



School Lockdown Procedures Guidelines

January 2017 - January 2018

All council sites including schools should consider the need for robust and tested lockdown procedures. Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff, pupils and members of the public.

Robust lockdown procedures should also ensure that all opportunities to detect and deter threats at the attack planning phase should be taken. Presenting a strong security posture through visible and effective activity, by staff awareness and reporting processes, efficient use of CCTV, deterrent communications and active security zones.

If preventing an attack has not been possible, the ability to frustrate and delay the attacker(s) during the course of the attack and reduce the number of potential casualties can be greatly increased through dynamic lockdown. Advance planning of what needs to be done to lockdown a site and recognising the need for flexibility in those plans will save lives.

When should lockdown procedures be instigated?

Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be:

- A reported incident/civil disturbance in the local community with the potential to pose a risk to staff, pupils or members of the public.
- An intruder on a school or council site with the potential to pose a risk to staff, pupils or members of the public
- A warning received regarding a risk locally, or air pollution (smoke, plume, gas cloud etc.)
- A major fire in the vicinity

Who should make the decision to instigate a lockdown?

Where the lockdown is in response to a planned event or from intelligence received from the Islington police the Emergency Planning officer will co-ordinate any lockdown, however where the lockdown is due to an immediate external or internal threat then the person who is responsible for the front of house/reception should be empowered to activate lockdown procedures.

In many of our council buildings this may be the security officer who mans the reception, the facilities officer, senior librarian or receptionist. Part of your dynamic planning should also consider suitable training for staff so they are able to respond to events in an appropriate manner.

So what should you consider when planning a lockdown procedure for your building?

Advance planning of what needs to be done to lockdown a site and recognising the need for flexibility in those plans will save lives. Planning should consider the following:

- How to achieve effective full or partial lockdown
- How to let people know what's happening
- Training for your staff
- STAY SAFE principles ([see appendix one](#))

[Appendix two](#) – A Guide for Developing Lockdown Procedures should help in developing individual lock down procedures.

HOW TO ACHIEVE DYNAMIC LOCKDOWN

- You should identify all access and egress points in both public and private areas of the site.
- Identify how to quickly and physically secure access/egress points; consider the location / layout of furniture in relation to entry / exit points
- Identify how your site can be sectored to allow specific areas to be locked down
- Roles and responsibilities of staff should be included in the plan
- Where staff are identified in the plan, they must be trained effectively and made aware of their responsibilities
- Your plan should identify how to stop people from leaving or entering the site
- Your plan should consider how you can direct people away from danger
- You should consider how to disable lifts without returning them to the ground floor
- Your plan needs to be flexible enough to cope with and compliment invacuation and evacuation.
- You should consider the occupiers of the building e.g. age, disabilities, learning difficulties, members of the public
- You should have plans of your building with all the access and egress routes identified.
- However, any plan will only work if staff are made aware of the plan and what to do in the event of a lockdown being instigated so consideration must be given to how you will communicate your plan to people
- Your plan should also include how you can provide welfare facilities if the building is occupied by a number of people. Access to toilets and water will need to be considered if the lockdown is over a protracted length of time.

HOW TO LET PEOPLE KNOW WHAT IS HAPPENING

Various options exist to alert people of what is happening and it is not always necessary to install expensive PA systems. The type of building and who occupies your building should be considered when thinking about how to communicate a lockdown to people. This could include:

- Public address system
- Existing internal messaging systems, text, email, staff phones etc
- Pop up on employees computers/internal messaging systems
- Dedicated 'Lockdown' alarm tone (sometimes referred to as bomb alert)
- Word of mouth – using key staff to spread the word e.g. fire marshals
- The fire alarm **must not** be used to alert staff to a lockdown as this will result in staff evacuating the building.

TRAINING YOUR STAFF

You will not be able to train your staff for every eventuality however, due to the fast moving nature of incidents that require lockdown it is important that all staff are able to act quickly and effectively when they are notified that there is a lockdown in process.

- Staff should be trained in the principles of 'Stay Safe' (see appendix one)
- Ensure people know what is expected of them, their roles and responsibilities
- Check that staff understand the lockdown procedures and what they need to do
- You should test the plan just as you would test your evacuation procedures
- Lockdown information should be displayed alongside information relating to fire drills.

