



Tow Law Millennium Primary School Lockdown Guidance



During an emergency turn straight to lockdown activation guidance.

PAGE 14

Prepared by Durham County Council Civil Contingencies Unit
The information contained within this document is for advice and guidance purposes only.

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1 Document Purpose

Every school should have its own lockdown guidance suitable to the needs of the school buildings, grounds and resource availability.

This document is intended to provide lockdown guidance to help support the safety and welfare of all pupils, staff and visitors within the school during any incident that is believed to pose a risk to the people within the school.

Examples of when this procedure might be activated include:

- Access or attempted access by person(s) with malevolent intent.
- Volatile behaviour within the school from pupils, staff or visitors.
- Sudden severe weather conditions.
- Nearby fire or dangerous substance leak.
- Dangerous animals within the school grounds or nearby area.
- Social unrest outside the school.
- Any other incident that at the time is believed to pose such a threat.

2 Run, Hide, Tell

This lockdown procedure has been developed and should be read in conjunction with the UK national Run, Hide, Tell guidance.



RUN

- If you are caught up in a gun or knife attack, RUN to safety
- Don't waste time taking photos or videos
- Tell others to go with you
- Don't let anyone or anything slow you down
- Just RUN to safety, this is your best option



HIDE

- If you can't run, HIDE
- Lock yourself in a room, with solid walls if possible
- Keep away from windows and doors
- Be very quiet, silence your phone
- Stay hidden until you are rescued, this may take some time



TELL

- Only when you are safe, phone 999 and ask for the police
- Tell them what has happened, who you are and where you are
- Answer all their questions as best you can

3 Lockdown Guidance Familiarisation and Responsibilities

It is important that all staff:

- Are familiar with this document.
- Have undertaken appropriate training and assessment.
- Understand how to raise the alarm in the agreed manner.
- Understand and are able to carry out their own responsibilities and actions during a lockdown of the school.
- Report any concerns about the school building or grounds, or their ability to carry out any of the recommended actions during a lockdown of the school to a member of the Senior Leadership Team as soon as possible.

4 Lockdown Drills and Testing Recommendations

- The lockdown guidance should be reviewed annually and after each live incident.
- A full lockdown of the school should be practiced at least once a year.
- Lockdown drills should be debriefed in order to build on areas that went well and to identify areas for improvements.
- All new members of staff should be made aware of the lockdown guidance and undertake appropriate training and assessment as soon as possible.

5 Lockdown Levels

5.1 Partial Lockdown (see section 14 and 15 for all 'Partial Lockdown' advice cards)

'Partial Lockdown' is the school's response to a threat on or outside the school grounds which poses no immediate danger to pupils, staff or visitors within the school. A partial lockdown aims to assist the head teacher by:

- Implementing basic security measures across the school allowing the incident to be assessed in a controlled, safe environment to determine the threat level to the school.
- Allowing staff to make preparations towards a 'Full Lockdown' in the event that the incident escalates.

During a Partial Lockdown:

- All pupils, staff and visitors should be accounted for and gather in secure locations within the school building.
- The building perimeter should be secured:
 - Close and lock all external doors.
 - Close and lock all external windows.
 - Draw all blinds / shut curtains (where possible).
- Normal school activities can continue within authorised workspaces / classrooms until further advised by the head teacher or most senior member of staff.
- The head teacher or most senior member of staff must assess the circumstances of the lockdown (i.e. cause), in conjunction with any relevant parties (e.g. Police) and decide:
 - Whether to uphold all elements of a 'partial lockdown'.
 - Implement additional measures as appropriate to the circumstances.
 - Relax any elements of the 'partial lockdown' (e.g. allow free movement of people within the school building).
 - Stand down the lockdown activation.

5.2 Full Lockdown (see section 16 and 17 for all 'Full Lockdown' advice cards)

'Full Lockdown' is the school's response to unauthorised person(s) attempting to enter school buildings with malevolent intent or where a direct threat to the safety of staff, pupils or visitors within the school already exists (e.g. volatile behaviour within the school).

During a Full Lockdown:

- The buildings and individual rooms within them should be locked or otherwise secured.
- Where possible staff, pupils and visitors should remain / relocate to low vulnerability areas.
- Once within a secure area free movement of people within the school building should be prevented.
- Anyone who is not already authorised to be on site (e.g. pupil, member of staff, etc.) or is a member of the emergency services must not be given access to the school buildings.

Important:

During a lockdown of the school it is important that any actions undertaken do not cause staff or pupils to panic.

PANIC SPREADS – STAY CALM

6 School Vulnerability Assessments

The images and tables below show the vulnerability levels of internal and external areas across the school together with any relevant information relating to their classification.

- **High Vulnerability Areas**
Areas that offer little visual and/or physical protection to people or are easily accessible by unauthorised persons. It is especially important to try and move out of these areas during a full lockdown of the school.
- **Medium Vulnerability Areas**
Areas that provide some means of physical and visual protection to occupants but may be restricted by location, size or availability of safety features and resources.
- **Low Vulnerability Areas**
Areas that offer a source of visual and physical protection to people using them (e.g. window blinds, door locks, alcoves, interconnecting routes to other rooms, etc.).

The usability of rooms and spaces across the school may vary depending on lockdown level. It is important to refer to relevant lockdown advice in combination with details of the vulnerability assessment of the building and grounds for further information on what actions / precautions should be considered during a full and partial lockdown of the school.

Important:

It is important to be familiar with the vulnerability classification of different areas in advance of any incident resulting in a lockdown of the school. Being familiar with different areas of the school will help you decide which areas of the school are going to help provide a greater degree of protection during an incident.

If your usual location within the school has being highlighted as an area of high vulnerability pre-plan which alternative locations can be utilised during a full lockdown of the school. Consider:

- Accessibility.
- Number of people.
- Time required to move from one area to another.

