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**Lockdown / Invacuation Guidance**

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Introduction

All academies should have emergency plans in place. The plan should explain how academies would respond if needed to take any temporary actions in the event of an emergency. The emergency could happen at the academy or on an educational visit or outing.

SET have produced an ‘Emergency Planning Guidance’ document which is available on the SET Intranet. This particular document is to give academy leaders some specific guidance in putting together a plan for an emergency which may require **‘lockdown/invacuation’** procedures to be applied, e.g. external threat, such as a terror attack, or adult with a weapon

This document should be read alongside the DfE guidance [Protective security and preparedness for education settings - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/protective-security-and-preparedness-for-education-settings)

This policy has been equality impact assessed and we believe in line with the Equality Act 2010. It does not have an adverse effect on race, gender or disability equality.

* Emergency alerts

The government’s emergency alerts system will send alerts to all compatible 4G and 5G devices in England if there’s a danger to life nearby. Academies are able to check an alert is genuine. [About Emergency Alerts - GOV.UK (www.gov.uk)](https://www.gov.uk/alerts)

Martyn's Law

The [Terrorism (Protection of Premises) Act 2025](https://www.legislation.gov.uk/ukpga/2025/10/contents) (the Act) became law 3 April 2025. It is commonly known as Martyn’s Law, and is named in honour of Martyn Hett, one of the 22 people killed in the 2017 Manchester Arena terrorist attack. The government intends for there to be an implementation period of at least 24 months before the act comes into force.

There is a tiered approach by the Act dependent on capacity of the venue, but some education settings will have a special consideration.

Settings with a capacity of below 200 do not need to follow Martyn’s Law, but DfE encourage all settings to have [preparedness plans](https://www.gov.uk/government/publications/protective-security-and-preparedness-for-education-settings) for the safety of their learners and staff.

Early years, primary, secondary and further education settings have a special consideration in place and will be in the standard tier, regardless of their capacity.

Higher education establishments will be treated the same as other premises: standard tier for settings with a capacity of 200 to 799 and enhanced for settings with 800 and above.

Academy expectations

**It is important that all SET Academies have full emergency plans in place for both evacuation and invacuation (lockdown), and these are practised accordingly.**

**Some basics principles for our academies:**

Each academy should ensure a member of staff has the lead on emergency procedures.

Schools need to conduct a thorough assessment of the specific terrorism risks to their premises (This is at rear of PREVENT Policy which DSLs should have completed).

Plans should be monitored regularly and updated when needed.

Evacuation and Invacuation procedures should be practiced as relevant (some special schools may look to do this differently due to the impact it may have on some pupils).

Any relevant training should be undertaken by staff.

Lockdown/Invacuation

Lockdown and invacuation are terms which are different in some minor respects but for the benefit of this document, both are used to mean the same event, i.e. pupils and staff moving to secure rooms/locations within the school, away from external windows and other exposed areas, to increase their safety from a threat, e.g. a hostile intruder, terrorist attack or other criminal activity, where moving outside would increase the risk.

It is important to remember that it is very much **the exception** to evacuate a building in the event of a hostile intruder. Unless the location of the intruders is known, a "blind" evacuation may be putting people in more danger (e.g. from an intruder or device at one of the entrances/exits) than if they had remained within the building. See RUN, HIDE, TELL below.

**See, Check and Notify (SCaN)**

Being vigilant is key to ensuring staff and pupils may be able to identify suspicious activity, items etc. This vigilance can help deter and detect someone intending to cause harm. SCaN is a training module but staff need not necessarily complete this training, but the ‘idea’ can be easily applied to all setting.

**See:** Be observant and recognise unusual behaviours or activity.

**Check:** Engage with individuals or groups in a friendly way to gather more information and assess the situation.

**Notify:** Know when and how to report suspicious behaviour to the appropriate authorities.

**In the event of a Lockdown:**

1. A clear warning will be given through walkie-talkies with a code-word that staff members are aware of
2. The above signal will activate a process of children being ushered into the school building as quickly as possible if they are outside and the locking of the school’s outside doors and blinds where it is possible to remain safe.
3. At the given signal, the children remain in the room they are in and the staff will ensure the windows and doors are closed and blinds closed where possible and children are positioned away from possible sightlines from external windows/doors. Lights, Smart boards and computer monitors to be turned off.
4. Children, volunteers, visiting adults or staff not in class for any reason, will proceed to the nearest occupied classroom and remain with that class and class teacher.
5. Individual teachers and TAs will close classroom doors and windows. Office Staff will check adult and pupil toilets and escort children to their classroom.
6. No adult or child to leave the room for any reason whilst in lock down.
7. Catering Staff to ensure kitchen exterior door is locked, turn off lights and proceed to Class 4.
8. Once lockdown has fully been implemented, the Headteacher and the Office Manager will proceed to the Headteacher's office where they can action all necessary vital communications.
9. **NO ONE SHOULD MOVE ABOUT THE SCHOOL.**
10. Staff to support children in keeping calm and quiet.
11. Staff to remain in lock down positions until informed by the headteacher or Office Staff in person that there is an all clear.

ANNEX A: Lockdown Procedures Template

Academies may use this template to outline their procedures when a lockdown/invacuation has been actioned.

**Warning Signals**

|  |  |
| --- | --- |
| **Alarm or signal for lockdown** | *[insert]* |
| **Signal for stand down / all-clear** | *[insert]* |

**Incident Control Officers & Response Team**

|  |  |  |
| --- | --- | --- |
| **Role** | **Name** | **Emergency Contact Number** |
| Incident Control Officer |  |  |
| Deputies |  |  |
| Other contacts |  |  |

It is important to remember that it is very much **the exception** to evacuate a building in the event of a hostile intruder. The RUN aspect of ‘RUN, HIDE, TELL’ should only be actioned if staff are certain of their place of safety and where the threat is coming from.

|  |  |
| --- | --- |
| **Rooms most suitable for lockdown** | **Room name/number** |
| Classrooms |  |
| Hall |  |
| Sports hall |  |
| Offices |  |
| Others |  |

It is important to make sure that items that could be used as weapons (kitchen implements, sports equipment, tools, cleaning products) are securely locked away when not in use.

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| **Communication arrangements**  Wherever possible use silent communications and keep noise to a minimum especially if the intruders are close by. Make sure any communications devices are secure and cannot be intercepted. | |
| **System** | **Notes/instructions** |
| Two-way radios | Currently financing these options |
| Classroom telephones |  |
| Mobile phones |  |
| Instant messaging / email |  |
| Other (TVs / Whiteboards / etc) |  |

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| **Alternative place of safety in the event that it is considered necessary to leave site (e.g. nearby school / leisure centre) must be pre-arranged.** | |
| Name of venue |  |
| Type of venue |  |
| Contact name |  |
| Contact telephone number |  |
| Useful info such as distance from school, directions, capacity, opening hours | |
|
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|

**Other useful contacts:**

|  |  |  |
| --- | --- | --- |
| **Name** | **Emergency Contact Number** | |
|  |  | |
|  |  | |
|  |  | |
| **Possible Action Plan** | | **Completed by (sign and time)** |
| Sound Alert - Activate lock-down procedures immediately | |  |
| Dial 999 | |  |
| Direct all children, staff, parents and signed in visitors to the nearest safe place (this may be dependent on what and where the risk is) | |  |
| Secure rooms and take action to increase protection from attack - Lock and barricade doors and windows | |  |
| Close windows / blinds | |  |
| Turn off the lights, fans or mobile air conditioning units (this will reduce noise and the risk of exposure to any chemical/biological attack) | |  |
| Hide, sit on the floor under desks, and away from windows | |  |
| Stay as silent as possible - put any mobile devises to silent (consider writing / displaying instructions on whiteboards / TV's etc as long as it can’t be seen by the intruder) | |  |
| Ensure that students, staff and visitors are aware of an exit point in case the intruder does manage to gain access | |  |
| If possible, check for missing / injured students, staff and visitors | |  |
| Keep doors and windows locked shut and remain inside until an all-clear has been given, or unless told to evacuate by the emergency services | |  |

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