



# Kenilworth Primary School

## Lockdown Policy & Procedures

### Our Vision

*'High Aspirations Today, Inspiring the Leaders of Tomorrow.'*

| Document History (Every 3 years) |   |
|----------------------------------|---|
| Originally Written:              | May 2026  |
| Updated:                         |   |
| By:                              | Headteacher, Deputy Headteacher & Site Manager  |
| Approved by Governing Body:      | May 2026  |
| Next Review Date:                | May 2027<br><i>Note: This policy will be reviewed in light of Martyn's Law requirements as further guidance becomes available</i> |

# Kenilworth Primary School Lockdown Policy

## Introduction

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 visitors in the school. Procedures should aim to minimize disruption to the learning environment whilst ensuring the safety of all. Although this document provides advance planning of what needs to be done to lockdown our school, we recognise that flexibility of these plans may save lives.

Lockdown procedures may be activated in response to any number of situations, these may be:

- A reported incident, disturbance in the local community (with the potential to pose a risk to those in the school).
- An intruder on the site (with a potential to pose a risk to those in the school).
- A warning being received regarding a local risk of air pollution (smoke plume, gas cloud etc.)
- A major fire in the vicinity of the school.
- The close proximity of a dangerous dog roaming loose.

This policy details Kenilworth Primary School's emergency procedures for **full lockdown, invacuation (partial lockdown/shelter-in-place)** and **evacuation**, ensuring a coordinated response to a range of potential threats to the safety of pupils, staff and visitors.

## Communication with Parents

As soon as it is safe to do so, parents will be notified via text through our communication system. Parents will be sent the following text message:

*We are in a lockdown situation at school, please stay calm & do not telephone or come to school. We have contacted the emergency services. An update will be provided as soon as possible.*

Parents must be aware that during this period, the school phones will not be used and entrances will be un-manned, external doors locked and nobody allowed in or out of school. Depending on the type and severity of the incident, parents may be asked NOT to collect their children from school as it may put them and their child at risk. Please note:

- We will be doing everything possible to ensure pupils safety
- Pupils will not be released to parents during a lock down
- Parents must not telephone school as this may tie up emergency lines.

If the end of the day is extended due to the lockdown, parents will be notified if safe to do so and will receive information about the time and place pupils can be picked up by school staff or the emergency services.

A letter to parents will be sent home on the nearest possible day following any serious incident to inform parents of the context of the lockdown and to encourage parents to reinforce with their children the importance of following procedures in these very rare circumstances.

## Communicating with Pupils About Lockdown Procedures

Effective communication with pupils about lockdown procedures is essential to ensure they understand what to do whilst minimising anxiety. This section sets out our age-appropriate approach to preparing pupils for lockdown drills and supporting them throughout the process.

## **Before a Lockdown Drill**

### **Timing**

We will schedule our lockdown drill to take place soon after staff have spoken to pupils and reinforce learning by holding drills regularly at the start of each term.

### **Delivery Method**

Whilst this can be done in an assembly led by a senior leader or the school's security lead, it works better for teachers to talk to their classes individually – for example, during morning register or a PSHE lesson. This is because:

- The environment is familiar for pupils, which could lessen any anxiety
- Pupils may feel more comfortable asking questions (about lockdown or the reasons for it) to staff they know well
- Staff can show pupils what they'll need to do, rather than tell them
- Staff can tailor their explanation to the needs of the pupils in their class

### **What to Explain**

Staff will carefully explain what's going to happen and answer questions pupils may have, including:

- What the procedure is, step by step
- How we expect them to behave
- That this is just a drill, and they aren't in any real danger. It may help to compare it to a fire drill

## **Age-Appropriate Communication**

### **Early Years Foundation (EYFS) AND Key Stage 1**

For younger children in EYFS and KS1, staff will:

- Focus on "plans to keep us all safe" and "what to do in an emergency"
- Tell pupils that: "It's very unlikely we'll need to do this, but we have to practise just in case"
- Treat it like a fire drill, explaining that these are things the adults need to do to keep pupils safe and this is how pupils can help
- Explain that the signal for lockdown will be different from the fire drill alarm
- Remind pupils that the drill is to keep them safe and although it might feel exciting to be climbing under desks and turning lights off, it's important they take it seriously

### **Example script for EYFS/KS1:**

*"We're going to practise a new way to keep everyone safe at school. Just like we practise fire drills, we're going to practise what to do if we need to stay very safe inside our classroom. When you hear a special message on the speaker, we'll all sit quietly under our desks and wait for the grown-ups to tell us it's safe to come out. It's a bit like a game, but it's an important one that helps keep us all safe. You might not ever need to do this for real but it's good to know what to do, just in case."*

