



Beaumont College Lockdown Procedure

Protective security and preparedness plan.

Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Julia Park September 2024
Delegated Reviewer	Julia Park 240225
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National and Regional Context

The Department for Education issued non statutory guidance 'Protective security and preparedness for settings' in April 2024 to support educational settings to become better prepared for and able to respond to terrorism and other major events and to help establishments to become more vigilant in identifying security vulnerabilities and suspicious activity.

Beaumont College has a contractual duty to promote the safety and wellbeing of learners and staff within its organisation and all staff, therefore, should be aware of the expectations of their role and responsibility regarding Lockdown Procedures.

College is a member of the North West Prevent Forum group and uses information provided by the North West's Counter Terrorism Police, Head of Prevent to inform annual review of its' Lockdown Procedure and to keep abreast of changes to threat level risk ratings in the North West of the UK.

In the group briefing held on 23rd September 2024 it was shared 10% of terrorist investigations sat within the North West region. 24% in Lancashire and 2% in Cumbria. The largest threat in the North West region is of self-initiated terrorist attack and the number of Prevent investigations taking place in the region is increasing. It is vital college remains alert to any potential threats.

BC Locations

Beaumont College is a multi-site establishment that includes buildings that are sole owned and used for the sole purpose of education for Beaumont College staff and students. Other locations are shared by college and other landlords/ providers/ client groups and needs, so the college needs to work in partnerships in the implementation of the Lockdown Procedure in the different locations.

Beaumont College's Lockdown Procedure has taken into account this guidance and is linked to

- Beaumont College Prevent Policy
- Beaumont College Prevent Risk Assessment (to be updated)
- Saludem Care and Education Safeguarding Policy and Procedures

Introduction

It is best practice that educational settings should make plans to improve their protective security awareness and preparedness to deter terrorists and other security threats looking for targets and to help keep learners, staff and visitors safe.

As a SEND provision Beaumont College must ensure that procedures and plans are fit for purpose and specific to the community setting and local environment across each BC college location and also ensure they are inclusive and accessible for learners and staff.

Having a plan in place that improves protective security awareness and prepared can:

- Deter terrorists looking for a target
- Mitigate against wider range of threats such as antisocial behaviour, dangerous animals on site or other criminality
- Help keep learners, staff and visitors safe

Developing a security aware culture within college 'SEE – CHECK – NOTIFY'

College already has existing safeguarding procedures in place; this means staff are already aware of the need to approach someone behaving in an unusual manner, for example, taking photographs of learners in the playground, or unescorted visitors in corridors/ people not wearing visitors badges.

See, Check and Notify (SCaN) is a helpful approach that supports staff to understand their responsibility in being security vigilant

SEE - be vigilant for suspicious activity. Suspicious activity occurs when you recognise actions that may indicate pre-operational planning associated with dishonest activity resulting in terrorism or crime. Suspicious activity occurs when you recognise actions that may include:

- someone trying to remain hidden or out of view
- someone covertly or overtly taking photographs of security measures, such as CCTV, access controls, entrances and exits, or staff
- a bag being left in a normally crowded area, or by an entrance/exit
- someone attempting to gain entry to restricted areas
- someone loitering in restricted or non-public areas
- someone asking unusual questions.
- A vehicle could also seem suspicious if it is positioned in an unusual way (mounting a curb close to the entrance/exit or the side of a building) or appears abandoned

- contains passengers who are observing the setting and are not known to staff and do not appear to be dropping off or collecting anyone
- be driving a number of times along the same route around the site
- have window tints that restrict your ability to see inside the vehicle and its occupants. Seeing a vehicle behaving suspiciously should prompt staff to consider if there have been any other suspicious activity around the site.

CHECK - Use the 'power of hello'. 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 the individual that you have noticed them and are aware (vigilant) of activity being conducted in and around your setting.

NOTIFY - reporting suspicious activity. If a person or vehicle is on site and you are suspicious about their intentions or activity, then you may need an immediate police response (dial 999 for the police). It is beneficial for the person to be on site when the police are called. If the person has left the scene and the route, they took is unknown, or a significant period of time has elapsed since the incident, you should:

- contact the Anti-Terrorist Hotline on 0800 789321 or
- report the incident online or
- call 101 You can also report suspicious activity online, in confidence to the Action Counter Terrorism (ACT) website. Alternatively, the ProtectUK app brings together many different ways of reporting incidents.

Staff roles

Security leads -

Security Leads are responsible for coordinating and overseeing your setting's protective security and preparedness. All staff should know who the Security Lead is and focus on:

- developing, maintaining and updating policies and plans which promote a good security culture and deters someone intending to cause harm from targeting your setting.
- determining how staff should respond effectively to different types of incidents.
- ensuring that all staff members are aware of their roles and responsibilities in relation to protective security and preparedness, including ensuring that staff are appropriately trained.
- liaising with external agencies, such as police and emergency services, to ensure effective communication and collaboration.
- managing and delegating the response to an incident. The Security Lead will normally become the 'Incident Lead' however, settings should ensure one or two people are available to deputise during any absence.

