# 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?  |  | Writing, testing and implementing your protective security and preparedness plans  |
| Do you have a member of staff responsible for security? |  | Staff roles in protective security and preparedness work |
| Do you have plans in place that make your setting a less attractive target? |  | Embedding a security culture |
| Do you have procedures for locking down rooms and invacuating people to protected spaces? |  | Response options for your setting: lockdown, invacuation, evacuation  |
| Do you have a range of muster points for evacuations? |  | Response options for your setting: lockdown, invacuation, evacuation |
| Do you have a flexible method for alerting staff to an incident and giving specific instructions? |  | Communicating during an incident |
| Do you have a plan to warn neighbouring premises about an incident? |  | Communicating during an incident |
| Do you have emergency grab kits? |  | Compiling your grab kits |
| Do all of your staff know and understand what they may need to do in an incident? |  | Writing, testing and implementing your protective security and preparedness plans |
| Do staff receive a protective security and preparedness induction and regular training? |  | Writing, testing and implementing your protective security and preparedness plans |
| Have you ever tested your plans to ensure they work? |  | Writing, testing and implementing your protective security and preparedness plans |
| Have you considered how this would work with learners or staff with SEND? |  | Tailoring your plan to your setting |

What are your reflections on how prepared you already are, and what else may you need to do?

## 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? |  |
| 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[Name and contact information] |  |
| Incident code to alert staff to a bomb threat[Complete in advance if required] |  |
| 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 | * Male
* Female
 |
| Age (guess) |  |
| Nationality/Accent |  |
| Threat language  | * Well spoken
* Irrational
* Taped
* Foul
* Incoherent
 |
| Caller’s voice Call 999 and inform the police. Making a bomb threat is a crime. | * Calm
* Crying
* Clearing throat
* Angry
* Nasal
* Slurred
* Excited
* Stutter
* Disguised
* Slow
* Lisp
* Rapid
* Deep
* Laughter
* Hoarse
 |
| Is the caller’s voice familiar (like who?) |  |
| Any other details? |  |
| Other sounds? | * Street noises
* House noises
* Animal noises
* Motor
* Clear
* Voice
* Static
* PA system
* Booth
* Music
* Factory
* Office
* Other, what?
 |

## ETHANE

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

|  |  |
| --- | --- |
| Signal/incident code for lockdown |  |
| Signal/incident code for invacuation |  |
| Signal/incident code for evacuation |  |
| Signal for all clear |  |

### Protected spaces inside

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

|  |  |
| --- | --- |
| Location | Capacity – number of people who can safely invacuate there. |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

### Names of exit routes

|  |
| --- |
| Name of exit route |
|  |
|  |
|  |
|  |
|  |

### 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. |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |