of other criminal activity.
- This type of activity should always be reported.
- Never ignore your gut feeling. It is better that it is found to be bona fide behaviour as long as it is based upon what you honestly believed at the time.

Reporting it might just prevent an atrocity

Telephone / Email Bomb Threat

If a telephone bomb threat is received, please refer to the following:

- **Bomb threat telephone calls:**
 - Make a note of the time of the call.
 - Let the caller finish. DO NOT interrupt them.
 - Stay calm and record exactly what the person says.
 - If possible use the bomb threat checklist for reference (see overleaf for this)
- **After the Call:**
 - Report the telephoned bomb threat to the police on **999** and then the most senior member of staff available. They will then provide an on-going point of contact for the police.
 - DO NOT cause the activation of any fire alarm.
 - Make yourself available for re-contact by the police either in person or by telephone.
- **Email or Social Media Threat**
 - Do not reply, forward or delete the message
 - If email, note the address and print hard copy
 - If social media note which application has been used and any username / ID

Bomb Threat Checklist

This checklist should be used in conjunction with the advice, to deal with a suspected telephone bomb threat:

Actions to be taken:

- Switch to tape/voicemail if connected.
- Tell the caller which town/district you are answering from.
- Record the exact wording of the threat:

.....
...

Ask the following questions:

- Where is the bomb right now?
- When is it going to explode?
- What does it look like?
- What kind of bomb is it?

What will cause it to explode? *Once the caller has hung up and the correct people have been informed:*

- Time and date of the call:
.....
- Length of the call:
.....
- Number that received the call:
.....
- Sex of caller:
.....
- Nationality of caller:
.....
- Age of caller:
.....

Threat language:

- Irrational?
- Taped message?
- Offensive?
- Incoherent?
- Read by threat maker?

Callers Voice:

- ☐ Calm?
- ☐ Crying?
- ☐ Angry?
- ☐ Clearing throat?
- ☐ Angry?
- ☐ Nasal?
- ☐ Slurred?
- ☐ Excited?

Background Noises:

- ☐ Street Noise?
- ☐ Voices?
- ☐ Clear?
- ☐ Crockery?
- ☐ Music?
- ☐ Motor?
- ☐ Machinery?
- ☐ Office?
- ☐ Animal?

Any other remarks:

.....
.....

Print name:

.....

Signature and date:

Senior Member of Staff (Incident Coordinator) Bomb Threat and / or Suspect Bomb

If notified of a telephone bomb threat or a suspected bomb has been found, please refer to the following:

- **Bomb Threat:**

- Ascertain as much information as possible from the person who took the call and take a number to re-contact them if necessary.
- If the police are not already aware then telephone the police immediately with details and record their incident reference number.

The **INCIDENT COORDINATOR** should make themselves available as the point of contact for when the police arrive.

- The **INCIDENT COORDINATOR** should arrange for a discreet search to be conducted by staff and security (if in attendance) in and around the building.
- Before deciding upon an immediate evacuation the **INCIDENT COORDINATOR** should consider the context and details of the bomb threat and any advice the police can offer as to its likely veracity. Remember that an over-reaction may be exactly what a hoaxer is looking for and may encourage further calls.

- **Suspected Bomb Found:**

- If as the result of a bomb threat search or otherwise an item deemed suspicious is found:
- **DO NOT** handle the item, place it in water, cover it or tamper with it.
- Try and discover its origin and obtain a description for the police, without touching it – In most cases the item will be readily identified.
- **DO NOT** use mobile phone or radio within 15 metres of the suspect item.
- The **INCIDENT COORDINATOR** should take into consideration the details of any verbal threat and also apply the “HOT” principles (see *red action sheet*) before deciding it is suspicious and implementing a course of action such as an evacuation (staff leaving a building or part of a building) or invacuation (staff moving to a safer part of the same building away from windows and behind solid cover).
- The application of the “HOT” principles is vital to achieve a proportionate, safe response.

- Should the suspect item be located next to the main exit or is outside the building it is often better to invacuate and not risk people passing close to it.
- Inform the police of your action as soon as possible and tell them where you will be to meet them.
- If you decide to evacuate **DO NOT ACTIVATE THE FIRE ALARM.**
- Arrange for staff to be informed in a calm manner that there is a need to evacuate or invacuate and the reason why. Inform them of a safe route and where the assembly point is if leaving the building.
- Remember the assembly point should be beyond the following distances according to the size of the suspected bomb:
 - Small item up to briefcase size: **100 metres**
 - Large items up to and including car size: **200 metres**
 - Van or HGV size: **400 metres**
 - Be alert to secondary devices.
- If a letter or very small package a more limited evacuation is appropriate consisting of the room containing it, adjacent rooms (two in each direction from the device room). The same being applied to rooms two floors above and below the device.

Indicators of Suspicious Mail

A delivered item will probably have received fairly rough handling in the post, so is unlikely to detonate through being moved. However, any attempt to open it, may set it off.

Unless delivered by courier, it is unlikely to contain a timer device. Items come in various shapes and sizes, but there may be tell-tale signs:

- It is unexpected and/or of an unusual origin.
- There is no return address or the address cannot be verified.
- It is poorly or inaccurately addressed.
- The address has been printed in an unusual way.
- The writing is in an unfamiliar style.
- There are unusual postmarks.
- A jiffy bag, or similar, has been used.
- It seems unusually heavy for the size. Most letters weigh up to about 28g (1 ounce), whereas most effective letter bombs weigh between 50-100g and are 5mm or more thick.
- It has more than the appropriate value of stamps.
- It is marked 'personal' or 'confidential'.
- It is oddly shaped.
- The envelope flap is stuck down completely.
- There is a smell, particularly of marzipan or almonds.
- There is a pin sized hole in the envelope or wrapping.
- There is an additional inner envelope (however, this is common practice with some organisations sending restricted material).

IS THIS ITEM A SUSPECT BOMB?

“HOT” Principles

- **HIDDEN:**
 - Has the item been hidden?
 - Has any attempt been made to hide it from view or place it where discovery is unlikely?
 - Innocent items are not usually hidden.
- **OBVIOUS:**
 - Is the item obviously suspicious?
 - Does it look like a bomb?
 - Has it been found after a suspicious event?

- **TYPICAL:**
 - Is the item typical of what you might have found in the given location?
 - Example: Lost property is usually found where people gather or wait before moving on.

If confirmed as suspicious after applying the HOT principles and/or listening to the police, please refer to action cards