



Department  
for Education

# **School security**

**Draft non-statutory guidance for school  
leaders, school staff, governing boards  
and local authorities**

**November 2018**

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## About this guidance

This is non-statutory guidance from the Department for Education to help you manage school security effectively and put in place sensible and proportionate security policies and plans. It sets out practical and up to date advice and highlights relevant legislation.

## Expiry or review date

This guidance will be reviewed in spring 2020.

## Who is this guidance for?

This guidance is for:

- Head teachers, teachers, other school staff and governing boards<sup>1</sup> in maintained schools and academies, including pupil referral units
- Proprietors of independent and non-maintained special schools
- Local authorities

Whilst this guidance is provided for schools, it will also be relevant to further education and sixth form colleges.

## Key points

The guidance sets out the importance of having a policy and plan in place so schools can manage and respond to security related incidents.

Each school should establish and maintain relationships with local security networks and work with the police, local authority and others in the wider community to gather and share security related information. This intelligence can then be used to inform the development of a school security policy and plan that is proportionate, measured and reflects local and national security issues or threats.

Staff and, where appropriate, pupils should take personal responsibility for both their own security and that of those they work and learn alongside. This, along with the effective management and handling of security related matters in schools, should help to ensure that staff and pupils are able to work and be taught in a safe and secure environment.

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<sup>1</sup> The board should be taken to mean the accountable body for the school or group of schools: in local authority (LA) maintained schools, this will be the governing body and in an academy trust this will be the board of trustees (committees to whom the board has delegated functions should take account of guidance to *the board*, in so far as the relevant function has been delegated to them)

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All school staff should receive appropriate security training and staff and pupils should be familiar with what is required by the school's security policy and plan. School staff should have an awareness of relevant security networks and be able to evaluate and assess the impact of any the new initiatives on the school security policy and its day to day operation. School staff should know what to do to protect themselves and pupils from harm, safeguard the school estate and be able to determine when it is appropriate to contact the police/emergency services.

School security should not be seen as an additional undertaking, rather it should be considered alongside responsibilities under the [Health and Safety at Work Act 1974](#) and the [Management of Health and Safety at Work Regulations 1999](#) and the appropriate training given to the person(s) with responsibility for health and safety and school security in the school.

## The Law

The basis of British health and safety law is the Health and Safety at Work etc Act 1974 (HASAWA), and the regulator in schools is the Health and Safety Executive (HSE). The HASAWA sets out the general duties employers, including employers of school staff, must follow to ensure the health and safety of both their employees and others on school premises.

The law requires employers to take a common sense and proportionate approach to identify, assess and keep under review health and safety related risks and take steps to eliminate or reduce those risks. This includes security risks, such as attacks on staff and pupils.

[The Management of Health and Safety at Work Regulations 1999](#) set out what employers are required to do to manage health and safety on a day to day basis. The HSE has also published [Employer's responsibilities: Workers' health and safety](#) and guidance on managing risks in the education sector [Education: health and safety in schools, further and higher education](#).

# Creating a school security policy and plan

## Summary

In a rapidly changing world where security threats are becoming more prevalent and diverse, it is essential for schools to consider and routinely review their security arrangements, policies and plans.

Whilst serious security incidents in schools remain rare this guidance is intended to help schools consider their security arrangements and to help them develop and put in place measures that are sensible and proportionate to the security threats they have identified.

## Who is responsible for school security

1. [The Management of Health and Safety at Work Regulations 1999](#) require employers to appoint one or more competent persons to oversee workplace health and safety and to support compliance with the regulations. The competent person is required to have subject knowledge, be trained in matters related to handling health and safety risks and have the experience to apply that subject knowledge correctly in the workplace.
2. The competent person should consider matters of school security, including areas regularly used for off-site education and to put in place a school security policy that:
  - identifies the likelihood of a security related incident occurring;
  - assesses the level of impact; and
  - develops plans and procedures to manage and respond to any threats.
3. The competent person will also need to ensure that business continuity plans are in place to enable staff and pupils to react appropriately and urgently in the event of a serious incident. This should include arrangements to respond to the immediate crisis as well as the short, medium and long term issues that will arise.

## Getting started

4. All school staff and pupils must be able to work in a safe and secure environment. Whilst schools continue to be amongst the safest places, no school can afford to ignore the potential threat of, and impact arising from, security related issues, such as vandalism and arson or more serious incidents involving knife crime or terrorist attacks.
5. A school security policy should:
  - reflect the balance between maintaining an open and welcoming environment for pupils, parents and the wider community and protecting them from harm;

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- help create a culture in which staff and pupils recognise and understand the need to be more vigilant about their own and the safety and security of others; and
- demonstrate an understanding of the issues that could impact on their school and wider community.

6. Plans and supporting procedures should:

- be based on a school's realistic assessment of the threats relevant to it;
- demonstrate that there is a shared and common understanding about how to respond to identified threats; and
- be very clear about what is expected from the staff, pupils and the local community should an incident occur.

## Helpful resources

7 Many schools will already have policies, plans and procedures in place to deal effectively with Health and Safety responsibilities. The process to identify, assess, and review Health and Safety risks can be adapted and used to address security matters. The information below signposts schools to the main online resources and practical tools that can be used to inform the development of a security policy and plan reflecting a school's size, location and which considers its unique circumstances, character, ethos, educational needs and local priorities.

8. [Emergency planning and response - GOV.UK](#) provides advice for schools on how to draw up plans to help staff respond to an emergency/incident at school or when on an educational visit. [School emergencies | Nottinghamshire County Council](#) offers a set of emergency planning templates and staff training resources on emergency procedures for schools to use.

9. The Home Office is proactively involved in raising awareness and developing advice for business, private sector organisations and the general public on security matters. For the latest information visit the [Home Office - GOV.UK](#) website. The [National Counter Terrorism Security Office - GOV.UK<sup>2</sup>](#) (NaCTSO) has published comprehensive protective security advice for the business and public sectors, including educational institutions.

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<sup>2</sup> The National Counter Terrorism Security Office (NaCTSO) is a police unit that supports the 'protect and prepare' strands of the government's counter terrorism strategy. NaCTSO works with the Home Office

10. Additional sources of information and specialist advice and guidance can be found in Annex A.

## Identifying internal and external security risks

11. Most schools will be familiar with and understand how to undertake a Health and Safety survey and risk assessment. When considering security, the same approach can be followed. In summary, schools should determine the type, frequency and probability of an incident or event happening and then put in place measures either to eliminate or reduce the risk of it occurring.

12. Due to the increased likelihood of an external incident having an impact on a school, security risk assessments should extend beyond the school estate. Working closely with partners or local security networks will bring about a number of benefits. Securing access to expert advice and local intelligence will help a school to identify broader security issues that could impact on its day to day business. The intelligence obtained can be used to inform the development of the school security policy. The [Local resilience forum will](#) be best placed to help connect schools to the appropriate local security networks.

13. This guidance does not provide schools with an exhaustive list of security threats to consider. However, Annex B does highlight some of the main threats<sup>3</sup> it may face and in conjunction with other security intelligence can be used to inform the development of a new policy or review of an existing one.

## Managing risk

14. Undertaking a risk assessment will help a school to reach a balanced and sensible view of the risks it may face. Information found at [Risk management: Health and safety in the workplace](#) and [Crowded places guidance - GOV.UK](#) provide advice on how to manage the risks identified from assessment. Each approach is based on a five stage risk management cycle that offers practical advice on how to rate and put in place plans and measures to eradicate, lessen and manage risks and includes useful checklists that schools can use when assessing, for example, school access controls or bomb threats.

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<sup>3</sup> These are standard categories generally used to describe security threats and criminal activity, the NaCTSO [Crowded places guidance - GOV.UK](#) provides more detailed information on the categories shown above

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15 The identified risks should be prioritised and, in line with the school's and locally agreed procedures, appropriate control measures put in place to manage and monitor them.

16. As with health and safety procedures it is important to keep security plans and risk assessments up to date and under review, so any emerging issues can be risk assessed early and plans updated.

## Prevention

17. Protection of a school against criminal, terrorist and other unlawful action is an important issue. Schools should consider how both local and national security incidents might impact on their day to day business and the safety and security of their staff and pupils. Whilst a school may determine that it would routinely have to deal with incidents involving abusive or threatening individuals or acts of vandalism on site, consideration should be given to the likelihood of a more serious incident occurring, such as that involving an offensive weapon or a terrorist attack.

18. In determining the type of preventative action to be taken, a school should keep in mind that any measures put in place should be proportionate to the type of threat when assessed alongside the likelihood of it occurring and the impact that it would have on school life. Where significant risk is identified a school should review its existing measures and where necessary update them. For example, a school may wish to review its Invacuation/Evacuation procedures and consider whether to introduce Dynamic Lockdown Procedures in order to help manage an increased level of risk.

## Preventative measures-supporting advice and guidance

19. The department has published a range of guidance that, although not specifically linked to security, can be used to help inform and support the development of a school security policy and plan.

20. In particular, understanding and making best use of the school estate can improve its security. A well maintained estate can act as a visible deterrent and underpin risk prevention plans. For example, having good access controls and effective physical security measures such as security lighting will make it harder for an intruder to infiltrate school buildings and premises. The department's [Good estate management for schools](#) offers practical advice on effective estate management and governance.

21. [Controlling access to school premises](#) provides guidance on handling incidents and restricting access to and barring of abusive or threatening individuals from school premises and clarifies what a headteacher is able to do should such an incident occur.

22. [Searching, screening and confiscation: advice for schools - GOV.UK](#) makes clear that where a headteacher or an authorised member of staff have reasonable grounds for suspecting that a pupil may have a prohibited<sup>4</sup> item in school, they have statutory powers to search pupils and their possessions without consent and can seize prohibited items found as a result of the search. Schools can also require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

23. This advice also clarifies the law on the deletion of images from mobile phones and the confiscation of prohibited items. This may be particularly relevant to schools facing challenges associated with pupils carrying offensive weapons, especially knives, into schools.

24. The Home Office has developed a resource pack for teachers and other professionals working with young people at risk of involvement in knife crime. These resources can be used in lessons or alongside other relevant materials to deliver key messages and advice to young people on the consequences of knife crime. The campaign signposts teachers and young people to support services. The Knife Free resources can be found [here](#).

25. [ACT for Youth](#) was introduced by NaCTSO. This is the first time that guidance on terrorism safety has been available for use in classrooms and youth organisations. The **Run Hide Tell** resource pack provides schools with a comprehensive toolkit, including lesson plans, posters and short films. The kit can be used by teachers to introduce security awareness into the school, actively and openly engage with pupils about the impact and consequences of knife crime and terrorist activity on themselves and others and equip pupils with good advice and strategies to use outside of school.

## Adopt a whole school approach

26. Not all violent incidents are triggered by external factors. In determining the likelihood of a security risk materialising from within school, for example, an argument getting out of hand in a classroom, consideration should be given to putting in place preventative measures which will help to avoid the risk of negative behaviour quickly and unexpectedly escalating to a more serious incident.

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<sup>4</sup> Prohibited items are knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that the member of staff reasonably suspects has been or is likely to, used to commit an offence or to cause personal injury to, or damage to the property of any person (including pupils)

27. Effective behaviour management strategies can help to reduce the likelihood of such escalation occurring. All schools<sup>5</sup> should develop their own policies and strategies for managing behaviour. [Behaviour and discipline in schools - GOV.UK](#), sets out what should be contained in such a policy. Tom Bennett's [Creating a Culture: how school leaders can optimise behaviour](#) highlights strategies school leaders can employ to design and maintain a school culture that prevents classroom disruption, maintains good discipline and promotes pupils' education, focus and wellbeing.

28. Alongside the development of robust behaviour management policies it is important for schools to acknowledge that serious incidents, whilst rare, do occur. Lessons learned from dealing with such incidents have identified that pupils should know how to share information in their possession about the possibility of a serious incident occurring and they should be actively supported so they feel safe to do so.

29. There are a number of mechanisms being used to encourage and support pupils to share information, including some that provide facilities for anonymous reporting by pupils, parents and the local community. It is widely understood that anonymous reporting can help to support a culture where pupils can be encouraged and, without fear of recrimination, feel safe to leave information about issues of concern for adults to pick up and take action on. In circumstances where effective information sharing arrangements are used, prompt action to risk assess the likelihood of a related incident occurring and timely action to intervene, may help to avert a serious incident.

30. Annex B identifies some possible measures to eliminate or minimise the main security risks identified earlier in this guidance.

## Recovery

31. Business continuity plans are an integral part of a school security policy and should set out how a school will recover in the event of any security related incident. Any business continuity plan should consider what will happen if an incident occurs and describe how a school will react to it. The plan should define individual roles and responsibilities, explain how to respond to an incident and provide details of what steps a school will take in order to be able to get back to business as usual.

32. The difficulties faced by schools in restoring normality following a traumatic event should not be underestimated. Those leading the recovery will not only be facing and dealing with their own personal challenges but will also be dealing with the impact on

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<sup>5</sup> "All schools" include Academies, Free Schools, independent schools and all types of maintained schools

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staff, pupils and parents. The business continuity plan should explain what will be done to handle the emotional impact of such an event and include information about the professional and specialist help available. Similarly, planning how to deal with extensive social media and press interest should be considered.

33. Post incident evaluation is essential and time must be made to bring together key players to review and evaluate how the security plans in place stood up to the task. Time should be invested to debrief and elicit feedback from all those affected, including staff, pupils and parents. Undertaking such a critical review of the security and business continuity plans should identify lessons learnt, any actions needed to improve and ensure the ongoing development of the school security policy and plan.

34. The Royal Society for the Prevention of Accidents (RoSPA) in the [Safety and Disaster Management - RoSPA](#) guidance provides a step by step approach to preparing, managing, recovering and learning from a serious incident. This framework will be a useful tool for schools to follow especially if new to security or emergency planning.

## Annex A: Useful links to security advice and guidance

Subject Area	Advice guidance	Source
<b>Act 4 Youth</b>	<p>Counter Terrorism Police have now launched the first ever safety campaign to take terrorism safety advice into the UK's classrooms and youth organisations.</p> <p>Collaborating with specialists from the PSHE Association and Girlguiding, this resource is designed to be used to teach 11-16 year olds how to act in the unlikely event they are caught in a gun or knife attack. The ACT for YOUTH campaign reinvents the successful 'Run, Hide, Tell' public information films for a new generation and includes an animated core film to show pupils what to do if they see suspicious behaviour or a suspicious item.</p>	<a href="https://www.gov.uk/government/news/act-for-youth-run-hide-tell">https://www.gov.uk/government/news/act-for-youth-run-hide-tell</a>
<b>Behaviour and Discipline</b>	<p>This is guidance for school leaders and staff on developing a school behaviour policy, and a checklist of actions to take to encourage good behaviour.</p>	<a href="https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools">https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools</a>
	<p>This publication is Tom Bennett's independent review on behaviour in schools and the government's response.</p>	<a href="https://www.gov.uk/government/publications/behaviour-in-schools">https://www.gov.uk/government/publications/behaviour-in-schools</a>
	<p>This guidance for governing bodies, headteachers and school staff explains about the use of physical restraint in schools.</p>	<a href="https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools">https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools</a>
	<p>This guidance explains the powers schools have to screen and search pupils, and to confiscate items they find.</p>	<a href="https://www.gov.uk/government/publications/searching-screening-and-confiscation">https://www.gov.uk/government/publications/searching-screening-and-confiscation</a>
<b>Bomb Threats and Malicious communications</b>	<p>This guidance explains what to do if a bomb threat or other malicious communication is received.</p>	<a href="https://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats">https://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats</a>

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Subject Area	Advice guidance	Source
<b>Emergency Planning Guidance</b>	This guidance explains how schools and other educational settings should plan for and deal with emergencies, including severe weather and floods.	<a href="https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings">https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings</a>
	This guidance provides detail about the policies, processes and documents that schools, academies and multi-academy trusts should consider when managing their estates.	<a href="https://www.gov.uk/guidance/good-estate-management-for-schools">https://www.gov.uk/guidance/good-estate-management-for-schools</a>
<b>Gang Crime</b>	This guidance is for leaders, senior teams and staff in schools or colleges that are affected by gang or youth violence. When developing an approach, it is recommended that schools and colleges discuss ways to address youth violence with local police and community safety partners, as well as other local educational institutions.	<a href="https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence">https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence</a>
<b>Good estate Management</b>	This guidance details the policies, processes and documents that schools, academies and multi-academy trusts should consider when managing their estates.	<a href="https://www.gov.uk/guidance/good-estate-management-for-schools">https://www.gov.uk/guidance/good-estate-management-for-schools</a>
<b>Health and Safety</b>	The Health and Safety at Work etc. Act 1974 (also referred to as HSWA, the HSW Act, the 1974 Act or HASAWA) is the primary piece of legislation covering occupational health and safety in Great Britain. The Health and Safety Executive, with local authorities (and other enforcing authorities) is responsible for enforcing the Act and a number of other Acts and Statutory Instruments relevant to the working environment.	<a href="http://www.hse.gov.uk/legislation/hswa.htm">http://www.hse.gov.uk/legislation/hswa.htm</a>
	This guidance provides advice to schools and colleges about their responsibilities and duties in respect of trips and other out of school or college activities	<a href="https://www.gov.uk/government/publications/health-and-safety-advice-for-schools">https://www.gov.uk/government/publications/health-and-safety-advice-for-schools</a>
	This guidance explains an employer's responsibilities in relation to health and safety management.	<a href="http://www.hse.gov.uk/workers/employers.htm">http://www.hse.gov.uk/workers/employers.htm</a>

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Subject Area	Advice guidance	Source
	This guidance is about having a sensible approach to risk management in schools for pupils and staff.	<a href="http://www.hse.gov.uk/services/education/index.htm">http://www.hse.gov.uk/services/education/index.htm</a>
	This guidance encourages schools to make more planned school visits.	<a href="http://www.hse.gov.uk/services/education/school-trips.htm">http://www.hse.gov.uk/services/education/school-trips.htm</a>
	This guidance provides a direct link to a 5 stage risk management process.	<a href="http://www.hse.gov.uk/risk/controlling-risks.htm">http://www.hse.gov.uk/risk/controlling-risks.htm</a>
<b>Outdoor Education Advisers' Panel</b>	This guidance offers some suggestions about how to prepare, and be safe, if a school visit is to a place where there is a threat of terrorism.	<a href="https://oeapng.info/downloads/download-info/6k-fags-visits-and-the-threat-from-terrorism/">https://oeapng.info/downloads/download-info/6k-fags-visits-and-the-threat-from-terrorism/</a>
<b>Media handling</b>	This publication provides guidance on handling media attention after a major incident.	<a href="https://www.gov.uk/government/publications/handling-media-attention/handling-media-attention-after-a-major-incident">https://www.gov.uk/government/publications/handling-media-attention/handling-media-attention-after-a-major-incident</a>
<b>National Counter-Terrorism Security Office</b>	This guidance is aimed at those with a responsibility for security at crowded places and those who own or run businesses, organisations, amenities or utilities.	<a href="https://www.gov.uk/government/news/new-crowded-places-guidance-launched">https://www.gov.uk/government/news/new-crowded-places-guidance-launched</a>
	This is a guidance note on developing Dynamic Lockdown Procedures.	<a href="https://www.gov.uk/government/publications/developing-dynamic-lockdown-procedures">https://www.gov.uk/government/publications/developing-dynamic-lockdown-procedures</a>
<b>NHS</b>	This leaflet from the NHS provides help in recognising and dealing with trauma after a major incident.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/645123/NHS_Trauma_Leaflet.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/645123/NHS_Trauma_Leaflet.pdf</a>
<b>Royal Society for the Prevention of</b>	This guidance contains information on planning in advance and anticipating as many health and safety scenarios in schools as possible.	<a href="https://www.rosipa.com/school-college-safety/teaching-safety/whole-school-">https://www.rosipa.com/school-college-safety/teaching-safety/whole-school-</a>

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Subject Area	Advice guidance	Source
<b>Accidents (RoSPA)</b>	This information also includes a helpful section on disaster planning and is an extension of the risk assessment procedure. It is key to reducing the management of a disaster and making decisions at a time when it is difficult. As with all RoSPA guidance, this should be used in conjunction with local authority advice, and any other specialised guidance from professional bodies.	<a href="#">approach/safety-disaster-management/</a>
<b>Safeguarding</b>	This is statutory guidance for schools and colleges on safeguarding children and safer recruitment. Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.	<a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education-2">https://www.gov.uk/government/publications/keeping-children-safe-in-education-2</a>
	Working together to safeguard children explains the legislative requirements and expectations on individual services to safeguard and promote the welfare of children and a clear framework for Local Safeguarding Children Boards (LSCBs) to monitor the effectiveness of local services.	<a href="https://www.gov.uk/government/publications/working-together-to-safeguard-children--2">https://www.gov.uk/government/publications/working-together-to-safeguard-children--2</a>
<b>School Security</b>	This guidance is about school security and provides advice on access to, and barring of individuals from, school premises.  DN subject to the minister's decision this section may be updated	<a href="https://www.gov.uk/government/publications/school-security">https://www.gov.uk/government/publications/school-security</a>
<b>School staffing advice</b>	This guidance is to help manage staff and employment issues. It draws attention to relevant legislation and sources of up-to-date guidance and advice that employers need to consider, some of which may be statutory guidance.	<a href="https://www.gov.uk/government/publications/staffing-and-employment-advice-for-schools">https://www.gov.uk/government/publications/staffing-and-employment-advice-for-schools</a>
<b>Support for Victims of Terrorism</b>	This website contains information about where to seek advice and assistance following a terrorist attack. It also provides details of official helplines and support services available to victims, survivors, witnesses, family members, and all those affected.	<a href="https://victimsofterrorism.campaign.gov.uk">https://victimsofterrorism.campaign.gov.uk</a>

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Subject Area	Advice guidance	Source
<p><b>Violence in the workplace</b> <b>Personal Security</b></p>	<p>HSE provides numerous pieces of guidance about handling work related violence including setting up policies, how it should be managed and providing support after a major incident.</p>	<p>Policies and procedures: <a href="http://www.hse.gov.uk/violence/toolkit/policies.htm">http://www.hse.gov.uk/violence/toolkit/policies.htm</a></p> <p>Work related violence: <a href="http://www.hse.gov.uk/violence/index.htm">http://www.hse.gov.uk/violence/index.htm</a></p> <p>Risk assessment for work-related violence: <a href="http://www.hse.gov.uk/violence/toolkit/riskassessment.htm">http://www.hse.gov.uk/violence/toolkit/riskassessment.htm</a></p> <p>Reporting and recording violent incidents: <a href="http://www.hse.gov.uk/violence/toolkit/reporting.htm">http://www.hse.gov.uk/violence/toolkit/reporting.htm</a></p> <p>Violence – quick guide to control measures: <a href="http://www.hse.gov.uk/violence/toolkit/controlmeasures.htm">http://www.hse.gov.uk/violence/toolkit/controlmeasures.htm</a></p> <p>Violence - Partnership working: <a href="http://www.hse.gov.uk/violence/toolkit/partnership.htm">http://www.hse.gov.uk/violence/toolkit/partnership.htm</a></p> <p>Providing support after an incident: <a href="http://www.hse.gov.uk/violence/toolkit/postincident.htm">http://www.hse.gov.uk/violence/toolkit/postincident.htm</a></p>

## Annex B: Example of potential security threats

Crime	
<p><u>Criminal activity may include:</u></p> <p>arson, theft, vandalism, trespass, malicious damage, graffiti, protest, kerb crawling/loitering, drug dealing/drug abuse, threats from former pupils/residents, carrying and use of offensive weapons, especially knives.</p>	<p><u>Preventative measures could include:</u></p> <p><b>Closed Circuit Television</b> to monitor and record activity within and around the estate.</p> <p><b>Integrated Access Control Systems</b> to control, monitor and deny access when necessary.</p> <p><b>Intrusion Detection Systems;</b> effective perimeter fencing to protect against intruders, security lighting and security glazing, intruder alarm systems.</p>
Terrorist attacks	
<p><u>Currently, terrorist attacks are most likely to take the form of:</u></p> <p>improvised explosive devices, gun or knife attack, vehicle as a weapon.</p> <p><u>Other less likely forms include:</u></p> <p>postal devices, chemical substances.</p>	<p><u>Preventative measures could include:</u></p> <p><b>Increase Staff CT Awareness of what to do and how to react</b> see <a href="#">ACT Awareness eLearning - GOV.UK</a></p> <p><b>Effective screening</b> of staff, pupils and visitors to school for prohibited items.</p> <p><b>Public Address/Voice alarm systems</b> to enable direct communication to staff, pupils and intruders.</p> <p><b>Effective building controls</b> including the ability to lockdown parts of the school, minimising direct access to school buildings in a vehicle with speed bumps, warning and directional signage and vehicle blocking using barriers and structural furniture.</p>
Information security	
<p><u>Information security breach might include:</u></p> <p>the theft and unauthorised access to significant confidential information eg exam papers; guidance, standards and policy documents; and the unauthorised access to personal information eg bank and credit card details, health records.</p>	<p><u>Preventative measures could include:</u></p> <p><b>Policies to manage and monitor access</b> to sensitive and personal information, including restricting access to authorised users, audit trails for changes to records.</p>

<p><b>Cyber security</b></p>	
<p><u>Cyber security breach might include:</u></p> <p>unauthorised access to computer networks, programs and data, changes to or destruction of critical software, misuse of stolen data.</p>	<p><u>Preventative measures could include:</u></p> <p><b>Boundary firewalls and internet gateways</b> to prevent unauthorised access to or from private networks.</p> <p><b>Secure configuration</b>, access level controls, the latest malware/virus controls.</p> <p><b>Effective policies</b> to educate staff and pupils about online security.</p> <p><b>CCTV cameras</b> with remote access capability password protected.</p>
<p><b>Personal Security</b></p>	
<p><u>Personal Security breach might include:</u></p> <p>physical attack, intimidation, bullying and lone working (staff, pupils and visitors).</p>	<p><u>Preventative measures could include:</u></p> <p><b>Banning individuals</b> who pose a threat to staff and pupils.</p> <p><b>Effective reporting and follow up</b> of incidents and involving police if necessary.</p> <p><b>Lone worker risk assessments</b> and laid out procedures to alert others, issue of personal attack alarms.</p>
<p><b>Chemical and Biological</b></p>	
<p><u>Chemical and biological threats might include:</u></p> <p>throwing of a corrosive substance/acid to cause harm or targeted chemical attack</p>	<p><u>Preventative measures could include:</u></p> <p><b>Safe and secure storage</b> of chemicals in line with industry standards.</p> <p><b>Safe handling training for staff and pupils</b> prior to use in lessons, for local chemical attacks rehearsed response in line with local emergency/disaster plans.</p>



Department  
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