BC Location	Security Lead
Lancaster	Julia Park, Tracey Lawther
Blackpool Highfield site	Julia Park, Laura Spencer, Chris Smith Blackpool Local Authority
Blackpool Skippool site	Julia Park, Laura Spencer, The Landlord
Carlisle	Julia Park, Tom Armstrong, Fiona Carlisle Youth Zone
South Lakes	Julia Park, Lorraine Jones, Landlord Lightburn House
West Sussex	Julia Park, James Winchester, Carolyn Cole

Incident leads -

This role becomes active during an incident and should be responsible for, or should delegate the following responsibilities:

- leading the initial response to the incident within the setting.
- liaising with the police to incorporate their advice into an overall site response.
- making fast, clear decisions under pressure, to get people to safety.
- responding appropriately to any safety concerns, for instance people reported missing.
- communicating about the incident to parents and carers of those affected.
- leading any responses to interest on social media and in the mainstream media, if required.
- managing resources effectively, including consideration for the wellbeing of staff, learners and families affected.

All Staff including non-teaching staff

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

- participating in training and awareness programmes related to protective security and preparedness measures.
- being vigilant and reporting any suspicious activity to the Security Lead or appropriate authorities. • supporting the Security Lead in implementing and maintaining the protective security and preparedness plan.
- being familiar with incident response plans, such as lockdown, invacuation and evacuation options, exit routes, methods of communicating in an incident, and compiling grab kits.

Supporting students

It is important to engage learners in this process and ensure safety messages are conveyed in a positive and reassuring way that is appropriate to the students' level of understanding.

Examples of student engagement could be:

- Discussing basic security messages and incident response plans as part of topics on personal safety or risk management in PSHE (Personal, Social, Health and Economic) education
- Raising awareness for learners to look out for suspicious items
- Raising Awareness for learners to inform a staff member if they see someone or something strange
- Use practice drills to provide learners with the experience of practicing a lockdown incident response.

Using a practical step by step approach similar to a fire drill to practice a lockdown procedures

It is important to ensure participants are ready for a lockdown drill, staff and students need to be trained beforehand. Similar to fire drill, lockdown drills are a supportive process aimed test of procedures and experience and learn lessons to ensure the procedure is effective rather than be a test for staff.

Step 1: Programme of awareness - raising awareness on campus to inform and educate staff and learners about counter terrorism preparedness

Step 2: First lockdown drill - provide warning of the drill by informing learners and staff of the date and time of the drill. At the drill, event marshals should overtly observe.

Step 3: Second lockdown drill – this drill should have less detailed warning, with the exceptions of certain learners who may have suffered post-traumatic stress.

Step 4: Third lockdown drill - surprise lockdown drill with no warning, with the exceptions of learners who may have suffered post-traumatic stress

Implementing a proportionate approach

Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident that have the potential to pose a threat to the safety of staff and pupils in the school, quickly restricting access or entry to the main site and outbuildings.

Procedures should aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils and staff, by preventing people moving into danger areas.

Guidance recommends that three responses for consideration

- **Lockdown**

A lockdown is about locking or barricading a room's doors and windows to delay or deter someone intending to cause harm from getting into an area. You should consider in advance to what extent you might be able to lock or barricade classrooms and other spaces in your setting during an incident, and whether additional door jamming, or lockdown devices are needed. If a barricade cannot entirely prevent entry to a room, you may also need to identify spaces within that room where people could hide from someone intending to cause harm. You should turn off lights and close any blinds to prevent them seeing into the room. Keeping learners calm and quiet during a lockdown should reduce the risk of drawing attention.

- **Invacuation**

Invacuation is moving people inside a building to a place of relative safety. Protected spaces are locations within your building(s) that have previously been identified as places of relative safety, where people can hide or shelter from threats. To protect from bomb attacks, protected spaces typically have substantial walls and offer low risk from flying glass from windows. It should be possible to lock or barricade the entrances/exits to the protected space. In planning protected spaces, you need to 24 consider how many people could safely be accommodated within each identified protected space.

- **Evacuation**

Evacuations are about moving people outside the building to protect from a threat in the building. Types of evacuation:

- full evacuation – evacuating everyone at once.
- partial evacuation – evacuating part but not all a site. For instance, if you have more than one building on your site, you may not need to evacuate all buildings, this would be relevant for Higher Education settings. Keeping people within buildings not directly targeted may provide some protection from flying glass and debris in the case of a bomb threat or mean that you can lockdown that building in the case of armed someone intending to cause harm.
- phased evacuation – evacuating people in order, often with the closest people to the threat evacuated first. This should be considered to reduce crowding of exit routes.

