

This procedure covers the typical threats that a school may potentially be subjected to e.g. aggressive or violent intruder, dangerous animals, chemical or environmental incident. However, where the school is subject to an aggressive terrorist incident (e.g. armed attackers) and it is not safe to initiate any or part of this plan the basic stay safe principles of the Run > Hide > Tell must be followed.

The overall aim of lockdown is to prevent people moving into danger areas and preventing or frustrating an attacker's access to a site. Schools must aim wherever possible to put in place dynamic lockdown procedures, meaning swift restriction of access and egress to a site or building through physical measures in response to a threat, either external or internal.

Part 1 – planning for lockdown		
Expectations:	Points to consider:	School notes:
<p>The following lockdown roles as a minimum should be allocated to senior members of staff:</p> <ul style="list-style-type: none"> <li>Executive Lockdown Leader</li> <li>Back-up Executive Lockdown Leader</li> <li>Lockdown Leaders</li> <li>Back-up Lockdown Leaders</li> </ul> <p>You should also nominate an area to act as the Control Room, and an area for Back-Up Control Room, in case the intended Control Room is out of action or inaccessible</p>	<ul style="list-style-type: none"> <li>How will you ensure appropriate cover in the event of staff absence?</li> <li>How will you ensure the right number of lockdown leaders, dependent on the size and layout of your building?</li> <li>Is the Control Room and its back up somewhere safe, not easily accessible by intruders? Where possible does it have full access to phone, computer and Internet communications, and access to additional admin staff to support the Executive Lockdown Leader?</li> </ul>	<p>Executive Lockdown Leaders            Yvonne Kidd/Laura Watkins            Headteacher/Deputy Headteacher            Back-up Executive Lockdown Leaders            Iain Henderson/Alicia Hyland            Assistant Headteacher/Inclusion Manager            Lockdown Leaders            Year Leaders/Office Manager            Control Room            SBM Office            Back up Control Room            Head of School Office</p>
<p>A list of key personnel and agencies that will need alerting in the event of lockdown must be readily available to the Executive Lockdown Leader and their Back-Up</p>	<ul style="list-style-type: none"> <li>Do you have contact details for (not an exhaustive list): local Police; gas, electricity and water suppliers; environmental health; Local Authority; REAch2 SLT and/or Deputy Director for Education?</li> <li>Do you know contact details for out of hours as well as during schools hours?</li> </ul>	<p>Deputy Director of Education Cluster 7            Justin Burt            Chair of Governors            Steph Purcell</p>
<p>Accurate registers of all pupils, staff and visitors currently in school must be constantly maintained, and need to be accessible to the</p>	<ul style="list-style-type: none"> <li>How will the Executive Lockdown Leader know that all pupils, staff and visitors are accounted for?</li> </ul>	<p>The registers are kept up to date ongoing throughout the day. Office staff will be able to access the registers in the control room via the computer or on the office iPad.</p>

<p>Executive Lockdown Leader or their Back-Up, and to Lockdown Leaders or their Back-Ups, so that all pupils, staff and visitors can be confirmed as present and correct</p>	<ul style="list-style-type: none"> <li>• How will pupil and staff registers account for any late arrivals, early departures, or part-time working hours?</li> <li>• Are sign in/sign out procedures for visitors rigorous, and is there a clear picture of which visitors are present on site at any one time?</li> </ul>	
<p>Clear channels of communication must be in place for the following tasks:</p> <ul style="list-style-type: none"> <li>• alert the Executive Lockdown Leader or their Back-Up to the threat</li> <li>• communicate the initiation of lockdown to the school</li> <li>• alert Emergency Services and/or other agencies and request assistance</li> <li>• liaise between buildings/areas of the school to confirm adult and pupil head count</li> <li>• inform other staff, and parents, of lockdown and request they not approach school (where necessary)</li> <li>• communicate the cessation of lockdown to the school, and to all other necessary parties</li> </ul>	<ul style="list-style-type: none"> <li>• Do communication channels ensure all adults will receive the alert? Is the system reliant on adults cascading information to each other? If so, is this clearly mapped, including back-up to cover absence?</li> <li>• If reliant on mobile devices, i.e. walkie talkies, mobile phone, who has responsibility for regular checks to ensure they are charged and in good working order?</li> <li>• How will adults and/or pupils recognise the alert signal for lockdown? Is it suitably different to the signal used for fire or other evacuation?</li> <li>• Will procedures need to change if lockdown is initiated during break or lunch time, or during before/after school clubs?</li> </ul>	<ul style="list-style-type: none"> <li>• Communication of any threat will be made to the school office who will contact the Executive Lockdown Leader in person or by radio.</li> <li>• The office staff or Executive Lockdown Leader will organise the Lockdown warning system.</li> <li>• Office staff will call the emergency services from the Control Room and the ELL will notify others on the list using mobile phone.</li> <li>• If the Lockdown is likely to run past home time let parents know and ask them not to approach the school.</li> <li>• CT's to notify their Year Leader how many pupils there are in each room – via What's App??</li> <li>• YL's to notify Control Room – (Inclusion Managers telephone) any children not accounted for.</li> <li>• Senior Leaders to communicate cessation of lockdown to all parts of the school using a password agreed in advance.</li> <li>• Password 1 = Humpty Dumpty</li> <li>• Password 2 = Elvis</li> </ul>
<p>Safe spaces in the school within which pupils, staff and visitors can take refuge must be identified. Buildings or areas that cannot be secured are unsafe and cannot be used, and this must be clearly stated and communicated to all staff. Any movement required to get from an unsafe space to a safe space should be explicitly mapped</p>	<ul style="list-style-type: none"> <li>• How will pupils, staff and visitors know where the safe spaces for lockdown are located?</li> <li>• In the event of being in an unsafe space, how will they know where the closest safe space is and what route to use to access it?</li> <li>• How will unaccompanied pupils, i.e. using the bathroom, or unaccompanied visitors, i.e. peripatetic music teacher, know where to move to?</li> <li>• How will individuals with medical conditions have access to the necessary medication?</li> </ul>	<ul style="list-style-type: none"> <li>• The lockdown policy states that pupils and staff must go to their own classroom if possible.</li> <li>• Visitors will take refuge in the room of the person they are visiting.</li> <li>• If pupils are on the school field they will be whistled to get into the nearest classrooms asap if the point of danger is in a different part of the school.</li> <li>• If the danger is there they will run, drop or hide according to the member of staff's instructions.</li> <li>• Unaccompanied children will be scooped up by the support staff. If safe, they will go to the nearest classroom or if not safe will hide.</li> </ul>

		<ul style="list-style-type: none"> <li>• Inhalers and epi pens are kept in the classroom areas if needed.</li> </ul>
<p>Lockdown procedures should be appropriately communicated and understood by everyone in the school: pupil, staff and visitor. Trial lockdown procedures should be practiced with staff and pupils at least annually, with a report from the Executive Lockdown Leader subsequently shared with the school's Local Governing Body</p>	<ul style="list-style-type: none"> <li>• How will all staff know and understand their role in a lockdown? Will reminders be displayed around school and in the staffroom?</li> <li>• How will a visitor to the school, especially one working unaccompanied, know and understand what is expected of them in a lockdown?</li> <li>• How will pupils gain an age-appropriate understanding of what happens in a lockdown?</li> <li>• How will feedback be gathered from pupils, staff and visitors following lockdown practice, and how will any subsequent revisions to lockdown procedures be rolled out?</li> </ul>	<ul style="list-style-type: none"> <li>• Policy reminder at Leadership Meetings where the password is decided.</li> <li>• Whistles will be worn by SLT in the first instance and more ordered if needed for year leaders and after reflection possibly teachers.</li> <li>• Whistle sound will be short sharp blasts in order not to be confused with the whistles used for sports.</li> <li>• All future drills to be reported to the FGB in the HoS report to Governors.</li> <li>• Simple explanation for children in order to avoid over dramatic reactions – Sometimes the alarm sounds for us to get out of the building as the danger is inside. Other times whistles are us to alert us to a danger outside</li> <li>• Meetings take place after the drills and are then discussed at Senior Leadership level, followed by a discussion at the next Leadership Meeting.</li> <li>• Visitors at TG do not work alone.</li> <li>• An A4 sheet of what to do should the Lockdown Alarm go off will be created and be displayed in key areas throughout the school.</li> </ul>

Part 2 – during lockdown		
Expectations:	Points to consider:	School notes:
<p>Executive Lockdown Leader (or Back-Up):</p> <ul style="list-style-type: none"> <li>• Work from Control Room, or Back-Up Control Room, if possible</li> <li>• Initiate sounding/communication of lockdown alert signal to school</li> <li>• Coordinate communication of lockdown on main phone line, school website, school social media accounts, and on front entrance (where applicable and where safe to do so)</li> <li>• Co-ordinate and deploy Lockdown Leaders and any Back-Ups</li> </ul>	<ul style="list-style-type: none"> <li>• Where will Lockdown Leaders be best placed? Can this plan be fixed, based on their role and location in the school, or does this need to be fluid depending on the day/time of the incident?</li> <li>• How will an incident log be established and maintained? How will all relevant information, especially regarding roll call, be recorded and updated?</li> </ul>	<ul style="list-style-type: none"> <li>• Lockdown Leaders will initially lockdown wherever is the safest and closest. They will communicate their whereabouts with the HoS via mobile phone who will advise if it is safe to move or not according to where the threat is located.</li> <li>• A sheet will be created to record all the information at the time including pupil and staff numbers.</li> <li>• The electronic system will also contain information regarding visitors or meetings being held in the school.</li> </ul>

<ul style="list-style-type: none"> <li>• Contact Emergency Service and/or other agencies (where necessary)</li> <li>• Begin collection of register/roll call feedback from across the school</li> <li>• Gather all information, and liaise with Lockdown Leaders and other staff as needed</li> <li>• Coordinate the incident log</li> <li>• Initiate sounding/communication of lockdown cessation signal</li> </ul>		
<p>Lockdown Leaders (and Back-Ups):</p> <ul style="list-style-type: none"> <li>• Work from designated building/area, if possible, or report to Control Room, if possible</li> <li>• Secure doors/windows in designated area (where applicable)</li> <li>• Gather information from nearby staff and classrooms, and feedback to Control Room</li> <li>• Search for missing pupils, staff and visitors if required and if safe to do so</li> </ul>	<ul style="list-style-type: none"> <li>• How will communal fire exits stay appropriately accessible? Do they prevent access from the outside but still allow exit from the building in the event of a fire or other evacuation?</li> <li>• Are all external doors and windows able to be fully closed and secured? Can blinds and curtains be shut, and can lights be turned off?</li> </ul>	<ul style="list-style-type: none"> <li>• Fire exits keep us safe from intruders and can be locked from the inside. In the circumstances of a fire they can be opened quickly.</li> <li>• TG Lockdown Policy states that all windows and doors will be shut and blinds pulled down on activation .</li> <li>• Lockdown Leaders (when given the all clear) will pull down the blinds in communal areas such as the halls, corridors etc.</li> </ul>
<p>Other staff:</p> <ul style="list-style-type: none"> <li>• Escort pupils and any visitors to a designated lockdown area</li> <li>• Check that doors and windows in the immediate vicinity are secure</li> <li>• Take a register, if required, and feedback to Lockdown Leader and/or Control Room</li> <li>• Keep pupils calm and quiet, and ensure all mobile phones are turned to silent</li> <li>• If necessary, move everyone to sit on the floor away from the windows</li> </ul>	<ul style="list-style-type: none"> <li>• Do all staff know how to secure their lockdown area from the inside? Where are keys kept, and are they easily accessible?</li> <li>• Are all areas designated for lockdown secure and lockable from the inside? Do they all have doors and windows that fully close, blinds or curtains to shield occupants from view, and can lights be turned off?</li> <li>• How will staff know which children they are expected to have, and how will they know if anyone is missing?</li> <li>• How will staff communicate with Lockdown Leaders and/or Control Room? Can they use this method of communication safely and without putting themselves in danger?</li> </ul>	<ul style="list-style-type: none"> <li>• Adults will check doors and windows in each area ensuring they are shut and locked. Then pull down blinds.</li> <li>• Keys are not needed to lockdown the premises unless open for days such as Sports Day, School Fayre etc.</li> <li>• The Executive Lockdown Leader should gauge the safety of all before deciding whether to lock gates on the above days.</li> <li>• Executive Lockdown Leader will lock the front door to the school building if the danger is not there. If the danger is in this area, the security measures already in place will stop access into the school.</li> <li>• The Control Room staff will not phone classrooms due to the noise. However staff will be able to get in touch with the control room if needed via phone. Lockdown Leaders will communicate via mobile phones.</li> </ul>

Part 3 – after lockdown		
Expectations:	Points to consider:	School notes:
All pupils and staff will require debrief as soon as possible after the event. Police and other Emergency Services, Local Authority, and REAch2 colleagues may be able to advise or assist with this	<ul style="list-style-type: none"> <li>• How will pupil, staff and visitor wellbeing be gauged?</li> <li>• How will staff receive appropriate support to recover from the incident? Is emotional support or counselling required? If so, from where will it be sourced?</li> <li>• How will pupils be supported to understand the incident? Will staff need support (i.e. a script, or suggested tips) for discussing it appropriately?</li> </ul>	<ul style="list-style-type: none"> <li>• Learning mentors and staff will help pupils as much as possible at the time. If needed more help will be purchased from qualified individuals and agencies in consultation with REAch2 and West Sussex.</li> <li>• Staff will be offered supervision or counselling from the staff who already work within the school giving supervision where needed.</li> <li>• NQTs or inexperienced staff (all staff if needed) will be supported by SLT if required.</li> </ul>
Parents, agencies, and all other relevant parties need to be informed as soon as possible after cessation of lockdown	<ul style="list-style-type: none"> <li>• How will parents be debriefed about the lockdown – letter, email, social media? How will any enquiries from them be managed and responded to?</li> <li>• How will any media interest be managed? Who will be in charge of coordinating and responding to any media requests?</li> </ul>	<ul style="list-style-type: none"> <li>• Parents will be debriefed by email and possibly twitter depending on advice received from REAch2 or WSCC.</li> <li>• Media interest would be managed by REAch2 consultants and in liaison with both REAch2 and WSCC press departments.</li> <li>• No staff member should speak to the press without direct permission from EHT or HoS.</li> </ul>
A full incident log needs to be completed, documenting all actions and the times they were taken. Schools must also check for any LA-required reports or documentation that need to be provided. The school's SLT and Governing Body should reflect on the lockdown, the incident log, any feedback from pupils, staff, and visitors, and review their procedures for any necessary updates	<ul style="list-style-type: none"> <li>• How will admin support be provided to Control Room and the Executive Lockdown Leader during the lockdown?</li> <li>• How will any required pro forma/logs be accessed?</li> <li>• How will feedback be gathered from pupils, staff, and visitors, and how will any issues be assessed and remedied?</li> <li>• How will any subsequent revisions to lockdown procedures be rolled out to pupils, staff and visitors?</li> </ul>	<ul style="list-style-type: none"> <li>• On the sounding of the Lockdown whistle all admin staff will convene in the Control Room (SBM/IM Offices) next to the main office.</li> <li>• The SBM computer will have the logs accessible and also a printed out copy will be available in the SBM Office.</li> <li>• CTs will do circle times with their pupils.</li> <li>• LMs will do small group and 1:1 work with pupils.</li> <li>• Professional help bought in if needed and appropriate.</li> <li>• SDMs and LM's will also be used to reflect, assess and evaluate what happened.</li> <li>• Subsequent revisions will be rolled out to all stake holders, including Governors at meetings and training.</li> </ul>