



Lockdown Procedures

1. Introduction

There is no requirement to have a lockdown or evacuation policy. However we deem it important to have plans in place if we feel that sufficient a risk warrants us to lockdown the school.

Please note that 'lockdown can involve the evacuation of pupils to a central or other part of the building. It can also involve, should a serious incident potentially cause harm to people inside the building, evacuation procedures. This can involve pupils and staff being evacuated to another part of our school grounds or another building locally (see Emergency Plan Procedures)

The lockdown procedures cannot cover every eventuality but we believe the procedures outlined below will provide additional safeguarding measures in the event of extreme circumstances.

Our lockdown plan takes into account:

- the available means of internal communication
- the age of our pupils
- the site layout
- the geographical location of our school

Basic Principles

We have formulated our procedures on four basic principles.

- Alerting staff to the activation of the lockdown plan by a recognised signal, audible throughout the school
- Bringing pupils from outside into the school buildings as quickly as possible
- Locking all external doors and windows as necessary
- Having arrangements for staff to notify the school office of any pupils not accounted for

2. Possible scenarios

see Appendices for details of how procedures are adapted for different scenarios

A lockdown or evacuation may be activated in response to situations including:

- An incident or civil disturbance in the local community which poses a risk to the school
- An intruder inside school

- An intruder inside the school grounds (outdoor)
- Local risk of air pollution, such as a smoke plume or gas cloud
- A dangerous dog roaming loose

3. PRACTICALITIES / LOGISTICS

3.1 Notifying parents / carers

Parents should be given enough information by text and Facebook so that they:

- Are reassured that the school understands their concern for their child's welfare and is doing everything possible to ensure their safety
- Do not need to contact the school
- Do not come to the school
- Wait for the school to contact them about when it is safe to collect their children, and where this will be from
- Are aware of what will happen if the lockdown continues beyond school hours

3.2 Bank of Text Messages to Parents

LOCKDOWN PROCEDURE	MESSAGE	EDIT MESSAGE	REASONS
<ul style="list-style-type: none"> • INCIDENT ON THE YARD (LOCKDOWN) • AIR POLLUTION (INCLUDE SMOKE PLUME OR GAS CLOUD) 	WE HAVE BEEN ADVISED TO KEEP YOUR CHILD INSIDE THE SCHOOL UNTIL FURTHER NOTICE. WE WILL INFORM YOU WHEN IT IS SAFE TO COLLECT.	ADD "WHY"	<ul style="list-style-type: none"> • DANGEROUS DOG • CIVIL DISTURBANCE • INFORMATION FROM POLICE • AIR POLLUTION • INTRUDER OUTSIDE
<ul style="list-style-type: none"> • INTRUDER IN SCHOOL 	THERE HAS BEEN A SMELL OF GAS AND WE HAVE EVACUATED THE BUILDING. PLEASE COLLECT YOUR CHILD AS SOON AS POSSIBLE FROM	ADD "WHERE FROM"	
<ul style="list-style-type: none"> • INCIDENT ON YARD (EVACUATION) 	WE ARE UNABLE TO USE THE NORMAL SCHOOL EXIT DOORS. PLEASE COLLECT YOUR CHILD FROM	ADD "WHERE FROM"	
<ul style="list-style-type: none"> • EVACUATION TO MISSION 	DUE TO AN INCIDENT AT SCHOOL WE HAVE YOUR CHILD SAFE AT THE MISSION. PLEASE COLLECT AS SOON AS POSSIBLE.		

3.3 Staff teaching / working outdoors

must take walkie talkies outdoors with them, in order to be contacted as necessary

- Sports Coach
- X1 lunchtime supervisor
- In woods – every time, a phone must be taken

3.4 Communication Script – for all scenarios

- Blow air horn repeatedly as rooms are entered (all rooms on the respective floor / respective area)
- Lockdown / Evacuation
- Follow instructions from ‘team’ / leave your belongings, go NOW
- This must be shouted into ALL ROOMS – airhorn

3.5 KEY ROLES

Key person / Nominated Person	Responsibility
Christina Holland or Suzanne Campbell	Initial contact with the emergency services
Deputy headteacher Suzanne Campbell	Content of message to parents, once children are safely in (hall) Communication with parents
HT or Site Manager	Continuous whistle – signal for lock down
HT or Site Manager	Repeated whistle blasts – signal for all – clear
Communication to UKS2 classes	SC / CH
Communication to LKS2 classes	LW
Communication to KS1 classes and office	EA
Kitchen staff	EA
Communication to EY classes	SB
Communication to staff working outdoors	SB
distribution of registers to classes	SC

3.6 Evacuation to hall

- One member of SLT (not HT / DHT) to take responsibility for a story being read or similar activity – in order to distract children
- Children to sit in classes, as usual
- EY will stay in EY setting – SLT lead in hall must tell KS1 and KS2 pupils that EY children are safe

Exits:

- UKS2 from main entrance
 - LK2 from upper hall fire escape door
 - KS1 from lower hall fire escape door
 - EY from EY exit
- } Staff to push hard on door

3.7 Securing doors

- Main door to be locked, but not until informed by team

3.8 Securing gates

- Gates – SB
- Leave front gates open *if parents are called to collect children*
- *however if there is a disturbance at the back of school must close front gates if children are going to exit by the hall / main entrance*

3.9 In a practice situation

- Children who walk home alone may do so
- Booster - parents will come at normal booster finish time

3.10 IN A REAL EVENT

- No children to walk home alone – all must be collected
- Considerations for SEND pupils? Can they stay somewhere safe, with key worker?
- Boosters will be abandoned

4 BASIC PROCEDURES FOR ALL SCENARIOS

(see appendices for how procedures are adapted for different scenarios)

NB in the absence of any information once airhorn has sounded, assume **lockdown**

	action	details	notes, evaluation
1.	team meeting EA, SB, CH, SC, LW	decisions: <ul style="list-style-type: none"> • which scenario • inform classes • security • text messages 	
2.	decision: <ul style="list-style-type: none"> • lockdown • or evacuation 	EY KS1 KS2 outdoors	EY stay put, All other to hall See 3.5
3.	evacuation decision	EY KS1 KS2 outdoors	evacuation or lockdown team to follow script
4.	inform emergency services		NA
5.	Communicate to classes / staff	message as to reason we need to do this procedure message to be given in each pod, those outdoors, office area, staffroom, PPA room, meeting room	airhorn continuous
6.	security (SB)	doors gates, car park	
7.	registers taken	in evacuation / lockdown situation	
8.	post-assembly team meeting		
9.	all clear	Verbal message / airhorn	
10	inform parents / emergency services if appropriate		

5 LOCKDOWN: Basic procedures

- may be memorised as 'CLOSE procedure', as follows:

Close all windows and doors

Lock up

Out of sight and minimise movement

Stay silent and avoid drawing attention

Endure – be aware you may be in lockdown for some time

No-one should move about the school

5.1 The role of staff

1. Staff to support children in keeping calm and quiet.
2. Staff to remain in lock down positions until informed by key staff e.g. Senior Management Team, Chair of Governors or Office Staff in person that there is an all clear.
3. As soon as possible after the lock down teachers return to their classrooms and conduct a register and notify the reception immediately of any pupils not accounted for.

APPENDIX 1:

SCENARIO 1: CLASSROOM LOCKDOWN PROCEDURES

1. Ensure staff members take action to increase protection from further danger:
 - Block access points if possible
 - Sit on floor, under tables or against the wall
 - Put mobile phones onto silent

2. Turn off lights and computers

3. Stay away from windows and doors

4. Ensure that pupils and staff are aware of an exit point in case an intruder manages to gain access or the room becomes unsafe

5. Check for missing or injured staff members or pupils if it is safe to do so

6. Remain in the classroom until the all-clear signal (repeated short blasts of the whistle) or unless told to evacuate by the emergency services

7. Put a wedge up against the door (provided by the site manager)

Scenario 2

An incident or disturbance on the KS1 and 2 yard which poses a risk to the school

	action	details	notes
1	team meeting EA, SB, CH, SC, LW	decisions: <ul style="list-style-type: none">inform classessecuritytext messages	
2	decision: <ul style="list-style-type: none">lockdownor evacuation	EY stay in EY setting KS1 KS2 outdoors	SEND children stay with key worker in familiar situation as far as possible
3	evacuation decision	EY KS1 KS2 outdoors	evacuation or lockdown team to follow script
4	inform emergency services		
5	Communicate to classes / staff	message: <i>there is a disturbance outside; we need to remain indoors</i> message to be given in each pod, those outdoors, office area, staffroom, PPA room, meeting room	airhorn continuous
6	Emergency services notification		
7	security (SB0	doors, gates, car park	
8	registers to teachers	in evacuation / lockdown situation	
9	post-assembly team meeting		
10	all clear		
11	inform parents / emergency services if appropriate		

Scenario 3:

POLLUTION

	action	details	notes, evaluation
1	team meeting EA, SB, CH, SC, LW	decisions: <ul style="list-style-type: none"> inform classes security text messages 	if incident occurs during playtime – enter school immediately horn (loud external warning) by SB or HT in his absence
2	decision: <ul style="list-style-type: none"> lockdown or evacuation 	EY KS1 KS2 outdoors	all stay in rooms
3	evacuation decision	EY KS1 KS2 outdoors text to parents if real situation -let them know we will inform them when they can collect their child /ren –(all clear given)	evacuation or lockdown team to follow script
4	Communicate to classes / staff air-horn: EA or LW indoors / SB outside	message: we've had an air pollution alert – remain in class, close all windows and doors SB or CH to contact those outdoors by walkie talkie – to give instructions message to be given in each pod, office area, staffroom, PPA room, meeting room	airhorn continuous SB to turn off filters
5	security (SB)	SC to lock main door via thumb turn on inside	lockdown notice on front door – if arranged meeting we will contact to rearrange; for all other visitors – please call again tomorrow
6	registers taken by teachers	in evacuation / lockdown situation	staff to let office know that all children are in school - phone office
7	post-assembly team meeting	inform 999 (LW / EA)	
8	all clear	Verbal message given to staff via the person who informed them of lockdown procedures	
9	inform parents / emergency services if appropriate		