LOCKDOWN ARRANGEMENTS

Lockdown arrangements should be determined on an individual basis, as they will be dependent to a large extent on local circumstances such as premises design and layout, resources available etc. However an example of a lock down procedure could be:

1. Partial lockdown

Alert to staff: Partial lockdown

This may be as a result of a reported incident/civil disturbance in the local community with the potential to pose a risk to staff, pupils or members of the public. It may also be as a result of a warning being received regarding the risk of air pollution etc.

Immediate action:

- In the case of a school, adventure playground, nursery or children's centre all outside activity to cease immediately, pupils and staff return to building.

- All staff, pupils or members of the public remain in the building
- All external doors and windows are locked
- Free movement may be permitted within the building dependent upon circumstances.

All situations are different, once everyone is safely inside the building, senior staff will conduct an ongoing and dynamic risk assessment based on advice from the Emergency Planning Officer or Emergency Services. This advice should be communicated to everyone on a regular basis.

A partial lockdown is a precautionary measure, but puts the building in a state of readiness (whilst retaining a degree of normality) should the situation escalate.

In the event of an air pollution issue, air vents / intake / air handling units can be closed (where possible) as an additional precaution. Emergency services will advise as to the best course of action in respect of the prevailing threat.

2. Full Lockdown

Alert to staff: Full Lockdown

This signifies an immediate threat to the building and may be an escalation of a partial lockdown.

Immediate action:

- In the case of a school, adventure playground, nursery or children's centre all outside activity to cease immediately, pupils and staff return to building.
- External doors locked
- Office/classroom doors locked if possible. However, consideration should be given to how to secure doors which can't be locked such as barricades
- Windows locked, blinds drawn.
- Staff, pupils or members of the public should be encouraged to sit quietly out of sight, away from doors and windows
- Mobile phones, two way radios, etc. should be switched to silent

Staff, pupils and members of the public should be updated on a regular basis however everyone should stay where they are until the lockdown has been lifted by the Emergency Planning Officer or Director on-call.

If during the lockdown the fire alarm is sounded this will signal that the building is to be evacuated and the normal evacuation procedure should take place.

During the lockdown, staff will keep agreed lines of communication open but not make unnecessary calls. The lockdown procedures should consider discreet communication and this may include:

- Where staff have access to an internal email system then they could access their account and await further instruction.
- In schools there may be a system where instructions can be given via text messages

Emergency Services

It is important that during any lockdown, lines of communication are kept open with the Emergency Planning officer and Emergency Services as they are best placed to offer advice as a situation unfolds. The site may or may not be cordoned off by emergency services depending on the severity of the incident that has triggered the lockdown.

Appendix one

Stay Safe

Firearms and weapons attack

'Stay Safe' principles (Run Hide Tell) give some simple actions to consider at an incident and the information that armed officers may need in the event of a firearms and weapons attack. Full guidance is contained on the NaCTSO website <https://www.gov.uk/government/publications/recognising-the-terrorist-threat>.

Run

- Escape if you can.
- Consider the safest options.
- Is there a safe route? RUN; if not HIDE.
- Can you get there without exposing yourself to greater danger?
- Insist others leave with you.
- Leave belongings behind.

Hide

- If you can't RUN, HIDE.
- Find cover from gunfire.
- If you can see the attacker, they may be able to see you.
- Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal.
- Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls.
- Be aware of your exits.
- Try not to get trapped.
- Be quiet, silence your phone.
- Lock / barricade yourself in.
- Move away from the door.

Tell

- Call 999 - What do the police need to know?
- Location - Where are the suspects?
- Direction - Where did you last see the suspects?
- Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.
- Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
- Stop other people entering the building if it is safe to do so

Armed Police Response

- Follow officers' instructions.
- Remain calm.
- Can you move to a safer area?

- Avoid sudden movements that may be considered a threat.
- Keep your hands in view.

Officers may

- Point guns at you.
- Treat you firmly.
- Question you.
- Be unable to distinguish you from the attacker.
- Officers will evacuate you when it is safe to do so.

You must STAY SAFE

- What are your plans if there were an incident?
- What are the local plans? e.g. personal emergency evacuation plan.

LOCKDOWN PROCEDURES- Yerbury Primary School

Procedures	Action
Phase 1	
1. Nominate the person with authority to manage the lockdown. The nominated person will initiate, manage and co-ordinate the lockdown	Head Teacher, DHT, SBM, and Premises Manager -members of staff to inform any one of these.
2. Define and list the circumstances in which our site will call a lockdown.	<ul style="list-style-type: none"> • LEVEL 0: Localised incidents • Level 1: Localised Emergencies • Level 2: Major community emergencies See School Emergency and Business Continuity Plan
3. Determine how individuals will report something suspicious	Immediately inform HT, DHT, SBM, PM
4. Arrange how the lockdown alert signal will be given:	Internal telephones showing 'LOCKDOWN' – do not answer phone
5. Share the draft plan with staff and incorporate any relevant additions and changes	Each year with updates throughout the year and one annual drill of full and partial lockdown at the beginning of the year.
6. Share and discuss the draft plan with other agencies such as police.	Review and integrate changes to facilitate a co-ordinated local approach.
8. Consider engaging with anti terrorism police or with a company who specialise in security plans	Local anti terrorism police can provide invaluable support in developing lockdown procedures- follow direction of LA.
9. Communicate and train staff in the procedures: Each year with updates throughout the year and an annual drill of full and partial lock-down.	<ul style="list-style-type: none"> • All staff at yearly review of Staff Handbook • All new staff on induction
10. Document roles and responsibilities of the personnel.	<ul style="list-style-type: none"> • Contacting police where relevant • Liaising with Premises Manager

See job cards on SEP in grab bags.	<ul style="list-style-type: none"> • How to collate information about the situation
Phase 2 – Initiating a Lockdown	SBM if full lockdown needed immediately; HT if partial lockdown needed
Instigate lockdown procedures:	<ul style="list-style-type: none"> • Close and lock external doors • Contact police if required • Liaise with Premises Manager • Provide information to Emergency Planning Officer if able • Communicate serious incidents resulting to lockdown to staff, members of the public, Chair of Governors
Open lines of communication with Emergency Planning Officer	Daniel Lawson - #0207 527 2690 #07825 098 669
Phase 3 – Lockdown:	SBM/ Head teacher
<ul style="list-style-type: none"> • Stay in current position unless instructed to move to another area • Stay calm and listen to instructions • Support other staff who may be anxious 	<ul style="list-style-type: none"> • <u>Contact Emergency Planning Officer</u> to assist with co-ordination of plan • Liaise with Office Staff and Premises Manager to assist with lock down • Collect any information about incident/intruder etc. • Provide as much information to the police as possible
	<p style="text-align: center;">Partial lockdown:</p> <p style="text-align: center;"><i>Communicated via phone verbally</i></p> <p>Ensure all staff & children are inside Lock all external doors Close windows Continue as normal <u>inside</u> the school, although bring all your children into the same space. Await further instruction – stay near phone</p> <p>Depending on circumstance, all staff & chn may be required to gather and sit quietly in bottom hall, in case school needs to evacuate urgently. Staff will be informed of this via phone.</p>

	Await further instruction/ all clear. If the fire alarm sounds, evacuate as normal.	
Facilities staff: Premises Manager, Office Staff and SLT	<ul style="list-style-type: none"> • Support Premises Manager in maintaining lockdown • Provide staff to man exits etc. • Assist with communication of lockdown to all staff and members of the public on a regular basis • Assist with welfare facilities if required • Assist with locking internal doors where possible 	
Phase 4 – Lockdown over		
Internal telephones	Office staff called EYFS, KS1 and KS2 separately to inform staff of the end of lockdown	
Debrief incident team: HT, DHT & SBM & PM	Brief incident team on situation	
Assign incident team to debrief staff: Head Teacher , DHT, SBM & PM	<ul style="list-style-type: none"> • Speak to staff and obtain any relevant information which may assist in an investigation • Advise staff of the <i>Employee Assistance Programme</i> if they require additional support (Telephone #: 0800 243458. Website: assistance@workplaceoptions.com) • Brief staff meetings over next couple of days 	
Phase 5 – Follow up		
Documentation: Head Teacher, DHT & SBM	<ul style="list-style-type: none"> • Ensure actions, notes etc. of the incident are provided to senior managers, emergency planning officer or police as required. 	
Provide ongoing support to staff: Head Teacher, DHT and SBM	<ul style="list-style-type: none"> • Immediate and ongoing support should be given to staff post incident 	
Follow up and review procedures: Head Teacher, DHT, SBM, Assistant Head Teachers, Premises Manager	<ul style="list-style-type: none"> • Review procedures, how did they work – what needs to be changed • Ask for feedback from staff about what worked well and what did not • Update procedures as required, re-distribute and ensure all staff and others trained in new procedures • Inform Governors • Practise again with new procedures. 	