### **Key Stage 2**

For older pupils in KS2, staff will:

- Give pupils time to express their concerns or fears, and to ask any questions
- Answer their questions as honestly as possible, without scaremongering
- Use clear, simple language and a calm, matter-of-fact manner
- Be honest about what the lockdown is for, saying: "This is in case someone comes into our school who shouldn't be here. This is how we'll keep everyone safe, and it's important that we all know what to do"
- Not shy away from the fact that an incident could happen, but emphasise that it's very unlikely

- Compare it to a fire drill – it's something they're familiar with and practise to be safe, even though they might not need it for real

### **Example Script for KS2:**

*"We're going to talk about an important safety procedure called a lockdown. You might have heard about this before. A lockdown is what we do if someone who shouldn't be in our school tries to come in, or if there's a danger outside the school. It's very, very unlikely this will ever happen but just like we practise fire drills even though we hope we'll never have a fire, we need to practise this too. When you hear the lockdown message, you'll need to come into the classroom quickly and quietly, sit under your desk away from the windows and stay very quiet until a teacher or the police tell you it's safe. Does anyone have any questions?"*

### **After a Lockdown Drill**

Following each drill, staff will:

- Praise pupils and explain how their good behaviour kept them safe and out of harm
- Remind them that it was a drill and there's nothing for them to worry about
- Ask about how they felt and take time to answer any questions they may have
- Ask whether there was anything that the class could have done better when reacting to the drill
- Then go straight back to 'work as usual'

### **Supporting Pupils with Additional Needs**

Some pupils may need additional support when learning about or carrying out security lockdowns. These may include those who have:

- Anxiety
- Post-traumatic stress disorder (PTSD) or adverse childhood experiences
- Special educational needs or disabilities (SEND)
- English as an additional language (EAL)

### **Individual Support Plans**

We will make all staff aware of any pupils who may need:

- A different procedure – so they can support them to carry it out correctly. For example, a pupil might have a personal emergency evacuation plan, or a pupil who is deaf may need a staff member to visually indicate that an alarm has sounded
- Additional support to understand the lockdown procedure – for instance, a pupil with EAL may need visual aids
- Additional pastoral support before or after the drill – for example, a pupil with PTSD which could be triggered by a drill may need additional support to prepare for it and for staff to check in with them individually afterwards

### **Visual Supports**

For pupils who may benefit from visual supports, we will use:

- PECS cards laminated with evacuation symbols showing 'stay inside', 'sit down', 'wait' and 'all clear', kept in every classroom
- Social stories prepared in advance for pupils who need routine and predictability
- Visual timetables showing when drills will take place

### **Ongoing Communication**

#### **Regular Reinforcement**

- Lockdown procedures will be revisited at the start of each term during PSHE lessons or circle time
- Visual reminders (age-appropriate posters) will be displayed in each classroom
- The procedure will be shared with new starters

### **Responding to Current Events**

If there has been coverage of school lockdowns or similar incidents in the news, staff should:

- Expect the topic to come up in PSHE or form time
- Make space for pupils' worries
- Provide factual, age-appropriate information
- Reassure pupils about the safety measures in place at our school
- Avoid unnecessary detail that may increase anxiety

### **Staff Training**

All staff will receive training on:

- How to communicate about lockdown procedures in an age-appropriate way
- How to answer difficult questions from pupils
- How to identify and support pupils who may be anxious
- How to maintain a calm, reassuring presence during drills and actual incidents

This training will be delivered annually and will include role-play scenarios and discussion of frequently asked questions from pupils.

### **Staff Mobile Phone Use During Emergencies**

Staff are permitted to use personal mobile phones during emergencies (lockdown, invacuation, evacuation) to contact emergency services, communicate with senior leadership or for coordinating pupil safety. It is prohibited to make personal calls, use social media or take photographs. Phones must be on silent. Pupil safety takes priority over phone use.

Emergency contact numbers for all staff are held securely in the Main Office and are accessible to senior leaders and office staff.

### **Lockdown drills**

Lockdown practices will take place *at least* once a year to ensure everyone knows exactly what to do in such a situation. Recording and monitoring of practices will take place and staff debriefed for positive reinforcement or to identify required improvements.

