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| Lockdown Procedures |
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| **Policy Title**  |
| **Lockdown Procedures** |
| Version Number | 1.0 |
| Policy Implementation Date | 01 MAY 2021 |
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| Approved by Senior Management | 01 MAY 2021 |
| Approving Signature | Angela Mollan |
| Policy Review Date | 01 MAY 2024 |

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**1.0 Introduction**

Whilst there is currently no statutory requirement for schools to develop a Lockdown Policy it is expected that schools will have Lockdown Procedures in place to support them to manage unexpected risks and threats. Whilst Liverpool City Council (LCC) and School Improvement Liverpool Ltd can provide guidance, it would not be appropriate to provide a generic policy or set of procedures as they must be personalised for each setting and take account of the geographical location of the school, layout of the site and the age and needs of the pupils. Lockdown Procedures should be straightforward and concise and should be linked to your School’s Emergency Management Plan (S.E.M.P.) and Evacuation Policy and whole school Health and Safety Policy.

Lockdown Procedures may be activated in response to a number of reasons including:

* A major fire or environmental emergency in the vicinity of the school
* Severe weather conditions
* A disturbance in the local community, with the potential to pose a risk to staff and pupils in the school, this may be community disturbances, dangerous dogs etc
* An intruder on the school site, with the potential to pose a risk to staff and pupils

Whilst it is not possible to create a precise set of plans for every eventuality, ‘Dynamic Lockdown Procedures’ provide a framework to support schools to respond.

1. **Links to National Guidance**

The National Counter Terrorism Security Office (NaCTSO) define Dynamic Lockdown as ‘the ability to quickly restrict access and egress to a site or building (or part of) through physical measures in response to a threat, either external or internal. The aim of Lockdown is to prevent people moving into danger areas and preventing or frustrating the attackers from accessing a site (or part of).’

NaCTSO encourage the planning and development of Lockdown Procedures to consider:

* how to achieve effective **Partial or Full Lockdown**
* how to let people know what’s happening
* training your staff, especially in the Stay Safe Principles (see Appendix 3)

STAY SAFE principles: “Stay Safe” is a short film (see link) capturing the actions that people should take in the event of a firearms or weapons attack. It contains the main messages of:



Stay Safe Video link - <http://www.npcc.police.uk/NPCCBusinessAreas/WeaponAttacksStaySafe.aspx>

This website includes 2 videos, plus transcripts, a 20 second video and leaflets in English and Welsh

For further advice and guidance please visit the NaCTSO website: [www.nactso.gov.uk](http://www.nactso.gov.uk) and the National Police Chief’s Council <http://www.npcc.police.uk/NPCCBusinessAreas/WeaponAttacksStaySafe.aspx>

1. **Definition of Partial and Full Lockdown**

**Partial Lockdown**

A Partial Lockdown could be due to a reported incident in the local community including air pollution or civil disturbance and would typically include the following immediate actions:

* Signal to staff that the school is in Partial Lockdown
* Bring any children and staff back into the building
* Close and lock external doors and windows
* In the event of air pollution, turn off any systems that circulate air through the building and attempt to seal up doors, windows and vents to classrooms to minimise possible ingress
* Everyone should remain indoors until the all-clear is given, although staff and children may be able to move around school freely
* Staff should await further instruction

**Full Lockdown**

A Full Lockdown signifies an immediate threat, for example where there is an intruder within the building. Steps taken would typically include the following immediate actions:

* Signal to staff that the school is in Full Lockdown
* Contact emergency services
* Ensure all pupils remain in their classroom or other agreed location
* Close and lock external doors and windows
* Classroom doors should be locked from within and blinds drawn where possible
* Ensure pupils sit silently out of sight and where possible behind brickwork or reinforced walls (Full Lockdown should give the appearance that the school and its rooms are empty)
* Turn off lights, smartboards and computer monitors
* Turn mobile phones to silent
* A register should be taken and this should be communicated to the designated control room
* Use discreet agreed channels of communication
* Staff should await further instruction

If an intruder has entered the building you should consider the need to adapt your procedures. This may include:

* Directing all pupils, staff and visitors into the nearest classroom or secure space
* Ensuring classes that are outside should not enter the building but be moved to a safe evacuation point
* Locking classroom doors, but not locking exterior doors
* Ignoring anyone at the door until given the all clear

Alternatively if the school is subject to an aggressive terrorist type attack, the basic Stay Safe Principles RUN, HIDE, TELL **must** be followed – see Appendix 2 of this guidance.

1. **Basic principles for developing Lockdown Procedures**

Whilst it would not be appropriate to prescribe generic school Lockdown Procedures, schools have found it helpful to incorporate the following into their planning or procedures:

* Nominate a Lockdown Leader and Deputy Lockdown Leaders who will be part of your School’s Emergency Planning Team. Set out their roles and responsibilities.
* Ensure staff know the recognised signals that will indicate either Partial or Full Lockdown (this should be a different signal to the fire alarm). There will need to be a further agreed announcement/signal to inform staff that Lockdown is deactivated.
* Emergency services will need to be contacted as soon as possible.
* The Local Authority Emergency Duty Officer will need to be contacted as soon as possible.
* The Local Authority Press Office should be contacted when it is safe to do so.
* Pupils will not be released to parents during Lockdown.
* Parents will be notified as soon as it is practicable to do so via the school’s established communication systems.
* Visitors, volunteers and visiting staff will need to be included in the school’s Lockdown Plan.
* Specific arrangements will need to be made for pupils or staff with additional needs e.g. hearing/visual impairments or mobility needs.
* Consideration will need to be given to specific locations (e.g. mobile buildings) or specific activities (e.g. games activities) or times of the school day (e.g. playtime, lunch or after school)
* Consideration will need to be given to training the School’s Emergency Management Team, Lockdown Leaders and all staff
1. **Prompts for developing individual Dynamic Lockdown Procedures**
	1. **Communication**