- directional evacuation – advising evacuating people to only use certain exit routes, to avoid sending people closer to the threat.

Personal Emergency Evacuation Plans (PEEPs)

PEEPs should be in place for those who require this.

Grab Kits and Communication Devices

- A grab kit consisting of key items that can assist during an incident should be available at each setting and stored in a convenient location.
- Note pad and pens
- Bottles of water
- Visual supports for learners
- Social Stories for learners
- Medication lists
- A charged electronic device storing key information and including log in details and cables and battery pack accessible and near the grab bag

GOING INTO LOCKDOWN PROCEDURE

Lockdown procedures could be activated in response to any number of situations:

- A reported incident/ civil disturbance/act of terrorism (eg fast moving incident such as firearms or weapons attack) in the local community (with the potential to pose a risk to staff and pupils in the school)
- An intruder on the school site (with the potential to pose a risk to staff and pupils)
- A warning being received regarding a risk locally of air pollution (smoke plume, gas cloud etc)
- A major fire in the vicinity of the school.

Staff will be alerted to the activation of the plan by an alarm that is different to the fire alarm

A designated staff member ‘the incident lead’ will activate the lockdown plan.

The ‘incident lead’ will contact a member of the college leadership team to inform them that the lockdown plan has been activated. (Please note that the use of the internal phone system will be limited if emergency services need to establish a contact line.)

Students who are outside the college building are to be brought inside as quickly and calmly as possible, unless this action will endanger them. If they are to remain outside then they will be evacuated to a safe and appropriate place

Those inside the school should remain in their classrooms.

All external doors and as necessary, windows are to be locked (dependent on circumstances) – internal classroom doors may need to be blocked.

Staff should remain calm and in turn, ensure students are calm.

As appropriate CSLT will establish contact with the Emergency Services.

- Parents will be notified as soon as it is practicable to do so via a phone call .

- Pupils will not be released to parents during a lockdown situation.
- If it is necessary to evacuate the building, the fire alarm will sound and evacuation procedures will commence.
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It is of vital importance that the Lockdown Procedures are familiar to all members of staff. It is recommended that a Lockdown drill be undertaken at least once a year.

Immediate Action:

- All outside activity to cease immediately, pupils and staff return to the building.
- All staff and pupils remain in building and external doors and windows locked.
- Movement may be permitted within the building dependent upon circumstances, but this must be supervised by a member of staff.
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All situations are different, once all staff and students are safely inside, senior staff will conduct an on-going assessment of risk based on the advice from the Emergency Services. This will then be communicated to staff, students (as appropriately) and parents.

‘Partial Lockdown’ is a precautionary measure but puts the school in a state of readiness should the situation escalate.

In the event of an air pollution issue, air vents can be closed where possible, as an additional precaution. Emergency Services will advise as to the best course of action.

Communication between parents and the college

College Lockdown Procedures, especially arrangements for communicating with parents, should be routinely shared with parents either by newsletter or via the school website.

In the event of an actual lockdown, any incident or development will be communicated to parents as soon as is practicable, using the Teacher 2 Parents Text Service / Arbor.

Parents should be given enough information about what will happen so that they:-

- Are reassured that the school understands their concern for their child’s welfare, and that school is doing everything possible to ensure his/her safety.
- Do not need to contact the school. Calling the school could tie up telephone lines that are needed for contacting Emergency Services.
- Do not come to the school. This could interfere with the Emergency Services’ access to the school and may even put themselves at risk of danger.
- Wait for the school to contact them about when it is safe for them to collect their children.

Example text message wording:

‘the college is in a full Lockdown situation. During this period the telephones and entrances will be un-manned, external doors locked and nobody will be allowed in or out. Please do not contact school’.

Emergency Services:

It is important to ensure a line of communication is opened with the Emergency Services who will offer advice and guidance throughout the situation.

Post- Incident Welfare

Beaumont College fully appreciates the emotional and mental impact on learners on staff if they have become involved in a lockdown procedure.

It understands that continues support for victims may need support for months possibly years following an attack

The college has a Level 3 trained first aid champion and other key staff hold a mental health first aid qualifications and Salutem also offer a 24-hour support line to support those who may need this.

The college is also able to signpost to organisations and resources who are trained and able to support victims.

Post Incident Review

A full debrief would be completed post incident in order to obtain feedback from all key people involved. This would feed into a 'lessons learned process' and information gathered used to inform the business continuity plan.

Version Control:

Version Number	Date	Status	Changes
V1.0	24 02 25	Final	