### **Post-Incident Review**

Following any actual lockdown, invacuation or evacuation incident (not drills), the senior leadership team will:

- Conduct a debrief with all staff within 48 hours
- Review the effectiveness of procedures and identify any improvements needed
- Provide additional support to any pupils or staff who were distressed
- Update this policy, if necessary, based on lessons learned
- Report to governors

## The school's lockdown plan is as follows:

| <b>Signals</b>  |   |
|---|---|
| Staff will be alerted to the activation of the plan through the school's tannoy system. |   |
| <b>Signal for full lockdown</b>   | <i>Attention please. This is a lockdown.<br/>Repeat – this is a lockdown.<br/>All staff, secure your rooms immediately and follow lockdown procedures.</i>  |
| <b>Signal for invacuation (partial lockdown)</b>  | <i>Attention please. This is a partial lockdown.<br/>Repeat – this is a partial lockdown.<br/>All pupils and staff should return inside immediately.<br/>Staff, please secure external doors.</i> |
| <b>Signal for evacuation</b>  | <i>Attention please. Evacuate immediately.<br/>This is not a fire alarm.<br/>Follow staff instructions.</i>   |
| <b>Signal for all – clear</b>   | <i>Attention please. The lockdown has ended.<br/>It is safe to resume normal activities</i>   |

## Full Lockdown Procedure

A full lockdown is an emergency procedure used when there is a perceived or actual threat within or in the immediate vicinity of the school.

During a full lockdown, all pupils, staff and visitors remain inside the building and are secured in rooms. External and internal doors are locked where possible, windows secured, and movement around the site is stopped. Pupils and staff stay out of sight, remain quiet and await further instructions from senior leaders or the emergency services.

The aim of a full lockdown is to minimise visibility and movement in order to reduce risk and protect those on site until it is safe to resume normal activity or evacuate if directed.

## Staff responsibilities

| STAFF MEMBER                   | RESPONSIBILITIES   |
|--------------------------------|--|
| Headteacher and Senior Leaders | <ul style="list-style-type: none"><li>Determine and lead the initial response</li><li>Make contact with the emergency services</li><li>Make fast, clear decisions to get people to safety</li><li>Help secure the building where safe to do so (e.g., lock doors and windows).</li></ul> |

| STAFF MEMBER                      | RESPONSIBILITIES  |
|-----------------------------------|---|
| Office Manager and/or Admin Staff | <ul style="list-style-type: none"> <li>• Ensure office(s) are locked</li> <li>• Communicate with parents/carers – send lockdown template text:<br/><i>We are in a lockdown situation at school, please stay calm &amp; do not telephone or come to school. We have contacted the emergency services. An update will be provided as soon as possible.</i> <ul style="list-style-type: none"> <li>• Send message to staff members on a trip, or in a meeting, template text as follows:<br/><i>We are in a lockdown situation. DO NOT return to school, await advice as to when it is safe to return to school.</i></li> </ul> </li> <li>• Ensure all access point are secured</li> <li>• Make contact with emergency services</li> <li>• If safe, take registers to assembly point - hall</li> <li>• Take a personal mobile to the assembly point – phone should be on silent</li> </ul> |
| Teachers and support staff        | <ul style="list-style-type: none"> <li>• Bring pupils to classroom or other place of safety as directed</li> <li>• Secure building where safe to do so: close and lock classroom doors and windows, shut blinds</li> <li>• Ensure lights, IWBs and screens are turned off</li> <li>• Ensure everyone stays away from sightlines (e.g., doors and windows).</li> <li>• Take register and stay with pupils.</li> </ul>  |
| Site manager                      | <ul style="list-style-type: none"> <li>• Make sure all access points are secured – exits and internal doors</li> </ul>  |

## Security lockdown signals

| ALARM OR SIGNAL FOR LOCKDOWN   | SIGNAL FOR ALL CLEAR   |
|--|--|
| <p>Staff will be alerted to the activation of the plan through the school's tannoy system.</p> <p>The office manager/office administrator will announce the following:</p> <p><i>Attention please. This is a lockdown.<br/>Repeat – this is a lockdown.<br/>All staff, secure your rooms immediately and follow lockdown procedures.</i></p> | <p>Staff will receive the signal for all clear through the school's tannoy system.</p> <p>The office manager/office administrator will announce the following:</p> <p><i>Attention please. The lockdown has ended.<br/>It is safe to resume normal activities.</i></p> |

## Rooms most suitable for lockdown

| LOCATION             | CAPACITY – NUMBER OF PEOPLE WHO CAN SAFELY INVACUATE THERE |
|----------------------|--|
| Classrooms           | 40   |
| Main office          | 6  |
| Headteacher's office | 6  |

| LOCATION     | CAPACITY – NUMBER OF PEOPLE WHO CAN SAFELY INVACUATE THERE |
|--------------|--|
| AHT's office | 6  |
| Staffroom    | 30   |
| Nurture room | 10   |

## Security lockdown plan

|   |  |
|---|--|
| <b>Bring pupils inside</b>                      | All pupils return to classroom. Children must be made aware of where the nearest safe area is to go if they are anywhere else in the school other than their classroom. <b>If children are outside, staff will, depending on the situation, move them to the nearest 'safe place' indoors or move them to 'hide/take cover' or leave the premises by the gate at the outside of Early Years.</b>   |
| <b>Secure doors</b>                             | Classroom entrances and exits locked and blocked.  |
| <b>Steps to increase protection</b>             | <ul style="list-style-type: none"> <li>• Windows locked</li> <li>• Blinds drawn</li> <li>• Lights and smartboards switched off, pupils sit quietly out of sight</li> <li>• Position children away from sightlines from doors and windows – for example, under a desk</li> <li>• Turn off lights and monitors</li> <li>• Make sure mobile phones and electronic devices are on silent, or turned off</li> <li>• Head count of the children will be taken by the class teacher. Check attendance in class by referring to the register number which should be clearly marked up on the board daily for anyone covering. If any child is missing, this should be communicated to the HT or a member of SLT if possible</li> <li>• Staff will remain with their pupils at all times and maintain as best as they can a calm atmosphere in the room and keep alert to the emotional needs of the pupils.</li> <li>• Pupils must be quiet.</li> <li>• NO ONE SHOULD MOVE ABOUT THE SCHOOL.</li> <li>• During lockdown, staff should keep mobile phones on silent and available for emergency communication from senior leadership or emergency services. Staff must not make unnecessary calls or use phones for personal purposes as this may block critical communications.</li> </ul> |
| <b>Internal communication during a lockdown</b> | <ul style="list-style-type: none"> <li>• Communicate using personal mobile devices – keep on silent.</li> <li>• Where possible, use silent communications and keep noise to a minimum, especially if intruders are close by.</li> </ul>  |

