



Exam Contingency Plan 2023/2024

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Tariq Mahmood- Principal	
Date of next review	Sept 2024

Key staff involved in contingency planning

Role	Name(s)
Head of centre	Tariq Mahmood
Exams officer line manager (ALT)	Gillian Matthews
Exams officer	Tracey Turton
SENCo	Amy Thompson
Inclusion Manager	Claire Croker

Contents

Key staff involved in contingency planning	2
Purpose of the plan	3
Possible causes of disruption to the exam process	4
1. Exam officer extended absence at key points in the exam process (cycle)	4
2. SENCo extended absence at key points in the exam cycle	5
3. Teaching staff extended absence at key points in the exam cycle	5
4. Invigilators - lack of appropriately trained invigilators or invigilator absence	6
5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice	6
6. Failure of IT systems.....	6
7. Emergency evacuation of the exam room (or centre lock down)	7
8. Disruption of teaching time – centre closed for an extended period	7
9. Candidates unable to take examinations because of a crisis – centre remains open	7
10. Centre unable to open as normal during the exams period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)	8
11. Disruption in the distribution of examination papers	8
12. Disruption to the transportation of completed examination scripts	8
13. Assessment evidence is not available to be marked	
14. Centre unable to distribute results as normal (including in the event of the centre being unavailable on results day owing to an unforeseen emergency)	9
Further guidance to inform procedures and implement contingency planning	10
Ofqual	10
JCQ	14
(JCQ guidance above taken directly from Instructions for Conducting Examinations 2020-2021 https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/ , section 15, Contingency planning)	15
JCQ Joint Contingency Plan www.jcq.org.uk/exams-office/other-documents	15
General Regulations for Approved Centres www.jcq.org.uk/exams-office/general-regulations	15
Guidance notes on alternative site arrangements www.jcq.org.uk/exams-office/online-forms	15
Guidance notes for transferred candidates www.jcq.org.uk/exams-office/online-forms	15
conducting-examinations	15
A guide to the special consideration process www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulationsand-guidance	15
GOV.UK	15
 Instructions for Conducting Examinations www.jcq.org.uk/exams-office/ice---instructions-for-	

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at Oasis Academy Don Valley by outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by the Ofqual Exam system contingency plan: England, Wales and Northern Ireland which provides guidance in the publication what schools and colleges and other centres should do if exams or other assessments are seriously disrupted.

This plan also confirms Oasis Academy Don Valley is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2021-2022) that the centre has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence.

Possible causes of disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

Planning

- ▶ *annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered*
- ▶ *annual exams plan not produced identifying essential key tasks, key dates and deadlines ▶ sufficient invigilators not recruited*

Entries

- ▶ *awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff*
- ▶ *candidates not being entered with awarding bodies for external exams/assessment ▶ awarding body entry deadlines missed or late or other penalty fees being incurred*

Pre-exams

- ▶ *invigilators not trained or updated on changes to instructions for conducting exams*
- ▶ *exam timetabling, rooming allocation; and invigilation schedules not prepared*
- ▶ *candidates not briefed on exam timetables and awarding body information for candidates*
- ▶ *confidential exam/assessment materials and candidates' work not stored under required secure conditions*
- ▶ *internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators*

Exam time

- ▶ *exams/assessments not taken under the conditions prescribed by awarding bodies*
- ▶ *required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration*
- ▶ *candidates' scripts not dispatched as required for marking to awarding bodies*

Results and post-results

- ▶ *access to examination results affecting the distribution of results to candidates*

- ▶ *the facilitation of the post-results services*

Centre actions to mitigate the impact of the disruption

- ▶ In the event of Exams Officer extended absence, Head to appoint an acting Exams Officer as soon as possible, ensuring the Key tasks as listed above are understood.
- ▶ Data Manager/ IT Support to assist in tasks which involve Bromcom and/or A2C.
- ▶ Exam Boards to be kept informed of developments.
- ▶ Exams Officer to ensure essential information is available to the Head of Centre & ALT.
- ▶ Annual membership to The Exams Office <https://www.theexamsoffice.org/>.
- ▶ Examinations Procedures – resources to support processes include: Exam Officers Annual Handbook, Exams Calendar, Annual Exams Plan and Exam day checklist.
- ▶ Exams Officer to ensure the Exams Policies and procedures are up to date at all times.
- ▶ Invigilation training for new staff to be completed.

2. SENCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

Planning

- ▶ *candidates not tested/assessed to identify potential access arrangement requirements*
- ▶ *centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010*
- ▶ *evidence of need and evidence to support normal way of working not collated*

Pre-exams

- ▶ *approval for access arrangements not applied for to the awarding body*
- ▶ *centre-delegated arrangements not put in place*
- ▶ *modified paper requirements not identified in a timely manner to enable ordering to meet external deadline*
- ▶ *staff (facilitators) providing support to access arrangement candidates not allocated and trained*

Exam time

- ▶ *access arrangement candidate support not arranged for exam rooms*

Centre actions to mitigate the impact of the disruption

- ▶ ALT Member will liaise with the Head of Centre and Inclusion Manager regarding the identification and approval of access arrangements and collation of evidence.
- ▶ Exams Officer will closely monitor the access arrangement process with the ALT Member and Inclusion Manager.
- ▶ Testing and Assessments continue to be carried out by qualified members of the Inclusion team.
- ▶ Senior members of the SEND team to be fully up to date with JCQ Regulations.

3. Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan *Key tasks*

not undertaken including:

Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received

Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies

Non-examination assessment tasks not set/issued/taken by candidates as scheduled

Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking

Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Centre actions to mitigate the impact of the disruption

- ▶ Exam Officer to liaise with HoF and or ALT member to nominate cover for the role where necessary.

4. Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

Failure to recruit and train sufficient invigilators to conduct exams

Invigilator shortage on peak exam days

Invigilator absence on the day of an exam

Centre actions to mitigate the impact of the disruption

- ▶ Contact other invigilators on our contact list to bring them into Academy.
- ▶ Use Cover Supervisor who have had invigilator training.
- ▶ If possible, reseat examinations to reduce the number of invigilators that are required.
- ▶ Combine satellite rooms if appropriate for SEND.
- ▶ Use trained agency staff.

5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning

Insufficient rooms available on peak exam days

Main exam venues unavailable due to an unexpected incident at exam time

Centre actions to mitigate the impact of the disruption

- ▶ Pre-planning is essential. Exam rooms are allocated well in advance of the examinations window by Head of Centre, ALT, Exams Officer and Operations Manager.
- ▶ Use alternative spaces in Academy where appropriate.
- ▶ Reseat examinations, if possible to reduce the number of rooms required.
- ▶ Invigilators/ Academy staff will assist the Exams Officer in maintaining the security of exam papers should a venue be changed a very short notice.
- ▶ Exams Officer to ensure that any late-notice rooms comply with regulations as set out in the JCQ ICE book.
- ▶ Source alternative venue facilities.

6. Failure of IT systems

Criteria for implementation of the plan

MIS system failure at final entry deadline

MIS system failure during exams preparation

MIS system failure at results release time

Centre actions to mitigate the impact of the disruption

- ▶ Failure at Entry Deadline – ALT to liaise with the Exams Officer/Data Manager and IT Support to enable a swift resolution to any issues. Exams Officer/Data Manager to contact exam boards as quickly as possible to identify alternative route for processing entries (e.g. via exam board secure websites).
- ▶ Failure during exams preparation – ALT to liaise with the Exams Officer/Data Manager and IT Support as above. Exams Officer/Data Manager to inform exam boards of ongoing situation.
- ▶ Failure at results release time – ALT to liaise with Exams Officer/Data Manager and IT Support to enable a swift resolution to any issues. Exams Officer/Data Manager to contact exam boards as quickly as possible to identify alternative route for receiving results (e.g. via exam board secure sites).

7. Emergency evacuation of the exam room (or centre lock down)

Criteria for implementation of the plan

Whole centre evacuation (or lock down) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

Centre actions to mitigate the impact of the disruption

- ▶ Invigilators, ALT and Exams Officer to ensure emergency evacuation plan is followed, maintaining the integrity of the exam.
- ▶ Candidates to be held separately, avoiding contact with other students, and ensuring that they do not talk to one another.
- ▶ Full report of Incident and action taken to relevant exam board.
- ▶ In the case of a lock down, the full policy (as found on the Academy website and a copy in the Examinations folder) will be adhered to and students will be kept in the exam hall or room, away from doors and windows. A note of the time will be taken and the exam board will be notified as soon as it is safe to do so.

8. Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning

Centre actions to mitigate the impact of the disruption

- ▶ The centre to communicate with parents, carers, students and staff about the potential for disruption to teaching time and plans to address this.
- ▶ Head of Centre and ALT to prioritise teaching venues on sight for students in exam years if possible.
- ▶ Exams Officer to inform exam boards of developments and take advice should an alternative venue be considered.

9. Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

Candidates are unable to attend the examination centre to take examinations as normal

Centre actions to mitigate the impact of the disruption

- ▶ The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue and to discuss alternative arrangements.
- ▶ The centre to communicate with parents, carers, staff and candidates regarding solutions to the issue
 - ▶ Consider use of alternative venues.

COVID-19 Disruption

- ▶ Follow all national/local guidelines (of the day).
- ▶ If student tests positive for COVID-19 follow PHE guidelines, including NHS track and trace to ascertain if candidate(s) have been in close contact with other students/staff in school.
- ▶ Contact parents/carers to inform of the procedures.
- ▶ Consider special consideration applications if students are self-isolating.

10. Centre unable to open as normal during the exams period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan

Centre unable to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption

- ▶ School will always remain open for examination candidates unless a situation means that it is unsafe for anyone to enter the building.
- ▶ Exams Officer to inform each awarding organisation which examinations are affected as soon as possible
- ▶ Centre to communicate with parents, carers, candidates and staff regarding alternative arrangements
- ▶ Alternative accommodation is sought as quickly as possible.

COVID-19 Disruption

- ▶ Follow all national/local guidelines (of the day).
- ▶ Contact awarding bodies for further guidance for a national/local lockdown.
- ▶ Contact parents/carers to inform of the procedures. Ensure these are widely shared via website and media sources.
- ▶ Consider special consideration applications if students are self-isolating.

11. Disruption in the distribution of examination papers

Criteria for implementation of the plan

Disruption to the distribution of examination papers to the centre in advance of examinations

Centre actions to mitigate the impact of the disruption

- ▶ Frequent checks of deliveries of examination papers are made.
- ▶ Examination Boards are contacted immediately if papers are not delivered by the expected date and act on advice provided by Examination Boards.
- ▶ If awarding organisations provide electronic access to examination papers via a secure external network. Examination Officer to ensure handling and access to copies when received, stored and kept under secure conditions using passwords and encrypted online storage.

12. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts

Centre actions to mitigate the impact of the disruption

- ▶ Exams Officer to communicate with relevant awarding organisations as soon as possible to seek advice to resolve the issue.
- ▶ Scripts to be stored securely according to JCQ regulations until transport is confirmed with the awarding organisations.
- ▶ If alternative secure delivery options are advised, proof of postage is obtained.

13. Assessment evidence is not available to be marked 14. Centre unable to distribute results as normal (including in the event of the centre being

Criteria for implementation of the plan

Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

Centre actions to mitigate the impact of the disruption

- ▶ Exams Officer to make the Head of Centre and ALT aware immediately.
- ▶ Exams Officer to Contact Examination Board and ask if marks for the affected assessment can be generated based on other appropriate evidence of the candidate achievement, as defined by the awarding organisations in consultation with the regulators.
- ▶ Exams Officer distributes the instructions given by the Examination Board to the Head of Centre, Senior Lead and Subject department.
- ▶ Head of Centre or Senior Lead to communicate this immediately to the Students and Parents or Carers.

unavailable on results day owing to an unforeseen emergency)

Criteria for implementation of the plan

Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services

Centre actions to mitigate the impact of the disruption

- ▶ Unable to access results - Exams Officer will contact awarding bodies regarding alternative options (e.g., download results from awarding body secure websites).
- ▶ Unable to distribute results - the centre will communicate with parents, carers and students with details of alternative arrangements (e.g. alternative site). Information also to be posted on the school website.
- ▶ Alternative arrangements for post-results services to be communicated to parents, carers and students.

Further guidance to inform procedures and implement contingency planning

Ofqual

What schools and colleges and other centres should do if exams or other assessments are seriously disrupted

1. Contingency planning

You should prepare for possible disruption to exams and other assessments as part of your emergency planning and make sure your staff are aware of these plans.