Consider:

* how you will alert staff across the whole site to the activation and deactivation of Partial or Full Lockdown
* how you will communicate to staff that it is necessary to evacuate the building, for example in the event of a fire
* how you will communicate with staff via agreed channels, especially if the situation or threat changes (email, telephones, mobile phones, walkie-talkies, text systems). You will need more than one method of communication in case communication lines are removed.
* how staff will notify the Lockdown Leaders and School Emergency Management Team in the Control Room of any children or staff not accounted for.
* how you will maintain communication with emergency services, the Local Authority and other stakeholders, including parents.
* when communicating with the Emergency Services using E.T.H.A.N.E. to give clear and concise information:
	+ **E**xact location: the precise location of the incident
	+ **T**ype: the nature of the incident, including how many vehicles, buildings and so on are involved
	+ **H**azards: both present and potential
	+ **A**ccess: best route for emergency services to access the site, or obstructions and bottlenecks to avoid
	+ **N**umbers: numbers of casualties, dead and uninjured on scene
	+ **E**mergency services: which services are already on scene, and which others are required
* how you might use social media, text, email or the school’s website to communicate with parents both during and after the event. (Agree any initial communications with police). Consider preparing a statement in advance to parents which might include asking them not to phone the school whilst trying to reassure them that steps are being taken to keep all children safe. Parents should be informed that children will not be released to them whilst the school is in Lockdown and that they should not arrive at school until it is safe to do so. Parents should be notified when and at what entrance/location they should collect their children.

 *‘The school is in a full lockdown situation in order to keep children safe. All the doors are locked and the emergency services have been informed. Currently nobody is allowed in or out of the school. Please do not ring the school for further information. Please do not arrive at school until we have notified you it is appropriate to do so. We will make further statements by text and via the school’s website’*.

* informing the Local Authority Press Office and also writing a letter to parents following any serious incident, reinforcing the importance of the steps taken and thanking them and the children for their co-operation.

**5.2 Site Arrangements**

Consider:

* who will close all external doors, windows and lower shutters as necessary.
* which areas of the school site are more suitable for ‘sheltering in’ and more secure
* which areas of the school site are more vulnerable
* ensuring your preparations consider split-site arrangements
* having a prepared site drawing to support your planning and decision making during an incident
* different locations to designate as the Control Room
* any buildings or areas nearby you could safely evacuate to e.g. church hall

**5.3 Roles and responsibilities**

Consider:

* ensuring the School’s Emergency Management Team and Lockdown Leaders undertake table top exercises
* who will lock the front doors providing there is no intruder within the building (you may choose to deploy the Lockdown Leaders or invite them to instruct the caretaking staff)
* who will staff the phone lines
* providing training to all staff to ensure they understand their individual and collective responsibilities
* specific guidance that should be given to staff to support their decision making during Lockdown eg the need to move from sight lines, turn off lights, computers and Smartboards

Consider using the C.L.O.S.E. model to assist colleagues to remember to take the following actions:

* + **C**lose all windows and doors
	+ **L**ock up
	+ **O**ut of sight and minimise movement
	+ **S**tay silent and avoid drawing attention
	+ **E**ndure – be aware you may be in lockdown for some time
* Guiding staff to maintain calm and reduce anxiety and panic for children e.g. If you are with children it is important to:
	+ Remain Calm
	+ Reassure
	+ Ask children to be quiet and to follow your instructions
* Asking Individual teachers and teaching assistants to lock classroom doors and windows
1. **Further Support**

Further advice, if required, can be sought from Jamie Riley (LCC Emergency Planning Team) or Phil Cooper or John Holt (School Improvement Liverpool Ltd.)

Further reading can be found online at http://www.ednet.co/Schools-Emergency-Planning

Use Appendix 6 of the SEMP template School Emergency Management Plan also found on ednet <https://www.ednet.co/Schools-Emergency-Planning> in Stage 2 of the SEMP Process to assist your planning

NaCTSO Guidance Note 1/2015 found at <https://www.gov.uk/government/publications/developing-dynamic-lockdown-procedures>

NaCTSO website: [www.nactso.gov.uk](http://www.nactso.gov.uk)

National Police Chief’s Council website:

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

**7.0 Appendices**

**Appendix 1**

**Adaptable School Lockdown Procedure Flowchart**

Staff member becomes aware of a threat \*

Relay as much information as possible to the Headteacher/Senior SEMT (School Emergency Management Team)

Include:

* Number of intruders
* Any weapons
* Descriptions
* Distinguishing features
* Actions Taken
* Any other information

Headteacher assembles the SEMT and Lockdown Leaders (LL) in designated Control Room (CTR)

Advise other external agencies e.g. Police and LA

Initiate Partial or Full Lockdown Signal

SEMT deploy LL

LL to:

* Secure premises
* Liaise with CTR
* Find missing children or staff

Gather information

Staff to find a secure area:

* Close doors and windows
* Move out of sight
* Keep calm and quiet
* Take register
* Communicate with CTR

Once situation is resolved SEMT and CTR gives the ‘All Clear’

Debrief & communicate with stakeholders

Review procedures

\*Where the school is subject to a marauding terrorist type attack, the basic Stay Safe principles of Run-Hide-Tell must be followed. Anyone can ring 999 to report an emergency situation.

**Appendix 2** **Stay Safe Procedures**

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>.



* 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.



* 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.



* 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. how this links to your School Emergency Management Plan (SEMP)