|   |  |   |  |   |   |   |
|---|--|---|--|---|---|---|
| <p><b>Communication with parents/carers during a lockdown</b></p>   | <p>Our school’s lockdown procedures will be shared with parents via the school website. In the event of an actual lockdown, any incident or development will be communicated to parents as soon as is practical.</p> <p>Office staff will send parents/carers lockdown text:</p> <p><i>We are in a lockdown situation at school, please stay calm &amp; do not telephone or come to school. We have contacted the emergency services. An update will be provided as soon as possible.</i></p>  |   |  |   |   |   |
| <p><b>Arrangements for pupils or staff with additional needs</b></p>  | <ul style="list-style-type: none"> <li>• For mobility requirements, including use of wheelchair, follow processes in PEEP.</li> <li>• Pupils needing assistance will be supported by their assigned LSA/TA.</li> <li>• Preparation and rehearsal, including visual supports used and rehearsed termly to support pupils with sensory needs who may become distressed by routine changes or loud noises.</li> <li>• Where appropriate, pupils to have a specific safe space in the classroom which is quiet and less stimulating – e.g., away from windows.</li> <li>• Practice regularly so that the procedure becomes familiar and less distressing.</li> <li>• PECS cards laminated with evacuation symbol showing ‘stay inside’, ‘sit down’, ‘wait’ and ‘all clear’. Kept in every classroom.</li> </ul>  |   |  |   |   |   |
| <p><b>Lockdown duration</b></p>   | <p>The school will remain in a state of lockdown until a senior member of staff or the emergency services confirm that it has been lifted.</p>   |   |  |   |   |   |
| <p><b>Evacuation plan, if needed</b></p> <p>The headteacher (or most senior leader present) will decide whether to evacuate based on:</p> <ul style="list-style-type: none"> <li>- Confirmed location of the threat</li> <li>- Availability of safe exit routes</li> <li>- Advice from emergency services</li> <li>- Assessment that remaining inside poses greater risk than leaving.</li> </ul> | <p>The office staff will read the following script using the school tannoy system:</p> <p style="text-align: center;"><i>Attention please. Evacuate immediately.<br/>This is not a fire alarm.<br/>Follow staff instructions.</i></p> <p>Staff will lead children to <b>Monksmead Primary School</b>.</p> <table border="1" data-bbox="443 1263 1203 1554"> <tr> <td data-bbox="443 1263 764 1554"> <p><b>Address:</b><br/>Monksmead Primary School<br/>Hillside Avenue<br/>Borehamwood<br/>Hertfordshire<br/>WD6 1HL<br/><b>Tel:</b> 020 8953 3328</p> </td> <td data-bbox="764 1263 1203 1554"> <p><b>Opening Times:</b><br/><b>Pupils on site:</b> 8:45am – 3:15pm<br/>(Monday to Friday)<br/><b>Wraparound care:</b> 7:30am – 6:00pm<br/>(Monday to Friday)</p> </td> <td data-bbox="1203 1263 1514 1554"> <p><b>Distance and Directions:</b><br/>Monksmead is 0.3 miles away from Kenilworth.</p> </td> </tr> </table> <p><b>Walking Directions:</b></p> <ol style="list-style-type: none"> <li>1. Leave <b>Kenilworth Primary School</b> and head out onto <b>Kenilworth Drive</b> – turn right as you exit the main gate.</li> <li>2. Walk <b>north-east</b> through the Kenilworth residential area toward the main road.</li> <li>3. Continue straight until you reach <b>Monksmead</b>.</li> <li>4. Turn onto <b>Monksmead</b>.</li> <li>5. Walk along the road for a short distance — <b>Monksmead School</b> will be clearly visible on your route.</li> </ol> <div data-bbox="1177 1570 1473 1850" data-label="Image"> </div> |   |  | <p><b>Address:</b><br/>Monksmead Primary School<br/>Hillside Avenue<br/>Borehamwood<br/>Hertfordshire<br/>WD6 1HL<br/><b>Tel:</b> 020 8953 3328</p> | <p><b>Opening Times:</b><br/><b>Pupils on site:</b> 8:45am – 3:15pm<br/>(Monday to Friday)<br/><b>Wraparound care:</b> 7:30am – 6:00pm<br/>(Monday to Friday)</p> | <p><b>Distance and Directions:</b><br/>Monksmead is 0.3 miles away from Kenilworth.</p> |
| <p><b>Address:</b><br/>Monksmead Primary School<br/>Hillside Avenue<br/>Borehamwood<br/>Hertfordshire<br/>WD6 1HL<br/><b>Tel:</b> 020 8953 3328</p>   | <p><b>Opening Times:</b><br/><b>Pupils on site:</b> 8:45am – 3:15pm<br/>(Monday to Friday)<br/><b>Wraparound care:</b> 7:30am – 6:00pm<br/>(Monday to Friday)</p>  | <p><b>Distance and Directions:</b><br/>Monksmead is 0.3 miles away from Kenilworth.</p> |  |   |   |   |

|                                 |  |
|---------------------------------|--|
| <b>Security lockdown drills</b> | <p>Lockdown practices will take place <i>at least</i> once a year to ensure everyone knows exactly what to do in such a situation. Where possible, we aim to do this termly.</p> <p>Recording and monitoring of practices will take place and staff debriefed for positive reinforcement or to identify required improvements.</p> <p>The senior leadership team will talk to pupils in assembly and send a letter to parents/carers detailing procedures.</p> |
|---------------------------------|--|

## Lockdown Action Checklist

This checklist should be completed during/after an incident to create an accurate record of actions taken and timings. This will support the post-incident review and any investigation.

| Step  | Time | Signed |
|---|------|--------|
| Office staff read script through school tannoy system and begin lockdown procedure  |      |        |
| Dial 999 and alert emergency services   |      |        |
| Staff to direct all children, staff, parents/carers and visitors to the nearest safe place (this may be dependent on what and where the risk is)    |      |        |
| Account for pupils, staff and visitors using registers  |      |        |
| Secure rooms by locking doors and windows and take action to increase protection as set out in the plan   |      |        |
| Close blinds and curtains   |      |        |
| Turn off the lights, fans and/or mobile air conditioning units  |      |        |
| Direct all children, staff, parents/carers and visitors to hide, including under desks and away from windows  |      |        |
| Stay as silent as possible – put any mobile phones on silent  |      |        |
| Make sure everyone is aware of an exit point in case an intruder gains access   |      |        |
| If possible, check and search for missing or injured pupils, staff or visitors  |      |        |
| Keep doors and windows locked shut and remain inside until the all clear has been given, or until you're told to evacuate by the emergency services |      |        |

# Evacuation Procedure

An evacuation procedure is the planned process for moving pupils, staff and visitors safely out of the building to an external assembly point in response to an identified threat inside the premises.

In most circumstances, evacuation should only be used where it is assessed to be safer to leave the building than to remain inside. In the case of a suspected or confirmed intruder, evacuation will only be directed if the location of the threat is known and safe exit routes are available. A “blind” evacuation, where individuals move towards exits without knowledge of the intruder’s position, may increase risk and should be avoided.

Where evacuation is initiated, staff will direct movement via the safest available routes to a designated assembly point, maintain supervision of pupils and await further instructions from senior leaders or emergency services.

## Staff responsibilities

| STAFF MEMBER                      | RESPONSIBILITIES  |
|-----------------------------------|---|
| Headteacher and Senior Leaders    | <ul style="list-style-type: none"> <li>• Determine and lead the initial response</li> <li>• Liaise with the police</li> <li>• Make fast, clear decisions to get people to safety</li> <li>• Delegate tasks as appropriate</li> </ul>  |
| Office Manager and/or Admin Staff | <ul style="list-style-type: none"> <li>• Help co-ordinate the response, managing and delegating actions as needed</li> <li>• Record actions taken</li> <li>• Communicate with parents/carers</li> <li>• If required, communicate with Monksmead Primary School to let them know that we will be evacuating to their site</li> </ul> |
| Teachers and support staff        | <ul style="list-style-type: none"> <li>• Bring pupils to assembly points or other place of safety as directed</li> <li>• Take registers and stay with pupils</li> </ul>   |
| Site Manager                      | <ul style="list-style-type: none"> <li>• Conduct a sweep of the building to check all clear</li> </ul>  |

## Evacuation signals

| Alarm or signal for evacuation   | Signal for all clear  |
|--|---|
| <p>Staff will be alerted to an evacuation through the school’s tannoy system.</p> <p>The office manager/office administrator will announce the following:</p> <p><i>Attention please. Evacuate immediately.</i><br/> <i>This is not a fire alarm.</i><br/> <i>Follow staff instructions.</i></p> | <p>Staff will receive the signal for all clear through the school’s tannoy system.</p> <p>The office manager/office administrator will announce the following:</p> <p><i>Attention please. The evacuation has ended.</i><br/> <i>It is safe to resume normal activities</i></p> |

## Identified muster points

| MUSTER POINT NAME        | LOCATION                  | DIRECTION FROM SITE | DISTANCE FROM SITE (100M+, 200M+, 400M+) | CAPACITY – NUMBER OF PEOPLE WHO CAN SAFELY EVACUATE THERE |
|--------------------------|---------------------------|---------------------|--|---|
| Monksmead Primary School | Hillside Avenue           | <i>Right</i>        | <i>0.3km</i>                             | <i>250+</i>   |
| School field             | Kenilworth Primary School | <i>0.2km</i>        | <i>0.2km</i>                             | <i>250+</i>   |

## Evacuation plan

|                                    |  |
|------------------------------------|--|
| <p><b>Bring pupils outside</b></p> | <ul style="list-style-type: none"> <li>• Staff and pupils to use the established evacuation routes used during a fire alarm.</li> <li>• All exits are marked clearly and easily accessible. They are clear of obstructions.</li> <li>• Staff and pupils meet at fire assembly points.</li> <li>• Staff training on evacuation procedures at the start of each academic year.</li> <li>• Visitor leaflets, given to all visitors, detail what to do in an evacuation scenario.</li> <li>• Termly rehearsals</li> <li>• Office staff to bring daily registers to assembly point</li> <li>• Each class teacher to take grab bag including current class list, emergency contact details, list of pupils with SEN/PEEPs</li> <li>• Grab bags are stored in each classroom – class teachers are responsible for keeping these updated every half term.</li> <li>• Contents of grab bag: <ul style="list-style-type: none"> <li>-current class list</li> <li>-emergency contact details</li> <li>-list of pupils with SEN/PEEPs</li> <li>-first aid supplies</li> <li>-contact details and map for Monksmead Primary School</li> </ul> </li> <li>• At assembly point, teachers conduct headcount and register check. Identify any missing pupils immediately and reports to a senior leader.</li> <li>• Site Manager to conduct a sweep of the building (only if safe) to check all clear</li> </ul> |
|------------------------------------|--|

|  |  |
|--|--|
| <p><b>Pupil Tracking and Accountability</b></p>                      | <ul style="list-style-type: none"> <li>• Immediate tracking: class teachers take registers/grab bags</li> <li>• Assembly point procedure: teachers mark attendance and report to designated senior leader</li> <li>• Central coordination: The Office Manager will maintain the master record at the assembly point</li> <li>• Missing pupils' protocol: The Site Manager and Senior Leaders will search for missing pupils</li> <li>• Written record completed and filed in school office</li> </ul>  |
| <p><b>Internal communication during an evacuation</b></p>            | <p>Staff to communicate using personal mobile phones. This is for communication purposes only. This includes contacting emergency services, communicating with senior leadership about the evaluation or coordinating pupil safety.</p>  |
| <p><b>Communication with parents/carers during an evacuation</b></p> | <p>Our school's evacuation procedures will be shared with parents via the school website. In the event of an actual evacuation, any incident or development will be communicated to parents as soon as is practical.</p> <p>Office staff will send parents/carers evacuation text:</p> <p><i>We are in an evacuation situation at school, please stay calm &amp; do not telephone or come to school. We have contacted the emergency services. An update will be provided as soon as possible.</i></p> |
| <p><b>Arrangements for pupils or staff with additional needs</b></p> | <p>For mobility requirements, including use of wheelchair, follow processes in PEEP. Pupils needing assistance will be supported by their assigned LSA/TA.</p> <p>Preparation and rehearsal, including visual supports used and rehearsed termly to support pupils with sensory needs who may become distressed by routine changes or loud noises.</p> <p>Practice regularly so that the procedure becomes familiar and less distressing.</p>  |
| <p><b>Evacuation duration</b></p>                                    | <p>The school should remain evacuated until a senior member of staff or the emergency services confirm it is safe to re-enter the premises.</p>  |
| <p><b>Evacuation drills</b></p>                                      | <p>Drills will be carried out each term.</p> <p>A letter will be shared with parents detailing our process. Staff will have annual training and pupils will be informed about the process during assemblies.</p>   |

# Invacuation (Partial Lockdown) Procedure

A partial lockdown (invacuation) is a protective procedure used to move pupils, staff and visitors inside the school building in response to an external threat, such as extreme weather, an environmental hazard, or a suspected incident nearby, including a potential terrorist threat in the local area.

During invacuation, all individuals return to and remain inside the building. External doors and windows are secured where possible, and normal activities may continue indoors if it is safe to do so. Movement outside the building is restricted until the situation is resolved.

Invacuation is distinct from a full lockdown, which is used when there is a dangerous intruder on the school site. Depending on how a situation develops, an invacuation may be followed by a full lockdown or an evacuation if it becomes safer to move away from the building.

## Staff responsibilities

| STAFF MEMBER                   | RESPONSIBILITIES   |
|--------------------------------|--|
| Headteacher and Senior Leaders | Determine and lead the initial response<br>Decide on appropriate protected spaces depending on the type of incident (appropriate spaces should be identified in advance)<br>Liaise with the police<br>Make fast, clear decisions to get people to safety |
| Office Manager                 | Help co-ordinate the response, managing and delegating actions as needed<br>Communicate with parents/carers<br>Record actions taken  |
| Deputy headteacher             | Escort visitors to agreed safe place   |
| Teachers and support staff     | Bring pupils to protected spaces<br>Take register and stay with pupils<br>Continue normal classroom activities if possible   |
| Site manager                   | Make sure all access points are secured  |

## Invacuation signals

| ALARM OR SIGNAL FOR INVACUATION  | SIGNAL FOR ALL CLEAR   |
|--|--|
| Staff will be alerted to the activation of the plan through the school's tannoy system.<br>The office manager/office administrator will announce the following:<br><i>Attention please. This is a partial lockdown.<br/>Repeat – this is a partial lockdown.<br/>All pupils and staff should return inside immediately.<br/>Staff, please secure external doors.</i> | Staff will receive the signal for all clear through the school's tannoy system.<br>The office manager/office administrator will announce the following:<br><i>Attention please. The partial lockdown has ended.<br/>It is safe to resume normal activities</i> |

## Protected spaces inside

| LOCATION             | CAPACITY – NUMBER OF PEOPLE WHO CAN SAFELY INVACUATE THERE |
|----------------------|--|
| Classrooms           | 40   |
| Main office          | 6  |
| Headteacher's office | 6  |
| AHT's office         | 6  |
| Nurture room         | 10   |
| Staffroom            | 30   |