When drafting contingency plans, you should consider the following guidance:

1.1 Covid specific guidance:

- Guidance for schools Covid-19 from the Department for Education in England (subject to frequent updates as the situation changes)
- Responsibility for autumn GCSE, AS and A level exam series from the Department for Education in England
- Action for FE Colleges from the Department for Education in England
- Public health guidance to support autumn exams from the Department for Education
- Education and childcare: coronavirus from Welsh Government
- Covid-19 - guidance for school and educational settings from Department of Education in Northern Ireland

1.2 General contingency guidance:

- Emergency planning and response from the Department for Education in England
- Opening and closing local-authority-maintained schools from the Department for Education in England
- Exceptional closure days from the Department of Education in Northern Ireland
- Checklist - exceptional closure of schools from the Department of Education in Northern Ireland
School closures from NI Direct
- Opening schools in extremely bad weather - guidance for schools from the Welsh Government
- Procedures for handling bomb threats from the National Counter Terrorism Security Office

2. Disruption to assessments or exams

In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises.

You should discuss alternative arrangements with your awarding organisation if:

- the exam or assessment cannot take place
- a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control

3. Steps you should take

3.1 Exam planning

Review contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.

3.2 In the event of disruption

- Contact the relevant awarding organisation and follow its instructions.

- Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.

- Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
- Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
- In the event of an evacuation during an examination please refer to JCQ's [Centre emergency evacuation procedure](#)
- Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
- Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

3.3 After the exam

- Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.
- Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
- Ensure that scripts are stored under secure conditions.
- Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

4. Steps the awarding organisation should take

4.1 Exam planning

- Establish, maintain and at all times comply with an up-to-date written contingency plan.
- Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

4.2 In the event of disruption

- Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
- Provide effective guidance to any of their centres delivering qualifications.
- Ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
- Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
- Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners

4.3 After the exam

Consider any requests for special consideration for affected students. For example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

5. If any students miss an exam or are disadvantaged by the disruption

If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration

Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects.

See also:

□ [JCQ's guidance on special considerations](#)

Wider communications

6.

The regulators, Ofqual in England, Qualifications Wales in Wales and CCEA in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The Department for Education in England, the Department of Education in Northern Ireland and the Welsh Government will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption; and ensure that they are kept updated until the matter is resolved.

Awarding organisations will alert the Universities and Colleges Admissions Service (UCAS) and the Central Applications Office (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.

Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

7. Widespread national disruption to the taking of examinations / assessments

The governments' view across England, Wales and Northern Ireland is education should continue in 2020/21 with schools remaining open and that examinations and assessments will go ahead in both autumn 2020 and summer 2021.

As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for exam timetables.

We will update this page as necessary should national disruption occur with any further relevant links.

(Ofqual guidance extract above taken directly from the Exam system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted (updated 01 October 2020) <https://www.gov.uk/government/publications/exam-systemcontingency-planengland-wales-and-northern-ireland/what-schools-and-colleges-shoulddo-if-exams-or-otherassessments-areseriously-disrupted>)

JCQ

15.1 The qualification regulators, JCQ and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

Further information may be found at: <https://www.gov.uk/government/publications/exam-system-contingencyplanengland-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessmentsareseriously-disrupted>

15.2 In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.

15.3 Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

15.4 In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

15.5 The awarding bodies will designate a 'contingency day' for examinations, summer 2021. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland: <https://www.gov.uk/government/publications/exam-systemcontingency-plan-england-wales-and-northern-ireland>

The designation of a 'contingency day' within the common examination timetable is in the event of national or significant local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

In the event of national disruption to a day of examinations in summer 2021, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the contingency day. Centres will be alerted if it is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of this contingency arrangement so that they may take it into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course.

(JCQ guidance above taken directly from Instructions for Conducting Examinations 2020-2021 <https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/> , section 15, Contingency planning)
JCQ Joint Contingency Plan www.jcq.org.uk/exams-office/other-documents

General Regulations for Approved Centres www.jcq.org.uk/exams-office/general-regulations

Guidance notes on alternative site arrangements www.jcq.org.uk/exams-office/online-forms

Guidance notes for transferred candidates www.jcq.org.uk/exams-office/online-forms

Instructions for Conducting Examinations www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

A guide to the special consideration process www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance

GOV.UK

Emergency planning and response: Severe weather; Exam disruption
www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings

Opening and closing local-authority-maintained schools
www.gov.uk/government/publications/school-organisation-maintained-schools

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning
<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service>

National Counter Terrorism Security Office

Procedures for handling bomb threats www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats