

# NTC Employment & Skills Service

## Emergency Procedure Intruders, Dispersal and Contacting Emergency Services

### Intruders - lockdown

Signals	
Signal for lockdown	Airhorn trigger three times
Signal for all-clear	Airhorn trigger continuous

  

Lockdown	
Entrance points which should be secured (e.g. doors, windows)	All windows, doors and gates if possible
Communication arrangements	<ul style="list-style-type: none"> <li>▪ Two-way radios</li> <li>▪ Mobile phones</li> <li>▪ Instant messaging / email</li> </ul>
Notes	

Upon hearing the lockdown signal, take the action below. If someone is taken hostage on the premises, the centre should seek to evacuate the rest of the site.

Ref'	Lockdown - initial response	Tick / sign / time
L1	Try to assess the location and nature of the threat. Beware the possibility of multiple intruders. If appropriate, ask learners/visitors to disperse if this will improve their safety (see section 11.3).	
L2	Ensure all learners are inside the building. Keep people out of public areas, such as corridors and foyers.	
L3	Secure the immediate environment and other vulnerable areas: <ul style="list-style-type: none"> <li>▪ Lock any entrance points (e.g. doors, windows)</li> <li>▪ Barricade entrances (e.g. move furniture to obstruct doorways)</li> <li>▪ Lock yourself and others in a suitable room.</li> </ul>	
L4	Ensure there is an escape route (e.g. window or door) which could be used if necessary.	

L5	Ensure people take action to increase their protection from attack: <ul style="list-style-type: none"><li>▪ Keep out-of-sight and remain quiet</li><li>▪ Silence any sources of noise (e.g. mobile phones)</li><li>▪ Turn off lights</li><li>▪ Draw curtains / blinds</li><li>▪ Avoid doorways and windows</li><li>▪ Sit on the floor, under tables or against a wall.</li></ul>	
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## Intruders – dispersal

Signals	
Signal for dispersal	Whistle evacuation in quick succession to clear the building vocalise RUN RUN RUN
Signal for all-clear	Airhorn continuous

Dispersal	
Possible safe access / egress routes	Main entrance / exit points
Communication arrangements	<ul style="list-style-type: none"> <li>▪ Two-way radios</li> <li>▪ Mobile phones</li> <li>▪ Instant messaging / email</li> <li>▪ Other.</li> </ul>
Notes	

Upon hearing the dispersal signal, take the action below.

Ref'	Dispersal - initial response	Tick / sign / time
D1	Try to assess the location and nature of the threat. Beware the possibility of multiple intruders. If appropriate, ask learners to lockdown if this will improve their safety (see section 11.2).	
D2	Instruct pupils to: <ul style="list-style-type: none"> <li>▪ Leave the site via the safest route(s)</li> <li>▪ Move calmly and quietly, leaving bags / personal belongings behind</li> <li>▪ Assist others in dispersing if safe to do so</li> <li>▪ Contact the police as soon as they are safely away from danger</li> <li>▪ Avoid congregating at an evacuation assembly point</li> <li>▪ Avoid congregating in large numbers.</li> </ul>	
D3	If forced to escape from an upper-floor window, people should lower themselves from the window sill before dropping to the ground, thereby reducing the height of the fall by their body length.	
D4	Ensure all corridors, breakout spaces and external areas are cleared.	

## Intruders - contacting the police

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- + Dial 999. Do not assume others have contacted the police.
- + Inform the police of as much information as possible. Be accurate, clear and brief.
- + Consider using CCTV and other remote methods where able but do not risk your own or other's safety to obtain this information.
- + The safety of staff, learners and other members of the public remains the priority for the police.
- + It may be useful to provide the police with a basic overview of your centre (e.g. address, number of learners, layout of the premises).
- + Leave the telephone line open if possible.

Number of intruders:

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Is the intruder known to the caller?

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Current location of intruder:

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Is the intruder travelling in a particular direction?

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What has happened?

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Are there any casualties / injuries?

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Description of intruder (e.g. gender, age, height, clothes)

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Is the intruder carrying a firearm? If so, how many firearms and of what type?

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Is the intruder carrying a non-ballistic weapon? If so, how many weapons and of what type?

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What is the intruder doing now?

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What other equipment is the intruder carrying?

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Is the intruder communicating with others?

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What actions have you taken (e.g. lockdown, dispersal)?

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How many people are there in the vicinity? Where are they located?

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Where are you now?

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Where will you be moving to?

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## Intruders - awaiting the police

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Ref'	Awaiting the police - initial response	Tick / sign / time
A1	Remain in close contact with the emergency services.	
A2	Check for missing / injured learners, staff and visitors if safe to do so. Administer first-aid where possible.	
A3	Be aware that someone identifying themselves as a member of the emergency services may be the intruder. Remain cautious of simulated cries for help.	
A4	Avoid quick movements towards the emergency services or screaming / shouting. Keep your hands in clear view.	
A5	Be aware of the police response. In the event of an attack involving firearms or weapons, their priority is to protect and save lives. Remember that the police might: <ul style="list-style-type: none"><li>▪ Not initially be able to distinguish you from the intruder</li><li>▪ Be armed and point firearms</li><li>▪ Shout, treat people firmly or push them to the ground</li><li>▪ Not stop to help the injured in order to pursue their target.</li></ul>	
A6	Follow the instructions of the emergency services.	