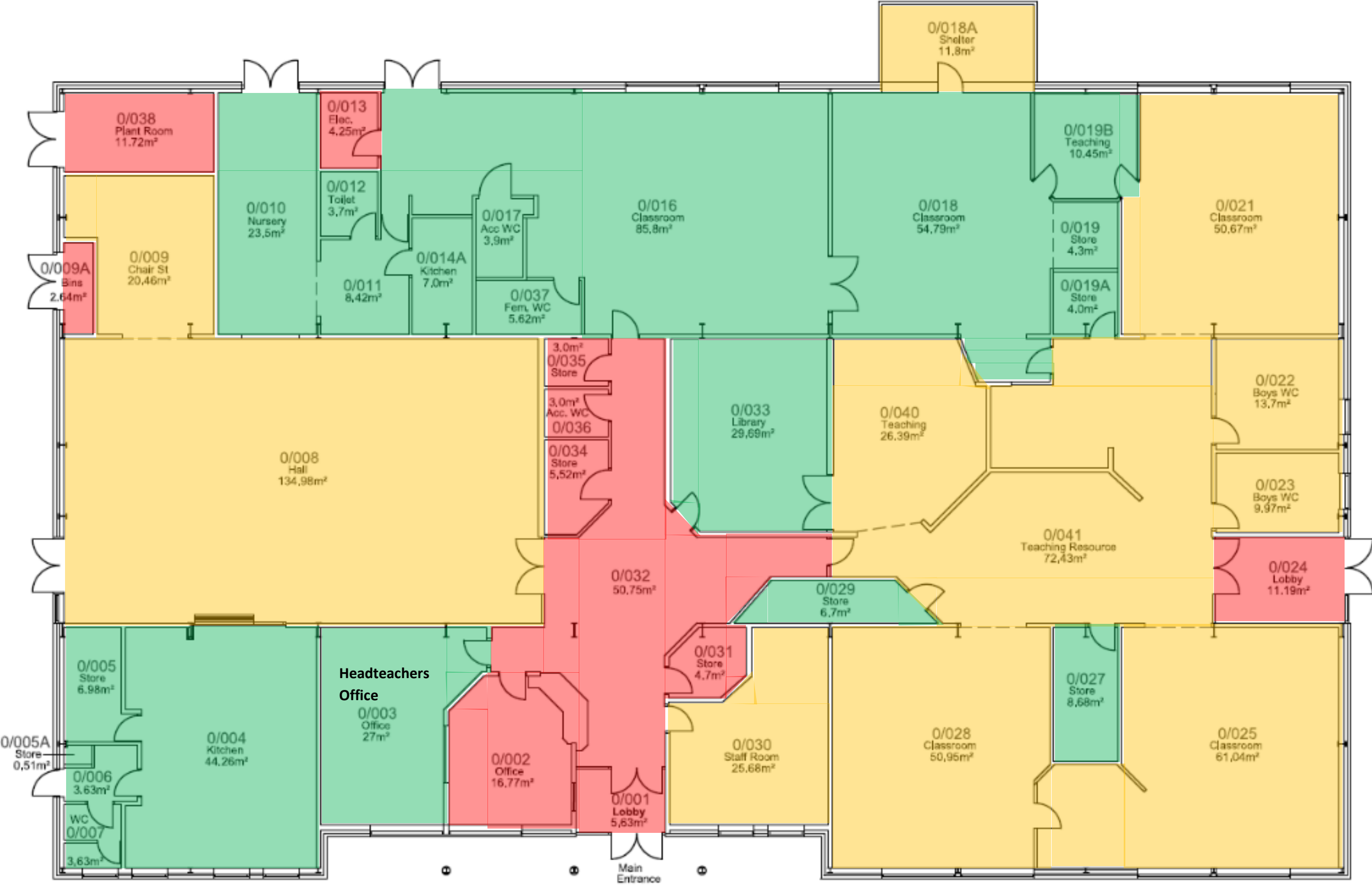
7 School Vulnerability Assessments

7.1 School Grounds



Vulnerability Level	Highlighted Areas	Information
High Vulnerability Areas	Main Entrance	All outside areas should be considered areas of high vulnerability. The carpark to the front if the school has open access throughout the school day making this area particularly vulnerable to unauthorised access. This area, however, is separated to main front playground and school grounds by a lockable gate and 5ft fencing. Although the fencing surrounding the school does provide some protection against unauthorised entry to the main grounds of the school, it could be jumped relatively easily. Anyone using these areas during a lockdown of the school should move to the nearest area of low vulnerability.
	Car Park	
	School Field	<u>Partial Lockdown Actions</u> Return to securable school building
	Play Area	<u>Full Lockdown Actions</u> (dependant on circumstances): - Return to securable school building. - Find shelter within the school grounds.
	Reception/Nursery Play Area	Leave the school grounds.

7.2 School Buildings Vulnerability Overview



Vulnerability Level	Highlighted Areas	Information
High Vulnerability Areas	Main Entrance/Lobby	The main entrance is easily identifiable and provides the point of least resistance to any unauthorised attempts to access the school building. The school has a double skinned entrance porch separated by an outer and inner door. □ The outer door and inner door has restricted access and can be released through use of an authorised staff key or manually from the main office. Where possible the outer and inner door should be locked during a lockdown of the school to provide added protection to unauthorised access.
	Admin Office (0/002)	The customer hatch located within the entrance lobby of the school leads directly into the Admin office. The customer hatch creates a weak point in the security of the main office and increases the vulnerability of anyone inside. During a full lockdown of the school anyone using the main office should: ➤ ensure the hatch is fully closed. ➤ lock the inner door ➤ Vacate into the head teacher's office and lock door.
	Central Corridor (0/032)	The Corridor offer limited visual or physical security to anyone within it. ➤ During a partial lockdown of the school pupils should not be allowed to move freely around this area, unsupervised. ➤ During a full lockdown of the school any people within these areas should immediately move to the nearest area of low or medium vulnerability. Where possible the corridor doors leading into the school hall or linking other parts of the school should be secured by sliding an object through the double handles (Hall) or locking the doors with key or latch.
	Store Rooms & WC's within the Central area of the school	During a full lockdown of the school all toilets should be vacated within this area. Occupants should aim to move into the nearest area of low vulnerability. Storerooms should not be used to hide in this area due to the time it would take to lock the doors from the outside. This would also be within view of the entrance lobby and would likely be spotted by an intruder.
	Plant Room & Bins	These are accessed externally and therefore would not be applicable for an internal hiding place.
	Electrical Room 0/013	This room should not be used as it would not be safe when more suitable options are available adjacent.
Medium Vulnerability Areas	Staff Room	The staff room has a lockable door and blinds can be closed to offer visible security. Due to this room being next to the entrance it is medium vulnerability as there will be very limited time to lock this room down. It is essential to lock and barricade this door and secure the room as fast as possible if it is to be used. Preferably people within the corridor at the time of a lockdown activation will move to the headteachers office or the rear school classrooms.
	Hall	The Hall can be used as a secure location if it is in use at the time of a full lockdown activation. This is due to the risk involved in moving pupils into the corridor to get to areas of low vulnerability. The double doors to the Hall should be locked using an object to slide between the handles and barricaded behind as much as possible. There is only one internal entrance, so if this is heavily barricaded the room can be made relatively secure. Where there is enough space, as many occupants as possible should move into the Kitchen space.
	The Practical area – Consisting of 4 teaching spaces	The entrance to this area is lockable and can be opened with a key, once occupied this door should be barricaded to prevent entry if a fob is obtained by the intruder(s). Although this door can be locked and barricaded, due to the open nature of this space it is medium vulnerability as once the door is breeched, free movement is possible. Occupants, if using this room should hide in alcoves and behind furniture where possible. In this space the WC rooms can be used to hide in. Occupants should use the storerooms (if space is available) and the doors locked behind them. The Lobby room can also be used as there is an additional set of doors that can be barricaded shut. This space also offers an exit route into the school grounds and could be used as a last resort. If time allows occupants of this space should move to the rear of the school and use the Class 4 Classroom as this can be barricaded and slow an intruder down more than within the Practical Area.
	Shelter	It would take some time for an intruder to get to this space from within the school, however, this space offers little visual protection from the outside and thus should only be used as a reserve option if the intruder begins to break through into the attached classroom.
Low Vulnerability Areas	Headteachers Office	<i>Incident Coordination Room</i> The headteacher's office is situated next to the Admin Office. The door is lockable, full window blinds are in place and there is access to an internal and external telephone line.
	Library	This room has a lockable door that opens inwards, meaning it can be barricaded. There are another set of doors leading to the practical area which can also be barricaded shut. Anyone close to this room during a full lockdown should locate here.
	Main Kitchen & Store rooms, WC	The kitchen should be used by occupants of both the Hall and Kitchen space as much as space allows. Once within the kitchen shutters should be secured and occupants within should hide behind furniture and appliances. There are no blinds within due to health and safety so occupants should try to avoid visuals from the window. The storerooms and WC within the kitchen should also be used if possible and locked once people are within. There is an exit onto school grounds which should be locked at all times but can be used as an escape route if required.

	Practical area Lobby	This is classed as low vulnerability due to the fact there are a set of doors that can be barricaded and the fact an intruder would need to first navigate through the practical area to get to this space. There is also an exit onto school ground that can be used as a last resort.
	Practical Area Storerooms	These rooms offer little space, however, for those who can be placed within can be locked inside by key holders offering extra security.
	Class 4 Classroom	This room can be entered from the Practical area or from EYFS. Both sides can be barricaded shut and are lockable/unlockable with a key fob. There are also blinds and posters available to cover glass panels in the event of a full lockdown - making this a low vulnerable area.
	Class 3 and 4 Toilets	This small room has two entrances, one from the Practical Area and one from Class 4 Classroom. Both doors can be barricaded shut making this a low vulnerable room, however, Class 4 Classroom should be used rather than this room if possible due to the unlockable door connected to the Practical Area.
	EYFS and WC Rooms	This classroom has a lockable door connecting the main corridor which requires a key fob to enter. This door should also be barricaded once closed during a full lockdown. The room can also be accessed from Class 4 classroom but should be barricaded once in full lockdown. This room also has an exit into the reception play area so it is important the blinds at the rear all drawn to offer visual protection. This exit can also be used as an escape route if required. The WC rooms within this space can also be used as extra protection during a full lockdown. The electrical cupboard should not be used for safety reasons, as this will not be safe for young children.
	Sunbeam (Nursery) Room	An intruder would need to pass through a number of low vulnerability rooms before reaching this room if passing through the school and the entrance to this room can be barricaded shut. Alcoves in the room should be used to hid within and space within the kitchen should be utilised and door locked once occupied. This will offer extra security. The room has an exit at the rear onto the play area, which can be used to evacuate as a last resort. The toilet space should be avoided as this cannot be locked, as these are the youngest children within the school they will need to be near an adult and not split up within toilet cubicles.
	Rear Kitchen	This room can be locked, and alcoves used to hide within. Smaller space so may not be able to use for all children in area but would offer extra protection once secured.

8 Familiarisation with Physical Security Measures

Important:

Familiarise yourself with all physical aspects of the school, especially those within your usual working environment (e.g. classroom, office, etc.).

- Being familiar with your physical environment may help you quickly identify the methods available to you in helping to minimise the risk to staff, pupils and visitors during a lockdown of the school.
- Where available one or more of the following may be considered for use. The methods chosen during an incident will vary depending on lockdown level (Full or Partial). For further information on lockdown level requirements see 'Lockdown Advice Cards'.

Entry, Exit and Controlling Movement

- Where possible ensure all access routes to the building are shut and locked. If possible immobilise automatic entry doors to increase security into the building (e.g. main entrance door).
- Where applicable twist locks, key activated locks or slide bolts can be used to help secure internal doors during a 'Full Lockdown' of the school.
- Where no door locks exists or for additional security objects such as shelving, cabinets or alternative types of furniture can be moved against doors to help prevent unauthorised access to rooms. Where possible door stops can also be placed under doors to help prevent easy access to rooms.
- Where possible consider securing interconnecting doors between different areas of the school (e.g. corridor doors, etc.) to slow down the progress of others..

Keeping Out of Site

- Areas which have open access or provide little means of physical or visual security such as corridors, shared work areas, etc. should be vacated where possible.
- Familiarise yourself with areas of each room where occupants can be fully or partially obscured from the view of anyone outside the room (e.g. tables, cupboards, alcoves, etc.). Be aware of internal and external windows / doors that provide line of site into your room. Identify specific areas which are harder to see from outside the room or consider ways of limiting line of site into the room (e.g. covering windows, shutting blinds, etc.). Be familiar with any windows which have existing visual protection through the use of frosted glass.
- During a full lockdown of the school stay close to the floor. Where necessary use furniture (desks, cabinets, etc.), alcoves or interconnecting rooms (toilets, storage space, etc.) to hide behind or in.
- Where necessary consider moving to less vulnerable areas / rooms within the school and familiarise yourself with quick access routes. Familiarise yourself with effective methods of securing access to chosen areas (e.g. shutting kitchen hatches, etc.).

Outdoor Security

- All external gates leading onto the main school grounds (i.e. yard areas) should remain shut and padlocked throughout the school day.
- Visual monitoring of vehicle entrance, security cameras and use of entry communications systems should be maintained throughout the day to minimise the risk of unauthorised entry.
- During a 'Partial Lockdown' of the school all pupils, staff and visitors using outside areas should move into the nearest securable building until further notice.
- During a 'Full Lockdown' an assessment should be made as to the safest action to take. This may include moving into the nearest securable building or exiting the school site and moving to an off site place of safety. This decision must be made based on the particular nature and locality of threat and where possible in conjunction with the Incident Coordinator (head teacher / senior member of staff).

9 Notification and Assessment of a Threat

The level of threat should be assessed and decided upon by the head teacher or most senior member of staff. When assessing an incident the following considerations should be taken into account:

- Is there a direct / indirect threat towards buildings or people?
- Exact location of threat (onsite, offsite, etc.)
- Type of threat.
- Likelihood of escalation.

Once the need to 'lockdown' has been established the appropriate lockdown level should be activated.

Important:

- *Ensure all staff are familiar with the notification method for each level of lockdown.*
- *Where necessary the lockdown level can be escalated from 'Partial' to 'Full' in response to a changing threat.*

Notification that a school lockdown has been activated will be provided using the following notification methods.

Partial Lockdown Notification		
Area	Location	Agreed Notification Method
Indoor	School Building	Verbal Cascade (face to face) and/of School Mobiles <i>Staff delegated to deliver notification must be instructed to:</i> • Check all rooms (not just those known to be occupied). • Provide a consistent message across the school: <u>Example Message</u> ➤ Partial lockdown initiated. ➤ Draw blinds. ➤ Close and lock all external doors and windows. ➤ Stay put, supervising only essential movement within the school. • Check instructions have been heard and understood. • Provide feedback to Incident Coordination Room once cascade has been completed.
Outdoor	School Grounds (lesson times)	Handheld Radio/School Mobile Anyone holding lessons within the grounds of the school should be instructed to immediately return to the school building.

		Note: All radio messages should be clear and concise. Request confirmation from receiver that any instructions have been heard and understood.
	School Grounds (breaktimes)	Hand Bell <u>Notification Actions:</u> • Issue standard breaktime signal to pupils using hand bell. • Once all pupils have stopped play all available staff members (not just lunchtime / breaktime supervisors) to quickly and calmly move pupils, staff and visitors into their usual classroom / office base. Once returned to usual classroom / office base standard lockdown actions to be undertaken as per partial lockdown action card.

Full Lockdown Notification		
Area	Location	Agreed Notification Method
Indoor	School Building	To ensure notification of full lockdown is achieved across the full building a dual notification process has been agreed: Primary Notification: Whistle Cascade (attached to staff ID's) • 3 X 3 Whistle Blasts As staff in interconnecting rooms / spaces hear the full lockdown signal they should sound their own whistle (as above) to create a cascade of whistle blasts throughout the school. Note: Consider partially opening internal doors before issuing full lockdown signal to help aid the transfer of signal throughout the school. Follow Up Notification: Telephone Notification / Checks (Extensions Listed Below) • Contact internal telephones/ School Mobile within Main Kitchen, rear Kitchen, Sunbeam Room. • Provide verbal notification that the school is being put into full lockdown.

		Request staff to initiate whistle cascade and implement full lockdown actions Note: Once staff have sounded their whistle, they must move to follow full lockdown guidance as detailed in the relevant advice cards.
	Kitchen	Internal Telephone/School Mobile
Outdoor	School Grounds (lesson times)	Handheld Radio (School mobile if applicable) During a full lockdown anyone outside should be provided with enough information to decide what action they will take (i.e. return to building / hide within the grounds of the school / leave school site). Their decision may vary depending on their location within the school grounds and/or the specific situation. Note: All radio messages should be clear and concise. Request confirmation from receiver that any instructions have been heard and understood.
	School Grounds (breaktimes)	Hand Bell Notification Actions: - Issue standard breaktime signal to pupils using hand bell. - Once all pupils have stopped play all available staff members (not just lunchtime / breaktime supervisors) to quickly and calmly move pupils, staff and visitors into the nearest area of low vulnerability. - Once in an area of low vulnerability standard full lockdown actions to be undertaken as per action cards. Note: - Be aware that in these circumstances it may not be possible for children to return to their usual classroom under the charge of their usual teacher. Where it is not safe to return to the school building consideration should be made to leaving the school grounds.

Upon notification of a Partial or Full lockdown being issued all staff should:

- Undertake appropriate actions as instructed within the relevant advice card.
- Instruct pupils, staff and visitors within their care on the appropriate actions to take upon notification of a threat been issued.

10 Stand Down from a Threat

Lockdown Level	Stand Down Method
Partial Lockdown	• Head Teacher • Senior Member of Staff
Full Lockdown	• Uniformed Police Officer (only)

Important:

Staff, pupils and visitors must remain on lockdown until verbal instructions have been received from the emergency services or senior member of staff as appropriate to the threat level in force.

11 Incident Coordination

Where possible a lockdown procedure should be coordinated by the head teacher or available member of the senior leadership team from a central location, '**Incident Coordination Room**', to ensure:

- Correct implementation of lockdown procedure at specified level.
- Ongoing assessment of incident in conjunction with relevant partners (e.g. Police, Fire, etc.).
- Implementation of a suitable communication strategy both during and after the incident. To include:
 - Appropriate methods for internal and external communication.
 - Consideration of the impacts of social media and control of authorised messages at appropriate times.

	Pre-Identified Suitable Locations (Incident Coordination Room)
Primary Coordination Room	Headteachers Office
Secondary / Other Suitable Locations	Sunbeam Room

Important:

It is important that any chosen Incident Coordination Room:

- Is physically, and visually securable (i.e. lockable doors and windows, blinds / curtains, etc.).
- Has access to an external telephone line.

12 Incident Communication

It is important to maintain internal and external communication throughout an incident.

Where possible it is recommended that separate lines of communication are used for incoming and outgoing calls. Allocation and use of appropriate telephones / communication systems should be decided upon at the time of an incident but may include:

- Landline Telephones
- Internal Telecommunication Systems
- School Mobile Phones
- Staff Mobile Phones
- E-mail
- Hand Held Radio

Where possible all incident communication should be conducted from an 'Incident Coordination Room' to ensure easy ongoing coordination of the incident.

Responsibilities for carrying out incident communication should be allocated to an appropriate member of staff by a member of the senior leadership team at the time of the incident.

Important:

All external communication should be controlled and authorised by the head teacher or most senior member of staff both during a Full and Partial Lockdown of the school. Staff **MUST NOT** send any unauthorised external messages during an incident.

12.1 External Communication

- **Police**
 - The Police must be informed of all 'Full Lockdown' situations as soon as possible.
 - An open line of communication must be maintained with the Police throughout an incident as advised by Police Control.
- **Offsite Staff**
 - Anyone currently off site for a school visit or meeting should be informed and advised not to return to the school premises until otherwise advised.
 - All offsite pupils and staff should remain where they are or be redirected to an offsite place of safety.
- **Other External Organisations**
 - Communication may be required with other relevant external organisations (e.g. Police, Fire Service, etc.) during the assessment of circumstances / threat level surrounding an incident.
 - Contact with other external agencies may be particularly relevant during a 'Partial Lockdown' of the school when the head teacher or most senior member of staff are completing their assessment of the situation.

12.2 Internal Communication

- **Onsite Staff**
 - The appropriate notification method should be used to inform staff of a partial or full lockdown of the school. Full details can be found in ['Assessment and Notification and Threat – Section 7'](#).
 - Where appropriate, internal communication should be maintained during an incident using the internal telephone system, mobile phones or other appropriate means of accessible communication.
 - All external communication should be controlled and authorised by the head teacher or most senior member of staff both during a Full and Partial Lockdown of the school. Staff **MUST NOT** send any unauthorised external messages during an incident.

13 Lockdown Activation			
This process should be used to activate both a ‘full’ or ‘partial’ lockdown.			
1	Direct / indirect threat or cause for concern identified (onsite or offsite) Notify the Head Teacher or most senior member of staff, or instruct office staff to do so.	PERSON IDENTIFYING THE THREAT	ACTION OWNER
2	Make a record of: - the time - specific location - the specific nature of threat - number and descriptions of any persons causing the threat		
3	Await decision on activation of full or partial lockdown. Be aware of appropriate threat level actions as indicated in the relevant ‘Advice Cards’ below.		
4	Assess the identified threat, does it: - give cause for concern - directly affect the safety or welfare of pupils, staff and visitors IF UNSURE : ACTIVATE ANYWAY	HEAD TEACHER / MOST SENIOR STAFF MEMBER	
5	Where deemed appropriate authorise the activation of a ‘partial’ or ‘full’ lockdown using agreed method’s detailed in Assessment and Notification of Threat – Section 7 .		
6	Where possible and if safe to do so the incident should be coordinated from an identified/appropriate ‘Incident Coordination Room’. <i>(pre-identified locations and information on selecting an incident control room can be found in Section 9).</i>		
7	For further information and response guidance refer to the relevant advice card as appropriate to the threat level issued.		
8	Where the existing threat does not currently give cause for concern the situation should be monitored to allow the lockdown procedure to be activated quickly as necessary.		

14 Partial Lockdown Advice Card		
Head Teacher (or Snr Staff member)		
Partial Lockdown Activation Method: • School Buildings - • School Grounds -		
ACTION		
1	Initiate recognised 'Partial Lockdown' notification method: • Inform all staff within school buildings. • Identify the location of any staff and pupils that are outside the school buildings but are within the school grounds and ensure they return to a secure school building immediately.	REMEMBER YOUR OWN SAFETY AND THE SAFETY OF OTHERS AT ALL TIMES
2	Instruct staff to: • Close all external doors • Lock all windows • Close blinds. • Continue teaching as normal (conditions permitting) until otherwise instructed.	
3	Identify an Incident Coordination Room (pre-identified, suitable locations and information on selecting an incident control room can be found in Section 9).	
4	Ensure that Police / Fire / Ambulance (as relevant) are contacted: • Provide / request information on the identified threat. • Establish whether a direct / ongoing threat exists towards staff and pupils.	
5	Instruct a member of staff to begin an incident log as soon as possible. • What has been done? • Why have decisions been made?	
6	Ensure that all off-site staff and pupils are contacted and appraised of the situation. Direct all school parties en-route back to school to go instead to a chosen place of safety until a full assessment of the incident can be completed.	
7	Based on the result of further investigations and the advice of emergency services decide whether to: • Stand down the partial lockdown. • Uphold the partial lockdown. • Relax / introduce addition measures. • Escalate to a Full Lockdown (see 'Full Lockdown' action card for further info on). Important: <i>Maintain appropriate communication with staff throughout and adjust decisions accordingly.</i>	
8	Whilst the 'Partial Lockdown' is in place continue to monitor: • The threat level. • The safety and welfare of staff and pupils within the school.	

15 Partial Lockdown Advice Card		
All Staff		
ACTION		
1	Upon hearing the partial lockdown signal staff must ensure that all pupils, staff and visitors remain in the room they are in or are moved to a location that can be appropriately secured.	REMEMBER YOUR OWN SAFETY AND THE SAFETY OF OTHERS AT ALL TIMES
2	Ensure that all staff, pupils and visitors in your location are accounted for.	
3	Ensure that all external doors are locked, windows are closed. (Where possible shut all external blinds / curtains).	
4	As far as is possible continue the normal school programme / current activity until otherwise advised by the head teacher or senior member of staff.	
5	If pupils are outside when the signal for a partial lockdown is sounded, staff must take pupils, staff and visitors to the nearest school building that can be secured.	
6	Do not leave or allow pupils to leave the secure area until instructed to do so by the Head Teacher or a member of the emergency services.	
7	Do not leave pupils unattended	
8	Free movement within the building may be allowed once a full assessment of the situation has been completed by the Head Teacher / most senior member of staff.	

16 Full Lockdown Advice Card

Head Teacher (or snr member of staff)

Full Lockdown Activation Method:

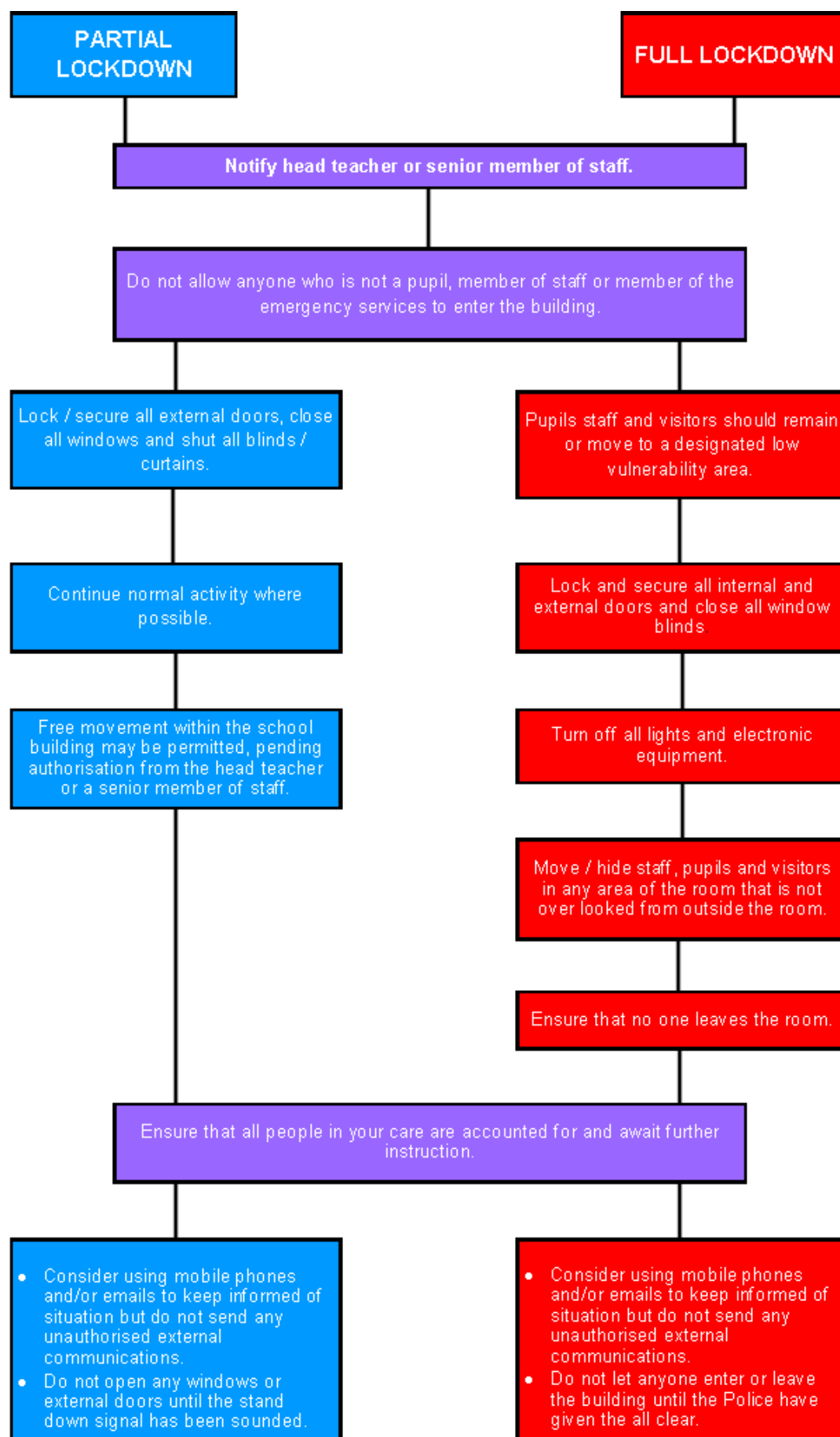
- School Buildings –
- School Grounds -

ACTION

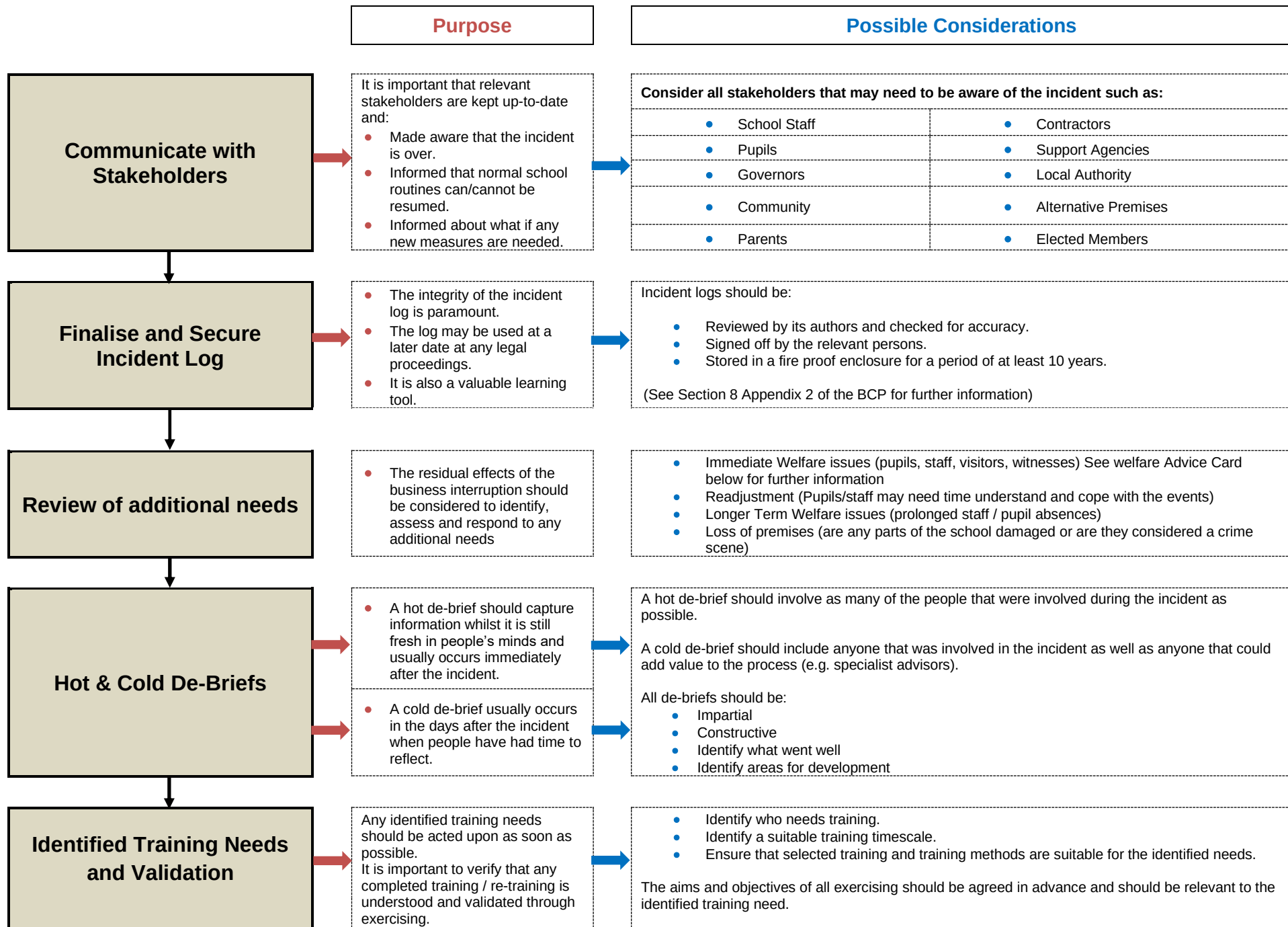
1	Initiate recognised 'Full Lockdown' notification method.	REMEMBER YOUR OWN SAFETY AND THE SAFETY OF OTHERS AT ALL TIMES
2	Identify the location of any staff and pupils that are outside the school building but are within the school grounds and, where possible, instruct them to go immediately with pupils to the nearest school building that is securable or to leave the grounds if it is safer to do so and go directly a designated off site place of safety.	
3	• Confirm that Police / Fire / Ambulance have been contacted (as appropriate) using 999 from a safe location away from the immediate threat. • Where safe to do so all telephone calls and incident coordination should be conducted from the Incident Coordination Room.	
4	Where practical / possible ensure that all staff have • Locked, or otherwise secured classroom doors, closed all windows and drawn blinds (use of internal telephone systems or mobile phones may be required to ensure the safety of staff can be maintained). • Completed a register check.	
5	Start completing an appropriate incident log: • What has been done? • Why have decisions been made? Where possible this can be delegated to another member of staff.	
6	• Ensure that all off-site staff and pupils have been contacted and appraised of the situation. • Direct all school parties en-route back to school to go directly to the designated place of safety.	
7	Liaise with emergency services and provide them with a full briefing upon their arrival on site.	
8	Remain in a secure location until otherwise told it safe to do so by the emergency services.	

17 Full Lockdown Advice Card		
All Staff		
ACTION <i>Upon hearing the full lockdown signal each member of staff should consider which actions are available to them that they feel will help maximise the safety of themselves and others at the time of a full lockdown incident.</i> <i>All actions undertaken should be assessed and carried out at the time of the incident depending on:</i> • The location of staff, pupils and visitors. • The location / nature of the threat. <i>The following precautions should be considered until the official 'stand down' notification has been received.</i>		
1	All staff must decide whether pupils, staff and visitors in their care should remain in their current location or be moved to a more securable location. <i>(Note: Where possible any areas of high vulnerability should be vacated)</i>	REMEMBER YOUR OWN SAFETY AND THE SAFETY OF OTHERS AT ALL TIMES
2	Ensure that all pupils, staff and visitors in your location are accounted for.	
3	Ensure that all internal doors and windows are locked, or otherwise secured and that blinds are drawn. <i>Note: Where a room has no blinds or curtains and it is safe to do so occupants of the room should be moved to a less vulnerable location which can provide maxim physical and visual security.</i>	
4	Where possible move pupils to an area within the classroom that is not overlooked from outside the classroom.	
5	Turn off all classroom lights and electronic equipment and consider any further actions that will make the classroom appear unused.	
6	Do not leave or allow pupils to leave the classroom until instructed to do so by a member of the emergency services.	
7	1. If you are on the sports field or using another outdoor location within the school grounds, and it is safe to do so, you must take all pupils, staff and visitors in your location to the nearest school building that can be accessed safely and follow actions 2 - 6 above. 2. If it is felt safer to do so leave the grounds immediately and make your way to an offsite place of safety unless otherwise instructed by the emergency services. 3. Where options 1 and 2 are not available to you it may be possible to disperse within the school grounds.	
8	All pupils and staff that have had to leave the school grounds must go directly to an identified off site place of safety unless instructed otherwise by the emergency services.	
9	All staff and pupils who are already off site and en-route back to school should go instead to a designated offsite place of safety as instructed.	
10	Use any available means of communication (email, telephone, radio etc) to take instructions from head teacher or member of the emergency services.	
11	Do not stand down from a 'Full Lockdown' until instructed to do so by a uniformed Police Officer.	

18 Lockdown Process



19 Post Lockdown Guidance



IDENTIFIED RECOVERY NEEDS

Be aware that the recovery needs of anyone effected by an incident may be ongoing after the incident has been resolved. It is important to offer ongoing recovery support where required.

20 Welfare Advice Card

Welfare Support

- Maintaining the welfare of those affected by an incident involves identifying the availability of relevant resources and conditions required for maintaining comfortable, healthy, and secure environments for affected people both during and after an incident.
- Recognising and supporting the welfare needs of people who have been directly or indirectly affected by an incident is an important part of helping to maintain effective business continuity within the school. The type and method of welfare support required is likely to be affected by the existing needs of those who have been involved together with the type, duration, impact and prevailing circumstances (e.g. time of year, etc.) of the incident; as such it is important to assess welfare needs on a person by person basis.
- It should be recognised that the provision of appropriate welfare support may be affected by the ability of a school to access appropriate internal support. Where appropriate, and with the consent of those affected, signposting people to support from external agencies should be considered.

Why is Welfare Support Important?

It is important to recognise that the provision of effective welfare support during and after an incident will:

- Help those affected cope with and recover more quickly from the incident.
- Help support peoples future resilience.
- Help benefit the business continuity and post incident recovery of the school.

Factors Affecting Welfare

It is important to recognise that any incident that could affect the business continuity of the school may have a significant and corresponding impact on the welfare of those involved. Physical and / or emotional welfare could be affected by:

- Loss / interruption to basic physical amenities (buildings, utilities, etc.)
- Disruption to existing routines (e.g. use of alternative premises, changes to lesson structure, increases in responsibilities, etc.)
- Exacerbation of existing medical conditions.
- The emotional and physical impacts resulting from the nature and / or scale of an incident (during and after)
- Indirect exacerbation of existing and conflicting pressures (personal life - school / work life).
- Association with similar / recognisable circumstances.

Recognising Welfare Needs

Where there has been an impact on the welfare of anyone involved in an incident it is important to be familiar with some of the recognisable signs to help identify where support may be required and maintain an effective response. Recognisable signs which may affect people who have been involved in an incident may include one or more of the following:

- | | |
|---|--|
| • Noticeable changes in behaviour or character. | • Reduction in productivity |
| • Drop in attendance levels. | • Deterioration in health. |
| • Social and educational withdrawal. | • Changes in physical appearance. |
| • Reduction in quality of work. | • Other long term physical and / or emotional impacts. |

Supporting Welfare Needs

- Ensuring the continuity of basic need requirements (e.g. food, water, warmth, rest, security) to help support the health and safety of those involved and to reduce the impact on the immediate welfare needs of those affected by the incident should be seen as a priority.
- Providing pupils, staff and families with access to and awareness of a range of appropriate support services (provision of advice leaflets, implementation of temporary on site 121 support, etc.)
- Production, maintenance and testing of relevant personal safety / medical plans for high vulnerability individuals where appropriate.
- Delivery of excellent ongoing communication with relevant individuals and/or groups both during and after an incident.
- Use of alternative premises to help aid the continuity of education.
- Requesting the rearrangement of exams / testing periods as appropriate
- Consideration of establishing rotation and rest periods for staff to help support a change in role or responsibilities.
- Working with external agencies (including the local authority) to help signpost people to access appropriate welfare support.

21 Document Administration

This guidance has been developed and agreed upon in conjunction Tow Law Millennium Primary School following appropriate site assessments and discussions with members of the Senior Leadership Team.

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Name	Lisa Jackson	Kevin Archbold
Position	Headteacher	Civil Contingencies Officer
Signature		<i>K Archbold</i>
Date		15/12/2021

21.1 Plan Amendments

Rev	Date	Prepared By	Checked By	Issues / Changes
	9/5/2024	LJ and KA	HM	N/A
	23/6/2025	HM	LJ	Staff cards to staff keys

21.2 Training and Exercising Record

Date	Event	Event Type (training / exercise)	Outcome