

Invacuation & Lockdown Policy

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Statement of Intent

The safety of pupils, staff members and visitors on the premises of the **Arthur Terry Learning Partnership (ATLP)** is paramount and **ATLP** takes its duty to protect the wellbeing and welfare of everyone very seriously.

The main priority is to prevent an emergency from occurring in the settings; however, this is sometimes out of the hands of the school/site. In an emergency, staff members of **ATLP** will endeavour to take all reasonable actions in order to ensure the safety of pupils, staff members and visitors to its schools/premises.

1. Legal Framework

1.1. This policy has due regard to statutory legislation including, but not limited to, the following:

- The Management of Health and Safety at Work Regulations 1999
- The Health and Safety at Work etc. Act 1974

1.2. This policy has due regard to official guidance including, but not limited to, the following:

- National Counter Terrorism Security Office (2015) 'Developing Dynamic Lockdown Procedures'
- DfE (DfE (2014) 'Health and safety: advice on legal duties and powers'
- DfE (2015) 'Emergency planning and response'

1.3. This policy will be applied in conjunction with the following school policies and procedures:

- Health and Safety
- Lockdown
- Critical Incident Policy/Business Continuity Plan

2. Roles and Responsibilities

2.1. Headteachers will:

- Lead and promote discussion with colleagues and all school stakeholders on the subject of risks to the school premises and school community.
- Discuss and consider the key threats to their premises.
- Use the information above to develop an evacuation/lockdown plan and communicate and practice this plan. This plan will include:
 - The identification of likely risks, ways of raising the alarm, evacuation and lockdown procedures.
 - How plans will be communicated and to whom.
 - A commitment to practice and review these plans regularly.
- Encourage everyone in the school community to take responsibility for security, and, promote the "right to be suspicious" – a challenge culture and to report any suspicious or unusual behaviour. See Appendix C – Deter, Detect, Delay.
- Communicate with all staff, pupils, parents/carers and other stakeholders about the plans in place.
- Ensure that all staff can take responsibility and act in any situation if they feel there is a threat. Staff should feel secure in making a decision to implement any part of the plan in the absence of senior staff/school leaders.

3. Invacuation & Lockdown Procedure

- 3.1. Headteachers will ensure that premises have in place sensible and proportionate responses to situations which pose a threat to the safety and security of staff and pupils. Threats to premises may come from international terrorism, domestic terrorism and/or localised threats to the school and the community such as:
- Local individuals with a grudge/violent behaviour/extreme anti-social activities which may threaten the school, pupils or staff.
 - Dangerous dogs.
 - Environmental threats such as smoke, gas/fumes or major fire in the vicinity.
 - Internal threats from pupils, staff or members of the school community.
 - Impacts from a nearby attack or major incident at a 'high risk' prestigious neighbouring premises (e.g. due to emergency services response / road closures).
 - Threats by association with high profile individuals, the location of the premises, the school's activities, visitors, sponsors, contractors and staff.
- 3.2. Invacuation & lockdown procedures will be a sensible and proportionate planned response to any incidents which pose a threat to the safety and security of colleagues and service users. This might include the risk of a terrorist attack, but other risks should also be included.
- 3.3. It is not possible to provide generic templates for these plans due to the variety and types of security threat. Elements which may be important are not only the type of incident, but also the design and size of a building, the occupants, the activities being run and the facilities on site. All plans and procedures will be recorded, communicated, practiced and reviewed.
- 3.4. The Invacuation & Lockdown Plan will be summarised in short flow chart /action plans for ease of use and communication with all stakeholders. These might include flow charts for invacuation, calling emergency services, key contacts etc, that can be easily referred to in an emergency situation. All staff will be aware of their location. See Appendix B.
- 3.5. There may be occasions when it is safer to remain inside the building or call people back into the building if the risk of harm is outside.
- 3.6. In some situations, bringing everyone inside will be sufficient. In others a full security lockdown may be required. For example, if there is an aggressive dog outside the school grounds/playground, the school will implement an invacuation procedure (to get all staff and pupils inside). This may be sufficient in the circumstances. However, should the dog then get into the school buildings, a lockdown procedure may need to be instigated. This may be a precautionary measure but puts the school in a state of readiness, (whilst retaining a degree of normality), should the situation escalate.

3.7. Raising the alarm

3.7.1. Headteachers will decide how to communicate the message that invacuation is required. This **will be different** from the usual fire alarm evacuation sound.

3.7.2. An “alarm” does not have to be an automatic signal using bells or an audio message throughout the premises. A number of different methods of raising the alarm could be considered:

- Radio/walkie-talkie communications.
- Interactive whiteboard messages.
- Pagers.
- Hand bell / air horn / klaxon.
- Use of coded word.

3.8. Raising the alarm should raise into consideration how the emergency services will be contacted. All situations are different, and it will be necessary to review and react to a situation as well as to follow advice from the emergency services.

3.9. Where do people go in invacuation?

3.9.1. During the development of these plans headteachers will review the site and highlight areas where people can stay safely during an invacuation or lockdown. This does not have to be classrooms or the school hall, it can be anywhere within the school building which does not pose a physical risk such as machinery/chemicals. **A plan may have to include more fluid instructions such as telling pupils and staff to go to ANY classroom or safe area.**

3.9.2. An emergency security situation may lead to staff and pupils being displaced across the site and people may react in unpredictable ways. It is important that a plan has flexibility in order to cope with these types of events. For example, creating a plan for invacuation which suggests returning to designated classrooms may not be possible; the plan will need to allow staff and pupils to think dynamically about where they can go to.

3.10. This is a principle of the *Run, Hide, Tell* information. See Appendix D

3.11. Lockdown procedures (locking doors / covering windows and securing access points) are intended to frustrate or delay anybody who may be a threat, in trying to access the building. These are the next step procedures which you may wish to instigate once an invacuation has taken place. A lockdown can reduce the potential number of casualties in the case of weapons/violent attacks. These procedures will be written, communicated and tested.

Depending on the nature of the building and its use, a plan might include partial and full lockdown elements.

3.12. Partial lockdown

- 3.12.1. This might be used on large sites with larger numbers of occupants where there is an incident in one area of the site. This may mean that, occupants are aware and alerted to the security situation elsewhere, points of entry to the building are secured to prevent any threat entering the building and individuals are prevented from leaving. In these cases, movement may continue in the building depending on the threat.

3.13. Full lockdown

- 3.13.1. May develop from partial lockdown situation or may be the result of a threat inside or outside the building such as a weapons attack. In these situations, occupants will alert emergency services, communicate with building occupants and secure access to the building.

3.13.2. Those inside the building will:

- Move away from windows.
- Lock internal doors if possible either by use of security system or manual locks.
- Close blinds/curtains.
- Remain quiet and out of sight.
- Turn off room lights.
- Turn off smartboards and computer monitors.
- Silence personal devices.
- Move towards the inner core of building/safe areas if possible. In a potential gunfire situation, stay in a location that would protect people from this threat; consider locations behind substantial brickwork or heavy reinforced walls.

- 3.14. Additionally, staff and pupils should be aware of the potential impact on their ability to “run, hide” if using automatic door locking systems in a lockdown situation.

- 3.15. When a plan has been developed it is necessary to practice and communicate the plan. All occupants of a building should be involved in practising the procedure which can be practiced at desk top level, in slow time and developing to real time practice.

4. Communication

4.1. Where possible during the lockdown, staff can use discreet lines of communication.

Examples of discreet communication channels might be:

- Where staff have access to an internal e-mail system accessing their account through a variety of means e.g. laptop, smartphone or tablet.
- Group communication through “user groups” via text message.

4.2. Communication Between Parents/Carers and the School

4.2.1. Arrangements for communicating with parents/carers in the event of a lockdown will be routinely shared by letter, text or the school website. It may be useful to reinforce the message that if the school is in a lockdown situation, phone lines and entrances will be un-manned, external doors locked and nobody will be allowed in or out.

In the event of an actual lockdown, it is strongly advised that any incident or development is communicated to parents/carers as soon as is practicable using pre-planned messages. Key information provided will be:

- The school has an ongoing security situation.
- Their child’s welfare is important and that the school has followed lockdown procedures.
- Request that they not to contact the school. (*Calling the school could tie up telephone lines and being unable to get through can cause further anxiety*).
- Request that they do not come to the school as this will interfere with emergency services access to the site and may even put themselves and others in danger.
- How they may get information about when it is safe to collect their children, and where this will be from (e.g. parent text/police).
- What will happen if the lockdown continues beyond school hours.

4.3. Should parents/carers present at the school during a lockdown, under no circumstances will members of staff leave the building to communicate directly with them.

4.4. Emergency Services

4.4.1. It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds.

The school site may or may not be cordoned off by Emergency Services depending on the severity of the incident that has triggered the lockdown.

5. Hostage Situation

5.1. In the event of someone being taken hostage on the premises, the **headteacher/designated senior leader** will seek further advice from the emergency services. It may be necessary to evacuate the rest of the site. Staff and pupils may be asked to hide or disperse if this will improve their safety. If armed police attend the site, staff will observe the following advice-:

- Follow police officers' instructions;
- Remain calm;
- Avoid sudden movements that may be considered a threat;
- Keep hands in view.

ARMED POLICE OFFICERS MAY:

- Point guns;
- Treat staff firmly;
- Question staff;
- Be unable to distinguish staff from the threat.

6. Critical Incident Policy/ Business Continuity

6.1. Business continuity is the ability of the school to maintain essential functions after a critical incident has occurred. Headteachers will be aware that if the school is deemed to be a crime scene by the emergency services, access to the school building will not be allowed until the investigations have been completed. This could be for a considerable amount of time. Headteacher's therefore, will ensure that they have adequate and effective arrangements and contingencies within their Business Continuity Plan to enable them to provide a teaching and learning environment/function at alternative locations and not within their own school premises or grounds. This will require collaboration with community groups/venues, transport and catering organisations and other schools.

7. Monitoring and Review

7.1. Following an occurrence necessitating the lockdown procedure, the following actions will be taken: -

7.1.1. A full review will be conducted by the **headteacher** in collaboration with the emergency services (where their involvement was required), Civil Contingencies, staff and ATLP Head of Estates and Operations.

7.1.2. The headteacher and staff will carry out a review with all pupils. Those pupils reidentified as requiring additional support will be offered help; this could be from external providers.

- 7.1.3. The headteacher will keep parents/carers and other stakeholders informed and involved where appropriate. This policy will be reviewed on an annual basis, or sooner, if statutory guidance changes.

Appendix A - Developing Invacuation & Lockdown Plans

Questions to ask	Things to consider
What risk situations have you identified as being a threat to the school?	<p>Examples</p> <ol style="list-style-type: none"> 1. Individuals with a grudge/violent behaviour/extreme anti-social activities which may threaten the school, pupils or staff. 2. Dangerous dogs. 3. Environmental threats such as smoke, gas or fumes or major fire in the vicinity. 4. Internal threats from pupils, staff or members of the school community. 5. Impacts from a nearby attack or major incident at a 'high risk' prestigious neighbouring premises (e.g. due to emergency services response / road closures)? 6. Threats by association with high profile individuals, the location of your premises, your activities, its visitors, sponsors, contractors and staff.
Who will potentially be affected?	Pupils/Staff/Members of the public
Who can take responsibility for invacuation/lockdown?	<p>Consider if all members of the school community may need to raise the alarm. How will they do this? How will you discuss this with the school community?</p>
Which points of access to the building would need securing?	<p>Identify these on a plan. Who will secure/lock doors? How are points of entry secured? (automatic locking/ keys) Where are keys or codes kept if required? If a door cannot be locked can it be secured in another way? (Bolts/barricaded)</p>
Alarms – how is the alarm raised for an invacuation/lockdown?	<p>How will building occupants be alerted? How will emergency services be contacted? How will parents/carers be contacted?</p>
Rooms used for invacuation/lockdown (such as classrooms/offices or other	<p>Identify these on a plan. Where are the preferred locations to take refuge? How is the fluid nature of the plan communicated?</p>

<p>areas which give the ability to be out of sight).</p>	<p>Areas to avoid. Are all window blinds working effectively in rooms identified for invacuation/lockdown? What method of securing doors can be used? Locks and Bolts/Barricades. What do staff and pupils do when in secure in these areas? (see example template below)</p>
<p>Communication Create simple flow chart/action cards for all staff and pupils (see example template below)</p>	<p>What means of communication is available? Mobile phones/radios? Will alternatives be needed? Create an action card of key numbers – emergency number, key contacts etc. How will you communicate after the event? What documents/record might you need to access after the event? Refer to your BCP – what to do if you do not return to your premises.</p>
<p>Review and practice</p>	<p>How will you communicate the plans to the school community? How will you conduct - Desk top exercises/Slow time exercises/Real time exercises?</p>
<p>Other information</p>	

Appendix B Instruction for all staff and pupils

Insert name of school

INVACUATION (INCLUDING LOCKDOWN) PROCEDURE

In the event of **explain school's own recognised signal**, go inside or stay indoors in the room/classroom that you are in. If you are outside when this **XXX** sounds, make your way to the nearest classroom or safe place. **Specify how staff will be informed if it is a partial or full lockdown and how further information will be shared.**

Invacuation	Invacuation with <u>lockdown</u>
<p>GO INSIDE. Ensure all staff/pupils/students/service users/visitors are safely inside the school building. OR follow RUN HIDE TELL principles.</p>	
<p>Close entrance points (e.g. doors, windows) to prevent the animal/pollutant etc. entering the building.</p> <p>If possible close off ventilation and air conditioning systems (if pollutant related invacuation).</p>	<p>Lock and secure entrance points (for example - doors, windows) to prevent the intruder/violent person etc. entering the building.</p>
<p>Go to a designated safe area, if appropriate. (Depending on the situation it may be possible for the establishment to continue business as usual).</p>	<p>Go to a designated safe area and if possible.</p> <ul style="list-style-type: none"> • Close doors and windows en-route. • Block access points (for example - move furniture to obstruct doorways). • Sit on the floor, under tables or against a solid wall. • Keep out of sight. • Keep silent. • Draw curtains/blinds. • Turn off lights. • Stay away from windows and doors. • Put mobile phones on silent.
<p>Dial 999 – Ask for appropriate Emergency Service(s) and follow instructions</p>	
<p>STAY IN- Remain in the designated safe/lockdown area until the all clear signal is given or instructed to evacuate by the Emergency Services.</p> <p style="text-align: center;">If you are with children, it is important to:</p> <ul style="list-style-type: none"> • remain calm • reassure them • remind them to follow your instructions 	

Frequently Asked Questions

1. What is an invacuation procedure?

- Answer – this is a procedure that is developed and designed for each individual site. It outlines the actions taken in a security/threat situation. Invacuation is the process followed to bring everyone inside the building as quickly and safely as possible. This may then further lead into a lockdown procedure (see below).

2. What is a lockdown procedure?

- Answer – a lockdown is a situation where there is a need to secure staff/pupils inside school buildings that will include instructions to seek a secure place away from the threat.

3. Should sites have a written invacuation/lock down procedure?

- Answer - Yes – any policy/procedure will be written and communicated to all stakeholders as appropriate.

4. Is there a need for a plan for every possible threat situation?

- Answer – it's not possible to define every type of security threat that may arise. A school's plan, as far as possible, should concentrate on the likely risks identified and the best possible solutions or procedures developed to protect the school, staff and pupils. Security threats such as violence, trespassing and reacting to community based threats as well as terrorism, should be considered.

5. Who should take responsibility to raise the alarm and instigate invacuation or lockdown?

- Answer – any procedures will be created and communicated in such a way that anyone present will be able to act to raise the alarm as necessary and take any necessary action.

6. Should schools “test” their Invacuation and Lock down plans?

- Answer – yes, very much like a Business Continuity Plan, schools should carry out desk-top tests involving staff, governors and pupils. Further “slow time” tests could also take place around operating the procedures in a low key way followed by “real time” testing as appropriate for each school and premises.

7. Must there be blinds on all site's windows and doors?

- Answer – this is not mandatory but where blinds are fitted, then they should be operational. Where vision panels in classroom doors exist (these are usually fire vision panels), these should not be covered during any normal day BUT may have blinds fitted for use in a lock down scenario.

8. Should schools whose doors don't have locks/open outwards be replaced?

- Answer – this is not necessary; schools should work with what is available and think about simple low cost options if needed. For example, slide bolts can be fitted to secure doors or procedures can include barricading doors to prevent entry if necessary. Often an intruder will be deterred from entering a room if they are faced with a barrier.

9. Should schools inform parents and carers about plans?

- Answer – Yes plans will be communicated with the school community, the content of the communications may need to be tailored to the groups involved, but this would include:
 - Staff - permanent and temporary staff and also staff from other companies who work on site such as catering, cleaning staff and contractors. Engage all staff on the site, any of whom may need to take responsibility in an emergency.
 - Pupils – communicating messages in an age appropriate way.
 - Governors, Trust Board.
 - Parents and carers.
 - Those involved in school lettings.

Appendix C - The principles of Deter, Detect, Delay

DETER any type of threat or attack by highlighting and enhancing site security.

How each school protects their site, access procedures, attitude and vigilance around the premises is an important deterrent. Strength in this area may deter anyone from trying unauthorised access.

Examples could include:

- Having a secure site, with restricted car park access, good boundary fences and clear signs advising people where they must go when they arrive on site.
- (If in place) a CCTV system that it is working and has sufficient coverage.
- Managing information about the site and procedures such as information on websites and in communications. Could information provide intelligence to those who wish to access or threaten the premises?
- Encouraging the reporting of suspicious behaviour/suspect vehicles.
- Staff and visitors wearing ID badges/challenge culture on tailgating/no identification badges.
- Checks on incoming post.
- Regular security walks to include looking for unsupervised packages.
- Checking security alarms and other building security features (such as lighting which detects movement).
- Vigilant and effective contractor management controls which include standards on building materials/waste/equipment storage/management of access to previously secured areas/weekend and out of hours working/alarm systems being silenced.

Additionally, good housekeeping on sites can help to deter risk, reduces the opportunity for placing suspicious items or bags and helps deal with false alarms and hoaxes. Examples could include:

- Keeping exits, entrances, walkways and playgrounds clean, tidy and well lit.
- Keeping fixtures, fittings and furniture in the above areas to a minimum – ensuring there is little opportunity to hide devices.
- Locking unoccupied offices, rooms, external buildings such as boiler houses and store cupboards.
- Maintaining clean and organised storage to make it easier to spot “unusual” items.
- Considering the size of litter bins, their openings and location. Minimise litter bins in critical, sensitive or vulnerable areas such as near glazing, support structures etc.
- Considering tamper-proof seals on maintenance hatches.
- Pruning vegetation and trees, especially near entrances, to help surveillance and prevent the concealment of any packages.
- Using clear bags for waste disposal making it easier to check for suspicious items.

DETECT – quickly identifying someone/something unusual.

Being able to quickly detect and challenge can be a good way to disrupt any potential risks. If a person knows they have been detected this can often be a deterrent. For example:

- A CCTV camera directed at them.
- Having a culture of (safe) challenge if strangers try to access the site - someone asking “Are you OK there? Can I help you?”
- This can also disrupt Hostile Reconnaissance (see below).

Hostile reconnaissance

Hostile reconnaissance is the term given to the information gathering phase by those individuals or groups with malicious intent. Information about a site or event is gained by using online research, on-site visits and if and where necessary, insider knowledge.