Scenario 4: BOMB ALERT

	action	details	notes, evaluation
1.	team meeting EA, SB, CH, SC, LW	decisions: <ul style="list-style-type: none"> inform classes security text messages contact police 	
2	decision: <ul style="list-style-type: none"> lockdown or evacuation 	EY KS1 KS2 outdoors	EY stay put, All other to hall <i>See 3.5</i>
3	evacuation decision	EY KS1 KS2 outdoors	evacuate as far away as possible <ul style="list-style-type: none"> mission or at rear of school, as far away as possible <i>team to follow script</i>
4	inform parents	do not contact parents until the police have responded if necessary decide from which point parents should collect children	
5	inform emergency services		NA
6	Communicate to classes / staff	message as to reason we need to do this procedure message to be given in each pod, those outdoors, office area, staffroom, PPA room, meeting room	airhorn continuous
7	security (SB)	doors gates, car park	
8	registers to teachers	in evacuation / lockdown situation	
9	post-assembly team meeting		
10	all clear	Verbal message / airhorn	
	inform parents / emergency services if appropriate		

Bomb Alert – further guidance

Bomb threat prompt card for reception staff

If you receive a telephone call from someone who claims to have information about a bomb, perform the following actions:

Actions	Tick
1. Stay calm.	
2. Let them finish the message without interruption. Try to record EXACTLY what they say, especially any codeword they might give.	
3. Make a note of: <ul style="list-style-type: none">• The exact time of the call• The caller's sex and approximate age• Any accent the person has, or any distinguishing feature about their voice (e.g. speech impediment, state of drunkenness)• Any distinguishable background noise.	
4. When they have finished the message, try to ask as many of the following questions as you can, being cautious to avoid provoking the caller: <ul style="list-style-type: none">• Where is the bomb?• What time is it due to go off?• What kind of bomb is it?• What does it look like?• What will cause it to explode?• Why are you doing this?• What is your name?• What is your address?• What is your telephone number?	
5. Dial 1471 – you may get the details of where the phone call was made from, especially in the case of a hoax caller.	
6. Report the call to the police and the headteacher / nominated deputy immediately. In the extremely unlikely event that there was a codeword with the message, and the location of the bomb was given as a location other than the school, follow the same procedure – report the call immediately to the police, and then notify the headteacher.	

Guidance on suspicious packages

The likelihood of a school receiving a postal bomb or suspected biological / chemical package is very low. However, you should be aware of the immediate steps to be taken if you receive a suspicious package or come into contact with a biological or chemical substance.

Postal bombs or biological / chemical packages may display any of the following signs:

- Grease marks or oily stains on the envelope or wrapping
- An unusual odour including (but not restricted to) almonds, ammonia or marzipan
- Discolouration, crystals on surface or any powder or powder-like residue on the envelope or wrapping (suspect biological / chemical threat)
- Visible wiring or tin foil
- The envelope or package may feel very heavy for its size
- The weight distribution may be uneven
- Delivery by hand from an unknown source or posted from an unusual place
- If a package, it may have excessive wrapping
- There may be poor hand writing, spelling or typing
- It may be wrongly addressed, or come from an unexpected source
- No return address or postmark that does not match return address
- There may be too many stamps for the weight of the package.

If you suspect that a letter or a package may contain a bomb:

Instructions	Tick
Stay calm.	
Put the letter or package down gently and walk away from it.	
Do not put the letter or package into anything (including water) and do not put anything on top of it.	
Ask everyone to leave the area (including classes if necessary).	
Notify the police and the headteacher / nominated deputy immediately.	
Do not use mobile phones or sound the alarm using the break glass call points.	

If you suspect that a letter or a package may contain a biological or chemical threat:

Instructions	Tick
Stay calm.	
Do not touch the package further or move it to another location.	
Shut windows and doors in the room and leave the room, but keep yourself separate from others and available for medical examination.	
Notify the headteacher / nominated deputy immediately.	

The headteacher / nominated deputy should then:

Instructions	Tick
Notify the police immediately on 999.	
Ensure that any air conditioning system in the building has been turned off, and that all doors (including internal fire doors) and windows have been closed.	
Evacuate the building, keeping people away from the contaminated room as far as possible.	
Keep all persons exposed to the material separate from others and available for medical attention.	
Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention immediately.	

If anyone believes they have been exposed to biological / chemical material, they should be encouraged to:

- Remain calm
- Avoid touching their eyes, nose or any other part of their body
- Wash their hands in ordinary soap where facilities are provided