## Invacuation plan

|   |  |
|---|--|
| <b>Bring pupils inside</b>                                  | <p>All pupils return to classroom. Children must be made aware of where the nearest safe area is to go if they are anywhere else in the school other than their classroom.</p> <p>If children are outside, staff will, depending on the situation, move them to the nearest 'safe place' indoors.</p> <ul style="list-style-type: none"> <li>- If the threat is external and distant (e.g., police incident in the area), bring pupils inside to the nearest classroom</li> <li>- If the threat is immediate and pupils cannot safely reach their classroom, direct pupils to hide/take cover in nearest available shelter.</li> </ul> |
| <b>Steps to increase protection</b>                         | <ul style="list-style-type: none"> <li>• Lock and screen doors</li> <li>• Turn off fans or mobile air conditioning units (this will reduce the risk of exposure to any airborne chemical or pollution)</li> <li>• Cover windows and air vents (if the risk is pollution or a gas cloud)</li> </ul>   |
| <b>Internal communication during invacuation</b>            | <ul style="list-style-type: none"> <li>• Communicate using personal mobile devices – keep on silent.</li> <li>• Where possible, use silent communications and keep noise to a minimum, especially if intruders are close by.</li> </ul>  |
| <b>Communication with parents/carers during invacuation</b> | <p>Our school's lockdown procedures will be shared with parents via the school website. In the event of an actual lockdown, any incident or development will be communicated to parents as soon as is practical.</p> <p>Office staff will send parents/carers the partial lockdown text:</p> <p><i>We are in a partial lockdown situation at school, please stay calm &amp; do not telephone or come to school. We have contacted the emergency services. An update will be provided as soon as possible.</i></p>  |

|  |   |
|--|---|
| <p><b>Arrangements for pupils or staff with additional needs</b></p> | <p>For mobility requirements, including use of wheelchair, follow processes in PEEP.</p> <p>Pupils needing assistance will be supported by their assigned LSA/TA.</p> <p>Preparation and rehearsal, including visual supports used and rehearsed termly to support pupils with sensory needs who may become distressed by routine changes or loud noises.</p> <p>Where appropriate, pupils to have a specific safe space in the classroom which is quiet and less stimulating – e.g., away from windows.</p> <p>Practice regularly so that the procedure becomes familiar and less distressing.</p> <p>PECS cards laminated with invacuation symbol showing ‘stay inside’, ‘sit down’, ‘wait’ and ‘all clear’. Kept in every classroom.</p> |
| <p><b>Invacuation duration</b></p>                                   | <p>The school should remain invacuated until a senior member of staff or the emergency services confirm that it is safe to leave the building.</p>  |
| <p><b>Invacuation drills</b></p>                                     | <p>Invacuation practices will take place <i>at least</i> once a year to ensure everyone knows exactly what to do in such a situation. Where possible, we aim to do this termly.</p> <p>Recording and monitoring of practices will take place and staff debriefed for positive reinforcement or to identify required improvements.</p> <p>The senior leadership team will talk to pupils in assembly and send a letter to parents/carers detailing procedures.</p>   |

## Invacuation Action Checklist

This checklist should be completed during/after an incident to create an accurate record of actions taken and timings. This will support the post-incident review and any investigation.

|   | Time | Signed |
|---|------|--------|
| Decide whether to evacuate or invacuate   |      |        |
| If invacuate, where will you instruct staff and pupils to go?   |      |        |
| Sound alert   |      |        |
| Make sure all pupils and staff are inside the school building   |      |        |
| If appropriate, move pupils away from the incident (e.g., to the other side of the building)  |      |        |
| Do you need the emergency services?   |      |        |
| If sheltering from an environmental hazard (e.g., a smoke or chemical spill), make sure all doors and windows are closed and ventilation/air circulation systems are switched off |      |        |
| Complete roll call for pupils, staff and visitors. Are any missing or injured?  |      |        |
| Reassure pupils and keep them calm, if possible, return to normal classroom-based activities  |      |        |
| Notify parents/carers of the situation and provide advice, instruction and reassurance  |      |        |
| Remain inside until an all-clear has been given, unless emergency service advice if different   |      |        |

# Stay Safe: Firearms and weapons attack

## Run, Hide, Tell Protocol

### Overview

"Run, Hide, Tell" is the nationally recognised response to a firearms or weapons attack. This protocol should be followed by all staff in the event of a terrorist attack or armed intruder on the school premises. Full guidance is contained on the NaCTSO website: <https://www.gov.uk/government/publications/recognising-the-terrorist-threat>

### The principles are simple:

- RUN to a place of safety if you can
- HIDE if you can't run
- TELL the police by calling 999 when it is safe to do so

### 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 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
- Ensure you wear your staff ID badges to clarify who you are