Suspicious behaviour

Someone who is a threat cannot be identified from their appearance, age, ethnicity, gender or clothing but suspicious behaviour can be identified.

What could be seen as suspicious?

- A person taking photographs outside (or inside) the premises (are they taking a selfie or a photograph of something else?).
- A person loitering or walking up and down in restricted or non-public areas or outside boundary/gates.
- A person paying significant interest to entrances, exits, CCTV cameras or security features.
- Repeated visits to the site.
- Someone asking unusual questions.
- Someone concealing their face, avoiding eye contact or in disguise or walking away when challenged.

It is not just people on foot; vehicles are often used in reconnaissance. Be aware of vehicles parked out of place or left abandoned, or a vehicle making repeated visits.

Challenging and reporting suspicious behaviour

A person that has been acting in a suspicious manner should be approached and challenged about their actions, at a safe distance if necessary.

"Challenge" means to tactfully and politely greet the individual and offer assistance.

If a person is there for legitimate reasons, he or she will appreciate the attention shown to them. Someone with the intent of engaging in criminal activity does not want attention drawn to them. If approaching a suspicious person makes one uncomfortable, or if suspicions continue after making contact, the situation should be reported to the police.

Reporting suspicious behaviour or items

Staff will be made aware of the security principles to follow and to report – “if you see something – say something”.

Staff will be made aware of and use the HOT protocol (see Suspect Packages

below) if a suspicious package is detected/suspected.

DELAY – slowing down access to premises.

Clearly defined boundaries

It is important that the public knows the extent of the school grounds. This does not always mean that the grounds are fenced, but some form of boundary or signage will assist. Landscaping/hedging should not act as a screen for potential intruders. It is helpful to have one main gate/entrance, preferably visible from the reception area. To increase security, separate footpath entrances for pupils could be opened only at peak arrival and departure times.

Rights of way/Shared grounds

Rights of way through school grounds may present a particular security risk. Schools which are concerned about this may be able to have the right of way re-routed. Schools who share grounds with other buildings (such as leisure centres) may not be able to secure the site so other security measures such as CCTV and building access will become more important.

Secured access points

If someone who poses a risk accesses the premises, then locked doors, secured gates and other physical barriers will act as a delay until the alarm can be raised. These delay elements will form part of the planned approach as emergency plans are put into action.

Appendix D

RUN HIDE TELL

Run Hide Tell is the UK Governments response and advice to people caught up in a terrorist attack/threat. The four-minute film, *Stay Safe: Firearms and Weapons Attack* sets out three key steps for keeping safe. The film is accompanied by an online information leaflet.

RUN



Run to a place of safety. This is a far better option than to surrender or negotiate. If there's nowhere to go, then...

HIDE



It's better to hide than to confront. Remember to turn your phone to silent and turn off vibrate. Barricade yourself in if you can. Then finally and only when it is safe to do so...

TELL



Tell the police by calling 999.

RUN HIDE TELL message public information film:

<https://www.gov.uk/government/publications/stay-safe-film>

A campaign aimed at children and teenagers (11-16-year olds) is available which covers the Run Hide Tell advice, endorsed by some celebrities.

<https://www.gov.uk/government/news/act-for-youth>

Key websites and numbers

Terrorist Hotline 0800 789 321

UK Govt. Website - <https://www.gov.uk/terrorism-national-emergency>

MI5 Website - <https://www.mi5.gov.uk/threat-levels>

UK Government Guidance on Recognising the Terrorist Threat:

<https://www.gov.uk/government/publications/recognising-the-terrorist-threat/recognising-the-terrorist-threat>

RUN HIDE TELL message in a short public information film:

<https://www.gov.uk/government/publications/stay-safe-film>

National Police Chiefs Council

<http://www.npcc.police.uk/NPCCBusinessAreas/WeaponAttacksStaySafe.aspx>

Appendix E – School’s Lockdown Policy